



Education and Culture DG

Lifelong Learning Programme

COMENIUS PARTNERSHIPS

YOUTH EDUCATIONAL SYSTEMS

2009 - 2011

Emilia-Romagna Consortium (Italy):



Iasi Consortium (Romania):



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THE PROJECT



The project **Youth Educational Systems - YES** of the **Legislative Assembly of Emilia-Romagna** was launched in November 2009 and was coordinated by the **External and International Relations Department**.

Recognized by European Evaluating Bodies as one of the 17 nationwide projects worth of funding due to its high quality of the educational proposal, the “YES” project is the definition of a bilateral partnership in the context of the “Comenius Regio” Action of the EU program “Lifelong Learning Program”, aimed at promoting a “permanent structured cooperation” between the regions involved.

Referring to the need to improve participation in lifelong learning programs - as specified in the Lisbon Strategy - the project “Youth Educational Systems” aims at developing a standardized training and continuing professional development for teachers of different subjects and for Experts in socio-cultural activities addressed to younger generations, as they significantly improve their abilities and skills, increasing ultimately the quality of teaching.

The project, with a two-year duration, has a budget of 65 thousand euro and availed of the bilateral partnership set up with the Region of Iasi (Romania). In particular this partnership was set up between the **Teacher Training Centre** of Iasi and the **Legislative Assembly** of Emilia-Romagna.

The project focuses its activities on key elements of higher education, addressing the specific needs of the learning process, fully considering the European Civil Society Platform for Lifelong Learning to the European Commission.

The general objective of the YES project was to offer support to the participants by offering them further training activities for the acquisition and the use of knowledge, skills and qualifications to facilitate their personal development. The project proposal was aimed at raising the quality of teaching and learning across the different areas of study through arming the trainers of teachers and tutors with the resources and tools necessary for developing in a second moment the skills and competences of both teachers and students.

Ultimately, these resources have contributed to improving the skills and competence of students, improving their capacity of adapting and assuming a more active role in the society. The transnational nature of the partnership provided considerable added value and innovation offering the opportunity to learn from each other, explore different approaches and share knowledge more effectively.

THE PROJECT'S TOPICS:

The issues tackled during the activities of the project are:

- European citizenship and European dimension
- learning about the European partner country
- intercultural education
- key competences
- school failure
- comparing educational systems
- identifying methods for increasing pupil motivation
- development of common training contents and concepts

The approach to the issues put forward in this project followed the logic of common exchange between all those involved.

Various activities in the territory of Emilia-Romagna region and in the territory of Iasi County was organized following the guidelines below:

- ◆ knowledge of the host territory and of its services and activities concerning the social and school activities for youth
- ◆ presentations during theme workshops with opportunity for confrontation and reflection on the work methods and strategies of the host experts
- ◆ a common experimental programme on the new education strategies through a continuous communication and information exchange via internet
- ◆ moments and activities for getting to know the reality and territory of the host partner and also its school and education community and extra curricula area
- ◆ workgroup activities coordinated by experts

Among the obtained objectives of this partnership, at the end of the two years of activity, we can count the increased awareness of the importance and the value of the knowledge and of the understanding of the cultural and linguistic diversity of the European Union; better quality of training of experts from



the regional education authorities; analysis and detailed study of the ways to enhance the quality of teaching and the identification of teaching methods which can enable students to successfully adjust to social life, to become more competitive at work and be more active in social life by developing an increased sense of belonging to a common European citizenship.

THE PARTNERS:

⊙ Emilia-Romagna Regional Consortium:

Legislative Assembly of the Emilia-Romagna Region - performed the general coordination of the Italian Regional Consortium, and of the overall project, assuring also all the relevant and updated scientific documentation on the main topics of debate. It also managed the relations with the Partner Regional Consortium, and accomplished the relevant administrative and financial procedures.

Regional Education Department for Emilia-Romagna (USRER) - ensured the cooperation and communication between the partner schools thus allowing a productive activity of the partners involved.

The schools:

ITC “Rosa Luxemburg” High school (Bologna)

ITC “Giuseppe Ginanni” High school (Ravenna)

ITC “G.B.Bodoni” High school (Parma)

IPSCT “Elsa Morante” High school (Modena)

The role of the school had been to focus on assigned work packages under the management of USRER. Each Headmaster, in fact, had the responsibility of monitoring the progress made, referring to the joint work-programme and time schedule.

The respective responsibilities were as follows:

- ◆ inter-partner co-ordination and co-operation;
- ◆ monitoring of task progress and drawing up of progress reports;
- ◆ timely delivery of task results, aimed at accomplishing the reports required by the national agency.

Intercultural Association Polo Interethnic (*Associazione Interculturale Polo Interetnico*) - AIPI (Bologna) - coordinated the meetings dedicated to the exchange of mutual experience, organizing debates and intercultural workshops conducted by the Association's experts.

⊙ **Iasi Regional Consortium**

Teacher Training Centre - assumed the role of developing the themes of common interest to the two Partner Regions, of projection, organisation, monitoring and follow-up of the adequate lifelong training stages of the project. The Teacher Training Centre had also the role of supporting the teachers in developing their basic skills, offering them the strategies and methods of a critical way of thinking during the teaching process; of coordination the overall activities of the Romanian Consortium; of assuming the responsibilities derived from the successful implementation of the project.

The schools:

“Costache Negruzzi” College

Technical high school for the Railways

“Alexandru Vlahuta” School

The teachers participated in the training courses offered during the YES project and also the schools' headmasters participated in the exchange during the activity “School headmaster for a day in Emilia-Romagna” comprised in the workshop “Comparing educational systems of the Emilia-Romagna Region and that of Iasi County”.

RoTalent - RoTalent contributed to design and develop the curriculum for continual education exchanges present in the project. The RoTalent volunteers offered consultation and expertise to the teachers of the involved schools with the purpose of identifying students' talents and organizing activities that aided their creative potential and increased their learning motivation.



THE WORKSHOPS:

During the two years of activity, the YES project has had a total of nine meetings, such as workshops and conferences held in Bologna or in the Emilia-Romagna region and in Iasi or in Iasi County, at which all the regional partners of the two Consortia took part.

The workshops and the activities held in **Emilia-Romagna** were:

- The Project Meeting
- The Workshop “*Comparing educational systems of the Emilia-Romagna Region and that of Iasi County*”
- The Workshop “*Intercultural education*”
- The Workshop “*Key competences: instruments and methods for dealing with school failure, for offering increased learning opportunities to pupils which risk social marginalization and for increasing pupil motivation*”
- The final Seminar

The activities held in **Iasi**, Romania were.

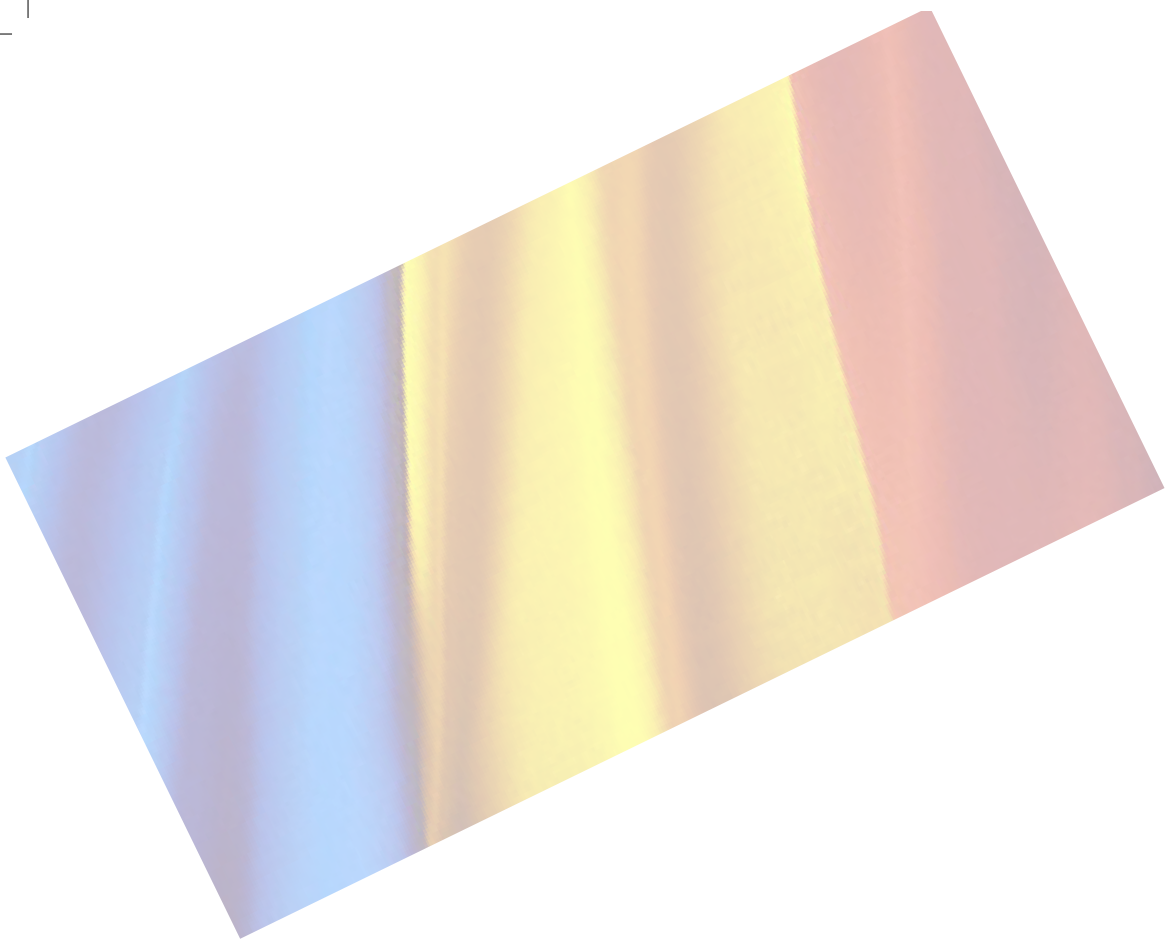
- The Workshop: “*Methods of developing critical and creative thinking*”
- The Workshop: “*Conflict management within pupils’ groups*”
- The Seminar: “*Intercultural education – premise for an active European citizenship*”

A new moment of confrontation and exchange of information on the developments and on the general layout of the project was represented by the *Mid-term Videoconference* between the two regional Consortia. In Emilia-Romagna the videoconference was organized at the headquarters of the Legislative Assembly in Bologna, and at the same time, in Romania the videoconference was held at the headquarters of the Teacher Training Center.



THE PATH





PROJECT MEETING

3-4-5 DECEMBER 2009

BOLOGNA



From **the 3rd to the 5th of December 2009** the first meeting of the project "Youth Educational Systems" (YES) was held in Bologna, at the headquarters of the Legislative Assembly of the Emilia-Romagna Region, project under the EU Lifelong Learning Program - Action: Comenius Regio.

The participants in the activities held in these days were the representatives of the partner institutions, namely:



Emilia-Romagna Consortium:

The External and International Relations Department of the Legislative Assembly, Regional Educational Department for the Emilia-Romagna Region, The Intercultural Association AIPI of Bologna, Istituto Tecnico Commerciale "Rosa Luxemburg" of Bologna, Istituto Tecnico Commerciale "Ginanni" of Ravenna, Istituto Tecnico Commerciale "G.B.Bodoni" of Parma, Istituto Professionale per i Servizi Commerciali e Turistici "Elsa Morante" of Sassuolo (Modena)

Iasi Consortium:

Teacher Training Centre of Iasi, the ONG RoTalent

The discussion at this meeting focused on a diverse range of issues including:

- ➔ identification of a common IT platform focused on the on-line exchange between the partners;
- ➔ agreements on the next mobility scheduled in Romania followed by the one in Emilia-Romagna, considering the process of gradual implementation of the project;
- ➔ preliminary analysis and the launching of the exchange of best practices on the central issues of the project (the comparison of the two educational systems, educational failure, key competences, the education for getting to understand the partner's country, European citizenship and European dimension, intercultural education, methods to increase pupils' motivation, development of tools and innovative strategies for the transmission of knowledge).



PROJECT MEETING
3rd/5th December 2009 - Bologna

3rd DECEMBER 2009

11.30 – 12.30 Welcoming of the Iasi Regional Consortium’s delegation at the Legislative Assembly of the Emilia–Romagna Region

12.00 – 14.30 Visit and introduction to the Institutional Structures of the Legislative Assembly of the Emilia – Romagna Region: *Description of the role and functions of the Legislative Assembly in the Regional and National political framework*

14.30 – 15.00 Introduction of the Partners of the Emilia-Romagna Regional Consortium

15.00 – 16.00 Visit to the premises, and introduction to the structures of the Commercial Technical High School “Rosa Luxemburg” of Bologna

16.30 – 17.30 Visit and introduction to the Institutional Structures of the Associazione Interculturale Polo Interetnico and of the Scuola di Pace del Quartiere Savena. *Description of the role and functions of the two associations in the field of intercultural dialogue, promotion of active citizenship, peace, their relevant contribution to the promotion of cultural pluralism as a shield to face the raise of phenomena of racist intolerance, xenophobia and violence.*

4th DECEMBER 2009

09.30 -13.00 – Beginning of the activities

Introductory speech:

Mr. Alessandro Criserà – Director of the Foreign and International Relations Department – *“The role of the Legislative Assembly of the Emilia-Romagna Region in promoting of the debate on the future of the European Union, on the intercultural dialog and on the safeguard*

of human rights and fundamental freedoms.”

Introduction to the two National Education Systems:

Prof. Rosanna Rossi – Regional Education Department of Emilia-Romagna

Prof. Lidia Andronache – Director of the Teacher Training Centre of Iasi

Debate between the Partners on the topic : “Comparing educational systems of the Emilia-Romagna Region (Italy) and that of Iasi County (Romania)”

Presentation of the experiences of the involved School institutions/Educational Organisations: good practices, research, analyses

Facilitator:

Prof. Rosanna Rossi – Regional Education Department of Emilia-Romagna

Speakers:

Prof. Monica Cuoghi – IPSCT “Elsa Morante” of Sassuolo (Modena)

Prof. Laura Villani – ITC “Rosa Luxemburg” of Bologna

Prof. Marina Cristante – ITC “Ginanni” of Ravenna

Prof. Stefania Caminiti – ITC “G.B. Bodoni” of Parma

Mrs. Gabriella Angiolini and Loubna Handou - “Associazione Interculturale Polo Interetnico” of Bologna

14.00 – 17.00 Follow-up of the debate between the Partners on the topic: “Comparing educational systems of the Emilia-Romagna Region (Italy) and that of Iasi County (Romania)”

Presentation of the experiences of the involved School institutions/Educational Organisations: good practices, research, analyses

Speakers:

Prof. Lidia Andronache – Director of the “Teacher Training Centre” of Iasi

Prof. Diamanda Leahu – Teacher Trainer of the “Teacher Training Centre” of Iasi

Prof. Anca Dimitriu – Teacher Trainer of the “Teacher Training Centre” of Iasi

Prof. Liliana Rujanu – Teacher Trainer of the “Teacher Training Centre” of Iasi

Prof. Carmen Cretu - President of the Association “RoTalent” of Iasi

Prof. Marietta Lesovici – VicePresident of the Association “RoTalent” of Iasi

5th DECEMBER 2009

09.30 – 13.00 – Beginning of the activities

Debate between the Partners on the topic: “Methods for developing the youth’s critical and creative thinking”.

Presentation of the experiences had inside the School institutions/Educational Organisations: good practices, research, analyses.

Facilitator:

Prof. Rosanna Rossi – Regional Education Department of Emilia-Romagna

Speakers:

Prof. Lidia Andronache – Director of the “Teacher Training Centre” of Iasi

Prof. Diamanda Leahu – Teacher Trainer of the “Teacher Training Centre” of Iasi

Prof. Anca Dimitriu – Teacher Trainer of the “Teacher Training Centre” of Iasi

Prof. Liliana Rujanu – Teacher Trainer of the “Teacher Training Centre” of Iasi

Prof. Monica Cuoghi – IPSCT “Elsa Morante” of Sassuolo (Modena)

Prof. Cristina Donà – ITC “Rosa Luxemburg” of Bologna

Prof. Patrizia Ravagli – Headmaster of ITC “Ginanni” of Ravenna

Prof. Guido Campanini – Headmaster of ITC “G.B. Bodoni” of Parma

Mrs. Sabrina Ardizzoni - “Associazione Interculturale Polo Interetnico” of Bologna – Consulting Professor for the “Alma Mater Studiorum” University of Bologna

14.00 – 16.00 Discussion between the Partners on the organisational set-up to be established in the framework of the Bilateral Partnership

Creation of a web-site as a common platform for the exchange between the Iasi Regional Consortium and the Emilia-Romagna Region of documents and materials, aimed at researching on the topics of the “Youth Educational Systems” Project

Creation of a workgroup dedicated to the web-based exchange of useful material for a preliminary comparative study of the Project’s topics, and useful feedback on performed actions.



The **Emilia-Romagna** partners' presentations during the first project meeting of 3,4,5 December 2009.

ASSOCIAZIONE INTERCULTURALE POLO INTERETNICO

PRESENTING A TEN YEAR PATH IN EDUCATION



AND OUR PARTNERS IN INCLUSIVE EDUCATION PROGRAMS

IMMIGRATION LAWS IN ITALY

L. 39/90 (Martelli law):

First acknowledgment of the migration issue from a juridical and social point of view.
Access regulation to Italy

L 40/98 (Turco – Napolitano Law)

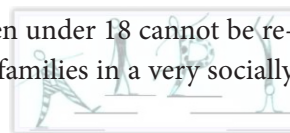
States the right for children of migrant families to attend school together with native children.

Importance of inclusive education practices

189/02 (Bossi-Fini Law)

It doesn't change the rules for the schooling of children of foreign families. It stresses the importance of proper papers, and the link between income and the permit of staying in Italy is magnified.

This deeply involves foreign children. Even if it states that children under 18 cannot be repatriated, it threatens the stability of children's life, putting their families in a very socially weak condition.



Stranieri residenti % su Pop TOT	Italia	Emilia- Romagna	Provincia di Bologna	Comune di Bologna
31 dicembre 2002	1.549.373 2,7%	163.838 4,0%	38.720 4,2%	17.653 4,8%
31 dicembre 2003	1.990.159 3,4%	210.397 5,2%	47.431 5,1%	21.413 5,7%
31 dicembre 2004	2.402.157 4,1%	257.161 6,2%	55.840 5,9%	25.385 6,8%
31 dicembre 2005	2.670.514 4,5%	288.844 6,9%	61.569 6,5%	28.112 7,5%
31 dicembre 2006	2.938.922 5,0%	317.888 7,5%	65.785 6,9%	30.319 8,1%
31 dicembre 2007	3.432.651 5,8%	365.720 8,5%	75.277 7,8%	33.602 9,0%
31 dicembre 2008			86.696 8,9%	39.480 10,5%

Comune di Bologna	M	F	TOT	% di F	% nati in Italia	% 2007- 2008
1 Romania	2.247	2.800	5.047	55,5	6%	51,1
2 Filippine	1.843	2.225	4.068	54,7	17%	13,9
3 Bangladesh	2.234	1.243	3.477	35,7	16%	24,4
4 Marocco	1.694	1.320	3.014	43,8	19%	5,1
5 Albania	1.237	1.065	2.302	46,3	10%	8,6
6 Moldavia	686	1.534	2.220	69,1	5%	51,6
7 Cina Rep. Pop.	1.106	1.092	2.198	49,7	27%	4,4
8 Ucraina	349	1.826	2.175	84,0	2%	23,6
9 Pakistan	1.153	255	1.408	18,1	11%	9,9
10 Sri Lanka	757	502	1.259	39,9	16%	15,9

Scuola di Pace (Peace School)

- ▶ AIPI
- ▶ ASSOCIAZIONE AMICI DEI POPOLI
- ▶ COSPE
- ▶ FURIO JESI
- ▶ IL MELOGRANO

AIPI other collaborations

- ▶ SCUOLA DI PACE
- ▶ CENTRO DOPOSCUOLA COMELLINI
- ▶ PROGETTO SEIPIU'
- ▶ CD/LEI (PROGETTO ALFABETIZZAZIONE)
- ▶ CENTRO INTERCULTURALE MASSIMO ZONARELLI



WHAT DO WE DO?

- › Afterschool activities
 - › Summer school
 - › Curriculum integrating intercultural activities
 - › Workshops (Music, Arts, Drama, recycling, ...)
 - › Teaching of italian as a second language
 - › Tutoring and peer tutoring in small groups
 - › Empowering actions for minority groups (national, gender groups)
 - › Teacher training and counselling
-

WHO ARE WE?

- › Strictly selected educators:
 - › 4 senior educators: in charge of programming the activities in the school and extra-school hours
 - › A team of volunteer educators. They come from: university, high school, in-service teachers, retired teachers, common citizens
 - › Bilingual educators: students, workers, ex-students, professionals
 - › Workshop educators
 - › 4 senior workshop educator, each one specialized in a different field.
 - › Use of different languages
-

16 trained teachers of italian as a second language

- › They work in schools, in curricular hours and in extra curricular hours.
- › Strict link with the regular teachers
- › They are involved in:

- Teacher training programs

- National and international L2 program research projects



ASSOCIAZIONE INTERCULTURALE POLO INTERETNICO
ITC “ROSA LUXEMBURG” - Bologna

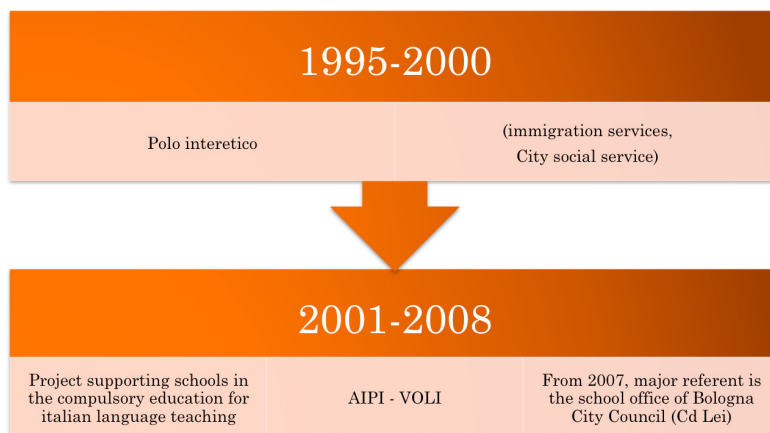
AIPI – ITCS ROSA LUXEMBURG
A LONG TERM PARTNERSHIP

SABRINA ARDIZZONI - AIPI

1995-2000 POLO INTERETNICO PROJECT

-
- ▷ COMUNE DI BOLOGNA (Bologna City Immigration Services)
 - ▷ SCHOOLS
 - ▷ SOCIAL SERVICES
 - ▷ CHARITIES (CARITAS)
-

Bologna City Council project for primary and junior high school



PROJECT M. COMELLINI



INCLUSIVE
EDUCATION
PROTOCOLS

in primary and junior
high schools

What about
secondary
school?



PROJECT "EVERYONE'S SCHOOL" A case study



STUDENTS OF FOREIGN ORIGIN IN ROSA LUXEMBURG

- Total: 980 students
- Students of foreign origin: 170 F 123 M 47
- First and second grade total students: 480
- First and second grade foreign students: 106 (22%)

Totale: 980 students

- Foreign students per grade:

Grade I 61

Grade II 45

Grade III 36

Grade IV 16

Grade V 12



WHERE DO THEY COME FROM?

MANY DIFFERENT COUNTRIES (ABOUT 15)

Among which, the most represented are: China, Morocco, East Europe contries

- In 2008-2009, newcomers directly coming from their homecountry: 25
 - 13 in first grade
 - 9 enrolled in second grade
 - 3 enrolled in third grade
 - Students without a degree legally recognized by italian embassy abroad: 23
 - Students enrolled in junior high diploma program:12
-

- More than 10% of students of foreign origin (22 % in first and second grade)
 - Many students of foreign origin, with a significant schooling experience in Italy
 - Continuous arrivals of newcomers (in any time of the year)
 - Difficulties in the developing of high level italian languang skills, especially for academic tasks, in specific language.
 - High drop-out rate. Transfer to vocational school or to working life.
 - Widespread episodes of intolerance and prejudice based on ethnic origin, among italian and native teenager groups
-

WHAT DO WE DO?

◦ ITALIAN LANGUAGE COURSES FOR FOREIGNERS AT DIFFERENT LEVELS

A1 TO B2 LEVEL IN THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT (CEFR)

- Supporting studying methods;
- Help in homeworks, preparing lessons
- Tutoring and welcome activities for newcomers
- Translation service for students and families



Intercultural activities in regular classes

AIPI educator together with regular teachers;

Enforcing the link between junior high school and the secondary school (continuous action)

Enforcing the link between Italian school and the school in one's own country (school biography)

Encounters with migrant authors writing in the language of their migration country

Teachers' activities

Intercultural assembly of teachers: 7 regular teachers + 2 AIPI teachers

Counciling about programming, evaluation, and tutoring - For students, families, teachers

COMMON PROGRAMMING AND EVALUATION PARAMETERS FOR ILP STUDENTS

Intercultural workshops in the afternoon (extracurricular time)

- Creative Writing And Video Producing Workshop
- Theatre Drama Course
- Chinese Language Course for non chinese students and teachers
- Chinese Language Course For Chinese students
- Hip hop dance
- Courses for women of foreign origin





ITC “G.B.BODONI” (Parma)



- › It was founded in 1974
- › It moved to the present location in 1994
- › It offers three courses:
 - › Accountancy and computer programming
 - › Accountancy in the legal, economic and business fields
 - › Expert acquiring preparation in marketing and new technologies

Characteristics of the biennium

- ◆ Welcoming activities (building up of a class group / didactic trips)
- ◆ Parallel and corporate programming of the different subject groups
- ◆ Lab activities (science, languages, computer studies)

Characteristics of the triennium

- ◉ Great importance to professional subjects (economics, law, computer studies, languages)
- ◉ Educational projects (environment, history, human rights)
- ◉ School/industry collaboration with training periods in companies and sometimes abroad
- ◉ Post-diploma career guidance (university, work)

Help and remedial activities

- › Remedial extra hours for small groups
- › Extra tutoring
- › Psychological counselling
- › Extra courses for the students which failed in one or more classes (also in the summer)
- › Common help groups

Foreign students

- ◆ Welcoming and orienteering activities
- ◆ Italian language lessons for foreigners
- ◆ Italian lessons for studying
- ◆ Cooperation with CTP (for middle-school leaving certificate) University and Province



... and much more

- Sports clubs (five a side football, volley-ball)
- Photographic lab
- Didactic trips
- Math and computer studies competitions

School self-analysis

Quality report for the school year 2008-2009

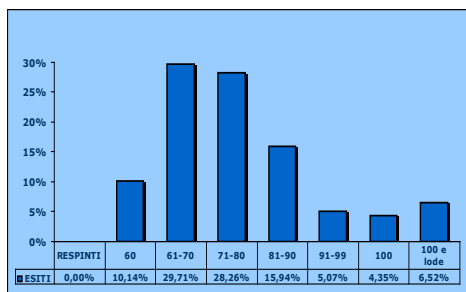


Structural numbers

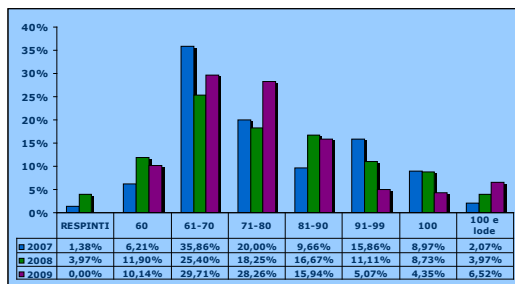
	2008/09	2009/10
DOCENTI Teachers	105	104
DOCENTI DI SOSTEGNO Remedial teachers	8	10
PERSONALE ATA Non-teaching staff	20	22

	2008/09	2009/10
DOCENTI Teachers	105	104
DOCENTI DI SOSTEGNO Remedial teachers	8	10
PERSONALE ATA Non-teaching staff	20	22

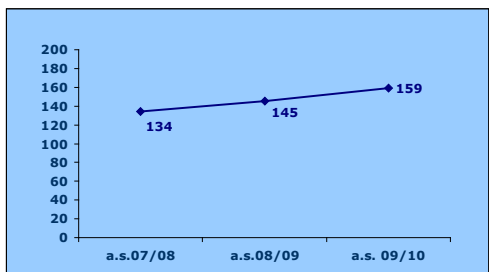
State exam final results 2009



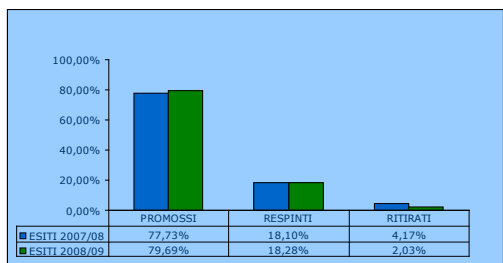
Final state exams' compared results for the years 2007-2009



Tendency for the first time enrolment to the first class



Final results (%)



Problems still open

- Difficult cases
- Teachers' individualism
- Lack of resources
- Little flexibility
- Teachers' turn-over
- Lack of classrooms

ITC BODONI for a new didactics

- ◆ Our school has built up an innovative didactic environment
- ◆ Students are used to working both in traditional classrooms
- ◆... and in laboratories (multimedia, informatics, chemistry, physics, language, video room)
- ◆ Since last year 7 classrooms have been equipped with 7 digital whiteboards

Digital whiteboard

- ◆ It is unanimously considered a tool able to deeply innovate didactics
- ◆ It consists in an easy to use online computerized board
- ◆ It is equipped with a laptop and a video projector



TIM

- ▶ It makes difficult, abstract and complex concepts easier
- ▶ It allows the teacher the use of multimedia information (geographic maps, films, music and songs, graphics, etc.)
- ▶ It is a kind of portal through which you can retrieve information both from personal/school archives and “internet” archives
- ▶ You can both save and reutilize what has been done during the lesson
- ▶ Students can build up a lesson and interact with the teacher
- ▶ It transforms the class into an active environment where students and teachers work together
- ▶ It accustoms the students to a critical behaviour towards internet, accustoming them to compare different sources of information
- ▶ It facilitates both the debate and comparison under the guidance of the teacher

A school rich in projects

- More than 30 projects in 2009/2010 Formative Offer Plan
- Both curricular and extra-curricular
- Some long-lasting projects and some only lasting one or two years
- Some involving single or various classes and some others involving whole courses
- An example of two projects in this school year:
 - Project 1989: considerations on what happened in Europe between 1989 and 1991, also due to the presence of many students coming from the Eastern bloc
 - Project for Africa: off acquaintance and exchange with Senegalese schools

- Project EDUC: project involving education to rights, peace, solidarity and critical citizenship, in relation with the important themes of globalisation and interdependency among different geographical and cultural areas of the world
- A newspaper in class aiming to a critical and aware reading of newspapers
- An example of a project carried out last year:
 - Migrantes Parmenses : a research project on the migration of people coming from our area in 19th and 20th centuries
 - Together with other projects, our project was presented at a ceremony at Parma's Teatro Regio

An innovative and creative school ...

- Creativity
- Active didactics
- Leading role of the students
- Critical thought
- Pluralism of the sources of information

... without forgetting tradition

... but always needing

- ⊙ a solid foundation
- ⊙ a rigorous personal culture
- ⊙ a knowledge built on personal research and study
- ⊙ and also a knowledge built on practice and application



IPSCT “ELSA MORANTE” (Sassuolo)

Youth Educational Systems Comenius Regio An example: I.P.S.S.C.T. ELSA MORANTE

« Our school:

Commercial and tourist services
Evening school for adults
Vocational training school for the hotel trade



« Our territory:

Highly industrialised and economically developed area
Heart of the ceramic tile production district
Immigration and economic crisis

« Our students:

Poor social and cultural background
High number of foreigners
Relevant number of disabled
Learning difficulties



« Key figures:

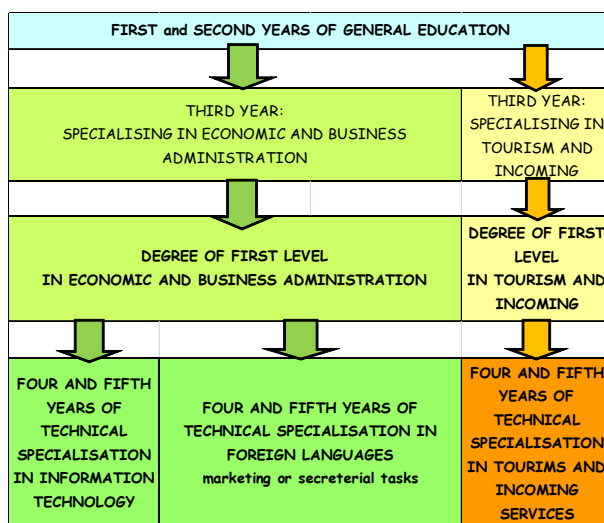
STUDENTS	school year 2009/2010	TOTAL N.	800
TEACHERS	school year 2009/2010	TOTAL N.	115
FOREIGN STUDENTS	school year 2007/2008	%	15%
FOREIGN STUDENTS	school year 2008/2009	%	17%
FOREIGN STUDENTS	school year 2009/2010	%	19%
ROMANIAN STUDENTS	school year 2007/2008	TOTAL N.	4
ROMANIAN STUDENTS	school year 2008/2009	TOTAL N.	9
ROMANIAN STUDENTS	school year 2009/2010	TOTAL N.	10

% RATE OF SCHOOL DROPOUT	
school year 2007/2008	10%
school year 2008/2009	8%
school year 2009/2010	6%

I.P.S.S.C.T.
ELSA MORANTE

VOCATIONAL COURSES

- ▷ **ECONOMICS and COMMERCIAL SERVICES**
- ▷ **TOURISM, LEISURE, HOSPITALITY AND FACILITIES SERVICES**
- ▷ POSSIBILITY OF 2 YEARS IN COLLABORATION WITH A VOCATIONAL TRAINING SCHOOL FOR THE HOTEL TRADE



OUR VISION OF EDUCATION

LEARNING:

- * from practical challenges (school + work placement from the third year on)
- * in order to attain key competences and cross abilities
- * through increasing motivation
- * together with others (local companies, local authorities, international partnerships)

SCHOOL GOOD PRACTICE

KEY WORDS:

- * social inclusion
- * self esteem
- * self confidence
- * learning to learn
- * motivation to learning
- * development of basic abilities
- * education to European citizenship

HOW TO REACH OUR GOALS?

- ◆ effectiveness of informal education
- ◆ teaching strategies
- ◆ counselling activities
- ◆ projects

PROJECTS

- projects for integration and social inclusion:
 - Course of Italian for foreign students
 - Theatre - Music - Art craft labs
- projects for developing the European citizenship awareness
 - Learning about European Community
 - Education to health, environment and civic behaviour
 - Leonardo Pass for job
 - Comenius

ITC "GIUSEPPE GINANNI" (Ravenna)

Our School...

Istituto Tecnico Commerciale "Giuseppe Ginanni"
www.itcginanni@racine.ra.it



... is a **business commercial technical school**

In five years we prepare students with main skills in the subjects:

- ◆ Law Business Administration
- ◆ management information
- ◆ Foreign Trade and Tourism
- ◆ organization and management of sporting events

Using the organizational autonomy this is our weekly time table:

- ◆ 1st and 2nd year: mon-sat 8,50 – 13.20
- ◆ 3rd, 4th and 5th year: mon-thu 8,50-13,20
fri: 8,50-13,20 14,00-14.45

The students study:

- * Italian
- * Science
- * Law
- * Economics
- * Foreign languages
- * Art history and more ...

According to the thought of the great philosophers



Montesquieu

Edgar MORIN



Primarily we look for preparing students according to the principle: **a well made head is better than a well full head**

Student will be so capable of looking for answers to the many questions and problems they will face as grown-up adults in life and work.

So we need setting goals effectively:

- ▷ Communication and relational skills
- ▷ Active citizenship and civil coexistence
- ▷ Opening for culture and management of enterprise
- ▷ Cultural communication technology in foreign language
- ▷ Using multimedia equipment and computer
- ▷ Integration with the territory and answer to cultural and training needs
- ▷ Connection with the world of work
- ▷ Capacity of learning to learn
- ▷ Vocational guidance and University Orientation ...

... to address the markets of tomorrow we must:

- ▷ set goals effectively
 - ▷ consider the innovation economy
 - ▷ exploit the multiple intelligences
-

To improve:

- Communication and relational skills
- Active citizenship and civil coexistence
- Opening for culture and management of enterprise
- Cultural communication technology in foreign language

school participates in many projects



European Youth Meeting

5th European Youth Meeting: our Europe after the collapse of the Berlin Wall



ITC Ginanni

Debate on plastics and environment with American methodology

Our student Silvio Ravaioli was a winner!!

European Business Game

The game is a simulation company with very strict rules

We won the first prize in Italian final twice and we participated in the international finals with very good placings



In 2009 Copenhagen – Denmark

Countries: Croatia, Czech Republic, Denmark, England, Faeroe Islands, France, Greenland, Italy, Latvia, Scotland, Slovakia.



EBG 2007/2008 project 4 B mercurio



EBG 2008/2009 project 4 B mercurio



We attended the “European Circus of Culture”



Commissione europea
Rappresentanza a Milano



Comune di Ravenna



Provincia di Ravenna



Carrefour Europeo Romagna
Coordinamento
Centri Famila-Romagna

European Programme JEUNESSE EN ACTION

We participated in the final Forum in Limoges, France.

The interventions were established with the rules of the European Parliament, in French or in English.



For a good Integration with the territory and connection with the world of work we strictly Collaborate with many agencies, institutions, industries, public and private companies.

THE HARBOUR OF RAVENNA



National and international tourism The DELTA del PO Regional Park



Cultural Tourism



Basilica San Vitale

Basilica Sant'Apollinare Nuovo

The students achieve special certifications:

European

Computer

Driving

Licence

Certificates:

ENGLISH: PET FIRST

GERMAN: GOETHE

FRENCH: DELF

SPANISH: DELE

Guidarello Prize for young journalist

- ◆ 2009 third prize
- ◆ 2008 third prize
- ◆ 2007 first prize



CONFINDUSTRIA



THE INTERNATIONAL ASSOCIATION OF LIONS CLUBS

Training in services at the National Convention of Lions Club Italy

CONTEST

“ENERGY and ENVIROMENT: SYSTEM SUSTENIBILITY”

- scholarships to students group of upper secondary school for work / projects in the area



Improving use of ENGLISH: CLIL project - Studying Economics in English

Tutoring among students:

- To improve
- Solidarity
- Availability towards the other
- Credits

We promote the upgrading of teachers:

Leonardo T.E.R.E.S.A. A.S. 2008-09



ITC Ginanni

ITC “ROSA LUXEMBURG” (Bologna)

TECHNICAL INSTITUTES IN BOLOGNA



STUDY AREAS

INDUSTRIAL

AGRICULTURAL

COMMERCIAL

SURVEYOR

THE IDENTITY OF THE TECHNICAL INSTITUTES

The identity of technical institutes is characterized by

a solid scientific and technologic cultural background according to the European framework

the study, close examination of languages and methodologies

An elevated number of study areas connected to the main areas of national economic and productive development

The objective to have students, which will be technical professionals, gain the necessary skills and knowledge

a quick integration in the working force

the access to university and to superior technical training

TECHNICAL EDUCATION

Is a key element
in an economy
which is 99,9%
based on small
and medium
enterprises

Is a key element
for a system
which looks
to the future
and takes into
account the future
transformations

Is a key element
if Italy wants to
remain among the
most advanced
economies

Is a key element
for an economy at
an international
and European
level

TECHNICAL AND COMMERCIAL INSTITUTE

Rosa Luxemburg



Who are we?

Where: Bologna, in a territory where small and medium enterprises and craftsmen exist.

Components: 40 classrooms with 7 first grades, 9 second grades and during the last three years there are the following specializations: economic, touristic, linguistic and IT.

Involved persons: 963 students (609 girls and 354 boys), 97 teachers and 26 administrative and technical personnel and school collaborators.

There is a large presence of foreigners (170) mainly from (in this order): Chinese, North Africans, Romanian, Albanese, Moldavians, Philippines. The foreigners are mainly at their second generation, but there are also new-comers which require linguistic assistance.



Rosa
Luxemburg





Indirizzo Linguistico



Indirizzo Economico

Strength points of the Institute

- ▶ Organizational asset
- ▶ Education organization with the UDA
- ▶ Quality certification ISO 9001
- ▶ “Cambridge” project
- ▶ European Computer Driving License
- ▶ Integrative activities
- ▶ Welcoming for the first grades
- ▶ The presence of a tutor during the first two years

Teaching and organizational asset – first two years

**Orientation/Reorientation
Disciplinary organization**
(Equivalent area and Study area)

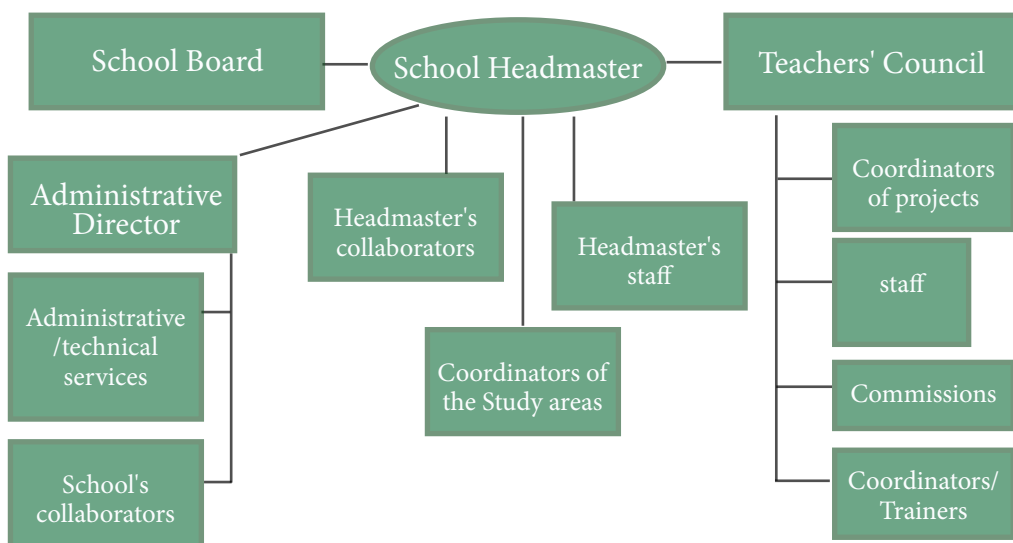
- Welcoming
- Tutoring
- Motivational paths
- Paths for facilitating the study

Teaching and organizational asset – last three years

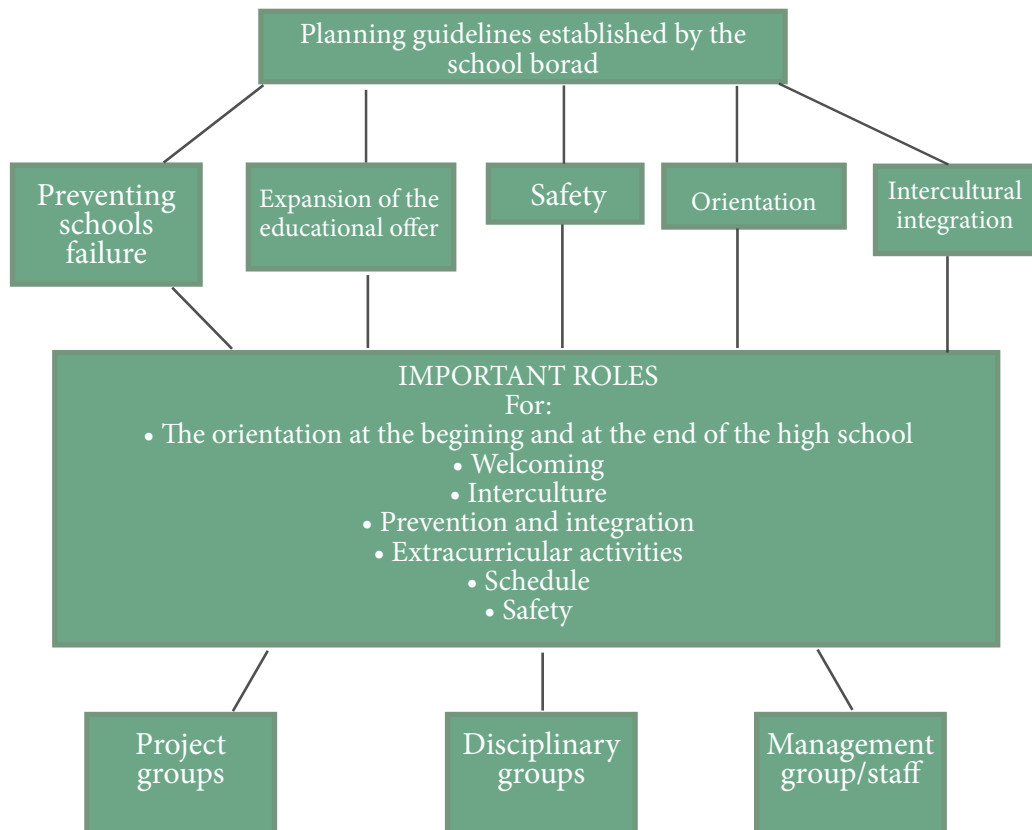
**Disciplinary Projects coherent with
the exit educational profiles**
(Equivalent area and Study area)

- Integration, Work, University
- Exchanges/ Study experiences
- Orientation when finishing school

ORGANIZATION OF THE INSTITUTE



ORGANIZATION OF THE EDUCATIONAL OFFER



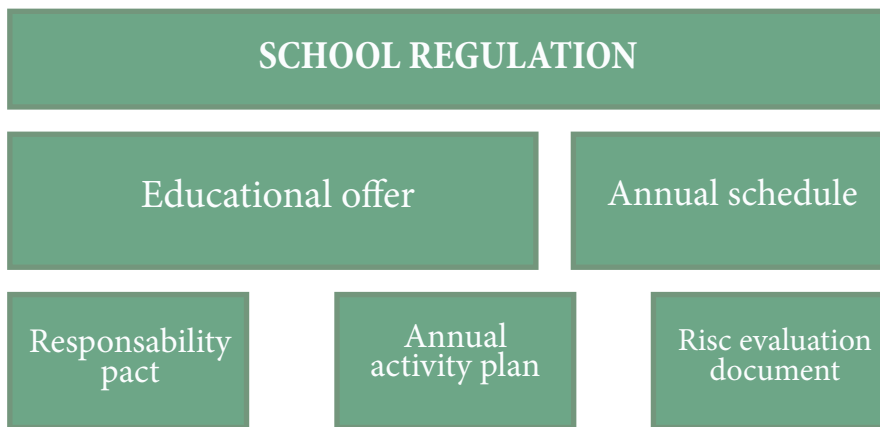
CONTACT PERSONS

Lab technicians
Tutors

Headmaster's collaborators
Commission for the school schedule

Librarian
Staff

THE FOUNDING DOCUMENTS



TEACHING

Knowing

- ◆ laboratory experience
- ◆ cooperative study activities
- ◆ projects

Knowing to be

- ◆ education to legality
- ◆ European citizenship
- ◆ volunteering

Knowing

- ◆ the key competences of the Lisbon Treaty
- ◆ the cultural axes of the study area



ITC ROSA LUXEMBURG

AIMS

- › Training unprejudiced young people, who are able to act in society with solidarity and responsibility;
- › Contributing to people's self-learning while respecting oneself and others and promoting awareness of «active citizenship»;
- › Enhancing the European dimension in education
- › Promoting awareness of sustainable development (protection of and respect for the environment, social justice and safeguarding future generations)

INSPIRING PRINCIPLES OF THE SCHOOL SERVICE

There are a few overriding principles:

- Equality and impartiality: education is offered to all enrolled pupils without making any cultural, social or other distinction whatsoever; the final aim is to eliminate any obstacles that may prevent a true integration of the students within the community, while being aware that all differences represent a great opportunity for cultural, social and political enrichment and they must be viewed as such.
- Reception and integration: this is one of the overriding commitments of our school, i.e. receiving and integrating all students, especially at the initial stage and in cases of difficulties and uneasiness. To this purpose we have been carrying out several projects, aimed at whole classes or individual students, sometimes in conjunction with other training organisations.

FIGURES ABOUT FOREIGN PUPILS IN OUR SCHOOL

- Total no. of pupils : 980
- Total no. of foreign pupils: 170 (17,3%) - F 123 M 47
- Total no. of foreign pupils having enrolled in 1st and 2nd year classes: 480
- Total no. of foreign pupils actually attending 1st and 2nd year classes : 106 (22%)
- Breakdown by class year:
 - YEAR I 61
 - YEAR II 45
 - YEAR III 36
 - YEAR IV 16
 - YEAR V 12

ORIGINS

- ▷ Our students' origins are heterogeneous (China comes first, followed by Morocco and then Eastern Europe)
- ▷ Some of them have just arrived from abroad : 25
(9 having enrolled in a 2nd year class, 3 having enrolled in a 3rd year class)
- ▷ Without a declaration of equivalent value: 23
- ▷ Assisted in taking a middle school certificate:12

ACTIVITIES

- COURSES OF ITALIAN AS A SECOND LANGUAGE (at various levels)
- COUNSELLING DESK - for students, families, teachers
- CONTINUITY ACTION WITH MIDDLE SCHOOLS / SUPPORT FOR 1ST YEAR STUDENTS
- MEDIATION AND SUPPORT FOR LEARNING
- INTERCULTURAL WORKSHOPS IN THE MORNING SCHOOL HOURS
- WORKSHOP FOR BOOSTING STUDY METHODS
- AFTERNOON INTERCULTURAL WORKSHOPS:
 - VIDEO AND CREATIVE WRITING
 - CHINESE LANGUAGE COURSES FOR BEGINNERS
 - CHINESE LANGUAGE COURSE FOR NATIVE SPEAKERS
 - HIP HOP DANCE
- MEETINGS ON THE LITERATURE OF MIGRATION
- SETTING UP OF A COMMISSION ON INTERCULTURE

UNI EN ISO 9001-2000

In June 2003 our school obtained the certification based on the quality standard ISO 9001:2000 for “Designing and offering high school services” and pursues the following concrete and measurable aims, which make up the basis to start improving actions:

- promoting teacher research and development
- building up relationships which may enhance and develop cooperation at a European level



ITC ROSA LUXEMBURG FOLLOWS EU RECOMMENDATIONS(18 Dec 2006)

- Communication in one's mother tongue
- Communication in foreign languages
- Maths skills and science and technology basic skills
- Digital skills
- Learning to learn
- Social and citizen skills
- Spirit of initiative and entrepreneurship
- Cultural awareness and expression

“Methodologies for developing youth's critical and creative thinking”

What skills do we want to prioritize in our comparison? What skills are included in our POF (Educational Offer Plan)?

- * Social and citizen skills
- * Spirit of initiative and entrepreneurship
- * Cultural awareness and expression

ECONOMICS AND LAW PROJECTS

- ▷ aim: pushing students into learning in a more active and aware manner
- ▷ methodology:
- ▷ using “real-life” conditions as much as possible
- ▷ creating a positive work atmosphere
- ▷ “letting them experience” / “learning while working”
- ▷ promoting creativity and individual skills, by assigning diversified roles which allow each student to experience different expressive forms
- ▷ setting up forms of “publicizing what has been done”, such as organising conferences within the school, taking part in events that are public or shared among schools, issuing publications, etc ...



Creativity and Nature
Project: Water and the Environment

European Youth Debating Competition

100 students from the Emilia-Romagna region, all under the age of 20, gathered to talk about energy and the environment. 10 of them will take part in the final stage of the project involving 1000 youngsters from 10 nations.

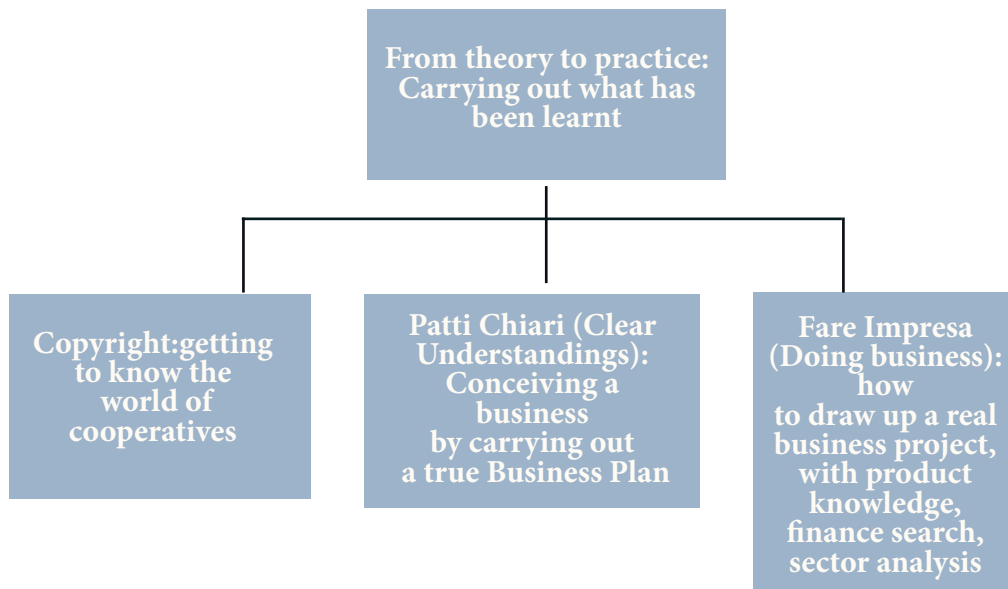


Il team del Rosa Luxemburg



I lavori dell'assemblea

BUSINESS STUDIES AND PLANNING AND CONTROL



IGCSE PROJECT - International General Certificate of Secondary Education

NEW COURSE WITH CAMBRIDGE UNIVERSITY CERTIFICATION

Using ENGLISH as the language of study (in conjunction with LICEO “GALVANI” of Bologna)

Aims

1. Offering education which is strongly characterised by an international dimension and can therefore lead to the best higher education and workplaces both at a national level and abroad;
2. Enhancing English language learning by studying vocational subjects in English ;
3. Ensuring - at the same level as other countries - access to programmes of exchange, mobility and cooperation run by the European Union, in the framework of intercultural integration and exchange.

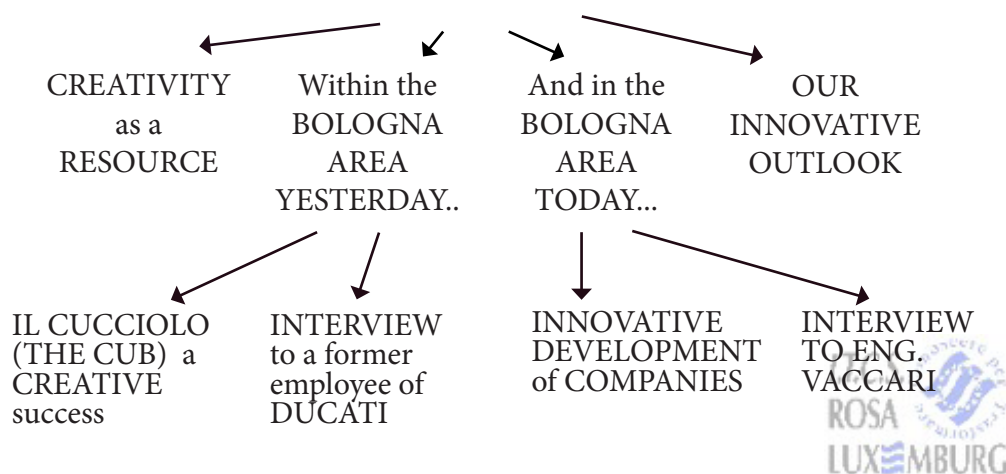
The Course

This course leads both to the Italian high school certificate ERICA and to the IGCSE INTERNATIONAL CERTIFICATES (in French, Maths, Economics, English, Business Studies)

Issued by the University of Cambridge

Students take the IGCSE exams at Liceo “L. Galvani” of Bologna.

CREATIVITY



REGIONAL EDUCATION DEPARTMENT FOR EMILIA-ROMAGNA

The Italian School System

☞ **Competence of the institutions over the Italian School System**

The Ministry of Education, University and Research elaborates the guidelines of the educational policies of the country. These guidelines are put into effects by the School Regional Offices, which are located in all Italian Regions and are connected to the schools.

☞ **Exclusive competence of the State**

According to the Italian Constitution, the State has exclusive competence over the general guidelines of the education. It also determines the minimum levels which must be attained by the Regions in the field of vocational education.

☞ **Exclusive competence of the Regions**

According to the Italian Constitution, the Regions have exclusive competence to make laws in the field of vocational education. However, they have to respect the minimum levels determined by the State and the European Directives.

☞ **Concurrent competence of State and Regions**

The State and the Regions have concurrent competence over the school education: the State issues the general principles (duration of the courses, exams and certifications, legal recognition of degrees, learning targets), the Regions take care of the organization in their territory.



The Iasi partners' presentations during the first project meeting of 3,4,5 December 2009.

TEACHER TRAINING CENTRE IASI

Visiting card

Octav Botez Street, No. 2A, 700116

Telephone: +40.232.210424

Fax: +40.232.267731

www.ccdis.ro

ccdiasi@gmail.com

We have a purpose:

To become a model in which the quality of the offered programs can make the difference. Because we care!

The purpose will be achieved by proving that we are:

- ♦ a professional, responsible, supportive, fair provider ;
- ♦ a strong, reliable, advanced partner ;
- ♦ a resource institution that can be consulted in training policy elaboration;
- ♦ a promoter of social responsibility;
- ♦ a catalyst in changing the mentality...because change is part of the institution's DNA!

Teacher Training Centre Iasi

Model: *Spiru Haret* (1851, Iasi - 1912, Bucharest), Romanian mathematician, astronomer, teacher, reformer of Romanian education system, minister (Minister of Religion and Public Education), academician. Since 1879 is known as "man of school", being inspector and politician, working for school and education.. He was the greatest reformer of 19th century Romanian school

Organizational Culture

Motto: *The education purpose is the flame transfer* (V. Ghica)

Values: professionalism, communication, creativity and innovation, teamwork, efficiency, receptivity to teacher training needs, development and diversification of training programs.

Symbols: logo of Teacher Training Center Iasi, logo of „Spiru Haret” Publishing House, magazine, motto, web page, book of honor, trophy.



Organizational Culture

Rituals and ceremonies:

- Awarding the name of "Spiru Haret" to Teacher Training Center Iasi
- "Trail of training"
- "Training offer show room"
- "Teacher's Day"
- "Iasi School Days"
- "Camerata" Choir Recital
- Inauguration, book launch/publications

Short history:

- Teacher Training Center Iasi, as we know it today was set up on 31st May 1971, initially established in Iasi, Nicolae Bălcescu Street, No. 26.
- At the end of 1983, Teacher Training Center Iasi moves to the new headquarters, in Octav Botez Street, No. 2A, where it is now.
- Abolished in October 1986, Teacher Training Center Iasi was restored by the Ministry of Education on the 20th March 1990.

Mission:

Innovation and movement for reform promoting, assuring the climate of pre-university education teachers' professional development.

Attributions:

- ▷ Analyzes training needs, defines the products and services offered
- ▷ Provides continuous forming program for teachers from pre-university education system
- ▷ Monitors training quality
- ▷ Provides necessary resources, expertise and consultancy in continuous education of teachers and educational managers
- ▷ Organizes and runs scientific, cultural, artistic activities and programs
- ▷ Edits and distributes books and publications
- ▷ It is a methodological center for librarians from pre-university education system



Internal Analysis

Functional Organizational Structure:

- ▶ **Leadership:** director, board
- ▶ **Resource, information, documentation, consulting service:** programs department (teacher trainers), library, computerization, publishing house
- ▶ **Financial Administrative Service:** accountancy, secretariat – archive, technical and maintenance department

Rooms:

- ◆ Teacher Training Center Iasi has its own building with three training rooms (20 seats each), an amphitheatre (90 seats, for cultural and artistic activities), a computer lab (equipped with necessary logistics for pre-university teacher training in IT), a library, book deposit.
- ◆ Pașcani branch has 2 training rooms (30 seats, each), a mini-library and the necessary equipment for activities development
- ◆ 31 documentation and information centers (CDI)

Equipment:

- ◉ 20 computers + 1 server (AeL)
- ◉ 2 interactive boards
- ◉ 4 video projectors
- ◉ 2 DVD players
- ◉ 13 printers
- ◉ 2 digital cameras
- ◉ 1 video camera
- ◉ 2 laptops
- ◉ 5 scanners
- ◉ 2 copy machines
- ◉ 1 plasma + media box

Activity domains and results:

The institution's activity is developed on two separate coordinates :

- ➔ Implementing internal and external environment diagnosis (investigation of training needs, resulted from introduction of new content in current syllabus; needs resulted from school inspections; concrete needs, formulated by potential beneficiaries);
- ➔ Setting training priorities distinguished by a careful processing of data supplied by needs analysis.



