



TICKLE-
Teachers Intercultural Com-
petences as Keystones for
Learning in Europe

134317-2007-DE-Comenius-CMP



Lifelong Learning Programme

**Minutes of the first TICKLE project meeting
in Frankfurt (Germany) November 22nd - November 25th 2007**

Villanelle For Our Time

From bitter searching of the heart,
Quickened with passion and with pain
We rise to play a greater part.
This is the faith from which we start:
Men shall know commonwealth again
From bitter searching of the heart.
We loved the easy and the smart,
But now, with keener hand and brain,
We rise to play a greater part.
The lesser loyalties depart,
And neither race nor creed remain
From bitter searching of the heart.
Not steering by the venal chart
That tricked the mass for private gain,
We rise to play a greater part.
Reshaping narrow law and art
Whose symbols are the millions slain,
From bitter searching of the heart
We rise to play a greater part.

Words by Frank Scott (1899-1985)

Music by Leonard Cohen

AGENDA

Friday, 23rd of November:

9 :00 Welcome by the Legal representative of TICKLE, Ute Leoni
Welcome by the European Project Coordinator, Dr. Hainmüller
Welcome by the external consultant, Dr. Looss

9: 30: Agreement about the Agenda of the meeting

10:00 Lectures of the project partners:

Intercultural contexts in the six participating countries –

National task groups have prepared a **report** for the 1st project meeting about the “state of the art ” of intercultural diversities in schools, teacher training institutions and the national education systems; these reports formulate the main backgrounds of problems in dealing with diversity in educational systems and outline their own estimations along the developmental approach of Milton Bennett (5 phases of acting possible). The report is published as an overview of the intercultural situation in 6 countries on the TICKLE Website.

10:00 Germany: Eva Woelki
(see presentation of Germany)

Reactions: Gunilla, the german system seems very close to the situation in Sweden. I am shocked, that we not have done more in Sweden.

Maria, Hungary: We have the same problems and dilemmas. Two questions: Lenghs of teacher education and the question of integration of special schools and “normal schools” .Sandor: Have you special groups of “former Russian teachers”? Answer: No.

Edith: Was surprised by the early selection; Inge: what about the situation in Central Europe?

11:00 Maria Nagy, Hungary, Eger
See presentation

Gunilla: Very similar questions with the Sami population; The roma-hungarian minority problem is segregation, is also an economic problem of unemployment. Different patterns of segregation; what are the mechanics of the segregation-integration dilemma?

11:30: Inge Timostshuk, Estonia
(see presentation)

Dr. Looss: The question in Estonia is how to create a We. The social background of the Russians is not so important as their culture. The april street incidents is the beginning of a longer battle for equity. Is Estonia a separated society? Language does not seem to be the main question. The Russians cannot be clustered. We mix two notions about ethnical identity. Nationality means to be a citizen. State identity; Personal curriculum state provided. How important it is to have a deep understanding of a social construction – it is a question of geography too. Home has a flag – Dürrenmatt. You try to maintain a “we”- me and “us and them”.

12:00: Henk Boer, Netherlands
(presentation to come)

Theory of intercultural way of teaching. What is the situation of the Netherlands in the cultural way? First, there was the question of people from former dutch colonies, such a people from the Molukke islands. They wanted to go back to the Molukken. First integration problems arose in the 60th and 70th. Second were the guest workers from Tūrkey, and today with people from Morocco. Added by people from some colonies like Surinam and the Netherlands Antilles. Followed by african refugees, Asian refugees, polish people coming now as a new European country. The Molukken has been stabilised. People from Morocco is a problematic group. Why? They have social and economic problem, because they are the lowest group of society. Trends to some kindsof ghetto, especially in Amsterdam and Rotterdam, where isolated communities live. How did we deal as Dutch will all these groups? First we welcomed them; but main problem now is the integration. Two possibilities: Cultural relativity (everybody is welcomed) and cultural university (you are welcome, but we have to have values together). The choice was relativity and people took advantages, but not the obligations. Now people complain about relativity and people fighting each other. A political movement of different groups is on its way. What happens in the school system? We have Roman Catholic schools, protestant schools, state schools, Islamite schools. Most children of minorities are part of state schools, in the big cities they are called black schools, because most minority people go there. In the inner city areas

dutch parents leave for white schools. The problem is violence and fighting between the groups. Why is the Moroccan problem the hardest? They want to hold their culture very strictly. It is a value struggle, but not with guns.

