



Generalitat de Catalunya
Departament d'Educació
Institut Guillem Catà



INSTITUT GUILLEM CATÀ

Work for an Inclusive School Heritage

Report

2nd Short-term Exchange of Groups of Pupils

Manresa, 15-19 October 2018

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The following report covers the 2nd short-term exchange of groups of pupils of the Erasmus+ project *WISH (Work for an Inclusive School Heritage)*. All participants arrived on 14 October 2018 and were accommodated at Urbi Apartments <http://www.urbi-apartments.com/en>, on the South-eastern part of the city. Project activities started on the following day, 15 October 2018, and ended on 19 October 2018; participants leaving on 20 October 2018. The training workshops were held at Room SC2 of *Institut Guillem Catà* <http://www.inskta.cat>, whereas the conference by Proactiva Open Arms <http://www.proactivaopenarms.org/en> took place at the *Centre d'Estudis Jurídics i Formació Especialitzada* <http://ceife.gencat.cat/ca/inici> in Barcelona and the conference by the Marketing Director of La Fageda <http://www.fageda.com> was held at their own premises in Santa Pau, Girona.

On the Learning Teaching Training Meeting

During the workshops with the students, professors Darius Borovic and David Albacete guided their initial ideas to help them develop their own project. In the first workshop, groups were organized by their topics. Darius explained them how to create a problem tree about the topic the students had been working on before the mobility. The very first step was to come up with some main problems about their topics using the brainstorming technique. Once the main problem was chosen, students were focused

In the second workshop, students had to choose what problem would be the one to work on. Then, they had to focus on its roots and consequences so as to have a holistic view of it. The problem had to be clear and concise for all group components. Next step was to provide some solutions or proposals to deal it. Before this was done, David explained them the SCAMPER technique as a tool to find different solutions. Students worked individually before they shared and discussed their ideas in groups.

In the third workshop, the project template was delivered to the students. Every element of it was explained step by step and some tips were given by the teachers. At this moment groups had to decide and define their goals (solutions) and its objectives. Using SMART charts, every objective had to comply with five indicators: Objective should be specific, measurable, achievable, relevant and have a time bound. To finish this workshop, students started to write an action plan for each objective they came up with which consisted in setting organized actions, responsibilities, time-bound and resources for each step of the process.

In the fourth workshop, outputs, dissemination and time frame were the target to achieve. Scheduled time was almost over at this moment. However, students were able to make an outline about what kind of outputs and dissemination activities were they going to implement. Time lines were sketched to have a general idea of the project managing.

All in all, we can reach the conclusion that students were able to end up with the structure and content for their projects. It is important to highlight the difficulties the students had to isolate a particular problem from such complex topics as migration, gender and disability. As they put their efforts to delimitate the problem, students finally came up with some clear objectives to work on their projects.



On the joined activities for all participants

On Monday 15 October 2018, all participants were welcomed at Institut Guillem Catà where the local coordinator explained the agenda of activities and answered possible doubts. Participants were also shown the facilities by both the Headteacher and the local coordinator and were encouraged to ask questions to local teachers and students. Particularly interesting was the performance by the music teacher and her students of a song that was being prepared for the Christmas show. It was made evident that music had clearly helped in the social inclusion of a variety of young students coming from different countries and cultures. In the evening, a music show entitled *The WishCracks Divertimento* distinctly proved such fact by taking on stage Catalan and Slovak teachers and students who performed together. It is worth mentioning the rewarding experience of a Slovak student with a diagnosed Asperger Syndrome playing along in a professional environment, which showed how powerful can scene arts be for social inclusion using the Project Based Learning methodology.

On Tuesday 16 October 2018, all participants were taken to Barcelona where they were shown the city by a professional guide. After lunch, they were given a conference by Edgar Garriga, a volunteer for the NGO *ProActiva Open Arms* with a wide experience in rescuing refugees in the Mediterranean Sea. Several first-hand examples were given accompanied by substantial audio-visual material. The interaction of the speaker with the Turkish and Italian participants, who are also quite familiarised with the situation, was notably gratifying. Thus, a profitable exchange of ideas was established that undoubtedly benefitted everyone who was present.

On Wednesday 17 October 2018, all participants were taken to *La Fageda* premises in the small village of Santa Pau, Girona. This is an incredibly favourable environment in the middle of the forest where a cooperative business is run which produces dairy products. The director of marketing explained how they decided to give a chance to disabled people by welcoming them into the labour market. The business model they propose is characterised by the willingness to solve a social problem through a non-profit company. He explained how the project started in 1982 with 15 patients from a local psychiatric hospital and has evolved into one of the most successful dairy businesses in the country. After a successful interchange of opinions where possible doubts were answered, the participants were taken to Girona. Once there, they had lunch and were shown the city by one of the history teachers of Institut Guillem Catà.

Finally, on Friday 19 October 2018, all the participants were given a talk by Noemí Mora, a mother of a transsexual girl who acted on behalf of Chrysallis.org, an association of parents of transsexual children. The general purpose was to raise awareness of how gender is constructed by our society and our responsibility/chance to make it more inclusive. She explained the difficulties she had in accompanying her daughter's transition process, highlighting all the doubts, facts and personal growth that generated. As a primary school teacher, she also admitted that training for educators is virtually non-existent. Eventually, the speaker and the participants established a positive discussion. Immediately afterwards, the official diploma ceremony took place at the same room 0.0 of Institut Guillem Catà. All the participants were then taken to the mountain of Montserrat, which holds a Benedictine



Abbey and the Virgin of Montserrat, saint patron of Catalonia. In the evening, students and teachers had the official farewell dinner at two different restaurants in Manresa.