Internal Analysis

Activity domains and results:

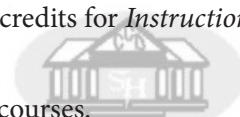
- ◆ Continuous forming programs attract over 3500 students every year in domains such as : TIC and AeL, curriculum, educational management, quality assurance, non-formal education, active learning and critical thinking, foreign languages, European culture and civilization, parental education;
- ◆ Between 2007-2010, over 14.000 teachers, auxiliary teaching staff and non-teaching staff attended the training courses;
- ◆ The training offer for school year 2009-2010 consists of 8 programs accredited by CNFP and 6 programs accredited by MECTS;
- ◆ By means of project “Education for information in disadvantaged rural areas”, started in 2003 by the competent Minister, the first seven documentation and information centers, have been set up by own funds and donations;
- ◆ At present, the Teacher Training Center Iasi coordinates a number of 31 documentation and information centers (CDI), of which 25 have been set up by budget funds;
- ◆ Teacher Training Center Iasi has its own library with a number of 38.000 volumes.

"Spiru Haret" Publishing House:

- ▶ Turns to account and disseminates the experience and research activities in education of teachers and collaborators in educational policies, by editing methodological guides, studies, brochures, methodical books, magazines, course support, textbooks;
- ▶ Edits its own magazine, „Univers Didactic”, subtitled “Iasi School Magazine”, which has the purpose to reflect the school reality in the county and to offer useful information regarding local, national and European educational policies.

IT forming domain:

- Refers to utilization by teachers of MS Office package, of some learning platform (AeL), and data base system ORACLE;
- Offers to course participants the possibility to get credits after they pass the local exams or the on-line evaluations: 30 credits for TIC, 25 credits for AeL and 25 credits for *Instruction in society of knowledge*;
- From 2007 to 2009, there were 2000 teachers who graduated these courses.



Internal Analysis

Communication:

- * Teacher Training Center Iasi approaches an efficient communication with all the educational segments in order to identify the training needs, but also for making public and advertise the offers of training needs
- * The communication media are: mass-media, website, e-mail, posters, flyers, leaflets, handouts, educational events with impact on the population (exhibitions, expositions, trade fairs, festivals), publications (magazines, newsletters etc.)

Development Strategy

Vision:

- ▶ Within Romanian integration in European Union standards, Teacher Training Center Iasi wants to:
 - Become the guaranty of teachers' professional development quality, having an important role for balancing the learning system and ensure an internal and external partnership
 - Create the proper environment of exchanging ideas, information and documentations, from the perspective of an open, flexible and efficient education
- ▶ According with the Quality Law, the Teacher Training Center Iasi is identified through its self-evaluation capacity, development and promotion of organizational culture, relationship with cultural, social and economic community environment

The strategic objectives are realized for both Directions of Action suggested for medium term (2010-2013), and for Annual Operational Plan for implementing the strategy:

- Optimizing the institutional management
- Flexible and diversified offers for continuous training
- Accreditation of new continuous training programs
- Two new Teacher Training Center subsidiaries
- Partnership development within the community
- Attract extra budget funds and enhance the material resources
- Develop European collaboration and insertion programs

Direction for actions:

- ▶ Institutional development



- ▶ Continuous forming of pre-university employees
- ▶ Information, documentation, consultancy
- ▶ Scientific activities, methodics, cultural activities
- ▶ Editing and publications and books' publishing
- ▶ External partnership
- ▶ Educational marketing, advertising / dissemination
- ▶ Organization employees professional development

Operational planning

Organizational Development

- Optimizing the management of the organization
- Create the Data base for actual creators and potential creators
- Evaluation of actual employees and auxiliary employees
- Ensure the necessary space for activities at the Teacher Training Center and in the territory

Continuous training

- Create the Data base regarding Programs and Expertise Services field, consultancy request and offer
- Needs Analysis project for urban and rural schools within Iasi County area
- Forming needs identification for the employees based on results obtained through inspections made by Iasi School Inspection Institute
- Development of programs of continuous forming in line with European and national education politics and function of identified needs
- Development and accreditation of new programs of training and development of employees competencies in order to use TIC and AeL

Information, documentation, consultancy

- * Organization of school books educational displays, permanent exhibitions, presentations and book launches / specialty dissertations.
- * Selection and dissemination of info regarding adults' training
- * Utilization of communication modern systems
- * Educational brochures and book offer selection
- * Creation of auxiliary didactics
- * Development and efficient structuring of Information and documentation centers
- * Facilitating of documentary resources use by users through info and educational communication techniques
- * Ensure consultancy regarding projects creation with external financing funds
- * Creation of monograph of Teacher Training Center Iasi



Methodic, Sciences and Cultural Activities

- ◆ Publishing and promoting the monograph of the Teacher Training Center Iasi
- ◆ Seminars, Scientific Sessions, Conferences, Debates, Workshops, etc.
- ◆ Organizing “The Seminar of the Training Offers”
- ◆ Experimental Courses/Demonstrations
- ◆ Exhibitions – art, Teachers and students permanent exhibitions
- ◆ Recitals and concerts: music, poetry
- ◆ Festivities and celebrations for cultural and science personalities, retired teachers, etc.
- ◆ “Iasi School Days”/ “Teacher Training Center Iasi” celebrations

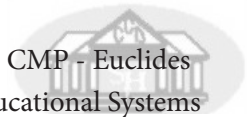
Edit/Books circulation process/Publications

- *Univers Didactic* magazine and other publications edit, at the request of teachers and schools
- Assure techno editing and graphics services, multiplications for school magazines, leaflets, brochures, flyers, grade and Ph D dissertations
- “Spiru Haret” publication advertising page insert within *Catalogul editurilor ieşene* magazine
- Participation at the Romanian Book International Fair organized by "Gh. Asachi" Library Iasi
- Promotion and circulation of “Spiru Haret” publications

External partnership:

Finished or On going Projects

- ▷ 2002-2004 Grundtvig 2 – 02-G2-22-IS-ES Partnership for learning – Importance of new technologies within disadvantaged rural areas
- ▷ 2004-2006 - Grundtvig 2 – 05-G2-66-IS-RO-RC Partnership for learning – Art promotion for adults within rural areas
- ▷ 2006 – 2008 – Erasmus - 2854-IC-6-2001-1-BE ERASMUS-EUC-1 - IP Einstein Europe Inovative Scince Teachers Education by Introducing Nowadays Themes
- ▷ 2007 - 2009 - Grundtvig 1 - 230305-CP-1-2006-1-RO-GRUNDTVIG-G11 - Face It
- ▷ 2007-2009 - Leonardo da Vinci - VETPRO Mobility - LLP-LdV/VETPRO/2007/RO/049 - Eurostandards in continuous teacher training
- ▷ 2007-2009 – Comenius - 134214-LLP-1-2007-1-IT-COMENIUS-CMP - Bridging Insula Europae
- ▷ 2007-2009 – Comenius - 134246- LLP-1-2007-IT – COMENIUS – CMP - Euclides
- ▷ 2009- 2011 – Comenius Regio - COM-09-PP-07-IS-IT - Youth Educational Systems



Approved projects given to POS DRU, in partnership with other Institutions

- 2009 – 2013 – European Social Fond – Human Resources Operational Program – Partnership with Azione Lavoro Veneto - Italia
- 2009- 2013 - European Social Fund – Human Resources Operational Program – Just a click away from the modern and efficient education, in partnership with ISJ Iasi, ISJ Tulcea and Teacher Training Center Tulcea
- 2009 - 2013 - European Social Fund – Inter-diciplines organization of learning offers for key competences structuring of primary school (level I-IV)- “blended learning” type program for primary school teachers – Education, Research, Youth and Sport Minister Project
- 2009 -2013 - European Social Fund – Opportunities for a quality teacher career through a national continuous training programs for mathematics pre-university teachers.

European financed projects, in partnership with other European Institutions

- ▷ Sub divisional Program GRUNDTVIG – Partnerships for learning - Education for adaptation policies and practices to climate change in European costal areas
- ▷ Sub divisional Program GRUNDTVIG – Multitask Projects - Didactic and innovative approaches for communication abilities - DIACA
- ▷ Sub divisional Program LEONARDO DA VINCI – Partnerships Leonardo da Vinci - Vocational education of teachers working with handicapped children
- ▷ Sub divisional Program LEONARDO DA VINCI - VETPRO EFECTS Project – European Education – quality, transfer, change

Educational Marketing:

- ◆ Products/services promo through programs of continuous structuring, library, publishing house
- ◆ National and local mass-media relationship development through: press conferences, interviews, communications, etc.
- ◆ “Forming Caravan” – dispatching Teacher Training Center team in the territory in order to inform and present the educational offer
- ◆ Spreading the continuous training program offer in the territory
- ◆ Participation of the Teacher Training Center team to meetings / conventions / reunions of teachers
- ◆ Building the Publicity materials in order to share the experience of the organization
- ◆ Assure information exchange with all Teacher Training Centers in Romania within priority domains



Organization employees professional development:

- Participation of teacher trainers to Specialization Courses organized by M.E.C.T.S., N.G.O's, universities, etc.
- Application/participation to European Projects for lifelong learning (Grundtvig, Comenius, Leonardo da Vinci etc.)
- Realization of studies, researches, based on identified needs
- Understanding of new strategies and techniques within the training process
- Consulting bibliography and websites which ensure continuous development and training

TTC Iasi is different because:

We are transparent and opened!

We encourage the creative and innovative potential!

We stimulate the active participation of all 'educational actors'!

We encourage diversity and active intercultural and citizenship!

We trust you and you trust us!



"COSTACHE NEGRUZZI" NATIONAL COLLEGE

“Top 10 High School in the country” assessed and awarded by the Romanian Agency for Quality in Education for the Undergraduate Educational System.



- ➔ Member of the Centenary College Alliance
- ➔ World School member
- ➔ UNESCO affiliated school

Where you can find us in Iasi:



A little bit of elder History ...

- “C.Negruzzi” High School opened its gates on the 5th of October 1895, following an English high-school model
- During the First World War, it was used as hospital and as hotel for the Russian refugees



- Even in that period, “C.Negruzzi” accepted a wide range of students – of different social statuses and religions



- In the Second World War, it functioned until the spring of 1944, and was then evacuated to another part of the country

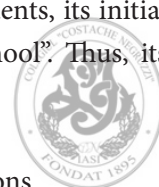
The Meaning of our Badge



Because “C. Negruzzi” can also offer accommodation to its students, its initial name was “Liceul Internat” which means “Boarding High-School”. Thus, its initials L and I make up the symbols depicted on our badge.

In **2005** we celebrated **110 years** of high-quality education.

In **2010** we celebrate **115 years** of history and intellectual traditions.



... and a more recent one

- ▶ After the fall of the communist regime in 1989, “C. Negruzzi” regained its former name (it had been changed several times before)
- ▶ In 1990 it was awarded the title of UNESCO affiliated School

Who was Costache Negruzzi ?

- Costache Negruzzi was a writer born in 1808 near Iasi, renowned for his short stories inspired by historical facts
- As a token of appreciation, a portrait of Negruzzi can be found on our main staircase

“COSTACHE NEGRUZZI” College’ s Mission

Motto: “*Man is not born as a man but becomes one*” (Aldous Huxley)

To foster high quality education for creative young people and give them the opportunity to enhance their autonomy in thinking being capable to adjust themselves to new knowledge realms and open to a complex cultural environment while meeting the challenges of our constant changing contemporary world.

Organizational Culture

Symbols

- ▶ The badge and the uniform of the “Costache Negruzzi” High School;
- ▶ The school anthem;
- ▶ The School slogan “With Us, You Can Be the Best”;
- ▶ The school web page;
- ▶ "The Corolar" School Magazine;
- ▶ "Costache Negruzzi" Honours Record;
- ▶ Commemorative medals

Rituals and ceremonies -School’s days

- Educational Offer Fair
- Open Gate National Contest
- “Ionel Teodoreanu” National Contest (The Romanian Language and Literature Olympiad for 5-6th grade)
- “Traian Lalescu” and „Ionel Teodoreanu” County Contests for the 4th grade
- Science Week
- Arts’ Week



- Festival Awards for teachers and olympiad students
- School Opening and Closing Festivities
- Senior Students' Prom
- Graduate Festive Course
- Retired Teacher Meetings
- Graduate Meetings and Meetings of the Boarding School Member Association

Norms, values, beliefs

- * professionalism;
- * high quality;
- * competence;
- * communication;
- * creativity and innovation;
- * team-work spirit;
- * efficiency;
- * openness to the educational needs of the community;
- * multicultural sensitivity;
- * tolerance and understanding;
- * ongoing professional training.



Our Principal, Ph.D Professor Camelia Gavrilă ...

College Ruling Board

- ☞ Principal
- ☞ Deputy Principal
- ☞ Senior Management Board
- ☞ Quality Insurance and Assessment Board

Facilities “C. Negruzzi” offers

- Science Labs: Physics & Chemistry
- Auditorium
- Dentist's Office
- Fitness Hall
- Boarding Rooms
- Library and Study Room
- The Cafeteria

Our Teachers

- ☛ 9 Mathematics Teachers
- ☛ 4 Computer Science Teachers
- ☛ 7 Physics and Chemistry Teachers



- 8 Romanian Language Teachers
 - 4 Biology Teachers
 - 8 Geography and History Teachers
 - 16 Foreign Languages Teachers
- ... and others

Our Students

1418 students

- Primary school-342
- Secondary school 478
- High school-598

Specialties



- Mathematics-Computer Science - 4 forms on each level of studies
- Arts and humanities:
- Philology studies - 1 form
- Foreign languages taught: English, German, French and Spanish

Best Graded Graduates over the Years

A step into Eternity ... only if you're good enough to deserve it !*

*The list begins in 1896

International Projects

Our school participated in different International Projects such as:

- ◆ 12 Comenius Projects
- ◆ 11 World School Projects
- ◆ 10 European Union Funded Projects
- ◆ Ecological Project GREEN
- ◆ Regional and Local Projects

Why “C.Negruzzi” High School?

... because it is a college of intellectual elites which gives high-quality education and builds strong long-lasting values and work ethic

... because it stands for a long tradition of cultural exchanges and a promoter of acknowledged modern European values

... because it educates young people and instills the desire for knowledge and cultural values; it moulds complex, creative and free-thinking personalities





TECHNICAL HIGH SCHOOL OF RAILWAY TRANSPORT



ADDRESS: 82, SOCOLA Blvd., cod 700268

WEBSITE: <http://liceulcfr.is.edu.ro>

E-MAIL: lictranspcfr@yahoo.com

PHONE: 00.40.232.241844

FAX: 00.40.232.237323



ABOUT US

- Our school is one of the 12 technical high schools of railway transports in Romania.
- Our students come from all over the Moldavia region.
- There are 1000 students, 70 teachers, 38 auxiliary personnel.
- Besides the school building, there are also 2 student hostels, a refectory, a gym hall and the school workshops.
- In the main building, there are 36 classrooms including 2 Computer Science labs, 5 transports labs, 2 Physics labs, a Chemistry lab, a Biology lab and Mediatech room.

HISTORY

- * The Technical High School of Railway Transports was founded in April 1970.
- * 1973 was the first year when the school organized the admission for High School, because until this date was Trades and School Arts
- * At the beginning, in 1973, the school offered a limited number of specializations for the railway: engine driver for the maintenance of wagons and railways engines, engine driver for the maintenance of the railway equipment.
- * In the present, our school offers courses in the electrotechnics, transports, telecommunications, constructions and informatics fields.

EDUCATIONAL OFFER

Our school offers 3 levels of training in the technical field :

- A. Vocational High School (telecommunication technician, informatics technician, construction design technician, electrical installations technician)
- B. Trades and Arts School (electro mechanic and mechanic worker)
- C. Postgraduate School (auto mechanic foreman)



SCHOOL ACTIVITIES



TRAINING STRUCTURE

☛ Vocational high school- directly route:

4 years of training: 9th – 10th forms (general training)
11th – 12th forms (professional training)

☛ Vocational high school – progressive route:

5 years of training: 9th – 10th forms (1st level of training) → School trade arts
11th form (2nd level of training) → Completion year
12th – 13th forms (3rd level of training) → High school

☛ After each level they pass an exam and receive a professional certificate. The students who complete the 3rd level can pass a national graduation exam, just like the students in the vocational high school.

ACCOMPLISHMENTS

- Over 105 prizes won by our students in technical and general contests and competitions
- 20 prizes in sports competitions (football, handball, basketball, volleyball, chess)
- 3 prizes for the final products of Comenius 2.1 and Comenius 1.3 European projects in the contest “Made for Europe”
- Over 40 papers presented in the local, national and international symposiums
- 5 Comenius and a Arion training bourses for teachers
- 4 Leonardo da Vinci projects, 18 Comenius projects (Comenius 1.1, Comenius 1.2, Comenius 1.3, Comenius 2.1)



EUROPEAN PROJECTS IN 2007 - 2009

- ▶ **EUCLIDES** - Comenius Multilateral Project – Lifelong Learning Programme – “Enhancing the Use of Cooperative Learning to Increase Development of Science Studies”
- ▶ **PATCH WORLD** - Comenius Multilateral Project – Lifelong Learning Programme – Parents and Children Working, Organizing and Learning together
- ▶ **BRIDGING INSULA** - Comenius Multilateral Project – Lifelong Learning Programme
- ▶ **EUROPEAN STANDARDS FOR YOUNG PEOPLE INSERTION ON THE LABOUR MARKET** – Comenius Multilateral Project

SOCIAL AND ECONOMIC PARTNERS

- ◆ 11 transport companies and agencies where our students do their practical training
- ◆ Iasi City Hall
- ◆ Iasi Police Department
- ◆ Iasi County Educational Department
- ◆ Iasi Teacher Training Center
- ◆ City Halls from Lesneven, Marin-Pontevedra, Capo d’Orlando, Stargard
- ◆ “Le Porteau” High School in Poitiers, France (over 15 years of partnership)
- ◆ “Gh. Asachi” Technical University, Iasi
- ◆ “Al. I. Cuza” University, Iasi
- ◆ Ministry of Transports

SCHOOL PRIORITIES FOR THE EUROPEAN COOPERATION

- Lifelong learning – continuous learning
- Developing students’ skills and competences in the context of their European social and professional insertion
- Promoting activities that protect the environment
- Promoting the education according to the European values, thus helping the students to become “European citizens”
- Involving the parents in education
- Promoting the education for a healthy life through sports

CONCLUSIONS

- ◉ The railway technical education system in Romania ensures the students a professional training adjusted to the needs of a democratic society and of a market economy according to the evolution of the labor market.



- ◉ The Technical High School of Railway Transports promotes a formative vocational education focusing on building up the students' skills by using modern, active, formative and participative pedagogical methods.
- ◉ We help our students to become responsible and active European citizens, capable of deciding their own careers, of adjusting and of finding their way in the society which continuously changes.



"ALEXANDRU VLAHUTA" SCHOOL

SCHOOL'S MISSION

*Being together is a start;
Remaining together is a process*

- ☞ Making efficient the educational process;
- ☞ A more active involvement of all the actors responsible for the reform implementation;
- ☞ Strengthening the school – family – community partnership;
- ☞ Tutoring for continuing the studies with the 9th grade;
- ☞ Continuing the intercultural education programmes which have been initiated;
- ☞ Quality management at the class and school level that is concentrated on student educations, promoting equal opportunities;

HUMAN RESOURCES

Manager: Verginia Ana Munteanu

Educators:

Jănica Corcaci	Level I
Gabriela Maxim	Level I
Rodica Neagu	Level I
Valentina Măriuță	Level I
Marilena Crăciun	Level I
Corneliu Corcaci	Level I
Georgeta Mironescu	Level I
Vasile Mironescu	Level I
Anișoara Teletin	Level I
Maria Cozma	Level I
Teodora Afloroaie	Level I
Diana Anton	Level I

Teachers:

Elena Stache	Intern
Laura Bejenaru	Romanian language - Level I
Rodica Dăriescu	French language - Level I
Mugurica Bogdan	German language - Level I
Luminița Onofrei	English language – Level I
Mirela Marin	Math – Level I
Tinuța Bejan	Math - Level I
Daniela Băbușcă	Physics – Level I
Veronica Bantaș	Chemistry – Level I
Simonica Cotea	Biology – Senior level
Constantin Potop	History – Level I
Andreea Nistor	Geography - Intern
Mariana Balan	Religion – Level II
Corina Măgurianu	Counseling – Level I
Mariana Stratulat	Drawing - Level I
Ilie Hrubaru	Music – Level I
Bogdan-Liviu Lavric	Sports - Intern
Laura Nistor	Helping teacher – Senior level



FACILITIES

- ≈ 25 (21 school class rooms, 4 kindergarden class rooms, 1 cafeteria) class rooms equipped with modern and ergonomic furniture;
- ≈ 1 medical studio;
- ≈ 1 library with approximately 30 000 books, equipped with a lecture hall and documentation and information centre;
- ≈ Informatics lab with 10 computers connected in an AEL network, a server, a scanner and a printer;
- ≈ 1 modern biology and chemistry lab;
- ≈ 1 gym equipped with modern gymnastics equipment;
- ≈ 1 centre for the distribution of milk and croissants, according to the Governmental program with the same name “Milk and croissants”;
- ≈ 1 lab of Romanian language and literature;
- ≈ 1 music hall;
- ≈ A radio and news-paper centre - “Best FM”;
- ≈ A counseling and speech training office;
- ≈ An office for the helping teacher;
- ≈ Centre for counselling dedicated to children and families – “Save the children” Foundation, Iasi branch, through the PHARE project financed by the World Bank;

INAUGURATION OF THE KINDERGARDEN SECTION WITH EXTENDED PROGRAMME “ALEXANDRU VLAHUTA” 2009



Director:
ANA-VIRGINIA MUNTEANU

Mayor of the Iasi County:
GHEORGHE NICHITA

General School Inspector:
SERYL TALPALARU



ROTALENT ORGANISATION

RO-Talent is a Romanian NGO with a long history and many national and international projects.

The goal of the NGO is to offer educational and social support to children and youth with special abilities and talents in order to help them cultivate their talents and use them efficiently in their activities.

Most of the times, these children come from disadvantaged families or social groups with low economical background and the NGO was set up to help these children and their parents.

Projects

The NGO has been involved in many projects during the years. Regarding the markets that the NGO is targeting, since 1991, the NGO was involved in many national projects and in the last years in international projects as well.

During these projects' implementation stages, RO-Talent was involved as partner in different work packages which required the experience of almost all departments within organization:

- ▲ Research-Action
- ▲ Educational Programs
- ▲ Teacher's Training
- ▲ Talent's Identification
- ▲ Psycho-pedagogical and Curricular Counselling
- ▲ Social Assistance
- ▲ Information Administration and Marketing
- ▲ Accountability and Administration Services
- ▲ Public relations
- ▲ Relations with other Organizations
- ▲ Teachers
- ▲ Parents
- ▲ Youth



ROTALENT



Projects - examples

∞ PMeXtra

Project's aim:

The project aims to train SMEs and NGOs managers in the field of project management. The need for training in this field was shown by a number of studies and surveys reflecting unsatisfactory success rates of projects in SMEs and NGOs.

Objectives:

The project's objectives are: trainers' forming and new course modules development which will modify the standard methodologies and their use in smaller projects implemented by SMEs and NGOs. The use of proven project management methodologies in smaller institutions will lead to higher success rates of their projects.

Deliverables include reading list (for beginners but also to more advanced learners seeking advice on best resources), course modules, full new Grundtvig course, project website and a manual for trainers.

The project is original by focusing on SMEs and NGOs and on the use of proven project management methodologies. The international cooperation will bring excellent expertise to the project. There will be at least 6 common workshops in partner countries. In addition, managers from SMEs and NGOs will be invited to join these workshops. Practitioners will present their projects implementation experience and will bring other practical experience for development of modules.

Financial resources:

This project is funded with support from Lifelong Learning Programme, Grundtvig Learning Partnership.

Project Partners:

Ozyegin University, Istanbul, Turkey

One of the project partners is Ozyegin University from Turkey which was set up in 2007 as an institution combining education, research and innovation and reflecting the needs of modern society. Within the university Centre for Entrepreneurship was set up as a platform that provides and develops entrepreneurship training, activities and services for its clients, including for SMEs.

RO-Talent, Iasi, Romania

The second partner is Romanian NGO, Ro-Talent acting in the field of education and social assistance for talented children and youth. Its goal is especially to support individuals from disadvantaged social, cultural or economic areas. Its main activities are focusing on counselling (psychological, educational), lifelong learning, conferences, intercultural programs and others.

Wisdoma Ltd.

The third partner and coordinator of the project as well is Wisdoma Ltd. from Czech Republic, which has a lot of practical experience with investment and soft project in both Czech and international environment. Key staff teaches at University of Economics in Prague, specialized in the project management, managerial decision-making and EU Structural Funds.

University of Economics, Prague, Czech Republic

Faculty of Business Administration is one of the 6 schools comprising University of Economics in Prague. Faculty offers study programs from undergraduate to graduate (master and doctorate) level in both Czech and English language. Students are prepared for positions in management, start-up of and development of enterprises. The quality of programs was confirmed by international accreditation by FIBAA and also by ranking in Financial Times. Besides education the Faculty realizes original research especially on the topic of new economic and management theory. Representatives of Faculty are members of prestigious expert institutions, among lecturers and other co-workers you can find CEOs from public institutions, large enterprises and entrepreneurs.

Start Date: 1 August 2010

End Date: 31 July 2012

Webpage: <https://sites.google.com/a/wisdoma.cz/grundtvig-partnership-pm/home>

RePlay

Motivation:

Over recent years, video games have become hugely popular amongst young people. Although these games can have negative connotations in relation to behavioural problems, they also provide a significant opportunity. The world of gaming creates an environment within which many young people feel confident, secure, positive and at home.



Projects aim:

The REPLAY project seeks to leverage the popularity and immersiveness of gaming to create a tool that helps experts understand and address anti-social behaviour. We have created a 3D environment, highly playable, and involving an interactive play 'board' that enables the player to travel at speed through a futuristic world, against the clock. Interspersed with the 'play elements' are a series of embedded activities that have been developed within a sound pedagogical framework and that focus on the values and decision making of the player. Every activity has to be completed before the player can continue.

Having completed the game, and all activities, the application moves into REPLAY mode. This allows the expert sitting alongside the player to discuss the specific responses the player gave to each activity and creates the opportunity for an open and honest dialogue about values and behaviours.

The game has been extensively tested in centres in Spain, Romania and the UK as well as being deployed in other sites across Europe. We are also exploring commercial opportunities with partners in Europe and the US.

Partners:

During the project were involved partner institutions from the three countries mentioned above (Spain, Romania and UK):

- Brainstorm Multimedia – Spain
- InnovaTec – Spain
- Alexandru Ioan Cuza University of Iasi – Romania
- White Loop – UK
- AIJU – Spain
- RO-Talent – Romania
- El Cerezo – Spain
- Woolwich Polytechnic School – UK

Financial resources:

REPLAY was a project funded by the European Commission (EC) and during its final stages was chosen by EC as a good practice example for 7th Framework Program: European Show Case.

Start date: 1 July 2008

End date: 1 December 2010



ROTALENT

Branches

The NGO was founded in 1991, under the signature of the “Alexandru Ioan Cuza” University of Iasi, Romania and under the direct coordination of Professor Carmen Cretu PhD. It is a organization quite large and well known in Romania. It has offices in other six major cities in Romania and outside its borders. It has hundreds of volunteer.

In Iasi, Professor Carmen Cretu and PhD candidate Nicoleta Coroeru-Rogoz coordinate the entire activity.

World

In 2009, the NGO formulated a new goal, that of “Going international”. In our perspective, “Going international,” means that the NGO wants to expend and to open an offices in other countries and their have representatives.

Groningen

The foundation would also like to attract new volunteers and donors in The Netherlands. The goals of the office in Groningen would be to attract donors to support specific activities with children in Romania. There are many children in rural areas in Romania that cannot continue their education because of lack of financial support, even if their school results are very good. Later on, if the foundation is successful, they are also planning to offer different types of support for good students to come and study in Groningen.

Catalina Lomos and Magda Isac are the first representatives of the NGO in Groningen.



ROTALENT



WORKSHOP:
**"METHODS FOR DEVELOPING
CRITICAL AND CREATIVE THINKING"**

10 - 11 - 12 FEBRUARY 2010

IASI



From **February the 10th to the 12th 2010** took place the first workshop regarding this EU project "Youth Educational Systems", under the Programme Lifelong Learning Programme and funded by the DG Education and Culture of the European Commission.

The **delegation of the Regional Consortium of Emilia-Romagna** composed of representatives of: Legislative Assembly of Emilia-Romagna (External and International Relations Department), Regional Educational Department for the Emilia-Romagna, ITC Ginanni from Ravenna, IPSCT Elsa Morante from Sassuolo (Modena), I.T.C. "Rosa Luxemburg" from Bologna, I.T.C. "Bodoni" from Parma and the Intercultural Association Polo Interetnico (APII) from Bologna, went to Iasi (Romania) for conducting the first workshop programmed during the two years of the YES Project. This workshop was focused on "**Methods for developing critical and creative thinking**".

The activity was centred on methods for increasing the quality of the educational system in the two respective regions and focused on encouraging more effective forms of collaboration between schools and educational institutions of the Emilia-Romagna Region with similar European institutions and also between the institutional authorities and third sector organizations involved at different levels in the education of young people.

This Workshop in Iasi, Romania, represented a moment of exchange and collaboration initiated during the previous months, between the Romanian and Italian partners, characterized by an intense work of analysis.

The articulation of the Workshop implied numerous activities addressed to the project's partner and they involved the Teacher Training Centre, the NGO RoTalent, the CJAPP (Regional Centre for Psychological and Pedagogical Support), the Institute of Excellence "Costache Negruzzi," the High School "Alexandru Vlahuta" and the Technical College of Railways of Iasi. These activities also involved Regional Institutions such as the Prefecture of Iasi and the Regional Education Department of Iasi, which expressed their interest and desire for collaboration for the fulfilment of the project's objectives.

The **main topics** of the Workshop in Iasi, that was conducted for its entire duration by experts, were:

- Theoretical concepts related to educational methodologies for increasing the analytical and the creative skills of students by addressing the role of students through cooperation; the structure of a lesson (Assessment, Giving a Sense; Reflection)
- Practical applications for active teaching and critical thinking, brainstorming method, SINLEG method, The Grape method - Emphasizing both partners' experience in applying certain teaching methods

- Educational activities in the classroom and getting to know the educational system in Romania
- Presentation and exchange of best educational practices resulting from the feedback of their effectiveness in the class group
- The role of the Prefect's Institution in Romania in the implementation of the educational reform, in the context of decentralization and in the promotion of cooperation with the EU countries;
- The role of the Regional Educational Department in Romania in human resource training, according to the European quality assurance standards;
- Round table for discussion and analysis of the Italian-Romanian experience in education/training of students with special adjustment needs (with a particular focus on the psychological and social effects of migration)
- Analysis of the contents of the next faze of the project's implementation
- Defining the electronic platform as a tool for continuous exchanges and contacts on an international basis between the partners.

Providing the framework of the activities in Iasi were the specialized documents on the detailed analysis of the European educational systems provided by European agencies in the field of Education and Training and in particular by the Eurydice European Network (European Network of analysis and evaluation of education systems and policies on education), with which the External and International Relations Department of the Legislative Assembly of Emilia-Romagna works towards achieving a deeper collaboration.



WORKSHOP: “Methods for developing critical and creative thinking”

10th/12th February 2010 – Iasi, Romania

10th FEBRUARY 2010

10.00 – 11.00 Receiving the delegation of the Bologna Regional Consortium at the Teacher Training Centre, Iasi

Director – Prof. Lidia Andronache

11.00 – 13.00 - 1st Session

“Methods for developing critical and creative thinking”

- Theoretical concepts: students’ role in cooperation; the structure of the lessons (assessment, understanding the meaning, reflection)

- Practice: 7 methods of active learning and critical thinking

Trainer – prof. Diamanda Toni Leahu

14.00 – 17.00 – 2nd Session

“Methods for developing critical and creative thinking”

(Workshop)

- enhancement of teaching experience of the project participants (staff members who made applications in class give examples of good practices)

- examples of good practice presented by both partners (Italian partners give examples of good practice in class and outcomes)

11th FEBRUARY 2010

Activities at the "Costache Negruzzi" High school

09.00 – 10.00 Getting to know the “Costache Negruzzi” High school in Iasi – Romanian institute of excellence

Presentation by Ph.D. Camelia Gavrilă, Pricipal

10.00 – 10.30 “Methods for developing critical and creative thinking” – witnessing at a lesson of geography where these methods are put into practice

Prof. Florin Iancu – teacher of Geography

10.50 – 11.20 “Methods for developing critical and creative thinking” – witnessing at a lesson of English and French where these methods are put into practice

Prof. Geanina Artenie – English

Prof. Cristian Elenin – French

13.00 – 15.00 Cultural sites of the city of Iasi

(The Hall of the Lost Steps, Union Square, Union Museum)

Activities at the Teacher Training Centre

15.00 – 17.00 “Methods for developing critical and creative thinking” – video images of teaching activities, Room 2

- “Alexandru Vlahuta” School

- Technical High school of Railway Transports

- Assessment of teaching experience acquired during the training session (debates, questionnaires, conclusions) – *RoTalent experts*

12th FEBRUARY 2010

09.00 – 10.00 Cultural sites of the city of Iasi

10.00 – 11.00 Receiving the Italian delegation at the **Prefecture of Iasi**

(The role of the Prefect’s Institution in the implementation of the Reform of the educational system, in the context of decentralization and promotion of cooperation between EU Member States)

11.00 – 12.00 Receiving the Italian delegation at the **Regional Educational Department of Iasi**

(The role of the Regional Educational Department of Iasi in human resource training, according to the European quality assurance standards)

General School Inspector – Prof.Liliana Romanciuc

12.00 – 13.30 Round table - Teacher Training Centre, Room 2

Romania-Italian experience in the education of students with special social adjustment needs (the psycho-social effects of migration)

Prof. Maricica Buzescu – expert of CJAPP

(Regional Centre for psychological and pedagogical assistance)

14.30 – 15.30 Assessment of the project meeting and draft programme for the next project meeting in April 2010



Teachers' handbook - part 1 "Active learning - critical thinking and creative methods"

Mrs. Diamanda Toni Leahu - Teacher Training Centre

Protocol

- Be punctual!
 - Mutual respect
 - Be an active listener! Do not interrupt the speaker?
 - Respect the time for your intervention / task!
 - Be tolerant!
 - If you have a question, ask it!
 - Ask for an example if the task is not clear to you!
 - Be skeptical, do not accept everything you hear!
 - Criticize the idea, not the speaker!
 - Argue when you disagree! Propose alternatives!
 - Signs agreed: left hand - silence, right hand – ask the permission to speak
-
- CT (Bloom): involves - analysis, synthesis, evaluation based on criteria and values - assumed by individuals and practiced with skill and efficiency.
 - CT does not mean "attack the person".
 - CT is one way to address and solve problems based on convincing, coherent-logical, rational arguments.
 - To think critically does not necessarily have a negative, impractical, ineffective position!
 - Criticism can be:
 - constructive, with the aim of substantiation and foundation of opinion; of rational argumentation, of acceptance
 - destructive, with the purpose of demolition, an attempt to justify what is difficult (or nearly impossible) to be justified and accepted (by all).

Cooperative Learning Roles

- * **The timer** - ensures that the group focuses on the task and the work to be conducted within the time set
- * **The active listener** - gets ideas from all group members and repeats or reorders what the others have said
- * **The person in charge with the materials** –distributes and collects the necessary materials for the group

- * **The reader** - reads the materials for the group
- * **The reporter** - exhibits the conclusions in front of the class

NOTE: The students should change roles during every activity

Framework for thinking and learning

Evocation

- It requires students to brainstorm and compile lists of what they know or believe that they know, as a starting point (individually, in pairs and / or group).
- Someone writes the group ideas on the board, accepting them all
- The role of the teacher is to guide, underline the main ideas, and listen carefully to the students.
 1. What is the subject? (identify)
 2. What you know about that? (write on the board)
 3. What do you want to know about that? (write on the board)
 4. Where do you find these informations?

Making sense

Learning Phase

- The student comes into contact with a new content (reading of texts, watching a movie, listening to lectures)
- Grasping meaning is done by each student as they search for information that would confirm their predictions.
- The Teacher: - doesn't influence students
- supports the efforts of the students in monitoring their understanding

Reflection

Students:

- are reinforcing their knowledge actively and restructure the scheme to include their new information;
 - by acquiring the real knowledge, sustainable learning takes place
1. What did you learn? (largest possible answers)
 2. Ask questions to extract important information not mentioned in the evocation stage.
 3. In response to their answers, ask: "Why do you think that?"

Evocation (for the next segment of content)

- What else do you think you will find out?
- What haven't you find out from what you would like to know?
- Why is this important?
- Why do you think that?

(Boost discussion and add information to the ones already written on the blackboard.)

Brainstorming (a creative way of thinking)

- Generates ideas
- No evaluation
- Time limited
- Read ideas / keywords aloud
- Clarify ideas
- Repeat the process
- Evaluate the ideas (select the best)

SINELG - Interactive Grading System for Streamlining Reading and Thinking

Method steps :

- Write everything you know/ you think you know about ... (3-5 min)
- Say what you know about ... (write down ideas)
- Read the text and put signs on the article:
 - “√” - if you read something that confirms what you knew / you thought you know
 - “-” - if you read a piece of information that contradicts / differs from what you knew / you thought you know
 - “+” - if a read piece of information is new to you
 - “?” - if you find information that seem confusing to you or if you want to know more about this
- Short break (think 2-3 minutes)
- Resume the list of what you already know, discuss in pairs about knowledge confirmed and dispelled
- Draw up a table SINELG individually, then in pairs (15 min)

√	+	-	?

- Ideas in class discussion on questions (10 min)
- The need to indicate other sources of information

I KNOW/ I WANT TO KNOW/ I'VE LEARNT (Ogle, 1986)

Evocation (Brain storm info)

- The students work in pairs and make a list with everything they know about the new subject
- Make up on the board/ notebook a chart and you fill in column 1

I know What do I think I know?	I want to know What do I want to know?	I've learnt What have I learnt?
-----------------------------------	---	------------------------------------

- They make up questions to which the answers are going to be given in the lesson (column 2)

Comprehension techniques

They read the text/ attend a lecture/ a didactic movie

Reflection

- The Ogle pattern is being repeated and the students decide what they have learnt by filling in column 3
- Some questions can have no answer or there may appear new ones
- The students who know answer, the teacher or information sources are being given

The method: "THE GRAPE"

- Write a word or a key sentence in the middle of a page
- Start to write words/expressions that come to your mind related to the given subject
- Start to draw lines between the connecting ideas
- Write as many ideas as come to your mind until time is off or you have nothing else to say

Basic rules

- Write everything that comes to your mind
- Don't evaluate your ideas, just write them down
- Don't bother about punctuation, spelling or other rules of the written text
- Don't stop writing until enough time has passed
- If the ideas refuse to come, insist upon the paper and in the end they'll show up
- Allow several connections to come up. Don't limit the number of ideas and connexions.

The method: "THE VENN DIAGRAM"

- It is made up of two large circles partially juxtaposed
- It is used to show the resemblances and the differences between two ideas, concepts or characters
- If the students compare the journey of Columbus with that of Marco Polo, the diagram allows to point out the differences between the two events, showing at the same time the common elements
- The students working in pairs fill in just one circle, which refers to one of the two explorers
- They can come in groups of four to compare their circles, filling in the common area of the circles.

The method: "THE GALLERY TOUR"

- ◆ In groups of three or four, the students first work on a problem that can become a final product (a diagram, a chart, a grape)
- ◆ The products are being exhibited on the walls of the classroom
- ◆ At the teacher's sign, the groups go round the classroom to examine and discuss each product (10 minutes)
- ◆ They can take notes and write comments on the exhibited papers
- ◆ After the gallery tour, the groups reexamine their own products by comparison with the others and read the comments written on their product (10 minutes)

The method: "THE QUINTET"

The aim: to shape the ability of resumming the information, to grasp the complexity of ideas, feeling and convictions.

A five verse poem, with a clear presentation of the ideas which express opinions upon the given subject

Time: 5 - 7 minutes

The students work first on the individual draft, then in pairs, they rewrite a final quintet which they read in the class

Instructions:

Line 1: one word - the title (describes the subject)

Line 2: two adjectives (description)

Line 3: three gerund verbs which express actions (action)

Line 4: four words which express the feelings towards the subject

Line 5: a word which expresses the essence of the subject

Selfevaluation in using the activity directed by reading and thought

	Always	Sometimes	Never
I make predictions based on the titles and photos			
I guess what's going to happen based on the type of the story			
When I read I think at my predictions			
I pay attention to the details that can help me to make new predictions			
Even when I read something else I stop and wonder if I already know what's going on next			

Group self-monitoring

Group self-evaluation for discussions

	Almost always	Sometimes	Never
We check if we have understood very well what we have to do			
We follow our tasks			
Each of us contributes with opinions			
Each of us listens to the end before answering			
We express several opinions before reaching conclusions			
In the end we round up our conclusions			
One of us takes detailed notes of our discussion			

The Portfolio

- A “pact” between the student and the teacher which should help the student in the process of self-evaluation
- At the beginning of the period we discuss what the student must know/ must do during the whole process of learning
- We diagnose the learning needs of the students in order to establish the evaluation objectives and their criteria; we discuss with the students involved in the evaluation process.
- The presentation/introductory one: the selection of the most valued products
- The progress/working one : all the elements on display in activity
- The evaluation one: the objectives, the strategies and the instruments of evaluation, the result charts.

The Structure of the Student's Portfolio

- ◆ The summary
- ◆ The argument (the works included and their importance)
- ◆ Summaries of the studied literary works
- ◆ Essays on different topics suggested by the teacher, adapted to the age and the student's interests
- ◆ Articles, commentaries on different books/articles of criticism
- ◆ Individual worksheets
- ◆ Individual/group projects
- ◆ Current home assignments
- ◆ Term tests
- ◆ Drawings which illustrate scenes from literature or just possible illustrations (for students with visual abilities)
- ◆ Charts/graphic representations for connections between genres ,literary species, current works/literary movements, narrative processes (for students with logical-mathematical intelligence)
- ◆ Recordings, photos from individual/group activities (museum visits, memorial houses, trips, movies after famous books, shows)
- ◆ Definitions of the operational concepts of the national programmes
- ◆ Interviews with different personalities of the cultural/literary life
- ◆ Supplementary commentaries/evaluations of the teacher or group colleagues.

The Portfolio Evaluation

Evaluation criteria items	Yes	Partially	No	Observations
<p>1. Presentation</p> <ul style="list-style-type: none"> - a clear evolution in comparison with the previous presentation - completeness - general layout 				
<p>2. Summaries</p> <ul style="list-style-type: none"> - the quality of the paperwork - the coordination with the given subject - the quantity of the final products 				
<p>3. Practical workshops</p> <ul style="list-style-type: none"> - adequate target - the efficiency of the working method - individual/group work 				
<p>4. The student's opinions on different parts of the portfolio</p> <ul style="list-style-type: none"> - reflections upon his own work - reflections upon group work - the student's expectations from the ongoing activity 				
<p>5. Chronology</p> <ul style="list-style-type: none"> - ordering the materials according to their chronological status 				
<p>6. Self-evaluation</p> <ul style="list-style-type: none"> - self-evaluation of the performed activities - the coordination between target and result - the registered progress - the grade he thinks he is entitled to 				
<p>7. Other materials</p> <ul style="list-style-type: none"> - their quality - their relevance to the proposed theme - their importance to raising appraisal 				

The Group Portfolio

- ◆ The Cover (it reflects in a creative way the group's personality)
- ◆ The contents
- ◆ The introduction of the group and its members
- ◆ The introduction and the argumentation of the chosen samples
- ◆ Samples which have required the joint effort of the group members
- ◆ Observations of the group members according to the way they interacted during common activities
- ◆ Self-evaluation of the members and their own group evaluation
- ◆ Individual samples changed upon the received feed-back from the group (essays, final products)
- ◆ Self-evaluation of the members regarding the qualities and weak points of the social interaction
- ◆ The way they have raised group awareness and helped other colleagues to learn
- ◆ The list of the future learning targets and social behavior which the group members establish
- ◆ Commentaries and feed-back from the teachers, Methodists and other study groups



Teachers' handbook - part 2 "Active learning - strategies, methods Critical thinking and creative methods"

Mrs. Diamanda Toni Leahu - Teacher Training Centre

Methods for active learning

- Methods that promote understanding of concepts and ideas, emphasize the students' experience, develop communication, social, cognitive skills, and develop active attitudes:
 - ▷ Discussion
 - ▷ Debate
 - ▷ Role play
- Methods that stimulate thinking and creativity, encourage students to search and to develop solutions for various problems, to make critical assessments, value judgments, to compare and analyze given situations:
 - ▷ Case study
 - ▷ Problem solving
 - ▷ Educational games
 - ▷ Exercise
- Methods through which students learn to work in a team in a productive manner and to develop their communication, collaboration skills:
 - ▷ Learning through cooperation
 - ▷ Alternative methods for critical and creative thinking

Teaching which aims to develop thinking processes involves both **cognitive and metacognitive processes**

- The **cognitive processes** refer to the fact that students have to think at the contents, at the information and meaning, at the knowledge in general.
- The **metacognitive processes** refer to the fact that the students have to consider their own cognitive process.
- **Critical thinkers ask themselves:**
 - "What do I think about this topic?"*
 - "Does this information go along with what I already know?"*
 - "What can I do different now that I have acquired this new information?"*
 - "How have my personal convictions changed with the acquisition of this new information?"*

Active learning and critical thinking applied to narative texts

E1. EVOCATION

1. What is the subject? (identify it)
2. What do you know about this subject? (write down on the blackboard)
3. What are your expectations, what do you want to know about this subject? (write down on the blackboard)
4. Why do you have to learn about this subject?

R2. MAKING SENSE

This phase is carried out by the student himself as he searches for information to confirm his anticipations.

R3. REFLECTION

1. What have you learned? (detailed answers)
2. Ask questions in order to get important information that were not available in the Evocation phase.
3. As a reaction to the students' answers, ask them: "Why do you think that?"

Restart the cycle

Evocation (for the next segment)

What else do you think you will learn?

What have not you leaned yet and you would like to learn?

Why is this important?

Why do you think that?

(Extend the discussion and add information to what is already written on the blackboard)

Method: THINK / WORK IN PAIRS/ COMUNICATE

- This is an activity for learning through collaboration.
- The students are asked a question from that day's lesson/are given a problem at which they have to think about individually (3-5 min)
- They group into pairs and compare answers, debate on their ideas (5 min)
- 2-3 pairs share the results of their debates with the rest of the class (2 min)
- The students have to:
 - present their prior knowledge (E)
 - to consider a text, benefiting from the debate with a colleague for phrasing their ideas (R)

Method : TERMS GIVEN IN ADVANCE

Verbal organizer

- * The goal is to stimulate the students
- * Explain to the students that you will ask them to read a text containing some terms/ concepts
- * Each student will have to come up with a story inspired by these terms/concepts;
- * Give the terms (3 min for thinking)
- * In pairs, before reading the text, ask them to make a short story about what they expect to read in the text you will hand them (5 min)
- * 2 pairs present their story to the class
- * Tell the students to keep in mind that they will have to ultimately write down the differences and similarities between the presented stories and the one they will read.

Method : PREDICTION BASED ON GIVEN TERMS

Activity guided by reading and thinking

- * Explain to the students that they will have to read the story in pairs;
- * During reading they will have to stop at certain moments, make prediction and then verify them;
- * In their notebooks they will have to make the **Prediction table**

PART I		
What do you think will happen?	On what elements do you base your prediction?	What happened?
PART II		
What do you think will happen?	On what elements do you base your prediction?	What happened?

- * The first time they stop reading, the pairs predict what will happen next (1min); they write down their hypothesis in the first column
- * They write down the elements of the read part on which they prediction is based
- * They continue reading the second part; they review their predictions and fill in the third column
- * This process will be repeated for the remaining parts of the text (usually a text divided in 4 parts)

Method : INTENSIFIED LECTURE (Johnson, Johnson & Smith, 1991)

- ◆ The teacher prepares the students for the activity:
 - “The present lecture has two goals...”*
 - “The first part of the lecture will focus on ...”*
 - “Before we start, I would like you to discuss in pairs the following topic:...”*
- ◆ The teacher asks a question
- ◆ The students make a list of the possible answers (4 min)
- ◆ Discussion in pairs (3 min)
- ◆ Two/ three pairs are asked to share with the class what they have discussed
- ◆ The teacher writes down on the blackboard the ideas and together with the class groups them in categories
- ◆ The teacher begins the first part of the lecture
- ◆ Verification of the notes:
 - At what things did you think when you made the notes and which of these things were mentioned during the lecture?*
 - What other things have you learned? (3 min)*
- ◆ Preparatory activity 2:
 - “The next part of the lecture is focused on...”*
 - “In pairs please make a list...” (3 min)*
- ◆ The teacher asks the students to stop writing and invites who wants to present their ideas
- ◆ The teacher asks the students to pay attention to next part of the lecture keeping in mind their lists
- ◆ The lecture continues
- ◆ Verifying the notes (the students compare their own lists with the main ideas of the lecture)
- ◆ The volunteers share their notes with the class.

Method: DOUBLE ENTRY LOG

- * Through this method the readers develop a strong connection between the text and their own curiosity and experience; this method is useful when students have to read long texts outside the classroom
- * The students have to divide a page in two part with a vertical line
- * In the left part they have to write down a part/ an imagine of the text that impressed them because:

- it reminded them of a personal experience
- it surprised them or they disagree with the contents
- they consider it relevant for the style or the technique of the author
- * In the right part they will comment the chosen section:
 - Why did they indicate that section?
 - At what did it make them think?
 - What questions do they have regarding that fragment?
 - Why did it attract their attention?
- * During reading, the students stop and write down in their log
- * The teacher can ask for a certain number of chosen fragments, considering the length of the text.
- * After reading the text, the log can be useful during the **REFLECTION phase**, if the teacher wishes to return to the text and ask students to share their comments on the chosen fragments.
- * The teacher should also make comments on the text, to attract attention on certain fragments that he wishes to debate with the students

Method: RECIPROCAL TEACHING (Brown et al., 1984)

- This method allows all students to experiment the role of the teacher, guiding their colleagues on a given text (this method is recommended for an informative text)
- In groups of 4-7 students, they work on the same text and they make turns being the teacher following 5 steps, after individually reading one paragraph:
 - First, they resume what they have read;
 - Second, he asks a question about the text and the others have to answer it;
 - Third, he clarifies the confusing parts;
 - Fourth, he predicts what the next paragraph is about;
 - Fifth, he asks the others of his group to read the next paragraph
- The teacher should exemplify first (if needed the teacher should continue with the second paragraph)
- Before reading the third paragraph, the teacher asks a student to continue the discussion.
- This student will indicate also the next students to continue, and so on.

Method: THE TABLE OF CONCEPTS

- Graphic organizer – emphasizes the cognitive process during the investigation
- Allows for the organization of the information before writing a paper, when 3 or more elements/concepts are being compared
- In the upper part, the elements on which the comparison is made are written down; on the left side, the aspects that are being compared

Profession	Required preparation	Stability of the work place	Salary	Personal satisfaction
Doctor	High: university, internship, specialization	High	High	Reasonable
Artist	Medium	Low: long periods without activity are to be expected	Uncertain	High

- The information is lesser than in the “Grape” method

Method “T Table”

- ◆ Method for a graphic organization of the binary reaction (yes/no, for/against)
- ◆ After reading/the lecture the students, in pairs, write down on the left side of the table, the “for” arguments (5 min)
- ◆ On the right side, the “against” arguments (5 min)
- ◆ In groups, the tables are being compared (5 min)
- ◆ Finally, the teacher can create a “T Table” for the entire class

Arguments “FOR” the removal of the religious icons from the classrooms	Arguments “AGAINST” the removal of the religious icons from the classrooms

Method: THE CUBE (COWAN&COWAN,1980)

- ▶ Strategy for studying a given topic from different perspectives
- ▶ Instructions:
 - Describe
 - Compare
 - Associate
 - Analyze
 - Apply
 - Explain
- ▶ Steps: the students write down their ideas (2- 4 min), and then they debate in pairs
 - What do you see?
 - What does it look like ?
 - At what does it make you think? What does it remind you of?
 - How is it made? (imagine it)
 - How can it be used?
 - Adopt a point of view “for”/”against”; “good”/”bad”! Why?

Method: THE LINE OF VALUES

Exercise for expressing ideas and independent investigation.

It has the following steps:

- The teacher asks a question whose answers can be graded
- The students think of answers by themselves and they write them down on paper.
- The students group themselves in order to create a line, choosing the position that represents their point of view. To be able to make this line they first have to discuss among themselves their answers.
- The students can continue debating with the colleagues on their right and left.
- Optional, after the formation of the line, the line can be bent so as to allow the students at the extremities to face each other and discuss their opinions.

Method: ONE STAYS STILL, THREE MOVE AROUND

The students work (in groups of 4) on a problem that can be materialized into a final product

Step 1: In groups, the students count from 1 to 4

Step 2: Each group has a number

Step 3: At the teacher’s signal, the students rotate:

- the students with the number 1 go to the next group

- the students with the number 2 go to the group number 2
- the students with the number 3 go to the group with the number 3
- the students with the number 4 remain still

Step 4: The students that remained still explain to the new-comers what they have been working on. The new-comers take notes in order to report back to their original group what they saw. Each visitor makes a comment about what he saw.

Step 5: The students go back to their original groups.

- A.) The student that remained still presents the comments of the visitors.
- B.) The other students present what they saw in the other groups, underlining the similarities and the differences with their own product.
- C.) The students discuss how they can improve their own product.

Method: GRAFFITI

Method for recap/evaluation

- The teacher displays big pieces of paper with the titles:
 - What topics did you study on the last chapter?
 - What was the purpose?
- The students have to fill in the papers
- On each paper the students have to write down their opinions

Method: THE CORNERS

Step 1: the presentation of the main theme and of some general information (E)

Step 2: each student writes down its opinion

Step 3: involves the individual work of each student in order to express its own idea. This means that each student has to think on its own before listening to the others.

From the point of view of the global strategy, “the corners” is a reflection activity.

This step, considered alone, can be integrated in the Evocation phase, because the strategy will allow for more discussions and debates, followed by reflection, until the end of the activity.

Step 4: essential element of the strategy: the students have to take a stand – they have to publicly express their opinion, and they have to express it in a decisive manner. This underlines the fact that each has an opinion and each opinion matters.

- ♦ The **steps 5, 6 and 7** can be considered as elements of the Making sense phase.
- ♦ The students listen to their colleagues’ opinions and to what they think about the meanings that come out regarding the given topic. At this moment it is important to guide

the conversation so as to allow to all students to speak, from all the groups.

Step 8: This step gives the students the opportunity to change their point of view and do it in public; moreover this step requires the students to express their ideas in an articulate manner so as to have an efficient communication.

It is important to have opinions, but if we want to make the students able to think in a critical way then we must make them understand that thinking can lead to different conclusions and changing your personal opinion is a natural result of an authentic thinking process.

Step 9: - Resuming the group's position and ideas

- writing individual papers (activity based on reflection)

Group activity, as well as individual activity, underline the fact that students are in the end responsible of their personal opinions and convictions which they have to be able to defend. Of course, their opinions can be based on the information, wisdom and thoughts of other persons but they have to be able to express their ideas in their own words.

Method : THE INTERVIEW IN THREE STEPS (Kagan, 1990)

- This is a method of learning through collaboration, in which the partners interview one another regarding a given topic.
- For example, in a group of 2/3 students, student A interviews student B, student C records in writing the main aspects of the interview. After each interview the roles change allowing each student to answer questions.
- In a group of four, the three steps are the following: student A interviews student B, C and D and afterwards the roles change allowing each student to record the answers of one of his colleagues.
- The interview in three steps can be used in any kind of lesson, and its content can refer to any type of subject.

The following structure can be used:

- for anticipating the content that will be discussed: "What aspects related to the given topic would you like to discuss?" or "What do you already know about this topic?"
- for sharing one's personal experience or to express one's opinions: "What are the qualities that you appreciate most in a friend? Give 3 examples" or "If you could travel in time where would you go? What epoque would you choose? What social changes would you make?"
- for resuming what has been taught during the lesson: "What would you still want to know in the remaining time of today's lesson?" or "What idea of today's lesson would

you consider most significant and why?” or “What will you do to put into practice what you have learned today?”

- for verifying the homework: “Which were the key arguments of the text you had to prepare for today?” or “What was the most interesting part of the homework, or the most difficult?”

- for debating various concepts: “How does your family deal with environmental issues?” or “How did you solve the math problem?” or “What is your prediction at this moment?”

Projecting a Lesson

The process of planning has been divided in three steps:

- Before the lesson
- The lesson
- After the lesson

I. BEFORE THE LESSON

When teachers choose the subject of a lesson and think about the approach to be used, the teachers ask themselves general questions regarding the importance of the subject and of their objectives for that lesson.

Trained teachers in active learning study more times the material for a lesson searching for ways to support active learning and critical thinking.

Both point of views are essential.

THE MOTIVATION

Why is this lesson valuable?

- how does the present lesson connect with previous topics that students have studied
- how does it uses the skills that students already have?
- how does this lesson prepare the students to learn more and to better understand the subject/discipline?
- how does this lesson connect with the students’ personal experience and with their interests?
- what will this lesson enable them to understand or do in the future?

How does this lesson develop critical thinking?

- What information from this lesson can be discovered by the students?
- How can the content of this lesson be organized so as to allow and stimulate a wide

range of personal answers?

- Which are the elements in this lesson that can be interpreted in more ways than one or with which the students can agree or disagree?
- How can the topic of the lesson be examined from an interdisciplinary point of view?
- How can this lesson develop analysis, investigative, reporting and debating skills which will be useful also for other lessons?
- What aspects of this lesson induce the will for further investigations or for other types of follow-ups by the students?

OBJECTIVES

- What knowledge or meanings will be explored or taught? What will the students do with this knowledge or meanings?

Knowledge: the ability to repeat a certain information the way it was communicated

Understanding: the ability to express an idea in one's own words or in another manner.

Application: identifying the relevance an idea has for another case/application; solving a new problem using a known strategy that proves to be relevant for the new situation.

Analysis: finding the cause and effects or other characteristic elements of a complex idea.

Synthesis: combining more ideas in a new one; creating a new version of an idea; taking an idea from its original context and adapting it to a new one; solving a complex problem by using more ideas.

Evaluation: using an idea as an explanation for another idea or phenomenon.

PRECONDITIONS

- What does a student have to know or do to learn something from this lesson?
- Previous knowledge regarding the contents;
- The ability to use the thinking and learning processes implied by the lesson.

EVALUATION

- What proof will we have that the students have learned:
 - something from the lesson
 - to use correctly certain thinking and learning processes?
- What type of thinking processes do we expect the students to use? How will we know that

they are used correctly?

- What type of learning strategies and group processes do we expect to observe? How will we know that they are used correctly?

RESOURCES AND TIME MANAGEMENT

- How will we use time and resources?

II. THE LESSON

EVOCATION

How do we get the students to formulate questions and purposes for learning?

How will the attention of the students focus on the subject of the lesson?

How will we attract their curiosity?

How will we get the students to remember their prior knowledge?

How will we make the students ask questions?

The teacher can choose from a number of strategies, all with the same purpose: to help the students remember the things they already know about the subject and to attract their curiosity, helping them, at the same time, to establish goals for learning. In other words, an efficient Evocation strategy motivates students to learn in an active way.

MAKING SENSE

How will the content explored by the students be?

- Demonstration or presentation: what will the presented or explored content be? How will it be presented?
- Students' investigation: what will the students do to reach understanding during the lesson?
- The next phase of the lesson is flexible: it can be concluded in one single lesson or it can be prepared as an investigation which takes a few days or even weeks.

Two main concerns characterize this phase:

- transmitting the material to the students
- making the students actively investigate the material, by searching and building a meaning using the already known elements.

REFLECTION

How will the students use the content of the lesson?

- Reflective debates or written papers

- Using the skills and concepts acquired in a controlled manner
- This is the phase in which the students use what they have learned: they explore the implications, the deal with the meanings from the point of view of their personal experiences and they confront the issues put forward in the text.

CONCLUSIONS

What are the final points to be dealt with?

What are the conclusions of the lesson?

How detailed should the debate of the topics be?

III. AFTER THE LESSON

After the lesson there can be extending activities.

EXTENDING

- Toward which knowledge and activities does this lesson lead us?
- How can we apply the processes used in this lesson in other investigations? What questions have remained unanswered and require further explanations? What should we do now that the lesson has finished?

Goals

- It offers the students the possibility to create their own ideas independently and to resolve on their own the applications implied by the lesson;
- It frees the amount of time dedicated to the lesson allowing for the debate of other aspects.