Dr. Looos: Where are some solutions? Should find some universal values together. Listen to their stories. Look out for the values, we share. Talk about the problems and create new values. What about the language question? Its not the main problem. The problem is the Cultural DNA. The established "we". Have to look for the parents. Is there a degree of growing hostility and escalation? High speed invasion is different to Hungarian old problems. Segregated little villages. Sandor: Giving up the schooling boundaries means, that you have segregation in the school system. Bad schools – good schools. There is a growing business with private schools. Same happens in Poland. In the Netherlands Holland segregation was also a religious move. Sweden has private schools, but state funded. They have a school competition.

12:30: Sandor Remsei, Hungary Győr

See ppt.

14:00: Gunilla Johansson, Sweden

The project approach is to avoid that a culture is disappearing. It is meant as a transfer to other modern cultures like modern refugees. Approach in Hungary is the same with the traditional minorities like Germans in Hungary. Bernd Waldenfels: Thorn of a stranger. (strangeness) What is the lesson you can learn if your transfer it to the iran refugees. Gunilla: Basic believes about your own and your culture. You make teachers aware, that the culture is threatened to disappear or suddenly there. Grandmother and fences – the Sami population was not used to fences around schools. Decolonizing means, to give them back their culture and identity. Inge: Estonia: First top persons got their degrees in the last century and build their nation state. What about the differences of the status of Sami. Status are different: Sami in Sweden and Norway are similar. Sami in Finland is based on Finnish language. Henk: We need teachers with **synergy values** of competences and cultures. What is cultural competence? We have to find out. You must be able to go on a meta level. You must be able, to observe cultures. It is very important to share stories to re-train perceptions. The fence example. Basic European cultures? Are they in common, the national cultural are disappearing, the national identity is important, the threatening thing comes from abroad. Look for books Americans writing about german culture.

14:30: Edith Weber, France

(see presentation)

Dr. Looss: 7 Stages, seven countries. Lets do pattern recognition. The intercultural problems starts with the meeting of two cultures. There are always boundaries, borders between cultures. Contacts begins with a fence. The fence establishes the difference. If everything goes well, you put a little gate into this fence. Then you can open a gate. Next step is the discovery of something, that is interesting between the two. This is where the learning begins. We are not the universerve. There is something else. After years or hundred of years you create something new. Maybe a we – like Sweden. This is an idealised approach. If we look in reality: The whole thing can stop here on the fence. You create more problems. Same can happen when opening a gate – men don't like each other. Or they have something, which we haven't got – we want it- a war. Or we get along, cope with the situation. Germany melted into Germany only 150 years ago. We can have all kinds of funny things. In this room we have:

Intrusion, infusion, invasion

7 stages: A country invaded by intruders for good reason. Now the thorn of the strangeness. Like in Hungary it can be pretty fresh. How do we deal with it. Hungary. We have the not fresh approach: Netherlands and Germany are developed problems. We called for a work force and people came. With their families. Society did not develop in the same speed as it was necessary – and you run into problems.

Two patterns: Hungary – vs. Netherlands and Germany. You the fresh one's could learn from the non fresh invasions. You could learn how to deal with it.

We have other examples, what we could call: cases of cohabitation. Inside these country people have learnt to deal with it. Hungarian version was dominance and keep them down in the vertical order. Less power, less influence. That happened all over Europe with the Roma, they were kept remaining there. How did the dominance pattern develop. This is one version of cohabitation, even a worse one.

We have another version, Estonia. There was occupation, fighting, suppression, liberation and now we have a conflict between occupation and liberation. Classical situation. Intercultural heritages. What kind of situation do we find? How can you do cross cultural education?

