

**European Science Foundation
Standing Committee for the Humanities (SCH)
ESF SCH EXPLORATORY WORKSHOP**

**SCIENTIFIC REPORT
BARFIE Exploratory Workshops
Books And Reading For Intercultural Education**

**Murcia University:
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Convened by:

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1. Executive Summary:

The BARFIE workshops were extremely successful in that they fulfilled the aims identified in the original submission and involved a cross section of researchers from a variety of disciplines and locations working towards possible research areas within the field of intercultural education. They brought together European researchers in the fields of children's literature/language learning/translation/librarianship and gathered together the trialling results of the BARFIE multicultural children's literature collection (EU Comenius funded project: 2001-2004), which were used in the workshops to explore ways in which BARFIE could further facilitate European integration.

This was a unique event that received academic acclaim from the participants and praise from the wider academic community. Twenty participants attended the workshops, coming from nine different European countries and included five designated 'young researchers'. This was a slightly reduced number due to four very late withdrawals, for either health reasons or pressure of work: Monique Hennequin, CRILJ, Centre de Recherche et d'Information sur la Littérature pour la Jeunesse, Paris, France; Erick Brossard, L'inspecteur de l'Education Nationale, Perpignan, France; Romain Sahr, Université de Luxembourg Faculté III, Centre de Recherches Pedagogiques, Walferdange, Luxembourg; Paul Clarkson; Facultad de Educación, Departamento de Didáctica de la Lengua y la Literatura, Murcia, Spain. Although these absences created difficulties in terms of additional linguistic and pedagogic research expertise, workshop leaders had time to make contact with these colleagues and ask for their input before the meeting in Murcia. In one case, however, where a workshop leader was unable to be present (Monique Hennequin), Dr Margarida Morgado agreed to take it over.

Day One was designed to set the scene for the workshops themselves and to familiarise participants with both the BARFIE materials and the ESF and Murcia. It began with a Welcome by Dr Eduardo Encabo, who outlined the programme for the three days, how the research would be planned and where everything was to take place. Dr Encabo was followed by Mag. Lilia Ratcheva-Stratieva, the co-coordinator of the BARFIE project. She explained all the work that had been done so far in the Comenius funded project, how the materials had been developed, and ways in which they might be used for future research. Each of the BARFIE partners present then explained exactly what had been done in their countries, and how they would like to develop certain lines of research investigations. Dr Penni Cotton then explained how the ESF grant had been achieved and suggested ways forward for the BARFIE workshops, giving examples of specific research projects. Finally, Professor Manek from ESF gave an illuminating presentation on the ESF, its beginnings, its development and ways in which participants might benefit from its resources. His presence was very beneficial and afforded much advice

Day Two began with another welcome, but this time from *El Excmo. Y Magnifico Sr. Rector de la Universidad de Murcia - Dr José Ballesta Germán*. Dr Ballesta Germán welcomed the Group heartily, explained that he was very impressed with the work of ESF, and felt it very apt that his university had been chosen to hold this event. Murcia, he recounted, was a city with an age-old tradition of learning, culture and tolerance, which dated back to the reign of Alfonso the wise (El Sabio) in the thirteenth century.

So, with this in mind, the day continued with eight practical workshops, each run by either one or two BARFIE members with about 5 participants in each. The workshops were designed to include a short research presentation by each workshop leader, followed by activities for the group, and led to possible future research projects using the BARFIE books. There were 4 sessions in the morning, in English, French, German and Spanish, and 4 in the afternoon in English - thus allowing participants to be involved in two projects. Those in the morning were planned in order to allow participants to work in their own languages, as far as possible, and with colleagues from other institutions/countries speaking these languages. Those in the afternoon were designed to be in English and allow participants to share research expertise more widely. Each workshop lasted about 3 hours and concluded with a brief draft research outline.

In the workshops, it was possible for participants to begin to develop academic, scientific and practical research through broadening the dialogue of cultural perspectives and languages in Europe, and of Europe, with the rest of the world. Participants were able to plan possible intercultural, collaborative, practical research projects through: more extensive use of the BARFIE materials; links with existing European children's literature projects; greater European input of ways in which materials can be used; collaboration as European researchers to create cross-cultural materials for use throughout the Continent; focus on greater European understanding, not only within the EU but further a field; use of interdisciplinary approaches to provide diverse ways of using the books and projects; focus on the importance of languages across Europe: eg Language families – similarities and differences etc.; focus on the similarities of themes: eg the importance of friendship, family worries, immigration, the effects of war, poverty, the concerns of young adolescents, drugs etc.; possible in-service-training courses to facilitate use of the BARFIE books and resources.

