



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

Progress Report to the European Commission
Public Part
Reporting Period: 01. 11. 2007 – 31. 10. 2008

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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 01.11.07 To 31.10.2008
Report version:	Progress Report
Date of preparation:	15.10. 2007
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This project has been funded with support from the European Commission.

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Partner Summary

We are very glad with this project and partnership. We take the opportunity to re-develop our curriculumline 'dealing with diversity in cultural backgrounds'.

The theme 'teaching intercultural competences' is on the agenda of our institute again.

Our first goal is how to make students intercultural competent. And then students can do the same with their students.

In this project we can learn from each other. We see different multicultural issues in the concrete situations in the involved countries and we learn from the different approaches.

So our intercultural environment in our institute will be a rich one for our students

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1. Project Objectives in the participating country

- To promote intercultural competent acting
- To fit intercultural competent acting into the profile of competences in the Netherlands
- To construct an intercultural program line in our curriculum, based on continuity and consistency
- To develop tools as part of our program lijn 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 the tools of our colleagues in our concept and in our cultural situation
- To experience our tools in the international (and also intercultural) studentgroup, 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

3. Project Outcomes & Results by now

- We are part of the workgroup dealing with diversity
- Interculturality is one of the core issues on the agenda of our institute
- The theory of the ABCD crown has become our leading concept
- We have constucted a diversity of tools regarding 'Autobiography', 'Biography' and we now put the finishing touches to the tools regarding 'Conflicts'
- Successful first experiences with the specific usabilityof the tools

4. Partnerships established within the participating country

- Our exchange meetings give us the opportunity to introduce and justify our tools and to receive feedback
- Our colleagues have try-outs with our tools and we have try-outs with the tools of our colleagues
- We use the same instrument which helps us to be complete in building our tools

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

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<u>Woelki Eva</u>	Oberkirch	Germany	National coordinator
<u>Schreck Nicolas</u>	Guebwiller	France	member
<u>Weber Edith</u>	Guebwiller	France	National coordinator
<u>Johansson Gunilla</u>	Lulea	Sweden	National coordinator
<u>Lehmann Irene</u>	Offenburg	Germany	member
<u>Bauer Rosemarie</u>	Offenburg	Germany	member

[Koch Mira](#)

Offenburg

Germany

member

[Sipman Gerbert](#)

Arnhem

Netherlands

member

6. 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'
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7. 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 not see is how the EC government is dealing with this vision. The lack is expliciting the way of governing this proces 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 dialogue has to be seen as a learning process
- To be able to communicate in dialogue we need to upgrade the social and moral development in the interaction with the children in our classrooms.
- So education needs to focus on the development of needs (Maslow), of social and moral development next to cognitive

In our project we will make a contribution to the awareness of the need on the educational contribution to social and moral development

8. Contribution to national policies

In the Netherlands the political and social situation has changed in dealing with integration matters :

The policy has failed in the eyes of many citizens

The goals and expectation patterns were high but the steps how to reach these goals were never explicit

The legislation based on these expectations assumed high standards of moral and social levels and what happened was that many people made profit of this situation

This also is the cause of our individual society based on utility and greed and in the same time of the socialistic based policy with a naive openness to citizens without a critical eye.

- To make a contribution to the next step in the human development, from well behaving citizens/believers or independent individuals to selfregulated, cooperative, mutual dependent human beings
- Our theory of the ABCD crown gives us the ability to train our teacher students in intercultural competency but also in becoming to selfregulated, cooperative, mutual dependent human beings

9. Dissemination activities

Internal

- We experienced our tools in the international (and also intercultural) studentgroup, the TET group(Tomorrows Education Today)
- We enabled colleagues and students for feedback as well as for co-constructing
- We are constructing our intercultural program line in the curriculum
- We are co writers of a book 'the environment of children in primary schools' and we are focussed on the subject 'the environment of foreign children in primary schools'

External

- We were in Oslo to visit the international week of early childhood education "windows to the world Oslo 2008', and did run two workshops on the TICKLE issue including introducing some of our tools.

10. Tools already developed

We have chosen and elaborated our own theory with 'the ABCD crown and the Narrative approach.

We have constructed some tools concerning :

1. Autobiography
 - The ecological field of influences
 - The globingo
 - The line-exercise
 - The ABCD crown as theoretical background
2. Biography
 - Exchanging biographies of our countries/cultures
 - To pass strengths and weaknesses
 - The johari window, as theoretical background

