

Sezione 3: Le esperienze nelle università europee

INTERCULTURE MAP SCHEME FOR THE CASE STUDY

0. TITLE

EMIL- Europäisches Modularprogramm für interkulturelles Lernen in der Lehreraus und fortbildung (Grundschulpädagogik) (European Modular Programme for Intercultural Learning, training and advanced training)

Author of the case study

Institut für Interkulturelle Kommunikation der Ludwigmaximilians-Universität München (co-ordinator)

Abstract in English

EMIL is an European modular program for intercultural learning, European-wide accessible with partners from Germany , Bulgaria, Greece, Great Britain and Turkey paying attention to different academic traditions, education systems and social problems in teachers' advanced training (Grundschulpaedagogik).

EMIL project develops and makes accessible a pan-European modular training programme in intercultural learning, addressing both initial and further training for Primary School teachers. The project thus fills a gap, since intercultural training is not a requirement in any of the partner countries.

Abstract in italiano

Un programma modulare europeo per l'apprendimento interculturale, accessibile in tutta Europa con partner della Germania, Bulgaria, Grecia, Gran Bretagna e Turchia, che considera le diverse tradizioni accademiche, i sistemi di istruzione e i problemi sociali nell'insegnamento e nella formazione avanzata (Grundschulpaedagogik). Il progetto EMIL sviluppa e rende accessibile un programma pan-europeo di formazione modulare nell'apprendimento interculturale, che si rivolge alla formazione sia iniziale, sia avanzata degli insegnanti delle scuole primarie. Il progetto in tal modo colma una mancanza, poiché la formazione interculturale non è una necessità in nessun paese partner.

Area Cultural sciences. Research and training.

Kind-category of project Training of School Educational Staff ; SOCRATES COMENIUS PROGRAMME ACTION 2.1 REFERENCE: 118796-CP-1-2004-1-DE-COMENIUS-C21

Kind-category of actor Higher Education Institutions (Universities)

Country Germany (co-ordinator), Bulgaria, Greece, Turkey, United Kingdom

Year Duration 24 months (01.10.2004-30.09.2006)

5 key-words European citizenship / Intercultural education / Fight against racism and xenophobia / Intercultural Learning & Training

1. THE PROJECT

1.1 Description of the project (*objectives, activities and results*)

Priority objectives of the project EMIL are :

- to embody intercultural authority as key authority for basic school pedagogues in the basic and advanced training;
- to sensitize and for the democracy and tolerance education enable basic school teacher/inside for handling other cultures;
- a contribution for the development of a European teacher profile ;
- a European education area to carry out as well as advancing Turkey at Europe to support.

The activities of the project are:

- Project preparation : meetings and theoretical contributions;
- Realisation of the European modular programme both at theoretical and practical level, with evaluation tests;

- Realisation and publication of a manual for intercultural training for initial and further teacher training, as well a handout for use in Primary school teaching.

The results of the project are:

- the common development of a European modular program to anchor intercultural competence in initial and further teacher training at Primary level; (at the theoretical level);
- the creation of an effective conjunction between 8 Faculties of 6 Universities
- a first test run (multiplier training of the partners), a second test run (training of mixed compound basic school teacher/inside on national level by the multipliers) as well as a third test run with a multi-cultural group of students (promotion COMENIUS 2.2.a)
- the completion of "EMIL Veröffentlichungen", a manual for lecturer/inside the teacher out and advanced training (DE) that is also an help for the basic school teaching (on DE, BG, GR, TR, EN).
- This document has been translated into the respective national languages of the partner states
- This document is European-wide accessible through the admission into the COMENIUS Kursdatenbank
The European modular program EMIL is European-wide accessible through the admission into the COMENIUS Kursdatenbank.

1.2 When and how long: structure and steps of the project

This project is being supported for a two-year period (01.11.2004 – 30.09.2006) according the following frame:

Step I) A phase of Project preparation through contributions focusing the education and teacher training systems of the participating states, as well as the ethnic make-up of each member state;

Step II) two test runs with participants from the partner states, and following evaluation by all members, a test run with a teaching candidate from each partner state in Munich, Germany. This is to be followed by evaluation and will complete the European modular programme at the practical level;

Step III) the publication of the project results in the form of a manual for intercultural training for initial and further teacher training, as well a handout for use in Primary school teaching.

1.3 Place and context

The project EMIL evolves in the schools, and it is aimed at the initial and further training of teachers and lecturers. EMIL project takes into account both cultural and social aspects, i.e. education systems and social problems. Among social problems, EMIL includes issues to do with minorities, immigration, the process of European Integration and enlargement to Turkey.

