VoiceS

Integrated competences for European Teachers.

Giving voice(s) to culture, identity and diversity in school networking.

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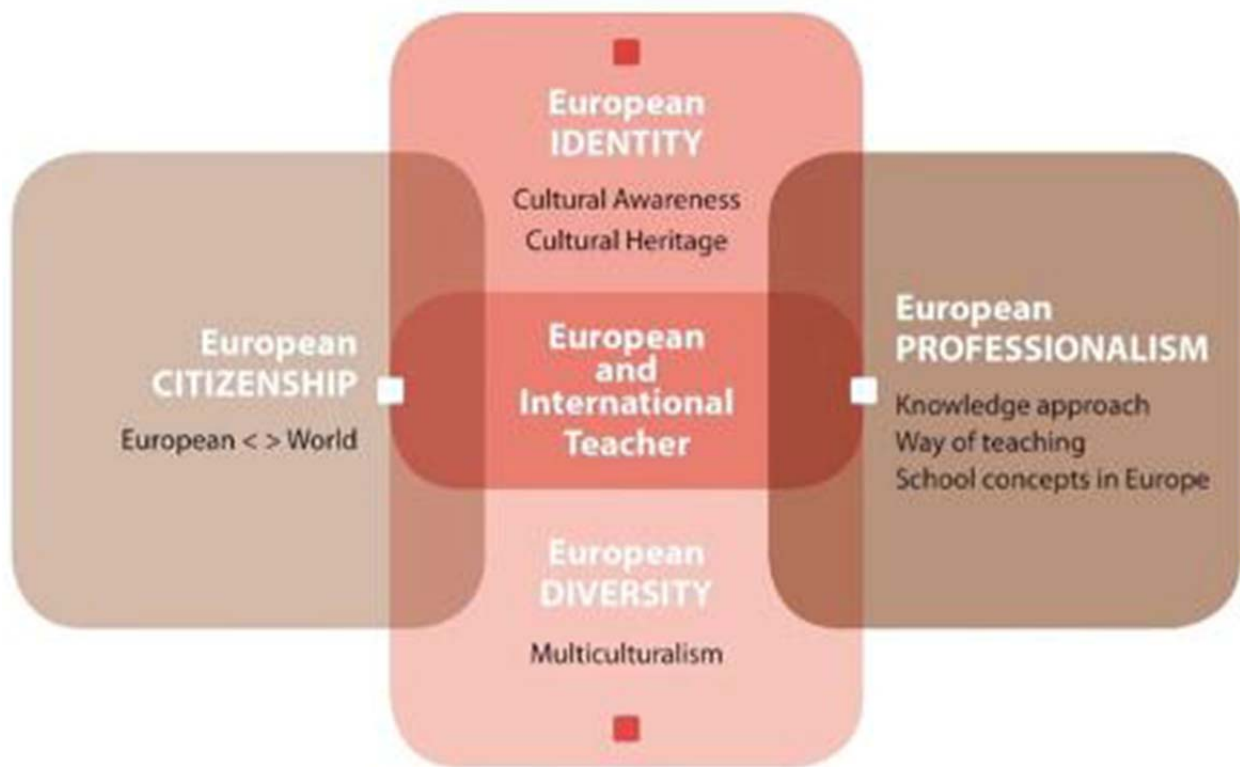
The Voice of the European Teachers

VOICES OF EUROPEAN TEACHERS

VOICES of European Teachers is a Network involving 10 teacher-training institutes, 65 primary and secondary schools and some other educational institutions of ten European countries aiming to connect students, teachers and teacher trainers to share best practices and international projects as well as offering in-service training.

The Coordination of VOICES is placed at Saxion University of Applied Sciences (NL) and the partners are the Hogeschool Universiteit Brussels (BE), the Pedagogische Hochshule im Steiermark (AT), the Universita degli Studi Milano-Bicocca (IT), the Uludag University (TR), the University of Derby (UK), the Pedagogische Hochshule Schwyz (CH), the Universidade do Minho (PT), the Palacký University at Olomuc (CZ) and the Universitat Autònoma de Barcelona (ES). The associate members are Primary and Secondary Schools and other institutions that are constituted as national groups; they can apply for the in-service courses, participate in a working group, publish in the newsletter and attend the annual Conference.

VOICES disseminates knowledge and experience from previous projects, integrating the European Teacher model which includes the values underlying diversity, the multiperspectivity of identity, the European citizenship and the European professionalism.

At this end, it supports the development of innovative ICT-based content, services, and practice and promote high performance and innovation while implementing a European dimension in systems and practices. Developing the competences of the European Teacher and working both at a European and an international environment makes a teacher's professional life more European. For teachers, responsible for preparing future generations of Europeans, this is the most important issue for teaching children who will live in a world that is becoming more and more globalized.

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European IDENTITY

Cultural Awareness
Cultural Heritage

European and International Teacher

European CITIZENSHIP

European < > World

European PROFESSIONALISM

Knowledge approach
Way of teaching
School concepts in Europe

European DIVERSITY

Multiculturalism

The European Teacher Model

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NEW COMPETENCES FOR EUROPEAN TEACHERS

The needs and demands of the knowledge society, the introduction of the information technologies to the everydaylife as well as the globalisation of the labour market, have affected the nature and meaning of the learning and teaching processes and brought the need to guarantee to everybody the achievement of new key competences for their personal and social development. International reports as PISA, indicate that in the horizon 2020 only 15% of jobs will be for unqualified people.

The OECD defined the term competence as the "capacity to answer complex demands and to work in an appropriate way involving the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. In the same direction, the European Commission stressed the need to equip people with 'new skills for new jobs' and defined competences as the knowledge, skills and attitudes required for a successful life in a knowledge society.

The successive EU frameworks "Education and Training 2010" and "Education and Training 2020" stablished common strategic objectives including a set of principles to achieve them, as well as common working methods. The *International Conference on the New Millennium Learners*[1], introduced also the concept of *21st Century skills and competencies*, as addressed to allow young people to contribute to a system based in knowledge instead of industry.

In a world that is becoming increasingly globalized, the voice of European Teachers needs to ring out loud and clear. European Teacher Competences and European Key Competences for Lifelong Learning are crucial for teachers, teacher trainers and researchers as key players in the future education of our children and European citizens.

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This e-book is the result of collaboration between primary and secondary school teachers from different European countries participants on the in-service courses organised by experienced teacher trainers linked to the VOICEs project in the year 2015 and inspired by the European Teacher model developed during previous projects[2] and the European Key Competences for Lifelong Learning. The teachers who participated in the in-service courses really helped to link the theoretical model with the practical situation in the schools. Both their own reflections and the more general ones showed how a co-operation could take place, while setting important indicators for content and collaboration.

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FROM FACE-IT TO VOICES OF EUROPEAN TEACHERS

WHAT IS A EUROPEAN TEACHER?

In order to find a common response to this question, a group of eleven teacher training institutes participated, between 2007 and 2010, in a Comenius project[3]. Within the project, 27 teachers and professors at teacher training institutes from different disciplines developed together a framework and a model for a European teacher as well as teaching materials for teacher training students. The products of the project have been integrated into the curricula of most of the partner institutes and the Face-it project was given a high ranking by the evaluators of the EU. Thanks to this project, a strong relationship was developed between the 11 teacher training institutes and the idea of a network began to grow to strengthen the cooperation and to extend it to new countries and partner institutes. To involve primary and secondary schools was considered a first step before establishing a network of European teachers.

An extra granted year[4] brought the opportunity to test these materials in in-service courses. At this end, the European teacher materials were re-designed by experienced teachers and four in-service courses were organized around European Diversity, European Identity, European Citizenship and European Professionalism[5]. This was the origin of VOICES, the current network.

The first project was based on a working paper from Michael Schratz[6], professor at the research department of the University of Innsbruck. This paper represents an attempt to define the general competences of a profile for the European teachers that were stated as follow and constituted the starting point of the previous projects that gave origin to Voices of European Teachers

• **European identity**: A European teacher has values which show that he or she is not just a national teacher but one who teaches "beyond" the national curriculum looking at himself/herself as someone with

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roots in one particular country, but at the same time belonging to a greater European whole. This co-existence of identities conceived as layers of personal definition, provides a valuable perspective on heterogeneity.

• **European knowledge**: A European teacher has knowledge on other European education systems and educational policy matters on the EU level and can compare them.

• **European ones**. He/she has knowledge of European and world affairs. A European teacher is aware of European history (histories) and its (their) influence on contemporary European society.

• **European multiculturalism**: A European teacher engages with the multicultural nature of European society being open towards other cultures. The work with heterogeneous groups means respect to difference. He/she copes with the challenges of the multicultural aspects of society, and works to promote equality of opportunity.

• **European language competence**: A European teacher speaks more than one European language with differing levels of competence, and is able to teach subjects and communicate in these languages.

• **European professionalism**: A European teacher has an education that enables him/her to teach in any European country being able to approach subject areas in up cross-curricular themes from a European perspective. He/she exchanges curricular content and methodologies with colleagues from other European countries and pays attention to and learns from different teaching and learning traditions. Joint programmes and degrees offered by educational institutions in European countries can enhance the development of European professionalism, as can many of the opportunities offered by modern technology.

• **European citizenship**: A European teacher behaves like a "European citizen" sharing solidarity and values such as respect for human rights, democracy and freedom. His/her critical teaching fosters autonomous, responsible and active citizens of a Europe of tomorrow.

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2nd VOICES INTENSIVE COURSE IN BARCELONA

FEBRUARY 2015

VOICES of European Teachers Network offers students, teachers, primary and secondary schools, teacher trainers, researchers and others interested in education, opportunities for contact, exchanges, cooperative projects, and ongoing learning and sharing. Collaboration and reflection are essential learning practices therefore, in-service professional development courses are offered periodically and teachers regularly start their own projects in schools.

The course is addressed mainly to school professionals teaching from 8 to 14 years of age but open to other educational staff (early childhood, headteachers.) It was conceived as an intensive staff-development training on the specific competences of a European teacher, promoting teachers mobility by making them aware of their key role as a multiplier of the European dimension in their own schools. The course was a space to exchange ideas and learn from each other, while benefiting from the participation of a diverse group of experienced teacher trainers from different European countries.

