



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

Final Report to the European Commission
Public Part
Reporting Period: 31.10. 2008 – 31. 10. 2009

Partner Institution:_
STAATLICHES SEMINAR FÜR DIDAKTIK UND LEHRERBILDUNG Offenburg
(GHS)

Author of partner report:

_____Eva Woelki_____

Project information

Project acronym: TICKLE

Project title: Teachers Intercultural Competences
as Keystone to Learning in Europe

Project number: 134317-LLP-1-2007-1-DE-COMENIUS-CMP

Sub-programme or KA: COMENIUS

Project website: www.tickle-project.eu

Reporting period: From 31.10.08
To 31.10.2009

Report version: Final Report

Date of preparation: 15.10. 2009

Beneficiary organisation: Staatliches Seminar für Didaktik und Lehrerbildung
GHS- OFFENBURG

Project coordinator: Dr. Bernd Hainmüller

Project coordinator organisation: Staatliches Seminar für Didaktik und Lehrerbildung
GHS- OFFENBURG

Project coordinator telephone number: 0049 – 781 – 92389-34

Project coordinator email address: Bernd.Hainmueller@seminar-ghs-og.kv.bwl.de

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partner Summary of the TICKLE project

Based on the competences needed for teacher-trainees teaching in intercultural classrooms we developed different tools concerning the awareness, attitudes, knowledge and skills. That means that the person, the environment, the self-concept, other cultures, the own culture, the teaching behaviour and the curriculum with the subject matters are part of the education of the teacher-trainees.

We put our plans for the future into reality. We have installed an intercultural day for all teacher trainees (140 persons) every course.

We decided to transfer all the experience and know knowledge from the TICKLE-Project into our system. We installed a TICKLE- Pedagogic-Group, February 2008. This group with 18 teacher trainees get a special education with the focus of intercultural competence. They will be the first teacher trainees, who have a competent and fundamental training in intercultural issues. This is a huge step forward, which was not intended, when we started the Tickle Project. We are very proud to have this implementation in our teacher seminar and hopefully all the other federal state Teacher seminars will follow, so that all teacher training institutions are enriched by the effects of Tickle.

1. Project Approach

The concept is put on competence-oriented and is based on systemic-constructivist basic acceptances.

The education of the teacher trainees orientates itself by principles like process orientation, need orientation, orientation of experience, resource orientation and own responsibility.

Contents of the education standards are not processed according to curriculum, but arise from the need and the process.

For the introduction to our concept we show our understanding of competence development, from systemic-constructivist attempts and intercultural competence.

Competence development

Competence development requires...

- Subject relation: Category of the individual, development only by the subject
- Biographic development: Development takes place in the whole lifetime and in all life phases
- Interaction: Coping of concrete action situations, interaction between environment and individual
- Cooperation: Participation in community and exercise of social relations
- Experience: Constitution of experience by interaction of experience and processing
- Reflection: Construction and removal of experience by reflection, self-reflection and structural reflection.

Gillen, J. (2006): Kompetenzanalysen als berufliche Entwicklungschance–Eine Konzeption zur Förderung beruflicher Handlungskompetenz, Bielefeld

Systemic- constructivist approach

Essential aspects of systemic thinking and action are:

- Recognition of variety
- Esteem and acceptance of every single individual, his possibilities and borders
- Orientation towards competence and resources instead of in deficits
- To think in relations instead of in qualities
- To take the context in the look

This basic position also finds itself in dimensions of intercultural competence.

Intercultural competence

Joachim Schuch describes intercultural competence as follows:

- Readiness and ability to imagine itself in the thinking and feeling of other people (empathy).
- Ability to be able to look at circumstances from several perspectives from the point of view of the majority as well as from the point of view of a minority (multiperspectivity).
- Readiness to deal with the own perception critically (self-reflection).
- Courage to stand uncertainties (ambiguity tolerance).
- Ability to adapt itself to the situation and surroundings (flexibility).
- Openness for new knowledge and perceptions (openmindedness).
- Communication and conflict ability.

: Joachim Schuch: *Interkulturelle Kompetenz – die Kür der Kinder- und Jugendarbeit?*, in *Jugendsozialarbeit News*, 5.5.2003,
<<http://www.news.jugendsozialarbeit.de/030505Inter-kultKompetenz.htm>>, eingesehen am 19.6.2003.