On Day Three, the co-ordinators of each workshop and their research teams, presented their workshops to all the participants and invited other colleagues to join their research. Through this interaction, participants began to discover each others' areas of expertise and to plan for subsequent involvement of colleagues from their own countries to explore possibilities leading to joint research activities such as: Library Workshops; School Education Programmes; Translation Events; Parental Involvement; and Academic Courses. By the end of the final plenary session, it was possible to see the way forward for these research proposals and it was decided that, although many were quite different in their practical approaches, they were all hoping to achieve aims which could combine them under one umbrella research heading:

*Ways of Seeing:
Interpretive Frameworks for Intercultural Education using the BARFIE books*

2. Scientific Content:

Eight members of the original BARFIE team were made aware of the purpose of the exploratory workshops in advance, and advised that their task was to ensure that each workshop: represented an attempt to define a research agenda; permitted explanation, on an interdisciplinary basis, of the latest research that influences the development of such an agenda; gave rise to potential research collaboration; and that a combined research proposal would be developed as a planned outcome. Participants at the workshop represented three broad categories: invited speakers who had prepared papers in advance; discussants, who brought their own views to evaluating the themes of the workshop; and observers, who made contributions to discussion both in sessions and in valuable social time.

The eight practical workshops were designed to include a short research presentation by each workshop leader, followed by activities for the group, and led to possible future research projects using the BARFIE books. The four morning sessions were planned in order to allow participants to work in their own languages, as far as possible, and with colleagues from other institutions/countries speaking these languages. Those in the afternoon were designed to be English and allow participants to share research expertise more widely. Each workshop lasted about 3 hours and concluded with a brief draft research outline which included: title; co-ordinator; participants; countries; institutions; at least two research questions; research outline; aims and objectives; time scale; planning; trialling; evaluation and implementation. Details of the scientific content of these workshops are as follows:

1. European picture books and language learning:

The first exploratory workshop was designed by Małgorzata Kołodziejczyk & Piotr Jankowski (Poland). Their premise is that many of the children coming to our schools to learn have been raised with television as their storyteller and are, therefore, used to passive language experiences. There may be children coming into our classrooms who have never had a book read aloud to them. Books can become the vehicle for much of the activity in a whole language classroom. It isn't enough to tell the children that reading is wonderful. Elaborate bulletin boards and reading contests aren't enough either. In our current society, children get many messages, which suggest that reading and writing are unnecessary. If we really believe that reading and writing are exciting, vital parts of the human existence, we have to show the children that it is so. We have to hunt for good books to share with the children. Communication, based on using picture books in the classroom, involves the use of all the major skills of communication ie: speaking, listening, reading and writing, so it can support every student's personal development.

The main aims of the workshop were (1) to discuss, how the picture books from the BARFIE collection could be used in teaching languages; and (2) to create suitable analytic tools in order to find the most useful techniques of using picture books by teachers in language learning. The presentation comprised discussion which focused on: a universal definition of the picture book; the many types of picture books; the principal genres for most picture books; their role for communication; reflections on language learning; the role of picture books in the classroom; the advantages and disadvantages of using authentic materials in the classroom; analysis of current successful techniques used

in teaching language to children and students through picture books; practical involvement and development of ideas for a research methodology .

2. Children's Literature in Translation:

This workshop was presented by Dr Eduardo Encabo Fernández & Juan Varela Tembra (Spain). They suggested that the opening of frontiers between European countries has brought the necessity for new social and educative design to cover the demands of European citizenship. In this workshop they worked with texts from different countries, which they wanted to translate and then create activities for use in the classroom. The main aims of their workshop were (1) to design teaching suggestions using the BARFIE Spanish Book Collection and (2) to discuss a possible research project based on the BARFIE book collection. The workshops comprised: activities in which (a) parts of texts were translated – to ascertain the difficulty of such a task; (b) a first attempt was made to design a scale of attitudes related to Intercultural Education; (c) texts in both English, Spanish and French were read to examine the feelings of the participants about each kind of text; (d) the books: *Zack Bumm* and *Una fiesta bajo las estrellas* were used in order to design a research programme which included teaching suggestions for the classroom.

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www.ncrcl.ac.uk/epbc
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3. Cultural comparisons: in-depth focus on selected texts:

This workshop was convened by Dr. Margarida Morgado (Portugal), as Dr Monique Hennequin (France) was unable to attend. Dr Morgado began by pointing out that today, by necessity, we are all border-crossers: we cross from one country to another, we cross from one culture to another, we cross daily from one media to another, we cross borders when new questions are asked, when new media become dominant in society, when new languages are invented or old languages re-invented. As a result, it is very difficult to remain mono-cultural. From the contact of cultures may arise *Cross-cultural studies*, i.e. studies that compare the characteristics of two or more cultures. Or *Intercultural studies*, i.e. studies that focus on the interaction two or more cultures and answer the main question of what happens when of two or more cultures interact (at the interpersonal level, group-level or international level). Mono-cultural studies are precursors of intercultural studies.

