



Teachers **I**ntercultural **C**ompetences
as **K**eystone to **L**earning in **E**urope
(TICKLE)

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Partner Institution: Pabo-Arnhem

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Project information

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Partner Summary of the TICKLE project

The invitation of the Offenburg Seminar was a warm welcome. First because of the contacts during the ATP conference in Offenburg and second because of the topic intercultural education.

For us we took it as a chance to make our curriculum Intercultural worthy.

The first step we made was our choice to find and choose for a theoretical base.

We transformed the ABCD-Crown from instrument into a theory of dealing with multiculturalism. The main topics were: Autobiography, Biography, Conflict and Dialogue. It is our point-of-view that you have to feel known; you have to be aware of the images of each other and the cultural differences; you have to become open to look for the meaning of the critical cultural differences and to criticize each other; you need to be open to deconstruct your own cultural identity, with prejudices, norms and opinions and to reconstruct your own cultural and a new intercultural identity.

We created our tools as A,B,C and D tools to build an ABCD oriented program.

In our institute we have taken position in the curriculum activities and have integrated the intercultural aspects in the curriculum itself. Now we have started to transform these ideas planted in our curriculum in real intercultural activities. We learned from the experiences in our international class, the TET group.

We have also started to give our students from allochton¹ origin, the opportunity for more participation in our Teacher Trainer Centre. We get to know each other, discuss with each other different intercultural topics and we search for new solutions in dialogue. So we influence our institute to become more and more intercultural oriented and competent

In the Netherlands we train our trainees to become more competent. For all teachers we make use of the SBL competence set. We as Tickle members have integrated the intercultural competent aspects in these teacher competences.

During this project we have experienced the multicultural themes in the different countries. We have felt the implications of Interculturality. We have become more aware of the possibilities but also the complexity.

We have become more aware that Interculturality is an ongoing process. And this process needs a way of open communication. So now we are even more aware of the value of the ABCD crown as a theory as well as a practical instrument for communication as an attribute to increase Interculturality.

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1. Project Objectives in the participating country

- To increase intercultural competency
- To fit intercultural competency into the profile of competences in the Netherlands
- To increase participation and interculturalisation of 'allochtone' students in our institute
- To construct an intercultural program line in our curriculum, based on continuity and consistency
- To develop tools as part of our program line in our curriculum

2. Project Approach

- To choose a theoretical concept
- To capture our initial situation
- To develop our intercultural tools based on our concept
- To fit in the tools of our colleagues in our concept and in our cultural situation
- To experience our tools in the international (and also intercultural) student group, the TET group (Tomorrows Education Today)
- To enable colleagues and students for feedback as well as for co-constructing
- To construct our intercultural program line
- To integrate world citizenship and Interculturality

3. National Project Outcomes & Results

- We have transferred the difficulties on going on Camp for Islam students in possibilities and new chances to participate intercultural student group intercom(intercultural communication)
- We are part of the workgroup dealing with diversity and we have started an intercultural student group 'intercom' (intercultural communication)
- Interculturality has become one of the core issues on the agenda of our institute
- The theory of the ABCD crown has become our leading concept
- We have constructed a diversity of tools regarding the concept of the ABCD-Crown'. 'Autobiography', 'Biography', 'Conflicts' and 'Dialogue'.
- We have constructed an intercultural program based on the theory of the ABCD crown and with the intention on in a creasing intercultural competency
- We have integrated interculturality in world citizenship and have integrated interculturality, including world citizenship, in our curriculum (major).
- We have constructed an intercultural workbook, based on the theory of the ABCD crown, for students and this handbook will be published .
- We are constructing an intercultural program for our minor courses

4. Project Outcomes & Results.

- The theory of the ABCD crown has become our leading concept to construct our tools
- We have constructed a diversity of tools regarding the concept of the ABCD-Crown'. Autobiography', 'Biography' , 'Conflicts' and 'Dialogue'.
- We have completed a theory based framework for our Tickle toolbox.
- We have contributed to build a computer based framework for the Tickle toolbox
- We have made steps to translate our intercultural workbook, based on the theory of the ABCD crown, for European students. We are constructing an intercultural program for our minor courses.
- We see possibilities to create a Tickle based training program for teachers and teacher trainers in Europe.

