

Arion Study Visit

15,02 – GB – Developing School Leadership
Theme 15: The Heads of Schools

Roots and Wings Leadership Programme Dissemination Conference



**Stradey Park Hotel,
Llanelli,
Carmarthenshire,
Wales**

10th – 15th October 2004.

Group Reporter: Sarah Rice, Ireland

Roots and Wings Leadership Programme Dissemination Conference



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Roots and Wings Leadership Programme Dissemination Conference



Participants and Study Visit Organisers



Back Row (left to right): Karin Kutt (Estonia), Jorgen Hakansson (Sweden), Jorgen Kohls (Germany), , Sinikka Hirvonen (Finland), Nils-Fredrik Pedersen (Norway), Piotr Cuber (Poland).

Middle Section (left to right): Birgit Bertelson (Denmark), Anabela Gracio (Portugal), Evy Stokholm (Denmark), Paulina Korsnakova (Slovakia), Eija Paukkuri (Finland), Mario Mallia (Malta), Christine Henshaw (Wales), Thomas Wieners (Germany), Polly Seton (Wales), Suleyman Sirri Kabadayi (Turkey).

Front Row (left to right): Ingrid Sundstrom (Sweden), Bjorg Sandevi (Norway), Sarah Rice (Ireland), Camelia Tabara (Romania), Elisabeth Kambani-Potouridou (Greece), Erik Dahl (Denmark), Antoine Toumson (Guadeloupe, France).

Introduction

This report is for the European Commission regarding the Arion study visit to Wales. The title under which the study visit was advertised was 15,02 – GB – Developing School Leadership and the theme was Theme 15: The Heads of Schools.

Appendix 1 gives an outline of the Roots and Wings Leadership Programme, which was undertaken by Head Teachers in Wales, Denmark and Italy. The Arion Study Visit to Wales encompassed a conference to disseminate the Roots and Wings Leadership Model.

Appendix 3 gives a list of the twenty-one participants, their job title and their work address and e-mail number. It also includes details of the hosts in Wales, who organised the study visit. *Appendix 4* gives the programme for the week. Each day the participants considered the group report and at the final session of Friday 15th October 2004 the basic outline of the report was agreed. Sarah Rice, from Ireland, was nominated as the group reporter.

At the Study Visit to Wales each participant explained his or her own education system. Visits were made during the week to four schools in the counties of Carmarthenshire and Ceredigion. One was a Welsh medium primary school, while of the three secondary schools visited one was a Welsh medium school and one of the English medium schools accommodated a Welsh stream. Participants were then given the theoretical knowledge needed to consider leadership of schools. This facilitated their understanding of leadership styles, the school climate, the *Herrmann* profile, and the intelligent school model. Presentations were given on the nature and value of coaching as a management skill. This coupled with the theory of iceberg assisted the participants to consider “diving under the water” to begin to adopt a rational approach to emotional issues when considering and challenging assumptions and beliefs. In this way each participant was encouraged to widen and deepen their understanding of their own situation. Further information on theoretical aspects can be obtained on the websites noted in *Appendix 1*.

While the conference and the programme were challenging there was an appreciation of the main aims of the conference and the professionalism of the actual delivery.

Approaches to School Leadership in Different Countries

- **Qualifications**

The qualifications required for head teachers are different from country to country. *Appendix 2* provides links for the reader to consider each country in detail.

For most countries there is a requirement for head teachers to have a teaching qualification (generally a university degree). This is not the case for management qualifications. In fact in most countries it is not required that the prospective head teacher have a management qualification.

However in Estonia, Portugal, Malta and Poland it is necessary to have a management qualification, such as a Diploma in School Management. In these countries teaching experience is mandatory prior to embarking on a management course. The length of teaching experience needed varies from country to country. For example in both Ireland and France there is a requirement of 5 years teaching experience.

A further requirement of note is that in public schools in France generally a deputy head will have to spend some time in that position before applying for a job as head teacher. While in Malta there is a five-year deputy headship requirement, prior to appointment as head teacher. This is, however, not the case in the private sector (i.e. fee paying schools) in Malta or France, which are largely denominational schools, and where the criteria for selecting heads are different and independent from state.

- **Appointment**

In Portugal the Head Teacher and the Management Team are elected by a representation of staff, pupils and parents. In other countries, in the selection process different stakeholders are included on the interview panel. The composition of these panels varies depending on the country. These could include representation from staff, parents, education agencies, the teachers' union, the local communities and pupils. The interview panel recommends to the relevant authority who to appoint as Head Teacher.