Third way: Sweden – a something happened of cohabitation. Sami and Swedish. Some parts of the richness of the Sami culture is disappearing. The peaceful cohabitation leads to the disappearance of a culture.

The Alsace: two countries – struggling – is there a third power emerging – the blue banana. Still this tribe kept something on its own. They had some kind of cohabitation. And the states played their game. How can we deal with this third dimension? Can we arrange some reconciliation?

We have two big types of intercultural patterns: Invasion and cohabitation. The Russian Germans are a good example – the cohabitation was a threat to Stalin, when Germany invaded Russia in 1941. The Germans were deported to Siberia. The cohabitation there was destroyed, when the Soviet Union disappeared in the 1990's, now these people are back and between all chairs.

Cohabitation - where is the interface to pedagogics. Was there enough time, that stable patterns have evolved? Maria differentiates on the example of the Romani. What has been learned and stabilised? Learning and unlearning. Sami people say, I am a sami, they have a flag. Cohabitation must not be peaceful, can also include fighting.

Closure at 18:30

Saturday, 24th of November

Introduction: Leonard Cohen: Dear Heather song

What did the experts say to our application?

Comments of the experts – see pdf file

9:00: Lecture and training workshop

Dr. Wolfgang Looss, Germany:

“Intercultural Competences and its impact on teacher education”

(see presentation)

Intercultural situations in the project are unique. We have to enable teachers to decide which kind of tool from all the existing tools is able to deal with my special situation and problems. To enable teacher students to choose stuff in a standardised way – example role plays there are thousands, and you just cannot use them everywhere and ever- the pedagogical tool doesn't work. The given situation must be thought through- what is the special intercultural situation, the context, that is im-

portant. You need the personal side of the teacher – it was worth to go through the material of the seven countries. Estonia, Alsace, Netherlands – the speciality is important; how can we enable teacher to choose the materials. Going through existing material is one of the tasks for Arnhem. Go through it. There are stability zones already in existence:

- Place
- Relationship between people
- Things
- Power
- Values and Ideas
- Organizations

A matrix for the theoretical background beside Milton Bennett could be Jane Loevinger. (see article about her work)

11:00 Consequences for our project:

A: The structure of the project:

B: The schedule of meetings

2. Project meeting: 21.2.2008 – 24.2.2008 in Arnhem (Netherlands)
3. Project meeting 29. 5. 2008 - 1. 6. 2008 in Tallinn (Estonia)
4. Project meeting: 18.9. 2008 – 21.9. 2008 – in Eger (Hungary)
5. Project meeting: 11.12. 2008 - 14.12. 2008 in Győr (Hungary)
6. Project meeting: 5. 3. 2009 – 8.3. 2009 in Guebwiller (France)
7. Project meeting: 4. 6. 2009 - 7. 6. 2009 in Lulea (Sweden)

8. Sunset Project meeting 17.9. – 20.9. 2009 in Offenburg (Germany)

The sunset meeting is an additional meeting. This is necessary due to the late approval of the project by the European Commission, which forced us, to use the Frankfurt meeting not as a workshop based one, but to deal with all theoretical, practical, administrative and financial issues concerning the project as a whole. The travel and subsistence costs are not foreseen in the budget; so we have to deal with these additional costs. The sunset meeting is the deadline of the eligibility period. The project has started on November 1st and the eligibility finishes 30th of October. Any costs, which we have later will be cut off from the third tranche after the delivery of the Final Report.

B: The structure of the Workshops – the example of Arnhem/Netherlands

February 21st: 19:00 Meeting of the Executive Committee of TICKLE: The structure of the meeting

February 22nd: 9:00 Opening ceremonies by the authorities of PABO Arnhem

9:30 Plenary session of all participants and presenters , moderated by national host group

10:00 – 12: 30 , TICKLE Workshops – Slot 1 from delivered by members the National teams

W 1: Work- shop Germany	W 2: Work- shop Sweden	W3 : Work- shop Estonia	W 4: Workshop Hungary 1	W 5: Workshop Hungary 2	W 2: Work- shop France
Title	Title	Title	Title	Title	Title
Presenters	Presenters	Presenters	Presenters	Presenters	Presenters
Outlines of workshop	Outlines of workshop	Outlines of workshop	Outlines of workshop	Outlines of workshop	Outlines of workshop

12: 30 Lunch

13:30 – 16: 00 TICKLE Workshops – Slot 2

Each participant can attend 2 Workshops. The members of the national teams, who do not present the national workshop, can also attend two workshops.