The specific objectives of the course are:

• To reflect on personal practices in the light of the EU Key Competences

• To deepen understanding of concepts such culture, identity and diversity

• To work in multinational groups and to experience the European dimension of teaching

• To become informed teachers about international collaborative learning projects

• To gain technical and practical know-how on project development and ICT tools for school networking addressed to creating educational links at European level

• To develop strategies to carry out the projects

• To learn about and explore school practices in another European country

• To meet and interact with local teachers

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The course is based on blended learning methodology, using a Moodle platform, combining online and five day face-to-face sessions where participants took part in multiple learning activities: reading circles, hands-on workshops, seminars, round tables, group work, guided cultural visits, school experiences and empirical international project planning. All sessions are accompanied by trainers and experts from different countries to enrich the perspectives on various related issues. Once the face to face sessions concluded, teachers (organised in international groups) implement a collaborative project for their own schools. They should share, analyse and write up the results, including visual evidence within a maximum period of 3 months. These projects are presented in this e-book, with the presentation and comments of the teachers involved.

Plenary session. Barcelona 2015

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Training activities

February 18th. **Arrival and accommodation**.

- Welcome session.

- Debate on the introductory texts

February 19th. **Delving into the main concepts**

- Official opening and Key Note

- Workshop. Doing diversity: linguistic aspects.

- Presentation of School projects

- Lecture: Linking cultures

- Lecture: Personal history and identity

- Presentation of international school projects

- Exploring cultural heritage. Visit to Barcelona

February 20th. **Into practice**.

- Looking at good practices. Visits to schools

- Workshop. Doing diversity: the inclusive school

- Workshop: the know-how of e-networking

- Group work: Building up international school projects.

February 21st. **Concluding activities**

- Group work: Defining the projects

- Presentation of projects.

- Further instructions for the completion of the training.

- E-books and final activities.

- Evaluation of the course

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VLOEMANS-NIJHOF, Bernardien (NL)

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Presentation of Primary school projects.

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Anabel Borras (Sallares i Plà School)

M. Luz Castellano (Serraparera School)

Manuela Moledo (Les Fontetes School)

Pilar Olalla (Nostra Llar School)

Mar Rodriguez (Els Pinetons School)

Carolina González (El Turó School)

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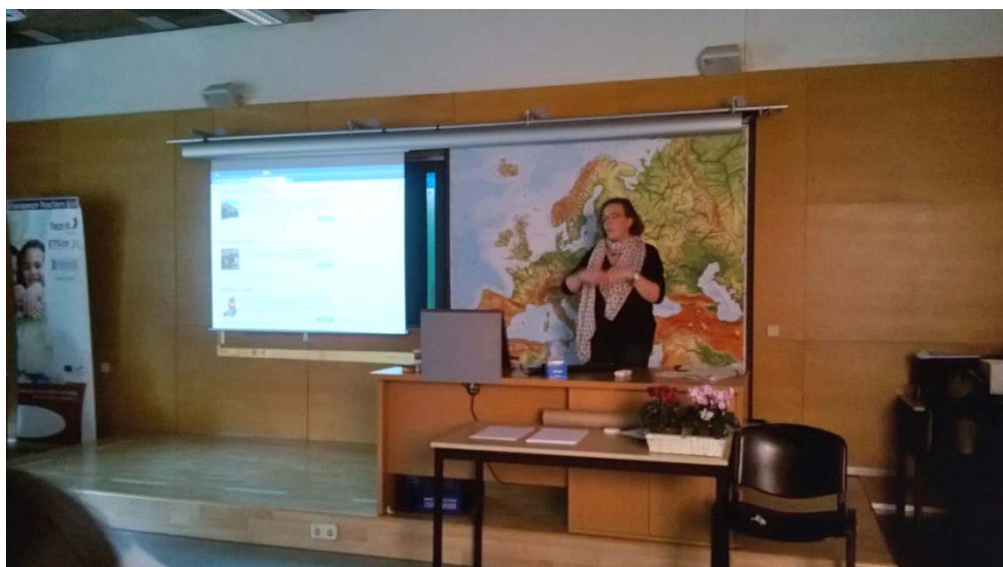
Visits to Primary Schools

Gaudí School (Sabadell)
Els Pinetons School (Ripollet)
Nostra Llar School (Sabadell)
La Roureda School (Sabadell)
El Turo School (Montcada i Reixac)
Sallares i Pla School (Sabadell)

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A FRAMEWORK
FOR AN INSERVICE COURSE

Europe: a cradle of diversity[7]

"When my grandmother was born in Warsaw, it was part of the Tsarist Empire; Trieste belonged to the Habsburgs and Salonika to the Ottomans. The Germans ruled Poles, the English Ireland and France Algeria. ....Nowhere did adults of both sexes have the vote, and there were few countries where Parliaments prevailed over kings. In short, modern democracy, like nation-state it is so closely associated with, is basically a product of the protracted domestic and international experimentation which followed the collapse of the old European order in 1914" (W. Mazower, The black Europe).

The recent history and developments in Europe has placed issues on culture, identity and citizenship in the front page. The traditional geography textbooks used to present the European space as based in fixed physical elements and geopolitical divisions.

In Europe, the ideas on sovereignty defined into states and of identity bounded in space and time, have been constructed along the last two centuries although have faced continuous transformations by the successive wars and political events: at the turn of 20th century, the number of European states was of 20 and this figure has been more than doubled at present. Changes in European maps help to realise that they do not represent a permanent reality and that concepts as nationality, identity, minority and citizenship are arising when approaching European places and people.

In last decades, the increasing development of economic activities on a global scale has modified the relationships between local and international spaces with a growing number of interactions between places, countries and regions.

As world integration increases, a growing movement to identify with aspects of territories and places is, in general, increasing. Identity matters because it raises fundamental questions about how individuals and groups fit or are excluded from communities and the social world.

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[7] Maria Villanueva. Keynote for VOICES intensive course.

The turn of the 21rst century represents a shift towards more fluid and transitional relationships among places and regions. Living in a borderless world with increasing movement between communities produces a permanent negotiation between spaces and developing identities within them. The sense of citizenship though, will develop in different ways than in the past, and our nested loyalties will become salient and much more complex.

The European space is experiencing a new cultural diversity, which is adding even more complexity to the European societies. In this context, Europe appears as an heterogeneous space, where the diversity of territories are reflecting the diversity of places and how they are used by different communities. This approach affords a clearer image of an European identity not only based in geography but taking into account other agents as globalisation, consumerism, technologies of communication and the effects of mass media, which are influencing as well, European identities.

Current migratory waves from the rest of the world as well as the intra-European mobility, are changing fast our societies which are developing new multi-faceted and layered identities, terms that suggests the idea of adding instead of excluding: from a monolithic identity to various layers of identity bringing together different faces, from the most personal to those defined by our social and political roles, which are not excluding each other.

The consolidation and widening of the integrated European space, is also creating new challenges. This means a need to promote not only awareness but also respect for the diversity, even more required because mass migration is transforming the human landscapes of our cities and villages.

A continent used to the emigration for centuries, is becoming, since the second half of 20th century, the arrival harbour for people from all continents.

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The European languages

To understand this heterogeneous continent in terms of people, places and identities needs to put the geographical perspective aside that of history, both at the core of the economic, political, social or cultural explanations. The understanding of the past is essential to analyse present features and issues like identity, culture, place or citizenship that concern the society nowadays.

Diversity is the essence of Europe, although history demonstrates the difficulty of living within it. The linguistic, national and religious mosaic, the differences in lifestyles and cultural manifestations, the variety and multiplicity of languages, the fluidness of spaces and places, they all are the common heritage but also, the origin for misunderstandings.

European history is full of pain, war and hate because diversity has been used-too many times-to provoke confrontation with neighbours.

Nowadays, the multi-identity dimension of the European population will not be assumed easily nor without contradictions and tensions. Europeans are faced to live on this cultural mix and to foment a new mentality able to avoid stereotypes and the fear of "others".

The new European society requires citizens able to work within this complex cultural environment; diversity needs new competences which, at their turn, bring educational challenges in higher education. Present features and issues like identity, culture, place or citizenship that concern the society need some retrospective analysis to create a European level of consciousness that place plurality as the essence of the continent.

Teachers are required to:

Foment a new mentality which avoids misconceptions and stereotypes.

Be able to work within the complexity of a multicultural and multilingualistic society.

Learn how to manage the complexity encouraging positive answers and attitudes towards intercultural communication.

VOICES COURSE. MARCH 2014. M. VILLANUEVA

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From "school for all" to "quality for all"

It can be said that Europe, in general terms, has succeeded in the past century main objective of "school for all": the rate of compulsory schooling attendance is around 100%. Nevertheless, a further step has to be reached: after no children without school, is time for quality (standards) and for equity (quality for all). But, are our school systems equipped to get these objectives? How can they cope with the social problems which come into the classrooms?

The socio-economic changes in our European societies require new ways of understanding and communicating and the current "cultural mix" signifies a need for change. It is within this context that the school system has inevitably experienced a growing demand for new competencies: families and society are looking to the school not only for dealing with instructional and educational needs but also to solve social questions. It is in this light that teachers' work is often discussed and expectations about school results are high.

For many decades, school systems were the reproducers of the traditional social structures: school was educating to keep the status quo. But today, it can be said that schooling is more addressed to keep the social cohesion: education as a way to decrease social inequalities and to learn tolerance. Schools are charged with high responsibility.

Furthermore, the need to enhance mutual knowledge of the European cultural mix and to foment a new mentality which avoids misconceptions and stereotypes is even more highlighted. This new European dimension has a vital role within the educational framework because it promotes positive acceptance of a plural society and it requires teachers to be able to work within the complexity of a multicultural and plurilingüistic society. The new and challenging problems need new orientations, policies and also instruments to cope with the daily questions arisen by the developments of our society and that brings to the school a new and complex reality.

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Inclusion or exclusion: Schools in diversity contexts[8]

Inclusive education is one of the greatest challenges facing educational systems throughout the world today; providing an effective and high-quality education for all children and young people remains the main challenge. It entails a two- fold question: How to include the excluded, and at the same time, how to improve the quality and relevance of education in increasingly diverse settings?