Using the Descriptors

PERFORMANCE DESCRIPTORS FOR EVALUATING AN ESSAY

For the maximum mark 9 or 10 the essay has to:

1. Have an original content (it should not just repeat what was said in class);
2. Have valid arguments to sustain the topic of the essay (some teachers ask for a minimum number of arguments);
3. Consider the main arguments against the topic of the essay;
4. Have clear introduction, content and conclusions;
5. Be written correctly and to have a clean aspect;
6. Be between five and seven pages long.

For the marks 7-8 , the essay has to:

1. Have an original topic (it should not just repeat what was said in class);
2. Have arguments well presented to support the topic (it can have lesser arguments than an essay for a mark 10);
3. Have clear introduction, contents and conclusions;
4. Be written correctly and have a clean aspect;
5. Be between five and seven pages long.

For the marks 5-6 (the minimum) the essay has to:

1. Have a clear topic;
2. Have arguments to sustain that topic;
3. Have clear introduction, content, conclusions;
4. Be written correctly and have a clean aspect;
5. Be at least five pages long.

For the mark 4 (failed) the essay has to:

1. Not have a clear topic;
2. Not have arguments to sustain that topic;
3. Not have clear introduction, content, conclusions;
4. Be written with grammar mistakes ;
5. Be under three pages long.

- ☞ The descriptors are written on a piece of paper and displayed before the class for debating them;
- ☞ The students are encouraged to choose a mark as objective so as to work towards including all the requested elements for the paper to get that mark. The students can be asked to evaluate the papers on their own using the displayed descriptors, before handing in their essays.
- ☞ Finally, the teachers grades the essays respecting the descriptors.
- ☞ For exemplifying what a good essay is about the teacher, having the permission of the students, can show and debate with the class the essays which were graded 8,9,10.
- ☞ To leave the authors anonymous, the teacher can make an original essay using elements from the best essays of the students, combing the most interesting parts and present the final result to the class as an example of a good essay.

Methods for developing critical and creative thinking and their use in class

"Costache Negruzzi" College, Iasi

ENGLISH LESSON PLAN

prof. Gianina Artenie

Topic: Valuing Diversity. 'Ouch! That stereotype hurts!'

Target group:

10th grade (10A)

16 -17 years old

upper-intermediate level of English

Working time: 40 -45 minutes

Overview:

The activities in the lesson lead to a greater awareness of the importance of being open towards „the other” and willing to gather and share more knowledge about any differences. Ultimately, it is important to value the differences as there is beauty and strength in all forms of diversity. Students experience that, the more they are aware of the identity of something(or somebody) perceived as „foreigner”, „strange”, the more they tend to understand and even share its value.

Stereotypes create false images, foster low self-esteem for those who don't fit in, who are different, who don't belong to a majority, and restrict people's ideas of what they themselves or the others are capable of, not to mention the situations of social, cultural rejection or conflict. Students explore a few representations of race and culture by analyzing two videos

Objectives:

- ◆ to make students realize that by choosing to embrace diversity by being open to the differences, they are more likely to understand and value them;
- ◆ to make students aware that cultural stereotypes and biases can distort judgment;
- ◆ to develop students' creative and critical thinking language skills by considering their own relationship to diversity and how they personally fit into the context of this issue;
- ◆ to reinforce functional language used for describing, narrating, comparing, and contrasting, asking for opinions, expressing opinions, agreeing, disagreeing, assuming, concluding.

Language / Content:

Functional language: describing, narrating, comparing, and contrasting, asking for opinions, expressing opinions, agreeing, disagreeing, assuming, concluding;

Grammar : past verbal forms, modal verbs

Vocabulary: adjectives to describe appearance and character

Expected output:

Students are expected:

- to develop a better understanding of the cultural differences, an empathic attitude and to value the diversity of the world;
- to be aware that, by willing to gain more knowledge about other cultures, we not only avoid misunderstandings and conflicts, but we also enrich our lives;
- to use the functional language in expressing various perspectives, to look at the diversity, identity issue, exploring possible alternatives related to it;

Teaching aids:

Video projector; laptop; videos; flipchart; tasksheets; realia (lemons)

ACTIVITY 1: Riddle me this!

Timing: 5'

Interaction: Open class

Skills: Speaking

Teacher's Activity:

- The teacher gives students three clues that represent characteristics of a fruit (e.g. lemon) and asks students to try and guess the name of the fruit that is characterised by all three qualities.
- The teacher asks if they like this fruit or not and why and about their reaction when they hear about this fruit;

Student's Activity:

Students try to guess the name of the fruit and express their (dis)likes about it;

ACTIVITY 2: The Lemon I know

Timing: 20'

Interaction: Group work

Materials: A bag of lemons, sheets of paper, pencils

Skills: Writing (describing, narrating)

Teacher's Activity:

- Teacher asks students to choose one lemon and try to know them personally (give it a name, write a detailed description, imagine its life story)
- Teacher puts the lemons back in the bag and asks the students to identify their lemon.
- Teacher shows a couple of pictures illustrating different identities and asks about similar aspects, connection between those pictures and the lemon identity game;
- Teacher asks students how they felt when doing the task;
- Teacher elicits answers like: students should be patient, understanding, good listeners to get more knowledge about the people and their culture, to avoid jumping to conclusions and thinking in stereotypes and ultimately benefit from the new culture etc.

Student's Activity:

- Each group of participants picks one lemon from a bag of lemons. Then they name, minutely describe the lemon and write down its life story that they share with the other participants.
- Students should be able to identify their lemon and share how they felt when doing this task.
- Students could conclude that you can avoid conflicts, stereotypes and even develop close relationships when you (want to) have more knowledge about the others and show empathy.
- Students expected answer: the lemons can stand for members of any minority group

ACTIVITY 3: "Ouch! That stereotype hurts!"

Timing: 15'

Interaction: Group work

Materials: videos, video projector, laptop

Skills: Speaking

Teacher's Activity:

- The teacher plays two short videos illustrating different aspects of stereotyping and diversity, that are paused before the key moments;
- The teacher asks Ss to predict the next scene and to share with the others their possible reactions in a similar situation;
- After watching the videos, the teacher asks the students to express their reactions towards what they've seen (what impressed them negatively/ positively) and to compare and contrast the situations and people's reactions

Student's Activity:

- The students predict what happens in the following scene and share their possible reactions in similar situations
- The students are asked to think about the two videos, analyze them, comparing and contrasting them from the perspective of the stereotypes involved, contexts and people's reactions;

FEEDBACK/HOMEWORK: Metaphor Pictures

Timing: 5'

Interaction: Group work

Materials: Flipchart/sheets of paper, coloured pencils/markers

Skills: Speaking

Teacher's Activity:

- ◆ The teacher asks the students to illustrate the idea of diversity and its value; alternative: illustrate their own perception of either of the two videos
- ◆ Possible metaphors: tapestry, puzzle, kaleidoscope, etc.

Student's Activity:

The students illustrate in a poster the metaphors for the diverse world we live in and explain why we should value diversity

GEOGRAPHY LESSON PLAN

prof. Florin Iancu

Topic/ Title: Hurricanes - Hazards of Climate

Class: 11 A

Subject: Geography

Motivation:

Hurricanes, like any other hazards of climate, are extreme manifestations of some atmospheric phenomena, which affect people's lives, the economy of countries and the environment.

They are among the most destructive climate hazards, hence the importance of studying them in order to be able to plan and take the necessary steps towards, on the one

hand, diminishing their effects and, on the other hand, rebuilding the affected parts as soon as possible.

Lesson Objectives:

By the end of the lesson the students will be able to:

- define the notion of “hurricane”
- explain how hurricanes emerge
- locate on the map the areas most affected by hurricanes

Specific skills developed:

By the end of the lesson the students will be able to:

- identify the elements of environmental damage and the problems of our contemporary world attributed to hurricanes
- notice and understand the formation and evolution of hurricanes, together with the processes related to the damage of the environment
- coherently explain the effect of hurricanes on the environment, by using the appropriate technical terminology
- accurately identify /locate hurricane areas on the map
- work in teams in order to achieve the final product

Evaluation criteria:

- the students’ involvement in achieving the task (how they negotiate the stages of the task, if they observe the time limit, the range, quality and quantity of information included in the final product)
- the scientific quality of the final product
- the aspect /layout of the final product
- the originality of the final product

Resources:

- Human: students (with a high degree of interest and motivation)
- Material: documentary film, world physical map, flipchart sheets of paper, DVD-player, LCD-TV
- Approaches: “Think – Work in pairs – Share”, “Brainstorming”, “Categorize”, “One stays, three move around”

Time: 30 min.

LESSON DEVELOPMENT

I. EVOCATION/ REACTIVATION:

Method: “Think – Work in pairs – Share” (5 min.)

- The students are asked the question: “What do you know about hurricanes?” (individual work: brainstorming, writing notes).
- They compare their notes in pairs.
- Three pairs will report their answers to the class.
- The teacher selects and writes on the board the parts of their answers which make up the definition of hurricanes; the students copy it in their copybooks.

II & III. GETTING THE MEANING AND REFLECTION

Method: “One stays, three move around” (25 min.; group work)

- The students get into 5 groups of 4 students each; each group gets a number (from 1-5) and each student within a group also get a number (from 1-4). (2 min.)
- Each group produces a poster which illustrates the answer to the question: “How are hurricanes born, where do they appear and what are their effects?” (8 min.)
- At the teacher’s signal, the students rotate (each number will move to another group by skipping a number of groups corresponding to their own number, e.g. ones move to the neighbouring group, number twos move to every second group, number threes move to every third group, number fours remain “home”, i.e. in their initial groups). (2 min.)
- The “host” students (i.e. number four) explain to the “guests” the product/poster of the team; the guests ask questions and write down notes, so as to be able to report back in their initial groups. They should also make comments on the presentation and thank the host. (4 min.)
- The students go back to their “home” groups:
 - a) the student who remained “at home” reports to his group the comments made by the “guests”
 - b) the other students report what they have seen in the other groups and point out the similarities and differences between their product and the others. (2 min.)
- The students watch a fragment from a documentary about hurricanes. (5 min.)
- The students discuss and systematize the new information /knowledge acquired, which

they will use in improving the final product.

(2 min.)

IV. ENDING (EVALUATION)

The students produce the improved version of the final product.

V. EXTENSION / HOME ASSIGNMENT

For the next class, the students will produce a final product for their personal portfolio: poster with graph, collage, video-clip, PPP.

FRENCH LESSON PLAN

prof. Cristian ELENIN

Class: 11 grades

The students' level: B1 (*European Framework of Reference for languages*)

Topic: the relationships in a family, the childrens' rights, parents' separation

Objectives:

Communication objectives

- Present your family
- Express your opinion
- Justify a choice
- Telling a story
- Write a postcard, a letter of reconciliation
- Writing in your diary
- Imagine a poster, an advertisement
- Write a regulation, an article of law

(Socio-) linguistic objectives

- Use the vocabulary related to the family
- Revisit the past tenses and modes (indicative and conditional)
- Use the conditional to express wishes
- Use the imperative for an invitation, for giving orders

Vocabulary:

Elle meurt de toi: ici, elle souffre énormément à cause de ton absence.

Pretend: behavior in order to deceive someone

Notes:

Marie Laforet, whose real name is Maïtena Doumenach Marie Brigitte, is a French actress and singer of Armenian origin, born on October 5th, 1939 at Soulac-sur-Mer (Gironde). She is the mother of three children. Her career began by chance, after she won the "Naissance d'une étoile" contest hosted by Europe 1st in 1959. Several years pass, albums too, and few titles remain. Three hits, however, marked this period: *Viens, viens* in 1973, adapted from a German song, *Cadeau* in 1974 and *Il a neigé sur Yesterday* in 1977, tribute to the Beatles song. She moved to Geneva in 1978 where she owned until 1981 an art gallery. Marie Laforet was devoted to the theater and cinema in France, of course, but also in Italy.

Activities:

→ Ask the students to bring some photos of their childhood:

Describe your family, the relationship between you and your parents.

Describe your photo, why did you choose this photo?

→ TV5MONDE web-site:

Watch the video "The right to protection of children without families" at:
http://www.tv5.org/TV5Site/enseigner-apprendre-francais/collection-28-Droits_des_enfants_Les_petits_citoyens.htm

Do the Online listening and Interactive exercises (copy-drag, reorder, multiple QCM).

Share with the class

→ Marie LAFORÊT videoclip of *Viens, Viens*: site: <http://www.youtube.com/watch?v=PnkJVL76dnQ>

Oral comprehension:

- Divide the class into 3 groups.
- Present in a few lines the character of Mary Laforêt (see Notes).
- Show the clip with sound.

What is the theme of the song?

In your opinion, who is the singer? Justify your answer

Written comprehension:

- Give each group the text: Student sheet 1
- Play the clip again and fill in the blanks with the missing words
- A representative of each group will complete the text of the song.
- Share with the rest of the class and afterwards listen to the song again and check text: Student Sheet 2

Speaking:

Group A: Imagine the new human life (work, activities, feelings ...) and present it in the 1st person.

Group B: Imagine the situation of women (work, activities, feelings ...) and present it at the 1st person.

Group C: Imagine the situation of a teenage girl (activities, feelings ...) and present it at the 1st person.

Share with the group. Possibility of discussing the different ideas (role playing, games of two, three).

Make the students sing following the instrumental version of the song *Viens, viens*

http://www.youtube.com/watch?v=5EF5oOfWzCI&feature=Playlist&p=F074404FEE0CF538&index=72&playnext=2&playnext_from=PL

Writing:

Group A: a girl writes a letter to his father. She tells him about her activities, of the activities of her mother and she asks him to return home. Write this postcard (or diary page).

Group B: father writes a letter explaining his departure. Write this letter to the girl and/or mother.

Group C: the mother writes a letter to her husband and asks him to return. Write this letter. Presente these letters in Word format: comments, discussions.

➤ Go to <http://fr.wikipedia.org> and search for Marie Laforet. Read her biography.

Or visit the website <http://www.evene.fr/celebre/biographie/marie-laforet-2976>.

With this information, make a presentation of Marie Laforet.

➤ Write a page from a diary of a teenager who suffers. Tell the story in the first person of an ordinary day.

➤ Visit <http://www.unicef.asso.fr>; choose: citizenship, rights of the child / the Convention on the Rights of the Child. What are the themes or the rights which you feel are most important?

➤ Divide the class into groups corresponding to associations of rights of the child. Imagine their roles, their actions. Design flyers, posters. Do you know of other associations which deal with this topic? Present them.

Teacher's work sheet

VIENS, VIENS

Marie Laforêt

Viens, viens, c'est une prière
Viens, viens, pas pour moi mon père
Viens, viens, reviens pour ma mère
Viens, viens, elle meurt de toi
Viens, viens, que tout recommence
Viens, viens, sans toi l'existence
Viens, viens, n'est qu'un long silence
Viens, viens, qui n'en finit pas.

Je sais bien qu'elle est jolie cette fille
Que pour elle tu en oublies ta famille
Je ne suis pas venue te juger
Mais pour te ramener.
Il paraît que son amour tient ton âme
Crois-tu que ça vaut l'amour de ta femme
Qui a su partager ton destin
Sans te lâcher la main.

Viens, viens, maman en septembre
Viens, viens, a repeint la chambre
Viens, viens, comme avant ensemble
Viens, viens, vous y dormirez
Viens, viens, c'est une prière
Viens, viens, pas pour moi mon père
Viens, viens, reviens pour ma mère
Viens, viens, elle meurt de toi.

Sais-tu que Jean est rentré à l'école
Il sait déjà l'alphabet, il est drôle
Quand il fait semblant de fumer
C'est vraiment ton portrait.

Viens, viens, c'est une prière
Viens, viens, tu souris mon père
Viens, viens, tu verras ma mère
Viens, viens, est plus belle qu' avant
Qu' avant, qu' avant, qu' avant, qu' avant
Viens, viens, ne dis rien mon père
Viens, viens, embrasse-moi mon père
Viens, viens, tu es beau mon père.

Student's work sheet 1

VIENS, VIENS

Marie Laforêt

Viens, viens, c'est ...
Viens, viens, pas pour moi mon ...
Viens, viens, reviens pour ma ...
Viens, viens, elle ...
Viens, viens, que tout recommence
Viens, viens, sans toi...
Viens, viens, n'est qu'un long ...
Viens, viens, qui n'en finit pas.

... bien qu'elle est jolie cette fille
Que pour elle tu en ta famille
..... te juger
Mais pour te...
Il parait que son amour ... tient ton âme
Crois-tu que ça ... l'amour de ta femme
Qui a su ... ton destin
Sans te... la main.

Viens, viens, maman en septembre
Viens, viens, ...la chambre
Viens, viens, comme avant ensemble
Viens, viens, vous y ...
Viens, viens, c'est une prière
Viens, viens, pas pour moi mon père
Viens, viens, reviens pour ma mère
Viens, viens, elle meurt de toi.

Sais-tu que Jean ... à l'école
Il sait déjà l'alphabet, il est drôle
Quand il ... semblant de fumer
C'est vraiment ton portrait.

Viens, viens, c'est une prière
Viens, viens, tu ... mon père
Viens, viens, tu ... ma mère
Viens, viens, est plus belle qu' avant
Qu' avant, qu' avant, qu' avant, qu' avant
Viens, viens, ne ... rien mon père
Viens, viens, ... -moi mon père
Viens, viens, tu ... beau mon père.

*est rentré/ a repeint/ Je ne suis pas venue/ dormirez/ ramener/ verras/ partager/ une prière/
souris/ lâcher/ silence/ es/ oublies/ vaut/ embrasse/ mère/ fait/ l'existence/ dis/ meurt de toi/ Je
sais/ père/ tient.*

Student's work sheet 2

VIENS, VIENS

Marie Laforêt

Viens, viens, c'est une prière
Viens, viens, pas pour moi mon père
Viens, viens, reviens pour ma mère
Viens, viens, elle meurt de toi
Viens, viens, que tout recommence
Viens, viens, sans toi l'existence
Viens, viens, n'est qu'un long silence
Viens, viens, qui n'en finit pas.

Je sais bien qu'elle est jolie cette fille
Que pour elle tu en oublies ta famille
Je ne suis pas venue te juger
Mais pour te ramener.
Il paraît que son amour tient ton âme
Crois-tu que ça vaut l'amour de ta femme
Qui a su partager ton destin
Sans te lâcher la main.

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Viens, viens, reviens pour ma mère
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Viens, viens, tu verras ma mère
Viens, viens, est plus belle qu' avant
Qu' avant, qu' avant, qu' avant, qu' avant
Viens, viens, ne dis rien mon père
Viens, viens, embrasse-moi mon père
Viens, viens, tu es beau mon père.

From Compulsory Education to Innovative Methodologies

Mrs. Cristina Donà - Teacher of ITC "Rosa Luxemburg", Bologna
Mr. Roberto Pasquali - expert AIPI Association, Bologna

- Skills certification for the 4 cultural axes (language, mathematics, scientific and technological, social-historical)
- Reference to the 8 key competences of citizenship
- Certification on three levels: basic, intermediate, advanced

From a traditional teaching method ... to new methods for achieving competences: **the centrality of the student**

Educational personalization

Giorgio Chiosso:

Renowned educator – he reminds us that starting from Rousseau, education has learned to recognise the Subject of the training activity.

A common point between the 2 models must be found:

School effectiveness	Educational personalization
- to measure school performance in more effective terms	- school in which the Subject is important, in terms of: <ul style="list-style-type: none">Growing rateParticular intelligenceBackgroundPersonal and family expectations

Educational references

Howard Gardner:

- Multiple intelligence:
- Subject valorization

Reuven Feuerstein:

- personalized learning schemes based on individual aptitudes and necessities

Marguerite Altet, Philippe Meirieu:

- School time divided according to personal learning time and needs
- The importance of teaching practices
- The subject has to be able to control its own learning process

UK: Educational reform

The reform is characterized by personalization that refers not only to the styles of learning but also to methods of teaching and to the school's capacity to function as a community of teachers, parents and students.

LEARNING BY COMPETENCES

- › The teacher asks the student to have a personal relation with the object to know, learning also from the experience in a creative way.
- › "learning by doing"

Corso pomeridiano di
scrittura creativa e
produzione video
condotto dalla regista Silvia Storelli

*Il laboratorio è gratuito e la frequenza concorre
per gli studenti del triennio all'attribuzione
del credito formativo.*

An effective educational path, learning by competences

Working through competences signifies putting into practice what has been learned favoring action – an action that is found in the educational path and respects the following criteria:

- Significant
- Criticality
- Concrete

A method that updates the knowledge for gaining skills by the "digital-natives"

- Mind manager
- Brain booster
- Partecipa.net
- Fast reading
- Memorizing techniques
- Interactive blackboard

Brain Booster

Great part of the students do not use the maximum capacity of their personal capacity. The objective of the **BRAINSRING! Activity** is to help the students to obtain the best study results through a methodology that can be used also in their future life and work environment.

The BRAINBOOSTER project – an educational activity dedicated to the students of the first grade of high school, aiming at reducing school dispersion, assuring a transversal skill recovery and promoting school achievements.

With this objective in mind, an integrating course for improving the study methods was established. It also focused on the management of the study activity from a quantitative and qualitative point of view, with the conviction that once new methods are learned and applied for one discipline this method can be used also in the other fields of activity.

The BRAINBOOSTER PROJECT has three steps

1) Introduction to fast reading

This phase concentrates on correcting reading shortcomings that a great number of persons have. Afterwards, techniques for improving reading speed are offered: this improves the study time and concentration ability, particularly in the first phase of reading and revision.

2) Introduction to mnemonic techniques

Through the presentation of simple mnemonic techniques students gain awareness of the mechanisms that manage the accumulation of information that can be used during study activities and examinations.

3) The management of information

A radial approach to thinking is undertaken through the use of mental maps, by a screening program 'Mind Manager', applied to:

- ◆ Note making (ideas organization)
- ◆ Note taking (organization of the ideas of the others)
- ◆ Projecting - creativity

Education towards legality: Partecipa.net

Today we notice that:

1. A widespread crisis of the civic sense, also found in the adult world is in a decline in social participation, a closure in the private sphere.
2. The inclination to risks, transgression and autonomy, characterizes the teenager's life.
3. The difficult intergenerational dialog has determined the creation of a "separate world" of the youth, outside the local community and institutions.
4. The values of privacy and of the emotional ties prevail among the teenagers over the social and political sphere.

Methodology and activities

- ◆ Newspaper reading, on-line archives consultation, article writing on the topic of “underage children’s responsibility and types of crimes
- ◆ Meetings with guardianship judge of the Bologna Courthouse
- ◆ The role of the guardianship judge, child and disabled persons’ protection
- ◆ Virtual visit of the Legislative Assembly
- ◆ Guided visit of the Legislative Assembly
- ◆ The students present their projects and the elaborated articles and they ask questions on how the laws are passed and on the topic of the defense of the law
- ◆ Problems related to underage children’s responsibility and bully actions. Study case and video presentations. Value promotion through regulations
- ◆ Meeting with the Civil Defender of the Emilia Romagna Region
- ◆ CONGRESS on “Problems related to underage children and deviance” and on “ Values promotion through regulations”. In each school starting from 17.00 to 19.30, with the participation of the students, as speakers, and their parents

Research-action: Meeting "Pe(n)sare differenziato"

Objectives:

- Stimulating a behavior of respect and safeguard of the environment
- Developing the projecting and organizational skills in order to promote concrete actions for protecting the environment

We organize in school a Conference on recycling (third grade)

PHASES and METHODOLOGY:

- ◆ Getting to know the topic through a 'stakeholders' training, namely becoming relevant subjects of the topic
- ◆ The creation of 4 working groups (coordinator, verbalizer, speaker, etc.)
- ◆ Learning by using the network and interviews of the administrators of certain areas
- ◆ Preparing a slide presentation
- ◆ Identifying the ‘hot’ arguments and relevant speakers to invite
- ◆ Organizing the event’s material: organizing the informative material, public relations, number of interventions, invitations, debates

POSSIBLE OPERATIONAL ACTIVITIES: from concepts to practice: each and everyone can reach competences

Selection of:

- › 3 citizenship competences
- › 2 competences of the language axis

Citizenship competences

- › Communication
- › Acquiring and interpreting information
- › Collaboration and participation

Competences of the language axis

- › Mastering the tools of expression and argumentation needed to handle the verbal interactions in various contexts
- › Using a foreign language for communicative and operational purposes

PROJECTING ACCORDING TO THE COMPETENCES: PROPOSAL

Citizenship competences	Competences of the language axis	Abilities and skills	Involved subjects	Fundamental knowledge	Keywords	Methods and time	Examinations	Evaluation
Communication	Reading, Comprehension, Interpreting texts, (verbal or non verbal) and recognizing different languages	Understanding the importance of communication Recognizing the fundamental elements of communication Making the difference between various types of languages Understanding the products of audio-visual communication	Italian L2 L3 History of the arts	The elements of communication Oral texts (radio, TV, cinema) through the use of multimedia instruments The main structural and expressive elements of a multimedia text	Encompasses the general meaning of a text, event, problem. It shows the logical connections	Individual and group work Time: 15-20 hours	Elaborating schemes also of IT language Oral presentation of the activity (according to the chosen topic)	<ul style="list-style-type: none"> ■ Level 1 It is according to the descriptors, in a guided manner ■ Level 2 It is according to the descriptors, relatively in autonomy ■ Level 3 It is according to the descriptors, in total autonomy

Citizenship competences	Competences of the language axis	Abilities and skills	Involved subjects	Fundamental knowledge	Keywords	Methods and time	Examinations	Evaluation
<ul style="list-style-type: none"> ■ Communication ■ Collaboration and participation ■ Acquiring and interpreting information 	<ul style="list-style-type: none"> ■ Knowing and applying different techniques of reading according to the type of text and objective ■ Recognizing the structure of a text and understanding its meaning 	<ul style="list-style-type: none"> ■ Dealing with communicational situations and exchanging information using the right language ■ Understanding the audio-visual communication products 	Italian L2 L3 History of the arts	The elements of communication Oral texts (radio, TV, cinema) through the use of multimedia instruments The main structural and expressive elements of a multimedia text	Encompasses the general meaning of a text, event, problem. It shows the logical connections	Group work with homework assignments Internet research Frontal lessons Interactive lesson Oral presentation Time: 15-20 hours	Intermediate examination through tests Creating a product and examination through oral presentation by the workgroups Written examinations Eventual presentations to others classes	<ul style="list-style-type: none"> ■ Level 1 It is according to the descriptors, in a guided manner ■ Level 2 It is according to the descriptors, relatively in autonomy ■ Level 3 It is according to the descriptors, in total autonomy

Conclusive reflection ... let's no turn methodology in a "fetish"

What drives the master of a dog to go out on a winter morning at 6 a.m.?

Motivation!

What is it all about?

"An earthly gift" that of the humans to be the "engine of great works"!

Motivation - synergy moved by:

- ◆ Profound and personal needs
- ◆ Catalyzing examples (a motivated teachers is more efficient)
- ◆ Superego dimension
- ◆ Social utility dimension
- ◆ Motivation is simpler to be lived emphatically and not to impose it!

Methods for developing critical and creative thinking

The results of the questionnaires applied by the Teacher Training Centre to the Romanian partner schools



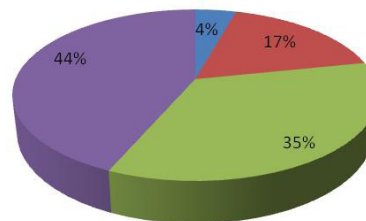
The reform of education requires the usage of both traditional and modern ways of teaching/learning/evaluation, based on specific processes of critical and creative thinking. If these methods are being applied, the student is in the situation of discovering the information on his own, because this way he remembers it easier and for a longer period of time.



In order to disseminate to the teachers these active methods of teaching, we took the initiative of cooperating with three schools from Iasi in our project. Each institution sent to the training session organized by TTC Iasi a number of 4 to 12 teachers. They answered the tests on critical and creative thinking teaching methods, their advantages and disadvantages in real class work.

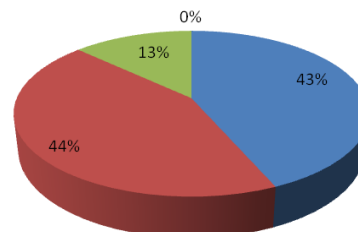
BRAINSTORMING

- rarely
- quite often
- often
- always



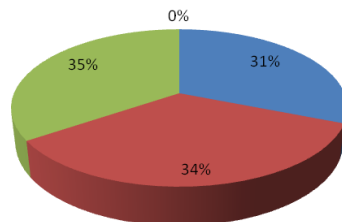
INTENSIFIED LECTURE

- rarely
- quite often
- often
- always



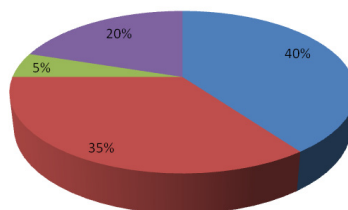
SINELG

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- quite often
- often
- always



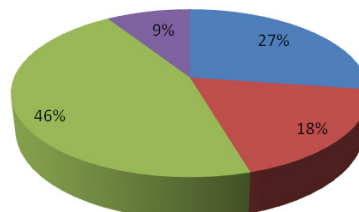
INTERVIEW IN PAIRS

- rarely
- quite often
- often
- always



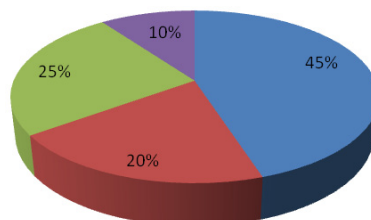
I KNOW/ I WANT TO KNOW/ I'VE LEARNED

- rarely
- quite often
- often
- always



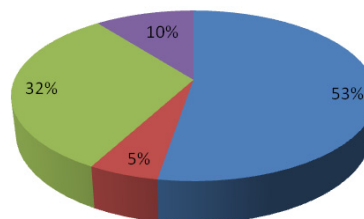
TERMS GIVEN IN ADVANCE

- rarely
- quite often
- often
- always



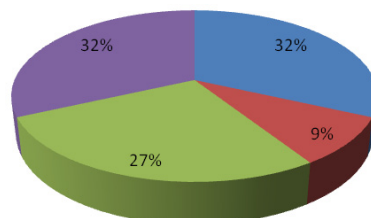
PREDICTION

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- quite often
- often
- always



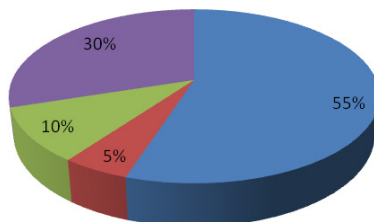
THE GRAPE

- rarely
- quite often
- often
- always



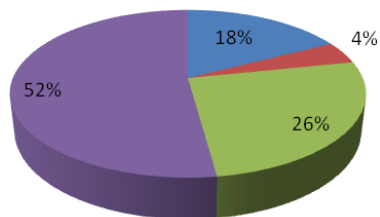
VENN DIAGRAM

- rarely
- quite often
- often
- always



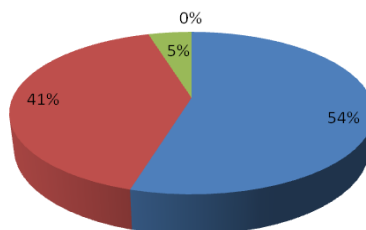
THINK/ WORK IN PAIRS/ COMUNICATE

- rarely
- quite often
- often
- always



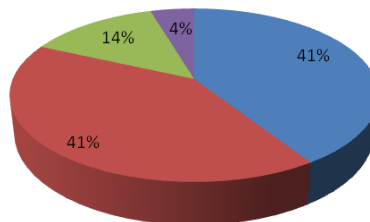
THE CUBE

- rarely
- quite often
- often
- always



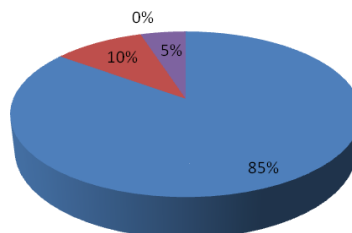
GALLERY TOUR

- rarely
- quite often
- often
- always



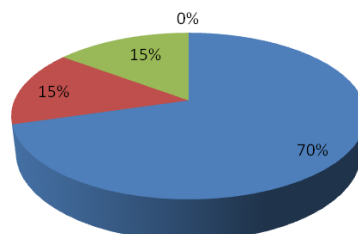
ONE STAYS STILL, THREE MOVE AROUND

- rarely
- quite often
- often
- always



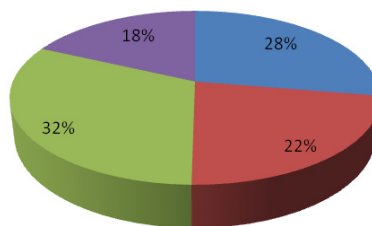
THE QUINTET

- rarely
- quite often
- often
- always



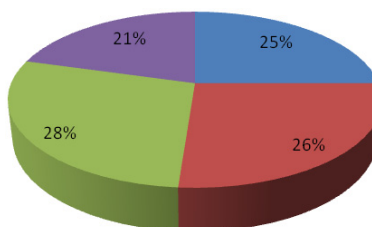
5 MINUTES ESSAY

- rarely
- quite often
- often
- always



TOTAL

- rarely
- quite often
- often
- always



Advantages

- * They transform the student from the object of learning into the subject of learning;
- * The student is a partner in his own education;
- * They actively involve all the psychological resources of acquiring knowledge;
- * They offer the best conditions to the student to assert himself both individually and in a team;
- * They develop critical thinking;
- * They develop the learning motivation;
- * They allow the self-evaluation of their own activity.

Disadvantages

- Difficult assessment;
- A more relaxed attitude of some of the students towards the “game” type activities;
- Insufficient time to prepare them;
- They check less the quantity of acquired knowledge;
- Difficult to apply in large classes;
- Noisy class atmosphere;
- Some of them become drilling activities and the students are less interested, for example the intensified presentation.

Methods in use

- ➔ More frequently used- the methods which are based on the previous knowledge of the students regarding the proposed subject: communication, graphic organizers, pair/team work.
- ➔ Less frequently used are the methods which involve movement in the classroom and more stages to follow.
- ➔ It is to be appreciated that 13 out 15 methods are being used frequently and very often by the teaching staff at 36% and rather frequently 19,13% all the methods.

Conclusions

- ◆ About 55% of the tested teaching staff use active methods in planning and teaching lessons.
- ◆ It is a promising beginning, especially due to the fact that school programmes haven't been revised yet and the curriculum for pre-university education is the same.

Study of the psychological effects of missing parents working abroad upon their children in the period 2005 - 2009

Mrs. Maricica Buzescu – Regional Centre for psychological and pedagogical assistance (CJAPP)

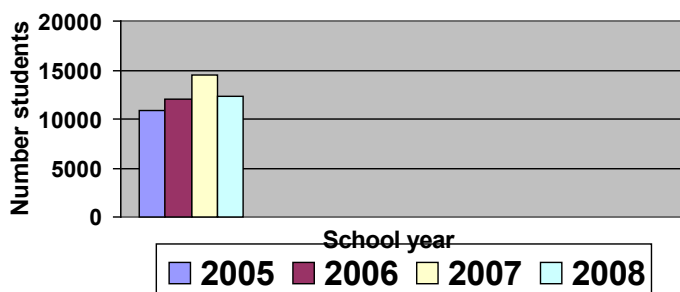
Objectives

- to identify the number of children who have at least one parent at work abroad
- to distribute these children on levels of study
- to distribute these students on social backgrounds
- to identify the persons who take care of the children while the parents are gone to work
- the effects of the parents' absence on the children's personality development
- measures which can be useful for psychological support of the children with parents abroad

The evolution of the number of children whose parents work abroad 2005 – 2009

	2005-2006	2006-2007	2007-2008	2008-2009
MOTHER	5127	5697	6993	5594
FATHER	3610	3816	5026	4393
BOTH	2204	2567	2416	2315
TOTAL	10941	12080	14435	12302

The evolution of the number of children with parents abroad (the period 2005-2009)



The coming back myth

The decrease of the number of children whose parents are working abroad in comparison with the school year 2007-2008 is being explained by:

- ▶ the return of the parents of only 1281 students
- ▶ there is a number of 852 who come and go but they haven't established with their children yet

The distribution of the children on levels of study :2005-2009

- ▶ Secondary school – about 34 %
- ▶ High-school and vocational school – about 27%
- ▶ Primary school– about 26,5%
- ▶ Nursery school– about 12,5%

The distribution of children with parents abroad on social backgrounds (2005 – 2009)

2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
C	V	C	V	C	V	C	V
60,93 %	39,07 %	53,38%	46,62 %	41,09 %	58,91 %	41,78 %	58,22 %

The parent at work abroad 2005 – 2006

Social background	Children with parents abroad			Total
	Father at work	Mother at work	Both at work	
City	2033 (30,5%)	3367 (50,5%)	1266 (19%)	6666 (100%)
Village	1577 (36,9%)	1760 (41,2%)	938 (21,9%)	4275 (100%)
Total	3610 (33%)	5127 (46,9%)	2204 (20,1%)	10941 (100%)

The parent at work abroad 2006 – 2007

Social background	Children with parents abroad			Total
	Father at work	Mother at work	Both at work	
City	1820 (28,22%)	3255 (50,48%)	1373 (21,22%)	6448 (100%)
Village	1996 (35,44%)	2442 (43,36%)	1194 (21,20%)	5632(100%)
Total	3816 (31,59%)	5697 (47,16%)	2567 (21,25%)	12080(100%)

WE OBSERVE THAT MOTHERS HAVE THE GREATEST PERCENTAGE, WHICH HAS NEGATIVE EFFECTS UPON THE DEVELOPMENT OF THE CHILD'S PERSONALITY

The psychological effects of the parents leaving to work abroad on the children

1. School regress (especially in secondary and high school)
2. Subject failures (especially in secondary school and high school; the greatest percentage of failure being in high school and vocational school)
3. Sleep disturbance
4. Aggressivity
5. Isolation
6. Timidity
7. Parents' expectations
8. Passivity
9. Verbal hostility
10. The lie
11. Hostility
12. Emotional disturbance
13. Carelessness in doing their work
14. Anxiety
15. Impulsivity
16. Frustration
17. Computer dependence
18. Frequenting street groups
19. Absenteism
20. Bragging
21. Incapacity of concentration
22. Passivity
23. To these we add depressions, nervousness, lack of discipline, leaving home, accusing parents, resentment towards them etc.

The list of qualities (the hierarchy)

- ☛ Shyness 1 559
- ☛ Lies 1398
- ☛ Work carelessness 1394
- ☛ Excessive net usage -1360
- ☛ Parents' expectances 1306

- Social isolation 993
- School regress 836
- Aggressivity (schoolmates fights) 819
- Subject failure 775
- Passivity 671
- Emotional disturbance 616
- The wish to go away 618
- Bragging (they brag about the things they get from their parents) 605
- Anxiety 559
- Frequenting street groups 525
- Lack of concentration 514
- School absence 474
- Frustration 405

Types of activities organized by the Centre with the children

- ☛ Day care centers – where children use their free time being assisted by teachers in doing their homework and solving different school problems. Here, students can even have lunch and can take part in leisure activities.
- ☛ Putting up personalized intervention programmes for children who ask for psychological assistance in schools.
- ☛ Giving psychological support through individual and group counseling both for the children and for the tutors.
- ☛ School work help which consists in extra classes for the children who don't have support from the appointed tutors.
- ☛ Free time activities (trips, artistic activities, debates, work-shops, competitions etc.).
- ☛ Periodical meetings with the parents with the school's psychologist at "The parents' club".
- ☛ Class lessons on the subject of increasing tolerance and cohesion among the students (both with parents home and abroad).

The tutors

The tutors				
The other parent	Grandparents	Brothers	Relatives	Neighbours
≈ 60,1 %	≈ 35 %	≈ 0,9%	≈ 3,1%	≈ 0,9%

- In the school year 2005-2006 only 16 children had legal tutoring papers, but in the school year 2007-2008 the number raised to 857.
- We mention that none of the children was left on the care of another person based on a legal decision according to the Law no.272/2004.

Ways of entrusting children with parents working abroad to tutors

Children left in care:	City	Village	
With legal papers	446	411	857
Without legal papers	1663	2671	4334
To the other parent	3823	5421	9244
TOTAL	5932	8503	14435

The teacher's role

- * Help the students to know themselves better and have a correct image about themselves!
- * Communicate efficiently with the students! Teach him how to communicate correctly!
- * Listen to him so that he listens to you!
- * Teach abilities of active listening!
- * Be empathic! Teach the children empathic abilities!
- * Be assertive! Teach the student assertive abilities!
- * Solve the conflicts on time! Teach the child to solve his conflicts with the others!
- * Help the children to stay away from the great temptations like smoking, alcohol, drugs, sex etc.
- * Help them to take the right decisions!
- * Help them to plan their time better!
- * Work in a team! Teach the children that team work is very important!
- * Help them with their schoolwork!

Children with a correct self image

- They feel important
- They feel unique
- They feel successful
- They have definite goals

- They feel useful
- They have the sense of power
- They trust themselves
- They feel respected
- They can take correct decisions
- They assume well defined aims
- They feel capable to influence the others
- They have a positive physical image

A good listener

- ◆ He listens attentively, he is present in the communication process with all senses and he analyses the contents;
- ◆ He listens without interruptions;
- ◆ He is open-minded, he has the possibility to communicate, to establish relationships;
- ◆ He shows interest towards his interlocutor's information;
- ◆ The facial expression shows implication during communication;
- ◆ He doesn't show boredom (if the process of communication is longer than expected)
- ◆ He doesn't interrupt the interlocutor (the emitter)
- ◆ He is interested in both the subject of communication and his interlocutor
- ◆ He keeps direct visual contact but he doesn't embarrass with his look
- ◆ He doesn't communicate in an atmosphere with noisy factors (he risks to misunderstand the message)
- ◆ He gets sure that he understands the message well, and retells it in his own words (rephrasing);
- ◆ He doesn't have any prejudices about the discussed information;

Assertive communication means

- direct communication,
- he thinks about himself that he can adapt to any situation, for which he is being trained
- expressing emotions
- positive discussion of opinions
- to ask and refuse according to his own conscience
- to pay compliments
- to say YES or NO when necessary
- the respect of rights

Teach them to solve conflicts

Abandon - physical or emotional retreat from a conflict, being afraid of confrontation and without having the possibility of expressing an opinion on the given situation

Reprimand-cover up - the refusal to take act of the conflict. We use this behaviour when we need peace at any price.

Victory-defeat - it represents the use of power, domination, the system in order to take a decision. It is often the result of an unconscious tendency to protect yourself against failure and it manifests by a force confrontation in which one of the parts is the winner.

The compromise - is being done by direct negotiation, each part trying to win something; it is applied when both parts want to keep the relationship and give the impression of being fair

Victory-victory - win-win - it is the kind of approach by which each person implied in the conflict has something to win by giving up something less important, the relationships being better on mutual understanding

These ways of approaching conflicts are being used according to the degree in which the person involved is attached to.

Empathy

Empathy is one of the necessary and sufficient conditions which facilitate communication.

Empathy supposes the unconditioned acceptance of the ideas, feelings, and beliefs of the other, even if they are different from your own, from the subjective way of considering the information. Empathy supposes to be in the other one's shoes without losing the contact with your own person. Empathy means the "resonance" with the other.

Communicating with a difficult child

- make sure you have enough time to communicate with him;
- choose a quiet place where you shouldn't be interrupted;
- while discussing don't interrupt him with your own problems or anxieties;
- don't tell him stories about persons who had similar problems with his;
- don't stop him with phrases: "Come on, it's not the end of the world."
- don't blame the child
- if there is the case of communication problems at the family level, it's better they should go to family therapy.

THE PREPARATION OF THE CHILD FOR THE PARENTS' COMING BACK

"The decision of going abroad is very difficult to take. I think they assume a very big risk. I sincerely couldn't do it."

A parent from Voinești village

"I think that first of all I'd feel joy: finally we're going to have money, I'll have beautiful clothes, toys, everything I wish." [...]

"Then, as the departure day draws closer, I begin to see that all the things we used to do together, I'll have to do them on my own, that the family time is gone. Little by little I feel the absence, even before the departure and I'm more and more convinced I don't want them to leave."

A child from Voinești village

Pay attention parents! Be responsible!

Children need:

- ◆ love;
- ◆ attention;
- ◆ parent communication;
- ◆ presence;
- ◆ a good relationship with the parents;
- ◆ masculine and feminine models in the family they could follow and trust in their power of choice and decision;
- ◆ to be valued and respected;
- ◆ the need to be approved;
- ◆ the need to get explanations;
- ◆ the need to be respected.

The moment of separation from the parents is difficult to stand for the children. Many think that if the child is young he doesn't understand too much of what the parents are doing. That's why they don't inform him on decisions that influence their destiny. Most of the times the children find out in the last moment about their parents departure abroad. In this situation the child feels trapped, minimized, with no value or importance.

That's why the moment of departure has to be carefully prepared. The same should be when the parents come back. The children are the last ones to know.

In the same way as when the parents leave, the children go through a profound process of adaptation, on their return everything repeats itself the other way round. The children have to get used once again with the presence of the parents.

Discuss the problem in the family council! The parent who remains home or the tutor have to speak about the return of the parent who is abroad.

Give back to the child the trust into the parent's responsibility.

Give him time to get used to this idea! After the parent's departure the child has changed. The parents have changed, too.

Some children have got all types of disturbances (timidity, lies, social isolation, aggressivity, passivity, emotional lability, anxiety, incapacity of concentration, frustration, verbal hostility, incapacity of following a timetable, the fear of telling the truth, depression, being negative, resentments towards the parents). It is advisable to give the child time to reach again his own inner balance; after the disturbing and painful experience of being left alone by working abroad parents.

When the child got attached to the present parent or tutor, he can perceive the parent away as an intruder who comes back to destroy the harmony which has been installed. The old resentments, sorrows, fears or guilt make him ask himself if he can trust that parent again. He doesn't know if he can still believe in the security this parent has to offer. Give the children trust into the parental protection and care.

Some of the children got used to the roles the parents have. It is difficult for them to accept the intervention of the parent. They can feel frustrated by the loss of the place they had in the family. The competition with the returning parent can be surpassed if the child communicates well.

The tutors have to:

- be patient, to avoid irony and criticism
- to identify and explain the feelings to the child
- to offer solutions
- to observe any positive attitude
- to encourage self-assertion
- to show affection all the time
- to promote a climate of tolerance and acceptance towards the child

The returned parents are anxious to seduce their child at any price, suffocating him with love and gifts. These affectionate displays can make the child insecure because in the meantime he has developed loyalty towards the present parent or tutor. The child can be foretold about these emotional developments which appear at the returning parents. Make the child ready to understand the parent's need of love.

The tutors have to:

- ▶ Prepare the children to communicate efficiently, calmly, assertively and quietly.
- ▶ Talk to the children about the advantages of their parents return to them.
- ▶ Some grandparents will spoil the child, while the parents being younger will be more stern.
- ▶ While they are away the parents can be more forgiving with the child's mistakes. When back home they'd better give it up.

The communication with the young child

Shaping up the communication abilities of the parents

Between parents and children there can be a variety of relationships such as:

- ▶ **the privative style** - based on the lack of rights of the child on any action rejected by the parents;
- ▶ **the punishing style** - based on the physical abuse, punishment, physical aggression and verbal hostility
- ▶ **the humiliating style** - in which they use methods of throwing guilt and humiliating the child, on making him culpable in order to dominate him, or to justify the wrong behaviour of the parent
- ▶ **the rejecting style** - that of pushing away and rejecting, of not being involved in the major decisions of the family
- ▶ **the overprotecting style** - the adult limits the child's decision process, because he's afraid not to be wrong and he suffocates the child with love
- ▶ **the overinvolved style** - that of forced use of the children in adult's work, even if this is too difficult for them
- ▶ **the assertive style** - which gives the child the possibility to protect his rights and to show his freedom, to express his opinions and wishes, to have initiative and decision power in side the family
- ▶ **the passive careless style** - that of lack of involvement into the child's problems

The attachment between parents and children create the feeling of safety for the youngsters. Their presence maintains this feeling. The children feel safe only in the presence of their parents. The grandparents, their brothers, their relatives have their part in their lives but can't completely replace the parents. This fact offers two of the explanations of some possible disturbances which appear at the children from families with parents gone for work abroad.

According to the parental style practiced, the communication child-parent can be aggressive, passive or assertive.





WORKSHOP:
**"COMPARING THE EDUCATIONAL
SYSTEMS OF THE EMILIA-ROMAGNA
REGION AND THAT OF IASI COUNTY"**

26 - 27 - 28 APRIL 2010

EMILIA-ROMAGNA



From the the **26th to 28th April 2010** the second Workshop of the EU project "Youth Educational Systems", funded through the LLP Programme of DG Education and Culture of the European Commission, was held in Emilia Romagna.

The main theme of this workshop was "**The comparison of the educational systems of the Emilia-RomagnaRegion and that of Iasi County**".

The delegation of the Regional Consortium of Iasi (Romania), composed of representatives of the Teacher Training Centre and of the headmasters of the partner schools, involved in the project: " Costache Negruzzi" College, Railway Technical College, "Alexandru Vlahuta" High School, came to Bologna to take part in the project activities planned for these three working days.

During the first day of activities the work has focused on exchanging information, experiences and best practices on the following topics:

- The Italian educational system: general over-view, the new educational reform, school autonomy, admission and types of exams
- The organisation of the School institution and the collaboration with the local bodies: financing, collaboration with the local community, security in schools
- The teachers and the teaching methods: teachers' evaluation and training, the teaching strategies, the role of the teacher
- The role of the students inside the school: the students' motivation, the sanctions, the participation in the collegial bodies, the internships, the participation at contests, Olympics
- The role of the parents: their implication and participation in the school's activities

During the second day of this project meeting the activity "**School Headmaster for a day in Emilia-Romagna**" was scheduled. This activity was attended by the headmasters of the Romanian schools, called to assist in the development of daily activities of the of headmasters from "ITC Rosa Luxemburg" of Bologna and from ITC "G. Ginanni" of Ravenna, getting to know the role and the specific functions of a headmaster in Emilia-Romagna.

The representatives of the Teacher Training Centre followed the activities of AIPI (Association Intercultural ethnic Pole) at the Documentation Centre - Laboratory for intercultural education CD/LEI and participated in the and extracurricular and educational support activities at the Guinizelli Middle School.

The articulation of the project's activities has seen a moment of institutional meeting with the President of the Province of Bologna, Beatrice Draghetti, and the Executive Manager of the Education and Training Department of the Province of Bologna, for a debate on the role of the Province in the regional school system.





WORKSHOP: “Comparing the educational systems of the Emilia-Romagna Region and that of Iasi County”

26th/28th April 2010 - Emilia-Romagna

26th APRIL 2010

Legislative Assembly of the Emilia-Romagna Region

09.30 – 10.00 The Italian educational system: general over-view, the new educational reform, school autonomy, admission and types of exams

Prof. Rosanna Rossi, Regional Education Department

10.00 – 10.15 Debate

10.15 – 11.00 The organisation of the School institution and the collaboration with the local bodies: financing, collaboration with the local community, security in schools

Prof. Patrizia Ravagli, ITC “Ginanni”

11.15 – 11.45 Debate

11.45 – 12.30 The teachers and the teaching methods: teachers’ evaluation and training, the teaching strategies, the role of the teacher

Prof. Cristina Donà, ITC “Rosa Luxemburg”

12.30 – 13.00 Debate

14.30 – 15.00 The role of the students inside the school: the students’ motivation, the sanctions, the participation in the collegial bodies, the internships, the participation at contests, Olympics

Prof. Stefano Todesco, IPSCT “Elsa Morante”

15.00 – 15.15 Debate

15.15 – 15.45 The role of the parents: their implication and participation in the school’s activities

Prof. Fabrizio Gialdi, ITC “G.B.Bodoni”

15.45 – 16.00 Debate

16.00 – 16.30 Conclusions

27th APRIL 2010

Activity: “School Headmaster for a day in Emilia-Romagna”

ITC “Rosa Luxemburg” , BOLOGNA

- **Headmistress:** Prof. Laura Villani
- **Responsible for the project:** Prof. Cristina Donà

- **Iasi Consortium Delegation:**
Prof. Mihaela Poroch, *Headmistress Technical College for the Railways, Iasi*
Prof. Ana Verginia Munteanu, *Headmistress “Alexandru Vlahuta” High School, Iasi*

- **Legislative Assembly of the Emilia-Romagna Region:**
Carlo Diana, *External and International Relations Department*

ACTIVITIES

09.30 – 10.00 Opening of the activities and welcomes

10.00 – 11.00 Assisting at the opening activities of the Conference “Let’s difference ourselves”
on recycling

11.00 – 12.00 Meeting of the Managers Staff

12.00 – 13.00 Meeting with the Administrative Office

15.00 – 16.30 Class Council with the following moments:

1. Class Council only for the teachers
2. Class assembly with the participation of all its members
3. Consultation with the parents

ITC “Ginanni”, RAVENNA

- **Headmistress and Responsible for the project:** Prof. Patrizia Ravagli
- **Iasi Consortium Delegation**
Prof. Camelia Gavrilă, *Headmistress “Costache Negruzzi” College, Iasi*
Prof. Elvira Rotundu, *“Costache Negruzzi” College, Iasi*
- **Legislative Assembly of the Emilia-Romagna Region**
Elisa Renda, *External and International Relations Department*

ACTIVITIES

- 07.58 The departure of the delegation in train from Bologna
- 09.13 The arrival of the delegation at the train station in Ravenna
- 09.30 Welcoming of the delegation at the ITC “Ginanni”
- 09.40 – 10.00 Meeting with the Headmaster’s collaborators
- 10.00 – 10.45 Visit of the Secretarial Office
- 10.45 – 11.15 Meeting with the students, members of the Students’ Council
- 11.15 – 13.00 Daily activities of a Headmaster: receiving teachers, students and parents
- 14.30 – 16.00 Class Council with the participation of the teachers and of the students
1. Verifying the programme
 2. Analysing the class’ situation
 3. Analysing the study manuals
 4. Other
- 18.35 Departure of the delegation in train from Ravenna
- 19.52 Arrival of the delegation at the train station in Bologna

AIPI – Intercultural Association Polo Interetnico

▪ **Iasi Consortium Delegation**

Prof. Lidia Andronache, *Teacher Training Centre*

Prof. Anca Dimitriu, *Teacher Training Centre*

Prof. Mariela Grigoras, *Teacher Training Centre*

Prof. Daniela Simion, *Teacher Training Centre*

▪ **Legislative Assembly of the Emilia-Romagna Region**

Alessandro Criserà, *External and International Relations Department*

Diana Constantinescu, *External and International Relations Department*

ACTIVITIES

09.00 – 13.00 Intercultural activities at the Documentation Centre - Laboratory for an Intercultural Education CD/LEI (*Via Ca' Selvatica,7, BO*)

Seminar conducted by AIPI and CD / LEI experts concerning the services dedicated at the schools for facilitating the work of teachers in receiving and integrating foreign students, in the development and exchange of good intercultural practices.

14.30 – 16.30 Network Education, examples of inter-institutional collaboration during AIPI afterschool activities at the Scuola Media Guinizelli (*Via Cà Selvatica,11*)

Examples of educational support activities

Observing extra-curricular activities (L2, educational support)

AIPI experts

28th APRIL 2010

Province of Bologna

10.00 – 12.00 The role of the Province in the regional educational system: meeting at the Bologna Province with the Director of the School and Training Department, Mr. Claudio Magagnoli.

12.00 – Intervention by the President of the Province, Mrs. Beatrice Draghetti



The Italian Education System

Mrs. Rosanna Rossi - Regional Education Department of Emilia-Romagna

The new institutional framework

The Ministry of Education, University and Research is organized as follows:

At central level:

- Department for Ministerial planning and managing of the budget, human resources and information
- Education Department
- Department for universities, high level artistic and musical education, and research

The three departments implement the guidelines laid down by the Minister, for each area of jurisdiction. They are in fact the central programmer and they direct the educational policies which are implemented and managed locally by the regional offices and individual schools.

At local level:

Regional Education Department

The regional education departments are an autonomous body of administrative responsibility, which implement the provisions of the three main Ministerial Departments and act as direct support and advice to individual schools.

Exclusive jurisdiction of the State

Article. 117 of the Constitution gives the State the exclusive legislative competence with regard to the general standards of education and the indication of the basic levels of performance that must be insured by the Regions in the area allocated to their exclusive jurisdiction, that of education and training. The exception are the regions with special and autonomous statute, such as the provinces of Trento and Bolzano, which have a greater degree of autonomy.

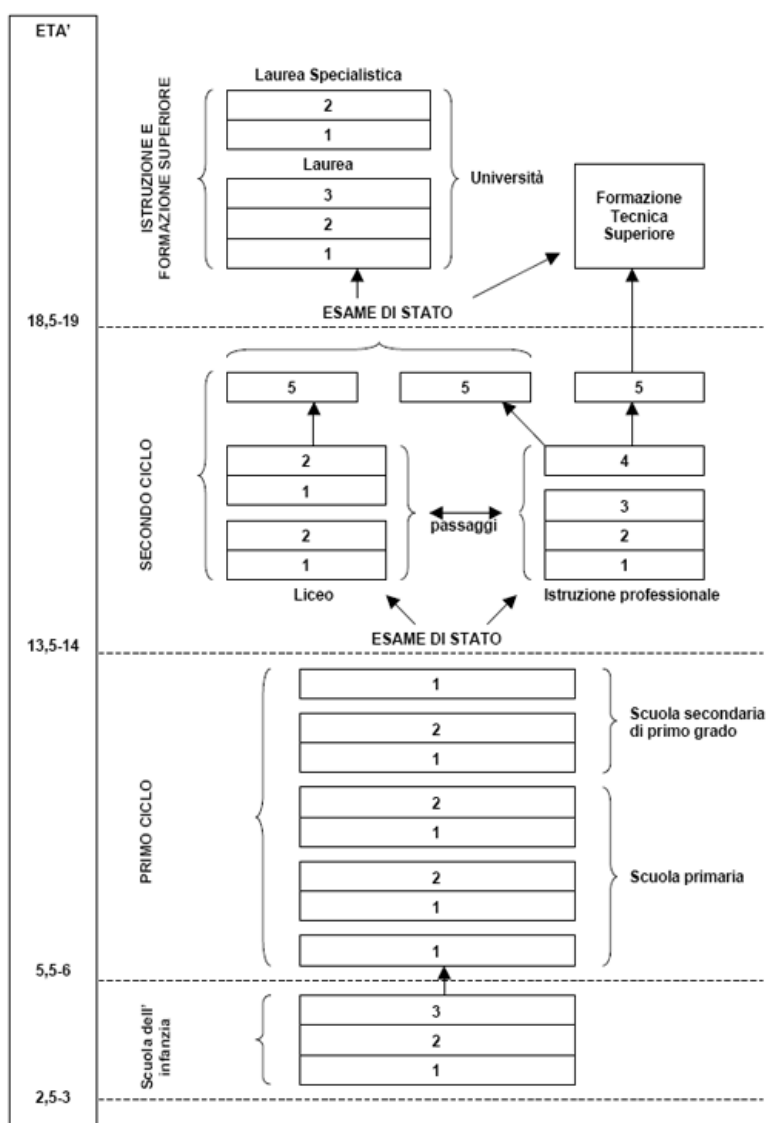
Exclusive jurisdiction of the Regions

The article 117 of the Constitution gives the Regions the exclusive legislative competence regarding the educational and professional training system, respecting the basic levels of performance imposed by the State and by the guidelines of the European Union.

The basic educational levels that the Regions have to assure refer to the minimum educational standards: duration of the classes, certifications recognized at national level, respect for the national criteria for accreditation of those who teach).

Common jurisdiction between the State and the Regions

Regarding the school education the State and the Regions have also some common legislative powers: the State establishes the general principles (duration and type of courses, examinations and certifications, legal value of the diplomas, learning objectives, credits), the Regions deal with the organization/implementation in its territory.



Decree of the President of the Republic nr. 89 of 20 march 2009

Art. 2.

Nursery School

1. The Nursery school accepts children aged between three and five years old (by December 31st of the school year).
2. At the request of families children who turn three years of age by April 30 of the school year can also be enrolled in Kindergarten. To ensure educational quality, flexibility and specificity of educational offer in line with the age group concerned, the admission of children to the anticipated frequency is subject to the following conditions:
 - a) Availability of places;
 - b) Assessment of the exhaustion of the all eventual waiting lists;
 - c) availability of the suitable premises and equipment in terms of practicability and functionality to meet the diverse needs of children under three years;
 - d) Pedagogical and teaching evaluation by the Teachers Body, of the time and conditions of reception.
5. The operating hours for kindergartens is established at an amount of 40 hours per week, with the possibility of extension up to 50 hours. There remains the possibility, under the present legislation, for the families to request a limited programme only in the morning, with a total of 25 hours per week.

Art. 3.

The First cycle of education

The establishment and operation of the first cycle public schools must meet the criteria of quality and efficiency of their services, concerning their formative offer and fruitful collaborations between the school administration and the concerned municipalities.

Art. 4.