2. Partnerships established within the participating country

France

We have a very intensive exchange with our students and trainees via the possibility for teacher trainees, to become a teacher in France and in Germany See the explanation of this approach in the TICKLE Toolbox. For the future we plan a corporately exchange with finnis teacher trainees from Oulou University Finland – a connection based on strong ties of the French Ticklers in Guebwiller.

Netherlands – PABO Arnhem

We want to install a partnership between our two TICKLE institutions PABO Arnhem and Offenburg. This is an agreement between the heads of departments.

Sweden

The Swedish team has invited us to visit their education system and to give some Inputs about our systems and for working-processes.

Germany

Via the German multilateral Comenius projects network we have very good connections to various Universities of Education and teacher Training institutes in other federal states. This network helped us a lot to disseminate our activities nationwide.

We also established a close link to the only existing federal office for migration and refugees in Nürnberg. One of the members of the Federal Office was invited as a keynote speaker on the sunset meeting in Offenburg September 2009.

Tickle gave also way for many local and regional partnerships with institutions, dealing with intercultural issues

3. Names and roles of Staff involved in the partner country

National coordinator : Eva Woelki

Team members :
Rose Bauer
Irene Litterst-Lehmann
Bernd Schüssele
Mira Koch

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

- Continuing the partnerships
- Continuing with the TICKLE- Pedagogic-Group
- We want to install special “tickle- partnerships” with some educational schools
- We want to develop a new TICKLE-Project in our Region, with a special focus to the teacher, educational schools and pupils with migration background

5. Contribution to EU policies

Enter your text here

The teaching and learning methods we have developed are intended to foster the intercultural competence of teachers. It should be noted that these methods are considered as highly appropriate but they are not exclusive. Other factors can play a role as well when it comes to organising the teaching and learning process in the classroom. Not all methods have the same value in a different context. They have to be linked up to the varying education systems in different societies. Given that dialogue on an equal footing is only possible if the dialogue partners feel safe, schools and classrooms must be spaces where the participants feel free to communicate without fear. A very important consideration is that of the safe space in which pupil self-expression and dialogue can take place. This is linked with pedagogical techniques of simulation and distancing that help create such a space; and with the concept of an education about "Learning to live with differences". The co-operative approach is based on the premise that no-one can accomplish a task alone, and that it requires everyone to learn together to achieve a common goal. It also requires a positive inter-dependence, both of a structural and of an attitudinal kind in the learning process. Such learning works best in small, heterogeneous groups, in which the individual skills and identity of pupils contributes to their integration. Another important point is empathy, which is not a state of mind but a dynamic mental and emotional stimulus. Empathy helps us to gain better knowledge of others, better understanding of ourselves and improve our relationships with others. It can therefore make a key contribution to resolving intercultural problems. In contributing to various learning approaches we promote knowledge and understanding rather than pass on a particular national cultural view; it avoids imposing one's own view. The interpretative approach rests on key concepts of how intercultural issues are represented and by whom, how such representation is inevitably interpreted and mediated, and how important it is for young people to be reflective in their understanding of different cultures and convictions. This is very relevant to understanding the nature and roles of different cultures in Europe today, for culture is not static but dynamic, not fixed but changing; interacting and interpreted and lived differently by different followers. How cultures are interpreted and understood is an important part of the educative process.

6. Contribution to national policies

CONSEQUENCES FOR STATE POLICIES ON THE INITIAL AND IN-SERVICE TRAINING OF TEACHING STAFF

The context in which teachers work is constantly changing and schools must regularly take account of new developments in terms of learning and the effectiveness of educational and pedagogical activities. This is why further training is one of the main instruments available for enhancing teachers' competences; furthermore, as educationalists and professionals, teachers also have the duty to help develop a more tolerant society. The important thing, therefore, is to provide teacher training, support and follow-up, as well as ensuring that they can have access to the relevant teaching resources. In formulating the relevant policies, an effort is also needed to ensure that the requisite resources are available in terms of research and evaluation of results, successes and practical difficulties encountered. In a context in which widespread use is made of the new information technologies, both in and out of school, a teaching approach and methodology should be developed which take them into account. The quality of such resources is often interesting, but recourse to them also requires some caution. The Ministry of education from BW is informed about our activities. We presented our concept in a meeting.

The Federal office of migration and refugees is informed about our activities. They often invite us to conferences and inquiries as experts.