Exclusion from education exists in every country, in different forms and to varying degrees. Individuals or groups might be excluded for reasons based on race, socio-economic status, ethnicity, culture, religion, gender, and physical or intellectual capacities. But some students are excluded within the education system itself: they may drop out or they may find themselves in a situation that does not provide them with the most appropriate responses to their basic learning needs and therefore they cannot gain access to the knowledge, skills and competencies they need to integrate successfully into society

It is quite evident that the field of inclusive education is not without uncertainties, disputes and contradictions. In fact, the speeches and discussions at the International Conference of Education (ICE) illustrated a considerable divergence of opinions throughout different countries, governments and international organizations.

The Guidelines for Inclusion of the UNESCO (2005) conceptualize inclusive education: it is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

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[8] Extracts from: Acedo, C; Ferrer, F; Pàmies, J (2009) Inclusive education: Open debates and the road ahead . Prospects, 39 pp 227-238

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Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem.

Are there limits to inclusiveness in education depending on the particular groups being considered? How are these limits determined in different countries and regions? Is it plausible to speak genuinely about inclusive education without removing these limits? Are quality and equity the basic parameters through which inclusive education should be measured? A considerable amount of recent empirical data shows that both quality and equity can be achieved through inclusive educational systems. Several international surveys—PISA, TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study)—have determined that inclusiveness in education does not, in any way, impede or handicap the attainment of high levels of educational quality.

The fact that these two parameters are compatible and necessary does not imply that they are sufficient to evaluate the validity of the process involved in attaining inclusive education. Statistics that measure quality and equity must be complemented with more qualitative indicators that measure transformations in the school system that are made throughout the process.

Although inclusive education should in part be a quantifiable objective, it must be achieved through a transformative process that changes the fundamental approach of the school by embracing diversity as a positive stimulus that encourages learning. The system as a whole must be planned along inclusive lines.

While inclusive education seeks to integrate all students within the school system, it goes well beyond the concept of integration—which aims to incorporate students with special needs—. Inclusive education may thus be understood as the basis of a new paradigm that bypasses medical approaches and the concept of academic deficiency, and that promotes inclusive environments that embrace diversity. It requires adopting proposals that address the barriers facing those who seek admission to learning and participation rather than viewing those barriers as disadvantages. It must therefore support a change in the organizational structure of the school system and in its culture and practices.

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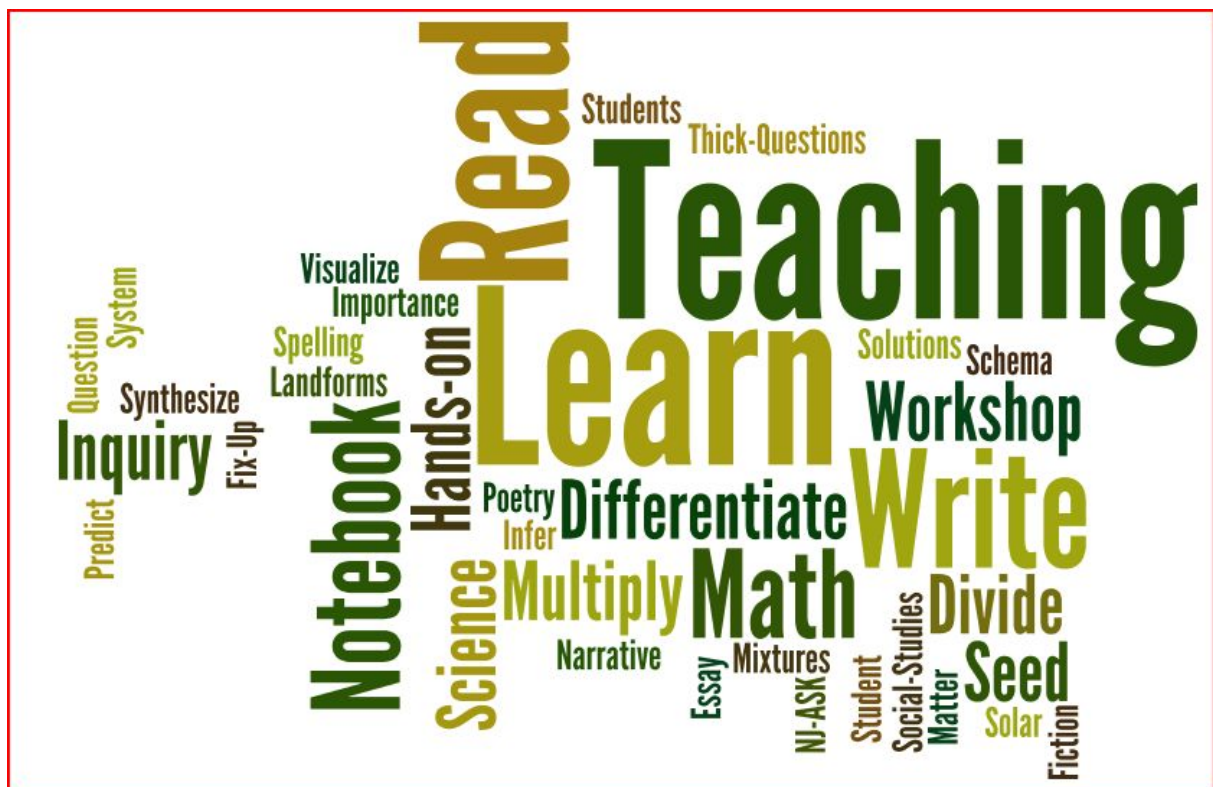
European identity and cultural heritage awareness.

Along the last three decades, European borders were redefined. Since then, Europeanization is seen as a cultural project addressed to introduce a new way of thinking about culture and territory. The construction of Europe must be based on an encounter with difference which is drawn from national or regional histories and has a dimension which reflects the continuing mobility's that are transforming Europe's cultural shape.

In general terms, all groups tend, at least to a certain extent, to glorify their own culture/identities while devaluing that of others; such identity building could be even stronger if one or both sides consider the other as a threat as a consequence of ideas, social attitudes and stereotypes. Identity though, is constructed through difference, not as just opposition, and it means that we ought to recognize others as equal, and at the same time as being different. Sharing values and also being recognized and accepted are important elements for inclusion.

Our societies are developing new multi-faceted and layered identities from a monolithic identity to various layers of identity, from the most personal to those defined by our social and political roles, which are not excluding each other. This is not to override notions of cultural-national-spatial differences, but it is about conveying the message that all these differences are the result of some spatial and historical contexts formulated through economic, ethno- religious and geopolitical processes and interactions resulting in a fragmented nature of cultural forms. So, different cultures should be considered to be a piece in the broader global pattern that brings richness and improvement and represents different and creative ways of dealing with cultures.

The "cultural mix" means also, a need for change in attitudes and in this context; the school system has inevitably experienced a growing demand for providing new competencies. The fluidity of the European society requires teachers to be able to work within the complexity of an intercultural and plurilingüistic society; teachers are now expected to involve learners in the process of acquiring knowledge of their own culture as well as other cultures.

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A European Teacher has to have values that show that he or she is not just a national teacher but also one who teaches "beyond" the national curriculum. They should see themselves as someone with roots in one particular country, but at the same time being engaged with the pluricultural nature of European society and open towards other cultures.

This role requires committed teachers who can face these challenges not only with the appropriate attitudes, but also with the necessary procedural knowledge about this new dimension of teaching. It requires a new curriculum approach that prepares citizens through promoting abilities like talking, observing, listening, studying artefacts, reflecting, questioning and participating; abilities to learn from local communities and to tolerate ambiguity in order to develop cultural awareness and understanding.

European teacher identity: competences (I)

Contents and teaching methods	Be able to work on memories (personal, collective, of cultural places, of learnings, etc.)
	Respect and appreciation for custom different of their own.
	Identify simultaneously our society and the micro and macro dimensions of society
	Experimenting with the cultural heritage materials using different teaching methods (traditional, progressive, critical, practical)
Reflection	Educators should critically reflect on and act according cultural education responsabilitiy
	Having a complete vision of the situations and processes to decide (how to react and create as a teacher)
	Moving from self-awareness to inter-cultural dialogue in educational practices based on cultural heritage

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European teacher identity: competences (I)

Contents and teaching methods	Be able to work on memories (personal, collective, of cultural places, of learnings, etc.)
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Avoiding a tourist-based curriculum has the potential to be ethnocentric and promoting awareness of other cultures involving an appreciation of one's position in relation to tolerance, diversity, cultural judgment and cultural and social barriers. To achieve this level of knowledge means a deep understanding of one's own culture is a basic step to study the other ones. Teacher training institutions should be invited to teach cultural and inter-cultural competences with the aim of improving the professional identities to become international teachers.

European identity and cultural diversity should be conceived as cultural heritage, by understanding culture as a process and as the group of practices through which we construct our identities. The reflection on the self-perceptions, on tangible and intangible heritage, the family album and the cultural stories from otherness, were introduced in the sessions of the in-service course as a way to promote the debate on the cultural awareness of teachers.

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Culture and cross-cultural awareness. [9]

Culture is the link between human beings and the means they have of interacting with others. The meaningful richness of human life is the result of the millions of possible combinations involved in a complex culture" (E.Hall)

Culture has been defined as a process consisting in the active construction of meaning, as a system of knowledge and competences shared in its broad design and deeper principles, and varying between individuals in its specificities. It is not only all of what an individual knows, thinks and feels about his/her world; even more, it is his/her theory of what his/her fellows know, believe, and mean, his/her theory of the code being followed, the game being played, in the society into which he/she was born.

To understand a culture requires to understand the experiences that guide its individual members through life: language, personal appearance, social relationships, religion, philosophy and values, family customs, food and recreation, work and government, education, communication systems, health, economic systems and even the culture's myths as representatives of the society's collection of values. The term culture is related to a human group that helps to define who we are.

A European teacher should avoid a tourist-based curriculum that has the potential to be ethnocentric. Becoming aware of other cultures involves an appreciation of one's position in relation to tolerance, diversity, cultural judgment and cultural and social barriers. Building cultural appreciation is an intentional act that is preceded by the development of self-awareness. Becoming self-aware requires an understanding of one's own culture before studying other cultures.