Primary school

1. The children of 6 years of age (by 31 December of that school year) can be enrolled in the primary school.
2. At the request of their families, the children that will be 6 years of age by 30 April of that school year can also be enrolled.
3. The activity in the primary school in accordance with the art.4 of the decree-law of 1 September 2008, nr.137, ratified with amendments by the law 169 of 30 October 2008, is

organized according to the model of the unique teacher and of the different weekly time schedule of 24,27 or 30 hours within the limits of the resources allocated to the staff; the model of 40 hours is also provided which corresponds to full-time attendance.

Art. 5.

First degree Secondary School

1.The annual mandatory schedule for the first degree secondary school is of about 990 hours, which corresponds to 29 hours per week, plus 33 annual hours dedicated to advanced courses for the literary courses. The school programme has about 36 hours per week, which can be prolonged up to 40 hours, including the time spent in class and in break time. These school schedules encompass also the amount of hours dedicated to the Regions, to school autonomy and to the teaching of the catholic religion.

2. The study plans, accordingly to the general objectives of the educational process of the first degree secondary school , are fundamental to the acquisition of the knowledge and skills by the students regarding individual diversity.

5. The framework of the weekly and annual number of hours for the various subjects of the first degree secondary school, with a normal schedule, are as follows, as provided by the art.4, paragraph 2 of the Presidential Decree nr. 275 of 8th march 1999

	weekly	annual
Italian, History, Geography	9	297
Advanced studies for literature subjects	1	33
Mathematics and science	6	198
Technology	2	66
English	3	99
Second European language	2	66
Art and image	2	66
Gym	2	66
Music	2	66
Catholic religion	1	33

6. The teaching of “Citizenship and Constitution” provided by the art.1 of the Decree-law nr.137 of 2008, modified by the Law nr 169 of 2008, has been encompassed in the history-geography subject area.

8. The framework of the weekly and annual number of hours for the various subjects of the first degree secondary school, with a prolonged schedule, is as follows, as provided by art.4, paragraph 2 of the Presidential Decree nr. 275 of 8th march 1999:

	weekly	annual
Italian, History, Geography	15	495
Mathematics and science	9	297
Technology	2	66
English	3	99
Second European language	2	66
Art and image	2	66
Gym	2	66
Music	2	66
Catholic religion	1	33
Advanced studies in one of the subjects present in the school's schedule (at the choice of the school)	1 o 2	33/66

9. The teaching of "Citizenship and Constitution" provided by the art.1 of the Decree-law nr.137 of 2008, modified by the Law nr 169 of 2008, has been encompassed in the history-geography subject area.

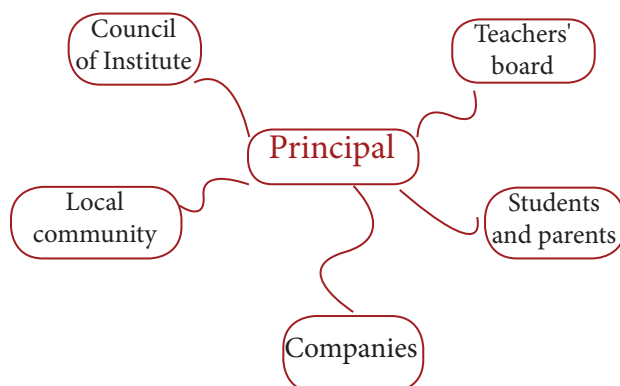


The organization of an Italian school and its relationship with local authorities

Mrs. Patrizia Ravagli - Teacher of ITC "G.Ginanni", Ravenna

- funding
- relations with the local community
- security measures in schools
- ▶ Decree of the President of the Republic March 8, 1999, No 275
Regulation laying down rules on autonomy of educational institutions

Networking



Funding

Ministry of Education is cutting:

- Institute Fund
- Substitutes
- Ordinary budget

Region and Province:

- support innovative projects and excellence
- support foreign students and disabled

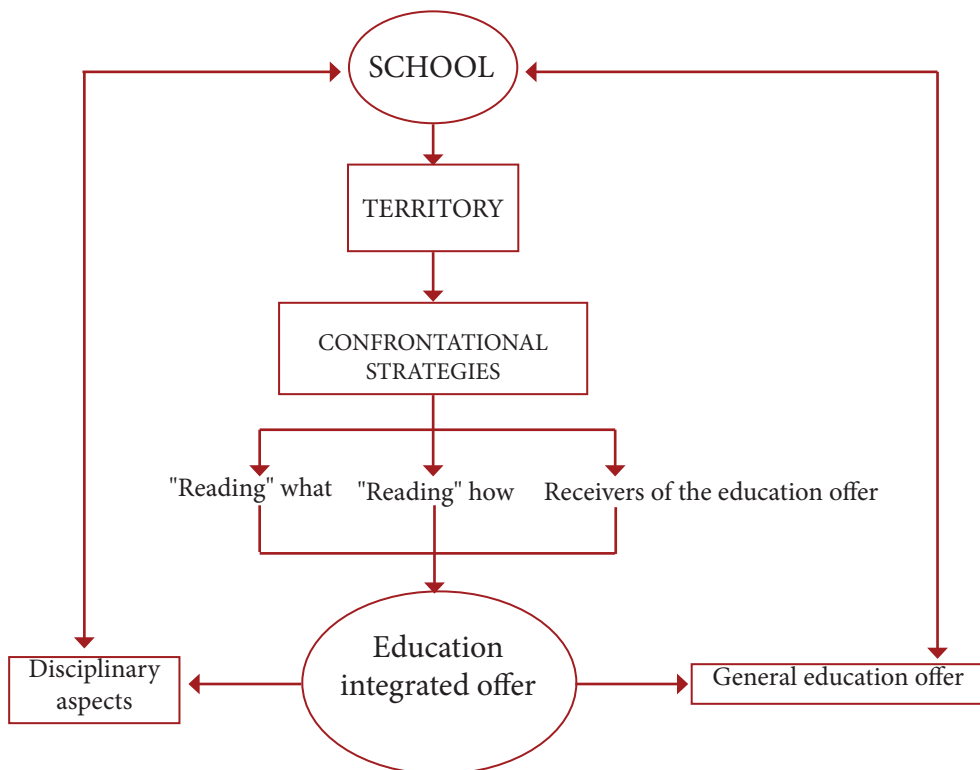
Projects must involve:

- management of differences
- dissemination of scientific and technical culture

- families
- voluntary contribution
- private bodies, institutions, associations (*just activated the relationship with the University*)
- European Union

Relations with the local community

The link between school territory: and synergies with the local community



- knowing the reality of school
- assessing the costs and results
- observing the points of strengths and weaknesses
- outlining the prospects for development

is a necessary commitment for policy makers and administrative



The ones interested in the educational system are:

- Students and their families
- Social forces
- Cultural forces
- Economic forces
- Political forces

With the construction of the Plan of Studies:

The school looks at the environment and its needs and it identifies strategies to deal appropriately with it in a total range of integrated training

SCHOOL:

- Requires collaboration on design projects
- Requires cooperation for the realization
- Carries out concerted approach

Collaboration among schools:

Networks of schools are set up for:

- educational activities, research
- experimentation and development
- training and refresher
- realization of common results on specific projects

Security measures in schools:

- ◆ Legislative Decree 81/2008
- ◆ The Legislative Decree 81/08 art. 18 imposed to public authorities to identify the "employer" which traced the responsibility for safety and health of workers as part of the owners of the decision making and spending.

For State Schools, the Principal is referred to as "employer".

The employees of the school are teachers, staff ATA, students of educational institutions and they are treated like employees

Every year:

- 1- Ongoing security training for all workers, including students of the first year
- 2- Evacuation drills to learn and verify all manner specified by the Evacuation plan

Security of buildings

The owners of school buildings are the City or the Province

The Representative of the workers' safety is elected or appointed, under the MSW

It is one person in the school up to 200 employee and they are 3 units in school from 201 to 1000 employees.

The Principal prepares a document called **DUVRI** - single document for risk assessment, indicating the measures taken to eliminate or minimize the risks of interference.

If you lose the most difficult guys, the school is not school. It is a hospital that treats healthy and rejects the sick. (Don Milani)



The teacher's role

Mrs. Cristina Donà - Teacher of ITC "Rosa Luxemburg", Bologna

The Italian state school staff regulations are based on the national contract signed on 29/11/2007.

- * The staff includes all teachers working in all types of schools
- * It also includes the general, technical and administrative staff working in all types of schools

How teachers are recruited:

- Second level university degree
- Teacher's diploma exam
- State competition
- Inclusion in regional and provincial leagues
- Teaching post in a school
- Permanent teaching position after 1 year trial

FUTURE PLANS (last competition held 10 years ago):

- ▶ Numerus clausus for university students aspiring to become teachers, based on the country's real needs (first strict selection with entry test)
- ▶ 5 years of university studies
- ▶ 1 year of unpaid training (under the supervision of a tutor)
- ▶ Competitions held every 2 years
- ▶ Diversified careers
- ▶ Salaries linked to merit and results achieved

TEACHING FUNCTION

Capo IV art.26 CCLN 29/11/2007

At the start of the school year the Principal draws up the annual plan of activities and of teachers' commitments, according to the the school bodies' proposals

- Teaching activities
- Activities connected with teaching
- Additional activities

Teaching Activities

- ◆ in kindergartens teaching involves 25 hours a week
- ◆ in primary schools 22 hours a week
- ◆ in secondary schools 18 hours, to be done in no less than 5 days a week

Activities connected with teaching art.29 CCLN 29/11/2007

They include all the commitments that teachers have in the various types of schools, including collective activities: planning, design, research, assessment, reading up, keeping up-to-date and training, taking part in the meetings of the school bodies and implementing the decisions of such bodies.

Individual duties and collective activities

- ▶ **Class preparation**
Taking part in the meetings of the Teachers' Board
Planning and monitoring at the start and at the end of the school year
- ▶ **Test correction**
Informing families about the students' results at the end of each term and of the school year, for a total amount of 40 hours a year
- ▶ **Individual contact with students' families**
Class meetings including representatives of parents and students
Meetings to assign final marks, exams and drawing up of assessment reports

Additional activities

- ▷ Coordination in designing, implementing, assessing and evaluating the school activities
- ▷ Supporting the Principal in the school organization
- ▷ Coordination of school departments, research groups and working committees
- ▷ Coordination of or responsibility for or participation in projects which may involve other schools
- ▷ Tutoring
- ▷ Designing teaching policies
- ▷ Production of teaching materials

TEACHERS' RIGHTS

- ▶ Right to their function: teacher's right to be assigned to a students' class. Except in the cases provided for by law or by the national contract, teachers cannot be sent away from their school nor can they be dismissed.
- ▶ Right to be paid
- ▶ Right to their career and pay increases
- ▶ Union rights (leaves of absence, meetings, union representation, strikes)
- ▶ Right to training

RIGHT TO TRAINING

art. 63 e 64 CCLN 29/11/2007

Participating in training and activities aimed at keeping up-to-date is the teachers' right in that it enables their professional fulfilment and development; training activities usually take place after normal working hours

Teachers are entitled to 5 days off each school year to take part in training activities and have the right to be replaced by their colleagues.

OFFICIALLY AUTHORIZED TRAINING BODIES

art.67 CCLN 29/11/2007

- Universities
- University-interuniversity consortiums
- Regional school inspectorate
- Ex IRRE (Regional educational agency) and state research institutes

TEACHERS' DUTIES

- ◆ School staff must behave properly, respect timetables and not infringe prohibitions and office incompatibilities provided for by law
- ◆ Teachers cannot give private lessons to pupils attending the school where they teach or wishing to take exams in it or to students of a school where they may be sent as external examiners
- ◆ Teachers are obliged to inform the Principal about their teaching activity
- ◆ School staff cannot do activities which are not compatible with a state job
- ◆ Teachers may practise an external profession as long as it is legally compatible with their teaching activity and the Principal gives his/her authorization.

Critical issues in the school world:

Norberto Bottani (a pedagogist) states:

"The Italian school system is known to have always tolerated a continuous change in teachers from one year to the next because of the huge number of teachers who have a temporary contract or because teachers who do have a permanent position are entitled to apply annually to be transferred to another school of their choice."

Surveys on school effectiveness have shown that the following requirements are essential:

- Stable cooperation between teachers in the same school
- Shared agreement with pupils and their families on educational principles

- Agreement on the results to be achieved both in terms of education and knowledge
 - Solidarity between colleagues and friendly school environment
- ALL THIS IS POSSIBLE IF TEACHERS HAVE A STABLE POSITION!!

Cooperation and shared agreement

- Group (tutor) meetings to help students achieve better results and get them to share rules and proper conduct
- Principals who share with teachers the responsibility of achieving the educational objectives
- Support and tutoring for new teachers by 'experienced' teachers
- Involving students in the educational and learning project including also the use of new methodologies in order to develop critical and creative thought.

HOW DOES SOCIETY PERCEIVE THE JOB OF TEACHERS?

- It is not an enviable job
- It is not well paid
- Families often act as antagonists
- It is a job for women
- It is a job with many drawbacks

CONCLUSIONS

We hope that:

- Praiseworthy schools and teachers will be recognized more and more
- New methodologies will improve students' motivation
- Politics and society will rediscover the priceless value of culture and education



The students' role in the school

Mr. Stefano Todesco - Teacher of IPSCT "Elsa Morante", Sassuolo

In general...

- ⇒ the students are the centre of the school, which works for them
- ⇒ strong stress on the fact that the student is a person rather than a pupil, hence
 - making him grow as a person is more important than teaching the subjects
 - all teachers work on general issues like: respect for each other, politeness, motivation to learn, self-esteem and others
 - when possible, the teachers try to have a personal approach to the students, showing interest for their personal matters and hobbies
 - usually students have good results with the teachers with which they have a deeper personal relationship
- ⇒ the students are encouraged to be involved and to participate in the lesson
- ⇒ even during traditional lectures when the teachers teaches the class the students are not passive, because they ask a lot of questions

Students with particular needs

They are part of ordinary classes, up to three for each class;

Physically handicapped:

- they are helped by special aid teachers and other personnel and follow the same curricula as their schoolmates

Mentally handicapped

- if possible, they follow slightly simplified curricula and get a diploma like the other students
- otherwise they follow a different curriculum which is decided by the special aid teacher with the teachers of the different subjects; at the end they get a certification of what they have learned

Learning difficulties

- if there is not a real handicap, the students with difficulties must follow the same curriculum as the others
- there is not a special aid teacher, and this is a big problem for the other teachers

The students and the school administration

→ Class Board (all the teachers of a class)

- there are two students, elected by their mates, and two parents, elected by the other parents
- they participate only to the last part of the meetings, when the class teacher summarizes what has been said and their proposals are listened to
- these students have the right to vote when the Board decides to suspend a student

→ School Board of governors (all the school personnel is represented: teachers, technicians, administrative staff, janitors, parents, students)

- there are four students, elected by all the school students
- to be elected, the students make electoral lists and electoral campaign
- the students take part to the whole meeting and have the right to vote like all the other components

Disciplinary measurements

- If a student behaves incorrectly, the teachers speak to him in a manner as little authoritarian as possible
- If the behaviour continues, exasperation might lead the teacher to shout
- If the reproach has no effect, the teacher writes the fact on the class register
- If this happens several times, or for very serious faults (beating schoolmates, insulting teachers, damaging the school) the student is suspended for a period of up to 15 days
- Longer suspensions are given only in extreme cases
- If the behaviour is heavily incorrect for the whole year, the student can be rejected
- The first aim of sanctions is to make the student change, rather than to punish

Admission to the following form

- ▶ In Primary Schools pupils are not admitted only in exceptional cases
- ▶ In the first three years of secondary school students are rejected if they do next to nothing
- ▶ In high schools it depends on the kind of school
 - in grammar schools, beside studying constantly, the student must have good capacities as the level of the class is usually high
 - in other schools the student is admitted if the teachers think he is able to cope with the curricula of the following year
 - in Vocational Schools great importance is given to commitment, so a hard-working student is usually admitted even if he has low capacities

- ▶ Sometimes teachers have to take into account the fact that, if some students are rejected, the class might be cancelled the following year

Practical training

- ◆ They are part of the curricula of most schools
- ◆ They are chosen according to the specialization of the school and last 2-5 weeks
- ◆ Sometimes it is difficult to find firms which accept students, so the teachers have little or no choice
- ◆ The best students can do the practical training abroad (Leonardo da Vinci)
- ◆ The host firm gives a mark to the student, which becomes a part of his school evaluation
- ◆ If things go as they should, the students learn the job and sometimes they are employed during the summer or when they complete the school
- ◆ It is very uncommon for the students to behave incorrectly, usually even the worst do their best

Participation to projects

- ◆ Projects can involve students or whole classes
- ◆ If they involve students, usually the best are chosen
- ◆ If they involve classes, the most suitable or the one who needs that project most is chosen
- ◆ Projects of many kinds: European, musical, artistic, sport, theatre, journalism...



The role of the parents

Mr. Fabrizio Gialdi - Teacher of ITC "G.B. Bodoni", Parma

How can they “connect” with the secondary school?

- At the end of lower – middle school they can enrol their children (aged 14) at any secondary school (according to school capacity)
- Neither admission tests, nor assessment of abilities are required
- They can form committees/associations even within schools;
- They can hold their own assemblies referred both to class, course, section and the school itself:
- At the beginning of the school year parents' assemblies for each class are held to elect parents' representatives within each classe council;
- Parents are also members of the school council.

In our school:

- parents can have access to on-line registers to check their children's marks, days of absence or late admissions;
- in some schools text messaging service is also available in case of pupils' absences/late admissions

As usual:

- each teacher is available to meet parents for one hour a week in the morning;
- teachers parents general meetings are held twice a year in the afternoon

Today's italian parents

- ♦ many of them are not so “present” in their children's lives, so school plays a central educating role

A multiethnic school

1 march 2010 / civil strike / *Only racism is “alien” to us*



And now ? We learn to be parents



Looking for specific points of reference - as a matter of fact a few years ago...

Impresa famiglia / a school for parents / Terni

Parents can participate...

Italian “Riforma Gelmini”, education act, has produced parents' protest movements, above all, but not only, from those with elementary/primary school children

School is ours!



Hands off state school! Make your voice be heard!
I don't want my school to go to the dogs!

Porta un rotolo

- ◆ Difficulties are many.
- ◆ Any solutions?
- ◆ The future:
 - parents, teachers, staff and pupils: playing specific and clear-cut roles;
 - sharing specific, clear values and teaching educating methods even through intercultural exchange.





CD/LEI
(Documentation Centre – Laboratory on Intercultural Education)

Education Department of the Municipality of Bologna

CD-LEI experts:

*Mirca Ognisanti, Raffaella Pagani,
Abraham Tezare, Gabriella Dalla Ca'*

Visit of the Romanian delegation on 27th of April
(Comenius Regio – YES Project)

The nature and the activities of the Centre have been presented to the Romanian delegates, in order to let them understand how intercultural services work in a local public administration.

- CD/LEI was created in 1992, on the basis of an Agreement between the Municipality and the Province of Bologna, the Local Education Office and Department of Education of the University of Bologna.
- From 2002 the Centre is part of the Education Department of the Municipality of Bologna.
- CD/LEI is meant to favour the insertion of foreign students within local schools, throughout the promotion of intercultural dialogue, equal opportunities and school success for migrant students.
- The centre supports and encourages the schools to run intercultural projects and joining transnational networks. It helps educational services to set up intercultural instruments (training courses, counselling, bilingual materials) which can help the school to manage cultural diversity.
- CD/LEI supports the exchange of best practices between educational services and throughout networks both at national and regional level. The intercultural dialogue is promoted throughout the organisation of training courses, seminars and workshops, public events, documentation and information and counselling activities for multicultural schools and social services.

Activities:

CD/LEI offers training, information, counselling and documentation services to teachers, cultural mediators, educators, social workers, students and families.

- ▶ Intercultural training: courses, seminars, workshops for teachers, school staff and social workers on themes related to intercultural education, citizenship, education on development, human rights and equal opportunities
- ▶ Intercultural counselling: information desk on laws, projects, evaluation and case analyses concerning the inclusion of migrant students in school.
- ▶ Documentation: Multicultural Library and Archive of intercultural experimentations which have been run by local schools
- ▶ Materials: papers, cdrom, notes on training courses and seminars. Download of materials is available on the website: <http://www.comune.bologna.it/istruzione/cd-lei/materiali.php>

We also presented to the Romanian partners the activities run with foreign families thanks to the **Project SEIPIU'**, financed by the Fondazione del Monte di Bologna e Ravenna. Within this Project CDLEi organises workshop for the acquisition of Italian Language for foreign students, and for the enhancement of their own self esteem. In particular, we talked about the importance of parents' involvement also in high school, where relationship between school and families are weaker.

Furthermore, CDLEI presented the project of **SERVIZIO CIVILE PER STRANIERI**, which has employed two youngsters coming from Camerun and Eritreia in volunteering activities in the intercultural libraries.

One of the two volunteer explained how the Multicultural MoLibrary has worked in the last two years, within the BIM project, promoted and financed by COOP Adriatica.

AIPI experts showed some of the methods and materials for the support to language learning of foreign students within a big Vocational Institute of the urban territory (Istituto Aldini Valeriani). AIPI, which leads the SEIPIU' Project within the Rosa Luxemburg Institute, has presented the activities and methods used for the intercultural dialogue and for integration of foreign students in the school.



The role of AIPI and CD/LEI in the Italian education system

The testimony of Mrs. Gabriella Angiolini - AIPI expert

I wish to give my personal witness of activities done by AIPI and CDLEI during last years.

The aspect I would like to testify today is the education of teachers. I have a long collection of certificates of attendance of courses and seminars organized from one or the other, often together.

When during the school year 2003-2004 the headmaster of the Aldini Valeriani (a prestigious industrial technical institute where I worked for about 20 years) officially appointed me to take care of welcome, inclusion and mentoring of more and more foreign students, I felt the responsibility to do the best and profitable work for them .

I saw that the problems were different and serious:

- ▷ to find the way to submit to a preventive screening the pupils, since under the label "foreign students" were newly arrived children and young people born in Italy
- ▷ to organize courses of Italian as L2 possibly even before the school calendar
- ▷ to get familiar with the legislation regarding foreign children and their right to study
- ▷ to learn to work in the classroom on several levels
- ▷ to address the final assessment and the ones during the school year
- ▷ to help colleagues to understand the problems of students with learning difficulties due to the foreign language in which it was conveyed the discipline, often very hard to understand even for native speakers of Italian (our average school failure has always been around 35/40%)

How? Where to go for help?

I turned to Alessandra Forlani, one of the founding members AIPI, I had contacted for literacy courses at our institute.

Alexandra told me about CDLEI, about the material that I could find in the library, of courses and seminars organized by this center, often together with AIPI.

A long journey, a journey always useful, an illuminating path, solving many doubts, many daily difficulties, a comparison path, a path of practical suggestions, expendable

immediately in the reality of classes, a path that gradually I summarized in an powerpoint that I shared with colleagues who clung to my efforts to update in intra-moenia seminars.

The suggestions I received during the CDLEI Courses became for me normal teaching practice.

Here's how !

I taught Italian, History, Geography.

In Italian, I began to buy for the school library simplified elementary, intermediate and advanced text books. The Italian-speaking children did not read those texts, they faced more complex texts.

The tests for foreign students were done on those simplified texts borrowed from the school library and regarded guided summaries, exercises on vocabulary, phrases to be rebuilt, text comprehension.

There were many moments, such as the preparation of a common homework, where Italian e foreign students worked together: if I thought that a non Italian student would not understand the topic of the discussion I would search Wikipedia for a simple text to help him understand what we were talking about, sometimes using the translator to provide him with the version in his language, then I transcribed on the board the key words the different students said, I made sure that the foreign students understood properly the topic and the day of the test I gave them a text with questions about what was said during the brain storming.

A singular anecdote relates to this practice that I adopted: I wanted all my students to deal with the issue of vandalism, because of the episodes occurred in Italy, over which I wanted the students to reason and compare. Lookig for the word "vandalism" in Chinese, I found that in the official Chinese language the word does not exist, as it is a phenomenon unthinkable in China.

Also, following the suggestions of the courses made by AIPI and CD/LEI, I always devoted at least part of the lesson to a particular assignment with non-Italian speakers, when I had more time simplifying anthological texts, such as a story, in order to have everyone working on the same subject.

In history and geography the teamwork practices of peer education have always been the basis of my teaching and together with the use of the web these have been an important

tool for teaching these two disciplines, generally unloved and poorly studied by students.

Instead, the applying of the web search as a learning practice produced enthusiasm, commitment and true cooperation among fellow students.

There are many assignments that my students did by working together, helping those in need, involving all in the final work (*)

At the conclusion of my speech-witness would like to emphasize that in general foreign students, including new comers, attending the two years classes where I taught continued their studies successfully, getting a diploma. This achievement was made possible by the help and support of AIPI and CDLEI have always given to the students, to me and to all the teachers who had sought advice from them.

(*) Examples of students' assignments

How the AIPI experience can be integrated in the school's educational offer

GEOGRAPHY TEXT BOOK
NEW EDITION dedicated to the students
with Italian speaking difficulties

Deadline: 4 December

- In class there are many students with difficulty in understanding by themselves what is written in the normal text books. (*who just arrived in Italy, how can they understand for example the following phrase: "The administrative headquarters signify the Municipality where all the governmental bodies get together"?*)
- Our project is to create a Geography textbook more comprehensible
- Each group will produce a short textbook using Powerpoint and Word.
- The arguments of the textbook will have to be rewritten in a more simpler, clearer, useful manner.
- In the end everyone will have to have understood and be able to reproduce the information studied.

THE WORK GROUPS:

- ◆ the class was divided in four equal groups, each having Italian and foreign students so that the Italian students can lead and help the new-commer.

HOW TO PROCEED:

- Scan the pages
- Read the textbook, search for unknown words, using the De Mauro dictionary, search for the keywords



- ▶ Rewrite in a clear manner, using simple terms and the phrase structure – subject, verb, object, insert at the end of each argument a concept map useful for revision
- ▶ Enrich the text with relevant images
- ▶ Format the text using Power point

THE EVALUATION:

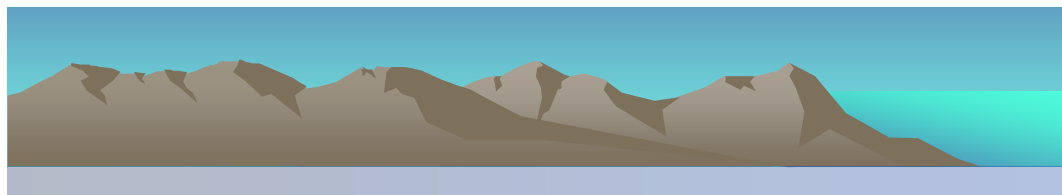
- ▶ 1st phase of evaluation: in general, the commitment, the capacity to work in a team, the ability to identify the concepts will be evaluated
- ▶ 2nd phase of the evaluation: the final results will be evaluated if it corresponds to the assigned topic, if there is a relation between the images and the text, and if the product is original
- ▶ 3rd phase: a short questionnaire will be applied to verify what and how much was learned on this topic.

SOURCES :

- Your textbook – module B: from pag.61 to 140
- Italian dictionary
- De Mauro Basic dictionary
- Wikipedia
- Encarta
- Google

At the end of this exercise, which is not very simple, you will have improved:

- ▶ your study and presentation ability;
- ▶ your word and powerpoint knowledge;
- ▶ the use of the dictionary and research programmes.



TOURIST GUIDE

Come and see this country

- ✦ Create in power point a presentation which promotes tourism in Afghanistan
- ✦ There will have to be present: detailed itinerary, references to the local political situations, to recent history, to local health situation, dress code, food and climate

The groups:

- the class was divided in four equal groups, each having Italian and foreign students so that the Italian students can lead and help the new-commer.

Textual sources: The textbook pages on Afghanistan

On-line sources: Wikipedia, Encarta, www.cronologia.com, www.olevano.it/storia/barbari.htm, http://spazioinwind.libero.it/popoli_antichi/Goti/Goti.html, mx.marcopolovr.it/progetti/barbari/Unni.htm, <http://www.storiain.net/>

The barbaric migrations: special correspondent

How to proceed:

- ✦ read your sources
- ✦ resasume or prepare concept maps of the documents
- ✦ prepare a powerpoint presentation
- ✦ search for photos related to the argument
- ✦ write two articles

Evaluation:

- ▶ 1° phase of evaluation: in general, the commitment, the capacity to work in a team, the ability to identify the concepts will be evaluated
- ▶ 2° phase of the evaluation: the final results will be evaluated if it corresponds to the assigned topic, if there is a relation between the images and the text, and if the product is original
- ▶ 3° phase: a short questionnaire will be applied to verify what and how much was learned on this topic.

Work grid:

Title of the assignment:	Where did I start from	How I developed my work	What is already done	Final result	Mark
Date:	describe the actions of the begging of your work	describe the progress of your work: today i read, today i sumerized; today i made a concept map	indicate what you have completed	my work has been done correctly, it has been discussed and inserted in the general document	

The assignment has to be ready no later than the 15th january 2007.

At the end of this assignment you will have improved:

- ▶ Your knowledge of the "barbarian" people
- ▶ Your ability to programme your study activity
- ▶ Your ability to sumarize and/or to map
- ▶ Your ability to work in a group
- ▶ Your ability to use word and powerpoint

Iasi County Education Department (ISJ)

Mrs. Liliana Romaniuc - General School Inspector

OUR TEAM

- ▶ Inspectors: 32 + 3
- ▶ Administrative staff: 11

MISSION STATEMENT

ISJ is a public institution which promotes consulting, coordinating and control activities at the highest professional standards, for educational institutions in our county and aiming to make a contribution regarding:

- Increasing the quality of education
- School improvement
- School effectiveness

CORE VALUES

- ▶ Truth
- ▶ Professional competence
- ▶ Dignity
- ▶ Responsibility
- ▶ Integrity
- ▶ Improvement

ETHICAL CODE OF CONDUCT

- ▶ Law supremacy
- ▶ Objectivity
- ▶ Professional competence
- ▶ Integrity
- ▶ Respect
- ▶ Independence
- ▶ Confidentiality

STRATEGIC TARGETS 2009-2010

- ▶ Assuring the quality of the educational services
- ▶ Assuring equal chances for all students
- ▶ School decentralization

- ▶ Teachers professional development
- ▶ Promoting and sustaining extracurricular activities
- ▶ Getting the Romanian educational system aligned with the European educational systems

Schools:

- 302 schools
 - 53 – kindergartens
 - 163 – lower secondary schools
 - 21 – higher secondary schools
 - 26 – vocational schools
 - 38 – SAM (professional schools)
 - 1 tertiary education school
- 7 schools for special needs students
- 25 private schools, mainly kindergartens

Students:

Total:

- kindergarten: 27 771
- primary schools: 38 976
- lower secondary schools: 38 517
- higher secondary schools : 30 111
- SAM (professional schools) (10th grade): 2 709
- completion year: 2 355
- tertiary schools : 2 103

Personnel:

- Teaching staff 9 673
- Teachers aids 1 015
- Non teaching staff 2 407

MAIN ACTIVITIES

- Implementation of national policies
- School inspections
- Supervising the school management
- Teachers placement
- Teachers career advancement
- Organizing the national exams

- Students distribution in schools
- Budget distribution according to the needs
- Relationship with local communities

SOME OF OUR PROBLEMS...

- Centralization : rigid, inflexible and resistant system
- Lack of students' motivation
- Learning focused on information not on competences/skills
- Lack of parents' involvement
- Huge differences between urban and rural schools
- Differences in the quality of the educational services/schools
- Little interest for lifelong learning
- No interest for educational research
- Teachers motivation – low salaries

SOME OF OUR PROJECTS

- Quality of education – Monthly debates regarding quality of schooling, education
- Students' voice – Students Association
- Parents involvement in school – County/National Parents Association
- Teachers training – Regional projects for training teachers
- Decentralization – Making the process understood by people
- National networking – Regional networks of Counties School Inspectorates
- International relationships – SICI affiliation

QUALITY ASSURANCE IN THE ROMANIAN EDUCATIONAL SYSTEM

Legislation

- Quality law
- National standards for schools evaluation
- National standards for schools accreditation

Institutions responsible for QA

- Quality assurance – Schools
- Quality control – ISJ
- Quality evaluation – ARACIP (Romanian Agency for Quality Assurance on Pre-university Education)

Quality definition

Quality education has two dimensions:

- Objective – conformity to standards
- Subjective – meeting the customers' expectations

Quality assurance – schools

Quality assurance is realized through development activities undertaken by the educational institutions regarding:

- ▶ Institution capacity
- ▶ Planning capacity
- ▶ Implementation capacity of different educational programs for beneficiaries

CEAC – Evaluation and quality assurance committee

- ▶ 7-9 members: teachers, students representative, community representative, parents representative
- ▶ Identifies the weak areas
- ▶ Designs improvement strategies
- ▶ Designs the development plan
- ▶ Make reports about quality of education in schools

Quality evaluation

- ▶ Schools capacity
- ▶ School effectiveness
- ▶ Quality management

School capacity

- ▶ Strategic management
- ▶ Operational management
- ▶ Schools assets
- ▶ Educational aids
- ▶ Educational documents
- ▶ Human resources

School effectiveness

- ▶ Curriculum
- ▶ Students outcomes

- ▷ Research activities
- ▷ Financial aspects

Quality management

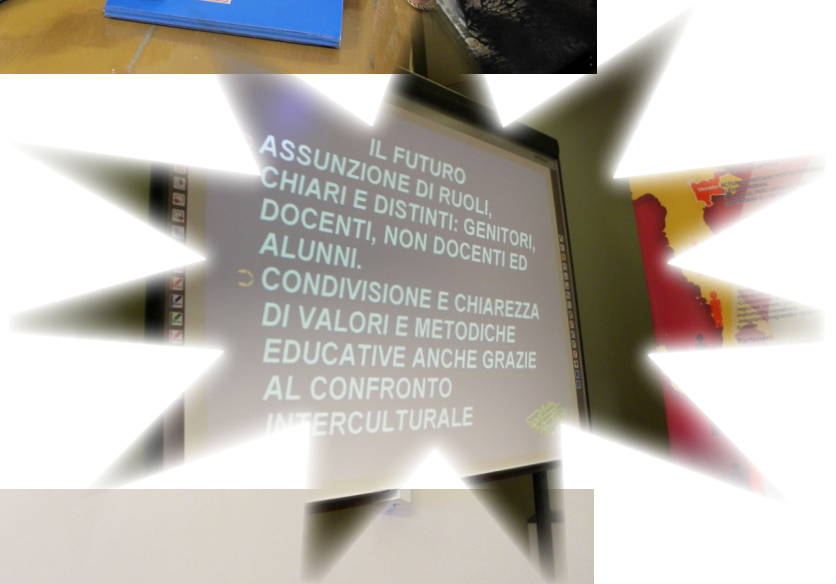
- ▷ Strategies and quality procedures
- ▷ Students assessment
- ▷ Teachers evaluation
- ▷ Information management
- ▷ Quality assurance materials

Quality control – County Education Department

- ▷ Schools evaluation
- ▷ Managers evaluation
- ▷ Inspections
- ▷ Thematic inspection
- ▷ Subject inspection
- ▷ School inspection

Inspections

- ▷ Pre-inspection – 1 day
- ▷ Inspection – 5-7 days
- ▷ Report – written report
- ▷ Class observation
- ▷ Students learning outcomes
- ▷ Parents satisfaction
- ▷ Relationship with the community
- ▷ School culture and ethos



The Romanian National Education Law

- PART I -

THE STRUCTURE OF THE NATIONAL EDUCATION PRE-UNIVERSITY SYSTEM

- ⇒ **Early education** (0-6 years)
 - Ante preschool level
 - Preschool level
 - ⇒ **Primary education**
 - Preparing grade
 - I-IV grades
 - ⇒ **Secondary education**
 - Lower secondary – gymnasium – grades V-IX
 - Upper secondary – high school- grades X-XII /XIII :theoretical, technological, vocational.
 - ⇒ **Professional education for a period between 6 months and 2 years**
 - ⇒ **Tertiary education**
-
- ▶ **Compulsory general education** is composed by lower primary and secondary level
 - ▶ **Technical education** comprises grades XII and XIII from the professional, technical and vocational upper secondary school
 - ▶ **The professional and technical education** is formed by:
 - Professional education
 - Technical education
 - Post upper secondary school education

"School after School" Program

⇒ By the decision of the School Administration Board there can be carried on activities such as **"School after School"** in partnership with the local public authorities, with the parents associations, NGO's with competences in this area;

- ↪ Educational, recreational activities, consolidating the learning competences or their acceleration, remedial learning activities.
- ↪ The Government can finance the School after School Program

School Network

- ↪ The school network is formed by the total number of the accredited school units, including the temporarily authorized units.
- ↪ The school consortia represent contractual partnerships between school units that ensure:
 - The mobility of the personnel between the member schools;
 - The usage of the facilities of the member schools;
 - Enlargement of the learning opportunities offered to pupils and mutual recognition of the learning results.

Study Formations

- ↪ Ante preschool education - 7 children, 5/9
- ↪ Preschool education - 15 preschoolers, 10/20
- ↪ Primary education - 20 pupils, 15/25
- ↪ Lower secondary education - 25 pupils, 20/30
- ↪ Upper secondary education - 25 pupils, 25/30
- ↪ Special education for pupils with minor deficiencies - 10 pupils, 8/12
- ↪ Special education for pupils with severe deficiencies - 5 pupils, 4/6

Curriculum

The national curricula produced in accordance with:

- The specific needs for personal development;
- The needs of the labor market and of the community;
- Subsidiarity principle

The number of hours:

- 20 hours – primary education
- 25 hours- lower secondary education
- 30 hours- upper secondary education

Compulsory subjects

- 80% for the compulsory education
- 70% for the upper secondary education

Within each subject

- 75% of the syllabus covers the teaching and evaluation classes
- 25% at the disposal of the teacher for remedial learning, individual learning plans.

For early education - centered on physical, cognitive, emotional and social education, precocious repair of the possible development deficiencies;

For lower and upper secondary education - centered on 8 competence domains which determine the pupil's formation profile;

Competence Domains

- ◆ Communication competences in Romanian language;
- ◆ Communication competences in foreign languages;
- ◆ Basic competences for mathematics, sciences and technologies;
- ◆ Digital competences;
- ◆ Social and civic competences;
- ◆ Entrepreneurial competences;
- ◆ Sensitivity and cultural expression competences;
- ◆ Lifelong learning competences;

Curricula approach

- ◆ The graduate's profile;
- ◆ The national frame of the curricula (curricula domains);
- ◆ Teaching plans
- ◆ Schools syllabuses
- ◆ Textbooks

E-learning. On-line learning communities

There will be set up the Virtual School Library and E-learning School Platform which will contain:

- School syllabuses
- Lesson examples
- Methodological guides
- Examples of evaluation tests

Evaluation

- The objective of the evaluation is to orientate and optimize learning;
- All evaluations are made on the basis of national standards for evaluation for each school subject;
- The control of the usage and respecting of the national evaluation standards by the teachers is made through the school inspection;
- Marking students without using and respecting the national standards and evaluation methodologies represents a disciplinary deviation and it is sanctioned according to the present law;
- The evaluation is centered on competences, offers real feed-back to students and is located at the basis of the individual learning plans;
- There will be created an unique bank of evaluation instruments with an guiding function.

Evaluation – Educational portofolio

- ▶ Educational portfolio comprises all the diplomas, certificates and other official registrations obtained following the evaluation of the acquired skills or participation to learning activities, in different contexts.
- ▶ The educational portfolio is the central element of the evaluation of the learning
- ▶ Its usage starts with the preparing class and represents the pupil's educational identity card

The structure and the characteristics of the evaluations

- ☛ At the end of the preparing class- individualized;
- ☛ At the end of the 2nd grade- at school level;
- ☛ At the end of the 4th grade-at national level, by sampling;
- ☛ At the end of the 6th grade- at school level;
- ☛ At the end of the 9th grade-at national level;
- ☛ At the end of the 12th -13th grade- at national level.

At the end of the preparing class

The teacher makes an evaluation report of the physical education, socio-emotional, cognitive, language and communication, capacity development and learning attitudes.

At the end of the 2nd grade

Evaluation of the fundamental competences at:

- writing-reading;

- mathematics Evaluation results are used in order to elaborate the individualized learning plans;

It is communicated to the parents.

At the end of the 4th grade

- National evaluation, by sampling, of the acquired fundamental competences in primary level;
- According to the international model;
- Has its aim the diagnosis of the system;
- Students' evaluation at the school level by two trans-disciplinary tests;
 - Language and communication;
 - Mathematics and sciences;
- The results of the evaluation are used in order to elaborate the individualized plans and for the school pre-orientation;
- The results of the evaluation are communicated to parents and registered in the educational portfolio.

At the end of the 9th grade

Compulsory national evaluation for all students, score according to the international model:

- Written examination at Romanian literature and language
- Trans-disciplinary written examination at mathematics and sciences
- Written examination at an international language;
- Practice examination regarding computer skills, held during the school year
- Trans-disciplinary oral examination in order to evaluate the civic and social competences, held during the school year

The results of the evaluation are registered in the student's educational portfolio.

Admission in upper secondary school (high-school)

- On the basis of the educational portfolio if the number of the places is equal to the number of the candidates;
- On the basis of the educational portfolio , of the graduation average, of the average at the national evaluation - a proportion of 70%
- 30% from the grade obtained at the admission established by the education institution

Diploma examination (school graduate examination)

Examination A - the evaluation of the oral communication competences in Romanian language;

Examination B - the evaluation of the communication competences in mother tongue;

Examination C - the evaluation of the communication competences in two international languages;

Examination D - the evaluation of the digital competences;

Examination E written - the evaluation of the competences which were formed during the upper secondary school(high-school) years

Examination E

📄 Written examination at Romanian literature and language

📄 Written examination at mother tongue

📄 Two differentiated written examinations:

→ Scientific profile:

- Mathematics
- Science trans-disciplinary examination

→ Humanities profile:

- An international foreign language
- Interdisciplinary examination from geography, history, socio-humanities

→ Technological profile:

- Written examination specific to the profile
- Trans-disciplinary examination
- Vocational profile



PART II

THE MANAGEMENT OF THE SYSTEM AND OF THE EDUCATION INSTITUTIONS

The management of the education institutions

- ▶ The institutions are managed by an administration board (AB) formed by 7,9,13 members
- ▶ After the formation of the AB there is chosen a session president, for an year
- ▶ Monthly meetings
- ▶ Attributions – public responsibility for the achievements of the education institution, together with the principal

Financing and material resources of the education institutions

- Basic financing
- Complementary financing
- Supplementary financing

Competitions

- 📎 **Between schools** - institutional evaluation - classification of the schools on 5 levels:
 - ◆ Excellent
 - ◆ Very good
 - ◆ Good
 - ◆ Satisfactory
 - ◆ Unsatisfactory
- 📎 **Among teachers** - the Teacher of the Year

PART III

THE STATUTE OF THE DIDACTIC PERSONNEL

Initial and continuous training. Didactic career

- Theoretical initial training
- Didactic master for a period of 2 years
A scholarship which is equal with the net salary of a beginner teacher
- Practice for a year, in an education institution, under the guidance of a mentor teacher

Didactic career

Having a didactic position during the practice period

- ▶ Contest for free/reserved positions
- ▶ Distribution by School Inspectorate on the positions which remained free
- ▶ The teachers that are hired for a determined period of time can benefit of continuity on the position they have if they have the approval of the administration board

Career Evolution

- Didactic level II
- Didactic level I
- Teacher emeritus

Professional development

- ☛ Developing competences and keeping up to date in the area of specialization;
- ☛ Developing competences for career evolution , through the system of preparing for and obtaining the didactic levels;
- ☛ Acquiring or developing management competences;
- ☛ Acquiring new competences by conversion programs for specializations and/or having new didactic positions;
- ☛ Acquiring complementary competences;
- ☛ Obtaining a new didactic specialization by attending corresponding courses, different from the current specialization is considered lifelong training.

Didactic positions occupancy

- ▶ The tenure(permanent)didactic personnel keeps their right obtained through the national tenure examination, at the release date of the present law;

- ▶ The tenure didactic personnel who obtained this position by government assignment has the opportunity to keep this right.

The settlement of the activity downsizing

- ◆ The mutual consented transfer between the education institutions;
- ◆ The assignment on vacant positions, coordinated by School Inspectorate, according to the methodology elaborated by MECTS until 15th November.

Very important

The non-tenured teachers that have participated at the tenure unique national contest in the last 3 years, anterior to the release of the present law, and who have obtained at least 7 and had a position within the school they become the tenures of the respective position if:

- ▶ There is certified the availability of the position
- ▶ The administration board of the school approves

Modalities of hiring the didactic personnel

- ▶ The positions are occupied following a contest at the level of the education institutions;
- ▶ Vacancy of the position is made by the administration board at the principal's proposal;
- ▶ The School Inspectorate analysis, corrects in collaboration with the education institutions and approves the free/reserved didactic positions offer;
- ▶ The list is made public by posting it at the School Inspectorate and education institutions.
- ▶ The contest organized at the level of the education institution/consortium
- ▶ The contest consists in:
 - Practice examination or special inspection in the class
 - Written examination at the didactics of the specialization- for the didactic personnel with individual work contract
 - Presenting a curriculum vitae and job interview for the associated personnel or retired

The role of the Education Department (*School Inspectorate*)

Centralizes the didactic positions and the classes which remained vacant and which will be assigned as follows;

- ☞ To tenure teachers from an education institution in order to complete the working hours;
- ☞ Beginner teachers who are doing their internship;
- ☞ To the candidates that did not obtain any position as a consequence of the contest

organized at the school level;

☛ Pensioners, respecting the criteria of professional competence.

Management positions

- ◆ The position of Principal is occupied through a public contest by teachers who are members of the National Experts Body in Educational Management;
- ◆ The contest is organized at the education institution level by the administration board;
- ◆ The principal signs an educational management contract with the mayor/the president of the County Board of the territory administrative unit;
- ◆ During their mandate the principal and the deputy principal cannot be president or vice president of any political party.

Didactic working hours

40 hours a week:

- Didactic activities of teaching-learning-evaluation, practice, exams for the end of a level of study;
- Methodological scientific preparation activities;
- Education activities which are complementary to the process of teaching: mentorship, school after school, lifelong learning.

Regulatory acts

- ▶ ROFUIP
- ▶ Continuous training methodology
- ▶ Didactic personnel movement methodology
- ▶ AB functioning methodology
- ▶ Personnel evaluation methodology
- ▶ Constitution of the mentors body methodology
- ▶ The regulations for the organization of the school inspection

Application deadlines

- 1st of January 2012 - introduction of the standard cost per pupil
- 1st of January 2012 - assignment of 6% of NDP
- 2012-2013 - inclusion of the preparation class in the primary education level
- 1st of January 2013 - to grant 500 euro for permanent education of each new-born

- Beginning of the school year 2014-2015 - admittance methodology in upper-secondary education - 10th grade, according to the new law (for pupils who are in the 7th grade)
- 2015-2016 - inclusion of the 9th grade in the lower secondary education (the generation which started the 5th grade in school year 2011-2012)

A few conclusions

- The vision of the law:
 - Centered on the beneficiary
 - Taking responsibility for the offered services
 - Institutional decentralization
 - Equal chances
 - Quality assurance
- Coherence
- The predictability and the stability of the system
- The full application of the law takes about 4-5 years
- The involvement of the teachers in elaborating the methodological methods for the application of the law



Comparing the Romanian and the Italian education systems

Basis:

The ground for the comparison of the two educational systems:

- ✿ The documents provided by EURYDICE – the network for information on European education, network which has been one of the strategic mechanisms created by the European Commission and the Member States of the EU since 1980 to help cooperation through a better understanding of the political educational systems.
- ✿ The National Education Law (LEN) in Romania which has been approved since Jan 4 2011, with mentions which have become active since Feb 11 2011

The student body and the teaching language:

- ✿ **Romania** – the teaching language is Romanian, but also minority languages (Hungarian, German, Bulgarian, Polish, Serbian, Rromani, Turkish, Russian, Slovak) as required by LEN. The student body in 2010 was of 4.324.992 distributed to each level of schooling
- ✿ **Italy** – the teaching language is Italian, but also minority languages (albanian, catalan, german, greek, croatian, french, etc) – Law 482/1999. The student body in 2010 was of 7.804.711 distributed to each level of schooling.

Note: Resemblance

Administrative control:

- ✿ **Romania** – Department of Education, Research and Sports is made up by several other departments with specific duties on all levels of education. MECTS has the obligation to establish and implement the national education politics. The process of decision-making at a national level is assisted by structures of experts and consulting organisations established by law.

On a local aspect, the County School Inspectors act as special de-centralized organisations.

School units are led by an administrative council (CA) formed of 7, 9 or 13 members and led by a president. The CA attributes are assuming public responsibility for the performances of the school unit together with the director.

✿ **Italy** – The Department of Education, Universities and Research is the one responsible for the education in schools, but can assign different bodies as responsible for provinces and regions. According to the law 59/15 March 1997 and the Decret DPR 275/1999, the schools have guaranteed autonomy.

Note: In the Administrative control area, there are differences between the two systems, with the mention that the de-centralizing process of the school units in Romania is at the beginning and it is a process that requires time.

Also, in what the quality control is concerned in Italy as well as Romania that is ensured by legislative documents Romania –Legea 87/2006 and in Italy there is the National Evaluation and Formation Service – INVALSI but by institutions with different names.

A. The Structure of the Educational System – Romania

→ **Early schooling** (0-6 years)

- Ante-preschool
- Pre-school

→ **Primary schooling**

- Preparatory grade
- Classes I-IV

→ **Secondary schooling**

- Secondary inferior – pre-highschool classes V-IX
- Secondary superior – Highschool classes X-XII/XIII for theoretic, technologic, vocational

→ **Professional schooling** with a duration of 6 months to 2 years

→ **Third Schooling**

General mandatory schooling is the primary and inferior secondary.

Technical schooling contains classes XII and XIII of highschool, professional, technical or vocational.

Professional and technical schooling is formed of:

- Professional schooling
- Technical schooling
- Post-highschool schooling

„School after School” Program

By the decision of the CA there can be After-School activities organized in partnership with local public authorities, parent associations, specialised ONGs such as:

- Educative activities, recreation, talent development, accelerated learning, special teaching.
- The state can finance the After School program or the school units can submit projects for the European Social Fund in the hopes of getting alternate financing.

B. The Structure of the Italian Schooling System

→ **Pre-primary schooling** (*scuola dell'infanzia*) – is between 3 and 6 years and is the first stage of education and formation and is not mandatory. The pre-primary education is without a fee just like in Romania, where the exception are private schools. In this domain there are two differences between the two countries in the hours allocated to this schooling

→ Mandatory Schooling

- **First schooling cycle**
 - **Primary School** – age 6-11 – unlike Romania
 - **Secondary school** – age 11-14 – unlike Romania
- **Secondary Schooling Cycle**

Differences: in Italy the mandatory schooling is from 6 to 16. The education covers the first cycle of 8 years.

In Romania the mandatory education is formed by the primary and inferior secondary cycles which mean 9 years.

CURRICULUM

In Italy as well as in Romania, the national curriculum is created according to:

- 1 The needs for personal development
- 2 The needs of the labor market and the community
- 3 The principle of subsidising

The schooling system structure

The duration of the school year and the number of classes per week

Romania – The school year has 35 weeks, between September 15th and June 15th and the number of hours per week is according to the school level:

- ✓ 20h primary schooling
- ✓ 25h pre-highschool
- ✓ 30h highschool

Students work 5 days per week.

Italy – The school year has 33 weeks (200 days) between September 1st and June 30th and the number of hours per week is set by each school unit according to their autonomy.

From a **comparative analysis** it results that there are differences between the number of school hours, but these differences are in relation to the targeted group of students (cultural, soci-economic context, etc) and this is something that does not affect the quality of the schooling system.

Schooling for special needs students

In this domain there are major differences between the two systems.

- ♣ In **Romania**, students with special needs are schooled in specialized units and the structure of the schooling process is very similar to that in the public schooling system (each curriculum is adapted to the different needs).
- ♣ In **Italy**, the special needs students are integrated in the public system and not in special units.

Reforms and initiatives at an European level

- ♣ The European Strategy 2020
- ♣ The European Qualification System
- ♣ The Lisbon Strategy
- ♣ The Lifelong Learning Strategy

Financing schooling

- ✗ Both countries have financing for both public and private schooling systems

✗ In Romania as well as in Italy schools can access European Funding (The European Social Fund) in order to develop the human resources department or to equip schools.

Conclusions

The legislation in the Education System in Romania and Italy has similar characteristics although they differ in what concerns the number of hours and such.

The end result of both systems is the same:

- It is centered on the beneficiary: the student
- Both systems assume responsibility for the services offered
- De-centralizing the institutions
- Equal opportunities
- Guaranteeing quality





WORKSHOP:
**"INTERCULTURAL EDUCATION -
PREMISE FOR AN ACTIVE EUROPEAN CITIZENSHIP"**

6 - 7 - 8 - 9 OCTOBER 2010

IASI



From the **6th to 9th October 2010** the delegation of the Regional Consortium of Emilia-Romagna has carried out workshops and seminars in Iasi (Romania) as part of the 3rd Workshop of the European Project Youth Educational Systems (YES).

The delegation of the Regional Consortium of Emilia-Romagna was composed of the official partners of the Project such as: The International and External Relations Department of the Legislative Assembly, the Regional Education Office for the Emilia-Romagna, the Intercultural Association AIPI Bologna, Istituto Tecnico Commerciale "Rosa Luxemburg" of Bologna, Istituto Tecnico Commerciale "Ginanni" of Ravenna, Istituto Tecnico Commerciale "G.B.Bodoni" of Parma, Institute "Elsa Morante" of Sassuolo (Modena).

The topic of this 4th Workshops was dedicated to **"Intercultural education – premise for an active European citizenship"**

The program, focused on the most recent methods developed at EU level, had as a starting point the understanding and comparison of the intercultural education methods present in the school curriculum of Emilia-Romagna and Iasi; the activities continued with the activity of **"Headmaster for a day in Iasi"**.

At the Palace of Children of Iasi a meeting was planned with experts of the institution to address the role of extra-curricular activities in promoting intercultural education.

The transfer to the Bucovina region connected the main topics of the Workshop with the ethnographic and religious aspects as a central element of the culture of the region of Moldova. The first level of activity was centered on the knowledge and traditions of the local art and specifically the production and use of Cucuteni ceramics, unique in Romania for its clay and which is also a symbol of the region.

The second level of the activity was represented by the research, debates and discussions relating to the Orthodox religion and culture, as the pivot of the Romanian society, during the afternoon spent at the Museum and Documentation and Information Center and the Monastery of Putna Monastery and at Moldovita Monastery, declared by UNESCO World Heritage.

At the City of Radauti the activities were held at the Ethnography Museum in the presence of the artist Florin Colibaba (artist of international level) and the debate focused on the methods for introducing the specific culture of the area through partnership projects in the schools in the region of Suceava.

At the "Costache Negruzzi" College, the seminar on the theme "The value in the complex process of intercultural education. The challenges of postmodern society " was held and it included presentations by the teachers of Romanian language, history, English and geography of the role of intercultural in their teaching methods. Also an open debate in English chaired by Director Prof. Camelia Gavrila with the students was held on the topic of the seminar.



WORKSHOP: “Intercultural education – premise for an active European citizenship”

6th/9th October 2010 - Iasi

6th OCTOBER 2010

Seminar : “Intercultural Education – premise for an active European citizenship”

09.30 – 10.00 Teachers’ Training Centre

Programme presentation and details regarding the activities that will take place in the project participating schools as well as the theme activity from 7, 8 October 2010

10.00 – 10.30 The delegation goes to the schools involved in the project in order to proceed with the established activities

10.30 – 13.30 Activities within the schools that are project partners

- A. Intercultural Education and its presence in the school curricula
- B. School headmaster for a day in Iasi

Distribution for the team members:

“Costache Negruzzi” College Iasi

- 1. Annalisa Martini – ITC Bodoni
- 2. Roberto Pasquali – AIPI
- 3. Elisa Renda – Legislative Assembly

Technical High School of Railway Transports Iasi

- 1. Stefano Todesco – IPSCT Elsa Morante
- 2. Cristina Donà – ITC Rosa Luxemburg
- 3. Carlo Diana – Legislative Assembly

“Al. Vlahuta” Secondary School Iasi

- 1. Patrizia Ravagli – ITC Ginanni
- 2. Emilia Paderno – Inspectoratul Scolar
- 3. Diana Constantinescu – Legislative Assembly

14.30 – 16.30 Children’s Palace Iasi

The role of the extracurricular activities in promoting intercultural education:

- presenting the theme groups which deal with intercultural education
- practical activities with the students who take part in different groups
- best practices exchange

16.30 – 17.00 Discussions / Conclusions

Note: During the activities that will be carried on at Children’s Palace Iasi there will be present two teachers from each project member school.

7th OCTOBER 2010

Practical Activity : “Intercultural Education – premise for an active European citizenship”

**Theme: Intercultural Dimension of Bucovina patrimony
transposed in the educational space**

09.00 Meeting at TTC Iasi

09.15 - 10.15 Ethnography elements illustrated in ceramics and their inclusion in extracurricular activities (a research on our students’ level of knowledge regarding traditions and local art: Cucuteni Culture – practical activity with the students from the ceramics groups; filmed aspects from Cucuteni International Creation Camp; an exhibiton displaying traditional products made by pupils)

- ceramics workshop held by prof. Ionela Mihuleac

12.30 - 13.30 Orthodox culture and tradition, central element in Romanian society, represented by Moldovita Monastery (declared Patrimony of Humanity by UNESCO; the biggest church built in Moldavian style)

16.00 - 18.00 Debate: The value and integration of the cultural and religious patrimony of Bucovina in the school curricula

Putna Monastery – the landmark of Romanian orthodoxy
The Museum and the Documentation and Information Centre

18.00 - 19.00 Discussions and conclusions

8th OCTOBER 2010

Practical Activity : “Intercultural Education – premise for an active European citizenship”

**Theme: Intercultural Dimension of Bucovina patrimony
transposed in the educational space**

10.00 - 12.00 Knowing the local community – Radauti Town, Ethnographic Museum
- Discussions about the ways of integrating the specific culture of the area in the activities carried on in partnership with the schools from Suceava county;
- Demonstrative activity held by folk craftsman Florin Colibaba - keeper of the local traditions in pottery (together with the pupils who are members of the ceramics group)

12.00 - 14.00 Debate on the traditions and importance of orthodox religion in Romanian culture. Meeting with Chief Sister of Voronet Monastery (included in the UNESCO patrimony)

15.00 - 17.00 “Cultural Diversity Seen Through Children’s Eyes” - film projection and artistic moment held by rroma children.

Location: Obcina Voronetului

17.00 - 18.00 Discussions/Conclusions

Comparative analysis of intercultural education aspects (Romania-Italy)

9th OCTOBER 2010

12.00 - 14.00 “Costache Negruzzi” College Iasi

Final seminar: “Aspects of interculture in the complex process of education. Challenges of the postmodern society ”

Moderator: Ph.D prof. Camelia Gavrilă

14.00 - 14.30 Conclusions

Organisation aspects of the future project meeting (video-conference; Bologna, January 2011)





Intercultural Education and Cultural References in the Romanian school curriculum

1. RATIONALE

The social dynamics of the latest decades has brought about a set of challenges in the contemporary world which the educational system cannot overlook, considering the focus change from the dominant monoculturality towards the intercultural openness. As a result, intercultural education aims at approaching cultural differences, thus considering spiritual interactions, the benefits of cultural exchanges, in a process of shaping an open cultural identity.

In the light of the educational requirements of the contemporary society, the intercultural approach is regarded as a necessity in modern education. Thus, the development of students' interests in intercultural aspects and of their cultural and intercultural empathy leads to their understanding of "the other" and rejection of discrimination.

The new curriculum points at democratic values and beliefs, promoting respect for both the cultural diversity and the national cultural identity.

2. ASPECTS OF INTERCULTURALITY IN THE SCHOOL CURRICULUM

A. Romanian language and literature

The **lower secondary curriculum** states as one of the objectives the knowledge of local and national culture, as well as raising interest in the diverse European culture. Moreover, we can find references to developing interest in intercultural communication and the interaction between our national cultural identity and our European identity.

Nevertheless, there are no given examples of teaching activities and there is no mention to the application of these principles through the teaching content. The alternative textbooks do not prioritise the cultural diversity, they include only excerpts from universal literary works suggested as extensive reading. (e.g. textbooks published by Humanitas Publishing House).

The teachers' role will rest in raising students' awareness of their national cultural heritage through the display of Romanian folklore or through intercultural dialogues (myths, legends, national costumes etc.) , all these having been already mentioned in the

curriculum, yet, not as elements of intercultural content. Neither the curriculum, nor the textbooks are generous in this respect, however, the students can be challenged in order to build up an open attitude towards the cultural diversity by means of role-play, projects, portfolios, video watching sessions etc., thus compensating with the textbooks limitations.

The high school curriculum does not enlarge on the concept of interculturality, we can merely read suggestions like "awareness of national cultural identity" or "in a large cultural context" which should guide the presentation of the national literary creation by reference to European backgrounds and contributions.