1.4 Target

The target group of the project EMIL are lecturer/inside the teacher out and advanced training (Grundschulpaedagogik) as well as beginning and practicing basic school teacher/inside, with particular emphasis on Primary level education.

1.5 Methodology

The methodology underlying theoretical contributions and meetings puts on evidence the central areas under discussion. They were the education and teacher training systems of the participating states, the ethnic make-up of each member state and, in each case, the background reasons why multi-cultural and/or intercultural competence training was deemed necessary in Primary school teaching. The relevant contributions to be made through the expertise of the partner states was discussed and finally the concept of the Munich Institutes of Intercultural Communication was put forward.

1.6 Authors, Funding and Networks

Institut für Interkulturelle Kommunikation of the Ludwig-Maximilians-Universität München (lead partner), in conjunction with:

- Faculty for Pedagogy, Aristotelio Panepistimio Thessalonikis -Aristoteles University of Thessaloniki,Florina (GR)
- Faculty of European Studies, University of the West of England,Bristol (UK)
- Faculty of Education, University of the West of England,Bristol (UK)

- Faculty of Educational Sciences, Universitet Episkop Konstantin Preslavski, Shumen (BG)
- Faculty of Philosophy, Sofiiki Universitet "Sveti Kliment Ohridski", Sofia (BG)
- Faculty of Communication Sciences, University of Ankara, Ankara (TR)
- Faculty of Educational Sciences, University of Ankara, Ankara (TR)

The EMIL project is sponsored by the European Commission, Department of Education and Culture, through the SOCRATES COMENIUS Programme (2.1), as well as by the Institute for Intercultural Communication, Ludwig-Maximilians University, Munich.

Funding : European Commission, Central Management Education and Culture, SOCRATES Comenius Program Grant Amount: 147.339 euro , Approved Budget: 236.690 euro.

2. COMMENTS AND HINTS FOR AN EVALUATION

2.1. Strengths

2.1.1 Strengths -The organisation's perspective

The organisation conceive EMIL as an effective project because it makes possible:

- to anchor intercultural competence as a long-term skill in the training of Primary school teachers.
- to sensitise practising and future Primary school teachers to dealing with other cultures and cultural contexts;
- to sensitise practising and future Primary school teachers in dealing with minorities and in so doing to contribute towards greater democracy and tolerance in education;

Besides, the Project Partners discussed the tailor-made handbook, systematically completing it with exercises and coming to an agreement on the final version. The contents of the training handouts, together with the national variations to be incorporated, were also negotiated. In addition, the project partners talked about possible ways in which the results of the project could be multiplied.

The website provides some information and there will shortly be a handbook and teachers resources to accompany the project

2.1.2 Strengths -Interculture map perspective

Parametri di valutazione della "buona pratica" formativa secondo 3.3 Bilancio tematico : caratteri di buona pratica

ELEMENTI QUALIFICANTI "EMIL"	SI	NO
coerenza con la definizione presentata della nozione di "studi interculturali"	X	
attinenza a uno dei 5 campi identificati dalla relazione	X	
coerenza con gli orientamenti dell'UE e con gli orientamenti teorico-metodologici accademici in materia di interculturalità	X	
formazione attiva o in costituzione al momento della ricerca	X	
valutazione dell'efficacia del risultato	X	
analisi delle condizioni di fattibilità volta a rilevare problematiche e conflittualità		X
applicabilità ad altri contesti	X	
valutazione complessiva positiva secondo il Cross-Cultural Adaptability Inventory (CCAI)	X	
CCAI: resilienza emozionale, (emotional resilience)		X
CCAI: flessibilità ed apertura mentale (flexibility and openness)	X	
CCAI: acuità percettiva (perceptual acuity)	X	
CCAI: autonomia personale (personal autonomy)	X	
valutazione complessiva positiva secondo il Global Competency and Intercultural Sensitivity Index (ISI)	X	
ISI : substantive knowledge		X
ISI : perceptual understanding	X	
ISI: intercultural communication	X	

EMIL contributions to *intercultural knowledge and co-existence* include work on Primary school teachers' professional and pedagogical subject knowledge; the development of children's personal and family identities through intercultural approach; the development of links relating to teaching and learning citizenship with 6 European countries. Some of the strengths have been learning about approaches to intercultural education in different national education systems. This has included analysing the range of different cultures within societies and the treatment of minority cultures. For all these reasons, EMIL's participants have included academics from cultural studies as well as education and there has been a good cross fertilisation across different disciplines to teach intercultural studies.