Culturally responsive educators appreciate the link between culture and the manner in which people interact with each other. They understand the effect of their own values, beliefs, choices and biases on

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[9] Based in the Workshops run by Montserrat Rifà and Paul Stuit at the In-service courses in Barcelona 2014 and 2015

learning; culturally responsive educators communicate effectively inter-culturally because they are literate culturally and support learners socially, emotionally and cognitively.

The course on European Identity introduced the debate about how can we organize our teaching materials in order to empower identity, diversity and intercultural practices and how can we incorporate cultural education in the curriculum through organizing projects and developing collaborative, personal, research skills. We started from the definition of 'cultural heritage' following the UNESCO definition:

"Cultural heritage is not limited to material manifestations, such as monuments and objects that have been preserved over time. This notion also encompasses living expressions and the traditions that countless groups and communities worldwide have inherited from their ancestors and transmit to their descendants, in most cases orally".

Cultural heritage, more than monuments, includes traditions inherited from our ancestors and passed on to our descendants: oral traditions, performing arts, social practices and rituals, festive events, traditional crafts... The importance of intangible cultural heritage is the knowledge and skills that is transmitted from one generation to the next and are contemporary practices that contribute to social cohesion, encouraging a sense of identity and responsibility which helps individuals to feel part of society.

Creating cultures, learning through difference in Primary school

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Cross-Cultural awareness and the multiperspective approach

Facing education, Robert Hanvey set a process by which a student might acquire –and more importantly, claim– a global consciousness arguing that a meaningful global perspective is made more likely when a student comes to see global learning as a constructive process. Hanvey considered cross- cultural awareness as the most difficult level to be achieved because it refers to the highest level of global cognition.

According to Hanvey it would be wise to start our work, trying to define our own identity: our own environment, our personal surrounding, and our family album. These aspects cannot be seen as individual aspects as they are connected in many ways. Then, multiperspective offers a schedule with different global aspects that can be found in any country and culture. A teacher must be able to transfer the outcomes to a national and global level, describing how the self-researched identity can be seen as a part of our developing European Identity. At the end, knowledge will be combined and used to create your own European Identity as each level is related to the others in many ways. A European teacher must be able to use this own created identity to teach about the own culture and also about different identities in Europe.

Many others, as Haavenson, have been looking for the most effective ways to promote and teach cross-cultural awareness as the use of videos, as it has been integrated in part of the materials for the European identity course. Teachers should be able to start by looking at the personal surrounding and to go in deep, advancing towards the understanding and awareness of a European identity. In this sense, one of the first questions could be: where do I come from?

Having this in mind, European identity could be approached going from the personal to the global perspective. We can approach to cultural heritage by linking us to the tangible heritage (cathedrals and mosques, monuments and historical remnants, industrial buildings,...), the intangible (Human Towers, theatre, Meddahlik, Carnival, music...) and also to emblematic persons which are part of our European common heritage (Bela Bartok, Sinan, Van Gogh, Mozart, Gaudi, Cezanne, Picasso...).

Tangible heritage

Tangible heritage

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Intangible Heritage

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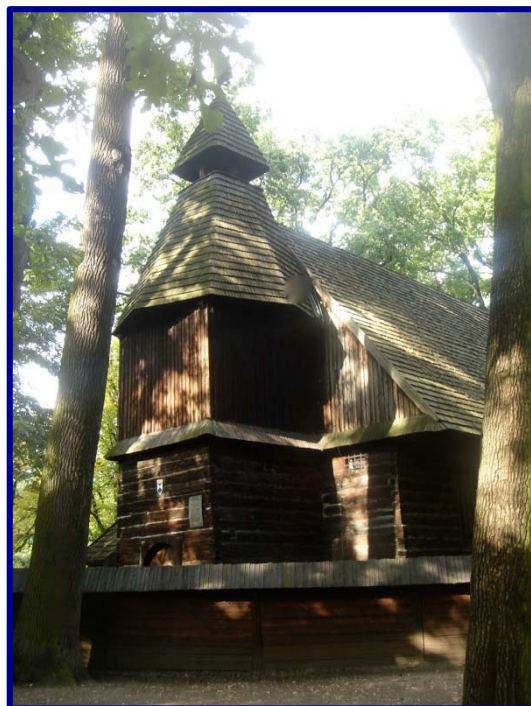
Personal memories and the family album

Culture has been described as mental software: a usually unconscious conditioning which leaves individuals considerable freedom to think, feel, and act within the limits of what is considered to be normal by his or her social environment. Cultural programming starts in the environment in which a young child grows up, usually a family of some kind. It continues at school, and what happens in schools can only be understood if one knows what happens before and after school. It continues at work.

The main cultural differences lie in values; systematic differences exist with regard to values about power and inequality, with regard to relationship between the individual Cultural Stories are about how we make sense of our world. By becoming aware of how they are shaped by culture it is possible to achieve a better understanding of them and by listening stories from a different cultural background, it can be learned a great deal about yourself and other people. If you pay attention to the commonalities in the cultural stories, you will most likely discover that you have much more in common than you thought-even in the case of people you might think are completely different than you are.

My European Identity → Me and my family → Me and my hometown → Me and my country → Me and my culture
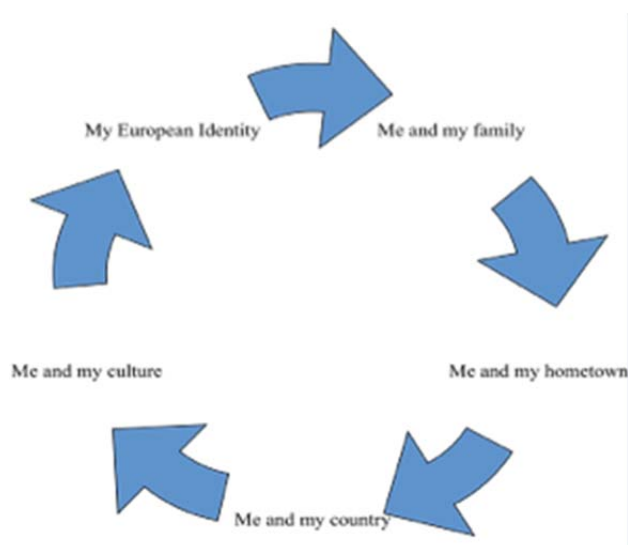
The importance of families and of specific cultural groups lies in their vital roles for their children because family is the first and primary social institution in which our socio- cultural identities are formatted by means of very dynamic relationship patterns. In all cultures, celebrations use to be a special time to gather the family and to transmit cultural values depending on the religion, ethnic background or socio economic status. The same role is played by ceremonies, as in the case of weddings that is an occasion to create strong family links and to enhance our relationships among the group. The group also educates.

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At the end of the 19th century, to have family pictures was affordable for almost all social groups. These pictures are important materials for the family album because they can explain a lot about the family past as jobs, social and economic groups, clothing and special occasions. Family cards are a very easy way where to present all the information found out in the family memories. They can be made in various ways; they should be adapted to the information that has to be shown and to the multiperspective view on the topic because it is very important to be aware about how all the aspects are inter-connected.

To be sure that teacher in different countries can create a family album in the same way, the multiperspective approach can be very useful. Multiperspectvity can give them a schedule with different global aspects that can be found in any country and culture, which cannot be seen only as individual because they are connected in many ways. By using different aspects, the students can create a complete design of their personal identity. In Enschede, in The Netherlands, the Stichting Leerplan Ontwikkeling (SLO) creator of the multiperspectivity theory defined the following aspects as fundamental in the identity definition: economic, social, political, cultural, individual and natural.

All these aspects should be mentioned or at least, the strongest ones when showing examples of a family album. They should be tested at the end of the exercise. By using different aspects in different subjects as a hole, it will be possible to create a complete multiperspective point of view.

The course on identity and diversity was pretending to invite students and teachers to reflect on personal memories and family album as part of owns culture and heritage.

In other words, to think in identity as constituted by cultural, social, political, and subjective locations and exploring how we are constructed both by personal and contextual dimensions. Only by the consideration of personal, familiar and cultural stories as heritage we can start to create a new context for heritage education. Writing and reconstructing personal memories through the family album and family history, trips, things, cultural stories can achieve these main goals. But also, by asking the learners to bring an object or picture of a place that represents their own culture and asking them to tell about the meaning of names, cities, places, intergenerational relations.

How to work with a family album? The simplest way is to create (digital) family cards with specific cards for each topic. It would be wise to choose at least five subjects and they can be different. The (historical) circumstances can make not possible to choose some of the topics but keep in mind that all aspects of multiperspectivity must be found in each one the topics.

Making the cards is just an instrument in the effort to create a European identity and teachers should be convinced that personal comments are important to work on the identity. Pupils should be able to discuss about their cards and to explain their personal points of view, but also to answer the question: why the cards can be used for the creation of European identity? The discussion can help in the way towards the cross-cultural awareness, the goal of the Hanvey model that it is hardest to achieve. The cards are not the way, but just a way.

Me and my family	Aspects: social and culture
	My great-grand father, Ömer İbanoğlu was born in 1895 in Denizli. In his adolescence years the independence war began. All the boys had to leave their home because of the war. He was one of them and he left the home too. He fought during the war time in different sides of war. They had difficult times because Turkey was poor at that time. But the common people help them and they won the war. After that my great-grand father had been awarded with a medal. He lived until his 104. We had always listened his war stories, these are the most precious heritages that we have got.
Questions: - Who is the person in picture? - Why did the war break out? - How did Turkey won the war even though it's poor?	**Goals:** Our family has different kind of heritages, intangible and tangible. This one is one of the most precious heritages that we have got. Because we are proud of him ☺

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Me and my family	Aspects: social and historical
Biedermeier cupboard 	My grandfather got this cupboard from his grandmother. The cupboard is still in the house of my grandparents and is used as wardrobe. Biedermeier period: A remarkable example of how furniture design can reflect great historical events is provided by the emergence of the Biedermeier style after Napoleon's defeat at Waterloo in 1815. The mood of the people of Europe changed - and the style of the furniture altered dramatically to match this mood. As Napoleon had conquered most Europe, the pompous, magnificent Empire style with its grand, monumental mahogany furniture had become extremely fashionable, and palaces and houses were accordingly redecorated throughout the continent. But after Napoleon's final defeat, Europe settled down to a long period of peace. The middle classes, who were prospering, wanted a simpler style, which could be functional as well as beautiful. This style, later known as 'Biedermeier', is essentially Empire furniture shorn of its ormolu mounts, excessive gilding and aggressive self-importance. Its original geometric shape often leads it to being described as the forerunner of modern furniture.
Questions: Who got this cupboard from whom? Which period does the cupboard belong to? When was the beginning of this period? What happened after Napoleons final defeat?	Goals: Get an insight into personal heritage of an Austrian girl Learn something about the Biedermeier period

The role of school in diversity contexts[10]

Conceptual dimensions of inclusive education

Inclusive education is a growing universal concern that informs and challenges the processes of educational reform in both developing and developed regions. Inclusive education is an evolving concept, useful to guide strategies of educational change addressing the sources and consequences of exclusion within the holistic framework of the understanding of education as a human right.