The growth of interest towards the intercultural aspects is obvious in the connections drawn between the Romanian literature and the universal literature, that allow exposure to practical applications which facilitate and influence the understanding of the literary texts and of the inner cognitive, ethical and esthetical values. The educational tools are mainly traditional, at times disguised in modern graphical representations but failing to open diverse cultural perspectives to the students, to develop their inquisitive attitude towards the cultural diversity of the world.

At the 9th grade level the textbooks follow the guidelines of the curriculum and challenge the students through bibliographical suggestions that include universal literary works for each of the themes under study.

Examples: the "family" theme allows the teacher to extend the usual highlight of intercultural aspects to the disclosure and overcoming of prejudices and stereotypes. The family as a cultural entity, intercultural archetypes, rituals are possible study topics with novels like *Maitreyi* by M.Eliade or *Mara* by I.Slavici (Art Publishing House).

Literature and film overlap in interculturality, as a result, the student can visualize the cultural and civilisation differences and diversity relating himself to the identity of the main characters turned into film heroes.

The "journey" theme, approached in literary and non-literary texts is subject to activities of presenting/contrasting social cultural identities, that emphasize the way in which a tradition, a lifestyle and other civilisations are being built.

In the 10th grade curriculum, the Romanticism is the only literary trend to be studied in European context, the textbook published by Humanitas promoting interculturality by its bibliographical suggestions and mainly from interdisciplinary and transdisciplinary perspective. Nevertheless, it is noticeable the inconsistency of the principle applied in

approaching the literary, cultural, esthetical, historical phenomenon etc., given the significant Romanian literary works that have contributed to the shaping of a cultural identity in European context (e.g. Eminescu's romantic works, the evolution of the novel, modern drama etc.).

The curricular guidelines and the textbook offers for the 11th and 12th grades direct the students to the documentation and research of case studies and debates on topics like:

- * Latinity and Dacism,
- * Illuminism,
- * The Roma cultural profile (Țiganiada),
- * Orient and Occident,
- * The hybrid forms of Romanian civilisation in the middle of the 19th century,
- * Literary/cultural trends in European context etc.;
- * Cultural identity in European context,
- * The dynamics of the cultural phenomenon across the ages, with highlights on social, historical and cultural contexts from various cultural areas.

The curriculum does not indicate the correlation of certain contents, therefore, what eventually makes the difference is the teacher's set of strategies aimed at applying these paradigmas by the end of highschool years and raising the students' awareness of the fact that there are no such things as superior or inferior cultures, but rather influences, connections, interferences, variations, gaps and cultural effects, thus training them to live in respect for "the other".

B. English language and literature

The cultural dimension seen as cultural information, knowledge, values and behaviours ("the Big C"), as it appears in the school curriculum for English, can be identified in:

- ✿ Themes like:
 - everyday living (food and drink, meal times, table manners; public holidays; working hours and practices; leisure activities, hobbies, sports, reading habits, media);
 - living conditions (living standards, housing conditions etc.);
 - interpersonal relations (e.g. with respect to class structure of society; family

structures and relations; relations between generations; relations in work situations; relations between public and police, officials etc.);

- ◆ values, beliefs, attitudes in relation to social classes, institutions, traditions, historical figures and events, national identity, foreign countries, peoples, politics, religion, humour etc.);
- ◆ body language (knowledge of the conventions governing such behaviour form part of the user/learner's sociocultural competence);
- ◆ social conventions (e.g. with regard to giving and receiving hospitality, such as punctuality; presents; dress; behavioural and conversational conventions and taboos; length of stay; leave-taking)
- ◆ ritual behaviour in such areas as religious observances and rites, birth, marriage, death; audience and spectator behaviour at public performances and ceremonies; celebrations, festivals, dances, discos, etc.

✿ **Vocabulary, structures, speech acts, pronunciation and pitch patterns to express different degrees of formality/ informality**

The themes are supported by:

- 📎 genuine texts - extracts/adaptations from magazine and newspaper articles books, documents;
- 📎 educational texts - tailored to cover a particular lexical area;
- 📎 literary texts - extracts/adapted fragments from literary masterpieces of significant British and American authors;
- 📎 pictures, drawings;
- 📎 diagrams, charts, other graphics;
- 📎 audio material - songs, interviews, conversations etc.;
- 📎 video material - films, demonstrations, interviews, conversations etc.

On the other hand, the intercultural awareness that aims at developing cultural competences (sensitivity to diversity, openness to and acceptance of „the other”, awareness and identification of relevant cultural information, of prejudices and stereotypes, empathy, flexibility, tolerance, curiosity, appreciation of and adaptation to the values of another culture) is not explicitly stated, in a separate section with distinct objectives.

Nevertheless, at one level, the teacher's work on cultural skills is implicit and goes hand in hand with the work on the learning skills directly applied to language, which is

itself an interactional skill. Cultural aspects and differences are naturally touched upon both when teaching elements of content, vocabulary and structure and when they are necessary, relevant, interesting for the training of the students as future citizens of the world.

Methods of building up cultural competences:

- ❧ strategies of identifying significant cultural information, differences, of sharing, comparing information and experiences from one own's culture and another culture (learning by deduction, meditation, prediction, assumption etc);
- ❧ techniques of developing critical thinking regarding culturally biased information, prejudices, stereotypes, cultural misunderstandings and conflicts;
- ❧ developing tolerance, flexibility, respect for diversity (of opinions) through cultural projects, based on documentation and presentation and team work;
- ❧ developing empathy through role-plays, simulations, games, stereotypical gestures and movements;
- ❧ cultural performances: staging plays by significant British/American authors , Halloween carnivals, Christmas and Thanksgiving plays etc
- ❧ educational projects that involve cultural exchanges between a Romanian school and partner schools from abroad (letter exchange, study visits, trips, conferences etc.)

Suggestions of activities for the development of cultural competences:

1 ACTIVATING CULTURAL AWARENESS

- *Cultural categorisations* (similitudes and differences)
- *My story* (who I am and where I come from),
- *Who are you, teacher?* (assumptions about the teacher's cultural identity)
- *The ideal student* (teachers from different cultures have different representations of "the ideal student")
- *What embarrasses you?* (different perceptions of the embarrassing situations)
- *The world as I see it* (we are the center of the universe, we see the world, even its geographical representation, from our perspective)

2 WORDS, METAPHORS, STORIES

- *Snakes in the bushes* (metaphores from the animal world: the snake and the mouse in different cultures)
- *One woman's story* (an immigrant's experience)
- *The quality of silence* (an exploration of some meanings of silence in different

cultures)

- *Grandpa's story* (the past is another country)
- *Note the difference* (the culture of various types of English through detailed awareness of people's oral expression)

3 CULTURAL CONCEPTS

- *Icebergs* (things may be hidden but they exist; discussion on cultural myth versus cultural reality)
- *Onion ring culture* (onion as cultural metaphor, relationships between products of culture and the values behind them)
- *Codes of conduct* (exploring and explaining different codes of behaviour in everyday situations)
- *Walk on the wild side* (students reflect on violence and the reasons for it)

4 "LOST" IN UK

- *What strikes you in a strange culture?* (cultural, shock, visitors views on UK)
- *Dont let me be misunderstood!* (culturale differences between UK and US)
- *Four ways of complaining* (four ways the middle-class English go about complaining)
- *The prince and the pauper* (roleplay that allows a look at stereotypical UK class behaviours)
- *Softening what you say* (the British English mental world of „vague self-expression)
- *UK quiz* (some of Britain's „vital statistics")

C. German language and literature

On teaching German as a modern language, the intercultural education - *interkulturelle Landeskunde* - is referred to both in the lower-secondary school and high school curricula and textbooks. Therefore, throughout the German courses, developing students' cultural values and attitudes is a main objective which include:

- ⇒ the development of favourable attitudes towards the German culture and civilisation and the acquisition of German cultural elements through:
 - raising the students' interest in identifying some aspects related to the lives of the German children;
 - stirring the students' curiosity in finding out information on significant cultural and historical German personalities

- identification of similitudes and differences between the German and Romanian elements of culture and civilisation
- ⇒ the willingness to accept the differences and development of tolerance by the critical approach of cultural differences and stereotypes;
- ⇒ the development of interest in some social, cultural and professional aspects by studying an array of texts in German

In order to build up and develop intercultural competences among students, the following types of activities are performed in German classes:

- △ collection of cultural objects (magazines, pictures, postcards, labels, stickers);
- △ projects, theme-based albums;
- △ theme-based portfolios;
- △ presentation of cultural symbols, songs and dances;
- △ group activities: audio and video sessions, recitations, artistic performances, competitions;
- △ watching films and designing Power Point presentations;
- △ the use of bibliographical sources;
- △ group discussions;
- △ games (e.g. “ Map Trips”).

The textbooks authors have designed numerous genuine and attractive teaching materials for students including pictures, photos, statistics and texts (e.g. magazine articles, literary excerpts by German authors, menus, recipes etc.

D. History

Starting from the importance of teaching history from the perspective of the today's world, the curriculum proposes competences, attitudes and behaviours whose goal is to respect the cultural and the national identities differences, the active support of some fundamental values such as tolerance, understanding as well as the mutual respect, democracy, human rights and so on.

In the compulsory curriculum of the today's Romanian education, history is mentioned as a discipline beginning with the **elementary school** (the IVth grade). From the perspective of the multicultural education, in the history syllabus for the IVth grade, one of

the five main objectives proposed refers to the development of a positive attitude towards oneself and towards the others.

With the help of history, during **lower elementary** school, there continues through a more profound thoroughgoing study, the approach initiated during primary school, regarding the formation of a creative citizen, with abilities of social communication, verbal and non-verbal, gaining a set of values which could guide his activity and which could make a connection between the events from the past and the today's realities, so that he can become aware of the interdependence between identity and alterity, between local and national, respectively global, between rights and responsibilities, between his ideas and his own behaviour and the socio-economic cultural situation.

Among the general competences mentioned when teaching history from the Vth to the VIIIth grade, there are also those regarding the practice of civic democratic actions, whereas the values and the attitudes which are promoted are the following:

- ✿ a positive relation with the others
- ✿ to respect the fundamental human rights
- ✿ to assume the ethnical, social, religious and cultural diversity

During high-school, the purpose of the general and of the specific competences of the syllabus is **to develop an independent personality which should be able to analyse, to have solutions, to accept the diversity and the dialogue, to see and to analyse the multiple perspectives of the past, as well as the sensitive and the disputed issues, to take decisions, to assume responsibilities, and to use the attitudes and the values of the democratic society.**

Therefore, among the specific competences which are connected to interculturality, we can mention the following:

- ✿ to be able to recognise the similarities and the differences between oneself and the others, between people and between groups of people (IX-th grade)
- ✿ the use of the intercultural dialogue (IX-th grade)
- ✿ the identification and the acceptance of interculturality (X-th grade)
- ✿ the analysis of the social and of the cultural diversity as well as that regarding the civilization in history, starting from the historical sources (XI-th grade)

The purpose of studying history during the XII-th and the XIII-th grade is to develop the capacity of an active integration within different socio-cultural and professional groups, using the communicative competence. At this level, the specific competences are analysed

from the perspective of the education for human rights, for diversity, from the multiple perspectives on history, regarding the sensitive and the disputed issues, the motivation, negotiation and cooperation strategies, using the numerous sources of information.

At all school levels, the teaching contents refer to the evolution of the Romanian territory within the European and the international context, to the relations between the majority and the minorities and of the Romanians with “the others”. The teaching activities which are proposed, according to the competences, attitudes and the values which should be accomplished, must contribute to the removal of stereotypes, of discrimination and of the thinking automatisms, as well as to the development of the tolerant spirit.

E. Geography

Competences:

- ✓ the formation of young people as persons who are able to appreciate different cultures, to respect and to value in a positive way the cultural differences
- ✓ the pupils should become aware of the fact that they must respect the diversity, the tolerance and the solidarity
- ✓ the understanding of the natural, human and cultural diversity of Romania, of Europe and of the world, as well as the accomplishment of connections with the information they received at other school subjects
- ✓ the preparation of the future citizens for a harmonious life within a multicultural society.

The contents of the curriculum:

- ✓ in the V-th, VIII-th, X-th and XII-th grade, in the chapter called “Population and human settlements”, the aspects regarding the interculturality can be found by using and making connections between the specific notions such as: human races, ethnies, the linguistic structure, traditions, customs, myths, conflicts, etc
- ✓ in the VI-th and in the VII-th grade the pupils study the Geography of the continents; therefore, the intercultural education is permanently accomplished through the presence of the socio-cultural aspects of each studied country, by making analogies with what is characteristic to our country

Activities:

- ▣ theme trips during which the students take part to cultural events and local holidays,
- ▣ exhibitions,
- ▣ contests,
- ▣ festivals,
- ▣ musical activities,

! taking into consideration the fact that art is an excellent excuse and a privileged way in order to discover, to recognize and to appreciate other cultures.

F. Social-human disciplines

In the today's compulsory Romanian curriculum, the social-human disciplines are mentioned starting with **lower secondary-school** (the VII-th and the VIII-th grade). During lower secondary-school the civic culture represents a continuation, a more thorough study of the civic education of the students initiated during elementary school, what the use of a civic behaviour means within a democratic society, defined through democratic values and principles.

Values and attitudes which are promoted :

- ▣ civic implication in the life of the community ;
- ▣ tolerance and respect regarding the social, religious, ethnic and cultural diversity;
- ▣ open to dialogue and positive relations with the others;
- ▣ self-confidence as well as confidence in others.

During high-school, the general and the specific competences of the social-human disciplines syllabus (psychology-X-th grade, economy and sociology-XI-th grade, philosophy -XII-th grade) aim to the cooperation with the others in solving some theoretical and practical problems within different groups of people, manifesting a responsible active behaviour, proper to a continuously changing world and developing an independent personality, able to analyse, to accept the diversity, to assume the responsibility and make decisions.

Therefore, among the specific competences which should be acquired through the social-human disciplines and from the perspective of interculturality, we can mention the following:



- the identification of the specific features within the intercultural society;
- the manifestation of a tolerant attitude towards the opinions of the people who belong to different cultures;
- the projection of a behaviour which supports interculturality;
- the analysis, within a team, of the methods of fighting against the intolerant attitudes and actions from school, within the family and the group of friends, from the perspective of interculturality.

There can be established a series of intercultural competences which are necessary for solving issues of efficient interaction within educational informal environment:

- ✓ the personal involvement in extra didactic intercultural activities (trips, meetings, school festivals)
- ✓ the formation and the maintenance of intercultural friendships;
- ✓ the accomplishment of a personal project within intercultural context;
- ✓ the acceptance of new members within the group to which they belong;
- ✓ the mediation and the solving of possible intercultural conflicts within the group of students.

Attitudes which were identified as a result of the themes which were studied:

- esteem and recognition;
- spiritual opening;
- non-evaluative attitude (to not judge the others);
- respect, reciprocity;
- epistemic attraction;
- the capacity of reorganization in a flexible way, creative and not closed, intolerant and monotonous.

G. Primary school

Romanian language:

Customs and traditions: Santa Claus, Christmas tree, Folk theatre with masks– at Romanians and the rest of the European countries.

History:

1 People from today and from yesterday: the Dacians, the Romans, the Greeks, the Gauls, the Slave people, the Turkish(their way of life, human settlements, customs) ; Romanians, French people, Hungarians, Germans, Russians, the Serbians, Bulgarians (reciprocal influences, traditions, holidays, minority communities in Romania)

2 The united Europe: Flag, hymn, Europe's day

Geography:

People and places – human settlements, communities; The people. The nation. The international community;

Civic education:

People all over the world: differences (the colour of the skin, the spoken language, religion, customs, traditions);

The Convention of the United Nations regarding children's rights.

3. SUGGESTIONS AND EXAMPLES OF AN EFFICIENT PRACTICE

- ♣ Debates , projects, seminars which deal with intercultural issues;
 - ♣ CDs and other educational materials;
 - ♣ Voluntary activities within the gypsy communities;
 - ♣ Non-formal educational programs: portfolio, educational site;
 - ♣ International educational programs and projects with intercultural support:
 - ▶ **World school** is a project which has been going on for 12 years, having as partners countries from Europe (among which there is also our country, Romania, "Costache Negruzzi" College from Iasi being the only participant to this project), Asia, Africa, Australia, America - a number of 25 countries - its founder being Kanto Kokusai school from Japan.
- According to its founders, members and participants, **World School** wants to be an entity without frontiers which should give the opportunity to students from high-schools and their teachers from all the continents to meet in order to create an ideal educational program.
- The students are taught to adopt a global perspective through which they could become tolerant towards the diversity, the changes, to become responsive and responsible regarding the big problems of the today's world, being able to establish

long-term friendships in order to excel in a global society and to become the tomorrow world “leaders”.

► **INTERLINGUA project** was initiated by KULTUR KONTAKT Austria in a partnership with BRITISH COUNCIL Bucharest. *PURPOSE*: making high-school students aware of their position as a pupil, employee and citizen in a different social-cultural space and the formation of the necessary intercultural competences.

► **I'm young Shakespeare project** (2008).

Project type: Young people in action;

Participant countries: Turkey, Georgia, Romania, Russia.

Purpose: the accomplishment of multicultural representations of the teenagers, the development of abilities regarding life in a multicultural/intercultural society (becoming aware of its own cultural determinations, stereotypes and prejudices, their identification in others, the capacity to relativize points of view, communicational and relational abilities); the formation of attitudes such as the respect for cultural diversity, for our own cultural identity and for the others, the refuse regarding discrimination and intolerance;

► **The European production of food, a transversal pedagogical instrument in order to encourage a responsible food consumption and the protection of the environment** - Comenius multilateral project, in partnership with schools from England, Italy, Germany, Finland, regarding the European production of food and environment protection.

► **Spring Day** – activities: “Travelling through Europe”, “My present for Europe” (“The tree of friendship”)

► **The European Parliament**

4. CONCLUSIONS

In the XXI-st century we consider the intercultural approach of some aspects from today's life as being a very pressing problem, according to the parameters of integration within the European Union, where multiculturalism is one of the most important issues.

In the curriculum the interculturality is unequally represented. The recommendations of the syllabus refer to the transgression of the literary/historical/geographical frontiers,

which allow a flexible approach of the interculturality phenomenon. Nevertheless, taking into consideration the fact that there are no information regarding the culture of the minorities, we may say that the school syllabus doesn't seem to reflect the today's social-cultural reality, that is the fact that the majority and the minorities establish continuous intercultural relations.

Although interculturality is an exigency of the contemporary world, neither the school syllabus, nor the textbooks are able to solve in an acceptable measure this objective; therefore, the formation of some competences must be completed by the pertinent involvement of the teacher, by choosing alternative teaching methods-case study, portfolio, projects, presentation portfolio, musical auditions, PowerPoint presentations etc-or personalized educational offers.

Interculturality can't be considered itself a purpose, but it can become a favourable one when, as a result of the cultures intersection, the students are able to acquire an attitude of respect and of positive valorisation of the ethnic, race and cultural differences.





Intercultural Education. Challenges in a Postmodern Society - Class activity -

"Costache Negruzzi" College, Iasi

"No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friend's or of thine own were: any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee."

John Donne,

Meditation no. 17, from "Devotions upon Emergent Occasions"

Education

- ✦ the way from a world closed in itself to the awareness and consciousness of a whole universe
- ✦ formal, nonformal, informal education
- ✦ The important role of family, school, society
 - traditions, mentalities, beliefs... stereotypes
 - closed, conservative, traditional environments vs openness of mind, understanding, empathy
- ✦ Does school prepare us for life, for the unexpected, for the acceptance of the idea of "difference" , of "alterity"?

Culture

A part of our deep ego, our spiritual matrix

- ✓ A certain perception of time and space
- ✓ History/ geography
- ✓ Language
- ✓ Religion
- ✓ Arts and artistic works, spiritual values
- ✓ A way of living, eating, drinking, behaving
- ✓ System of norms, rules, beliefs, values

- 1 Debate on the statement that the national cultural environment gives us the feeling of safety.
- 2 How can we face then the diversity of the world, can we stay anymore only inside a certain culture and civilization?
- 3 The long way from your culture to the cultures of the world, the meeting of your inner self with the others....
- 4 A mirror, a virtual image in a museum, “encounter of the third kind” or a real encounter of real people?

Intercultural Education

Principles, values, attitudes

- ▶ understanding, tolerance, awareness, openness
- ▶ intercultural competences – foreign languages, IT skills, communicative skills, knowledge, information, intellectual curiosity, the desire to know, to understand, to discover new worlds, to pursue an adventure into the unknown

Which are the challenges of a modern and postmodern society?

- ♣ “the global village”
- ♣ a technical world
- ♣ the relative character of knowledge
- ♣ a puzzle of small universes lacking cohesion,
- ♣ cognitive deconstruction
- ♣ fragmentation, dissolution of values
- ♣ permanent change, plural histories (see J.F. Lyotard - The Postmodern Condition)

Whereas **modernism** was primarily concerned with principles such as identity, unity, authority, and certainty, **postmodernism** is often associated with difference, plurality, textuality and skepticism.

Relate your **personal experiences** when confronted with strange and different ways of life, with new cultures and religions (Alvin Toffler).

Define the “**cultural shock**”, using your own opinions and impressions.

Solutions to face the challenges of a modern and postmodern world - education, knowledge, debate, intercultural approach, philosophical perception of progress, of evolution and anthropology.

Do not put labels, try to understand !

Do not be trapped in stereotypes and cliches !

Listen, see, learn about cultures and civilizations, speak to the others, enrich your world, go beyond your limits and fears, as we are part of the continent of mankind!

Conclusions

"Homo sum, humani nihil a me alienum puto"

I am a man, nothing human is foreign to me...(Terentiu)



The value and the integration of the religious cultural patrimony of Bucovina in the Romanian school curricula

A good school is the one in which there are conditions for its students to maintain the community traditions, to preserve the spiritual values by cultural exercise and in their turn to pass them to next generations.

The “business card” of each community is given by the way in which it represents its identity, the way in which the valuable elements of material and spiritual culture of that certain place come from and live and are presented on the matrix of the national culture.

Bucovina has the great chance to be at the interference of two ideative worlds and that is “ the Romanian culture and the Austrian one”, because in the latter case the German element was based on Latin roots, offering a specific cultural product, which is different as a spiritual entity. It is not by mistake that the Romanians mentality from Bucovina has the orthodox faith built on the strength, honesty and responsibility of the things well done in the German way. What is the explanation of such symbiosis?

One first explanation would be the cultural sensitivity of the Bucovina people, their tolerance to multicultural, a fact that gives them the talent of dialogue, resulted from a availability to communication. This fact can be explained through the specific of this area which needed, as a survival solution in the conditions of Habsburg, Austro-Hungarian domination, co-operation and maintenance of its specific in a politically hostile environment. That is why the national folk costume is still worn as a metaphor of this long time.

On the other hand the monasteries from Bucovina among which we mention Voronet, Sucevita, Moldovita, Putna, Slatina Radauti, Dragomirna represent synthesis elements of a cultural behaviour which was sustained and promoted by the kingship and the elites at that time and which subsequently entered in the common patrimony of Humanity.

If at their initial time they were contemporary to an heterogeneous population in Bucovina, mainly formed by Romanians but except them there were also Poles, Germans, Ukrainians, Greeks, Jews, Russians, Armenians, Italians, now anyone who wants to visit, can witness this “piece of heaven” and to know more closely this place in which from Rarau Mountain one can see the immensity of the Romanian country. Moreover Bucovina opens the series of the Stefan painting school, and its motifs will be found later in other areas of Moldova.



History is easier to be understood when has as its protagonists personalities that later created legends. For example, Dragos will alight in North, in Bucovina, at the “water of Molda” but the one who will later represent the effigy of the Moldavian Region is Stefan cel Mare (Stephan the Great) that “Sun of Moldavia”, “the protector of the Romanian people”. His personality is worldwide ascertained with his importance and signification in all Christian people.

The receptivity to the complex cultural phenomenon is determined by the recognition of all elements that define the cultural profile of the community, big or small, town or village or hamlet.

In every town from Bucovina there were and still exists a building of a synagogue, a Romano-catholic cathedral, from place to place one can find a Polish street or the location of the old pharmacy of a certain Jew, or the mill of a certain German. The community memory identified, localised and passed them over to the young generation, mostly inside the family. Nowadays the care for this identity legacy becomes more and more a task for the school.

The way in which this moral duty can be achieved is offered by the school curricula by indirect means and in particular by the school decision curricula. The optional courses deal with history and geography and that means elements of history and local space. Arts have the possibility to analyse and study thoroughly the cultural specific and chromatic representation of the sacred mural painting, reference studies being made on the painting products from Stefan school. After 1995 together with more elaborate studies and research regarding the life of Germans from Bucovina, there were new suggestions for the optional subjects or for the interdisciplinary study dealing with the Catholics’ life in Bucovina or Byzantine elements in Stefan culture, etc.

In order to understand the religious and cultural phenomenon it is essential and favourable for the students to participate to the religious ceremony. Besides the educational value, the sacred communion, the student’s presence as a person who practices a religious ceremony leads to harmony in interpersonal relationships, gives an extra value and moral responsibility to the student’s actions.

In this context the national contest for Romanian Culture and Civilisation, organised for high school pupils has been revealing for more than twenty years the youngsters’ availability for keeping and preserving tradition in Romanian space. Moreover one of the benefits of the competition is represented by the task that the participants have to present a

tradition preservation project, a fact which gives more responsibilities and offers the action an additional merit. Furthermore these activities give a new dimension to the school's mission within the community and that means to give value and integrate the religious cultural patrimony in a series of activities in which the actor and the beneficiary is the young person, namely the student.



Intercultural activities at the IPSCT “Elsa Morante”

Mr. Stefano Todesco - Teacher of IPSCT "Elsa Morante", Sassuolo

Intercultural activities are carried out in our school since more than ten years

Our school has a very high percentage of foreign pupils (30%)

Some of them were born in Italy or have attended all schools there, but others come to us only a few days after their arrival in Italy and don't know at all our language and culture

In general, even those who speak Italian well don't understand the language of textbooks.

Activities for teachers

Many teachers who come to us for the first time have never taught to foreigners and need guidance.

We make a meeting with them to explain some important things:

- ❑ the teacher must speak slowly and with simple words
- ❑ the teacher has to write a personalised educational plan for who has problems in Italian language
- ❑ foreign pupils can't be evaluated as if they were Italians!

Activities for pupils

There are two kinds of activities for pupils:

- ❑ teaching of Italian language
- ❑ reciprocal discovery of each other's culture between Italian and foreign pupils

Language teaching

- § When a foreign pupil arrives, an individual interview is made in order to know him;
- § At the beginning of the school year an Italian language test is made for both new and old foreign pupils;
- § Italian courses are organised for different levels: A1, A2, B1, B2.
- § A1 and A2 courses are taught in the morning, the pupils leave their class four hours a week because learning the language is urgent for them
- § B1 and B2 courses are taught in the afternoon when there are no lessons, but students don't want to take part because:

- they don't want additional lessons or can't return home because there are no buses
- they think they already speak very well (but they don't know the language of text-books!)

Reciprocal knowledge

- ▶ A group is made with Italian, foreigners and handicapped pupils
- ▶ They choose a topic such as food, marriage, the youngs and the school
- ▶ Helped by a theatre director, the pupils write a theatre show with typical dances and songs from different countries and a spoken part
- ▶ The final spectacle is shown to all students
- ▶ The aim is to meet, accept and integrate different cultures
- ▶ Even during classes, when possible, the teachers invites Italian and foreigner pupils to compare different aspects of their culture

Unresolved problems

It is difficult to explain to Italian students that different cultures, especially those from Africa, are not of less value, just different;

Migrant pupils from southern Italy think that they have the right to move to the north to find a job, but that foreigners don't have the right to come to Italy.



The Palace of Children – Iasi

Founded in 1953 under the denomination of the House of Pioneers with only seven clubs, the present Palace of Children has undergone dramatic changes as far as the number of clubs, their diversity and accomplishments are concerned.

At the present time, the Palace of Children functions with 60 clubs focused on cultural, artistical, technical, practical, scientific, sport and touristic activities. They appeal to children in kindergardens, elementary, middle, vocational and high schools in Iasi county.

The activities are coordinated by a qualified staff, specialized in spare time activities, the staff being comprised of teachers, engineers, coreographers and coaches.

The material basis consists of 2 buildings situated downtown Iasi (10 Saulescu St. and 2 Carol The First Blvd.) and 3 green houses in the Copou Park.

The 2 buildings are patrimony objectives: on Saulescu St.-The Beldiman House, built in 1819, belonging to an old high society family; and on Carol The First Blvd.-The Cozadini-Pascanu House, built in 1840 and belonging to an old, rich family.

The institution owns equipment, technology and materials necessary to the good working of all the clubs. At present, the Palace of Children has connections with similar institutions in 12 countries on 3 continents.

"The Palace of Children" is an educational institution which deals with specific instructive-educational activities outside the classroom, an institution where children complete their knowledge and go deeper into some domains, develop skills according to their calling and options, and where their spare time may be organized in high-quality educational programs.

These free-of-charge activities may be attended according to their own choice by pre-schoolers, children from elementary, middle, vocational and high schools, as well as children coming from orphanages, regardless of their nationality, sex and religion, according to their interest, skills and preferences."

(Excerpt from the Regulations of organization and functioning of Clubs and Palaces of Children, approved through O.M. no. 3425/16.03.1998, according to Law no.128/1997 concerning the Status of Didactic Staff in Romania).

The “Melos” club - for pop music vocal coaching at the Palace of Children Iasi, was created in October 2005 by its coordinating teacher, prof. Gabriela Nechita, and it proved to be a true fertile ground for the extraordinary artistic development of children with ages between 5 and 19 years old.

From the beginning, prof. Nechita’s commitment was to provide vocal instruction at the highest international standards, and to create a new generation of complete, accomplished artists who will bring good music back into the lives and houses of Romanians.

Five years and over 600 awards later, the singers of the “Melos” club earned the respect and appreciation of juries and specialists at the most prestigious national and international festivals, as well as that of the public which discovers with delight and surprise the immense talent and hard work of these young singers.

Our students are known and recognized everywhere, our club’s image being a true “brand” of the highest professionalism that our children display in Romania and abroad. They are constantly involved in numerous projects and activities, from intense and complex vocal training and instruction, to concerts, recordings, launching of CD’s and appearances in the media, from the written press, to radio and television. The latest accomplishment in this respect is that of our student Madalina Lefter, a 12-year-old girl who signed a contract to appear on the renown television show “Ti lascio una canzone” in the Italian network RAI UNO.

But the real practical experience where our young singers can display their talent, and where they can receive the confirmation and rewarding of their hard work comes in the form of the numerous singing and song-writing competitions. The true value of our students shines year after year in the most prestigious and difficult festivals and competitions in Romania and abroad such “Ti Amo” - Onesti, “Mamaia Copiilor”, “Cerbul de Aur Jr.”, “Suflet de Stea” - Alesd, “Delfinul de Aur” - Navodari, “Eurokids” - Italia, “Il Pulcinella d’Oro” - Italia, “Trixie” - Bulgaria, etc.

In front of the most demanding juries and in fair competition with the best voices in Romania and abroad, the singers from the “Melos” club succeed in conquering the most important prizes and awards, and the respect of their peers.



VIDEOCONFERENCE

13 DECEMBER 2010



On **December 13th, 2010** was held at the headquarters of the Legislative Assembly the **midterm videoconference** of the YES project in collaboration with partners in Iasi.

The representatives of the Regional Consortium of Emilia-Romagna present at the headquarters of the Legislative Assembly for the video-conference were: Prof. Stefano Todesco of IPSCT “Elsa Morante” (MO), Prof. Cristina Donà of ITC “Rosa Luxemburg” (BO), Prof. Patrizia Ravagli of ITC “G.Ginanni” (RA), Roberto Pasquali of AIPI Association (BO) and Mr. Alessandro Criserà and his collaborators, Diana Constantinescu, Elisabeta and Carlo Diana, from the External and International Relations Department of the Legislative Assembly.

In Iasi, the videoconference was held at the headquarters of the Teacher Training Centre. The representatives of the Regional Consortium of Iasi present were: Prof. Lidia Andronache and Prof. Anca Dimitriu of the Teacher Training Centre, Prof. Camelia Gavrilă and Prof. Elvira Rotundu of the “C. Negruzzi” College, Prof. Verginia Munteanu of the “Alexandru Vlahuta” high school, Prof. Mihaela Poroch of the Technical Railways High School

The **midterm videoconference** represented the opportunity to evaluate the work undertaken during the workshops organized in 2010 and also an opportunity for discussion and presenting proposals concerning the content and activities for 2011. In this sense, the interventions of the participants were focused on identifying the strengths and weaknesses of the workshops conducted in 2010 and on analyzing of the opportunities, threats of the upcoming activities in 2011.

- ✓ Prof. Stefano Todesco together with prof. Verginia Munteanu commented upon the Workshop: “**Methods for developing critical and creative thinking**”.
- ✓ Prof. Patrizia Ravagli, prof. Camelia Gavrilă and prof. Elvira Rotundu discussed about the activity “**Headmaster for a day**”.
- ✓ Prof. Cristina Donà, Roberto Pasquali and prof. Camelia Gavrilă commented upon the Workshop: “**Intercultural education – premise for an active European citizenship**”.
- ✓ Prof. Liliana Rujană has prepared the information regarding the Workshop “**Comparing the educational systems of the Emilia-Romagna region and that of Iasi County**”.

The videoconference has ended with the final indications, suggestions for the next activities that will be held until June 2011, when the Final Seminar of the project will take place.

Strong and weak points of the workshop on creative and critical thinking

Mr. Stefano Todesco - Teacher of IPSCT "Elsa Morante", Sassuolo

Strong points:

- ➔ The conferences held by the Teacher Training Centre staff: they were really interesting, I got a lot of new ideas
- ➔ The lessons we attended in Negruzzi school, as we were able to see:
 - the methods put into practice
 - the way of teaching in a different country
 - the students' approach to the school and the different subjects
 - the lectures about social problems in Iasi County
 - the possibility to visit Negruzzi school and to talk to students (some of which could speak Italian!): we could see how the school is organised and know some students personally
 - the possibility to meet local politicians and school authorities

Weak points:

- ➔ As the meeting lasted only three days, we didn't have time to know the city and the country which hosted us. This was even more a problem since many of us knew nothing about them.
- ➔ Negruzzi was the only school we visited, we would have preferred to visit also "ordinary" schools and to attend lessons there

The problems were overcome during the last meeting of the workshop.

I. Headmaster for a day...

Mrs. Patrizia Ravagli - Headmistress of ITC "G.Ginanni", Ravenna

...in Emilia-Romagna

The **Ginanni Institute** aims at innovative educational methods.

The Institute of Commerce Ginanni of Ravenna has completed the second phase of a major Comenius Regio European project, a tool promoted by the European Union, in which the School is a partner with the Region, the Regional Education Department Office and three Emilia – Romagna schools.

Camelia Gavrilă, Headmistress of the school of excellence Colegiul Negruzzi of the Romanian city of Iasi, played the experience "Headmaster for a day in Emilia-Romagna" and spent the entire day dedicated to this activity working side by side with the Headmistress of ITC Ginanni Patrizia Ravagli.

The delegation was also composed by the Iasi teacher Elvira Rotundu. The experience was very positive and the guests fully entered the Italian school system being able to live "from inside" the activities and the issues that a manager has to solve daily, and could also observe the good practices that are implemented in the Institute.

The day's programme:

- ♣ Presentation of the School
- ♣ Meeting with the staff of the Headmistress
- ♣ Visit to the Secretary office and Library
- ♣ Daily activities of the Headmistress: mail reading, reception of teachers, students, parents
- ♣ Planning of group work
- ♣ Meeting with teachers in the Teachers' Room
- ♣ Award of the Prize "Scuola 10 e lode" to Class 2 A igea
- ♣ Class councils with parents and students
- ♣ Agenda:
 - Monitoring of Planning
 - Analysis of Class situation
 - Analysis of textbooks

...in Iasi

"Costache Negruzzi" College

The day's programme:

09.30 – 10.15 Welcoming of the delegation

Patrizia Ravagli - ITC Ginanni, Roberto Pasquali – AIPI, Elisa Renda – Legislative Assembly of the Emilia – Romagna Region, Ileana Savinescu – TTC Iasi

School presentation

The Headmaster's agenda:

- Dealing with the everyday problems
- Correspondance file
- Verifying the administrative services, the lunch room, the library

10.15 – 10.45 Teaching moments: Gym class, Informatics, Physics

10.45 – 11.15 Students' Council – Meeting with the students' representatives (room P3)

11.30 – 12.15 Work meeting – Projects, strategies of some of the methodological committees:
Romanian language, mathematics, physics, chemistry, geography, history

Strong points of this activity:

- ↻ Circulation and exchange of information
- ↻ Exchange of experience
- ↻ In-depth analysis of different realities and of different approaches to common issues
- ↻ Sharing of typical problems of the partner school and sharing of solutions
- ↻ Practical methods and innovative techniques adaptable to own school reality
- ↻ Reflection to modify and adapt relational aspects of interventions
- ↻ Equal exchange of different experience, with possible spin-off in the different fields of operation
- ↻ Clues to modify some interventions
- ↻ Involvement of all school staff
- ↻ Emphasis on the short and long – run difficulties

Weak points of this activity:

- ↻ Little time
- ↻ Topic meetings needed
- ↻ Great difference in the schools' target
- ↻ Great difference in the schools' mission



II. Headmaster for a day...

*Mrs. Mihaela Poroch - Headmistress of
Technical High School of Railway Transports, Iasi*

...in Iasi

The workshop in Iasi, Romania took place between the 5th and 9th of October 2010 and there were multiple activities developed during this period of time. The activities at our institution took place on the 6th October.

One of the most important topics of the **Y.E.S. Project** is Inter-culture, that is intercultural exchanges, similarities and differences between cultures, between educational systems and the ways in which certain institutions are managed by their leaders.

The work undertaken in our school, "**Headmaster for a day**" was attended by the following Italian delegates: Cristina Donà from ITC "Rosa Luxemburg", Stefano Todesco from IPSCT "Elsa Morante" and Carlo Diana from the Legislative Assembly.

During this activity, our guests had the chance to get in direct contact with our educational system, particularly with the technical branch of the Romanian education, and to observe closely the activities involved in leading a school, in teaching both subjects of general importance and technology.

The Italian delegates have participated in a meeting with the Board of Directors and have debated several arguments relating to certificates of professional competence, extracurricular activities, educational activities and measures necessary to prevent school failure, institutional organization chart, development of internship for students .

After having a meeting with our staff, the guests had the chance to observe a lesson on a technological subject, for which they received a lesson plan and a summary both in Italian and in English. The lesson was held in a modern laboratory used for teaching technological subjects.

After that, our distinguished guests visited some labs in our school:

- ✿ the Mediatech Room, which is used for various online activities, in teaching, for demonstrative lessons and for European projects and their related video-conferences,
- ✿ the three Informatics Laboratories,

§ the Railway and Transports Laboratory,
§ the Gym and Sports Hall
§ the Teachers' Room, where they had interesting conversations with some of our colleagues, teachers of Maths, Technology, Foreign Languages, Religion, Science, Sports.

Strong Points:

1. The visit to our institution was a wonderful opportunity both for our guests and for us to discover new and interesting things about the Italian and the Romanian educational systems.
2. Our guests were able to get in direct contact with some of our students and many teachers, who gave them as many useful information about our school as they requested.
3. The themes discussed were directly related to the main theme of the project, that is inter-culture.
4. The activities presented by our teachers and our students were diverse and modern.
5. Our guests had two translators, one for Italian and two for English and five guides, which made it easier for them to understand all activities and visits.

Weak Points:

1. We would have liked to have the guests in our school for a longer period of time.
2. More things could have been learnt about the Italian educational system during our activities, so that we could find out interesting things about similarities and differences in real time.
3. The schedule was maybe a little too tight.

Intercultural education: Strong and weak points

Mrs. Cristina Donà - Teacher of ITC "Rosa Luxemburg", Bologna

Strong Points:

- ✓ Knowledge of the Rumanian educational system
- ✓ Participation to an interactive class with students dealing with intercultural themes
- ✓ Involving experiences:
 - getting deeper knowledge of the social-cultural environment that characterizes families and children of Romanian origins
 - Improving interpersonal relationships within the group who has provided the most relevant contribution to communication
 - Joining some events/classes at the “Children's Palace”: enhancing children's abilities and talents disregarding their social class

Critical Points:

There are substantial differences in the interpretation of the concept of multiculturalism.

In our country “the world has already come in the class” while in Romania interculture still means just knowledge of European countries usages and customs along with the enhancement of the European citizenship concept

WHICH INTEGRATION?

- ✓ Want of information concerning the inclusion and integration of young Roma people in the Rumanian socio-educational fabric
- ✓ Want of a subject in the third sector (Ro-talent) in order to establish a profitable exchange of the afterschool educational methodologies

INTERCULTURE FACTFILES

- Classes of Italian as a second language-different levels both during school time and after school
- Afterschool study support

CREATIVITY

- Intercultural classes (theatre, creative writing, etc.) for students to promote interaction between Italian and foreign students

FAMILIES

- Meetings with foreign student's mothers to discuss the main topics concerning both school organization and local services



WORKSHOP: "INTERCULTURAL EDUCATION"

22 - 23 - 24 - 25 FEBRUARY 2011

EMILIA-ROMAGNA



Between **22nd and 25th February 2011**, in the Emilia-Romagna Region the 4th round of the YES Project was held, that was centred on the theme of "**Intercultural education**".

The delegates of the Consortium of Iasi - that is Professors Lidia Andronache, Anca Dimitriu, Ileana Savinescu of the Teacher Training Centre of Iasi and Professors Florin Iancu (Geography teacher), Cezar Zaharia (Romanian teacher) of the College "Costache Negruzzi" - were involved in workshops and exchange activities in the Italian Region, from Sassuolo, to Parma, to Bologna and Ravenna, in coordination with the External and International Relations Department of the Legislative Assembly.

The first stage at the **IPSCT "Elsa Morante"** Sassuolo (MO) on **February 22nd**, offered an extensive programme in which the interculture was told and discussed in the daily practice of the Institute.

The day has offered several occasions to commemorate the recently deceased Prof. Stefano Todesco, who has given so much to the YES project in terms of commitment and passion, as this memory remains vivid in the memory of the school staff and students met, as well as in the memory of those encountered working together in this European project.

The Headmistress Rosanna Rossi and Prof. Paola Pagliara amply illustrated the Institute projects that aim to promote the integration not only of foreign students, but also of other children at risk of marginalization, such as the disabled.

In the discussion with the Romanian colleagues, the richness of a system that includes, besides the figure of the school psychologist, additional support tools, appeared outstanding. Such tools are the "*Project against early school leaving*", the draft guidelines (played both in the choices for the three years of specialization for the university), the theatre workshops, the project "*Lo sport è di tutti*" also addressed to disabled children, and finally the project "*Tutor*" in which the "Elsa Morante" involves motivated former alumni to assist the disabled and to promote their integration in school.

The inclusion of the disabled in Italian schools stands as a strong point of a system that has developed specific methods targeting the integration of different pupils, and that has strengthened with the arrival of many foreign students, that at the "E. Morante" touch 25% of the total.

The afternoon permitted the Iasi delegation a close examination of the courses of Italian for foreign students and the methods used by Professor Corina Serdean (play as a learning tool) and laboratory activities, aimed at integration through socialization and

enhancement of students' skills, including the pottery and the music and dance workshops.

Wednesday 23rd was the day of **ITC "G.B.Bodoni"** in Parma, where delegates of the Consortium of Iasi and the coordinators of the External Relations and international Department were welcomed by the Headmistress Luciana Donelli and Professor Annalisa Martini, and got to know some aspects of the School Programme associated with intercultural issues, reviewing specific activities conducted in class.

In particular, Professor Alice Bellodi illustrated the intercultural activities based on art and music workshops (singing, dancing and guitar), and the Institute's customized study programmes for pupils with special needs, and for all foreign students.

Professor Giuseppina D'Amico went on to explain to the Romanian partners the figure of the "support teacher", unique in Europe, and the full availability of services to disabled people, whose integration is part of the mission of every public school in Italy.

The Romanian delegation, with the assistance of Romanian pupils as interpreters, attended computer labs (development and maintenance of Web sites) and business management, English and Italian lessons, in which the method of work focuses on peer education, and is therefore particularly eligible to integrate newcomers.

In the afternoon the delegation visited the **"Laboratorio Famiglia Oltretorrente"**, a reality that seeks to promote communal relations, integration paths, mutual aid among people, Italian and foreign families alike, among the different generations, promoting visibility of all, exchange of knowledge and skills, sharing of needs and efforts, resources and energy. The family, as explained by the contact person, Ms. Cecilia Greci, is seen as a resource for integration: each one is not integrated as an individual, but as part of a community.

On the **24th February** workshops were held at the **ITC "Rosa Luxemburg"** in Bologna, where the **A.I.P.I Association** explained the nature and practice of intercultural workshops organized also in collaboration with the Rosa Luxemburg high school.

Ms. Gabriella Angiolini examined the methodological issue and showed how group work involving foreign students in activities such as the simplification of the history textbook, could help in dealing with students' curriculum in an inclusive manner.

Professor Savinescu has presented the optional course in **"Intercultural education"** present in the educational offer of the Romania system which has amongst its goals to increase pupils' motivation through games, brainstorming, role games, mostly targeting the involvement of minorities.

Susanna Delendez and Roberto Pasquali of **A.I.P.I.** illustrated the workshops conducted in collaboration with teachers of the Institute during school hours, that integrate curricular learning activities with in-depth creative workshops involving the entire class group overcoming language barriers. Outside school hours, other creative workshops in art, music, dance, offer more opportunities for all students to carry out vocational study and socialize, as well as to address sensitive issues (health, contraception, etc.).

The exchange of good practices on the theme of **"Intercultural Education"** was completed on **25th February** at the headquarters of the **Legislative Assembly** in Bologna, and included the presentation by the teachers of **Negruzzi College** of the **Project "Diversity: the art of free thinking together"** that involved the creation of a website by the students of the college and that focuses on interculture. Discussion followed. In addition, the following appointments of the YES project were set. The next step, in Iasi between 13th and 15th April, will be dedicated to deepening and the exchange of methodologies and for "Conflict management within pupils' groups".



WORKSHOP: “Intercultural Education”

22nd/25th February 2011 - Emilia-Romagna

22nd FEBRUARY 2011

I.P.S.S.C.T “Elsa Morante” – Sassuolo (MO)

09.45 - 10.30 Welcome of the Delegation from the Romanian Consortium of Iasi and presentation of the “Elsa Morante” Institute

Prof. Iotti

10.45 - 12.15 Presentation of the projects and activities at the “Elsa Morante” Institute to promote foreign students’ integration

The projects for the integration of foreign pupils are intended to reduce the vulnerability of newly arrived students to the crisis of adaptation to the new environment, and to foster a climate of hospitality at school.

Prof. Pagliara

14.00 - 15.00 Participation in the workshop of Italian Language for foreign students

The main objective of this workshop is to facilitate the entry of students belonging to other nationalities in our school system and society, by removing language barriers to full integration.

15.00 - 15.30 Presentation of creative workshops

Through these workshops actions are taken to promote autonomy, personal responsibility and critical thinking skills of adolescents and young students of the School.

23rd FEBRUARY 2011

ITC “G.B. Bodoni” – Parma

10.00 - 11.00 Welcome to the Delegation of the Romanian Consortium of Iasi

Salute of the Headmistress, Mrs. Luciana Donelli

Presentation of the “GB Bodoni” Institute

11.00 - 13.00 Participation of the Romanian delegation in the education and training activities in the school curriculum of ITC “G.B.Bodoni”

14.00 - 16.00 The offer of the city of Parma on Culture and Education

16.00 - 17.00 Participation at “Laboratorio Famiglia Oltretorrente”

The workshop activities aim at the promotion of inclusive education courses, exchange of knowledge between different cultures and the promotion of relations of mutual-help among families of students from different countries.

Meeting with the officials of the “Agency for the Family” of the City of Parma, and with the workshop facilitators.

24th FEBRUARY 2011

ITC “Rosa Luxemburg”, Bologna - Activities in cooperation with AIPI

09.30 - 12.30 Participation in the Intercultural workshops of AIPI

The activities have as their central objective the integration of foreign students and the creation of a social equilibrium in the class group. The workshops are addressed to all students of the Institute, and tackle the issue of diversity and encounter with the other through cultural exchange with non formal education methods, which encourage discussion of topics such as “peace,” “justice,” “globalization”, “communication”, “diversity.”

Roberto Pasquali – AIPI

Intercultural Education - presentation of an optional teaching module in schools in the county of Iasi. Interdisciplinary optional course that introduces student to the subject of interculture, and to the current situation of the ethnic groups in Romania.

Prof. Ileana Savinescu – Teacher Training Centre

14.30 - 16.30 Presentation of an Italian teaching module for training teachers in the of intercultural field

The course is aimed at teachers to provide them with the necessary tools to deal with intercultural issues in the school and for the resolution of situations of tension that can exist in a multi-ethnic class group.

25th FEBRUARY 2011

Legislative Assembly - Bologna

10.30 – 12.00 Presentation of the project of the Negruzzi College: “Diversity - the art of free thinking together”.

The project's main objective is the creation by students of an interactive website on intercultural issues. The site is divided into several topics: Sociology - theories, examples of best practices, case studies relevant to intercultural issues; Literature and Art - an analysis from an intercultural point of view of literary and artistic work; Music and Film - the identification of film production on intercultural issues; Education - intercultural programmes and projects of the school

Prof. Florin Iancu and Prof. Cezar Zaharia – "Costache Negruzzi" College

Analysis and final evaluation of the training module “Intercultural Education” at the conclusion of the workshop held in Iasi, Romania and Emilia-Romagna.

Preparation and preliminary setup of the training activities of the next mobility to be held in Iasi in April.

IPSSCT "Elsa Morante"

FOREIGN STUDENTS between L2 and INTEGRATION

*Being righteous means giving everyone what they need,
to be fair we should treat them differently*

The theme of **INTEGRATION** represents a fundamental pillar of the study plan of the Institute "Elsa Morante".

Integration involves especially:

- STUDENTS WITH DISABILITIES
- STUDENTS WITH LEARNING DISABILITIES (L.D.).
- FOREIGN STUDENTS (who have recently arrived).

Often these students, that represent the most vulnerable segment, require **PERSONALIZED STUDY PLAN** and **METHODOLOGICAL VARIATIONS**.

NON ITALIAN SPEAKING STUDENT

- In order to defining the competence level of non-Italian-speaker student it is necessary to take into account a very important element which is his level of Italian Language knowledge.
- Keep in mind that it is an L2 type of Italian language learning.
- At the beginning the student is in a phase of INTERLINGUA. The language spoken initially by the student is a **REGULAR AND AUTHONOMOUS LANGUAGE SYSTEM** and **NOT a MISTAKES SYSTEM**.
- An useful tool to monitor closely the progresses of learning is the **COMMON EUROPEAN FRAMEWORK** for all languages. It is divided in **LEVELS** like:
A1-A2; B1-B2; C1-C2.
- Common European Framework is used especially for the admission test and for testing during the L2 literacy courses.

To get an idea of the TIME required for different learning processes it is useful to look up at this TABLE.

PHASES	OBJECTIVES	LENGTH	DEDICATED TIMES
INITIAL: A1- A2	BASIC INTERPERSONAL COMMUNICATION.	THREE or FOUR MONTHS	8-10 HOURS WEEKLY
SECOND PHASE: A2- B1	BASIC INTERPERSONAL COMMUNICATION.	COMPLETE FIRST YEAR	6 HOURS WEEKLY
	A LANGUAGE TO COMMUNICATE		
	ITALIAN LANGUAGE FOR STUDY		
PHASE OF FACILITATION	EFFECTIVE AND EFFICIENT COMMUNICATION	SECOND YEAR	NEEDS AT THE BASE
LINGUISTIC	CURRICULUM LEARNING		
B 1- B2	LANGUAGE FOR STUDYING		

OUR SCHOOL

All learning actions carried out for helping non-italian-speaker-students refer to some of the main normative references summarized below:

- ♣ L. 517/AGOSTO 1977
- ♣ DPR n.275/1999 art.4
- ♣ Art.n. 45 del DPR n. 394 of 31/08/1999, paragraph 4
- ♣ L.53/03, art. 3
- ♣ “Guide lines” of MIUR, February 2006
- ♣ Coordination with existing rules for pupil assessment and more detailed rules on the subject, in accordance with Articles 2 and 3 of the Law of 1 September 2008, No 137, converted with amendments into law October 30, 2008, No 169, Art. 1 paragraph 9

MAIN ACTIONS

These are the actions that are traditionally implemented in the Institute Elsa Morante:

- Welcoming foreign students, recently or very recently arrived.
- Welcoming foreign students which arrived during the school year.
- Admission tests observing the real competence levels of all students placed between A1 and B2 of the European frame work.
- Italian language Literacy courses as L2. Language enhancement to communicate.
- Courses to strengthen language learning aimed to the knowledge of specific language for each discipline, and thereby fostering the transition from a language to communicate to a language to study.
- Personalization of the learning activity in all disciplines, with a large and continuous involvement of the Class Council also in order to ensure the success of training and fighting against early school failure.
- Evaluation of L2 courses and of all curriculum disciplines in summative and not certifying terms. The evaluation should also take into account the skills in terms of KNOW-HOW, as well as of the cross-cutting objectives.
- Implementation of activities that promote knowledge exchange, acceptance of different cultural styles that lead students to consider diversity as a value (theatre plays, short films).

Please note that ALL TEACHERS, regardless of the taught subject, are required to implement educational strategies to help ensure the educational success of all students and to undertake a proper evaluation as a final process of this educational path.

MATERIALS: the following file will be delivered to the coordinator of each Class Council (CC) :

“GUIDELINES” FOR DEALING PROPERLY WITH THE FOREIGN STUDENTS IN THEIR CLASS REGARDLESS OF THE TAUGHT SUBJECT.

These tips, tricks, approach techniques stress that the presence of foreign students in a class requires special operating mode, as "special" is the condition of the foreign student, especially if he/she has been in Italy for only a few years. All teachers within the CC, (if and when the necessity arises) shall, through a PERSONALIZATION of TRAINING PATHS,



adapt their teaching, individualized and adapted to the real needs of the students who does not speak Italian. Intercultural education should be regarded not as an additional discipline, but as a transversal dimension that relates to a form of cultural pluralism, which should belong to all academic staff, and will promote the acquisition of citizenship for all students .

In this regard, we should focus on the discourse of the **PERSONALIZATION** of learning paths to be able to achieve a uniform **EVALUATION**. The assessment, in fact, as we know, is the final process that "passes" through the content acquisition, it needs to be normative and it must focus on the acquisition of skills more in terms of **know-how** than simple knowledge.

COMMUNICATION:

- ☞ Speak slow, emphasizing the keyword using the tone of voice.
- ☞ Use short statements (subject, predicate, complement).
- ☞ Use the verbs at the indicative (present, past tense, future tense)
- ☞ Avoid using too many pronouns and impersonal forms.
- ☞ Provide information in logical and chronological order.
- ☞ Read several times the requirements of the exercises.
- ☞ Oral tests are preferred, giving the possibility to consult summary diagrams.
- ☞ Program the tests to avoid the overlapping of multiple tests.
- ☞ Formulate short sentences and avoid dictation.
- ☞ Submit short articles to read.
- ☞ Use the basic vocabulary only.
- ☞ Repeat often the keywords, showing it clearly also in writing.
- ☞ Use, when possible, audio-visual instruments, computers...
- ☞ Evaluate the foreign student taking into account its difficulties, stressing the "success" rather than the failures.

The personalized education plan is composed of two parts:

- ☞ **PART ONE:** IT'S A FIRST DETECTION OF SKILLS THAT THE INTERCULTURAL COMMISSION DOES AFTER RECEIVING THE TEST FROM THE STUDENT.
- ☞ **PART TWO:** THIS MEANS ADJUSTMENTS TO THE STUDY PLAN IMPLEMENTED BY EACH TEACHER, IF THE NEED ARISES, WITH AN

INDICATION OF THE DISCIPLINARY CONTENT, METHODOLOGICAL PROPOSALS AND EVALUATION MODALITIES.

Example

PERSONAL EDUCATION PLAN FOR NON ITALIAN SPEAKER STUDENT

FIRST PART

Surname and name

Class

Place and date of birth

Mother tongue

Other languages

Number years passed in Italy until now

Any Italian course attended in Italy and its duration

Previous school career:

Abroad: num. years:

In Italy: num. years:

Schools attended:

Qualifications:

TEACHER

TEACHING SUBJECT

Disciplinary, methodological proposals, content, evaluation.

CONTENTS:

1. Adaptations of the work plan

.....
.....

2. Definition of objectives

.....
.....

3. Replacement or supplementary topics

.....
.....

4. Using simplified text and / or benefits support

5. Other

PROPOSED METHODOLOGY

Indicate from the list below, those that are considered the most appropriate and effective measures to improve the learning of their discipline.

1. Use of laboratories.
2. Using oral and written texts adapted and simplified.
3. Using tools such as diagrams, tables, graphs, images, concept maps.
4. Other -----

EVALUATION

Indicate the main mode of assessment.

1. Oral exam.
2. Written tests.
3. Trials with: "true/false" - multiple-choice completion
4. More time for inspections.
5. Other -----

ASSESSMENT ON CROSS-CUTTING OBJECTIVES

(Use: inadequate - partly adequate - adequate)

Commitment: -----

Compliance issues: -----

Participation: -----

Socialization: -----

ITC "G.B.Bodoni" Interculture Project

Non-Italian speaking pupils registered in our school:

School Year	total No.	first classes	second classes	third classes	fourth classes	fifth classes	Nationality
School Year 2008/9	160	43	28	34	24	31	28
School Year 2009/10	160	41	36	30	29	24	24
School Year 2010/11	145	39	31	25	29	21	20

Nationality	YEAR 2008-2009	YEAR 2009-2010	YEAR 2010-2011	Nationality	YEAR 2008-2009	YEAR 2009-2010	YEAR 2010-2011
Albania	13	14	16	Lybia	1	1	1
Bosnia	1	0	0	Morocco	7	9	9
Brazil	1	3	2	Moldova	54	54	45
Bulgaria	1	1	0	Nigeria	1	0	0
Burkina Faso	2	2	2	Pakistan	1	1	1
Camerun	1	0	0	Paraguay	1	1	1
Capoverde	0	1	0	Peru	9	4	4
China	11	9	8	Romania	14	15	13
Colombia	2	3	5	Russia	2	1	0
Ivory Cost	5	3	2	Santo Domingo	1	0	0
Ecuador	3	4	2	Senegal	1	3	5
Ethiopia	2	1	0	Serbia	2	0	0
Filippines	4	3	2	Tunisia	2	3	5
Ghana	8	6	5	Ukraine	3	4	6
India	7	5	7				

NAZIONALITA'	ANNO 2008-2009	ANNO 2009-2010	ANNO 2010-2011	NAZIONALITA'	ANNO 2008-2009	ANNO 2009-2010	ANNO 2010-2011
ALBANIA	13	14	16	LIBIA	1	1	1
BOSNIA	1	0	0	MAROCCO	7	9	9
BRASILE	1	3	2	MOLDAVIA	54	54	45
BULGARIA	1	1	0	NIGERIA	1	0	0
BURKINA FASO	2	2	2	PAKISTAN	1	1	1
CAMERUN	1	0	0	PARAGUAY	1	1	1
CAPOVERDE	0	1	0	PERU'	9	4	4
CINA	11	9	8	ROMANIA	14	15	13
COLOMBIA	2	3	5	RUSSIA	2	1	0
COSTA D'AVORI	5	3	2	SANTO DOMINGO	1	0	0
ECUADOR	3	2	2	SENEGAL	1	3	5
ETHIOPIA	1	0	0	SERBIA	2	0	0
FILIPPINE	2	2	2	TUNISIA	2	3	5
GHANA	6	5	5	UCRAINA	3	4	6
	5	7					

Project INTERCULTURA



To welcome foreign students:

A welcome protocol was set up as a part of “pof” (study programme), providing for the involvement of:

- ✿ headmistress
- ✿ interculture committee
- ✿ administration
- ✿ family and student

→ Upon admission, at the first meeting of the class council, a customized study plan is designed for the newly-arrived student.

→ Upon admission, another student speaking the same language and already integrated, welcomes the newly-arrived student (**multilingual welcome**).

→ On the basis of the result of an entry test by linguistic facilitators of the Parma university, students are admitted in a course of Italian level A1 or A2 during school hours, held by school teachers (*according to the common European framework of reference for languages*).

→ Courses of Italian are held for the study of level B1 and B2 by linguistic facilitators (in cooperation with the Parma university – Institute of Italian Studies) in the afternoon, giving the chance to obtain an Italian studio certificate and, when attendance is regular, this facilitates a positive final evaluation.

→ Students are also given the opportunity to obtain the CILS certificate (for Italian as a foreign language) through extra lessons and exams held at the CTPp (permanent territorial centre) in cooperation with the University for foreigners of Siena.