Comparing cultures in contemporary cultures is becoming increasingly more complex. Some of the issues this workshop looked at were: media crossing; cultural comparisons of children's books; and cross-writing or crossover fiction. Several issues, which raise

challenging questions that concern several types of border crossing, were discussed: (a) genre and media crossing - How are education and societies coping with the fact that young people are engaging more and more with new media and crossing unknown borders, overstepping limits and evading established knowledge and the means to communicate it? (b) Cross-cultural communication - How are adults and children negotiating books from other cultures? (c) Intercultural education - How do multicultural societies use children's books to represent the constant negotiating of borders inside a society? (d) Intertextual and intercultural communication - How does a children's book travel from one culture into another? The books used for in-depth focus were: *Aufstand der Tiere* and *Estranhões e Bizarrocos*

A map of relevant research areas in connection to the topic were then discussed, as a basis for a future research proposal:

- (a) Image studies - e.g, investigate a famous illustrator who has crossed cultural frontiers; OR compare illustrations of the same 'reality'
- (b) Intertextual studies - investigate how writers and illustrators map cultures and contribute to shape children's sense of identity
- (c) Comparative thematic study - representations of the same topic across a series of cultures, as has been done in connection to the traditional fairy tales by Marina Warner, Jack Zipes and so many others. Contact and transfer studies (including translation and reception) - to follow the translation and reception of a text across cultures and across time
- (d) Cultural representation - When introducing children to books from other countries it is not enough for a book to be from another country. Books representing other countries must be authentic because they speak for the culture. When books lack authenticity readers are misinformed, this can lead to misconceptions--about the culture and the people. Building a collection free of bias and culturally sensitive is a challenging but rewarding job. Some critics (and creators) believe that only a person of the race, culture, or nation of origin should be creator. The overarching question remains: Is a children's book about a certain culture more authentic if it is written by an individual from that culture? Can authors research or immerse themselves into a culture that is not their own, producing a piece of literature that accurately presents another culture?

4. How to Teach Intercultural Education with a Multicultural Children's Literature Collection:

Gerhard Kotzian (Austria), who introduced this workshop, wanted to take a look into cultural space through books and biographies, in order to mediate culture and culture understanding in the Curriculum. The main aim of his workshop was to make more extensive use of the BARFIE books and to try to elicit ways in which the BARFIE materials might be used. He wanted to do this by creating an interdisciplinary methodology. He shared his very practical suggestions (through his first hand knowledge of using the books with his students in secondary school) and invited discussants to elaborate on the conceptual frameworks around which a research project might be based.

The overwhelming consensus of which was to start where every child feels comfortable: at the heart of the family - whatever that might mean for each individual.

5. Sensitising learners to the linguistic diversity of Europe and the learning of minority languages, through using BARFIE books:

The aims for this workshop, presented by Dr Milena Mileva Blazic (Slovenia) were many: (1) to become aware of discrimination based on sex, race, colour, ethnic/social origin, genetic features, language, religion / belief, political / other opinion, national minority, property, birth, disability, age, sexual orientation, nationality http://europa.eu.int/comm/justice_home/unit/charte/en/charter-equality.html ; (2) to focus on intercultural literacy and intercultural education through children's literature; (3) to bridge the potential and/or actual gap between minority and majority languages; (4) to sensitise learners to linguistic diversity through using children's literature; (5) to draw attention to the linguistic/literary/cultural diversity within Europe in children's literature; (6) to develop a research methodology which would address the universality of children's literature and provide analysis of individual interpretations.

Resources :

- EPBC collection http://www.ncrcl.ac.uk/epbc/EN/books/book_images.asp
- BARFIE collection http://www.ncrcl.ac.uk/epbc/EN/books/httpwww.ncrcl.ac.uk/epbc/BARFIEbooks/book_images.asp
- Tactile picture book for blind and partially sighted children - Aksinja KERMAUNER (2004). Snow flower. Tactile picture book for blind and partially sighted children. - An awareness of the 'reading' tactile picture book for blind and partially sighted children
- Poem in Roma language: Jelenka KOVAČIČ (2004). Romnji. - Learning of minority languages through using children's literature
- Reading visual for YA - Heinrich HEINE (2004). Ko ti pogledam v oči. Wenn Ich in deine Augen seh. When I gaze into your eyes.

References:

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6. Promoting Reading through BARFIE Resources: Intercultural effectiveness in the classroom

During Workshop Six, Mag. Jutta Kleedorfer, presented some of the BARFIE books and suggested different methods of encouraging reading development and intercultural understanding in primary classrooms. She believes that implementing multi-cultural themes in everyday classroom work particularly relate to: (1) the European dimension in school education (European citizenship, cultural heritage); (2) Curriculum and cross-curriculum (learning of languages, educational use of information and communication

technologies, environmental, art and intercultural education); (3) Quality and achievements in schools (raising levels, combating violence, schools and the world of work, evaluation of quality in school education); (4) helping disabled, minority and bilingual children as well as children who are victims of violence, racism and xenophobia interact better with various social environments; (5) contributing to art education and stimulate creativity through books combining the verbal and visual medium; (6) increasing awareness of cultural heritage in Europe; (7) language learning.