Special needs education

Traditionally and even today in various world regions—such as Eastern and South-Eastern Europe, as well as Russia and most parts of Asia—the concept and practices of inclusive education have been mainly limited to students categorized as having special needs, meaning mainly those with physical and/or mental disabilities, as well as refugees. Under this perspective, the approaches and responses given to students' needs have been remedial and corrective, consisting of setting up special schools and curricular tracks and increasing the number of special education teachers. One significant consequence of differentiated curricular and institutional structures for students categorized as having special needs has been their marginalization, even segregation within the education system. The assumption that there are "special needs children" is questionable, as Stubbs states: "any child can experience difficulty in learning […]; many disabled children have no problem with learning" and "children with intellectual impairment can often learn very well in certain areas".

Integration

The concept of integration came to the fore in the 1980s, as an alternative to special needs curricula and school models, the objective being to place students identified as having special needs in mainstream

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schools. The restructuring and improvement of physical facilities and the provision of learning materials, along with the increase in the number of special education classrooms and specially trained teachers in mainstream schools were, and still are, some of the main components underlying the application of integration models. Mainly focused on students with mild impairments, integration risks becoming a rhetorical device rather than a reality in practice; it can become a spatial change of school classrooms rather than a change of curricular content and pedagogy relevant to children's learning needs.

After the 1990s the scope, objectives, contents and implications of inclusive education in relation to integration changed considerably. This was principally due to the recognition that integration models based solely on the closure of special schools, "inserting" students into mainstream schools and curricula, did not respond to the diversities of learners' expectations and needs. Such an understanding has prompted the revision of educational policies dealing with integration issues by questioning the relevance of the curriculum and school models that are the same for all students, regardless of their differences. In such models, students must adapt to the norms, styles, routines and practices of the education system instead of the education system changing according to the learner. Moreover, dropout rates may increase among students with special needs when they are integrated into mainstream schools that have not undertaken a comprehensive set of institutional, curricular and pedagogical changes.

Inclusion

Inclusive education can be understood as a guiding principle for attaining reasonable levels of school integration for all students. In the context of a broader vision of integration, inclusive education implies the conception and the implementation of a vast repertoire of learning strategies to respond precisely to learners' diversities. In this sense, education systems have the obligation to respond to the expectations and needs of children and young people, considering that the capacity to provide effective learning opportunities based on a rigid scheme of integration (placing "special needs" students in mainstream schools) is very limited. This is what Peters refers to as the "continuum of placements" paradigm; that is, when inclusive education is conceptualized as a place and not as a service delivered. The debate on inclusive education and integration is about identifying the extent to which there is progress in the understanding that each school has the moral responsibility to include everyone. Such a requirement is also challenged when education systems have to address effectively other core universal education issues such as poor school attendance, repetition, dropouts, and low learning outcomes.

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Empirical evidence indicates that a student who repeats the first school years has a high probability of dropping out of school altogether. Each of the above problems and their combination generating exclusion are exacerbated by persistent institutional and pedagogical practices which assume that all children have the same learning conditions and capabilities. Moreover, as noted during the 2004 International Conference on Education, a child's exclusion from education leads to an absence of the professional and social competencies needed to access essential knowledge and enjoy an autonomous, responsible citizenship.

Therefore, over approximately the last 15 years, the concept of inclusive education has evolved towards the idea that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools. The focus is on generating inclusive settings, which should involve:

(a) respecting, understanding and taking care of cultural, social and individual diversity (responding to the expectations and needs of students);

(b) providing equal access to quality education;

(c) close co-ordination with other social policies.

A broad conception of inclusive education also addresses the learning needs of students with disabilities and learning difficulties. UNESCO defines inclusion precisely

"*as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children*".

Furthermore,

"… inclusion is about making schools supportive and stimulating places for staff as well as students. […] It is about building communities which encourage and celebrate their achievements".

Indeed, the design and the development of policies on inclusive education should not be understood as the sum of initiatives and efforts favouring specific groups (an endless and quite possibly incomplete list). On the contrary, the focus is not on categories but on the provision of friendly learning environments and diverse learning opportunities for all. The main challenge is to provide inclusive settings in all schools, through the provision of a diverse continuum of services that are part of a school network linked to other social policies.

The challenges of attaining inclusive education are therefore also related to the provision of a comprehensive set of policies aimed at:

(a) a pertinent and relevant curriculum with a vision that facilitates dialogue among various actors of the education system;

(b) a vast repertoire of diverse and complementary pedagogical strategies that can respond to the specificities of each student

(c) available physical facilities and equipment aligned with the designed curriculum and its implementation

(d) strong teacher support in the classroom—seeing the teacher as a co-developer of the curriculum

(e) engaging in dialogue with families and communities in order to understand their expectations and needs, as well as to promote their active participation in the schools.

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1.   An inclusive educational strategy implies the careful, detailed consideration of the specificity and uniqueness of each child and adolescent Student's learning: while the deviance discourse establishes a hierarchy of cognitive skills to measure the abilities of each student, the inclusion discourse highlights the open learning potential of each student, which can be progressively discovered and stimulated.

2.   Explanation of school failure: while the deviance discourse points out that the main learning difficulties are related to the deficiencies of the students' capacities, the inclusion discourse argues that the main difficulty lies instead with the inadequate responses generated by the curriculum.

3.   School response: while the deviance discourse states that the learning process should be focused on the students' deficiencies, the inclusion discourse emphasizes the need to reform the curriculum and implement a cross-cutting pedagogy in the school.

4.   Theory of teachers' expertise: while the deviance discourse emphasizes the importance of specialized discipline knowledge as the key to the teachers' expertise, the inclusion discourse highlights the active participation of the students in the learning process.

5.   The curriculum model: while the deviance discourse argues that an alternative curriculum should be designed for those students categorized as low achievers, the inclusion discourse emphasizes the need for a common curriculum for all students. so as to provide them with effective educational opportunities throughout their lives.

In these terms, inclusive education is about the ways and the modalities by which teachers and students interact with each other and generate mutual empathy and closeness; how they understand and respect their diversities and jointly create suitable, attainable conditions for achieving relevant, pertinent learning opportunities for all.

Cognitive education plays a key role in achieving inclusive education as it tends to make children aware of their own cognitive functions, which can help them understand and learn better. It is an effective way for educators to address the needs of diverse populations by better understanding how students learn, think

and reflect, critically and creatively, and how this understanding can be used in the construction of a meaningful curriculum and related learning.

As a contribution to the discussion of pedagogical approaches to inclusive education, Skidmore draws attention to the differences between a pedagogy of deviance and one of inclusion. In overall terms, inclusive education implies four key elements:

1. It is essentially a process of looking for the most appropriate ways of responding to diversity, as well as trying to learn how to learn from differences.

2. It is linked to the motivation and development, through multiple strategies, of students' creativity and their capacity to address and resolve problems.

3. It comprises the right of the child to attend school, express his/her opinion, experience quality learning and attain valuable learning outcomes.

4. It implies the moral responsibility to prioritize those students who are at risk of becoming marginalized and excluded from school, thus obtaining low learning outcomes.

Inclusive education and social inclusion

The urgent need to advance the democratization of opportunities that would enable all children to access and profit from a high-quality equitable education draws on the concept of inclusion as a central strategy to foster educational and social change. Inclusion, from an educational perspective, can help address the traditional and structural problems of poverty, the challenges of modernization and social and cultural integration, and the growing diversity of national societies. Social inclusion and inclusive education are mutually implicated in a feedback relationship. Inclusive education seeks to address forms and contents of exclusion, such as the social gaps in access to information and communication technologies, the marginalization of disaffected young people (those who do not study, do not work and do not look for work); the lack of educational opportunities and poor learning outcomes among migrant populations; the cultural homogeneity of educational proposals that are not exposed to, or do not understand and value multiculturalism, and the stigmatization of cultural and social diversity as an obstacle to inclusion.

Inclusive education can therefore be considered a pathway to attaining social inclusion. From a societal perspective, inclusive education is clearly and closely linked to the discussion of the type of society to be attained; the kind of wellbeing desired for all citizens; and the quality of democracy and social participation we wish to pursue. Over the long term, education as related to social inclusion implies an understanding of the former as the key to citizenship and as an essential component of social policy.

Along those lines, the relationship between social inclusion and education highlights central issues of inclusive education related to:

(a) the struggles against poverty, cultural and social marginalization and exclusion;

(b) the consideration of cultural diversity and multiculturalism, as both a right and a learning context within a framework of shared universal values;

(c) the protection of the rights of minorities, aboriginals, migrants and displaced populations.

In the light of these issues, the following points are critical in understanding and advancing the conception and practice of inclusive education:

- Identifying the significance and priority given to inclusive education in governmental and state policies. Inclusive education, as a key social policy, is a powerful instrument to mitigate the adverse effects of social inequalities and cultural disintegration, as well as residential segregation. Inclusive education is useful in addressing the changing cultural, ethnic, migrant and social composition of schools, a major challenge to the development of efficacious and efficient government social policies.

- Fostering high-quality, equitable learning opportunities for all by considering the articulation, diversification and flexibility between the different ladders and pathways of the education system, its structures and contents, within a global, unified vision of basic and youth education.