→ In agreement with the Province of Parma an “on call” cultural mediation service was activated.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS - who they are and what they do at school

- ♣ Pupils with special educational needs are students certified via Law 104/92
- ♣ Currently our school has twelve pupils with special educational needs
- ♣ Each of them presents different difficulties and problems, but most of all potential and features to take in to account and value

- ♣ Their education can include, after the five years at high school, the attainment of a diploma or a certificate stating acquired competencies
- ♣ Some of them, during the three-year Second-Cycle programme, attend study/work paths that will help them understand work and what they want to do when they grow up. In fact, among our goals is helping them build their “Life plan”.
- ♣ Some of them attend dance-therapy of music-therapy projects
- ♣ They can profit from school’s workshop as computer science, like all other pupils. In fact computer represents for most of them a way to learn many things while having fun
- ♣ Beyond workshops, these students can use a room to rest when tired or playing when the morning gets too heavy
- ♣ These pupils can freely move in the school premises thanks to the barrier-free structure and to the two available lifts
- ♣ In their study path, they can count of various figures as support teachers, subject teachers, school staff. In fact, to reach meaningful results, a synergy is needed between all these components, without leaving out family, whose cooperation is essential, and the services offered by the municipality.





Play and Art Workshops in the Path of Migrant Children Integration

Mrs. Susanna Delendez - AIPI expert

Aware of the fact that language cannot be the only strategy in a complex system of services and offers, in which a connection between school and social and educational services is essential, we emphasize **the importance of play and art workshops in the integration process of children** (especially immigrant children).

In general, play and art workshops:

- Offer a chance to confront oneself with school mates.
- These are routes where the kids come in contact mainly through doing, a *DOING* that assumes significance in the collective sense of the path, and calls for cooperative relations.
- They start from play, and bring the children to express their emotions through an expressive language: manipulation, painting, drama, music, modelling, video, poetry
- Allow to work in less structured areas, with diverse material, with a language that replaces or goes beyond language skills

In fact, in the workshops **children** take the lead of the route that is being built with them. The **adult** acts as a guide, however, and intervenes to bring their ideas to fruition. The **final product** becomes a work of all, the fruit of their stories, their creativity, but also of their commitment, their way of working together. And the **value** of the workshop lies in how to work together rather than what you get.

Play and art workshops are important because:

- ✎ they bring cultures together, not only intended as knowledge but as a relationship between different people. They are a tool that helps children, by confrontation, to bring out and acknowledge the conflict (offering also includes tools to overcome them). The school often prefer to avoid confrontation for fear of conflicts ...
- ✎ because through theatre, music, handling kids are given a chance to find different forms of expression in which to test their skills.

It is important to distinguish between workshops offered during school hours and those offered outside school hours.

Workshops held in schools

The "**Literacy Project**" of the Municipality of Bologna, today afferent to the Operating Unit of the CD / LEI includes in its work, from school year 2000-01, a package of workshops, art and play activities that enhance or supplement the study plan of the class.

Each package consists of 20h workshop, including two dedicated to the planning activity together with the class teacher and 18h to work with the children. Usually the hours dedicated to the students are organized according to a model that includes a weekly two-hour operation for about two months.

Initially, these workshops were part of the Network of Workshops Project, addressing students with disabilities in primary and secondary schools of the Borgo Panigale and Reno districts. Today these workshops are extended throughout the city and they address primary school classes with a high percentage of students of foreign origins.

The workshops of the "**Literacy Project**" aim primarily to enhance these children's expressive skills that, because of language barriers or other reasons, are struggling to emerge.

The workshops are primarily an opportunity to get involved in relationships with peers. These are routes where the kids come in contact mainly through doing, a *DOING* that assumes significance in the collective sense of the path, and calls for cooperative relations.

The workshops allow the children to tell stories and to *TELL ABOUT THEMSELVES*, getting a better understanding of their own "culture": culture as knowledge, know how, as a way to play and be in the group.

The workshops, starting from play, bring the children to express their emotions through an expressive language: manipulation, painting, drama, music, modelling, video.

The workshops allow children to work in less structured areas, with diverse material, with a language that replaces or goes beyond language skills.

The workshops seek to stimulate the emotional involvement and creativity to achieve the greater involvement of pupils and balance schematic models of learning, particularly difficult for those pupils who are not familiar with the Italian language.

The workshops ask children to become protagonists of the path that is built together. The adult acts as a guide, however, intervenes to bring to fruition the ideas of pupils. The final product becomes a work of all, the fruit of their stories, their creativity, but also of their

commitment, their way of working together. And the value of the laboratory lies in how to work together rather than what you get.

Implementation arrangements for workshops aimed at students of primary and secondary schools

Play and artistic expression are the starting point to bring the students to express their emotions through the form most congenial to them: manipulation, writing, theater, video, play, music, body, etc.. The attempt is to follow the natural approach that all kids have for fun and artistic activities.

To focus and enhance one's environment, you start with issues related to place of origin or identified in schools with the collaboration of teachers. The workshop should not be an episode, but something that - integrated into the study plan - can be used by school teachers even after the course end.

From this setting, it is then adjusted to the composition of the class. It 's so that the children are protagonists of the path. The adult acts as a guide, however, intervenes to bring to fruition the ideas and put together. The final product, whatever the result, takes the value because it belongs to everyone. It may happen that the initial idea is affected by changes along the route.

Outside school workshops

While the workshops held during school hours must somehow fit into a container already very structured (in a school building with the schedule in the same classrooms where children normally have their lessons, etc..), workshops that are offered after school hours allow, where necessary, the deconstruction of the environment. The workshops can be offered in the same places where you play the other after-school activities, but can also be done in the parks, the streets, museums, etc..

Being able to choose where we want to hold the workshop, allows all (both teachers, and children) to further enrich the course. In this way a path can be built that truly meets kids needs because, as needed, the "ideal" place for the construction of the workshop, is chosen. In this way the children are given the opportunity to compete in less structured situations, encouraging interaction and peer learning.



For this reason, workshops should occupy a major part in afterschool activities.

They contribute, together with all other activities, to make them become a real socio-cultural educational centre.

- Being free of charge, they are the unique opportunity to many Italian and foreign students, to participate after school hours, in art and play activities, often denied to them (for economic or social reasons). Add to this the reduction of full-time scheme and the activation of pay evening courses at the schools, that give more value to these occasions.
- Through the workshops contents are passed involving children more than a lecture. Delicate and complex topics can be tackled also through a play and participatory approach (Workshop on conscious emotion management and prevention of sexually transmitted diseases, with Doctors without Borders).

In recent years the **Comellini project** has activated many different workshop paths: the art path at the MAMBO museum in Bologna, SCIENCE in the streets, workshops of comics, the one on AIDS, etc..

As the years pass, they have proved an increasingly useful tool to overcome conflict, to propose issues or simply spend an afternoon in good company (to counter the isolation that many students live outside the school).

Conclusions, perspectives and possible scenarios

- it is necessary to note that Italy has long been a multicultural reality, and then we must abandon the logic of emergency and improvised responses
- avoid an institutional approach that extends indefinitely the emergency (institutional racism with laws that create inequality and lack of rights)
- lack of resources and adequate space is often an excuse for not doing and decide anything, when in reality they are political choices and priorities!
- there are fortunately good established experiences as well as an extensive bibliography that allow a serious and professional approach
- to provide appropriate responses to already identified and emerging needs, professionally competent and skilled subjects are required in different areas (school, public and private services; L2, mediators, educators, experts in various capacities on interculture, volunteers, etc.)

- ➔ effective methodologies and experience such as cooperative learning, peer education, self-study support and all approaches that tend to make young people involved and aware, in order to express their ideas and emotions through any medium
- ➔ meet the learning time and always give more importance to the path rather than the result
- ➔ possible emerging reality: to change the priorities for "foreigner" children from the language and learning needs of L2 of the newcomers, to the need for integration and issues of identity of children and kids born in Italy





Teaching in Multi-Cultural Classes A Teacher guide

Mrs. Gabriella Angiolini - AIPI expert

∞ **Italian relevant Law:** Presidential Decree of 31st August 1999 No.394: **Teachers' Council** defines, in reference to fluency level of each foreign pupil, the necessary adaptation of study programmes....

- ✓ Learning times
- ✓ Strategies
- ✓ Tools
- ✓ Suggestions

∞ Starting from the respect for the phase of silence, keeping in mind that experts indicate 5 years as necessary for learning a language

∞ Enhancing the scope of interaction, which, of course, is different from learning

∞ Useful suggestions can be found in the work of **Gabriele Pallotti** about the stages of learning, not only on how to work, but also on how to face mistakes that seem to nullify what was taught.

*Gabriele Pallotti – A.I.P.I., Associazione Interculturale Polo Interetnico
Title: *Imparare e insegnare l'italiano come lingua straniera*, Editore Bonacci*

∞ Example of learning stages for Italian as a foreign language (*G.Pallotti*)

- Tense: basic verb > past, present perfect > past > future
- Agreement: articles > attributive adjective > predicative adjective > past participle
- Negative: no > non > nothing/ nobody > neither > at all

∞ Effect of the theories on learning Italian as a foreign language on the evaluation

▣ 2 objectives of evaluation:

- communication skills
- fluency (syntax)

▣ Traditional evaluation is based on number of mistakes, while we should learn to evaluate progress, that is capacity to access and expose meaning

Types of mistakes:

- Phonological: muntain
- Lexical: taked
- Grammar: yesterday I sleep

To plan, it is necessary to understand what type of mistakes are made.

It is necessary to schedule what to correct and when.

Use CEFR (Common European Framework of Reference for Languages) to plan this process.

Suggestions:

- **Initial evaluation** to create a profile, diagnose student's needs and plan customized paths.
- **Dynamic evaluation** to monitor progress, mistake signal advancement (frequent, for example a path like: taken taked taken).

- Always remember that for non-Italian speakers **Italian** is together object/tool for learning.
- Facilitated approach to essential contents by associating whenever possible text and images
- Establish customized paths
- Offer simple and clear concepts
- Use few synonyms
- Often repeat given information

- In mixed ability classes (MAC) traditional teaching methods cannot be effective, because the mere verbal and one-way approach limits comprehension possibilities, while cooperative learning and peer tutoring seem very effective.

In the opinion of **Ekwall and Shaker** (in Ginnis 2002: 24): **people remember: 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say, 90% of what they say and do.**

Cooperative learning and tutoring facilitate learning :

- × from the linguistic point of view
- × from the relational point of view

- ✗ from the affective point of view
The teacher becomes a learning facilitator who raises the interest of pupils.

Choice of task/s then becomes very important, looking for attractive ways, indicating an interesting goal and constantly assisting the various groups, which must be made of 3-4 pupils chosen according to the presence of a driving element, two average members and one in difficulty.

In the perspective of highly mixed ability multi-culture classes, the most relevant advantages of this kind of work are:

- ⌘ study advantage, especially for non-Italian or weak Italian speakers;
- ⌘ improvement of the class climate and of ethnic relations;
- ⌘ improvement of social, cognitive and affective development of all students;
- ⌘ improvement of self-esteem and self-control capabilities;
- ⌘ improvement of motivation levels and of the pleasure of being in the class;
- ⌘ prolongation of the task concentration time;
- ⌘ improvement of self-esteem.



Example of an assignment in a multi-cultural class

HISTORY TEXT BOOK - Grade 2E -

The Empire as seen by us

Deadline 10 December

The chapters :

- ☪ The birth and the growth of Christianity
- ☪ Tiberius
- ☪ Nero
- ☪ The Flaves: the destruction of Pompei and the Diaspora
- ☪ The voyage of Adriano
- ☪ The crisis of the third century
- ☪ The tetrarchy

Your assignment is to prepare seven chapters in a clear comprehensive and easily to remember manner.

Every chapter will have to be accompanied by one or more relevant images and by a summary map.

A special attention will have the chapter “The voyage of Adriano” - the voyage in fact is the main theme of this year’s project.

The groups:

-the class was divided in 4 working groups in which new comers were helped by their colleagues.

Written sources:

Clio dossier

vol.Dp30,31,44,45,46,47,49,52,53,56,57,96,97,100,101,104,105,108,109

On-line sources:

Wikipedia

Google

Encarta

http://www.homolaicus.com/storia/antica/roma/monarchia_repubblica.htm

web.tiscali.it/romaimperiale/

THE EVALUATION:

1st phase of evaluation: in general, the commitment, the capacity to work in a team, the ability to identify the concepts will be evaluated

2nd phase of the evaluation: the final results will be evaluated if it corresponds to the assigned topic, if there is a relation between the images and the text, and if the product is original

3rd phase: a short questionnaire will be applied to verify what and how much was learned on this topic.

At the end of this exercise you will have improved:

- ☞ Knowledge of the imperial times
- ☞ Ability to programme one's study time
- ☞ Ability to present in a clear manner
- ☞ Ability to work in a group
- ☞ Ability to do internet research
- ☞ Ability to put together information from various sources
- ☞ Ability to use Word and Power point

Diversitatea

Arta de a gândi independent împreună

HOME

ASPECTE SOCIOLOGICE

LITERATURĂ

MUZICA ȘI INTERCULTURALITATEA

FILM

EDUCAȚIE

LINKURI UTILE

DESPRE

CONTACT

25
05
2010



"Diversitatea e însăși condimentul vieții, ce-i dă întreaga savoare."

- William Cowper

"Să ne îmbogățim reciproc din diversitatea noastră." - Paul Valery

"Este timpul ca părinții să își învețe de timpuriu copiii că tocmai diversitatea înseamnă frumusețe și putere" - Maya Angelou

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Echipa de proiect

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Diversity: the art of free thinking together Extra-curricular educational project

Mr. Florin Iancu, Mr. Cezar Zaharia - Teachers of "Costache Negruzzi" College

Context

- ✗ The changes of the Romanian education system;
- ✗ Ethnical diversity and its multicultural implications;
- ✗ The changes in the ethnic profile of the population: immigration/emigration

The idea of the project

- ➔ The need for intercultural education for the students which go abroad for studying:
 - The conceptual dimension: multicultural, integration, tolerance, discrimination
 - Competences: communication, psycho-interaction, interaction, team work
- ➔ Preparing the students for volunteering actions in their community – work instruments (sociologic, geographic)

Project Description

∞ Making an educational website that respects young people belief that information and knowledge are key resources in a electronic culture. Its core are advanced information and communication technologies (ICT) and its engine is the Internet, which in the modern world, has a key role in changing the meaning of distance and time.

∞ Theme - **DIVERSITY. ART OF INDEPENDENT THINK TOGETHER** - takes into account several aspects: complexity, modernity and updating the issue of intercultural; intercultural and interdisciplinary approaches of the content of the school curricula; the existence of genuine concerns of the students in this area.

∞ This website is organized into several areas of interest such as:

- **SOCIOLOGICAL ASPECTS** (theoretical approaches, case studies, examples of good practice, photo gallery)
- **LITERATURE AND ARTS** (representations of the intercultural perspective of literary works of Romanian literature, the subject of reflection)
- **MUSIC AND FILM** (reporting of film and repertory of interest for the present topic)

- **EDUCATION** (examples of good practice in the context of international programs and projects that the College "Costache Negruzzi" was / is a partner of, training opportunities, useful links, photo gallery).

Target Group / Beneficiaries

The website is developed by a group of students from XII E (philological) class of the College "Costache Negruzzi", supported by classroom teachers and the target group is the school students, teachers, NGOs interested in initiating a dialogue, activities, educational programs on intercultural issues.

Webiste address: <http://interculturalitate.wordpress.com/>

Conclusions

- × Opportunity for knowledge and intervention for the students as well as for the teachers;
- × Contacts with specialized NGOs;
- × Availability for actions and complex programmes on this topic



Intercultural Education

Curriculum of the optional course for primary education

Mrs. Ileana Savinescu - Teacher Training Centre, Iasi

Argument

- In Romania there are two types of ethnic minorities:
 - ➔ Historic minorities or national minorities
 - ➔ Immigrants
- Among the minority groups there are 20 ethnic groups who have the status of national minorities: Albanian, Armenian, Bulgarian, Czech, Croatian, Greek, Hebrew, German, Italian, Macedonian, Hungarian, Polish, Russian – Lipovan, Roma, Ruthenian, Serbian, Slovak, Tatar, Turkish, Ukrainian
- On the Romanian territory you can find immigrants, especially of Chinese and Arab origin
- The curriculum contains general information on the course, its objectives, teaching and assessment suggestions
- The course for intercultural education is an optional, interdisciplinary one, which can be taught in any school within the school decision curriculum
- It is especially recommended for the schools where the students have different ethnicity

Reasons for a school to decide the inclusion of this course on the primary education

- ✓ Romania is a multicultural country;
- ✓ The people are different but have also similar traits;
- ✓ The early educational intervention is more efficient;
- ✓ The optional subjects are interdisciplinary;
- ✓ It is accompanied by didactic auxiliaries: teacher's guide, student's notebook ;
- ✓ The most important reason for the inclusion of this course in the school decision curriculum is the fact that diversity means wealth

Curriculum

Knowledge:

- ♣ Assimilation of knowledge about ethnic groups on the Romanian territory;
- ♣ Enumeration of some specific traits for the ethnic groups in Romania;
- ♣ Explanation of the similarities and differences between people.

Abilities:

- ♣ Ability to learn through cooperation;
- ♣ Ability to analyze, to synthesize, to compare;
- ♣ Efficient communication;

Values and standpoints:

- ♣ cooperation;
- ♣ mutual respect;
- ♣ empathy;
- ♣ feeling of identity and membership;
- ♣ acceptance of diversity.

Abilities:

- ♣ Ability to learn through cooperation;
- ♣ Abilities of superior thinking (critical, creative, oriented towards the other)
- ♣ Abilities of analysis, comparison and synthesis;
- ♣ Ability to communicate efficiently

Structure

- **The first part** presents each ethnic group on the territory of Romania – multicultural themes
- **The second part** presents intercultural themes which approach in an integrated way the issues of ethnic diversity
- **The multicultural themes** – awareness of the wealth and the cultural diversity on the Romanian territory
- **Intercultural themes** – synthesizing of the information from the first part around some key concepts, important for any ethnicity: family, religion, home, community, friendship, boys and girls, kitchen, perceptions on reality and colleagues

The teaching methods have the role to contribute to the achievement of the learning objectives.

Learning through **cooperation, communication and superior thinking** are three of the most important competences developed on the students through the teaching of this course.

Superior thinking includes **critical thinking, creative thinking and oriented thinking** towards the other.

The teaching methods are active and interactive.

- **Heuristic conversation** - helps the students to ask/formulate questions;
- **Explanation** - helps the students understand certain contents;
- **Debate**;
- **Line of values** - helps the students create own opinions;
- **Predictive reading** - helps the students develop the critical thinking;
- **Reading in pairs** - helps the students communicate with each other;
- **Jigsaw** - helps the students communicate and develop the feeling of responsibility;
- **Brainstorming** - helps the students develop their creativity;
- **Case study** - helps the students develop their analysis ability;
- **Role play** - helps the students become empathic;
- **Projects method** - helps the students to deeply investigate one subject and to collaborate.

The teaching methods presented have also an illustrating character in order to suggest the category of methodology appropriate for the course.

The teachers of **primary education** will be able to combine these methods with others, in order to create the most suitable didactic strategies for each theme and form/class.

The curriculum also has a series of activities which can be done with the participation of the entire class.

Some examples of **didactic scenarios** are offered for both categories of themes: multicultural and intercultural

The **assessment strategies** suitable for this course are the formative ones, due to the strong emphasis on abilities and values this optional course has.

As a **method of assessment**, the **portfolio** is very suitable for the course of “Intercultural education”. Students can achieve one portfolio for each semester.

Intercultural Education - class exercises

Teacher Training Centre, Iasi

GAMES AND FUN ACTIVITIES TO DO WITH THE ENTIRE CLASS

✂ The story of the name

(for the teachers)

Begin by telling the story of your own name. Ask your students to tell the story of their own names. This game can be continued at home; students can ask their parents the story of their names. This game can be applied to the names of the favourite pets.

✂ Say hello in as many languages as possible

After going through several topics of intercultural education, the students can be asked to say hello in as many languages as possible.

✂ Do you want to be a millionaire?

After 5 lessons, create 15 questions on the topics you have debated on during the intercultural class. This game uses the same rules as the one in TV, including the possibilities: 50-50, call a friend, ask the public.

✂ X and O

This is a game which can be used during any lesson, when you have to fix your knowledge. Prepare 9 questions related to the lesson. Ask the students these questions in order of their importance, because the game can finish before you had a change to finish your 9 questions.

Divide the class in 2 equal teams, and ask the students to choose a name for their team.

Ask the first questions and the first students who raises his hand gets to answer.

If this student is wrong then get the answer from the other team.

Ask the questions once to one team and afterwards to the other. Each time one students is wrong the other team has the chance to answer.

For each correct answer the team gets to put an X or a O in one of the squares you prepared at the beginning of the game. The team that completes a row/ column/ diagonal of X or O wins.

The beginning of the year letter

Write a letter for your students in which you tell them how you spent your summer holidays. Put in also references at the things you like, you dislike and things you wish for the upcoming school year.

Read this letter to your students. Afterwards give them a piece of paper and an envelope to write their own letter about their summer holiday and about the things they wish for the upcoming school year.

Each student will then read his letter.

Example no. 1: THE JEWS

Before the lesson:

1. Preparation of the necessary didactic material (photos, map, manual, notebook)
2. Establishing the connection between the previous lesson and the following one
3. Setting the objectives
4. Identifying the element that will capture the attention of the students

During the lesson:

At the beginning

1. The students are asked to name greeting expressions that they know in different languages: Romanian, Maghiar, English, German, French. Debate on the greeting expression that is the most different from the others, which ethnic group does it belong to, that do we know about this people.

During the lesson

2. *Text reading:* Travelling through the desert.

Method : Leave me the last word

The students read the text and underline the parts they like most. They read these parts to the class and ask the colleagues what they think about the text. After hearing a few opinions the student which conducts this moment says his opinion.

3. Explaining the unknown words
4. **Exercise:** finding the words characteristic to the jews community. Underline these words.

5. Debate on the images in the text book or on those brought by the teacher and students:
 - differences
 - resemblings
 - specific characteristics
 - personal experiences
 - known places
6. Placing on the ma the areas where there are large community of jews
7. Debate on the Jewish festivities and religion

At the end of the lesson:

1. “X and O” game. Questions for the game:
 - Which is the ethnic group studied today?
 - What are the names of the two leaders of the Jews during the desert walk?
 - Indicate a word from the text Travelling in the desert which relates to the studied ethnic group
 - Indicate a city in Romania where there is a large Jewish community
 - Who do we say hello in Hebrew?
 - Do the Jews celebrate Christmas?
 - How is it called the Jewish religion?
 - In which direction do you read in Hebrew?
 - Indicate a symbol of the Jewish people.
2. Debate: which is the most important thing you have learned today?

After the lesson:

1. Try to write your name using Jewish alphabet
2. Tell a member of your family what you have learned about the Jewish people

Example no.2: OUR HOMES

Before the lesson:

1. The lesson's objectives :
 - a. exploring the cultural resembling and differences that can be identified in the environment (the house, the rooms, the backyard, the garden)
 - b. exercising the analysis, synthesis and comparison abilities
 - c. developing certain values and abilities such as: accepting the diversity and the feeling of identity and belonging
2. Make sure that the students have the chance to analyze many households. Ways to do this:
 - a. take a trip to an area which is culturally different from yours and take as much photos as possible of the households
 - b. take a walk with your students in a different part of the city where the buildings are different from those near the school
 - c. ask your friends who like travelling to take pictures for you
 - d. search the web and then print photos of different types of households
 - e. give the students the assignment to draw the plan of their house

During the lesson:

At the beginning:

1. Ask the students questions and make sure that each student has the chance to answer at least one of the questions.

Examples of questions:

- a. where do you live?
 - b. how does your house look like?
 - c. how does your backyard look like?
 - d. where does your best friend live?
 - e. how does his house look like?
2. Put up on your classroom walls the plans that the students drew of their houses

During:

1. Tell your students that you are going to read them a text about households. Read the text "House in which I lived"
2. Ask your students to underline all the words in the text which refer to households

3. Ask your students how their house looks like
4. Ask your students to go near their drawing of their house and indicate their room
5. Moderate the students' debate with questions such as:
 - a. what resemblings are there among the pictures in the textbook?
 - b. what differences are there among the pictures in the textbook?
 - c. what resemblings are there among your houses?
 - d. what differences are there among your houses?
 - e. what houses have you visited?
6. Ask your students to answer the final question of the text ("In which houses have you lived?") in the manner they prefer best.

Ask the students which have chosen the letter and the drawing to work separately, an those which have chosen the song and charades to work in a group. Verify them from time to time and offer them assistance if needed.

At the end, make the students read their letters, sing their songs, present their drawings or their charades act.

At the end:

1. Ask questions such as :
 - a. how would you like your house to look like ?
 - b. how would the world look like if all the houses were the same?
 - c. how would we feel like to live in a world where all the houses were the same?

After the lesson:

1. Ask your students to collect photos of strange households from around the world: yachts, water houses, underground houses, suspended houses, ecc.

**WORKSHOP:
"CONFLICT MANAGEMENT WITHIN
PUPILS' GROUPS"**

12 - 13 - 14 - 15 APRIL 2011

IASI





On **12th April** the 5th Workshop began, in the framework of the YES (Youth Educational Systems) Project. Topic of this Workshop was “**Conflict Management within pupils’ groups**”. This day was dedicated to the preliminary meeting between the two Consortia to exchange materials and for a brief presentation of the activities of the following days.

The delegation of the Emilia-Romagna regional Consortium arrived in **Iasi** (Romania) to attend the learning and best-practice-exchange activities scheduled in the **4 days of work**, was composed of Mr. Alessandro Criserà , Mrs. Elisa Renda, Mrs. Diana Constantinescu, representing the Legislative Assembly of the Emilia-Romagna Region, Mrs. Patrizia Ravagli from Institute G.Ginanni of Ravenna, Mrs. Lina Caterina Minardi from IPSCT Elsa Morante of Sassuolo (MO), Mrs. Alice Bellodi of ITC Bodoni of Parma, Mrs. Graziella Giorgi of ITC Rosa Luxemburg of Bologna, Mrs. Chiara Rani of AIPI Association, and Mrs. Rosanna Rossi of the Regional School Department of Emilia-Romagna.

On **Wednesday, April 13th** partners of the two regional consortia entered into the heart of the planned activities at the **Technical High School for Railways Transport** in Iasi (CFR). Here, the presentation of the Institute by Mrs. Ada Burescu, who also illustrated some laboratory activities of the school (a railroad engineering lab, and interdisciplinary computer lab, etc..) alternated with moments of intense confrontation on the issue of conflict management, with particular reference to drug use by young people. These insights were guided by Mrs. Mihaela Salariu and Mrs. Roxana Gavrilas in collaboration with Gabriela Guta psychology consultant, on the basis of a case they faced. Following the interventions by the teachers of ITC Ginanni Ravenna and Rosa Luxemburg of Bologna, there was an interesting comparison between two different realities: in Italy, the phenomenon of light drugs’ diffusion and effects, is the subject of a vast literature. In Romania, instead, this phenomenon spread recently, following the opening of business, no longer active, which actually liberalized for some time the intake of some drugs. In the Italian experience, a teacher coordinator, the school psychologist and the Local Sanitary Agency follow established paths of cooperation in handling these cases. Examples of good practice at the Institute are the projects aimed to reduce aggression through the involvement of children in sporting activities, as shown by Mr. Vasile Ciocoiu and Ms. Adina Ursache.

In the afternoon the work continued at **Teacher Training Centre of Iasi** (CCD), with the presentation by Ms. Maricica Buzescu, expert of the **Regional Centre for psychological and pedagogical assistance** of Iasi, on observed types of conflicts that can be managed at school level and types that cannot. In particular, incidence among students and even teachers of verbal conflict, non-verbal and psychological violence cases, were analysed. Finally, Ms. Ileana Savinescu and Ms. Mariela Grigoras, Teacher Training Centre experts, addressed the

issue of the reaction and response to conflict, in particular declining the creative response, where the conflict is a challenge and an opportunity for growth. It is important to accept the conflict situation for what it is in order to be able to work, transforming the conflict into opportunities for learning.

Thursday, April 14th the activities focused on violence, but also on conflict prevention done through extracurricular activities that help keep kids off the streets after school. Ana Verginia Munteanu, Headmistress of "**Alexandru Vlahuta**" School of Iasi, showed delegates Emilia - Romagna many activities that the school offers to its pupils, aged 3 to 14. The presentations of the teachers, Ms. Mirela Marin and Ms. Liliana Constanda, on the results of a survey on the perception by students of verbal and physical violence within and outside school, was followed by a session of "**Youth Parliament**". This is a body on a voluntary basis in which older students of the Institute are called to express their views on issues of common interest. Split in ruling party ("Party of Modern students) and opposition party (" Party of creative students "), about 20 young people created a lively debate and voted a law for the suppression and prevention of violence at school.

The maturity and commitment of the students of the School, also emerged in an artistic moment, with traditional songs and dances, fruit of the patient work of many volunteer teachers for the afternoon workshops. Another example of positive socialization of young people through the important contribution of volunteer teachers - who devote many hours to their students by organizing extra-curricular activities or accompanying them to cultural and recreational activities - was offered to the delegation of the Consortium in Emilia - Romagna, at a replica of "The Baron Munchausen" at the Teatrul "Luceafarul "of Iasi, crowded with attentive and amused children of elementary grades.

The full day of activities was completed with a meeting at the headquarters of the "**Save the children**" Foundation of Iasi, with the President Ms. Maricica Manole. The organization, in collaboration with the School Inspectorate of Iasi, organizes educational consultancy and training for teachers, workshops with children, special care for children with hardships, mutual exchange of experiences and information with the methodological teachers, under the umbrella of the protection of the rights of children in school, as well as in other situations with other professional groups (courts, police, hospitals, etc.). As explained by the scientific researcher Magurianu Liviu Adrian, "Save the children" also acts through specific national campaigns, especially through video-clip broadcast by TV networks. Among these campaigns, there is one aimed to prevent human trafficking by warning of the false promises of jobs abroad, as there is a growing sense of urgency to protect potential

victims, often from the most disadvantaged youth: Romania is more and more country of origin and transit for victims of such exploitation.

The morning of **April 15th**, at the headquarters of the **Teacher Training Centre** of Iasi, offered many opportunities for study and exchange: the encounter with the spokesperson of the **Regional Police Inspectorate** of Iasi, the deputy police chief Mr. Madalin Taranu, who is also Head of the Department of Crime Analysis and Prevention, showed the continual role of the school policeman in each district school, as a reference point for the prevention and management of conflict and deviance; the presentation of the Headmistress of the **Negruzzi College** discussed conflicts in a school of excellence where competition is high (between pupils, students and teachers, including teachers); the delegation of Emilia - Romagna joined a training moment for teachers (as part of a refresher course that committed the Romanian colleagues for three days: Friday, Saturday and Sunday) organized by the CCD on the theme of "Media and Violence", with role-playing games, moments of debate, and presentations by Mrs. Alice Bellodi from ITC "Bodoni of Parma and Mrs. Chiara Rani from AIPI Bologna on educational approaches of the two institutions for the prevention and conflict management among youth.

In the afternoon, Mr. Alessandro Criserà , and Mrs. Diana Constantinescu on behalf of the Regional Consortium in Emilia-Romagna and Mrs. Anca Dimitriu the Teacher Training Centre on behalf of the Romanian Consortium, released a live TV interview on the results of YES, hosted by **TVR**, a national television channel. This represented another occasion to disseminate this profitable European bilateral partnership. This moment will be broadcast by the international Romanian TV channel (TVR International).



WORKSHOP: “Conflict management within pupils' groups”

12th/15th April 2011 - Iasi

12th APRIL 2011

18.00 Preliminary meeting at the **Teacher Training Centre of Iasi (CCD)**

Brief presentation of the Programme and detailed explanation of the planned activities to be held at partner Schools and CCD premises

13th APRIL 2011

10.00 Welcome at the **Technical High School of Railway Transports of Iasi**

Mrs. Ada Burescu – reference teacher for the day's activities

10.15 - 10.45 Conflicts – between ignorance and concern. Drugs and aggression - a problem the European adolescent.

Mrs. Mihaela Poroch - teacher

Mrs. Roxana Gavrilas- teacher

11.00 -11.30 Case study on pupils' use of drugs

The analysis of a real case, on the way to its solution, through a debate to which the involved, the psychology adviser and the professors of the class are invited

Mrs. Mihaela Salariu- teacher

Mrs. Gabriela Guta- teacher

11.30-12.20 Presentation of methodologies and approaches for the rehabilitation of school pupils who exhibit aggressive behaviour or who use drugs

Examples of good practice - to fight aggression by involving students in sports

Mrs. Mihaela Poroch- teacher

Mr. Vasile Ciocoiu- teacher

Mrs. Adina Ursache- teacher

12.20 – 12.50 Presentation of projects: "Say NO to Violence by Sport"; "CFR Competence - Fair - Play- Respect"

12.50 -13.00 Conclusions

*Mrs. Mihaela Salariu - teacher
A professor specialized in psycho pedagogy,
Representatives of the Italian Consortium*

14.30–16.30 Teacher Training Centre, Iasi (CCD)

Presentation of statistics at the regional level on the types of conflicts and the density of the conflict networks in schools

*Mrs. Maricica Buzescu – expert of the Regional Centre for
psychological and pedagogical assistance of Iasi. (C.J.A.P.P),
Mr. Dan Butnaru - expert CCD/ CJAPP*

Debate: The role of the educational activities of teachers in conflict management

Note: During the afternoon activities at CCD 2 professors from each local partner school are invited

14th APRIL 2011

10.00-10.15 Welcome at the "Alexandru Vlahuta" School of Iasi

Mrs. Ana Verginia Munteanu – Headmistress

10.15 -10.45 Violence at school - presentations and debate

Mrs. Ana Verginia Munteanu - teacher

11.00-12.30 **Youth Parliament** – the guarantee of a "future without conflicts" (role game)

- The presentation to Parliament of a Law on the prevention and management of violence at school (by a party - of students - which is at the opposition)

- Committees (parties at power/opposition)
- Parliamentary debates
- Amendments
- Adoption of the Law

12.30 -13.00 Debate / Conclusions

14.30–16.30 Activities at the “Save the children” Foundation

The representatives of the Foundation will present their activities and the role of NGOs in Romania in conflict management; this meeting aims at an interactive debate and best practice exchange on this topic between the representatives of the two consortia.

Mrs. Maricica Manole – President of the “Save the children” Foundation

Magurianu Liviu Adrian – Researcher

15th APRIL 2011

Teacher Training Centre

10.00 - 12.00 **Conflict Management outside school:** presentations and debate with the participation of the representatives of the regional Consortium of Emilia-Romagna

Special guest – spokesperson of the Regional Police Inspectorate of Iasi the deputy police chief Mr. Madalin Taranu - Department of Crime Analysis and Prevention.

The conflict in high performance educational environments

Mrs. Camelia Gavrilă - Headmistress "Costache Negruzzi" College

12.15 -13.30 Analysis of Workshop's results;

Preliminary arrangements and division of responsibilities for the latest project mobility in May 2011, Bologna;

Debate/ conclusions

16.00 - 17.00 Special participation of the delegation of the Emilia-Romagna Consortium in a TV show on TVR Iasi (local branch of the national television) that will be broadcast on TVR International also abroad, to present the YES project and disseminate its achieved results.



The conflict in high performance educational environments

Mrs. Camelia Gavrilă - Teacher of "Costache Negruzzi" College

Possible axioms

*"Schools should always seek that
the young man leaves not as a specialist,
but as a harmonious person"*
Albert Einstein

*"A school in which the teacher does not
learn himself too is an absurdity"*
Constantin Noica

1. The conflict - definition

2. The sources of a conflict

3. Conflict management strategies

4. The conflicts in high performance educational environments

1. The conflict - definition

∞ A classical definition of the conflict:

"The conflict is an open antagonism, a struggle between individuals, groups, classes, parties, communities, countries with divergent or incompatible economic, political, religious, ethnic, racial interests with destructive effects on social interaction."

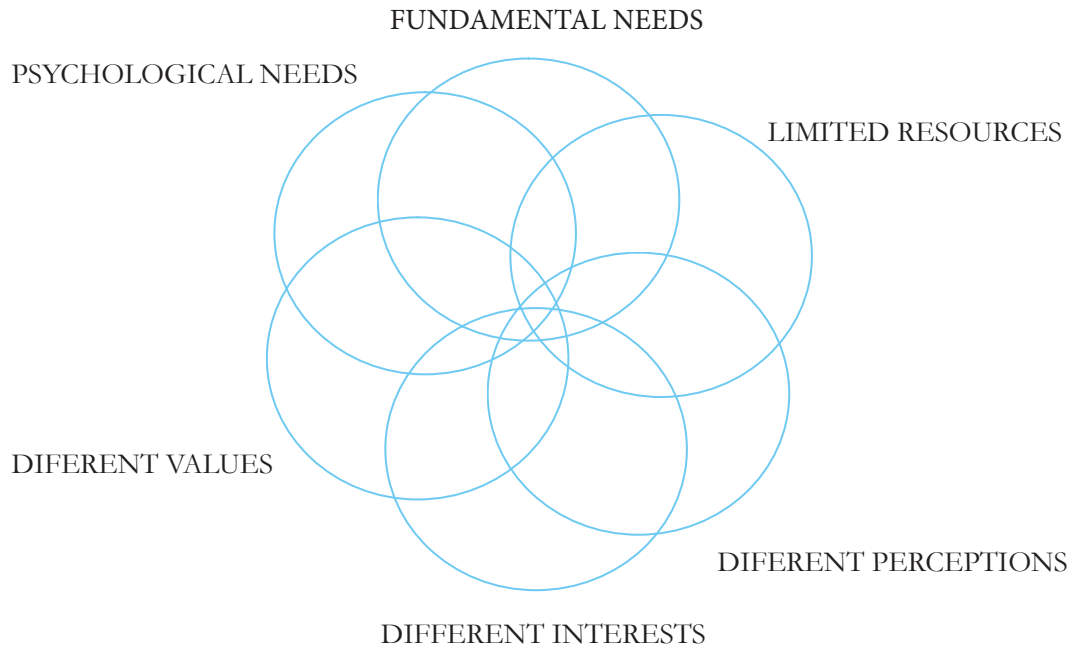
Elena Zamfir, "The conflict and possible solutions", 2004

∞ A modern definition of the conflict:

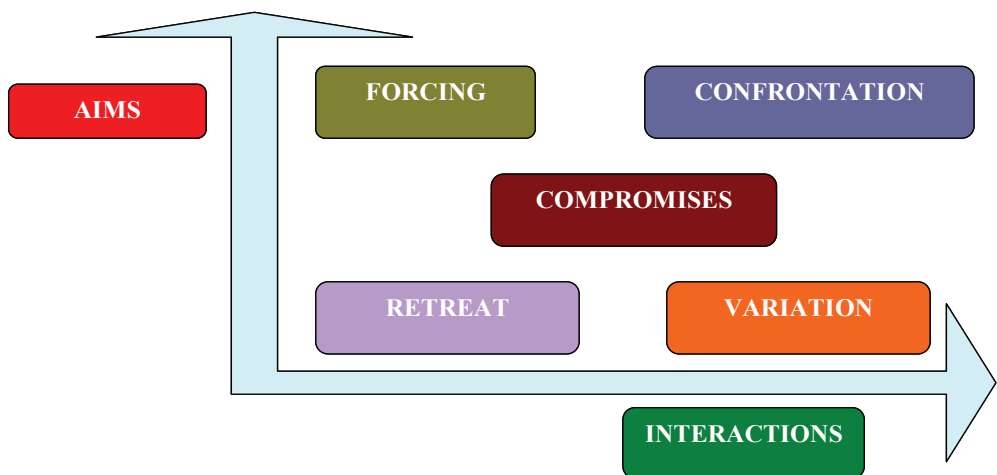
"The conflict is a form of opposition based on the incompatibility of goals, intentions or values of the parties in interaction."

Mihaela Vlăsceanu, "Organizational and leader psychology" 1993

2. The sources of a conflict



3. Conflict management strategies



4. The conflicts in high performance educational environments

Socio-cognitive conflict in the learning environment

- ✓ the major mechanism of individual cognitive progress; source of change and influence of the education partners; challenge for learning, knowledge and development;
- ✓ it is inherent of the interaction between teacher and students and between students with potential, particularities, different styles of knowledge ...
- ✓ context of an evolving and maturing process for the student and also a completion of the teaching process for the teacher

Positive management principles for school conflicts

- 1 The conflict means interaction and dialog.
- 2 The conflicts are necessary for the students' development as complex and autonomous persons.
- 3 Knowing one's self represents a condition for dealing with a conflict.
- 4 Any conflict can be an opportunity for mutual understanding and recognition of one's needs and desires, for maintaining or strengthening of a relationship.
- 5 Ending a conflict is possible through positive interaction.
- 6 Certain abilities are necessary so that a conflict becomes a growing and enriching experience.
- 7 These abilities can be learnt.
- 8 The conflicts can be resolved by not violating anybody's rights.

Conflict types in high performance educational environments



Student-student conflicts

Risk factors (possible causes)	Protection factors (ways of improving the conflict behavior)
<ul style="list-style-type: none"> ◆ Competition (evaluating system, establishing a hierarchy) ◆ Organizing the learning activity (the absence of team work) ◆ School culture (a school for the elite) ◆ Competition relations (individualism, cold relations, lack of tolerance, labeling) ◆ The need for recognition and appreciation; the need for self-realization 	<ul style="list-style-type: none"> ◆ Developing an environment based on collaboration (team work, group projects, differential tasks) ◆ Developing the group cohesion (extracurricular activities, changing the leader of a group, workshops) ◆ Developing the conflict management skills (communication, emotional opening, creative thinking) ◆ Appreciate the students' potential by involving them in different projects (curricular and educational); appreciating everybody according to different criteria

Student-teacher conflicts

Risk factors (possible causes)	Protection factors (ways of improving the conflict behavior)
<ul style="list-style-type: none"> ◆ Competition (the "race" for good marks, pressures on the teacher's evaluation) ◆ The need for recognition and appreciation, of self-realization on the part of the students (selection on the Olympic team and for other contests) ◆ Extrinsic motivation (the need for high marks) or the lack of it 	<ul style="list-style-type: none"> ◆ Appreciating the students' potential by involving them in different projects (curricular and educational); ◆ Establishing clear behavior rules and applying them consistently ◆ Developing the conflict management skills (communication, emotional opening, creative thinking)

Teacher-teacher conflicts

Risk factors (possible causes)	Protection factors (ways of improving the conflict behavior)
<ul style="list-style-type: none"> ◆ Professional pride ◆ The wish to teach at very good classes ◆ The exaggerated preoccupation for high performance, overlooking the medium-level students ◆ Unsettled – complex hierarchies (the “legendary” teachers) ◆ Self-sufficiency, stardom ◆ Cold relations between teachers ◆ Various polemics 	<ul style="list-style-type: none"> ◆ Appreciation of all teachers by the management team ◆ Involvement in educational projects ◆ Common activities that develop interpersonal relations, the feeling of group belonging (trips, parties) ◆ Stimulating the competition without forgetting the idea of value/ axiological support

The school – an ideal learning environment

- ✓ An environment where everyone feels physically and mentally free, without threats and hazards;
- ✓ An area where everyone has to find opportunities to work and study together for mutual development;
- ✓ An atmosphere full of respect and cooperation, that favours the development, valuing diversity of its members;
- ✓ An area that allows equal access and opportunity for each actor individually, without stereotypes and prejudices.

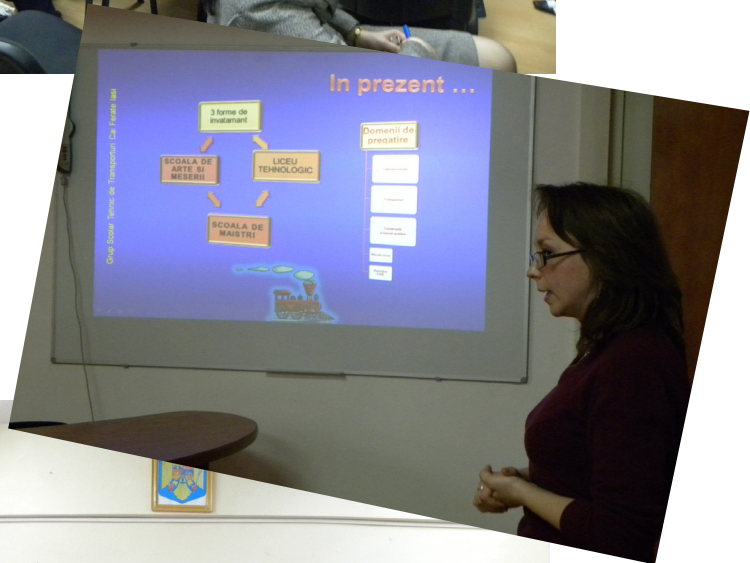


Combating school violence - an ongoing activity for the Teacher Training Centre of Iasi

Teacher Training Centre, Iasi

- ✂ Preventing the phenomena of violence in schools involves developing and implementing strategies for different categories of actors involved in school and extracurricular activities. Violent behavior in school areas, as demonstrated by studies in the field, is generated by multiple factors: individual, relational, social, cultural, school and family environment.
- ✂ Violence is the product of multiple levels of influence of the above factors on a person's behavior. Consequently, only taking into account the complex interactions between them can offer a consistent explanation of violence and at the same time, can underpin a comprehensive prevention strategy to involve and empower representatives of different groups of actors at various levels.
- ✂ The experience of other countries in this area has revealed that the method which had the greatest success was the one that involved all educational stakeholders - teachers, pupils, parents - as well as representatives of partner institutions with responsibilities in preventing and combating violence in the schools. The strategy of the Ministry of Education, Research, Youth and Sport involved all the categories of educational actors in preventing violence in schools.
- ✂ The Teacher Training Centre was actively involved in achieving this objective. The Teacher Trainers of the TTC Iasi, in partnership with teachers and psychologists from CJAPP made in 2008 the study: "Violence in schools in Iasi". This study responded to the need of knowing the size, forms of manifestation and causes of the phenomenon of violence in the schools in Iasi, in drawing up strategies for prevention and improvement of the situation.
- ✂ Starting from the different types and manifestations of violence, the research has provided a landmark in the forms in which it is diagnosed, from the deviations from the school program to moral, verbal and physical violence.

- ✎ This study was the basis for the strategy of the County School Inspectorate of Iasi to reduce the phenomenon of violence in the schools of the County.
- ✎ Building on the results of work done between the school years 2008-2011 in the schools of the Iasi County (teacher training activities, training for school management team, publishing of information materials, meetings with representatives of relevant institutions of the community, etc.), the teacher trainers of TTC developed informative and work materials addressed to the educational actors through which they can assist the interested schools in identifying, preventing and combating manifestations of violence.
- ✎ The TTC's activity also focused on giving methodological assistance to the school's key actors (teachers, managers) to conduct training courses for school-level actors on topics relevant to the issue of school violence to fill a deficiency in the training of teachers in this area and in the lifelong training opportunities.
- ✎ Institutional development activities for the County schools aimed at implementing the national anti-violence strategy (County Commission and committees in schools to prevent and combat violence, board of directors, committees of the coordinator teachers).
- ✎ The work of the TTC Iasi to support the implementation of the national anti-violence strategy aimed at improving the quality and diversification of training programs to include training of teachers during courses on violence in schools.
- ✎ The main activities carried out by the TTC experts were:
 - Conducting diagnosis studies regarding the training needs on county and local level, on the topic of prevention and combating school violence.
 - The involvement of the TTC members in virtual communities and communication practices on school violence in order to identify problems faced by teachers in implementing the measures to prevent and combat school violence and the solutions tested.
- ✎ Provide support in developing a curriculum for teacher training on preventing and combating school violence.



- ✂ In terms of training in preventing and combating violence in schools, the activities aimed at developing a network of trainers with expertise in preventing and combating school violence at different decision levels (school managers, teachers).

- ✂ The main tasks that the TTC Iasi had under this component were:
 - ✓ Develop training modules and learning resources for different groups of participants.
 - ✓ Organizing training sessions for school managers and teachers who were selected to act as trainers at the local and county level.
 - ✓ Portfolio assessment of people which are trainers.

- ✂ In the future the TTC Iasi will work with the representatives of the central and local structures created by the "Strategy of the Ministry of Education for reducing the phenomenon of violence in schools" to develop institutional capacity for becoming viable and active structures, capable to perform their duties specified by the strategy. This regards the County Commission and School Committees to prevent and combat violence in schools.

- ✂ The results that we anticipate arising from the objectives and activities that we have proposed.

The most important include:

 - ✓ Developing the institutional capacity of the structures responsible with monitoring the phenomena of violence in schools and transforming them into functional structures, which would contribute effectively to a competent approach to the phenomena of violence and to the prevention and improvements.
 - ✓ Acquisition of skills for addressing school violence phenomena and its prevention. We considered a number of 100 directors of schools, 150 board members from schools. Skills in preventing and reducing school violence for 300 teachers.
 - ✓ Establishing of a body, a network of trainers with skills in the same area.

General expected result:

- ➔ reduction of violent episodes in schools;
- ➔ improving the forms of communication.

Training Programmes due to the reform process and recognized by the national centre for teacher training

- class management
- counseling and orientation – nonformal area
- participative democracy – The Citizen's Project

Training programmes proposed by the TTC Iasi

- early inclusive and intercultural education
- psycho- pedagogical methods for improving the teaching skills of the teachers
- internet security – the generations' security
- intercultural education in multi-ethnic communities
- conflict management
- preventing and reducing school violence

Projects in which the TTC Iasi is involved

- ◆ **Securitatea Internetului – Securitatea Tinerei Generatii** – LLP programme, Grundtvig SEIN – SEGE, GRU-09-P-LP-29-IS-TR
- ◆ **Eurostandards in continuous teacher training**, Leonardo da Vinci, VETPRO Mobility, LLP-LdV/VETPRO/2007/RO/049
- ◆ **MATRA 06/RM/9/1 – Prevenirea delincvenței juvenile în incinta și zona adiacentă unităților de învățământ preuniversitar**, a project of the Ministry of Education in partnership with the General Police Inspectorate and sustained by the Netherlands
- ◆ **Face It**, Grundtvig 1, LLP, 230305-CP-1-2006-1-RO-GRUNDTVIG-G11, EUROED Iasi-Romania
- ◆ **Vocational Education of Teachers Working With Handicapped Children** - „Leonardo da Vinci” – LLP-LDV/PAR/2010/RO/058
- ◆ **Youth Educational Systems**, Comenius Regio, LLP, COM-09-PP-07-IS-IT
- ◆ **ACȚIUNI INOVATOARE PENTRU INTEGRAREA ÎN ITALIA A ELEVILOR ROMÂNI ÎN PARCURSUL DE FORMARE SUPERIOARA ȘI CONTINUĂ** - FSE, priority axe 1 POS-DRU – Project Code 3859/0/1/4124/2009, partnership with AGENZIA FORMAZIONE LAVORO VENETO – ITALIA
- ◆ **LA UN CLICK DE EDUCATIA MODERNA SI EFICIENTA** - FSE, POS –DRU priority

axe 1 DMI 1.3 , partnership with ISJ Iasi, CCD Tulcea and SIVECO S.A

- ◆ **TINERII IMPOTRIVA VIOLENTEI** - FSE, POS –DRU, priority axe 1, partnership with MECTS and ISE
- ◆ **SCOALA – O NECESITATE NU DOAR UN DREPT** - POS -DRU priority axe 2 DMI 2.2 partnership with „ASOCIATIA TINERI PENTRU VIITOR” and Consiliul Judetean Bacau
- ◆ Establishment of a Counseling Office for teachers in the Teacher Training Centre Iasi.



Teacher Training Centre Iasi

The Project: “The Youth Against Violence”

Mrs. Lidia Andronache - Teacher Training Centre Iasi

- ➔ Project financed from the European Social Fund and implemented by the Ministry of Education, Research and Innovation, in collaboration with the Institute of Education Sciences, OSC Agency and Save the Children.
- ➔ The project directly contributes to achieving the overall objective of the Sectoral Operational Programme of Human Resource Development - HRD and is in the key area of intervention 1.1 Access to education and initial vocational training of quality.

General objective of the project

The overall objective of the project aims to develop structures and mechanisms for information, training, monitoring and communication at local, regional and national levels to prevent and combat the phenomenon of violence in schools, to develop the institutional capacity of the various structures involved in the field and the skills of human resources involved in education.

Specific objectives of the project

- ➔ development of an improved system for monitoring the violence in schools and a common methodological framework to all counties;
- ➔ implementation of activities for rising the awareness on the phenomenon of school violence among different categories of actors and the public level;
- ➔ support for the institutional development of the structures responsible for the coordination at national, county and local level of the activities for combating violence in schools;
- ➔ creating a network of trainers with expertise in preventing and combating school violence at different levels of decision;
- ➔ increasing the institutional capacity of County Training Centers to improve the quality and diversification of training on school violence; active involvement of students in activities to prevent and combat school violence organized during extracurricular and school activities;

Target groups

The target groups in the project are:

- ▶ students
- ▶ management, monitoring, evaluation, control personnel also from the school inspectorates
- ▶ executives and board members of the schools.

Project's activities

- ◆ Creating and implementing a monitoring system of the phenomena of violence in schools;
- ◆ Support for institutional development;
- ◆ Training in preventing and combating violence;
- ◆ Training students and volunteers;
- ◆ Communication activities.

Project's results

- ◆ Drawing up a monitoring system of the phenomena of violence in schools;
- ◆ Support for institutional development;
- ◆ Training in preventing and combating violence at school;
- ◆ Training program for students involved in the Conflict management and non-violent communication / interaction programme

Implementation of the project

→ **June-September 2010**: training of 450 teachers nationwide, of which 90 trainers were selected, two for each county;

→ **March to June and July-October 2011**: national training of 2300 teachers, 50-55 from each county.

The training is done in 84 hours and it is organized in "face to face" sessions and online on the Moodle Platform.

The Platform sets up more communication spaces for participants: 4 forums for open discussions, blogs, news forum, facilitators coffee-shop, resources, personal portfolios.

The Platform is a tool for communication, exchange of experience and good practice and it induces users to a learning exercise and to developing new skills.

The Beneficiaries of this program will find in the Virtual space solutions to the proposed topics and challenges for other projects.



Modern strategies and methods successfully used in remedial education activities

Mrs. Marilena Grigoras - Teacher Training Centre Iasi

“Education is, in any society, the vector of sustainable development. Developing human capital and increasing the competitiveness through initial and continuing training, for a flexible and globalized labor market, are the major objectives of the Government program.”

In order for the school to assume an active role in the prevention and control of violence, the first investment must be made in the teacher training.

Organizing training courses for teachers to cope with working with difficult classes or students must start with the following objectives:

- ➔ Closer observation of the student behavior for a better understanding of the causes of violence;
- ➔ Improving communication with students who exhibit violent behavior and establishing relationships of trust;
- ➔ Easing conflicts with the opinion makers;
- ➔ Development of the school – family partnership;
- ➔ Collaboration with specialists during network working;

Conflict metaphors

“The conflict is a struggle, the conflict is an onion, the conflict is a plane out of control”
- discuss ways of conflict management.

Ex: for the conflict as a war metaphor, waving a white flag or setting a truce could be a step towards management of this conflict.

Transform these metaphorical solutions into practical solutions. (For example, if the conflict is like a battle, the flag could mean a message to the opponent indicating the openness to discussion)

“What feelings do you associated with conflict? What words mean conflict? ”

Different people adopt different strategies for resolving conflicts.

These strategies are learned in childhood and they usually seem to work. At a "preconscious" level all seems natural in such situations, but in fact we apply a learned personal strategy and since it was learned, we can always change it by learning new and more effective methods of resolving conflicts.

How we act in a conflict is affected by our personal goals and of how importance is the respective relationship.

Depending mainly by these two factors we can identify several strategies for how we can act in case of conflicts.

To cope with conflict situations, the teacher develops one of the following **strategies**:

- ❶ **Evasive strategies** - he currently ignores the crisis created and continues
- ❷ **Diminishing strategies (moderation)** - he minimizes the disagreement with the students.
- ❸ **Power strategies** – he calls on his power and on different constraining methods
- ❹ **Compromising strategies** – he resorts to promises
- ❺ **Negotiated problem solving strategies** - through discussion between opposing parties

Methods for improving teacher effectiveness in the management of disruptive behaviors of students:

- ❶ The teacher can use body language to stop the undesirable behavior
- ❷ Using the system of incentives
- ❸ Positive instructional support
- ❹ Developing a plan for discipline in the classroom, the system of rules and incentives

School Conflict Mediation

For a constructive conflict resolution, the opponents have to follow certain rules:

- ➔ Remain calm and control their anger, frustration or other strong emotions;
- ➔ Focus on the problem at hand and not on blaming the other;
- ➔ Express their feelings and wishes;
- ➔ Respect the other points of view and to try to understand them;
- ➔ Cooperate for finding the solutions that would please everyone involved.

Alternative conflict resolution refers to a certain order in managing a conflict:

- negotiation;
- mediation;

- ▶ reconciliation;
- ▶ discovery of facts;
- ▶ arbitration.

Negotiation.

Problem solved voluntarily or established understanding directly between those involved in order to achieve common interests

Reconciliation

Voluntary negotiations with a third party, which is useful for getting the parties to open a dialog or it mediates information

Mediation

Voluntary participation in formal processes, in which a third party helps those in conflict to identify problems and to satisfy the major interests

The discovery of facts

Investigation conducted by a third party, resulting in a recommended deal.

Arbitration

Voluntary or required participation in a process of explanation, presentation and clarification of needs, interests and positions, which leads to the CONSTRUCTION of a deal with the help of a neutral party.

The students in our school need a **remedial education** because of the:

- low socio-economic level;
- low access to information sources;
- lack of education of the parents who are unable to help the students and show low expectations regarding the success of their children;
- lack of parental presence (the parents are away in other countries), the children are left in the care of grandparents, aunts or others;
- relatives which show low interest for the children's school performance;
- high risk of school failure

The purpose of organizing remedial activities is to stimulate the completion of compulsory schooling (school dropout prevention) and to improve school success rate for children from disadvantaged groups.

Organizing a remedial program has a significant impact on school life, aiming at changing attitudes towards the students which may have at a certain time difficulties in learning.

During these classes, the students are supported in making their homeworks, in school recovery and improving learning difficulties activities, and in arts education activities or fun games with an indirect educational purpose.

Youth involvement in violent episodes is a widespread problem in every school and its neighbourhood, being influenced by race, religion and gender.

The feelings of frustration and despair have become an issue among the educators and other adults directly involved with young people.

These actors are often overwhelmed by hostile, aggressive and violent students. One in five teachers can cite incidents when he received verbal or physical threats from students.

Physical aggression and intimidation are often the first reactions of the young man when he has problems or disagreements.

To obtain the best results we need teachers to diversify teaching strategies based on student's individual learning style and to use appropriate teaching materials:

- ① **Picture Boards** to develop the language skills. Images should be a starting point for discussions, which should develop awareness and creativity.
- ② **Distribution materials.** Students can compose small texts, oral or written. The material can also be used also in team work, small groups that promote student interaction with its peers.
- ③ The **computer** helps students to see what what they can not see in their everyday life (Power Point presentations), games can be used in any sequence of the lesson: to secure and update knowledge, for teaching.
- ④ Using **games** during learning situations, role play, drama, stories using the names of the class students or which present situations that students have gone through. The game stimulates the intellectual functions, shapes affective and motivational processes.
Through games the student feels responsible for solving the given problem. The student assumes roles taken either in daily life or from stories. Role plays are various and they facilitate the learning of concepts .
- ⑤ **Interdisciplinarity:** the discovery of original ways to approach a common topic to create possible and necessary connections to achieve the purpose; combining the methods used in other subjects.

- 6 **Working in groups** provides a wide range of interrelationships that support learning and highlights its social role.
- 7 The use of **interactive methods**: brainstorming, double journal entry, clusters, cube, five-minute essay (students may be asked to compile a text of 4-5 sentences that would convince a friend to read the text.)
- 8 **Creative resolution** of class conflicts;
- 9 **Collaboration with the family** - we mentioned above that the mother supports intervention. Strategies for raising self esteem and confidence in one's own efficiency are: the teacher provides positive feedback to students on their achievements and tries to getting them used to give credit to their personal capacity for their success

Regarding the strategies for building a close **teacher - student relationship**, and at the same time an efficient one, we must consider the following parameters:

- ➔ Give priority to the students to increase their socialization skills;
- ➔ Creating and maintaining motivation through adapted teaching requirements with immediate and objective assessments and self-assessments;
- ➔ Personalized message and empathic behavior for a real communication;
- ➔ Flexibility in the design of the learning activities;
- ➔ Teaching focused on the student (accepting certain wishes and suggestions; encouraging personal initiative, discovering and developing of skills)

To develop learning motivation and to avoid fatigue and routine, activities were designed to be folded on the predominant types of intelligence (**STEP BY STEP interest centers**)

During each activity the focus was on promoting continuous progress, providing symbolic rewards, empowerment of all students.

How do you increase the effectiveness of remedial activities?