In France, there is preparation period, which includes training followed by an exam, prior to appointment as prospective Head Teacher. Passing this exam enables further training each year to keep deputy heads and heads well informed. Selection is made firstly, at regional level by the "recteur d'académie" (of which there are 33 in France). These are the representatives of the minister of education locally. Then at national level, in Paris, prospective heads are interviewed and selected by a jury of experienced heads and inspectors. Selection enables candidates to become deputy head teachers for a two-year trial period, and depending on performance, afterwards lifelong appointment as Head Teacher can be made by the minister of education. However mobility is now strongly encouraged, and a head cannot stay in the same secondary school for more than nine years".

Of interest in some schools this appointment is not life long job, but instead the job is reviewed. In Portugal this means an election after 3 years, while in Poland a Head Teacher must prove to their authority their ability to retain the job. In Greece a Head Teacher is re-elected every 4 years.

- **Management Models within schools**

The scope of decision-making varies within in each country and, in some countries, within each municipality. Head Teachers can be responsible for:

1. Staff appointments,
2. Budgeting, including salaries of teaching and ancillary staff, review of salaries, etc.
3. Pedagogy
4. Special Needs
5. Curriculum & Development
6. Timetabling
7. Building maintenance and building projects
8. Staff continued professional development
9. Leadership and vision
10. Links with the community
11. International links
12. Fundraising

In some countries (for example France and Sweden) there is a strict observance of the separation of church and state, and heads are routinely required to respect the lay and neutral character of school. While the opposite situation is the case in other countries, such as Ireland.

It is normally a head's role to create the necessary conditions to ensure pupils' success by mustering forces available (for example staff, parents, community, etc) and implement policies defined by government, in partnership with local authorities/assemblies.

- **Support for Head Teachers**

The amount of actual support a Head Teacher experiences varied greatly from county to country and often within a country. For example the Head Teacher in Germany generally works in isolation. This is not the case in other countries. In most countries a Head Teacher has a secretary or group of secretaries working in the school. In the case of small primary schools secretarial support is generally not available.

Many countries have leadership teams. In Sweden, for example, a Head Teacher often works with a leadership team made up of staff (usually teachers) working in the school. In some schools in Wales students have been involved in the appointment of teachers to internal management positions. In this way these schools generally have more wide spread support for the school's vision.

Also some countries have great support from their Ministry of Education. In Wales, for example, groups of Head Teachers meet regularly with their Director of Education who can report directly to the Minister for Education about real issues of importance to Head Teachers.

Examples of Good Practice

- **The Roots and Wings Programme**

A description of the Roots and Wings programme is given in *Appendix 1*. This programme provided opportunities to network between Head Teachers in Wales, Italy and Denmark. It allowed introspection over the three years, which enabled real opportunities to learn and implement changes in leadership styles. The international link and the European Dimension enabled safe opportunities to ask ‘silly’ questions which allowed for re-evaluation of leadership styles in the schools. All the Head Teachers were able to give concrete examples of the changes their involvement in the Roots and Wings programme allowed them to make in their own environment.

- **Coaching**

Coaching, which was disseminated at the conference, was found to be an effective tool to improve leadership skills, because it enables a leader to begin, and continue, on a life long journey to question commonly held assumptions and beliefs. The coaching method teaches the development of questioning skills, while discouraging simply providing answers. This allows the coachee to find new ways of reflecting on problems/situations leading to a variety of solutions.

It is important for a leader to consider the ethical issues when using the coaching method. By this it is meant that leaders must not use their position of power and the coaching method to manipulate the outcome in order to arrive at predetermined solutions!

- **Partnership**

Partnership can offer a wide range of solutions and examples of a variety of approaches to a problem. The international dimension of the programme meant that as leaders experiences in other countries were explored and then consideration was given to applying practices in other countries to the home educational context. Partnership allows for sharing between leaders.

- **Shared Leadership**

Often a leader can feel isolated in the role. With a more open approach leadership can be shared or distributed among a team of staff. This can encourage ownership of a vision for the school. It will also encourage leaders to use expertise from outside agencies (local or international) to the benefit of the school.