- Developing a tailored approach to providing a real opportunity for educational success for each child, focusing on the learning needs of both potential and current students (those who have never attended school, those who are currently attending and those who have dropped out), taking

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account of their cultural, social and cognitive diversities as well as their ethnic origin, philosophical and religious beliefs and migrant status. Diversity in learning contexts should be considered a challenge and an asset to education, not an obstacle.

- Guiding, articulating and undertaking efforts and initiatives aimed at generating suitable conditions for achieving meaningful, relevant learning by conceiving the school as the main force for educational change, as well as an integrated institutional and pedagogical unit within a solid educational policy and shared curriculum framework, from early childhood to youth education.

- Renovating and re-creating teachers' professional roles, taking into account their ethical and societal mission and responsibility.

Teacher training should reinforce the ways teachers understand, approach and respond to students' differences; teaching styles should be revised and adjusted to align them with cultural and social contexts that are increasingly complex and uncertain; teachers should be considered co-designers and co-developers of inclusive education policies at the school and classroom levels, not as mere implementers of curriculum change. In overall terms, the transition towards inclusive education implies collective thinking and action on:

(a) the concept of social justice and social inclusion;
(b) beliefs surrounding the learning potential of each student;
(c) the conceptual frameworks that sustain good teaching and learning practices;
(d) endorsing a comprehensive political and technical vision of curriculum encompassing processes and outcomes.

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Some reflections about citizenship, diversity and migration. [11]

Increase of international migrations

Spain: residents and foreigners
1990: 0,8%
2013: 12 %

Catalonia:
. **1900:** *2 milions of inhabitants*   . **2013:** *7 milions of inhabitants*
. **Foreign residents:** 2013: 1.186.779 (15,7%)

Transformations in Catalan society

New socioeconomic challenges,
New cultural complexities

Crisi context

Problematization, homogeneization, infravaloration,
segregation,, now recognition,
low prestige of mother tongue,
Perpetual "foreign" status

US/THEM

1. NOT ACCEPTANCE
2. OPEN REJECTION
3. OPPOSITION
4. REACTIVES IDENTITIES, ENCAPSULATION

https://www.youtube.com/watch?v=_ZGsoXWb5bo
https://www.youtube.com/watch?v=P0H_IRnX9zU

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[11] PAMIES, J. (2015) Extraits from the presentation given at the Intensive Course.

Promoting recognition, belonging and empowerment
Non problematization, valoration,
Inclusion,
prestige of mother tongue,

CITIZENSHIP
ALL

1. **FLEXIBLE AND MULTIPLE IDENTITIES**
2. **A REAL ACCEPTANCE OF DIVERSITY**
3. **SOCIAL INCLUSION AND PARTICIPACION**
4. **WAYS AND POSSIBILITIES TO ACCESS TO CITIZENSHIP**
5. **PROMOTE SCHOOL SUCCESS, SOCIAL INTEGRATION AND SOCIAL MOBILITY**
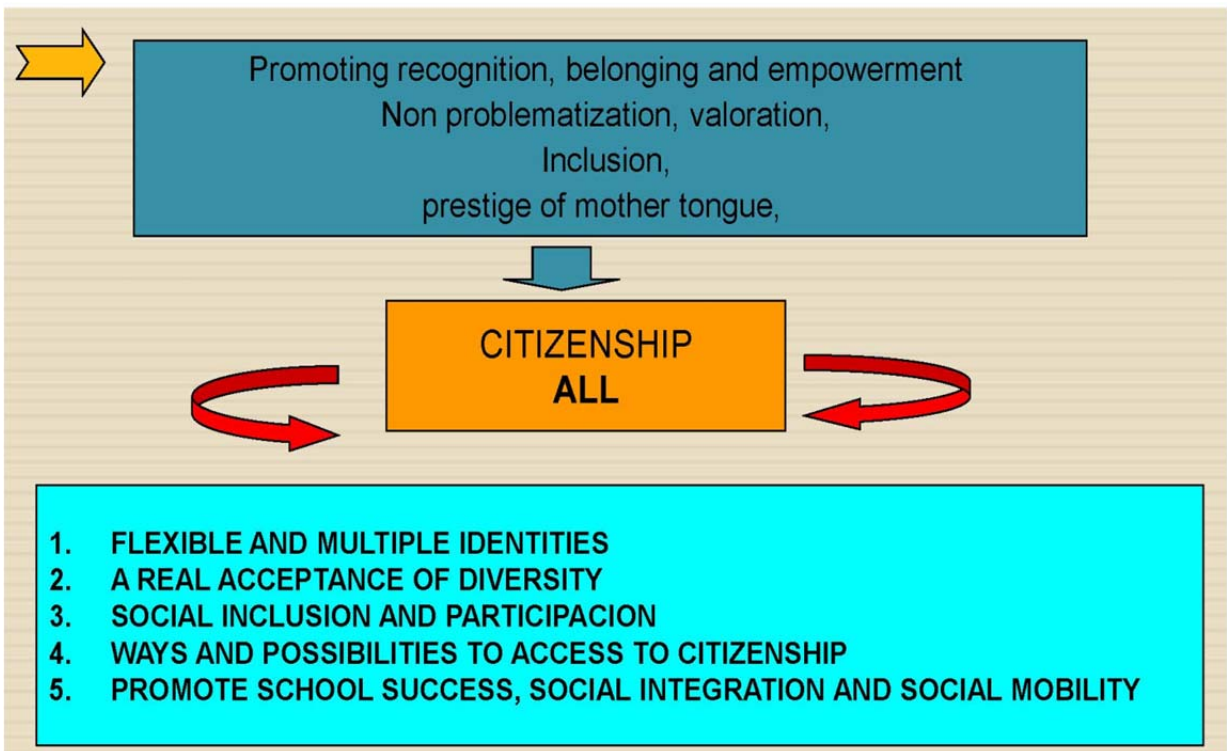
School: the only social institution of compulsory contact between minorities and majorities.

Sometimes the schooling conditions of the immigrant students tend to represent them as being at a deficit.

As they are defined as pupils with "specific" or "special educational needs" almost determined by cultural descent, they become targets of all kind of compensatory practices in this perspective.
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Schooling of students/sons or daughters
of Moroccan families become a problem

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Booth & Ainscow, 2001: theoretical framework on inclusive education

From a 'medical' model to a 'social' model of education

LEARNING

SOCIABILITY   **PARTICIPATION**
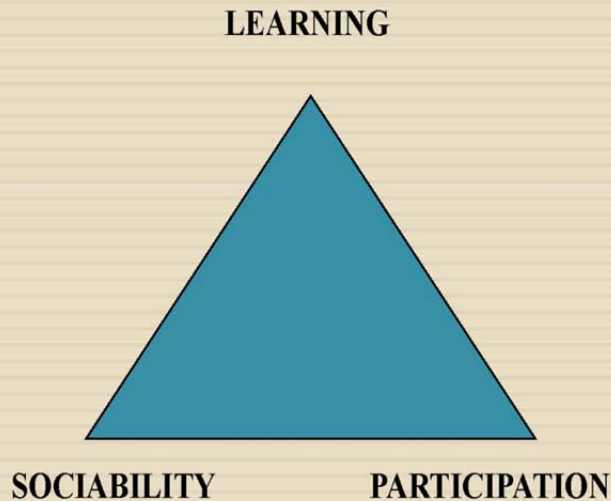
- Identify and analyse barriers to learning and participation set up by schools
- Redefining 'conditions of integration'
  - Inclusion and 'interculturality' in school experiences
    - Inclusion: (identifying and) overcoming barriers to learning, participation and 'sociabilidad'
    - Interculturality: (negotiating and) promoting recognition, belonging and empowerment

Monocultural hegemony and social stratification
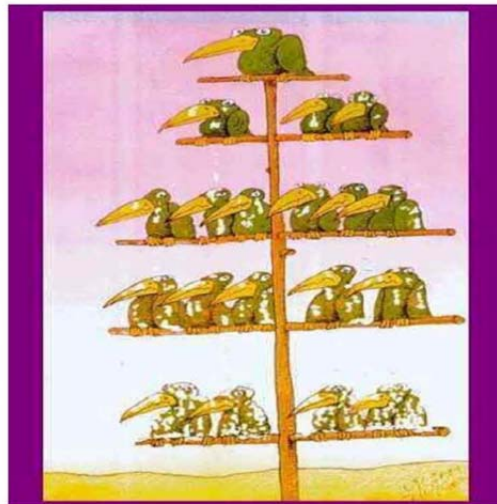
Hegemonic school model and reproduction

De la organización "Taylorista"

Democratic model and emancipation

A la personalización

Multicultural citizenship and social cohesion

Let's create a multicultural Europe

Analysing school experiences to improve educational and social inclusion

Conditions that have promoted achievement and can be attributed to positive school experiences (belonging, motivation, engagement... exploring experiences of sociability, participation...)

Focus on high achieving immigrant students in post-compulsory education in the university track

Where are we going ?
Which way do we have to take?

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Designing and implementing international projects for intercultural competence [12]

It is becoming increasingly frequent for teachers to incorporate new teaching and learning approaches into their classroom practice, including the use of computer technology. Commonly known as Information and Communication Technologies (ICT) or sometimes called ILT (Information and Learning Technology), social media platforms and other tools have been greatly influential in creating new opportunities for innovative teaching approaches (Dooly, 2008)[13]. Indeed, many teachers are fast becoming aware of the potential for "interactive", innovative uses of Internet and other ICT tools that can easily provide opportunities for collaborative projects which focus on collaborative learning. They also provide the opportunity for students to become aware of, and make use of multilingual and multicultural resources that make up the 'composite' of what signifies the 'European Identity' (see section by Villanueva: Europe: A cradle of diversity; Rifa: European identity and cultural heritage).

Inevitably, these new practices developing from the integration of Internet use in classrooms is ushering in unexpected changes in teaching objectives. One such change is the need for a new understanding of communicative competence which includes interculturality.

International collaborative projects which use Internet as the tool for communication are providing much wider opportunities for students to contact and communicate with other individuals outside of their own country. This entails learning communicative skills which may not have been the focus of classes before the integration of such projects (whether these classes are social studies, foreign languages or citizenship education and so forth, the actual indepth, hands-on exploration of intercultural aspects is not easily integrated into a stand-alone classroom). For instance, many times the goals of language lessons deal with contexts within local arenas such as restaurants, offices or schools, however, international collaborative projects will necessarily require other types of communicative skills: intercultural communicative skills.