The project give a contribution on intercultural knowledge and co-existence because the materials are designed for primary teachers and students training to be primary teachers. Very often students do not cover much on intercultural communication in their courses. However, participants felt that this was worrying and through these materials are not trying to include more intercultural communication in their courses. This is seen as particularly important in the context of loosening the ties of national boundaries and recent economic migration.

EMIL is *innovative* for whom it concerns :

- to afford a European dimension to initial and further teacher training and thus contribute to the development of a European teacher profile;
- to lay the cornerstone for a European network – based on the work done by the partners;
- to contribute towards Turkey's advancement in Europe, in terms of both the project content and Turkey's active and equal co-operation in the project.

EMIL has been trialled and the handbook has been ammended as a result of sharing the materials with teachers and students.

2.2. Critical points

2.2.1 The organisation's perspective: Critical points

Time has created challenges - it would have been good to use the materials over a longer period of time with more students and teachers, says Penelope Harnett, University of the West of England, Working Partner on EMIL.

2.2.2 Interculture map perspective: Critical points

EMIL has been preceded by a trial-run of some materials, with a group of Primary School teachers.

The aim of this was to sound out and determine a culture-specific method of communicating intercultural competence. In fact, the trial-run appears as incomplete. Nevertheless, some central topics are already emerged, i.e. those of "cultural filters", "techniques of dealing with intercultural communication" "cultural exploration" and "cultural grammar" and these were duly worked through to produce appropriate, country-specific exercises and case studies that would be suitable for Primary education.

There is not immigrants' involvement ; the reason is that EMIL is not focused on sections of the society. Anyway, EMIL is a valuable project because it points out the important role played by the Primary school teachers in a project of intercultural knowledge and co-existence.

2.3. Conclusion: what is "exportable" in the project

2.3.1 The organisation's perspective

Themes

A range of materials to support teachers in thinking about intercultural communication. Above all, the handbook "EMIL Intercultural Competence for Primary School Level Handbook".

Methodology

Practical examples to promote thinking in a range of different contexts.

2.3.2 Interculture map perspective

Themes

Actually the realization of the handbook "EMIL Intercultural Competence for Primary School Level Handbook" appears as a high valuable model for other similar projects .

The handbook has been ammended as a result of sharing the materials with teachers and students.

Methodology

The project has been entirely developed in the frame of an highly-specialized academical collaboration; without necessity of other kind of partnership. EMIL demonstrate that is possible per le Università di sviluppare interessanti attività interculturali facendo ricorso unicamente alle proprie esperienze e risorse.

3. OTHER COMMENTS

1) Dr Penelope Harnett (Centre for Education and Democracy, Faculty of Education of the University of the West of England) says, “Our project aims to ensure that primary school teachers are fully skilled and sensitive in dealing with other cultures and contexts. We also hope that through the project we will be able to develop a ‘European teacher’ profile, and to lay the cornerstone for a European network of partners.”

Penelope Harnett is a Principal Lecturer and Joint Head of the Primary and Early Years School. She is Working Partner on EMIL – European Modular Programme for Intercultural Learning in Teacher Training and Continuing Teacher Training.

2) EMIL project has been promoted as an example of good practice amongst current projects, at the “Ten years of Comenius: Achievements and Perspectives” conference, Bonn 29 – 30 September 2005

4. LINKS

THEME: NETWORKING

<http://www.ikk.lmu.de> Web site of the Institute of Intercultural Communication, Ludwig Maximilians University

<http://web.auth.gr/edlit/html/links.html> Web site of the Aristoteles University of Thessaloniki

<http://web.auth.gr/eled-fl/> Web site of the Aristoteles University of Thessaloniki

<http://www.uowm.gr/> Web site of the Aristoteles University of Thessaloniki

<http://www.uwe.ac.uk> Web site of the University of the West England, Bristol

<http://www.shu-bg.net> Web site of the University of Konstantin Preslavsky, Shumen

<http://www.uni-sofia.bg> Web site of the University of Kliment Ohridski, Sofia

<http://www.ankara.edu.tr/yazi.php?yad=2743> Web site of the University of Ankara, Project EMIL

<http://ilaum.ankara.edu.tr/yazi.php?yad=4833> Web site of the University of Ankara, Project EMIL

http://www.europa.eu.int/comm/education/programmes/socrates/comenius/compendia/training04_en.pdf

Web site of the European commission, Central Management Education and Culture, SOCRATES Comenius program in Europe

http://www.kmk.org/pad/socrates2/download/Comenius_2/C21_2004_bewilligt_k_Internetfassung.pdf Web site of the Permanent Conference of the Secretaries of Cultural Affairs for the regions of the Federal Republic of Germany, Educational exchange service/national agency for the SOCRATES program - Comenius 2.1. Promotion projects in Germany