5. Partnerships established within the participating country

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- We have used the possibility to become real life European partners
- Our exchange meetings give us the opportunity to introduce and justify our tools and to receive feed back
- Our colleagues have try-outs with our tools and we have try-outs with the tools of our colleagues
- We integrate the tools of our partners in our intercultural program
- We get to know and are able to experience the intercultural reality in our partner countries. So we broaden our own intercultural horizon. These experiences also become part of our world and we can bring over these experiences to our students.
- We use the same file cards which help us to construct our tools as a whole, the TICKLE TOOLBOX
- We constructed a theoretical TICKLE base which describes our 'unity in diversity' because of the theory of Ecological and the Narrative approach.
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6. Names and roles of Staff involved in the partner country

<u>First name</u> Sort by First name Ascending / <u>Surname</u> Sort by Surname Ascending	<u>City/town</u> Sort by City/town Ascending	<u>Country</u> Sort by Country Ascending	
<u>Boer Henk</u>	Arnhem	Netherlands	National coordinator
<u>Sipman Gerbert</u>	Arnhem	Netherlands	member
<u>Tijnagel Bernadet</u>	Arnhem	Netherlands	member

7. Plans for the Future after the end of project period

- To build our curriculum line dealing with multiculturalism in an intercultural perspective based on our reconstruct
- To implement the intercultural curriculum line
- To integrate our workbook 'dealing with multiculturalism in an intercultural perspective' in our curriculum line
- To increase our dissemination activities for the level of high education
- To write an article 'dealing with multiculturalism in an intercultural perspective' for the level of high education'
- To construct a training program on interculturalism for teachers and teacher trainers e.g together with European partners

8. Plans for the Future until end of project period

- To expand the number of tools especially the one of 'Dialogue'
- To integrate the tools of our partners
- To develop tools based on knowledge
- To reconstruct our curriculum line dealing with multiculturalism in an intercultural perspective
- To implement the intercultural curriculum line
- To construct a workbook 'dealing with multiculturalism in an intercultural perspective' for the level of high education
- To write an article 'dealing with multiculturalism in an intercultural perspective' for the level of high education'

9. Contribution to EU policies

The dialogue is the central point of view in the European Intercultural year 2008 in order to raise awareness of the importance of engaging an intercultural dialogue in the daily lives of, especially the young, people in Europe and becoming European citizens.

The EU Commission of Culture

This is a picture of the situation we dream of and of course we have to work on it while we are still living in an other reality.

What we do need to see is how the EC government is dealing with this vision. Our EC government do not explicit their way of governing in an intercultural manner in e.g. Education.

- For dialogue you need to get to know each others Autobiography ; to learn to explicit and adjust your biographies. So you can learn how to deal with conflicts and how to dialogue

So in trying to raise real awareness we need to become engaged in the whole process. Because else the word 'dialogue' will only be an empty concept. In words of Bronfenbrenner: we meet each other in a friendly way and we accept each other as different cultures. We give space to the different cultural groups in the European Community to express themselves. But most of the time this is not real life but only European Policy.

Let us face the fact that it is all about emancipation within all our cultural situations. So for increasing freedom of expression we have to get to know each other, to question each other and to construct new environments together, the third step of Bronfenbrenners model

10. Contribution to national policies

In our Teacher training centres it is our effort to increase the educational competency of our students. The SBL competences are the basis of our training program.

In partnership, encouraged by the National Government the Dutch teacher training centres have built in elements of intercultural competency in the SBL competency profile of teachers.

The Dutch team has reconstructed these intercultural elements in the spirit of our chosen theoretical base: the ABCD Crown in the intention to increase the competency of our trainees to become competent in dealing with the four aspects of the ABCD Crown in our own institute.

We will take the responsibility to take steps to contact the responsible institutes to realize the integration of these intercultural elements in the SBL competences self.

9. Dissemination activities

1. ETEN (EUROPEAN TEACHER EDUCATION NETWORK) conference in Izmir, KUSADASI /Turkey 23–26 APRIL 2009
2. PAD-Fachtagung "Innovation und Kreativität in Lehrerbildung und Unterricht - Impulse aus Europa" vom 26.-27. Mai 2009 - Projektausstellung, Profilbögen, Technik in Bonn.
3. Network of pedagogic, Amsterdam,
4. Izmir university, in Izmir, Turkey APRIL 2009
5. The International week University of Oslo, autumn of 2008 to Oslo to present parts of the Tickle-project
6. International classes of HAN University Arnhem
7. The Tickle-team of Arnhem has written a magazine about intercultural education starting from the Tickle-project. The magazine is attached and published nation wide.
8. Minor Special Needs in HAN university, introduction of the tickle program

Yet to come:

9. International week, Katholieke Hogeschool Zuid- West Vlaanderen, Childhood child good, in Tielt, Belgium. Tickle presentation and workshop
10. Comenius-course intercultural teaching in Nederland. Talenacademie Nederland, Heerlen. Tickle presentation and workshop
11. International week, Provinciale Hogeschool Limburg, Hasselt, Belgium. Tickle presentation and workshop