She focused on the education of specific target groups such as: children of migrant workers; travellers and occupational travellers; Roma & Sinti; students at risk of social exclusion; and students with special educational needs. BARFIE outputs, she proposed, could contribute to: (a) developing specific teaching instruments to increase the European and intercultural dimension in school education; raising children's awareness of Europe's linguistic and cultural diversity; enhancing co-operation among schools, libraries and educational units. The BARFIE Catalogue of books, specifically, could help to: create multicultural coexistence; alleviate conflicts & violence; encourage acceptance of difference and disability; encourage tolerance; work against racism; focus on friendship, the home and the family.

The aim of this workshop was to develop a research proposal that could contribute to the promotion of reading through using the BARFIE resources, where 'no child can be left behind'. The questions that it attempted to answer were: (1) How can Primary Schools provide a more fruitful context for the growth of literacy and intercultural learning? (2) How can Secondary Schools provide better standards in reading, in cultural and natural sciences? (3) How can BARFIE resources help teachers to support and promote intercultural communication, education and research?

Books/activities used for in depth focus:

- Janisch, Zack Bumm! /Austria
 - Blazejovski, Königsspiel (A game of kings) /Austria
 - Queta Garcìa, Una fiesta bajo las estrellas / Spain
 - Apostolova Bozhana, Tchovekats Nebeto (The man with the sky)/ Bulgaria
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- How to read a book without knowing the language
 - 5 steps for children to find access to a book (worksheet)
 - field studies – teachers observe, reflect and document their work using BARFIE resources
 - image studies – reflection on different realities
 - cultural studies – everyday life with different cultural backgrounds

7. *European Children's Literature and the New Media – Co-operation and changes:*

In this workshop, Mag. Valadimir Toromanov and Mag. Lilia Ratcheva-Stratieva focused on a culture that is built on fragments of children's literature. The main point they made in their presentation were that, when handling the topic of culture and children's literature, it is important to be aware of the emergence of a new children's culture due to the new media environment. What needs to be done now, they suggest, is for some analysis to be made of the materials that are being developed to cope with this new challenge.

In order to be able to develop a suitable research methodology, they felt the need to discuss a number of issues: the process of reading during the period of media diversity, PCs and Internet (the end of 20th and the beginning of 21st century); some aspects of new media reading reception and ways in which readers can be assisted; differences which might affect the quality of reading; the importance of common cultural codes; and reflection on whether a TV broadcast can replace the ordinary teacher and the classic school curricula. Finally, they used illustrations, and some narrative techniques, as examples of the competition between books and other media, as well as the influence of the modern media on the art of contemporary books. This was done through use of specifically selected BARFIE books.

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- Bolz, Norbert. Am Ende der Gutenberg Galaxis. Die neuen Kommunikationsverhältnisse. Wilhelm Fink Verlag. München, 1993.
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- Enge, Diane. Getting it Said: The 30-Second Attention Span. Bookbird, vol. 42, No. 2, 2004, p. 15.
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- Postman, Neil. Amusing Ourselves to Death. Public Discourse in the Age of Show Business. Penguin Books, 1986.

8. *The Significant Place of Children's Picture Books in Intercultural Education:*

Finally, Dr. Margarida Morgado proposed a programmatic overview of the significant place of children's picture books in intercultural education and, in summarising much of what had been proposed in other workshops, suggested the following:

1) It is reasonable to assume that cultural knowledge and cultural values are embedded in visual displays and representations of reality. Even though images (i.e. television, film, publicity) may cross-political frontiers/cultural borders/language barriers, it is risky to assume that the global culture of images is neutral or universally decoded in the same way. (Hall, 1997)

2) Young people are not passive onlookers, readers or viewers of visual images and visual culture. They engage in making meaning in their daily lives. Visual cultures impact significantly on people's worldviews.

3) Confrontation with cultures that are different from their own helps young people's awareness of anti-discriminatory processes. Schools, parents, educators and young people are expected to work together to build a positive anti-discriminatory ethos.

4) Children's picture books may be profitably used to promote the visual literacy of children and foster intercultural education.

5) The greatest challenge for intercultural education is in accepting, negotiating and transmitting the value of difference and realising that coexistence will not occur by merely juxtaposing diverse cultures or adding cultures. It is the interaction of cultures that leads to exploration of similarities and differences and to the comparison of points of view in a dialogical framework.