- 🌀 Diversity, accessibility and the esthetic of the presented teaching material;
- 🌀 Custom environment with the students' essays or changing the work location;
- 🌀 Applying cooperative learning strategies as ways to promote social harmony
- 🌀 Perception and feedback from the parents during the remedial activities;
- 🌀 Involvement of the mediator in the smooth running of the remedial education activities;

Through the remedial education activities the thinking and perception of the teachers which were involved in the program, related to the educational act within and outside the school, changes. Other teachers outside the ones directly involved in this programme participated, thus leading to the change of mentality.

The human resources that we should support are: students, their colleagues, school mediator and family, in the happy cases where the family is next to the child.

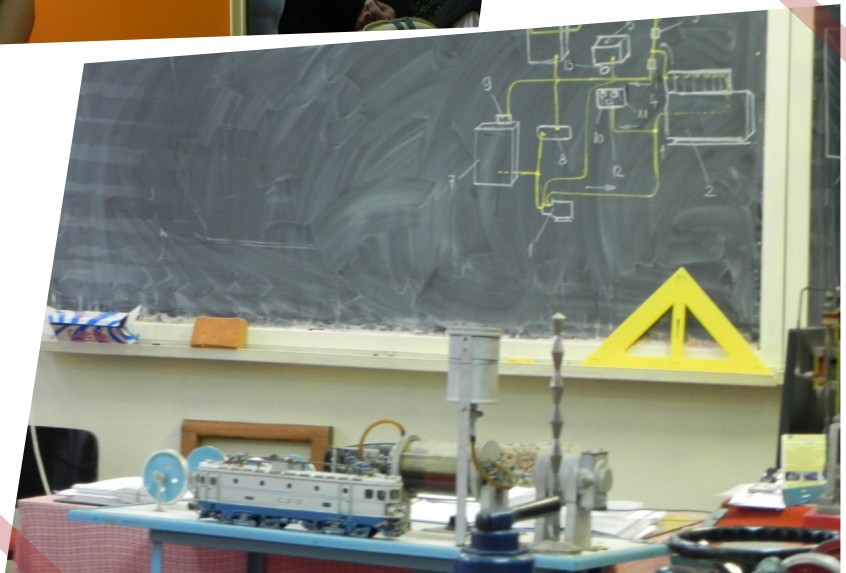
After repeated meetings with the parents involved in remedial activities, they understood that their role is that of educators of their children; they have learned where and when their role of educator ends; they got to know that sometimes they learn from their child and that the school is close to them and supports them in training and educating their child.

What has been accomplished through the remedial activities?

- The student has become from the object of teaching, the subject of teaching;
- The student is co-participant in its training
- Students are more self-confident
- Solid foundation in education and personality formation
- The beginning in mentality changing or a mindset that is formed from the start on solid, healthy coordinates

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The role of the school in reducing the violence among the youth

"Alexandru Vlahuta" School, Iasi

The Challenge: "The violence moves at the school gate"

A real case occurred in a school somewhere in a city in Romania.

One Saturday, the students are called to school for leisure activities. During the break, two students from the 5^o grade go out of the courtyard, in order to buy some food from a store nearby. Four young men begin harassing the two girls, which get scared and run in the school.

The four men are blocked by the policeman at the school entrance.

Under the fists and feet blows, the policeman tries to retreat into the school following two of the assailants, who managed to enter in the school. One of the individuals pulls out a knife and cuts him on the abdomen, then the four manage to escape.

The policeman radios for a mobile crew. In less than ten minutes, the criminals are caught and taken to the police station and subsequently investigated by prosecutors for assault, battery and other violence.

The case presented is a fortunate example; the violence was stopped at the school gate by the policemen's attitude and prompt response. The violence can be prevented only by setting up special security measures in the schools, but also by an adequate civic education.

Also, in this case, it was possible for the policeman to escape with small injuries because he was wearing warm clothes and jacket, and the blade of the knife did not penetrated deep into the skin.

Source: "Evenimentul Zilei" Newspaper

The above article was merely a pretext for us to conduct a study at the school level on the topic: **THE SCHOOL'S ROLE IN REDUCING VIOLENCE AMONG YOUTH**, study done in the second semester of the 2009-2010 school year.

Fundamental concepts:

- ◆ Cultural model
- ◆ Behavior
- ◆ Motivation
- ◆ Young generation

Objectives:

- ◆ Knowing the actual level of the violence;
- ◆ Identifying the necessary measures for controlling this phenomenon;
- ◆ Determining the real impact of this phenomenon on the youth.

Hypothesis

- ① As long as the violence in society will continue to be publicized by the media, the youth violence and aggression will increase.
- ② If the form and content of the educational activities meet the current needs of the students, then they are more open to accepting and adapting their behavior.
- ③ The degree of informal organization of adolescents determine how they see the system of rules and specific behavior patterns of the community.

Methodology

- ◆ Individual interview
- ◆ Direct observation of some activities where youth were involved
- ◆ Participated observation done by the author where youth were involved
- ◆ Questionnaire applied to the students

The concept “Cultural model”

Dimensions

1. The perception of school institutional norms and rules

Variables:

- knowing the school norms;
- accepting the respect of these norms;
- accepting the casual breaking of the norms
- accepting the frequent breaking of the norms;
- total disagreement with the norms.

2. The control of the group

Variables:

- acknowledgement of the rules system and requirements of the group;
- acknowledgement of the specific sanction system of the group;
- acknowledgement of the specific reward system of the group;
- accepting this sanction system;
- the limits of the acceptance by the group of the individual behaviour.

3. Participating in activities of the informal groups

Variables:

- group membership;
- group attachment;
- acceptance of the group's rules system;
- adherence to group's requirements;
- acceptance of one's place in the group;
- satisfying the need for security
- imitating some colleagues' roles.

4. The control of the school

Variables:

- acknowledgement of the school's rules systems for evaluation;
- positive evaluations by the teachers;
- negative evaluations by the teachers;
- acknowledgement and acceptance of the sanction system;
- acknowledgement and acceptance of the reward system;
- the level of violence intolerance by the teachers

5. The student's language

Variables:

- knowing the group's specific language;
- using this language in various situations;
- recognizing the spending level of the specific language;
- recognizing the level of acceptance by the society of the language;

6. Participation in extracurricular activities

Variables:

- participating in leisure time activities;
- group participation;
- adaptation to the group's rules;
- competition desire;
- wish for success.

Questionnaire

1. In your ordinary life how often do you use:	Very often	Often	Someti mes	Rarely	Never
a) Physical violence (beatings, stealing, ecc.) (you can refer to only one/some of these manifestations, not to all)					
b) Verbal, emotional violence (offending, threatening, mocking, harassing, racism ecc.)					
2. Towards whom do you use physical violence:					
a) parents					
b) teachers					
c) friends, colleagues					

3. Towards whom do you use verbal, emotional violence:	Very often	Often	Sometimes	Rarely	Never
a) parents					
b) teachers					
c) friends, colleagues					
4. Where do most of the violent episodes you undergo take place:					
a) School premises					
b) Near the school					
c) home					
d) On the street					
e) Other options.....					

5. At home, at what level are you exposed to:	Very often	Often	Sometimes	Rarely	Never
a) Physical violence (beatings, stealing, ecc.) (you can refer to only one/some of these manifestations, not to all)					
b) Verbal, emotional violence (offending, threatening, mocking, harassing, racism ecc.)					
6. At school on the part of the teachers, at what level are you exposed to:					
a) Physical violence (beatings, stealing, ecc.) (you can refer to only one/some of these manifestations, not to all)					
b) Verbal, emotional violence (offending, threatening, mocking, harassing, racism ecc.)					
7. At school on the part of your colleagues, at what level are you exposed to:					
a) Physical violence (beatings, stealing, ecc.) (you can refer to only one/some of these manifestations, not to all)					
b) Verbal, emotional violence (offending, threatening, mocking, harassing, racism ecc.)					

8. On the street, at what level are you exposed to:	Very often	Often	Sometimes	Rarely	Never
a) Physical violence (beatings, stealing, ecc.) (you can refer to only one/some of these manifestations)					
b) Verbal, emotional violence (offending, threatening, mocking, harassing, racism ecc.)					
9. Do you consider you are/were exposed to (physical, verbal) violence from:					
a) parents					
b) teachers					
c) colleagues					
d) friends					
e) Other persons. Which?					

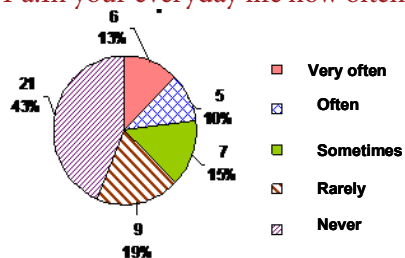
10. In which situations does it happens that you are disrespectful, using also some form of violence (verbal/physical)?	
teachers	When they use inappropriate discipline measures (beatings, humiliation, offences, ecc.) When they have preferential behaviour When they are not honest (during evaluations, with their requirements, ecc.) When they are (too) permissive, tolerant When they are (too) strict For no reasons (because I enjoy it) Other situations. Which?
Parents	When they use inappropriate discipline measures (beatings, humiliation, offences, ecc.) When they are not honest When they are too permissive and I know I do not get punished When they are (too) strict When they do not give my allowance or what I ask for Because I enjoy getting on their nerves Other situations. Which?
friends, colleagues	When they do not respect me either When I feel I am superior and they cannot reply the same way Because I enjoy getting on their nerves Other situations. Which?.....

11. Usually, after you used violence:	Very often	Often	Sometimes	Rarely	Never
a) You win the respect of the others, you are stronger					
b) You win material goods (money, objects)					
c) You feel better because you've let it all out					
d) You lost the respect of the others, you feel sad					
e) You are ashamed					
f) Other options					
12. At what level in your society it is present:					
a) Physical violence (beatings, stealing, ecc.) (you can refer to only one/some of these manifestations)					
b) Verbal, emotional violence (offending, threatening, mocking, harassing, racism ecc.)					

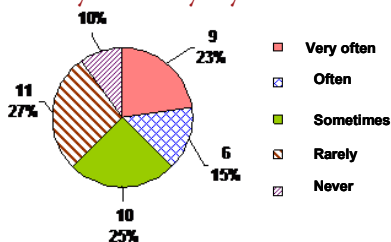
13. Which of the following measures are necessary for having violence under control?	Very often	Often	Sometimes	Rarely	Never
a) Launching programmes in which parents are involved in solving the episodes of violence in school					
b) Launching educational programmes to learn how to deal with and solve conflicts					
c) Establishing/ publicizing free call lines where one can ask for counselling and advice					
d) Involving students in more extracurricular activities (scientific, artistic, sports, ecc.)					
e) Paying more attention to the hours with the class tutor (preparations, methods ecc.)					
f) Broadcasting in TV and radio more educational shows					
g) Restricting violent movies and shows					
h) Strengthening the control and roughen the sanctions					
i) Other options.....					

Interpretations:

1 a. In your everyday life how often do you use physical violence?



1 b. In your everyday life how often do you use verbal violence?

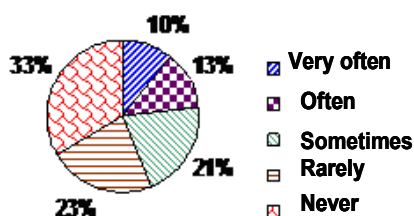


The questionnaire was applied to 448 students in the 8 th grade (the last grade of lower secondary school) and it resulted that there is an increased number of violent episodes in school.

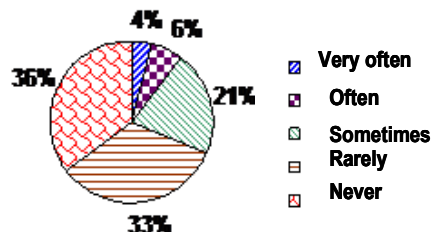
In 25% of the cases we see physical violence among students and in 30% of the cases we have verbal violence.

2. Towards whom do you use physical violence?

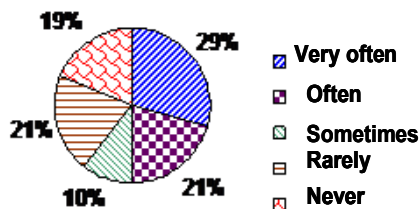
2. a. parents



2. b. teachers

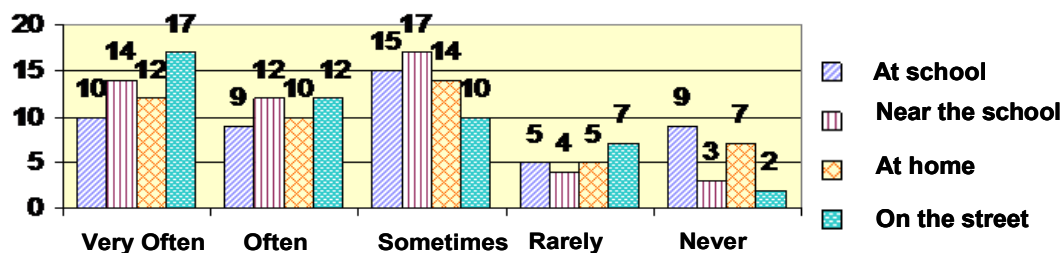


2. c. friends, colleagues



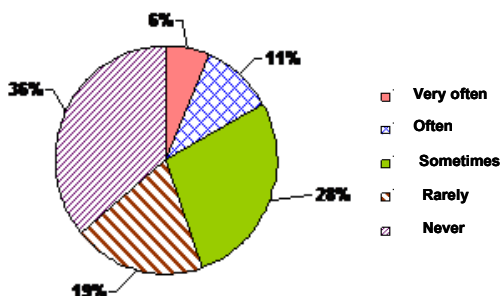
These results should make us think.
The violent episodes are directed towards:
23% on parents
10% on teachers
50% on friends and colleagues

3. Where do most of the violent episodes you undergo take place?

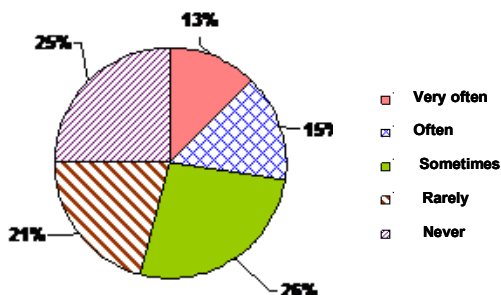


We note that 35% of the interviewed students declare that on the street they feel that the violence is more present, while 29% declare that the violence more present near the school. This way we can explain the feeling of insecurity that some of the students have but also the violent episodes that appear near the school.

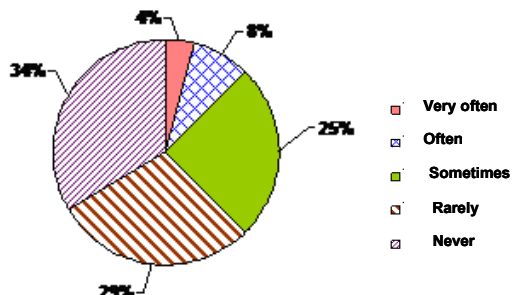
5.a At home, at what level are you exposed to physical violence?



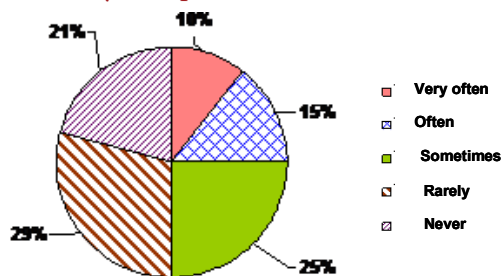
5.b At home, at what level are you exposed to verbal violence?



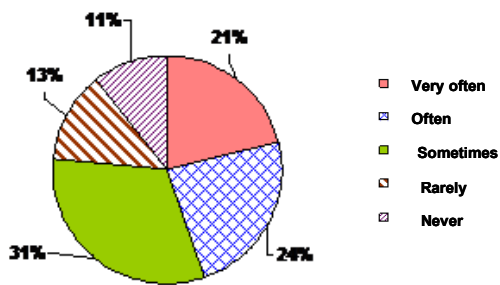
6.a At school on the part of the teachers, at what level are you exposed to physical violence?



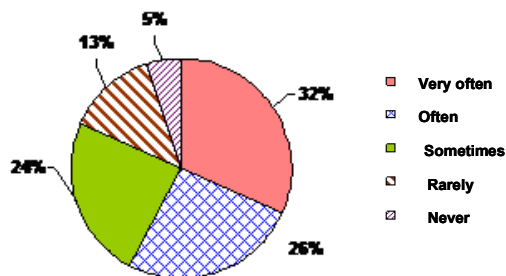
6.a At school on the part of the teachers, at what level are you exposed to verbal violence?



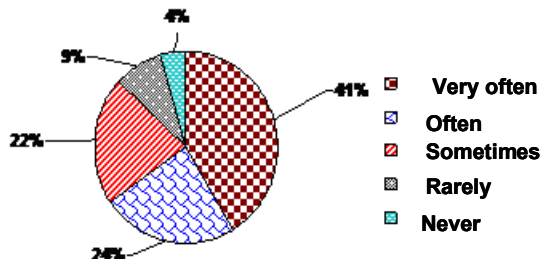
7.a At school on the part of your colleagues, at what level are you exposed to physical violence?



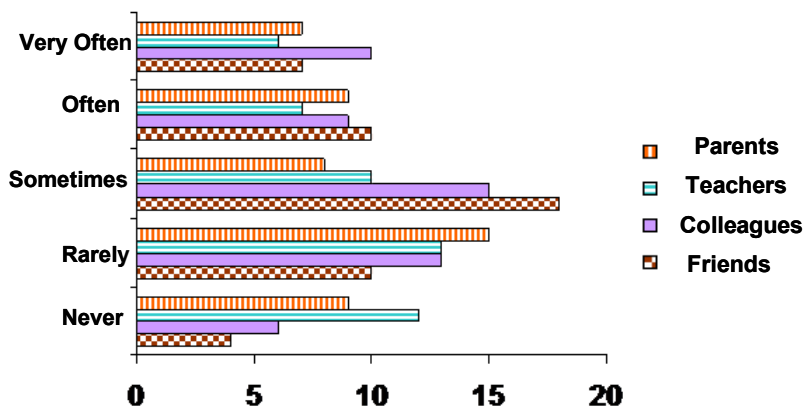
7.b At school on the part of your colleagues, at what level are you exposed to verbal violence?



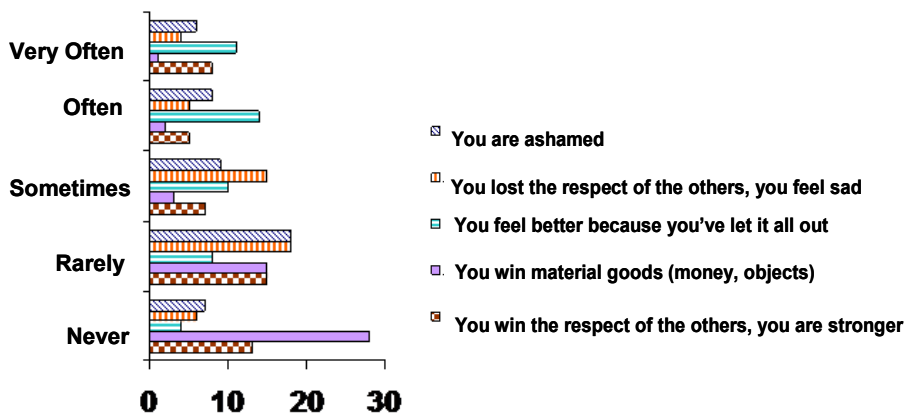
8. On the street, at what level are you exposed to violent episodes?



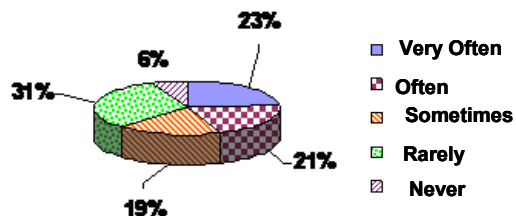
9. You consider you have been exposed to violence by:



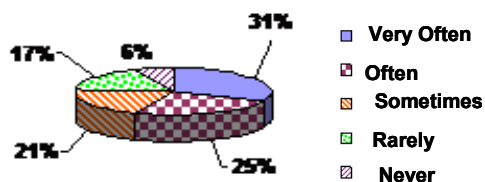
11. Usually, after you used violence:



12.a At what level in your society it is present physical violence?



12.b At what level in your society it is present verbal violence?

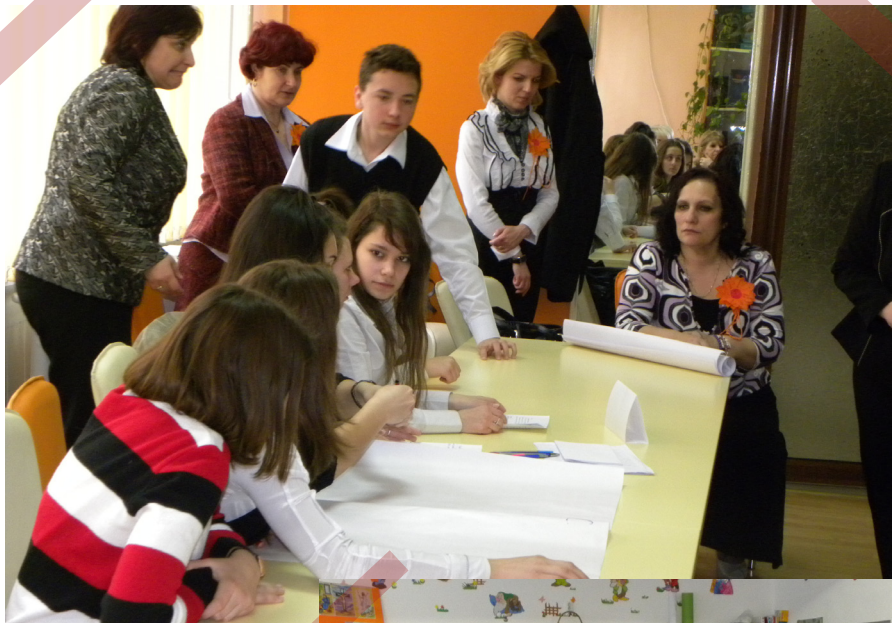


13. Which of the following measures are necessary for having violence under control?	Very often	Often	Sometimes	Rarely	Never
a) Launching programmes in which parents are involved in solving the episodes of violence in school	15%	16%	10%	18%	41%
b) Launching educational programmes to learn how to deal with and solve conflicts	15%	23%	31%	20%	11%
c) Establishing/ publicizing free call lines where one can ask for counselling and advice	31%	20%	22%	15%	12%
d) Involving students in more extracurricular activities (scientific, artistic, sports, ecc.)	27%	20%	17%	20%	16%
e) Paying more attention to the hours with the class tutor (preparations, methods ecc.)	25%	19%	26%	22%	8%
f) Broadcasting in TV and radio more educational shows	10%	9%	45%	25%	11%
g) Restricting violent movies and shows	5%	11%	30%	33%	21%
h) Strengthening the control and roughen the sanctions	5%	12%	35%	30%	18%

Most of the interviewed students believe that the school has the greatest influence on the acquisition of civic and socio-professional values such as: freedom of expression, creativity, competence, active conduct, civic culture, the spirit of competition, cultural training, success, heroism and patriotism.

The fact that these values are mainly attributed by the students to the school lead us to believe that the various media attacks on the role of education in terms of values acquired by students have no grounds.

The school is maintained, thus, the first among institutions in terms of positive influence on youth. So the source of violence in schools is not represented by the values that the educational institutions promotes or by the behavior patterns that teachers offer students but, rather, the school is the area of manifestation of violence that has originated elsewhere.



The conflicts between ignorance and worry – ethnobotanicals and aggressiveness, a problem of the European teenager

Mrs. Mihaela Poroch - Teacher of Technical high school for railways transport

History

1 August 1955 – Professional school of the railways

Starting from 1968, the professional school moved its headquarters in the new building in Socola Street and its old headquarters becomes the Qualification Centre of the Regional Railways Transport of Iasi.

In its first years of existence the professional training of the students was oriented towards a limited number of specializations: locomotive and wagons assemblers, locksmith, maintenance and repairs mechanic, railways equipment

1 April 1970 the school becomes a Technical high school

September 1973 – the first high school classes

1978 – the first graduates (86 students)

2001 - 201 graduates

Presently

3 types of education levels:

- ◆ arts and crafts school
- ◆ technological high school
- ◆ foreman school

Areas of training:

- ◆ telecommunications
- ◆ transports
- ◆ constructions and public works
- ◆ CAD operator
- ◆ Mechatronics

Each class has a predefined specializations which corresponds to one of the following railways branches:

- ◆ rolling stock (locomotives and wagons)
- ◆ telecommunications
- ◆ calculus technique operator; mechatronic
- ◆ constructions and public works
- ◆ railways installations (signaling, fixed installations for electric traction)

School's mission:

Our school's mission is to contribute at the development of a high level professional and technical training, attractive for the citizens of Iasi city and of the entire Moldavia region, that offers each student equal opportunities for personal and professional development so that he can find a work place and to continue his training; we work so as to have students which can contribute to the development of his community in the technical area, to be the keeper of the Romanian traditions and values in the view of the European integration

Educational objectives:

- ➔ training respecting the human fundamental rights and freedoms in the spirit of the European citizenship
- ➔ the creation of extra-functional skills needed for the young student's adaptation at the ever changing requirements of the society:
 - ◆ creative spirit
 - ◆ critical thinking
 - ◆ being responsible
 - ◆ civic spirit
 - ◆ being able to make decisions
 - ◆ being able to develop his own professional and extra-professional skills
 - ◆ fair play (through sport we can fight against violence)

The conflicts specific to the educational environment

The term of “**conflict**” comes from the Latin verb “**confligo**” which means to struggle, to fight with another person, referring to clashes, arguments, fighting against another. Many dictionaries define the term of conflict using concepts similar to violence, such as: friction, dispute, fight, scandal, struggle, war.

Types of conflicts:

- student-student
- student-teacher
- teacher-teacher
- teacher – management
- student – parent
- parent- teacher
- parent – management

Causes of the violent behavior of the students

The teacher reshapes the student's perception by:

- establishing an empathic atmosphere in the classroom;
- actively engage students in teaching / learning;
- emphasizing that each lesson contains useful information for their lives
- cultivating students' self-confidence;
- using students' interests and prior knowledge;
- challenging the students with questions that they have to respond
- positively reinforce desirable behaviors;
- differentiated planning of the learning activities

Antipathy of the student against the school:

- The need for social recognition
- Social isolation
- Impulsive behavior
- Ignoring the rules
- Conflicts between the students' rules systems (at home, among their friends, at school)
- Emotional transfer
- Being prone to violence
- Anxiety - caused by teacher if he judges the student in front of the class

Factors which influence the violent behavior of students

- a. Deviations of behavior related to the psychological constitution
- b. Deviations of behavior related to the neuropsychological structure - These are due to

head trauma, infectious diseases, etc.. It is manifested through restlessness, mental instability, negativity and hysteria, denial of tasks, lying, etc. They are rare and partially educated.

- c. Deviations in behavior due to negative changes in physical and social environment - because of the weaknesses of the family environment, negative influences of friends, etc..
- d. Deviations in behavior related to pathological changes in the individuals and in the environment - are hardly recoverable.

Localization of the behavioral deviations of the students

Depending on the predominantly psychological affected area, the behavioral deviations can be localized as follows:

- ☛ within **relational area** - children who refuse to communicate, which are being selfish, which reject the collective.
- ☛ in the **emotional sphere** – the children are irritable or totally passive. Usually, they have suffered psychological trauma
- ☛ in the **volitional sphere** – the children are stubborn, moody, undisciplined, disorganized, etc. These are the consequences of excessive or lack of supervision of the child.

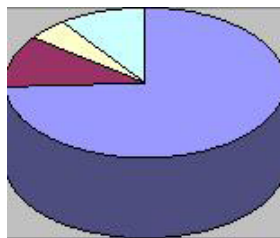
In the classroom the teacher may use different strategies to avoid or resolve the conflicts arising from students' deviant behavior

A. Avoidance strategies – the teacher is tolerant, he jokes, to avoid the conflict

B. Mitigation strategy - by postponing the action, gives tangential response, and deliberately ignores the main sources of conflict,

C. Strategies of confrontation - power or negotiation

Study on the students perception of their relationship with their family



- ☛ 60 students (74%) consider that they are sustained by their families
- ☛ 9 students (11%) consider that the family is not interested, doesn't care
- ☛ 4 students (4%) consider that the parents are too severe
- ☛ 8 students (9%) consider that their family agrees with everything they do

The conflicts at school (questionnaire applied to 40 students)

The student – teacher conflicts:



- 19 students have had at least one conflict with one of their teachers
- 21 students have never had any sort of conflict with the teacher

The student – student conflicts



- 27 students declared to have had conflicts with their colleagues
- 13 students have never had conflicts with other colleagues

The distribution of students with special needs

Attention deficit	Problems of social integration	School failure	Violence	Parent abroad for work	Families with only one parent	Disabilities	Normal students
45	12	35	10	105	110	4	695

Fighting against the abuse of ethnobotanical products

- ➔ Identifying the students which are consumers
- ➔ Establishing the reaction of a consumer based on these students' past behavior; case studies
- ➔ Establishing a remedial program
- ➔ Developing and implementing individualized action plans for training the students to being able of self-evaluation in order to avoid exaggeration and to reducing their personal failures
- ➔ Organizing and conducting meetings only with the parents, with the parents together with the students, restarting the "Parents Club", where it can be analyzed the violent behavior due to the consumption of ethnobotanicals
- ➔ Developing differentiated and individualized strategies for dealing with the students with problems
- ➔ Monitoring the activities and behaviors of the students involved

Fighting against violence

- ➔ Identifying the potentially violent students and the causes that may lead them to violent manifestations
- ➔ Developing an individualized support program for the students involved in cases of violence or which are potentially violent
- ➔ Organization of extracurricular educational activities that would attract students with violent potential
- ➔ Channeling students' energies to various sport activities and involving them in various competitions
- ➔ Establishing a program for parents, focused on awareness, information and training regarding their children's adjustment difficulties at school, and the various aspects of school violence.
- ➔ Organizing roundtables and discussions with experts, establishing partnerships with competent institutions
- ➔ Establishing programs to support and advise children

Conclusions

- ❧ the students' difficult school behavior is largely due to the family climate
- ❧ students' belonging to a group of friends with social problems
- ❧ misunderstanding of the teachers, the assumption that teachers have a poor attitude regarding the students
- ❧ most students at risk come from broken families, or with parents away

Actions to be taken:

- ❧ students and parents' individual counseling to increase motivation for school activities
- ❧ group counseling for parents to analyze age-specific issues
- ❧ regular monitoring of student's school performance by their parents
- ❧ parents assisting their children in their homework
- ❧ parental involvement in extracurricular activities
- ❧ courses for teachers to better connect with students
- ❧ regular monitoring of the behavior and of the academic situation of students by each tutor-teacher
- ❧ group counseling for students
- ❧ the involvement of the target group students in projects and extracurricular activities



Strategies for Conflict Management and Youth Distress in School

Mrs. Alice Bellodi - Teacher of ITC Bodoni, Parma

- ✂ CIC CONSTITUTION – CENTRE FOR INFORMATION AND ADVICE
- ✂ SPECIFIC PROJECTS FOR INDIVIDUAL CLASSES
- ✂ TEACHERS TRAINING
- ✂ TUTORING

CIC – CENTRE FOR INFORMATION AND ADVICE

- ➔ Project included within the study plan under the law 162/90;
- ➔ It is an activity of “Health Education” and it offers a first response to situations of personal distress or distress at school among students;
- ➔ It provides teachers, students and their parents of :
 - ◆ a psychologist;
 - ◆ several teachers – tutors of Institute (who followed a specific programme).
- ➔ Helps students get social services and health care in the area;
- ➔ It helps Class Council in identifying situations of distress and in the school drop-out prevention;

School Year 2010/2011 PROJECTS WITH EXTERNAL EDUCATIONAL BODIES FOR CONFLICT MANAGEMENT

- ➔ Project “Meet the other between fear and desire” with the cooperative Kwa Dunia – on diversity, stereotypes and prejudices;
- ➔ Project “Integration: I do it also” with the cooperative Eide’ - on the theme of knowledge of self and others, and the diversity;
- ➔ Path of socio-emotional lessons for second years classes in high school with trainings from psychologist and gynecologist of Local Sanitary Agency (AUSL) – “Youth Area” City of Parma as educational support training to situations of distress and forms of psychopathology, such as anorexia and bulimia, drug addiction among adolescents etc.
- ➔ Musical “Poisoned candies” funded by the city of Parma on the themes of youth

distress and the prevention of addictions.

- ➔ Cineforums and debates on the issue of addictions.

TEACHER TRAINING IN THE CONFLICT MANAGEMENT

The institute organize the following courses on conflict management:

- cooperative learning;
- educational relationship management;
- counseling skills for teachers and teacher tutor.

TRAINING COURSE: COOPERATIVE LEARNING

It is a way to improve in students the acquisition of cognitive skills and conflict management of the class.

It is based on 5 principles:

- ✂ Positive interdependence (members in the group must rely on each other to achieve the goal - if one does not follow its own part the whole group suffers the consequences);
- ✂ Individual responsibility (everyone must participate and accounting for the lessons learned - no one can delegate the own work to others);
- ✂ Face to face interaction (members shall work interactively; students teach and verify each others);
- ✂ Learning social skills (members acquire social skills useful in life and at work);
- ✂ Evaluation of their work (the members learn how to evaluate themselves).

COOPERATIVE LEARNING IN CONFLICT MANAGEMENT

Cooperative learning prepares to successfully resolve conflicts by educating the ability to negotiate the conflict. Educating for peace in the school context.

Negotiation is the most effective strategy for resolving problems.

It requires:

- a climate of cooperation (and not competition);
- mutual understanding (and not an individualistic and selfish solution);
- the ability to express own deepest needs, respecting each other, without labeling or judging;
- the ability to feeling what others feel .

(For Mario Comoglio conflicts that are resolved with a winner and a loser leave the players unsatisfied. Sooner or later who lost will want to revenge.)

The cooperative learning educates to interaction, social life and in learning social skills such as:

- ➔ The ability to negotiate, to resolve conflicts with respect for others;
- ➔ The ability to make decisions, present their ideas and defend them;
- ➔ The ability to communicate in public and the development of confidence in their potential;

(For Dewey the school is a social community where you can experience democracy and cooperation, where we learn to live in relationship with others, to improve society)

TRAINING COURSE: EDUCATIONAL RELATIONSHIP MANAGEMENT

The course has developed numerous arguments for improving the classroom management and helping to manage conflicts in the classroom;

Topics include:

- Communication in classroom management;
- Helping relationship;
- The psychology of adolescence;
- Assertiveness and empowering;
- Conflict management.

Actions that can transform the conflict in an enriched solution of the problem:

- Accept positively divergences within the group (this conflict is a physiological component of communication, without conflict there is no report or change);
- Practicing empathetic listening and not the critic one (listen with understanding instead of assessing and judging);
- Clarify the nature of the conflict (conflict can only be on facts, on methods and goals: in these cases it is always possible to negotiate; if the divergence is about values it is difficult to find an agreement: we describe them in objectives and operational terms);
- Recognize and accept the feelings of the individuals involved (knowing how to express their emotions and be able to manage and understand the emotions and needs of others);
- Always watch out the maintenance of the relations between the opposite parties in disagree

The task of non-governmental organizations in conflict resolution

Mr. Liviu Magurianu - "Save the children" Foundation

Conflicts that put in danger the superior interest of the child

- ▶ Conflicts generated by the State's institutions
- ▶ Conflicts generated inside the family: abuses, neglect
- ▶ Conflicts among the children
- ▶ Conflicts between states

Role

- conflict mediation
- conflict prevention
- intervention in conflict management

Examples of actions in the interest of the child

- ▶ when the public budget is made, there should exist special funds for the child's education and development
- ▶ if the parents get separated, the decision to trust the child to one of the parents should be done in the interest of the child
- ▶ the States have the duty to assure the equal rights and opportunities to all children, no matter the gender, nationality, etc.

Examples of child discrimination

- in some countries the girls are considered inferior to boys or they are forced to marry at young ages and their access to education is very limited
- as a result of wars, the refugees children are forced to live in camps where the education conditions are close to zero and they are exposed to great dangers
- children with physical or mental handicaps do not have the same opportunities for a good life

The central arbiter (in an uneven play field)

- is the United Nations, founded in 1945 and which comprises all the world nations. The

UN was created right after the Second World War as an instrument which could guarantee peace and the respect of human rights

The second level arbiters

- ▶ non governmental organizations and international non governmental organizations
- ▶ the UN has created for guaranteeing the respect of human rights, various commissions, sub-commissions and committees. For example, the Committee for Children's rights or the Committee which fights against the women's discrimination
- ▶ the institution which deals with conflict resolution is the International Tribunal in Hague. And because inside the UN there are various institutions which deal with human rights, in 1993 is was introduced the High Commissary for Human Rights

The philosophy of children rights: "The humanity deserves them the best"

The students' rights as seen by them

- the right to not always pay attention
- the right to have their associations
- the rights to learn only what has a purpose and a meaning
- the right to not be obedient and submissive 6/8 hours a day
- the right to move around
- the right to not respect some of their promises
- the right to choose to colleague with which to do the class assignment
- the right to not cooperate to his own education process
- the right to exist as a person and to preserve his uniqueness as a human being

Conflict management in pupils' groups through Interculture

Mrs. Chiara Rani - AIPI expert

AIPI's history

AIPI Società Cooperativa was established in 2005, after the A.I.P.I Association, created by educators and teachers who, from 1993 al 2001 had managed the Interethnic Centre of the Immigration Service of the Municipality of Bologna.

! Close collaboration with schools and the territory for the reception and socio-cultural integration of children

(Some) types of intervention

- ✗ Reception and integration of foreign non – Italian speaking children in school
- ✗ Italian L2 courses in the schools of the First and Second Grade of the Province of Bologna
- ✗ Intercultural Workshops
- ✗ Linguistic and cultural mediation
- ✗ L1 Courses
- ✗ After-school activities (Centro Interculturale Comellini)
- ✗ Creative workshops (Theatre, Poetry, Creative Writing, Hand-work labs)

Reception and integration - that is preparing the ground

Create a welcoming atmosphere in the school for children newly arrived in Italy in order to:

- enhance the skills, abilities and personal knowledge for a fair inclusion in accordance with local regulations (see Art.45, of Presidential Decree No.394 of 1999)
- facilitate the integration process between peers
- create a path of Equal Opportunities in the Right to Education in accordance with the general principles established by the UN (Declaration of the Rights of the Child, Seventh Principle)

Laboratories of Italian as L2:providing the tools

Laboratories of Italian as L2 at school in order to:

- › Verbalize their feelings, tell about themselves

- ▶ Create a system of positive interactions in the context (student / student, student / actors of the school pupil area)
- ▶ Gradually acquire linguistic, sociolinguistic and cultural competences that nurture the range of "knowledge" and foster personal and shared reflection in meta-culture and interculture
- ▶ Providing the tools to give voice to the person through the channel language to avoid the frustration and isolation that can lead to misunderstandings and subsequent aggressive and violent expressions

Intercultural workshops in class

- ➔ Among Intercultural skills (see CEFR): "the ability to overcome stereotyped ways of relating"
- ➔ Education to Meeting others, and to the Plurality of viewpoints
- ➔ Interculture as Awareness -> requires a guidance in education to **Respect of the Other**

Linguistic and cultural Mediation

- ◆ Bridging the culture of origin and the culture of destination offering tools that allow a clear interpretation of both
- ◆ Facilitating exchange between people from different cultures, and mutual understanding between different educational systems
- ◆ Facilitating a clear communication in the school – pupil – family relations
- ◆ Linguistic and cultural Mediators as example of recognized success in the personal and social field

L1 Courses

- ➔ Language -> vehicle for socio-cultural meanings and values
- ➔ Valuing the native language to enhance an entire cultural system
- ➔ Preventing the occurrence of subtractive bilingualism
- ➔ Chinese language courses at I.T.C.S Rosa Luxemburg of Bologna addressed to Chinese students and Italian students / teachers alike

The "After- School" (Centro Interculturale Comellini)

Place of confrontation, conflict and meeting

- between peers
- with adults (educators and teachers)

- with the territory

Integration through

- Educational activities (L2 Study, study-support)
- Recreational- educational activities (sport, territory exploration)

In a protected educational environment where the child is accompanied through a path of confrontation, conflict and meeting with the surrounding social and territorial environment.

Play and Art workshops

- ◆ Creative manual workshops for younger children
- ◆ Poetry workshops
- to foster collaborative work within the group
- to create an environment where problems can be expressed – discussed - solved
- to give voice to various forms of expressive skills

Theatre (intercultural) workshops

- ◆ Theatre as a means of self expression conveyed by a variety of expressive communication channels
- ◆ To create positive relationships based on mutual listening
- ◆ Education to the interaction based on suspension of judgment on the Other
- ◆ Estrangement from personal / conflict experience
 - From reality to staging (Representation)
 - From the Insights experienced in the scene to Reality (Extrapolation)
- ◆ Personal contribution becomes enrichment for oneself and for the group (individual and group enhancement as a body that takes on an identity)
- ◆ Expressiveness and success focus on choral work and not on protagonist / individualism
- ◆ An example of a theater workshop held at I.T.C. S. Rosa Luxemburg, Bologna :
<http://www.crossingtv.it/video/extravisioni/episodio-24-valigie-di-storie-storie-di-valigie>



WORKSHOP: "KEY COMPETENCES"

16 - 17 - 18 - 19 MAY 2011

EMILIA-ROMAGNA



The last Workshop of the YES Project (Youth Educational Systems) held in Emilia-Romagna from **16th to the 19th May 2011** focused on: **“Key competences: instruments and methods for dealing with school failure, for offering increased learning opportunities for pupils who risk social marginalization and for increasing pupil motivation”**

The Iasi Consortium delegation was composed of the representatives of the Teacher Training Centre and of the Headmistresses of the high schools partners of the YES project: Lidia Andronache and Anca Dimitriu from the Teacher Training Centre ; Camelia Gavrila, Headmistress of the Negruzzi College; Mihaela Poroach, Headmistress of the Technical high school for Railway Transports; Ana Verginia Munteanu, Headmistress of the Alexandru Vlahuta School.

The exchange activities have started **Tuesday, May 17th** at the **Center for Educational Documentation (CDP) of the City of Casalecchio (Province of Bologna)** - with whom the AIPI Association, regional partner of the Consortium in Emilia-Romagna, has always collaborated - which annually involves in training more than 3500 children of different ages, 11% of whom are foreigners (one of the largest communities are the Romanian and the Philippines), while providing learning environments in order to form a bridge between the educational dimension and the territory.

The Center for Educational Documentation is located within the premises that once belonged to one of the branches of ITC Salvemini, sadly remembered for the tragedy that struck the school following the December 6th, 1990 crash of an aircraft - the pilot lost control of the plane due to mechanical failure - crash that caused the death of 12 students aged 15 and wounding many of which most suffered permanent disabilities. After visiting the classroom where the plane crashed, nowadays memory room, the delegates from Iasi were able to deepen the role of the City Council of the Boys and Girls (CCRR), experience borrowed from a similar French experiment made some years before in the classrooms and implemented by the Rights and Social Cohabitation Area of the Center for Educational Documentation (CDP).

The CCRR is composed of males and females in equal numbers of ages ranging between 10 and 13 years old and it is divided into 4 committees in which young people are called to work on the topics: environment, communication, mobility and solidarity. The project's main aim is to gap the bridge between educational theory and reality applied when we deal with issues such as: participation, representation and citizenship. The CCRR Project takes place mainly after school and the selection of participants is made by the traditional

class vote through which the students elect their representatives. Once this is done, the action of awareness and responsibility begins, coordinated by the experts of the Center for Educational Documentation and teachers, called to play the role of facilitators.

The role of the facilitator is to suggest, advise, offer reflections and train young to apply a cooperative manner to decision making and action. The heart of the work focuses on the idea of building a "City Fit for Children". Observe-monitor, evaluate-think, plan and act are the different stages which make up the overall project.

Afterwards, in the **Office of International Relations of the University Alma Mater Studiorum of Bologna**, a meeting was held with Mrs. Giovanna Filippini - Executive in charge of international relations - and Mr. Gianluca Bolelli - Head of the Internationalization Area. The discussion focused on the presentation to the Romanian partners, whose students may have an interest in studying abroad, the specificities of the University of Bologna, the development of educational innovations (Study conducted entirely in English) which place the University of Bologna among the most prestigious universities in Europe, the Bologna Process which is the process of standardization of the European academic system and the EU Erasmus Mundus Programme aimed at multiple recognition of the Masters and PhD Degrees obtained in various European universities in which the training and postgraduate research has been done.

In the afternoon, **Mrs. Rita Gatti**, professor of the Faculty of Education Science, University of Bologna, held for the two consortia an academic lecture on "Design and evaluation of the educational and training interventions in multicultural contexts", carried out at the headquarters of the Legislative Assembly of Emilia-Romagna. Whilst in the Romanian context the carrier as a social educator is in its beginning, in the Italian context the educational interventions, once made, are poorly documented because of a lack of the documentation culture in education that is mostly based on oral transmission of the content. Entering into the subject of project design Prof. Gatti discussed the modules that make up the project design: rational, problem solving, dialogue planning. Prof. Marina Maselli, researcher and collaborator of Prof. Gatti, has highlighted the importance of the collaboration with all the key stakeholders that revolve around a particular project and mainly with the educators.

The day of **May 18th** began with the presentation of the **ITC Rosa Luxemburg** of Bologna of the "Going to that country. Discovering Mozambique" Project. The project was characterized by the involvement of students at risk of social marginalization which were

asked to reflect on stereotypes and cultural differences and to organize group work and cooperative games with the boys and girls in Mozambique. "Going to that country" implied also a study-visit of the Mozambique students in October 2010 in Bologna, which will be followed by that of four Italian students and one teacher in Maputo in June 2011. It has already been delivered to the young Italian students a guide on Mozambique, with different thematic areas: Economy, Tourism and Commerce of Mozambique.

During the illustration of the most significant projects carried out by ITC Rosa Luxemburg in order to enhance the key competencies of the students, the Newspaper Online titled "Rosa Online" was also presented as well as the web-TV created by with the initial support of the school and of the provincial and regional authorities and now totally independent. This web TV is called Crossing TV.

After the discussion and debate on how to continue the partnership and on the bilateral agreements that can be concluded in order to achieve sustainable long-term collaboration between the two consortia, it was the turn of **IPSCT Elsa Morante of Sassuolo (Modena)** which together with the Romanian colleagues analyzed the importance of sports activities as a tool to increase self-esteem and confidence both in the students with disabilities as in those with difficulties in social integration. The starting point was the project conducted by the school called "Sport Sympathy Sprint. "

Further discussions involved the **Regional Education Department of Emilia-Romagna** who presented the results of the project conducted by schools of the European Network of Education, which had as a result a final evaluation, carried out among students on the activities undertaken and on their work to improve key competencies.

The day's activities were concluding with the presentations made by **ITC Bodoni of Parma**, which has exhibited, with the help of some students, the results of the implementation of the Projects "Infobetizza" and "Intrapprendere". The first one is a workshop conducted by students aimed at reducing the digital difficulties of the elderly. The young students together with a tutor led workshops for the elders on the knowledge of the PC. This Laboratory which reached its tenth year in 2010, has seen a huge amount of work put in by the students involved, for communicating and transmitting their computer knowledge using a language understandable to people with a different frame of mind.

With "Intrapprendere" Project the students of the ITC Bodoni experienced the simulation of the creation of an enterprise. The work performed together with the teachers implied the carrying out all the bureaucratic and administrative steps to build a real business:

the appointment of a Board of Directors, the establishment of a market investigation and the development of a operational plan for the sustainability of the business in a competitive market

The final day, **May 19th 2011**, was centered on the theater project of the **ITC "G. Ginanni of Ravenna"** that led to the creation of the theatre play "Future men! Who are you?" an adaptation of "The Bedbug" by Vladimir Mayakovsky and of the graphic novel "Mecnavi - Ravenna, March 13th, 1987" by Leonardo Guardigli, in collaboration with the Teatro delle Albe from Ravenna and the project "non-school".

The "non-school" is an educational and cultural experience, started in Ravenna more than twenty years ago, and which has recently reached milestones of success as Scampia in Naples and in other suburbs of the world, involving young people at risk of marginalization. The young actors of Ginanni High school, as the "guides" of the Teatro delle Albe, Laura Redaelli and Deborah Pradarelli have confirmed, had a leading role during the laboratories and then in the theater in the creation and in the representation of a text on the terrible tragedy that occurred in Ravenna in 1987 - the death by suffocation from fumes of 13 workers of Mecnavi. Mayakovsky's play has been "torn apart" to recover the importance of the classical theater in telling the story of the present through the eyes of the adolescents, avoiding stereotypes and narrative documentary.

The study and the group work aimed at the development of a narrative structure that would allow, as the students explained to the Romanian partners, to honor the dead together with the theater audience, through a deep emotional involvement. Among the positive results of the project: the closeness of these young people to theater and poetry, but also a great personal growth and greater awareness of being citizens.

The morning activities ended with a very detailed presentation of the Headmistress of the Negruzzi College of Iasi, Prof. Camelia Gavrila, on the results of the YES two-year project and with a discussion of future prospects of cooperation between the two consortia.

At the conclusion of the workshop activities, the two delegations visited the Savena neighborhood where the **AIFI Association** works with various institutions to prevent school failure among young people.

At the **middle school "Guercino"**, the afternoon workshops are also open to students not enrolled in this school (which has a 20% foreign students, coming mainly from Eastern Europe and East Asia): among these, as explained by Roberto Pasquali, the poetry workshops, but also those of picture and sound, and movement, organized in collaboration

with the trainees of the University. All these laboratories have the merit of helping children to overcome stereotypical attitudes toward certain disciplines, and allow them a freer self-expression, integrating the school curriculum.

Professor Eleonora Zardi focused instead on the literacy courses for the Italian language during school hours, held by the school teachers as well as by retired teachers, and organized also by CDLEI which offers these courses of preparation for the exam at the end of middle school .

The co-design is also important for the activities organized by the **Territorial Educational School Service of the District of Savena**, and these are aimed at three target groups: children aged from 6 to 13 years, children aged between 14 and 18, and children of Sinti origins, for a total of about 200 children. The group more difficult to "hook" is that between 14 and 18, who study outside the district of residence. The activities most frequently used, even to combat bullying, is the urban dance, martial arts, and even "dangerous" disciplines as parkour (a discipline born in metropolitan France in the early '80s, which implies overcoming any kind of obstacle, adapting one's body to the surroundings). In general, sport is best used as prevention against the use of drugs.

In the month of June, in each regional consortium, the final seminars will be held involving all of the regional partners, for presenting the conclusions of the two-year project and to share the results.



Alma Mater Studiorum
Dati

Studenti internazionali di scambio

Anno accademico	Studenti in uscita	Studenti in entrata
2001/2002	1.065	1.107
2002/2003	1.276	1.209
2003/2004	1.364	1.433
2004/2005	1.391	1.796
2005/2006	1.464	1.882
2006/2007	1.456	1.968
2007/2008	1.570	1.927
2008/09	1535	1976
2009/2010	1774	2.080

ALMA MATER STUDIORUM - UNIVERSITÀ DI BOLOGNA



WORKSHOP: “Key competences: instruments and methods for dealing with school failure, for offering increased learning opportunities for pupils who risk social marginalization and for increasing pupil motivation”

16th/19th May 2011 – Emilia-Romagna

16th MAY 2011

- 10.00** Arrival of the Iasi Consortium delegation and transfer to the Holiday Inn Hotel
- 11.00** Preliminary meeting and handing out of the materials for the following training activities

17th MAY 2011

- 09.30 – 11.00 Municipality of Casalecchio di Reno (BO) – via del Fanciullo 6**
Casalecchio di Reno Teenagers’ Council
Meeting with Mrs. Patrizia Guerra, representative of the Pedagogical Documentation Centre of the Municipality of Casalecchio and with Roberto Pasquali, representative of the AIPI Association, on the role of the Teenagers’ Council
- 12.00 – 13.00 University of Bologna – Via Zamboni, 26 - Romei Room, 1st floor**
The educational offer of the University of Bologna for the International students: study programme, International projects, cultural activities (ex. Erasmus programme)
Meeting with Mrs. Giovanna Filippini and Mr. Gianluca Bolelli, representatives of the International Relations Department of the University of Bologna, for an open debate
- 14.40 – 16.00 Assemblea legislativa – via Aldo Moro, 50, Room C**
Presentation of the University course “Projecting and evaluating the interventions in the educational and training sector” for the development of the key competences for all actors involved in the educational and training sector: cooperation in education, the Welfare system for educational projects, promoting the social cooperation, designing educational and training projects

Meeting with prof. Rita Gatti, leading teacher for the “Planning and evaluating the interventions in the educational and training sector” course of the Faculty of Educational Sciences of the University of Bologna

16.00 – 16.30 Debate

18th MAY 2011

Assemblea legislativa – via Aldo Moro, 50 Room C

09.30 – 11.30 The projects at the ITC Rosa Luxemburg of Bologna for the transversal competences

- Presentation of prof. Cristina Donà of the project “Andare a quel paese” dedicated to the methodologies for increasing the study motivation for the students which have social and integration difficulties.

- Presentation of prof. Graziella Giorgi of the project “Giornalino Rosa online” which aims at promoting the new technological potential for assuring wellbeing at school and to increase learning equality.

The former student of the school, Mircea Moisa, will be present to speak about his experience during this project and about how this experience inside the school can give birth to new socio-cultural experiences in the community, as for example “CrossingTV”.

- Presentation of prof. Giorgi and prof. Serenella Bordoni of the project “Concittadini”, promoted by Assemblea legislativa, and of the work done with the students on the meaning of legality in their everyday life and in the social and public sphere discussing also some aspects of globalization

11.30 – 12.30 Debate and final conclusions of the partner of the two years of project implementation

14.00 -15.00 Developing and strengthening the transversal competences at the IPSCT Elsa Morante of Sassuolo

- Presentation of prof. Minardi of the music laboratories organized by the Institute as after-school activity and of the project “Sport simpatia sprint”.

- Presentation of prof. Rossi of the projects done by students of the schools which belong to the network “Europe of Education” during a seminar organized for these Institutes

15.00 – 16.00 Activities for improving students’ motivation and increasing the opportunities for training for students which risk school failure at the ITC Bodoni of Parma

- Presentation of the project “Intraprendere - creazione di un’impresa cooperativa” by two students which have participated in this activity .

- Presentation of prof. Martini and of two of her students of the project “Infobetizza i nonni” which aimed at teaching the students the methods of competence transfer and intergenerational dialog

16.00 – 16.30 Debate

19th MAY 2011

09.30 – 10.30 *Assemblea legislativa* – via Aldo Moro, 50 Room A

Presentations and intervention of the representatives of the Iasi Consortium

10.30 – 12.00 Majakovskij at 17: the theatre project of ITC G. Ginanni, Ravenna

- Presentation of the School Headmistress Patrizia Ravagli and of some of her students of the experience had during this theatre course/laboratory which finished with a public performance of the play prepared

- Presentation of Laura Redaelli and of Debora Pradarelli, actresses and trainers of the theatre group “Le Albe”, of the “non school” methodology, approach which has been internationally recognised, that brings the youth closer to the theatre, and of the team work

12.00 – 13.00 Debate and final conclusions of the partner of the two years of project implementation

14.30 – 17.00 The AIPI Association and the activities done in the district for preventing school failure

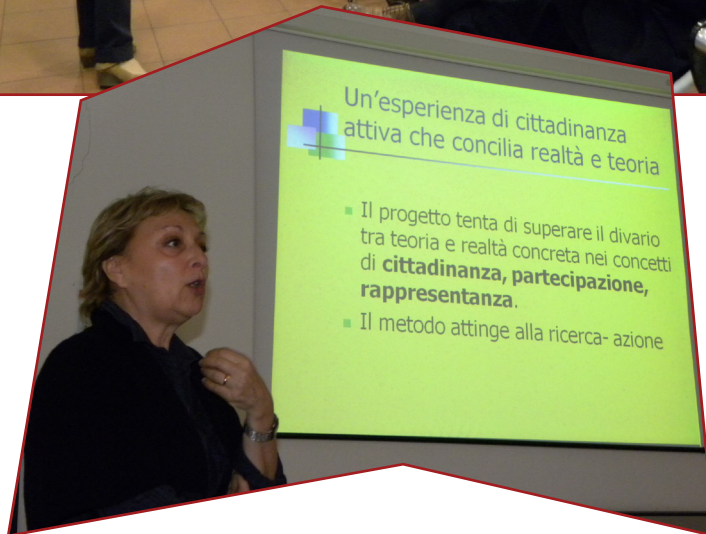
14.30 – 16.00 **Guercino School** (Via Longo, 4)

- Welcoming by Mrs. Eleonora Zardi, teacher of humanities and contact persons for the District for the activities dedicated to preventing school and training failure
- Participating in the AIPi's after school activities,
- Presentation of the activities and projects done together with the school's teachers and with the Savena District Territorial Educational Services

16:15 – 17:00 **District headquarters** (Via Faenza, 4)

Mr. Sandro Bastia, Head of the Educational Department of the District, of the socio-educational projects and of the territorial network for the prevention of school failure and abandonment





AN ACTIVE CITIZENSHIP EXPERIENCE

The Council of young boys and girls of Casalecchio

*Mrs. Patrizia Guerra - expert of the Pedagogical Documentation Centre
of the Municipality of Casalecchio*

School Year 2010/2011

An active citizenship experience that brings together reality and theory

- The project attempts to bridge the gap between theory and reality in the concepts of citizenship, participation and representation.
- The method draws on action-research

Action-research

- When you use the method "Action-Research" you refer to cooperative learning, where there is no leadership, but all team members are engaged in leadership



WHO WE ARE:

- We are the Council of young boys and girls of Casalecchio.
- We meet regularly to exchange and share information, problems, suggestions, ideas, desires that concern the lives of children living in our city.
- We are coucellours and were given this role by our classmates to represent them and talk with the Mayor, with the City Administration and the City Council of adults to seek common solutions to problems, to extend the positive experiences and to develop new projects that improve the lives of children and young people (and all the inhabitants) of Casalecchio.
- The young students which participate are from the last class of the elementary school and from the secondary school

Who is the facilitator?

- The facilitator's role is to advise, suggest, propose ideas, assess the cooperative action.
- His mission is to provide learning environments and do mediation with the territory

HOW do the adults work together ?

- ❶ Planning
- ❷ Acting
- ❸ Observing - monitoring
- ❹ Thinking – evaluating

The fourth stage may involve the need to revise the original plan.

Once the plan is revised, the sequence starts again

HOW do the young students work together ?

Divided in small and large groups

- ➔ The small group makes all the young councillors participate: this year the CCRR is divided into four committees dealing with environment, communication, mobility and Solidarity.
- ➔ The large group is useful for summarizing the ideas and agreeing on the lines of action.

Group methodology

- ➔ **Starting from the needs:** meetings with the adults /experts or facilitators to clarify the terms and the perception of the students
- ➔ **Interactive methods:** graphic design / other techniques of expression (written essays shared afterwards with the group), billboards and materials
- ➔ **Sharing the group document with the assembly,** voting when necessary
- ➔ **The proposal:** feasible (check the feasibility and timing) clear (to whom it is addressed, with whom do I realize, shared with those who I represent) participated (always includes the work of the students)

Work method 1

Laboratory:

- ➔ Activities for better understanding the issues and matters of interest, analyzing the contexts to which they relate and promote further action (Example: Partecipa.rete)
- ➔ Meeting with the mayor and with the local authorities
- ➔ Preparing and carrying out interviews with the Mayor and Councillors
- ➔ Laboratory with the students of Blogos on the topic of web radio
- ➔ Knowledge of the know-how and the characteristics of a video interview

Work method 2

Project that become proposal for the city

On the issues discussed, the CCRR and its partners look for consensus in the adult world.
(Example: Organization of a charity dinner to raise funds for the earthquake victims in Haiti in collaboration with the Associations)

Dinner for raising funds for Haiti

- ◆ Exploratory meetings with associations of the Municipal Conference of volunteering and with Polisportiva G. Masi on the activities
- ◆ Deciding on the menu
- ◆ Making the flyer
- ◆ Promoting this initiative at school and in the city
- ◆ Participating at the dinner on the 4th June

Work method 3

MEETINGS WITH ADMINISTRATORS AND/OR OTHER PUBLIC FIGURES

- Wanted by the students to fulfill their desire for information on issues they care about (example: meeting with the Assessor)
- Required by the commissioners / directors / technicians or others to gather the views and opinions of the children before making a proposal; (example: Questionnaires on the trip Home- School dedicated to students and parents)
- Characteristic of the CCRR with the School Councils, classmates and other stakeholders (example: Cooperation with Schools)

Public parks, dog/cat pound

MEETING WITH THE ENVIRONMENT ASSESSOR

- Detailed meeting required by the students on topics of particular interest regarding the green spaces, kennels and catteries

Work method 4

Participation in events organized by other educational agencies

- “Stia al suo posto” - O. Belluzzi High school
- Peace March Perugia-Assisi 2010

“Stia al suo posto” Project



Assisi Peace march



Dinner for raising funds for Haiti



“Intrapprendere” Project

Creation of a cooperative enterprise

Mrs. Alice Bellodi - Teacher of ITC Bodoni, Parma

OBJECTIVES OF THE PROJECT

- ▶ Motivate students (especially those at risk of school failure);
- ▶ Introduce students to the job market;
- ▶ Make them approach the world of cooperation and non-profit services;
- ▶ Develop citizenship key competences through an inter-disciplinary work

Key Competencies

THROUGH THIS PROJECTS STUDENTS LEARNT TO:

➔ PLAN

The students used the skills learnt in school to create a truly cooperative venture, following every stage, and thus approaching the world of work in a realistic and profitable manner;

➔ SOLVE PROBLEMS

Each phase involved solving real problems such as market analysis for the type of product to market, and cost analysis to see if the project was feasible.