- **Continued Professional Development**

The leadership programme provided a dynamic opportunity for continued professional development among the leaders. Examples of tools for leaders were disseminated, such as ICT (e.g. First Class communication platform) and applying theory to practice (e.g. the school climate, the *Herrmann* profile, and the intelligent school model, the nature and value of coaching as a management skill, theory of iceberg to challenge assumptions and beliefs). The opportunity for networking with leaders from seventeen different countries was found to be hugely important for considering leadership styles.

Challenges and Opportunities

- **Exchange Possibilities**

Many leaders are embarking on projects through the Comenius Programme since making links with other countries. Possibilities in the future could include short exchanges with Head Teachers, Staff and Pupils, or indeed, exchanges for longer periods of a year. Also the exchanges could focus on continued professional development of the leader.

- **Coaching**

The coaching method was explained to the leaders. For the leaders to effectively use this method further training would be necessary. It is hoped that further training will be provided for the leaders to enable daily use of the coaching model. The training would consider the possible uses of coaching. It would allow consideration of the use of coaching methods as part of democratic, reflective style of leadership. Such a course would endeavour to consider the many possible situations in which coaching could be used, for example among teachers, among teachers and pupils, among teachers and parents, etc.

Such training opportunities would provide structured opportunities to transform each person's own leadership and management within a context that challenges present assumptions and performance. Furthermore it would encourage coaching between leaders, whether that would be in schools in the same or different countries. This would also encourage developing relationships and fostering the networking between the leaders.

- **Continued Professional Development and Education of Leaders**

The opportunities to disseminate this programme are varied. It would allow leaders and potential leaders to consider good practices identified. It would benefit the participants by giving opportunities for further continued professional development. Also participants could contribute and participate on leader training courses at home and abroad. This would foster international understanding by developing educational and management issues in a transnational context.

- **Developing the Links**

This group of twenty-one leaders will need to commit and persevere in order to keep the networking opportunities alive and kicking! Each one understands the potential benefits of maintaining and nurturing the networking opportunities for the group. The challenge is there for the leaders to embrace. This may also involve the fostering of leadership mentoring at an international level facilitated by ICT.

Conclusion to Report

The participants found that the Arion Study Visit to Wales was very informative. It enabled discussions of systems of education in eighteen different countries. Each country's system of education was driven by different values. The international context enabled deeper debate than if the discussion had taken place in the host country of Wales by Welsh teachers only. The environment was positive with a great emphasis on commitment to learning from the education systems in other countries.

It was a privilege to have been given an opportunity to learn about leadership styles with international colleagues in the beautiful setting of Llanelli in Wales. The sharing and interacting with each other in both large groups and more informal smaller groups increased the opportunity for a valuable professional learning experience.

Appendix 1

The Roots and Wings Leadership Programme

Summary

In each of the 3 partner regions [West Wales, Tuscany, Denmark] 9 school head teachers will be identified as partners. Each head will be partnered to one head in each of the other two regions forming 3 way head teacher partnerships operating within a structured and managed 3 region partnership.

The programme comprises 3 cycles of activity of approximately 6 months. During each cycle each head will visit the country of his/her partners to undertake:

A. professional development activities - as a transnational group working together (up to 3 days). These activities will focus upon the leadership effectiveness of participants, providing them with the tools to step beyond their own situation and facilitate learning and coaching of their partners.

B. a school development project - as part of the 3 way partnership (4 days). Each trio will identify an appropriate theme for intervention which gives an opportunity to focus on the management and leadership issues as well as the whole school outcome. The activity will then move to the individual host school for that cycle where the trio will explore the theme together, planning and implementing, identifying leadership and management issues. The key opportunities here are those presented by an organisational challenge which can be explored in a different system and culture.

C. a mentoring/coaching process which will continue throughout the following 6 months. During the group sessions together (A. above), the headteachers in the 3 way partnerships will be enabled to develop challenging mentoring relationships and provided with tools by which to do this. These relationships will continue during the intervening period by means of regular communication and dialogue, above all by e-mail but also by internet, phone and video-conferencing. A secure site will also be created on the Roots and Wings Home Site for discussion of emerging common issues and provide further specialist coaching from the moderator.

The aims and objectives of the project

1. To raise school effectiveness and the learning of pupils by transforming the leadership and management effectiveness of individual secondary schools.
2. To foster international understanding by developing educational and management issues in a transnational context within the real environment of actual schools.
3. To provide secondary school leaders with structured opportunities to transform their own leadership and management within a context that challenges present assumptions and performance.
4. To adopt an action based, inquiry approach to developing management and leadership.