6) Rather than just working from multicultural and intercultural catalogues of children's picture books, it is important to explore pedagogical approaches and offer interpretive frameworks that will help children and adults to live in a more global and interdependent world where the visual is predominant.

Then followed a focused discussion of issues relating to: i) visual culture in contemporary societies; ii) learning to read the visual; iii) children's fiction in intercultural education; iv) contemporary cultural roles of children's picture books; v) current cultural conceptions of 'children'; and vi) interpretive frameworks of visual elements in picture books.

Finally, Dr Morgado put forward two possible ideas for future research projects, which were discussed by the Group:

1) *Analysis of reception of picture books across countries:* A Portuguese story used in translation e.g. in Scotland will certainly provoke different reactions from those it receives in Portugal. Even though there are plural and sometimes contradictory ways of seeing/representing reality in a national context, stories in translation or stories put together from diverse cultural origins allows readers to acknowledge the diversity of ways in which a given reality may be represented, to contrast them, and by doing so to learn about difference, otherness and commonality. Analysis of books such as *Creatures from the Sea: Scotland and Portugal. An Intercultural Education Anthology*; and *Louhi, Kristina: Tyttö ja naakkapuu/ (The Girl and the Jackdaw Tree' - Story by Riitta Jalonen)* might form a basis for this research methodology.

2. *Education in visual literacy and intercultural education:* Development of critical skills in visual literacy through picture books - for children and for educators of children. To explore the visual culture & literacy (formal and informal) of children across Europe through picture books, media, school books at global and local levels.

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As all delegates had been given outlines of each workshop, they were able to have an overview of Day Two. This prepared them for the plenary session on Day Three, in which the 8 research proposals that had been developed could be discussed. These outcomes will now be assessed. One of the most important outcomes of these three days, however, has been the excitement and research interest generated between disciplines and countries, and the overall desire to continue to work together with ESF.

3. Assessment of the Results:

The aim of the BARFIE exploratory workshops was to strengthen intercultural collaboration in an emerging field of practical research. The presentations given by the workshop leaders and their 'research teams', therefore, provided the basis for very fruitful discussions, plus the development of a methodology that could contribute to the future direction of the field of children's literature, reading/language development, translation and librarianship. The results, it was decided, dove-tailed quite neatly and, after careful analysis, it was decided that they could be put together as a draft research proposal under the umbrella heading of:

Ways of Seeing:

Interpretive Frameworks for Intercultural Education using the BARFIE books

(Books And Reading For Intercultural Education)

It was also decided that all institutions should have the opportunity to join whichever aspect of the research proposal they felt most suited their particular expertise. All participants, therefore, contributed to the following draft research proposal. It is the outcome of the BARFIE workshops and will be submitted to the SCH Secretariat for advice as to how to proceed in order to obtain further funding.

PHASE Ia:

Intercultural Education in Europe Using the BARFIE Books in Translation

Aims and Objectives:

- To achieve a positive attitude towards building a European Identity in pre-service teachers, translation students and primary/secondary students, through readings and translations from different countries.

- To use reading and translation as a way to access knowledge, awareness and understanding of other cultures.
- To explore the concept of Intercultural Education more deeply. To discover materials and texts from different countries.

Research Questions:

- What kinds of child images are portrayed in the BARFIE books?
- How are the transversal themes considered in the BARFIE books?
- Is there a change of attitude in the students (Pre-service teacher students, translation students, Primary and Secondary students) after using the BARFIE books?
- To what extent can the ‘foreign’ cultural elements of the source culture be kept in the translation?

Research Outline:

A number of selected BARFIE books will be translated from English into Spanish. A research group, with a control group as a reference, will be used to apply an instrument to test the initial attitudes of both groups.

The experimental group will then work towards a better knowledge of European readings in which they could discover the ‘identity’ of each country. From the results, the most suitable texts will be selected.

Based on an action-research methodology, teaching packages will be created, which will try to change the attitudes of students.

Finally, the test will be applied again to see if there is any difference between the two groups.

Planning:

- 1. To select and discuss a relevant bibliography.
- 2. To select the books
- 3. To translate those books selected
- 4. To create an instrument to test the groups’ attitudes.
- 5. To apply the instrument to test the attitudes of both groups.
- 6. To plan working sessions.
- 7. To develop the teaching packages.
- 8. To apply the instrument to test both groups again.
- 9. To make a final report.

Evaluation: An action research methodology will be carried out, in which feed-back is constant. The application of a test at the beginning and at the end, as well as other methodological instruments, will provide information to make an evaluation of the suitability of the BARFIE books in translation as facilitators of intercultural education.

Implementation: This will be carried out with students at different educational levels collaborating and learning about Europe and in Europe.

PHASE Ib:

Analysis of the BARFIE web site

This research will be carried out alongside PHASE I and the results will feed into each other.