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[12] Extracts from M. Dooly (2005). Internet and language teaching: a sure way to interculturality? *ESL Magazine*, 44, 8-12.

[13] Dooly, M. (Ed) (2008) *Telecollaborative language learning: a guidebook to moderating intercultural collaboration online.* Bern: Peter Lang.

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It may seem to be self-evident that an internationally collaborative ICT project will incorporate intercultural knowledge, awareness and communication skills as goals to be achieved during the project. However, it could be argued that there is a difference between intercultural *knowledge* (knowledge and understanding of other cultures) and intercultural *communicative skills*.

Many Internet projects are designed for the exchange of different types of knowledge about the students' respective cultures. This allows for an increased understanding of the other culture, however, this is not necessarily the same as developing intercultural skills. It is up to the teacher who is designing the task to decide if the development of *intercultural communicative skills* is an aim of the project and then to incorporate steps which will help develop such skills. But what exactly are the differences?

- *Intercultural knowledge*: research about or exchange of information concerning cultures different from one's own. This results in *knowledge* about the other culture.
- *Intercultural communication skills*: recognition of personal value system and preconceptions + added knowledge about other cultures. This results in *empathy* with the other culture.

Quite rightly, Internet, due to its multicultural and multilinguistic nature, has been proclaimed as a significant tool for teaching intercultural competency. What are some of the goals in a programme designed to teach intercultural competency? Some goals of such a programme entail that the student should be able to:

- observe, identify and recognise elements of their own culture and others' cultures;
- compare and contrast;
- negotiate meaning;
- tolerate ambiguity;
- effectively interpret messages without assuming underlying stereotypes;
- limit the possibility of misinterpretation by exploring assumptions;
- defend one's own point of view while acknowledging the legitimacy of others' perspectives;
- have the ability to accept differences between individuals

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By all appearances, the incorporation of ICT in language classes can help promote those very objectives. However, there are still some important issues which arise from the topic of ICT and interculturality. One of them is the question of whether ICT in classroom practice automatically promotes interculturality. Many teachers first become interested in using Internet in their classes because of the opportunities provided for language use and "authentic communication".

Nonetheless, it is important to point out that there are different ways of "communicating" through Internet, and not all of them require the same level of intercultural competence and collaboration. According to Judi Harris[14], internet communication projects can be classified according to purpose. Evidently, the purpose of the student task will influence the amount of communication and possible intercultural communication required. Harris classifies the three types of internet tasks as:

— Independent: This work requires a minimal amount of intercultural or even interpersonal communicative skills. This would include any work which requires browsing or searching for particular information on one's own, as in research.

— Interdependent: This includes any type of information exchange such as emails or discussion groups. These tasks usually require interpersonal and intercultural skills, according to the way the project or communicative effort is set up.

— Problem-solving: Tasks designed for problem-solving also involve a high level of communication and subsequently will require developing or enhancing interpersonal skills.

These different task purposes must be kept in mind when designing an international collaborative ICT project because the need for intercultural skills is more of a requisite for some tasks than it is for others. Learning intercultural skills can even become a part of the design of the task. Projects involving interpersonal exchange can become sites for bringing together cross-cultural partners for discussion about a wide range of topics, including cultural aspects of different areas of life.

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[14] Harris, J. (2004) *Enhance Learning with Technology*. http://members.shaw.ca/priscillatheroux/purposes.html

Some ideas for designing interpersonal exchange include:

– Key pals;

– Internationally organized meetings or videoconferencing;

– Electronic interviewing" of a personality known by all the partners;

– Collaboratively created webquest (partners exchange   information to be included in the final version);

– Collaborative writing of an electronic journal

All of these types of projects can facilitate the exchange of ideas amongst students from different cultures. These can be complemented by setting up common databases or electronic publications based on the exchange of information amongst partners. All of these tasks require knowledge and use of intercultural communication and therefore will help the students develop and further their intercultural communication skills.

The third type of Internet use, problem-solving, integrates most fully the use of communicative skills, especially if the problem-solving is done collaboratively. If the project is designed to incorporate global partners, it will necessitate the development and use of intercultural communicative knowledge quite extensively. By involving the students in different areas of problem-solving, they will be required to use communicative skills for many different purposes (Dooly, 2013)[15].

As a means of calibrating the type of activities the partners want to integrate into their project, they can ask themselves if students will   principally work in-class (locally) and then exchange information or tasks to be continued (show and tell); work partially in-class to complete some tasks but also collaborate some with their partners online (zig-zag) or work completely interdependently (all international partners) in the completion of tasks (cogwheels).

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[15] Dooly, M. (2013). Promoting competency-based language teaching through project-based language learning. In M.L. Pérez-Cañado (Ed.) *Competency-based language teaching in higher education,* pp. 77-92. Dordrecht: Springer.

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The third option is, inevitably, the most difficult to plan and implement but it also ensure the maximum intercultural exchange – as collaborative efforts with online international partners will require constant negotiation and re-negotiation of understandings between the partners.

'Collaborate-o-meter'
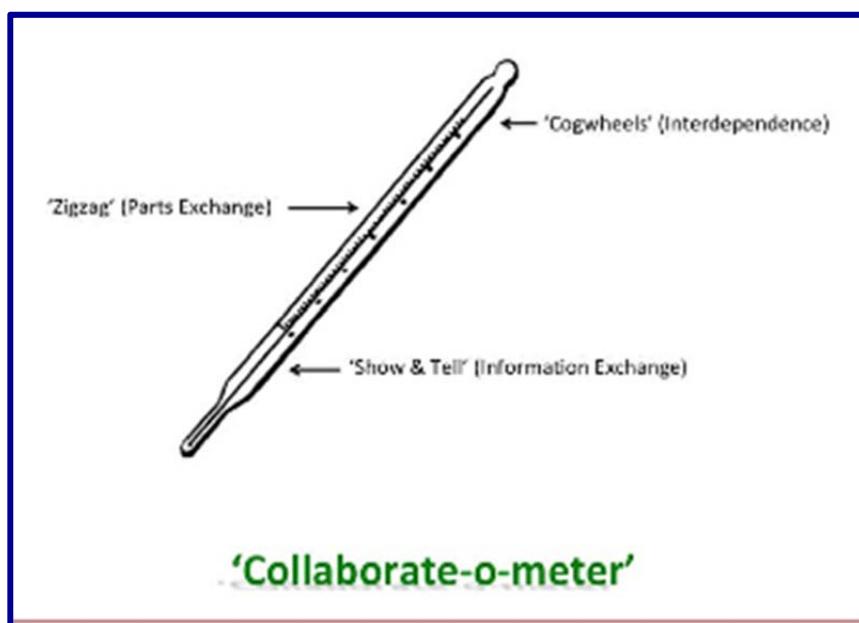
There are some caveats to bear in mind when designing intercultural ICT tasks. Collaborative projects which endeavour to incorporate international aspects of negotiation, communication and learning may result in better intercultural communication skills, however it is not guaranteed simply by involving different global partners. Exchange of information about each other's culture can easily remain within the category of "tokenism"[16] especially if the topics of exchange can be "misinterpreted" by the other as merely folkloric.

The risk of this happening is increased by factors. For instance, the age of the students may influence how much critical awareness can be expected – if the students are too young to understand nuances of cultural differences, it may remain folkloric. Also, the amount of time available for the project can be important – if there is not enough time to explore beyond the first appearances of cultures then the knowledge assimilated by the participants may remain quite superficial. A project which does not allow for sufficient time for reflection, questioning and assimilating varying perspectives about the different cultures can have a similar effect.

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[16] Banks, C. A. M., & Banks, J. A. (1989) *Multicultural education: Issues and perspectives.* Boston: Allyn and Bacon, Inc

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This should not be taken to imply that such projects are not beneficial if they are not profoundly significant intercultural research projects! It is simply to state that because a project involves international partners, this does not guarantee that the students will have opportunities for learning about, developing or enhancing intercultural communication[17]. The best way to ensure such learning is through careful planning.

The above-mentioned elements of interculturality must be considered within the first preparatory stages of the project. Teachers must foresee possible "anxiety" and "uncertainty" by the student which come out in the affective stages of communication when dealing with unknown and unfamiliar situations of interaction. This anxiety may manifest itself through student reluctance to make contact with other partners or may be manifest in the behavioural stage if "miscues" in the Internet communication occurs. Some ways of preparing for this and for ensuring that intercultural communication skills are incorporated into the project are:

> Do some preparatory work on general knowledge about the partners' culture: what do students know, what do they expect, what do they want to find out? How do they anticipate the partners' communication skills to be? (If the student expects the partners' level to be much higher, this may produce anxiety, for instance).

> It may be necessary to pre-assign individual partners for some tasks (e.g. do not expect students' to take the initiative to pick a partner from an email list. This is akin to asking them to introduce themselves to a stranger at a party).

> Work out the strategy, schedule and each step to be taken for the collaboration with the partner teacher.

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[17] Dooly, M., & O'Dowd, R. (2012). Researching online interaction and exchange in foreign language education: Introduction to the volume. In M. Dooly & R. O'Dowd (Eds.) *Researching online foreign language interaction and exchange: Theories, methods and challenges* (pp. 11-41). Bern/Wien: Peter Lang.

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Expect the unexpected and prepare for it. For instance, synchronized meetings may fail because of Internet infrastructures. It is best to have a back-up plan which does not go to far out of line with the planned class (e.g. have a webquest on intercultural communication prepared and installed in the computers if the planned on-line meeting cannot take place).

Use class preparation time to inquire into "digital communication": what norms already exist and what has yet to be established, for instance. (e.g. CAPITAL letters are usually taken as "shouting on-line").

Have the students develop their own rules for "digital communication".

Plan a time for negotiation between the partners about acceptable "digital communication".

Have the students chart their own "intercultural communication skills" throughout the project.