5. To foster leadership mentoring at an international level facilitated by ICT.
6. To build a model for the development of school leadership at a transnational level.

Useful Websites for more Information on Roots and Wings

www.rootsandwingsleadership.org.uk

www.roots-and-wings.dk

<http://www2.aktivstad.net/login> (First Class coaching online)

<http://comenius.eun.org>

Appendix 2
Links to each Participating Country's Education System

General information on school systems for all EU/EFTA Countries...

http://www.eurydice.org/Documents/Fiches_nationales/en/frameset_EN.html

http://www.eurydice.org/Documents/Mig/en/frameset_immigrant.html

http://europa.eu.int/ploteus/portal/renderers/generalinfo_renderer.jsp?DocId=48899&SecMode=1?DocId=48899&SecMode=1

Denmark

http://www.eurydice.org/Documents/Mig/en/frameset_immigrant.html

Estonia

<http://www.hm.ee/>

Finland

<http://www.oph.fi/english/SubPage.asp?path=447;490;4699>

France

www.education.fr

www.education.gouv.fr

Germany

<http://www.bildungserver.de/> → English site offered (button)

Greece

http://www.eurydice.org/Documents/Fiches_nationales/en/frameset_EN.html

Ireland

www.education.ie

Malta

<http://gov.mt/servicecluster.asp?s=7&l=2>

Norway

Norwegian official pages on the educational system in English

<http://www.odin.dep.no/ufd/engelsk/education/index-b-n-a.html>

The Core Curriculum for ALL levels (in English)

<http://www.utdanningsdirektoratet.no/artikler/?id=22017>

Upper Secondary School, Subject Curriculums (those that are translated)

<http://www.utdanningsdirektoratet.no/artikler/?id=21133>

The Norwegian School Net

<http://www.skolenettet.no/templates/Page.aspx?id=9339&scope=ScopeLaerAns>

Poland

Ministry of Education in Poland:

www.menis.gov.pl/

Portugal

www.eurydice.org/Eurybase/Application/frameset.asp?country=PT&language=EN

Romania

http://www.eurydice.org/Documents/Mig/en/frameset_immigrant.html

Slovakia

www.education.gov.sk

www.statpedu.sk

www.siov.sk

http://www.eurydice.org/Documents/Mig/en/frameset_immigrant.html

Sweden

www.skolverket.se (In English as topline)

Turkey

http://www.eurydice.org/Documents/Mig/en/frameset_immigrant.html

Wales

http://www.eurydice.org/Documents/Mig/en/frameset_immigrant.html

Appendix 3
The Participants

- Denmark** Erik Dahl,
Deputy Headmaster, (150 pupils aged approx.: 15 – 19 years of age)
Linie 10,
Hoeje-Taastrup,
Denmark.
erikdahl@post.tele.dk
- Birgit Bertelsen,
Headmaster, (150 pupils aged approx.: 15 – 19 years of age)
Linie 10,
Hoeje-Taastrup, Denmark.
birgitbe@htk.dk
prammen@paradis.dk
- Evy Stokholm,
Consultant (Union with responsibility for schools)
Halvtolv 15,1 tv.
1436 Copenhagen K
www.es@dlf.org
- Estonia** Karin Kütt,
Headteacher, (270 pupils aged approx.: 7 – 18 years of age)
Elva,
Peedu, 61508,
Estonia
karin.kytt@rannu.ee
www.rannu.tartu.ee
- Finland** Eija Paukkuri,
Headteacher, (480 pupils aged approx.: 13 – 17 years of age)
Emakosken koulu
Ruskeepaankatu 30
37120 Nokia
Finland
eija.paukkuri@nokiankaupunki.fi
- Sinikka Hirvonen,
Headteacher, (170 pupils aged approx.: 7 – 13 years of age)
Näsin koulu,
Opistokuja 3
06100 Porvoo,
Finland
sinikka.hirvonen@porvoo.fi