Aims and Objectives: to find out users' expectations and recommendations for www.barfie.net.

Research Question:

- How can the BARFIE web site be improved in order to motivate teachers, librarians and educators to use it for intercultural education and reading development?

Research outline:

1. Invite people from the target groups to visit the BARFIE website and make general comments
2. From the responses and other investigations, develop a questionnaire.
3. Distribute 100 questionnaires in each of the participating countries to teachers, librarians, parents...
4. Analyse the answers
5. Modify the web site according to the results
6. Liaise with Phase Ia team.

Planning:

Invite people from the target group to visit the BARFIE website - THREE MONTHS

Develop a questionnaire - SIX MONTHS

Distribute 100 questionnaires in each of the participating countries - SIX MONTHS

Analyse the answers - SIX MONTHS

Decisions made about how to improve the website - THREE MONTHS

Trialling: in schools and libraries in participating countries

Evaluation: in each country, and then all countries to meet for final modifications

PHASE IIa:

European Picture Books to Promote Language and Cultural Awareness:

Aims and Objectives:

- To draw on the results of PHASE I.
- To develop deeper understanding of language and culture in European countries.
- To create an educational methodology in order to do this.
- To develop case study and advocacy materials for policy makers and teachers.

Research Questions:

- How might the BARFIE materials be developed to raise language awareness?
- Which pedagogies most efficiently aid the development of language awareness?

Research outline:

Stage 1. Workshop + development of materials + teaching strategies

Stage 2. Languages awareness

Stage 3. Literature awareness

Sage 4. Cultural awareness

Planning:

Stage 1: Workshop with participants to develop deeper understanding of language and culture using the BARFIE books.

Stage 2/3/4: Develop materials that provide useful historical, artistic and theoretical contexts for this.

Trialling: Participating countries to test trial in own institutions.

Evaluation: Joint collaboration to gather results of trialling and modify for use in schools/libraries.

Implementation: Joint production of case study material (DVD)

PHASE IIb:

Understanding and Awareness of Visual Narratives

Aim and Objectives:

- To understand ways in which children across Europe create meaning from picture books.
- Gather and analyse several different instruments to read and appreciate visual narratives
- Apply instruments to pictures books with children & compare outcomes.
- To draw on the results from PHASE I.**Research Question:**
- How can children learn to read the ‘visual’ through picture books?

Research outline:

I- Research instruments to read and appreciate visual narratives

II- Describe their purpose; consider advantages and disadvantages

III- Apply instruments to pictures books (with/without children)

IV- Compare outcomes

V- Evaluation and Conclusion

Planning:

Stage 1: I & II

Stage 2: III & IV

Stage 3: V

Trialling: In schools with teachers, teacher trainers, children

Evaluation: through: reports from teachers involved; external validation of instruments; peer review of instruments; comparison with the results of PHASE IIa.

Implementation: Five researchers across Europe will work with teacher trainers or teachers (2 or 3). They will work with children (individually or in class)

PHASE IIIa

Reading Development within a Social and Cultural Context

Aims and Objectives:

- To create a global topic for all cultures which will enable reflection on cultural similarities and differences. To develop interdisciplinary co-operation.
- To make use of materials developed in PHASE II.

Research Questions:

- Is it possible to develop researcher indicators to evaluate the social and cultural effects that the BARFIE books have on reading development?
- Are there new methodologies for teaching reading that can be created through using the BARFIE materials? What are the instruments and indicators to prove the effects?
- Are there new conditions in the field of promoting reading?

Research outline:

1. Create a book collection 'Family Focus' from the BARFIE books.
2. Develop a research methodology to explore reading competence, cultural/social backgrounds and family patterns.
3. Investigate/analyse/create new approaches, new methods.
4. Analyse, test and modify.
5. Design curriculum and implement in each country.
6. Cultural comparisons

Planning:

- 1) 4 MONTHS - developing book collection (partners)
- 2) 4 MONTHS – developing & testing research instruments/books (partners)
- 3) 4 MONTHS – reflection/modifications (partners)
- 4) 12 MONTHS – test trialling & evaluation in selected primary schools in all participating countries

Trialling: Projects in school with teachers/teacher trainers/students

Evaluation: Reports, feedback by teachers, indicators (i.e. curriculum)

Implementation: Printed versions addressed to teachers, including: advice for design of a curriculum, survey of methods and access possibilities

PHASE IIIb:

Promoting Reading through BARFIE Resources: Intercultural effectiveness in the classroom

Aims and Objectives:

- To develop in parallel, alongside PHASE IIIa.
- To promote reading as a constructive way of understanding a pluralistic society.
- To create appropriate processes and strategies for teacher training.

- To provide resources which will encourage a deeper understanding of intercultural issues. To acquire reading competence and promote intercultural effectiveness.