➔ COMMUNICATE

The class has used different media and languages (in particular information and advertising);

➔ COLLABORATE E PARTICIPATE

The work taught the students to work in group, enhancing the capabilities of each person. They learned to manage conflicts and to work in the respect of everybody.

➔ ACT AUTONOMOUSLY AND RESPONSIBLY

Within the group, each one developed the project assuming their responsibilities and learning to manage time and rules. The project gave real tools to enter the world of work, and social life.



PROJECT STAGES

1st stage: from business plan to budget - from organization chart to logo

2nd stage: the statute and the certificate of incorporation before a notary, the first documents and records

3rd stage: creation of a web site and a advertising brochure

THE GOALS OF OUR COOPERATIVE

- ➔ The new technologies used to improve life are part of DOMOTICS
- ➔ DOMOCONS takes great care of water saving
- ➔ DOMOCONS recommends to take care of your planet...

WHAT WE HAVE LEARNT...

- ➔ The necessary steps to establish a cooperative firm
- ➔ The importance of cooperation and organization to create a real “team spirit”
- ➔ To question oneself
- ➔ To admit our limits and to correct our mistakes
- ➔ To take on more responsibility
- ➔ To cooperate with experts
- ➔ We want to keep the enthusiasm that INTRAPPRENDERE has awakened in us. This project will be the cornerstone to build our future.

“Infobetizza” Project

IT literacy course for grandparents and children

Mrs. Annalisa Martini - Teacher of ITC Bodoni, Parma

WHY THIS PROJECT?

- ◆ to bridge the generation gap between children, youth and elderly
- ◆ to reduce the technological gap between generations
- ◆ to help our students feel socially useful

ORIGIN OF THE PROJECT

- ◆ The project was born 10 years ago, from an idea of Mr. Luciano Bertolini, Professor of Math's and responsible for the IT training of the teachers of our School.
- ◆ IT teachers cooperate with him to create a favourable environment (preparation of a lab, drafting of exercises, etc...) for a smooth deployment of activities
- ◆ The project is currently coordinated by Mrs Nicoletta Rossi, with the assistance of Mr. Pugliese e Mr.Lopapa

KEY COMPETENCIES

1. communication in the mother-tongue:

Students were asked to speak correctly adapting language to the target group of each class, using precise technical terms

2. awareness and cultural expression:

Each student has experienced the "effort to convey the skills", and had to deal with thinking strategies different from their own

3. social and civil competencies:

Activities, inputs, actions that lead to "live" Citizenship and the Constitution through daily acts of peace within school as an educational and self-educating community, Each pupil has a practical experience of active citizenship and volunteering also aimed to promote sustainable development



DISCIPLINARY COMPETENCIES

→ IT

express contents
present material with PC tools
computer science skills

→ ITALIAN LANGUAGE

Relational skills: communication (presenting contents, and materials, positive and available attitude to another person; Listening relationship without criticism)

→ BUSINESS STUDIES

present contents
present materials
ability to organize, and plan

SELECTION OF PARTICIPANTS

- ◆ The project addresses the students of the «Mercurio» three-year course, specializing in IT
- ◆ The project was presented in interested classes, a written notice was sent to parents
- ◆ A meeting between available teachers and students was held
- ◆ Students were chosen by their teachers, on the basis of IT and relational competencies

DEVELOPMENT OF THE PROJECT

During 10 years of implementation of this project, the always successful impact of the interventions of our students, allowed to expand field work:

1. In school IT labs with elderly
2. In primary school labs, our students cooperate with teachers
3. In Sorbolo our students manage the lessons, while Mrs Rossi acts as tutor
4. In Bodoni's labs with primary school children

TEACHING WHICH CONTENTS?

Every youngster, according to the interests and expertise of their own 'student', decide which elements to introduce, while some contents are common to all:

- Word basics
- Internet





- E-mail
- Research
- Netiquette
- Advise on aware use of Internet

NUMBERS

- In the past two years 107 elderly attended the classes
- 6 primary schools of Parma, and 2 from the province joined in
- In the past two years about 70 students were involved

YOUTH'S VIEWPOINT

- We can participate even if we are not the most proficient students! It's very important to be patient and be willing to get involved. Often the elderly want to have someone to talk to.
- They asked for my e-mail address, I know sometimes they write when they are struggling with their home computer.
- I had to teach the children everything from the beginning, but they learn much more easily, their level of concentration, however, is the lowest!



"Concittadini" (Fellow citizens) Project

The legality of the game and the non violent conflict resolution: a proposal for education for democratic legality and active citizenship

*Mrs. Serenella Bordoni and Mrs. Graziella Giorgi
- Teachers of ITC Rosa Luxemburg, Bologna*

HOW WAS THE PROJECT BORN?

- ▶ Partecipa-net october 2009
- ▶ Concittadini october 2010

Education for democratic citizenship and legal education as a priority and as a convergence of needs, many and varied expectations and goals:

- ▶ Development of active citizenship
- ▶ Learning of democratic values
- ▶ Human rights education.
- ▶ Public participation in political and social life
- ▶ Learning non-violent methods for conflict resolution.

Education for citizenship and democratic legality As a reflection on the meaning of law in both daily life and in the state by tapping into the social dimension and thus some aspects of globalization.

The project starts from the belief that the school should:

1. respond widespread lawlessness giving itself a strategy of prevention education
2. promote citizen education from youth as it is based on the way of thinking, of being together of young people and on their way relate to the State and its territorial Institutions

It is therefore necessary to create meaningful moments.

Activities

- ✓ The pitfalls of the internet and the protection of vulnerable Confconsumatori Association ITCS R. LUXEMBURG
- ✓ Reflection on individual and collective responsibility in relation to constitutional principles. Watch the movie NIENTE PAURA Cinema ODEON
- ✓ Reflection on individual and collective responsibility in relation to authoritarian systems Watch the movie L'UOMO CHE VERRA' Cinema ODEON
- ✓ Meeting with the witness Varini with the presence of Dr. Franco. Anna Maria Cancellieri, Special Commissioner and reflections on the commitment civil Meeting Memorial Day Sala Polivalente
- ✓ Meeting with Prof. A. Ceretti and Prof. L. Natali, both teachers and criminologists at the University of Milan Bicocca. Third classes DL and BL ITC ROSA LUXEMBURG, during the Seminar Violent Lives, explored the theme of violence and its cosmology both narratives gathered by life experiences of violent criminals both film clips. Meeting in the Province Council Room
- ✓ Development of the process of reflection launched on 29 October on the subject of verbal and physical violence, and its perception by young people. Meeting with Rosa Maria Mondini the Italian Centre of Mediation and Mediation Training Bologna
- ✓ Presentation documentary a SINGLE MISTAKE – BOLOGNA 2 AUGUST 1980 Reflection on participation and solidarity within the framework of democratic legality and education for active citizenship Association Paolo Pedrelli-Archivio Storico Trade Association Pereira
- ✓ Meetings with the judges of the Juvenile Court to reflect on individual responsibility and on issues of bullying for the first classes
- ✓ Meetings with The Carabinieri to reflect on the rules and the law for fourth year

Discussion on the issue of non-violence

The path of conflict mediation in schools intended to provide an answer:

- "preventive" in the sense of measures to prevent the degeneration of the conflict, providing assistance to stakeholders in the reconstruction of their relationships;
- "Complementary "in relation to actions already undertaken by the school, from family and from educators;
- on "promotion of forms of responsibility towards the other" because mediation

- encourages meaningful participation of people
- on “promotion of a culture of restorative justice in schools: working on the consequences and adverse effects that produce conflict, opening up spaces for dialogue within which to build opportunities to" repair things “, for a " positive and responsible gesture towards the other”.

Discussion on the issue of labor market

Thinking process through the debates held with experts in collaboration with the Paul-Pedrelli Archives Trade Union Association Pereira

- First meeting: what says the Constitution at work/why/labour law because the Union (labour lawyer Alberto Piccinini)
- Second meeting: The economic system of Emilia Romagna, Bologna, in particular, and our job market (Cesare Melloni today in Secretarial CGIL E.R., until yesterday Secretary General C.d.L.M. of Bologna)
- Third meeting: Contract Mirafiori and others (Elena Giustozzi Secretariat FIOM)
- Fourth meeting: youth and the labour market: the forms of labor input and its surroundings. (Gaia Stanzani of NIDIL)

Methodologies

The methods were:

- participatory
- guided by empathic listening
- based on metacommunication

There have been used:

- movies
- worksheets
- reflections by the method of circle time

Concittadini Project Future Prospects

We continue to work on the themes:

- ◆ Citizenship awareness
- ◆ Restorative justice

Youth Educational Systems - Comenius regio -

- ◆ Non-violent conflicts resolution
- ◆ Discomfort understood as a rupture of relations
- ◆ Prevention
- ◆ To cope with poverty, a word at the heart of European debate, with justice, war and disarmament. Poverty as a lack of tools, such as inability to direct their lives





"Rosaonline" Project: newspaper on-line

Mrs. Graziella Giorgi - Teacher of ITC Rosa Luxemburg, Bologna

The idea

"Rosaonline" intends to create a "space" in / of the school to give a voice to students, to "have a dialogue" with students, school' teachers and other schools, families and other stakeholders of the social and institutional context of our territory. We want to share experiences, projects ... emotions!

Promoting institutions

Born in school year 2009/10 as part of "PROJECT NEW TECHNOLOGY WITHOUT BARRIERS" for the promotion of new technologies among young people, promoted by:

- ▶ the Provincial Council of Bologna: Communication-Information Systems Department

In collaboration with:

- ▶ Carisbo Foundation
- ▶ Minguzzi Institution
- ▶ Public and Social Communication science Faculty of the University of Bologna

"Rosaonline" - the first online newspaper of a school

- Editing done by a group of students (10/15) of different classes
- Open to contributions from all students and teachers of the Institute
- Director responsible prof. Paolo Bernardi, professor of Italian and History
- Project coordination. prof. Graziella Giorgi
- Born from the collaboration with filmmaker Storelli Silvia and CrossingTV
- The experience, even if the original project has not been refinanced by the Province, continues in this school year trying to improve the internal strength of the school

Project lines

- ⇒ develop a consolidated experience in the Institute of video production from creative writing texts
- ⇒ create a permanent space for multimedia communication that communicates between the inside and outside of school
- ⇒ provide an interactive space on the theme of "Citizenship" (youth / young disabled

people, foreigners, families ..)

⇒ encourage research, documentation, dissemination of good practice

The project aims to promote key competences for lifelong learning as:

- a) social skills and civic
- b) initiative
- c) cultural awareness and expression

The project "Rosaonline" aims to find new channels of expression:

- ◆ to solicit interest
- ◆ to facilitate the students' creativity
- ◆ to encourage and stimulate the study
- ◆ to bring to diverse cultural expressions
- ◆ to develop social skills and civic education to combat the discomfort and conflict

Sections

- ⇒ ROSELAND (News from: Chronicles, requests, interviews, trivia...)
- ⇒ NOTONLYROSE (reviews and recommendations from the world and web)
- ⇒ THORN AND PETALS (texts from the Atelier of creative writing and theater workshops)
- ⇒ ADVICE OF AUNT ROSE
- ⇒ ROSEGAME
- ⇒ EXTRA

Magazine' numbers

March 2010

April 2010

May 2010

December 2010

April 2011 Special on Mozambico

Synergies: Rosaonline and CrossingTV

- ➔ Growth opportunities may develop cultural experience to the school social environment.
- ➔ A positive example was the collaboration between Rosaonline and CrossingTv (www.crossingtv.it). through the established collaboration with Silvia Storelli, videomaker Bolognese very active on issues of intercultural communication and many young students

have developed other creative experiences Luxemburg

→ Through the established collaboration with Silvia Storelli, videomaker Bolognese very active on issues of intercultural communication and many young students have developed other creative experiences Luxemburg

→ Students trough the newspaper and video workshops have been in contact with the writing of CrossingTV (TV online which is the same director and made up of young editors, including many alumni and students dell'ITCS R. Luxemburg) and can "experiment" over the school





"Going to that country" Project

Mrs. Cristina Donà - Teacher of ITC Rosa Luxemburg, Bologna

The project "Going to that country" aims to explore the theme of a responsible school tourism through:

- 1) update-ing seminars
- 2) teaching materials for teachers and student kits
- 3) education programs
- 4) participation in competitions

Towards which European skills is this project referred to?

- Learning how to learn
- Design
- Communicate
- Collaborate and participate
- Act independently and responsibly
- Solve problems
- Identify links and relationships
- Acquiring and interpreting information

Working in cross-cutting projects in the Class Council

The project 'Going to that country' leads students in risk of school failure and social marginalization to think about diversity and stereotypes that affect the relationship between individuals and cultures through group work, organization of activities and relationships with alternative cultures.

Actively stimulates the motivation and cooperation in the realization of a product in the sharing of goals and ways of working (theatrical happening with guests from Mozambique, the final event organization, online newsletter)

METHOD

Mozambique project: reception of the Mozambican delegation in third week of October carrying out an activity with the students of third and fourth year participating in the trip to Maputo for four boys and a teacher in the month of June 2011

Going to that country as a support to travel in Mozambique

- The two proposals (responsible tourism and Mozambique), both supported by the Province of Bologna, are interwoven very well, as the project to go to that country has served its purpose by supporting the organization of the trip to Mozambique
- The creation of a guide of Mozambique in the issue of April within the magazine 'Rosa online' represent a product for the National Competition

CLOSING EVENT

- Within the project 'Go to that country' classes 4CL, 4BL and 4DL were involved in the final event of the day Wednesday, May 11 from 10 am to 16.25pm at the Polivalente room of the Institute
- The day was as follows:
 - from 10am to 1pm intervention of a lecturer on 'Sustainable Tourism' and other activities such as screening of short films and theatrical performances.
 - 1pm buffet offered by the 'african women's participation' with classes from other institutions of Bologna involved in that project
 - from 14.30 to 16.25 intervention of an expert on 'Fair Trade'.

Some news on Mozambique:

- A country on the African continent that we know little
- A country that more closer, more involving and fascinates us
- A country that brings us closer to the mystery of Africa and its contradictions

The students were divided into heterogeneous groups in terms of profit DL IV: the economy, and IVBL IVCL: tourism, history and culture

- A) BALANCE OF PAYMENTS AND RELATIONS WITH FOREIGN CURRENCY
- B) TRADE BALANCE AND ECONOMIC RELATIONS WITH FOREIGN COUNTRIES
- C) GDP, GDP PER CAPITA, ON THE DEVELOPMENT, LIFE EXPECTANCY, HEALTH DATA, POPULATION DATA
- D) FORM OF STATE, THE FORM OF GOVERNMENT, MOST IMPORTANT POLICIES government set
- E) CURRENCY, HISTORY OF THE MONETARY SYSTEM, MONETARY POLICY, AUTHORITY 'MONEY FINANCIAL MARKET

GENERAL

Mozambique is divided administratively into 11 provinces (provincias), each subdivided into districts. The current organization includes 11 provinces, one of which is the only capital Maputo, which enjoys the special status of a city-province. The 11 provinces are divided into 128 districts.

BALANCE OF PAYMENTS AND RELATIONS WITH FOREIGN CURRENCY

⇒ Mozambique depends largely on foreign assistance to balance the balance of payments hanging seriously at increasing the foreign debt. The fact imports exceed exports by far. The situation should improve in the medium term. The connections and transport of goods with South Africa and the rest of Southern Africa are improving as well as foreign investment. Among these investments are: metal production, natural gas, power generation, agriculture, fisheries, timber and transportation services. Mozambique has received a formal cancellation of foreign debt thanks to an initiative of the IMF.

⇒ The main problems of the country are for the most part those advocated by the International Reconstruction Conference held in Rome in 2001. At the conference, they were taken as those related to the priority problems of the rural sector and environmental rehabilitation.

DEVELOPMENT POLICIES

⇒ Within the Human Development Index ranking for 2007, Mozambique occupies the 172th position out of 177 countries, ranking in the group of LDCs. Despite the high poverty rate and the numerous problems the country is shown by many as an example of good implementation of development policies and cooperation with international institutions (IMF, World Bank). The economic growth rate remains high (around 8%), at least if compared with that of other neighboring countries, and the development prospects of less gloomy than the rest of Sub Saharan Africa.



The Non-School Method

The theatre laboratories at the ITC “G.Ginanni” of Ravenna

Teatro delle Albe - Ravenna

The "Teatro delle Albe" in Ravenna

The theatre laboratories at the ITC “G.Ginanni” of Ravenna are held by experts of the “Teatro delle Albe” and consist in activities that are characterized by the non-school methods.

The "Teatro delle Albe" in Ravenna stands out among contemporary multicultural representations in Italy and has received both national and international acclaim for its work.

It was the first theatre company in Italy to adopt an interethnic ensemble based on the practice of *meticcio artistico*, or artistic *metisage*. With heavy emphasis placed on researching the two cultures that make up the theatre troupe, the Albe is one of the most significant *avante-garde* theatre company in Italy that engages in *teatro di ricerca*. We can describe the Teatro delle Albe, in part as *afroromagnolo*: its members are Senegalese and Italian. The Albe is a cooperative made up of Romagnolo and Senegalese writers and actors.

THE NON-SCHOOL METHODOLOGY

"The non-school wasn't called by this name but it already existed in 1991 when the Albe were given the running of the Rasi Theatre. Marco and Maurizio Lupinelli started holding theatre workshops in high schools. Initially only forty students took part but then, by contagion year by year, the number grew to ten times more, involving all the schools in the town.

We didn't go there to teach. You can't teach theatre. We went to play, to sweat together. Just like children on a football field, without schemes or football jerseys, for the pure pleasure of the game, such as you see nowadays only in Africa, barefoot on the sand, or in the south of Italy: in the north it is rare, most are disciplined into copying big-time football, money and television. In that pleasure there is a purity and feeling of the world that no multi-million championship can give.

The happiness of the living body, running, falling, the ground under your feet, the sun, the warmed up bodies of your mates, being together, crowd, team, chorus, community, the world-sphere that turns and by magic ends up in the back of the net.

School and theatre are foreign to each another and their coupling is naturally monstrous. The theatre is a gym of wild and overturned humanity, of excesses and measure, where you become what you are not; school is the great theatre of the hierarchy and of learning early to be society. When Cristina Ventrucci spoke of non-school the definition was accepted without discussion. Today the game is still the loving massacre of Tradition. Not “putting on stage” but “putting into life” ancient texts, resuscitating Aristophanes, not acting him. The technique of resurrection sets out from tearing to pieces, boning.

Adolescents and Tradition: the Wordless Ones and the Library. Here there is a flash, two pieces of wood rubbed together. Take a text and look behind it, behind the words where there is something that words alone do not say. Behind it is the rage that generated it. What we are left with is the words, while the rage is forgotten. If you don't know how to get behind to the light underneath, the words remain dark. The text conceals a secret that can switch Life on which the author (the living one, not the little corpse in the museum!) masterfully hid centuries before in the word of the fable: the non-school puts this secret into relation with adolescents, precisely them, them and no others, those faces, that dialect growled through the teeth, those sights, that language of gestures, those dreams, those cartoons.

In order to realise the encounter you need, in the first phase, to empty the head, because the dialogues are at the beginning an authoritarian impediment that is swept away. With the monument torn to pieces you set out again from the game of improvisation which the actors suggest to the adolescents, a game consisting in giving new life to the dramaturgic structure of the text.

Improvisation creates a score consisting of phrases, gestures, music onto which you can graft, subsequently, the author's words, and not all but only those that are needed. And it is a surprise to note that the words refused at the beginning, once a field of truth to transplant them into has been created, become brilliant. To head towards the light, down there, the underneath that illuminates. It's nonsense, but not for 'pataphysicists. Light is underneath? In the dark, like roots underground? They are adolescents, they are nobodies. This is why they overflow with genius! Tradition doesn't say a thing to these nobodies who first look at it with suspicion then do it the honour of bringing it back to life, they gratify it with an embrace: the non-school enjoys seeing the devastating and fecund impact between the dead and the alive.

The “imaginary lives” of authors often show the rage and battles that gave birth to their theatre fables. To imagine the authors as adolescents, imagine them when they were nobodies. Aristophanes at seventeen, writing his first play against the war. Molière leaving his father’s house and becoming a self made man in the provinces. Rosvita blushing and inspired by the pages of Terence. Büchner a failed revolutionary. Goldoni escaping on the comics’ boat, Bruno escaping from the monastery, he can’t breathe.

Down with psychology! In the non-school you act like marionettes, imaginations are pure physical movements, feelings are theatrical impulses. The non-school is the football pitch of a team that plays out of passion, ignoring money and glory. In the light of the sun it mixes adolescents and actors who, in this impure-purity, find reasons for regeneration. For these nobodies, for the Wordless Ones, the actors are in turn nobodies who enjoy themselves.

The techniques are incarnate in the game. They inhabit doing. The kids take them up as necessary rules in the enjoyment and in the effort of “being able to play well”. And play leads to the match! The match with the public, at once adversary and lover, as rowdy as in Aristophanes’ Athens. Each group concludes its work with a show, one single evening: the Rasi Theatre fills up for the “premiere” and “last” for there are no repeat performances, it’s an initiation rite. The 400 students who take the stage each year, the 5000 who come each year to applaud, call by name, jeer and cheer represent as a whole the energy of the polis (the “poly”, the “many”) erupting in the theatre. A dirty, vulgar presence, it is the “herd” that invades the theatre, both on and off the stage. The outcome is barbarous and fertile. Aristophanes’ obscenities take on meaning in the mouths of fifteen year olds, they seem to have been written yesterday, indeed today, and they remind us that these texts, which we cannot bear to hear on the institutional stage, are texts from theatre’s infancy and that to bring them back today, leaving their playful and transgressive charge intact, you have to be infancy. Sophocles’ satyrs are grasped without need of philology, setting out from a personal condition of satyr of the outskirts. The eroticism of Marivaux and Shakespeare’s couples encounter the timid amorous furore of those halfway ages.”

Marco Martinelli and Ermanna Montanari, L'Apocalisse del molto comune (The Apocalypse of the Very Common), in Jarry 2000, Ubulibri, Milan 2000

"Asininity. This is the first item in the Noboalfabeto in which Marco Martinelli and Ermanna Montanari offered glimpses from "A to Z" for an understanding of the non-school, a theatre-teaching experience with adolescents which has nothing to do with academic orthodoxies and is not something that can be theorized without poetic inspiration. Rather it is a jumble of denials and unrepeatable moments; a heretical humility suggested by Giordano Bruno; an art-life grafting action which it is not the case here to say how better or worse than anything else, because its features are unique.

The non-school, with its horde of kids "photographed" Mayakovsky style as a "platoon", is nutriment and contagion for the Teatro delle Albe [...]."

Cristina Ventrucci, La comunità irreparabile. Coro centrifugo e altre amenità asinine, in Suburbia, Ubulibri, Milan, 2008



Key competencies: learning how to learn, social and civic competences, spirit of initiative and entrepreneurship

Strategies for the implementation of key competences

Mrs. Rosanna Rossi – Regional Education Department for Emilia-Romagna

Information/ training Seminar for the students and teachers of the schools belonging to the Europe of Education network

(Riccione, 19-21 October 2009)

The participant schools were 12, each represented by two students and a teacher.

The starting point for the work group was constituted by the outcomes of the seminar of the previous year that had addressed the issue of “competences” in general. Now the goal was to work in more detail on these competences.

All participants were given a folder containing European specialist documents on the topic and four working groups were activated: three groups of students each with a different topic and conducted by 'trainers' with MEP (European Parliament Model) experience or by a young expert with the role of facilitator, and a group made up of teachers .

The object of the work was an analysis of the situation with respect to the training and organizational issues related to the assigned key competence taking into account the personal experiences and proposals to improve these aspects.

The starting point was different depending on the assigned key competence.

For “**learning how to learn**” and “**spirit of initiative and entrepreneurship**” the guiding questions were:

“What does this competence mean?”

“What is the school doing to develop it?”

“What could the school, teachers and students do?”

For “**social and civic competences**” the starting point was the **report of the Open Space** that was organized in cooperation with the Legislative Assembly of Emilia-Romagna.

For the **Working Group of the teachers** the guiding questions were:

"What activities and projects do the schools organize to provide students with key competences?"

"Proposals, prospects and guidelines".

The students have once again demonstrated their professionalism, and ability to stay on the task assigned and to be able to produce interesting reflections. The results are modeled on the MEP approach that starts from an examination of the actual situation and arrives at the "viable" proposed which can be implemented without requiring specialized investments.

The teachers conclusions in many ways have mirrored the outcome of the groups of students.



GROUP 1

LEARNING HOW TO LEARN

"What does this competence mean?"

"What is the school doing to develop it?"

"What could the school, teachers and students do?"

1.



2. Reviewing the various activities taking place in schools, it was found that in most schools innovative projects are underway, such as:

- ✓ SAFETY IN THE WORKPLACE: advertising campaign on safety in the workplace
- ✓ FILM FOR AVIS: to promote blood donation
- ✓ THE "TALK TO HIM" PROJECT: documentary on violence against women;
- ✓ Project aimed at creating a local enterprise: the design of a water park in Parma; school and provincial newspaper;
- ✓ Projects designed to facilitate the integration of foreigners;
- ✓ "Europe 2 " Project: song, dance and drama performances;
- ✓ Courses in order to facilitate the learning of a study method
- ✓ MEP (European Parliament Model): simulation of the European Parliament.



3. Discussing the problems that students encounter in schools, critical elements came up in various areas:

- ✓ The school is not very interesting and welcoming;
- ✓ Static lessons, too theoretical;
- ✓ Few projects that involve the
- ✓ Teachers that have a low motivation, interested only in teaching their subject
- ✓ Few laborator classes;
- ✓ Low student motivation.

The group's proposals to address the identified problems were:

- ⇒ Studying before the interrogations – working together for helping each other understand
- ⇒ Speaking practice: through the preparation for performances, short plays and role-playing games (eg, identification with the figure of the teacher);
- ⇒ Involving people who have more difficulties;
- ⇒ Guaranty of active involvement during the internships: control by the school work of the activities and work experience that the students conduct inside various companies;
- ⇒ Evaluate the teachers on the basis of their knowledge and teaching skills: Verify the ability of teachers to convey the interest and knowledge to students;
- ⇒ Training through internships during the school year and during the summer;
- ⇒ Meetings experts;
- ⇒ Participation in conferences, seminars
- ⇒ Participating in contests with prizes
- ⇒ Psychologists in schools for helping the students;
- ⇒ Stimulate the curiosity: enriching the lesson with movies, newspapers and documents.

The “Study room” project

For the enhancement of the motivation and of the intellectual ability, it was discussed and proposed to set up an area within each school aiming at enriching the cultural and social background of the students. This project, called "study room" will be devoted to the organization of afternoon activities in several areas: dancing, singing, sports and recovery activities. During the days devoted to the study, students will have the opportunity to clarify their doubts in different subjects; they can meet, get involved, help each other and possibly take part in competitions in various subjects.

GROUP 2

THE SENSE OF INITIATIVE AND ENTREPRENEURSHIP

"What does this competence mean?"

"What is the school doing to develop it?"

"What could the school, teachers and students do?"

1 **Definition:** the sense of initiative and entrepreneurship refers to a person's ability to translate ideas into action. This includes creativity, innovation and risk taking, as well as the ability to plan and manage projects to achieve certain objectives. It is a skill that helps individuals, not only in their daily lives, at home and in society, but also in the workplace, to be aware of the context in which they operate and to grasp the opportunities offered and it is the basis for more specific skills and knowledge people who start or contribute to social or commercial activity need. It should include awareness of ethical values and promote good governance.

The Group reaffirms the validity of the definition.

2 Noting with regret that one of the main obstacles to entrepreneurship in schools is due to the insufficient confidence of the students in their potential, we propose to encourage the practice of measures designed to increase self-confidence, for example entrusting the students with the conduct of lessons, through group work.

The fear of having responsibilities often preclude students the opportunity to "get involved" because of self-censorship, and sometimes the students even reject the criticism by more experienced teachers;

3 Having verified that the lack of responsibility of the students, does not derive solely from fear, but also by the lack of incentives on the part of teachers and their lack of involvement;

Convinced that the teacher's role is crucial to guide children on their path of self-assertion, we urge teachers to delegate small responsibilities to the students in order to accustom them to work more autonomously, to deal with failures with more acceptance, and constructively respond to criticism. We reaffirm the importance of the student's figure and even if he is in school only a few years, he has rights and duties, such as respect and the right to live the school experience in the most profitable manner.

4 Noting:

-That the representatives of the school often do not perform their role as they should,

having in mind other objectives;

- That the school assemblies are devalued by the superficial coverage of topics;
- That the management of these assemblies has many negative aspects concerning the organization;

We ask the Representatives for greater seriousness and awareness of their role, particularly regarding the objectives that they should have in mind. The school assemblies should be a moment of growth for students: they must deal with current issues and relevant to the reality of the school and conduct the activities in an appropriate manner

5 Given that at times some subjects require a method of effective learning but with little involvement of students, we suggest, when possible, to use alternative teaching methods, such as audiovisual, multimedia, workshops, schematic content and teamwork.

6 Being aware of:

- School disappointment due to having failed a class;
- The negative interpretation that students give to this failure and the consequent difficulty of integration in the new class;

We encourage the full disclosure and clarification of the reasons for rejection for maximum transparency. With regard to integration, it is especially important in the early days of the school year, to establish a positive relationship with the student who has been the subject of this measure. It should be emphasized that the rejection is a measure designed to help the student and not to punish him and it should be interpreted as an opportunity to recover what was lost.

7 Noting with dissatisfaction that the projects proposed by students do not come to fruition, due to lack of funds and lack of cooperation offered by corporate bodies and from those of student representation;

We reaffirm the fundamental importance of information about how to submit a project. Among those proposed by teachers and students, those that should be considered preferable should be the ones of the students, because of greater incentive for the participants, as designed by students for students.

8 Recognizing the validity of the internship as the time of formation of the person and testing of skills developed through previous study, we hope that greater recognition will be given to these activities within institutions, always promoting such initiatives in any type of high school.

GROUP 3

Starting from the argument prepared during the day of Open Space Do the rights grow? Searching suggestions for new citizenship education we have tried to bring out our point of view on issues of citizenship, with particular reference to social and civic competences. Here in bold proposals made during the Open Space with, below, the relevant considerations and proposals made during this seminar.

Let people give their opinion. Sources with interviews such as field of experience.

Often the voice of the people is manipulated by interests → lack of confidence in the media. The interview is therefore not a guarantee of reliability.

Spaces in which hear the voice of ordinary people are missing, there is always someone who, having more power, speaks in "name of", but without a proxy!

It calls for:

- Let students speak (interviewing students, build opportunities for discussion in class or between classes ...);
- the spread of information within the school to improve the reality (eg a blog between schools);
- the fulfilment of the "words heard," this would overcome the students laziness, which derives also from their disappoints

The skills of active citizenship for a European curriculum

It is important to understand how to deal with the real world, how to become active citizens capable of handling specific situations (eg, pay taxes, ...)

The traineeships are important in deciding their choice of study and learning about the world of work.

It calls for:

- to work on the basic concepts (the study of law and economics in all schools),
- the promotion of European projects (exchanges, ...)
- to be able to compare with the world of work at European level
- gaining the essential role:
 - learn to communicate (in English);
 - learn to work in groups, to work together;
 - learn to overcome prejudice and fear of the other (open to diversity);

- acquire civil codes of conduct (rules of cohabitation);
- learn to relate and deal with conflicts (respect);

Teaching a new diversity, focusing on the meta-culture of difference and of not-similarity of the assimilationist

In our global society is indispensable to meet, understand and deal with diversity.

It calls for:

- begin to understand and manage cultural differences at school;
- an education that encourage us to live together in diversity (the school as "fitness" of social life);
- a deep work on remembrance as a tool to break down prejudices on the other;
- learn to meet each other: the meeting, which stimulates the desire to know, is the ability to travel through the stories of others;
- provide the opportunity for all to move (visits, exchanges, ...) to see the difference.
 - a project: we would like at a regional level - for a short period - encouraging students travelling to EU countries to see how people live in other countries (at school, home, leisure) and then to return, putting together the different experiences, draw a new framework to deal with.

"Old" topics and people. Make way for the young.

The lack of communication of the school is a real mirror of a generation, on what is happening in society.

It is not enough to be heard (it's a moment that has a value on its own, there is a lack of feedback and then things do not change) we would be able to choose, to plan, to do. It is important to do things to those who live (eg, education reform), stimulating a dialectic teachers and students.

It calls for:

- a commitment to take care of the spaces of the school (peel off the chewing gum, painting the walls, decorate ...)
- an education in the codes of conduct that respects the space and people.

Teach kids for citizenship today could mean to leave government spaces of reality. What areas of "power" are we willing to sell at school? What instruments of "self" can we conceive?

It is important to open these spaces of power.

A key issue is the assessment: it is studied according to the vote, the teachers are the holders of that power ("have a knife on the side of the neck).

The assessment is often synonymous of punishment.

We think that even the self-assessment is an opportunity for improvement because it helps us to empower our mistakes.

It calls for:

- the possibility of school testing: teachers of the same subjects set and evaluate in turn from themselves the tests;
- the realization of meaningful experiences of self-management;
- Use space differently (disposition in a circle in class).

Memory remembrance journeys in safeguard of human rights: Which? How? Why? The memory of the righteous and education to citizenship.

Keeping to look at "snapshots" be tired and is likely to lead to addiction.

The memory as an aid to take responsibility today.

Memory if combined with civic involvement (remember, therefore I act, therefore, transform = understand) gets citizenship.

It calls for:

- the implementation of projects inside and outside the school on memory, (important to meet the witnesses of places)

Citizenship rights of men and / or female?

We do not share the analysis on gender disparities in schools (these are small incidents, we would say "marginal"), we find, however, that it is a reality in society, particularly in the workplace.

We find that the world is masculine: there is a minority of females in various fields (political, ...) and frequently associated with instrumental (used for profit).

In school there is a lack in the education to respect of gender, in this aspect the school seems disconnected from reality: it makes little sexual education.

It calls for:

- the creation of education courses to femininity and masculinity.
- be able to do gym together males and females.
- be able to break the cultural dynamics "sport" and "gender" (soccer for males and volleyball for females.
- The creation of "sports tournaments" (ie mixed) , not "tournaments for gender."

For us, social and civic skills on which the school should give priority to work are:

1. responsibility of a place, of people and things that you do and say, 2., 3. 4. 5. 6.
2. Solidarity: the problems / needs of others are the problems / needs of community that must take responsibility for it,
3. rules: the basis of a civil society (Constitution),
4. Collaboration: working with others,
5. integration: meeting of differences, contamination, in a spirit of mutual respect;
6. participation: being able to express themselves, belong to a community of which it feels responsible



TEACHERS' GROUP

STRATEGIES FOR IMPLEMENTATION OF KEY COMPETENCIES: LEARNING TO LEARN, ENTREPRENEURSHIP, CITIZENSHIP

What activities, projects such as organizing the schools to provide students with key skills?

Projects and Proposals in comparison, prospects and directions of work

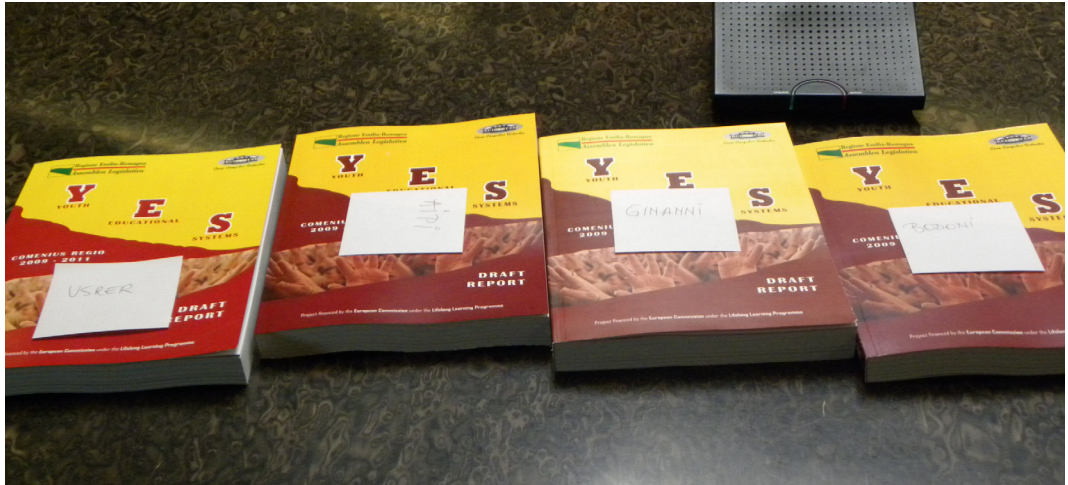
In the schools of Education and Education Network Europe, Europe have created groups in which teachers work together and have as their purpose the attention of the European dimension of education. Having reviewed the various projects that develop skills in the subject, the group highlights the positive aspects and the critical elements encountered in their schools.

Positive aspects:

- Increase in value of children participating in initiatives and could transmitt the experience inside the school.
- Investment and emotional enthusiasm arising from the exchange of experiences among teachers and among students of different schools at seminar meetings.
- Strengthening and development of key skills through activities and innovative projects.
- Review and update of the study plan with an indication of skills to be developed.
- Recognition of soft skills on the learning paths.
- Meaningful engagement with reality and civil commitment.
- Opening of school in the area.

Problems:

- A policy that does not increase investment in education
- Peer formal but not substantial within schools, the purposes set out in the European POF
- European projects related to the teacher but not sufficiently shared by the institution, difficulties of involvement of teachers on projects
- Marginality of certain disciplines within projects



Competencies identified in the projects and activities already present in schools in the Network

Learning to learn

- ✓ Paths on the method of study and identification of learning strategies reception
- ✓ Hospitality projects.
- ✓ Activities on the motivation and guidance to the choice.
- ✓ Projects to tackle early school leaving.
- ✓ Paths on TUTORING and PEER EDUCATION.
- ✓ Deepening of language skills and disciplinary strategies to build its own method of study.

Social and civic skills

- ✓ Education Projects to legality and citizenship (MEP - simulation of European Parliament).
- ✓ Partecipa.net - Analysis of the Rules of Citizenship and Intercultural Institute.
- ✓ Visit to the Italian and European institutions.
- ✓ Project Work smooth and safe to develop in young people aware of the rights and duties.
- ✓ Environmental education and local history.
- ✓ Film and theatre workshops.
- ✓ Training of students of group facilitators.
- ✓ Education solidarity and responsible consumption.
- ✓ Update teachers about cultural differences and cognitive styles.
- ✓ Trade and activities related to Europe / Language projects.

The sense of initiative and entrepreneurship

- ✓ Internships and work-school connection
- ✓ Business simulation projects
- ✓ Implementation of a dynamic website that allows the connection between the demand of the employers with the demand for young graduates
- ✓ Tourist routes prepared by the students to Memorial places and of historical interest
- ✓ Production of a timetable on Human Rights
- ✓ Organization of the White Night
- ✓ Working with the institutions and the University

Development prospects and directions of work for schools

Whereas factor of success in life is knowing how to handle the soft skills, you make the following observations:

- a) Cross-curricular skills from other skills
- b) To develop the skills necessary to:
 - From orientation to respond to emerging needs
 - Respond to emerging needs
 - Develop self-perception, self-efficacy as a spirit of initiative and entrepreneurship
- c) Recognize the effectiveness of teamwork and the importance of the laboratory, making it a common practice
- d) To promote the participation of teachers and students in the seminars
- e) Re-evaluate the teaching profession and promote the update on the theme of the centrality of pupil
- f) To make projects visible to the community through various ways, including exploiting new technologies (think back to the school website, to produce a yearbook with the activities and projects)
- g) To strengthen and promote the network on the territory, open to groups and collaborate with institutions
- h) Reorganizing the curriculum and the contributions of different disciplines to harmonize measures that relate to the European powers and the new cultural axes planned as part of the school
- i) Planning and evaluation for skills should become a routine methodology for teaching
- j) Rethinking the teaching of history as citizenship education

Considerations on the seminar

Strenght points

- Experience of the seminar as a comparison among teachers
- Exploitation of each occasion as a time to value vocational (expert reports)
- Enhancement of deserving students and enhancing motivation

- Comparison of school teachers and the idea of sharing a view of the European dimension of education
- Projects that cross disciplines

Points to consider

- Approach problem of school dropout and non-recovery of pupils in difficulty
- Difficulty to implement the link between core competencies and disciplines set out in the Reformation
- Reform of the school that cancels classes at Tech (Erica and Mercury) where he initiated the practice of labor skills

Questions to the ministry

Recognizing the importance of the Recommendation of the European Parliament and Council (12/18/2006) on key competences for lifelong learning, the working group of teachers asked:

- Will schools be able to continue to implement the proposals with the indications emerged and encourage the development of knowledge, skills and attitudes related to skills, with few economic resources and without an effective recognition of professionalism, taking into account the precarious nature of most of the teachers and the consequent lack a sense of belonging to the school?
- Can you enhance education without clear and consistent guidelines, taking account of innovations occurred in the educational programs and in compliance with European guidelines?
- How to implement the training process and pay attention to the centrality of the student, working in difficult situations, both for the number of pupils per class and for the reduced time for certain disciplines?



FINAL THOUGHTS ON THE PROJECT



Education is the taming of the fire, nothe filling of a vessel.

Socrate

Education is the power to think clearly, the power to act well in the world, the power to appreciate life.

Brigham Young

A. THE PROJECT'S CHALLENGES

TOPICS, DIMENSIONS, STEPS :

- Comparing the educational systems of the two regions: Iasi and Emilia-Romagna
- Intercultural education
- The European citizenship in education
- The civic spirit in education
- Methods for motivating students
- Preventing and combating school failure
- Creating a curriculum for organizing training activities, conflict mediation, stimulating creativity and increasing learning motivation

OBJECTIVES:

- Teaching dimension
- Elements of modern didactics
- Getting together the initial training with the continuous training for the teachers
- Facilitating the personal development of teachers through training activities
- Improving the quality of teaching - learning by acquiring new skills and competencies by the teachers and students
- Adding value and innovation by allowing the exchange of experience in the learning process

INVOLVED INSTITUTIONS:

The selection and the involvement of the participating institutions have shown:

- The diversity and complementarity of the institutions involved (lower education schools, theoretical high schools, technological high schools, regional administration insitutions, education departments, training centres, civil society)

- ➔ Establishing a complete overview of the education sphere, as a part of the civilization and culture of a country
- ✓ Legislative Assembly of the Emilia-Romagna Region
- ✓ Teacher Training Centre Iasi
- ✓ RoTalent Association
- ✓ Regional Department of Education for Emilia-Romagna
- ✓ „Costache Negruzzi” College Iasi
- ✓ Technical High school for Railway Transports Iasi
- ✓ „Alexandru Vlahuță” School Iasi
- ✓ Technical and Commercial Institute “Rosa Luxemburg” Bologna
- ✓ Technical and Commercial Institute “Giuseppe Ginanni” Ravenna
- ✓ Technical and Commercial Institute “G.B. Bodoni” Parma
- ✓ Professional Institute for Commercial and Turistic Services “Elsa Morante” Sassuolo
- ✓ AIPI Association Bologna

ACTIVITIES:

- ➔ Organizing interesting debates, seminars, workshops, case studies, conferences
- ➔ Language courses for the project’s staff
- ➔ Creating an Intranet communication network for students, teachers and other stakeholders in the project
- ➔ Organizing training courses :
 - Methods for developing critical and creative thinking
 - Conflict management
- ➔ Organizing the seminar: “Intercultural education - premise for an active European citizenship”
- ➔ Complementarity between theoretical work, conceptual analysis and strategies, backed by concrete practical activities in schools, NGOs, in analysing case studies or during workshops



B. THE PROJECT'S OUTCOMES

Exploring intercultural values:

- Different approaches of the various topics: philosophical, educational, pragmatic, institutional
- Involvement of the project's participants in real learning or real problem solving situations
- Identification of solutions and examples of best practice in terms of intercultural dialogue in the modern, globalized society
- Promoting important values like friendship, solidarity, tolerance, mutual understanding and assistance

Educational management

- comparative approach to the management systems and practices of the two involved countries / institutions
- exchange of experience for increasing the professionalism of the managerial styles of the Institutions involved in the project

Involvement of the local authorities

- Active presence of the community in the school life
- Creating and deepening of relations between the Iasi County and the Emilia-Romagna Region (organizing visits for the Italian partners to the Iasi County Council, to the Municipality of Iasi, to the Iasi Department of Education, etc. – organizing visits for the Romanian partners to the Bologna Province, etc.)

Articulation of an national/regional/local dialectical approach

- the Education seen in the space of two cultures, the analysis of some examples of best practice, both in schools, at the training centres, in the NGOs and at the level of "macro" sectoral policy
- the analysis of the importance and role of the local authorities and of the educational managers, of the involvement of the local authorities in schools educational projects (example: Legislative Assembly of the Emilia-Romagna Region)
- achieving a genuine dialogue of cultures - experiences, traditions and values of the two educational systems have been pursued, prejudices and stereotypes have been identified, and especially the solutions to overcome them

C. OPPORTUNITIES:

- ➔ Creating a learning platform whose beneficiaries are both teachers and students, and also educational managers
- ➔ Promoting dialogue among the regional partners of the consortia
- ➔ Involvement of the national and regional policy makers in establishing a curriculum aimed at training teachers on the topics addressed by the project
- ➔ Further development of educational and management strategies, benefiting from the experience and the information gained in the project

D. EXAMPLE: contributions of the “Costache Negruzzi” College Iasi

- ⇒ Participation in various types of project activities: debates, meetings, visits, workshops, conferences
- ⇒ Active involvement in organizing the products of the project: documents for the final publication (in three languages: Italian, Romanian, English), a video file, Intranet network
- ⇒ Generation of complex educational connections between the two consortia at both at managers and teachers level and also at the student level
- ⇒ Development of opportunities for knowledge of the socio-cultural realities of our Region
- ⇒ Overcoming students’ stereotypes and prejudices about certain cultural aspects (organization of conferences and workshops on intercultural topics)
- ⇒ Creating positive interpersonal relationships for future long-term collaboration in other activities

E. PERSPECTIVES:

- Further exchanges of best practices through constant communication and dissemination of the project results
- Establishing a sustainable cooperation structure between the two consortia
- Development of a new project: “Excellence in science” - partnership between “Costache Negruzzi” College Iasi and “Enrico Fermi” High school Bologna

F. THOUGHTS ON EDUCATION:

Education is what survives after what has been learned has been forgotten.

B.F. Skinner

- ⊗ We live in a world of ever-changing information, in a society based on knowledge that is constantly evolving.
- ⊗ Education must be a long process, an existential principle, taking the form of lifelong learning, intellectual curiosity, a questioning spirit aware of the challenges, but also of the limits of the world in which one lives.
- ⊗ The teacher is thus a mentor, a guide on the path of knowledge, in the labyrinth of science and culture. He does not provide mere information, but opens the way for his student to ask new questions and start new researches.
- ⊗ The school is a part of the "fortress" of the world, it must offer viable models, create virtues such as civic spirit, synthesis capacity, competences of comparison and analysis, creativity, team work ability, effective communication.
- ⊗ The project has created bridges of communication, access to knowledge and information, opportunities for analysis and comparison between two areas of culture and civilization, between the educational systems that have their own strong traditions and values, but they also have a common awareness of belonging to the European continent.
- ⊗ The project brought together at the table of dialogue and reflection people and ideas, institutions and strategies, cultures and civilizations.

THE END OF THE PROJECT?

An end... which means, in fact, a reconfiguration in another context, a new design that needs to be completed, perfected. Because nothing is permanent, unchanging or absolute in this world. Relativity provides impulse towards the absolute, and especially it assures the continuity of the story.

Mrs. Camelia Gavrila - Headmistress of "Costache Negruzzi" College Iasi



COMENIUS REGIO CONFERENCE

**"CREATING EUROPEAN NETWORKS OF
REGIONS"**

11 - 12 MAY 2011

BORDEAUX, FRANCE



On **11th and 12th May 2011** the project YES (Youth Educational Systems) was presented at the **European Conference "Creating networks of European regions"** held in Bordeaux (France) and organized by the European Commission and by the Agence-Europe Education-Formation France.

The event was purposely prepared for the dissemination of the results obtained under the two-year bilateral partnerships in consequence of the selection of high quality projects submitted under the evaluation of the EU bodies in 2009, which was the year of the launch of the Comenius Regio Action included in the EU Lifelong Learning Programme (LLP).

A further purpose of the conference was related on making possible long-term sustainability cooperation of such partnerships entered into force two years ago.

The large panel of the authorities attending the Conference raised the importance of the two days in the capital of the French region of Aquitaine. As speakers in charge of delivering a speech were **Alain Juppé - the French Minister for Foreign Affairs, Phillippe Richert - the French Minister for Regional and Local authorities, Jan Truszczyński - Director General of the Directorate General Education and Culture (EAC) of the European Commission, Alain Rousset - the President of the Aquitaine Region** and a broad audience of academics and leaders of several European and national institutions in addition to 263 Comenius Regio project coordinators.

Adam Pokorný - Executive Head of the Unit responsible for the Comenius program and for school educational policy of the DG Education and Culture of the European Commission - acting as chairman opened his speech by stressing the symbolic value of this "revolutionary" action whose first aim was to correlate the political and educational regional authorities with schools and NGO's involved in the area of youth education.

Alain Juppe noted the potential of the Comenius regio programme since its beginnings, thus he committed the offices of the City of Bordeaux, where he currently holds the role of Mayor, in developing a project proposal which has subsequently been approved.



After the speeches of **Rousset, Richert** and other leaders the floor went to many representatives of the project coordinator organizations.

All speakers emphasized the need for a greater correlation with the political level, urging the European Commission to take into account any explicit reference to be included, as added value, in the "Guide for Applicants 2012" of a direct participation of politicians as staff members. Other surveys focused on the relevant problem of co-financing whose total amount in certain circumstances involve significant difficulties can be overcome only if there is a strong political will to invest resources and expertise.

In a time of economic recession and rising unemployment, to obtain additional funding from the approval of a project proposal under the EU programmes is deemed as necessary for certain bodies and institutions in order to pursue European cooperation with partners and other relevant stakeholders.

The delegate of the Assemblée Legislativa - invited as project coordinator organization – attended the thematic workshop "**Inclusive, supportive and motivating environments for all and learning how to prevent early school leaving**", duly designed by the EU Commission for sharing and reflecting on the projects final achievements.

Due to the high number of participants in the thematic workshop, led by experts of the European Commission, the explanation of the results was very short. The illustration of the Project YES raised particular attention, in connection to: the website designed in three languages, the web platform created for a remote cooperation amongst the experts of the Emilia-Romagna and Iasi regional consortia (aiming at exchanging joint documents and researches), as well as the amount of work included in the Draft Report, a publication that contains all the scientific and methodological approaches tackled during the two years of collaboration between the two consortia. Thus, YES attracted praise, compliments and requests for future collaboration in education.



Youth Educational Systems - Comenius regio -

Moreover, a proposal made by different participants about the acknowledgement of some extra credits for those which successfully implemented European projects under the Comenius action, to be considered in the future selection procedure, had the unanimous consensus of the audience in the final plenary session.

Finally, the “Youth Educational Systems” Project was included in the Comenius Regio 2009 Compendium of the European Commission, containing the best Comenius Regio 2009 projects which will be distributed Europe-wide.

Comenius Regio Conference - creating European networks of regions

Mercure Bordeaux Cité Mondiale, Bordeaux • 11-12 May 2011



Comenius Regio Conference - creating European networks of regions Bordeaux, 11 – 12 May 2011

Programme

11th MAY 2011

12:30 – 15:00 Registration

15:00 – 16:00 Plenary Session – General Introduction to the Conference – Room SYLVOS

Chair:

♦ Adam POKORNY, Head of the Unit for School education policy and the Comenius programme, Directorate General for Education and Culture, European Commission

Opening and welcome from the European Commission

♦ Alain ROUSSET, President of the Regional Council of Aquitaine, President of the Association des Régions de France.

♦ Alin Adrian NICA, Chairman of the Commission for Education, Youth, Culture and Research, Committee of the Regions

16:00 – 16:45 **Coffee break and networking:** exhibition areas and coffee corners – Room GUYOT

Exhibition Areas

The exhibition area will be the home of a variety of displays pertaining to the topics of the thematic workshops (namely: key competences; social inclusion and prevention of early school leaving; teachers and school leaders; school cooperation with local community and business). Conference participants are invited to explore the exhibition areas between sessions: these areas will offer the chance to make European contacts and to build collaborative

Coffee Corners

The coffee corners are an opportunity to network informally and to discuss the proceedings of the conference, as well as the experiences of the last two years of partnership projects. More than this, we hope that the coffee corners will be a space where participants can meet new potential partners and build their relationships with existing ones, to lay the foundation for more successful regional cooperation in

the future. Panels for sticking post-it messages will be available and allow people to identify partners and opportunities for regions to cooperate.

16:45 – 18:00 Plenary Session – "Schools for the 21st Century – the role of regional cooperation" , Room SYLVOS

♦ Jerzy WISNIEWSKI

Topic: Key competences for lifelong learning – how can schools change to respond to the challenges of the 21st Century?

♦ François DUBET

Topic: The role of school education in enhancing social inclusion in an increasingly diverse society.

19:30 Dinner - Jefferson Restaurant, Cité Mondiale, 7th floor

12th MAY 2011

09:00 - 9:15 Plenary Session – "The role of local and regional authorities in building a European area of education and training" - Room SYLVOS

Chair:

♦ Antoine GODBERT, Director, Agence Europe France Education

♦ Philippe RICHERT, Minister for Local Authorities in the French Ministry of the Interior, Overseas, Local Authorities and Immigration

09:15 - 9:30 Introduction to the thematic workshops - Room SYLVOS

09:30 – 11:00 Thematic workshops - Rooms ROYAT

In order to actively involve participants, there will be 4 thematic workshops which bring together most of the topics covered by the ongoing projects. The aim of each workshop is to provide local/regional authorities with a forum:

- to exchange their experiences of improving school education
- to receive expert information
- to promote visibility to their projects
- to meet other participants and get to know other projects
- to promote further cooperation

Workshop 1 : Key competencies, opening schools to a new way of teaching and learning.

◆ Ann LOONEY, Chief Executive, Irish National Council for Curriculum and Assessment

◆ Risto JAAKOLA, representative of the Future Learning Environment partnership

◆ Anne Kari THORSRUD, representative of the Increasing Literacy Skills partnership

Developing key competences for the 21st Century requires new approaches to teaching and learning. More innovative learning environments, more collaboration with the world outside schools and new partnerships are needed – learning does not only take place in the classroom!

How can regional collaboration contribute to making schools motivating and relevant places for today's children and young people?

Workshop 2: Inclusive, supportive and motivating learning environments for all and how to prevent Early School Leaving

◆ Paul DOWNES, Director, Educational Disadvantage Centre, St Patrick's College, Dublin

◆ Theo VAN DE VEERDONK, representative of the Dropout Prevention in Schools partnership

◆ Ana TURIEL PINTADO, representative of the SPICE, a cooperative project involving students, parents, intercultural, community and education partnership

School should benefit all pupils, irrespective of their background or abilities, and enable them to make the most of their potential. How can regional cooperation help school authorities share inclusive approaches to teaching and learning, ways of improving performance and motivation, and effective responses to challenges such as multicultural and multilingual classrooms and early school leaving?

Workshop 3: Equipping teachers and School Leaders for a changing school environment

◆ Ursula UZERLI, Head of Unit EU coordination and international recognition, Board of Teacher Education, Hessen

◆ Rimvydas ZAILSKAS, representative of the Performance Management and Self Evaluation for Qualified Education in Europe partnership

◆ Bhavani SHARMA, representative of the Career Pathways in the Education Sector partnership

School leaders are crucial in creating effective environments for learning. Teachers are the key to providing pupils with high quality learning experiences. But school staff also need to be life-long learners and reflective practitioners. How can regional cooperation help school authorities promote this? How can we turn all our schools into places of learning for teachers: through classroom practice for student teachers, induction programmes for newly qualified teachers and continuing professional development for all?

Workshop 4 : School cooperation with Local community and business

- ◆ Kevin SMITH, Chief executive, Young Chamber UK
- ◆ Gisella LANGÉ, representative of the Milan-Paris: the Thread of Fashion partnership
- ◆ John RULLESTAD, representative of the CREATE; Collaboration in Education Aiming Towards Employment partnership

Focuses on one of the central ideas of Regio cooperation and will be an opportunity to exchange ideas on effective collaboration of local/ regional authorities with other stakeholders within their communities in the field of school education.

11:00 – 11:30 **Coffee break and networking:** exhibition areas and coffee corners - Room GUYOT

11:30 – 12:45 **Thematic workshops** continued - Rooms ROYAT

13:00 **Lunch**

14:30 – 16:00 **Plenary session** - Room SYLVOS

Panel discussion on future networking including feedback from Workshops

16:00 – 16:45 **Coffee break and networking:** exhibition areas and coffee corners – Room GUYOT

16:45 – 17:30 **Plenary session on administrative and financial reporting issues** - Room SYLVOS

◆ Margarita LAGO, Deputy Head of Unit - Comenius coordinator, Directorate-General for Education and Culture, European Commission

◆ Presentation from the Commission on the administrative and financial reporting issues

Questions and Answers

17:30 – 18:15 Closing of Conference

Chair:

- ◆ Adam POKORNY, Head of the Unit for School education policy and the Comenius programme, Directorate General for Education and Culture, European Commission
- ◆ Alain JUPPÉ, French Minister of State in charge of Foreign and European Affairs, Mayor of Bordeaux
- ◆ Jan TRUSZCZYŃSKI, Director General, Directorate-General for Education and Culture, the European Commission
- ◆ In the presence of Laurent WAUQUIEZ, French Minister in charge of European Affairs, under the Minister of Foreign and European Affairs

19:00-19:30 Prize-giving ceremony of the Hippocrene Foundation, the City Hall

19:30-20:15 Cocktail dinner, the City Hall - Hotel de Rohan

20:30 Private viewing at the Museum of Modern Art - CAPC





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- ✿ **Organisation of the education system in Italy - European Commission, EURYDICE**
- ✿ **National summary sheets on education systems in Europe and ongoing reforms (Italy) - European Commission, EURYDICE**
- ✿ **Structures of Education and Training Systems in Europe (Italy) - European Commission, EURYDICE**
- ✿ **Organisation of the education system in Romania - European Commission, EURYDICE**
- ✿ **National summary sheets on education systems in Europe and ongoing reforms (Romania) - European Commission, EURYDICE**
- ✿ **Structures of Education, Vocational Training, and Adult Education, Systems in Europe (Romania) - European Commission, EURYDICE**
- ✿ **ID BOOKLET: Ideas for Inclusion & Diversity - SALTO YOUTH**
- ✿ **Intercultural Learning Toolkit - Council of Europe & European Commission, Training Youth**
- ✿ **Intercultural education, vol.21, number 6, December 2010 - International Association for Intercultural Education**



CONTACTS



WEBSITE OF THE YES PROJECT

- ✓ http://assemblealegislativa.regione.emilia-romagna.it/wcm/al/apc/progetti/europei/index/pagine/yes_en.htm

EMILIA-ROMAGNA CONSORTIUM

- ✓ **Legislative Assembly of the Emilia-Romagna Region:**
<http://assemblealegislativa.regione.emilia-romagna.it/>
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<http://www.istruzioneer.it/>
- ✓ **ITC "G.B. Bodoni" of Parma:**
<http://www.bodoni.pr.it/>
- ✓ **ITC "Rosa Luxemburg" of Bologna:**
<http://www.luxemburg.bo.it/>
- ✓ **ITC "G. Ginanni" of Ravenna:**
<http://www.racine.ra.it/ginanni/>
- ✓ **IPSSCT "Elsa Morante" of Sassuolo:**
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IASI CONSORTIUM

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- ✓ **"Costache Negruzzi" College**
<http://colegiulnegruzzi.ro/>

- ✓ **Technical High School for Railway Transport**
<http://liceulcfr.is.edu.ro/>

- ✓ **"ROTALENT" Association**
<http://rotalent.org/>