9. Dissemination activities

Dissemination

28.11.08

Bundesamt für Migration und Flüchtlinge, Nürnberg

Conference on „Alternative Formen der Zusammenarbeit zwischen Eltern mit Migrationshintergrund und Schule“ (Alternatives for collaboration between parents with migration backgrounds and schools)

24.06.09, University of Education, Karlsruhe

One day Seminar with students on Tickle activities

25./26.06.09 Akademie, Bad Wildbad

Workshop: Interkulturelle Kompetenz im Kontext professioneller Lehrerbildung (Intercultural Competences in the context of professional teacher Training)

1./2.07.09 Bundesamt für Migration und Flüchtlinge, Nürnberg

Zukunftswerkstatt

„Wo kommst du her? Und wann gehst du zurück?- Eine Werkstatt zur Zukunft des gesellschaftlichen Zusammenhalts in Deutschland“

Artikel über das Projekt in einer Comenius- Broschüre (Veröffentlichung Anfang 2010)

Veröffentlichung „Beispielsammlung – Migranten machen Schule“- Stuttgart

10. Tools developed

1. Diagnostic tools

Getting knowledge of diagnostic tools used at the teacher training seminar in Offenburg expanded by the focus on intercultural competence (face-to-face interview, questionnaire pedagogy)

2. Curriculum of pedagogy

- Getting knowledge of a competence based curriculum in pedagogy
- Getting an overview about standards, issues and methods in developing intercultural competence in the context of a pedagogic course
- The target group develops its intercultural competence based on experience and developed in the process.

3. Managing diversity – A day to introduce Intercultural competence as a topic in teacher education

- Facts and figures about the actual policy of education – focus on migration
- Getting acquainted with social networks (integration representative of the city of Offenburg)
- Discussion about the term of culture
- Self-conception - dealing with foreignness
- Awareness of own attitudes and standards
- Example as a didactic model for teaching

4. Working with parents in a multicultural environment

- Developing a positive attitude towards the cooperation with parents and looking at parents as allied partners
- Knowing about the importance of systemic networks (effecting factors on education)
- Knowledge about successful concepts in the field of working with parents (e.g. Mum is learning German, presentation of school profiles)
- Knowledge and practising of skills like leading parental talks and how to perform a parent's evening

5. Working with criteria of intercultural competence by analysing a videografie of teacher working in a multicultural class

- Getting courage and inspiration how to work with multicultural classes through a positive model (the video sequence shows a teacher and his class, 7th grade, during a project about intercultural learning)
- Reflecting own attitudes based on a catalogue of criteria for intercultural competence

6. Systemic-based questionnaire to explore how the schools deal with the multicultural situation

Getting an overview over the concepts of schools how they deal with an multicultural environment

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

Unterschiedlichkeiten kennen lernen zu dürfen, Gemeinsamkeiten zu entdecken und dabei voneinander zu lernen, sind die großen Chancen eines solchen Projektes. Dort setzt interkulturelle Kompetenz an, nämlich „ die Fähigkeit, kulturelle Bedingungen und Einflussfaktoren im Wahrnehmen, Urteilen und Handeln bei sich selbst und bei anderen Personen zu erfassen, zu respektieren, zu würdigen und produktiv zu nutzen...“ (ZS Entwurf, 2007). Die Phase der Annäherung ist in einem interkulturellen Projekt notwendig, um die notwendige Offenheit zu erreichen und den Mut zu entwickeln, Unsicherheiten auszuhalten. Wichtig war, dass wir von einem externen Prozessbegleiter unterstützt zu wurden. Offenheit, Empathiefähigkeit, Kommunikationsbereitschaft sind wichtige Merkmale interkultureller Kompetenz. Wir haben diese nicht nur auf dem Papier festgehalten, sondern erlebten sie in diesem Projekt, und wir veränderten unser Handeln. Zu Beginn des Projektes fand der Austausch vor allem innerhalb der Ländergruppen statt. Mit jedem Meeting steigerte sich Offenheit, Transparenz und Vertrauen, sodass am Ende ein länderübergreifendes Austauschen und Arbeiten zur Selbstverständlichkeit wurde. Wir durften erfahren was es bedeuten kann, wenn es heißt „Europa wächst zusammen“.

Durch das Projekt wurde die Thematik in unserem System präsenter. Die Tickle-Mitglieder machen sich auf den Weg zum Expertentum. Wir werden von externen Institutionen als Experten angefragt. Innerhalb des Seminars stieg die Akzeptanz der Thematik an sich. Das Interesse an den Projektergebnissen wächst zunehmend.