Research Questions:

- Can the BARFIE books promote reading in European primary schools?
- Can the BARFIE books encourage intercultural effectiveness in the primary classroom? How can an intercultural learning process be developed through selected resources/materials?
- How can awareness of different cultures be aroused by using books as mirror reflections?
- How do teachers observe, reflect and document their work using Books?

Research outline:

1. Selection of books according to the BARFIE criteria
2. Development of interactive materials to support intercultural understanding
3. Creation of research methodology for trialling materials and pedagogical approaches

Planning:

Stage I: Selection of books and informal interviews with teachers/teachers trainers about the types of materials that could be created. Stage II: Development of interactive materials. Stage III: Trialling and evaluation of materials in primary schools in partner countries.

Trialling:

Pre-test; Post test

Evaluation: Three groups in each primary school; one of which will be a control group.

Implementation: Workshops for teachers/student teachers and classroom-trialling

PHASE IVa

Multi-Sensory Teaching for Partially Sighted Children:
Creating tactile material by modifying selected BARFIE books

Aims and Objectives:

- To build on the methodologies and materials created during the previous phases.
- To create a BARFIE resource book for teachers for use with multi-sensory activities for children.
- To use multi-sensory activities with both partially sighted children and those with other special needs.
- To sensitise all children to the needs and feelings of partially sighted children.
- To develop multiple intelligences, social cohesion and empathy for all children

At least 2 research questions:

- Do modified BARFIE books help partially sighted children to become integrated and achieve social cohesion?

- Is it possible to develop multi-sensory activities (+ a teachers' resource book) for selected BARFIE books or future tactile books? (Perhaps translating the resource book into the languages of the BARFIE group, as on-line material)

Research outline: Development of criteria for selecting suitable BARFIE picture books; selection of books; creation of teachers' resources for trialling purposes; development of trialling procedure; trialling of books with teachers and children; evaluation of results; modification of materials; materials placed in schools in each of the participating countries.

Planning:

Pre-test; Post-test; Control group; Quality measuring; Quantity measuring

Trialling: In primary schools for Special Education and partially sighted children

Implementation: The tested and modified materials will be used in two schools in each of the participating countries.

PHASE IVb

Imagery and Imagination in Children's Fiction: The Sea**Aims and Objectives:**

- Draw together the research methodologies and materials developed in previous phases
- Work alongside the developing methodology in PHASE IVa.
- Build a collection of children's fiction, which focuses on the imagery of the sea in several cultures (particularly Portugal, France, Spain, Italy, Iceland, England, Ireland, Greece, Cyprus).
- Develop intercultural education using these stories
- Produce an anthology of extracts in the original languages with pedagogical suggestions
- Use anthologies in schools and analyse their effectiveness

Research Questions:

- Can stories that offer representations of the sea provide an imaginary landscape that embodies values and ways of seeing?
- How can an interpretive framework for intercultural education be developed using these representations (of the sea)? How do stories that offer representation of the sea provide an imaginary landscape that embodies values and ways of seeing?
- How can we develop an interpretive framework for intercultural education using specific representations of the sea?

Research outline:

Stage I: 1. Selection stories

2. Analysis of stories in terms of representations of the sea

Stage II: 3. Development of an interpretive framework for intercultural education based on the selected stories

4. Selection of extracts for anthologies

Stage III: 5. Development of questionnaire for teachers and children in schools

6. Trialling of some extracts in schools with questionnaires

7. Completion of anthology.

Planning:

Stage I - 1 and 2: NINE MONTHS

Stage II - 3 and 4: NINE MONTHS

Stage III - 5, 6, 7: NINE MONTHS

Trialling: In schools with questionnaire

Evaluation: Phase III, between 6 & 7

Implementation: Use of anthologies in schools

These exploratory workshops have been an instrument for identifying emerging fields of research requiring action at a European level. They have aimed to helping European research teams to exchange knowledge, establish new links and to explore the possibilities of developing future collaborative actions. The outcome of the 3 day research programme has been the development of a high quality draft research proposal which will be submitted for further ESF activities such as: *à la carte* programmes, a EUROCORES initiative, submission to the EU 6th Framework Programme or to other European or international funding organisations.