- France** Antoine Toumson,
Deputy Headteacher, (845 pupils aged approx: 11-16 years of age)
College Sadi Carnot,
22 rue Barbès, Pointe-à-Pitre
Guadeloupe 97110
Antilles Françaises
Tel:0590 893969 (school)
Fax:0590 894233(school)
Tel/fax:0590 845106(personal)
antoine.toumson@wanadoo.fr
- Germany** Jurgen Kohls,
Headteacher,
HerderGymnasium,
Kattowitzer Str.52
D-51065 Koeln
Germany
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kohls@netcologne.de
- Thomas Wieners,
Headteacher (100 special needs pupils, aged 6 - 16)
Laurentius Schule
Unterdorfstraße 7
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Germany
thomaswieners@t-online.de
- Greece** Elisabeth Kambani-Potouridou,
Headteacher, (300 pupils aged approx.: 12 – 15 years of age)
5th High School of Alimos,
17th November 39,
Alimos, 17455
Athens, Greece
apoto@tee.gr
- Ireland** Sarah Rice,
Teacher, (800 pupils aged approx.: 12 – 18 years of age)
Kilkenny College,
Kilkenny,
Ireland.
00353 56 7758861
00353 86 3293025
ricesarah@hotmail.com

- Malta** Mario Mallia,
Deputy Headteacher, (450 pupils aged approx.: 5 – 16 years of age
Secondary School, of which 250 are in secondary age 11 – 16)
St. Albert the Great College,
160, Old Bakery Str.,
Valletta, VLT 09.
Malta.
mmallia@stalbert.edu.mt (school)
woody@maltanet.net (personal)
- Norway** Nils-Fredrik Pedersen,
Department Head, (360 pupils aged approx.: 16 – 20 years of age)
Raufoss videregaaende skole,
Serviceboks
N-2808 GJØVIK
Norway
Private address: Framstadbakken 16
N-2830 Raufoss
Norway
nils-fredrik.pedersen@oppland.org
nils_fredrik@hotmail.com
www.raufoss.vgs.no
- Bjorg Sandvei,
Headteacher, (150 pupils aged approx.: 15 – 19 years of age)
Norway
tsandve@online.no
- Poland** Piotr Cuber,
Deputy Head, (third level college with 250 trainee teachers,
NKJO Cieszyn mostly between 19 and 22 yrs, not younger)
Ul. Fryszacka 44
43-400 Cieszyn
Poland
pcuber@poczta.onet.pl
- Romania** Camelia Tabara,
Headteacher, (150 pupils aged approx.: 15 – 19 years of age)
C.N.'A.Muresanu' Bistrita
Str.O.Goga Nr.2 Ap.25
cameliatabara@bistrita.astral.ro
- Portugal** Anabela Gracio,
Headteacher, (560 pupils aged approx.: 3-16 Years of age
Rua da Roda, No 11 managing a group of 12 schools)
2250 – 050 CONSTANCIA,
Portugal
anabelagracio@clix.pt

- Slovakia** Paulina Korsnakova,
Project Manager (managing a group of 10 schools)
National Institute for Education
Pluhova 8, 830 00 Bratislava 3,
Slovakia
www.statpedu.sk
Paulina.Korsnakova@statpedu.sk
- Sweden** Jorgen Hakansson,
Headteacher,
Kilian Zollsgatan 20
217 56 Malmo,
Sweden
jorgen.hakansson@malmo.se
- Ingrid Sundstrom,
District Officer (Head of Head teachers, managing group of 4 schools
& 7 preschools, 2000 pupils aged approx 1 - 16 years)
BUF,
Marks kommun
511 00 Kinna,
Sweden
ingrid.sundstrom@mark.se
- Turkey** Dr. Suleyman Sirri Kabadayi,
Headteacher, (5000 pupils)
Akarbasi Mah.,
Cagatay Sok. No: 7,
26020 Eskisehir, Turkey.
sskabadayi@esata.k12.tr
0090 – 222 – 2301567
0090 – 532 - 6617431

Our Hosts in Wales

- Wales** Polly Seton,
Advisory Teacher for the International Dimension and Global
Citizenship for Ceredigion,
Ceredigion Professional Education Centre,
Felinfach, Lampeter SA48 8AF.
Wales.
pollys@ceredigion.gov.uk
- Christine Henshaw,
Advisory Teacher,
Ceredigion Professional Education Centre,
Felinfach, Lampeter SA48 8AF.
Wales.
christineh@ceredigion.gov.uk

Appendix 4

Roots and Wings Leadership Programme Dissemination Conference



Stradey Park Hotel
Oct 10th -15th 2004

Dissemination

- **AIM: Present the Leadership Model**
Share lessons learnt
Consider revised model
Multiply/replicate
Exploring leadership in context.