1. Tools developed

- Filecard 1 Culture game
- Filecard 2 Dust in the wind
- Filecard 3 Mirror, mirror on the wall
- Filecard 4 Get up on the floor (Globingo & line-exercise)
- Filecard 5 Knowing me, knowing you! (Rep Grid)
- Filecard 6 Who do you think you are
- Filecard 7 The intercultural ABCD
- Filecard 8 Remember me and you

11. The learning process of our group within the Tickle project

The story of the Dutch

The first time we heard about the TICKLE-project was on the closing conference of the APT-project in Offenburg. We immediately realised this could be a good opportunity to develop and get back intercultural education in the curriculum of Pabo Arnhem. In the past intercultural education had been part of the program, but during changes in the curriculum it had been minimized. We discussed our options with our board of directors and fortunately they also saw the importance of the TICKLE-project. The opening session was in Arnhem so we had to organize the first meeting. A lot of work, but we enjoyed meeting the other teams very much. Meeting the (cultures of) the other teams was for us also meeting our own culture.

In advance of the meeting we had been talking about words like culture, intercultural and multicultural. One of the discussions was also about the Dutch culture. We couldn't put our finger on our own culture: what is typical Dutch? are tulips, windmills, wooden shoes and bikes really our culture? One of us even suggested the Netherlands had lost their own culture. But after the visit of the other teams, we had learned much about ourselves. In simple aspects we noticed differences between us and the foreign teams:

- Opening the weekend with a musical activity
- Students calling their teachers by their first names
- Talking openly about being gay
- Drinking a beer in a bar together with students
- Our laws about coffee shops and prostitution are strange for foreigners
- Our focus on religion in the project

Of course we talked about our experiences after the meetings. We realised we had also seen differences between the other teams. The northern teams (Lulea and Tallinn) seemed to be more quiet and introvert. On the other hand we had experienced the eastern teams (Eger and Győr) as more lively, but also introvert. We didn't know exactly about the French. It was difficult to communicate with them because of language barriers. The German team 'felt' a bit like ourselves, but also different. We had the idea that their hierarchy was more strict than ours. Because of these experiences we asked ourselves the question if being lively (and even a bit loud) and extravert/ straightforward is part of the Dutch culture. This was not the image we had of ourselves, but it was what we experienced.

We wondered if those characteristics told us something about our culture or about our personalities. In the process of the project this question came back to us several times. We now know it's a bit of both sides. On the one hand it is part of Dutch culture to be lively and extravert/ straightforward, but on the other hand the personalities of the three of us have these characteristics more extreme. If we had been born in another country, we would not have been the same. Realizing this, we also had to realize that it's the same for other countries. Certainly by visiting the

hometowns of the other teams, we could experience how some parts of people's personality are part of their culture and how other parts are personal.

These conclusions were not new, we already knew this cognitively. We had talked about this with our lector for innovative studies, Jorg Tholke. In his work he starts from the systemic approach and U-turn of Otto Scharmer. An important aspect of this approach is being aware of and honouring the culture you live in: 'you are part of your culture, but culture is also part of you'. By 'experiencing these conclusions', we started to notice and understand them more. It made us more aware of the systems in groups and how these systems influence persons. From this social constructivistic point of view some of us felt they could help students better in understanding their personality in time and place.

In a way, we have experienced our didactical approach of intercultural education. Already in the beginning of the TICKLE-project we had chosen the ABCD-crown of I. Abram. It says if you want to be an intercultural competent teacher you have to know your autobiography (self-image) and biography (image). If you are not aware of these aspects, intercultural conflicts might increase and sometimes even explode. By meeting the other TICKLE-teams we learned more about our autobiography and biography. We now understand why we are the way we are better. It is because of the time and place we live in. Learning about the history of other countries (like the former communistic countries) made us look differently to our history.

Awareness of your autobiography and biography enables you to go into dialogue with people from other cultures. We now realize it has taken us a long time to really get into dialogue with the team members. We are used to discussions and sometimes we even stop listening just to make our own statements. It sounds perhaps strange, but ending up the TICKLE-project by writing this story made us aware of this fact. By building up a tool for dialogue, we learned ourselves to go into dialogue instead of conflict. We feel it still is difficult to change a lifetime of habits, but we also experienced the value of this change. Hopefully we succeed to stay in dialogue. Not only within our team or institute, but also with other cultures and perhaps most of all with ourselves.