4. FINAL PROGRAMME

Friday 23 September 2005

From 12:00	<i>Arrival & Registration</i>
16:00	Welcome: Dr Eduardo Encabo Fernández
16:15	Introduction to BARFIE: Lilia Ratcheva-Stratieva
17:15	BARFIE Research Reports: Austria; Belgium; Bulgaria; Czech Republic; Finland; France; Poland; Portugal; Slovak Republic; Spain; UK.
18:45	Overview of Research Workshops: Dr Penni Cotton
19:45	Presentation of the European Science Foundation (ESF) Professor Bohuslav Manek (Standing Committee for the Humanities)
21:00	<i>Dinner</i>

Saturday 24 September 2005

09:00	La bienvenida del rector de la Universidad de Murcia : Dr José Ballesta Germán
09:30	Introduction to Workshops
10:00	First four parallel Workshops
	<ul style="list-style-type: none">• <i>European picture books and language learning</i> (in English) - Leaders: Malgorzata Kolodzieczyk & Piotr Jankowski (Poland). Participants: Milena Mileva Blazic (Slovenia); Vladimir Toromanov (Bulgaria); Nikki Gamble (UK).• <i>Children's literature in translation</i> (in Spanish) – Leaders: Eduardo Encabo Fernández & Juan Varela Tembra (Spain). Participants: Amando López (Spain); Maria Gonzalez Davies (Spain); Paul Clarkson (UK/Spain)• <i>Cultural comparisons: in depth focus on selected texts</i> (in French)– Leader: Margarida Morgado (Portugal). Participants: Luisa Folgado (Portugal); Florence Metz (France); Valentina Valente (Portugal); Bárbara Duque (Portugal)• <i>How to teach intercultural education with a multicultural children's literature collection</i> (in German) – Leader: Gerhard Kotzian (Austria). Participants: Jutta Kleedorfer (Austria), Lilia Ratcheva-Stratieva (Bulgaria/Austria); Annemie Leysen (Belgium); Prof Manek (Czech Republic).

13:00

Lunch

15:00

Second four parallel Workshops

- ***Sensitizing learners to the linguistic diversity of Europe and the learning of minority languages, through using the BARFIE books*** (in English)– Leader: Milena Mileva Blazic (Slovenia). Participants: Malgorzata Kolodziejczyk (Poland); Maria Gonzalez Davies (Spain); Luisa Folgado (Portugal); Prof Manek (Czech Republic).
- ***Promoting Reading through the BARFIE resources: intercultural effectiveness in the classroom*** (in English) – Leader: Jutta Kleedorfer (Austria). Participants : Nikki Gamble (UK); Juan Varela Tembra (Spain).; Florence Metz (France); Valentina Valente (Portugal).
- ***European children's Literature and the New Media – co-operation and changes*** (in English) – Leaders: Lilia Ratcheva-Stratieva (Bulgaria/Austria) & Vladimir Toromanov (Bulgaria). Participants: Amando López (Spain); Eduardo Encabo Fernández (Spain); Bárbara Duque (Portugal).
- ***The Significant Place of Children's Picture Books in Intercultural Education*** (in English) – Leader: Margarida Morgado (Portugal). Participants : Annemie Leysen (Belgium); Piotr Jankowski (Poland); Gerhard Kotzian (Austria) ; Paul Clarkson (UK/Spain)

18:00

Cultural Visit

21:00

Dinner

Sunday 25 September 2005

09:00 **Concluding Plenary: The Way forward for BARFIE Research:
Convened by Dr Margarida Morgado**

This will be a discussion period for drawing together research ideas. Each of the groups will work together to discuss the creation of materials that can later become part of a teaching package to be used with the BARFIE collection in primary schools.

**Plenary Resumé of English, German, Spanish & French research proposals:
Dr Margarida Morgado; Mag. Jutta Kleedorfer; Dr Eduardo Encabo:**

Presentation of research programmes and suggestions as to how the research will move forward.

Concluding Remarks: Dr Penni Cotton

14:00

Lunch & Departure

5/6. Final detailed list of participants:

Name	Country + Age	Institution Address	E.mail/Tel/Fax
(Mag.)Ratcheva -Stratieva Lilia	Austria (F. 50+)	Kinderliteraturhaus, Mayerhofgasse 6, 1040 Vienna	lilia.ratcheva@utanet.at Tel: Int.+ 43 1 968 9640
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Gamble Nikki	UK (F. 35-50)	Faculty of Education, University of Cambridge, 184 Hills Road, CB2 2PH	nhgamble@aol.com
Cotton Penni (Dr.)	UK (F. 50+)	NCRCL, Roehampton University, Roehampton Lane, London SW15 5PH	p.cotton@roehampton.ac.uk

Resume:

Country	No of participants	Male	Female	Age: 25-35	Age: 35-50	Age: 50+
Austria	3	8	12	6	8	6
Belgium	1					
Bulgaria	1					
France	1					
Poland	2					
Portugal	4					
Slovenia	1					
Spain	5					
UK	2					
Total	20	8	12	6	8	6
	20	tot	20		tot	20

* Ten minutes before the workshops began, these two colleagues sent a text message to say that their plane had been delayed in Warsaw and they would not be able to get a connecting flight in Munich in time for the ESF meeting in Murcia. So they were unable to attend.

This caused a number of organisational problems but, as all the participants were really dedicated to the BARFIE concept, several people were able to stand in for them. It was agreed, however, that those unable to come would receive copies of the final research proposals and be invited to join the working parties.