W 1: Workshop Germany	W 2: Workshop Sweden	W3 : Workshop Estonia	W 4: Workshop Hungary 1	W 5: Workshop Hungary 2	W 2: Workshop France
Title	Title	Title	Title	Title	Title
Presenters	Presenters	Presenters	Presenters	Presenters	Presenters
Outlines of workshop	Outlines of workshop	Outlines of workshop	Outlines of workshop	Outlines of workshop	Outlines of workshop

16: 30 – 17: 30 Final Plenary Session (Participants and presenters of all workshops)
 moderated by national host group
 Feedback sheets (still to be developed by the European Coordinator)
 18:00 Closure of Conference meeting

February 23rd:

9:00 Meeting of national team member groups: Evaluation of workshops, results of feedback
 Discussion about transfer possibilities in national structures
 10:30 Presentation of results of national evaluation
 - a catalogue of criterias will be developed until Arnhem meeting -
 12: 30 Lunch
 14:00 – 18:00 What is our Common ground ? Meeting of all presenters from National groups, the national coordinators, the external consultant and the external evaluators about the transfer possibilities of national workshops into the own teacher training system.
 Documentation and dissemination strategies in the national context

Closure at open end

February 24th:

Cultural Day for national presenters and national Coordinators – Visit in cultural important institutions and meetings with representatives of cultural groups and education authorities.

February 24th:

Participants leave during the day

C. The target groups for the workshops:

- mixed groups of teachers from schools in the area on local, regional and national level
- teacher trainees from the training institutes on local, regional and national level
- teacher trainers from the training institutes and other institutions in teacher education and training
- representatives of education authorities on local, regional and national level
- Educational Decision makers in intercultural issues on local, regional and national level
- Representatives of minority groups on local, regional and national level
- Parents

D. Setting of the meetings

Each workshop should have 20 participants. The local host is responsible:

- for the balance of appropriate number of participants in the workshops
- for all aspects of event management – location, rooms, fees, equipment, catering, transportation etc.
- the organization of accommodation and lunch for the presenters and the TICKLE Executive Committee
- the organization of the cultural day
- the links to the local, regional and national authorities

in coordination with the European project coordinator. Costs can be covered by staff costs work sheets.

E. Contracts.

The European Coordinator gave the contracts to the member states. The contracts are based on the Grant Agreement with the Commission, which Ute Leoni had to sign. The contracts, signed by the Head of Department, should be sent back.

F. What has to be done till Arnhem?

- Implementation of the working plan
- National groups should clarify their aims;
- National groups should clarify strategies;
- National groups should clarify framework;
- National groups should clarify settings of the presentation of the workshops.

14:00

Budget, Finance Plan and the rules of the Grant Agreement

Sonja Wüst, Finance Officer of TICKLE, Offenburg. Sonja explains the manual, which she has prepared for the travel and subsistence sheets and for the staff costs. Her role in the project is to monitor the financial budget, the progress finance report and the final finance report. All questions concerning the budget should be discussed directly with her.

15: 00 Homepage and Moodle Platform

Bernd Schüssele, National team Germany
(see presentation)

The main home page will be built up in close collaboration between the European Coordinator and the Swedish administrator, Maria Groth. The Seminar Offenburg has prepared a MOODLE Platform, that should contribute to the internal communication between members of national groups, national coordinators and also between trainees from the participating countries. Each national coordinator will get a log in . The platform is for up- and downloading of all kinds of material.

19:00 Closure of Meeting

Offenburg, 15.12. 2007

Project coordinator:

Dr. Bernd Hainmüller, European Coordinator