	Activity
Sun 10 th	
15.00	Arion delegates arrive from this time onwards Welcome pack will be given, housekeeping etc. Link persons: Christine Henshaw (christineh@ceredigion.gov.uk) Polly Seton (pollys@ceredigion.gov.uk)
19.30	Informal dinner
Mon 11th	
9.00	Ice-breaker Activity
9.30	Formal welcome - Directors and Assistant Directors of Carmarthenshire and Ceredigion Welsh context – National Local; schools; Q&A session
10.15	Coffee
11.00	Welcome – other delegates from the Celebration conference , local politicians, headteachers and LEA personnel will join in Key note address Jane Davidson Minister for Education and Lifelong learning

	Q&A session
12.15	Formal lunch
14.00	The Roots and Wings Leadership Programme - Background
15.00	Coffee break
15.30	The Coaching model – Russell Hobby, The Hay group
17.00	Tea/Coffee
17.30	Presentation of education systems (5 mins per country) 1. Denmark 2. Estonia 3. Finland 4. France
19.30	Cold buffet (optional)
Tue 12th	
9.00	Presentation of education systems (5 mins per country) 5. Germany 6. Greece 7. Ireland 9. Malta 10. Norway 11. Poland 12. Portugal
10.30	Coffee
11.00	Leadership programme – telling the story – aims, cycles, coaching
12.30	Lunch in hotel
13.30	School visit Ysgol Dewi Sant – a Welsh medium primary school
15.30	Preparation for international evening
16.30	Presentation of education systems 13. Romania 14. Slovakia 15 Sweden 16. Turkey
18.30	Light supper
20.00	International marketplace
WED 13th	
9.00	Group report – time for reflection
9.30	Developing leadership The perspective of the head teacher
10.30	Coffee
11.00	Developing leadership – the processes involved – various models including The Intelligent school model. How they might impact on leadership style on school priorities etc
12.30	Lunch
13.15	First Class coaching on line. Using ICT tools to communicate
14.15	Cultural visit: Laugharne and the boathouse (Dylan Thomas country) Llansteffan Castle.

19.00	Dinner at Pant yr Athro, Llansteffan
THURS 14th	
9.00	Time for reflection - Group report
9.30	Sustainability - project opportunities – Paul Burrows , The British Council
10.45	Coffee
11.00	Visits - Secondary schools– Glan y Mor/ Ysgol y Strade Theme: leadership challenges in times of change Leadership tools which initiate/encourage change.
12.15	Light Lunch- Cydweli (See castle)
14.15	Visit schools - Dyffryn Teifi/ Aberaeron – as above
18.00	Fish and chips in The Celtic, Aberaeron
21.00	Return to hotel
FRI 15th	
9.00	Finalise structure of group report
10.30	Coffee
11.00	As above
12.30	Lunch
13.30	As above

Appendix 5

A Fairytale in Llanelli of the two maidens of Llanelli and Kidwelly

Once upon a time there was a fair young maiden with hair as sparkling as sunshine and a dark and mysterious maiden, living not far from each other in the small towns in the beautiful landscape of Carmarthenshire on the withering rocks close to the roaring sea.

The maidens decided to invite their friends from all over the world to a gathering to discuss matters, have a great party, laugh a lot and eat huge amounts of food to stretch the skirts of all the fair ladies.

Three times the two maidens had to meet to get a word back from all their friends and after a while everybody set out on their long journeys to reach the beautiful land of the green valleys.

. . . . there was the black wizard from the island with the palm trees the giant millionaire sultan from the land far in the east the seven blonde and brave Vikings gathered from the villages in the cold north . . . the two strong women from the land of the thousand lakes the beautiful dark-eyed ladies from the southern countries around the great sea the wise old man with the white hair and his young friend the fairy from the land of Kilkenny who prescribes magic potions for everyone there was the young handsome, silent man from the land with the huge forests, with the strange name and last but not least the mysterious malteser knight

All the wonderful people travelled for days and nights and at last they all found their way to the marvellous palace where soft beds and halls so huge as were meant for kings, waited for them. In these overwhelming surroundings, they were met by the finest and wisest people, from the land with the strange language. They witnessed a lot of impressive things- but most important of all they made friends with the whole world and maybe one day they will all meet again

. . . . to be continued . . .

*lots of love from Erik and Brigit (Denmark)
inspired by HG Anderson*