Hopefully, through guided reflection, as students experience linguistic and cultural otherness, they will integrate this into their existing linguistic and cultural understandings. This will lead to greater intercultural awareness and self-awareness as well. Some writers[18] feel that reflecting on self-identity as well as other's identity can help students break away from stereotypical beliefs about others. This would be a welcome complement to the intercultural element of a success internationally collaborative ITC project! And it may well lay the cornerstone to help students explore the diversity that makes up Europe: "the linguistic, national and religious mosaic, the differences in lifestyles and cultural manifestations, the variety and multiplicity of languages, the fluidness of spaces and places" that are students' "common heritage"[19].

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[18] Byram M. (1989) Cultiural studies in foreign language education. Clvedon: Multilingual Matters and Holliday (1994) Appropriate methodology and social context. Cambridge: Cambridge UP
[19] Villanueva, this text, pp 17

The school projects

One of the main outputs of the course "*VoiceS - Integrated competences for European Teachers. Giving voice(s) to identity, culture and diversity in school networking*" was the planning of collaborative international projects to be developed by the participant teachers in their own schools. These projects, inspired by the theoretical and practical input of the course, should be implemented in the different countries within a maximum period of 3 months. The school projects that have been planned in the course developed at the Universitat Autònoma of Barcelona are edited in this e-book.

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http://epthinktank.eu/2014/03/20/teacher-education-in-europe/

The Voice of the European Teachers

Let's hear our voices!

Participants in the project

Teacher	Country	School	Pupil's age
Anne Nijhuis	NL- Enschede	OBS de Prinseschool urban public school	4, 5, 6
Alev Savran	NL - Enschede	OBS de Prinseschool urban public school	4, 5, 6
Daphne Springer	NL - Hengelo	OBS de Rank urban public school	10, 11, 12
Marit Kruiskamp	NL- Hengelo	OBS de Rank urban public school	5, 6
Çağrı Mahmut Çelik	TR-Bursa	Vakif Ortaokulu urban public school	11-14
Bridget Crowhurst	UK- Derby	Derby Shire County Council rural public school	9 - 11

https://www.youtube.com/watch?v=K782tRbPVs4

The Voice of the European Teachers

Aims and objectives

Our aim is to use creativity to show the 21th Century Skill of cross curricular understanding, knowledge of cultures and respect of other's language. These are the reasons why we have chosen this as our Voices project: as we work with different ages, we decided on a medium that our children could all use interpret and access. Song brings us together as one European Voice. Our colleague Mahmut is a music teacher and therefore we can all participate fully with this medium.

Description of the project.

Introduction phase:

Short movie (2 minutes maximum) which contains:

1. Distinctive fragment of the National Anthem.

2. Stereotype icons of your country e.g. tulips etc.

3. Personal Introduction of your Class from your children

Interactive phase:

Main idea: Learn songs from other countries with a cultural background explanation.

1-2 music tutorial movie. Early Years: 1 song

Make sure the phonetics are in the movie in order to understand how to sing it.

Planned activities with pupils

1. Project Introduction.

2. Thinking about the presentation. Skype session between countries/ mail between the teachers

3. Recording the presentation (creative process)

4. Receiving the other presentation and watch & learn. Skype thank you session (questions)

5. Introduction lesson of Brother John/Vader Jacob/ Tembel Cocuk

6. Discuss with children how we can teach our song to the other children

7. Use a tool to teach the song in a different language. E.g. creating a flag - colouring sheet

8. Evaluation

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Project development. Routing Voices Project.

When? (Date)	What?
March W11 9th of March – 1st Lesson Wk12 16 March → 2nd Lesson Wk 13 23 March → 3th Lesson Wk 14 30 March Skype session Wk 15 6 April → 4th Lesson Wk 16 13 April → 5th Lesson Skype thank you session Wk 17 20 April → 6th Lesson Wk 18 27 April → 7th Lesson Wk 21 18 May → 8th Lesson Wk 22 25 May → 9th Lesson Wk 23 1 juni → 10th Lesson Final Skype Session Wk 24 Deadline (Closure) 12 June is the maximum Deadline	In the Week of the 3rd lesson: Create the introduction video and send it this week!! (via Youtube) In the Week of the 8th Lesson Send your version of Brother John via Youtube

Development of the project in The Rank School in the Netherlands

First we introduced the project to our students in both groups (younger and the older students)

See our movie:

https://www.youtube.com/watch?v=TCWudaZHkR4

We brainstormed about what to do and the kids decided to make a movie with some special things about the Netherlands.

We got some movies back from Turkey and we enjoyed seeing them. Three children wanted to say thank you by making a letter for Turkey and speaking it into a movie.

Then we learned the different songs. Especially the Turkish song was really exciting to learn.

We are looking for the text on the digi-board. See our movie:

https://www.youtube.com/watch?v=65FjUPnirYg

The Voice of the European Teachers

Thank you for listening to our voices!

Final reflections.

We were very happy to be involved in the project. We liked the meeting in Barcelona. The work after the meeting was really nice to do. The children in my classroom were very excited about the cooperation with Turkey and England. In every lesson the students where very motivated of showing something from other children in the world. The students enjoyed looking to the movies from Turkey and they learned a lot of this country. We think it's important to introduce Europe to the children because of their future jobs. We learned a lot and we love to go further after summer. We also gathered movies from each other.

de Rank
daltononderwijs

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Development of the project in Turkey:

First we introduced the project to our students in both groups. We made a presentation video including our country, our national anthem and our students.

We made 4 lessons about the song because my students were 11 years old and the melody was easy for them to memorize. We brainstormed about the melody and then the 'Brother John' lyrics in the first two lessons. The lyrics were a little easier than the 'Vader Jacob' lyrics because the students study English 3 hours a week and also the lyrics were more similar to them. I wrote the lyrics on the board and it took 2 lessons.In the second two lessons, we tried to sing 'Vader Jacob'. I wrote the lyrics on the board and i had my students listen to the song with my mobile phone on internet. In these lessons i just had them practise the lyrics at first. Later they combined the lyrics with the melody and finally they learnt the song.

During the project we made a Skype session with OBS de Prinseschool on March. Our students met each other and it was quite nice to talk with the teacher Anne NIJHUIS and with her pupils. We talked about our project, sang our national anthem and our song in Turkish.

https://www.youtube.com/watch?v=Hr323lwWr_4
https://www.youtube.com/watch?v=fuv0K4fCw-k
https://www.youtube.com/watch?v=RHEeK-AVLEI
https://www.youtube.com/watch?v=3q2WHEcNXsI
https://www.youtube.com/watch?v=CsonEZz8f-4

Development of the project in the Prinseschool in The Netherlands

This is the introduction of us. The children came up with a lot of good and personalized ideas to 'show themselves' to the other children.

The Voice of the European Teachers

We had a skype conversation with Turkey and extended our introduction. We also shared our voices by singing for each other.

Here's the QR code of our interaction

Some of the parents came in and shared their 'voices'.

Here's are the QR codes of this event

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At the end of this project we learned the Turkish and English version of Brother John by heart. It was an amazing journey in which the children specifically learnt a lot about the Turkish culture and music.

Here's the QR code

We were very happy to be part of this project. We liked the intensive course in Barcelona a lot, because we got to see a lot of good practices theoretically and practically. The Monkeys and Dolphins were enormously curious about the other children and their school. Especially about the children in Turkey, since a lot of them are ethnical Turkish. Due to that matter we invited a few parents to show us something of their Turkish inheritance and culture.

Now we all know how to count to 10 in Turkish and sing a Birthday song like 'Ikiye Dogdun'. We also tasted "baklava" and other Turkish delicious dishes. The ethnical Turkish children gained a lot of confidence, since they were a bit 'special' during this project and all. For once they had an advantage. Another positive side effect due to this project was and is the involvement of the Turkish parents. They feel more connected.

Since we're a bilingual school, the children are pretty familiar with English. However, we also spend a few lessons on the English version (Brother John) and in those lesson we talked about (stereo)typical English objects and a bit about the geography as well. Thanks for listening to our voices!

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Birds of a feather flock together.

We are five European schools that proposed to share a common topic: our identity through our citizenship. We think that our languages build the way we are, how we understand reality, but also, that each culture adopts new substrates and new ways to comprehend our environment. We just need to build new bridges or emotional links to understand each other. In this perspective, we tried to construct a pretext to share our future heritage with our European neighbors. Our project was based in the topic of birds.

The project members are:

Michaela Tomášková from Základní škola (Jeřice, Czech Republic.) a small village school with 15 pupils aged 6-11 years old. We put emphasis on general education for primary school children and mathematics, computer science, language and aesthetic education plays an important role in the curriculum.

Maria Assunta Aleo from Istituto Comprensivo "R. Pizzigoni" Scuola Secondaria "G. Puecher" (Milan, Italy) a big public institute, which includes a primary and secondary school levels. It is well-known in its territory for their method, founded by Giuseppina Pizzigoni, which offers students the opportunity of learning "through experience". Here all subjects have dignity and importance, and the students are taught to gain knowledge, competences and self-expression. The project has been carried out by secondary students aged eleven years old, through English, Literature and Poetry, Art and Music subjects.

Fatima Garcia from Centro Escolar de Baguim do Monte, (Portugal) that belongs to the Agrupamento Escolas de Rio Tinto Nº3, a school trust that shares buildings, teachers and other resources to teach a wide population of students.

Sergi Pascual from Joanot Alisanda School, (Sabadell, Spain) an Infant and Primary public school which main goal is to educate in freedom, harmony and respect for the rights and duties of everybody while being responsible with them, promoting human solidarity and educating for cooperation and international peace. The school highlights reading, language, science lab, music and arts, as a backbone of its curriculum.

The Voice of the European Teachers

Marjan Brands from OBS Stedeke, a midsize, Primary public school situated in the center of Diepenheim (The Netherlands.) It has a public denomination, which means that the school grants access to all children, regardless their race, culture, status, religion or believes. The school has a lot of extra spaces, besides the classrooms, as rooms for arts and crafts, for building and construction, for physical education for the youngest and a school library, with a sizeable English section

Aims and Objectives

- To create interest through different subjects, such as: Science, Art, Music, Literature and Poetry
- To give emotional inputs
- To create pretexts to share /create emotional links
- To know European citizens: identity and personality

Planning and timing

We established four steps to divide the task in different dates:

1st step.

- Introducing ourselves. Sending birds pictures from the school yard, from the city, from our countryside, from home to start a science research. We divide our pupils in teams attending to get similar speech.
- ▶ Pupils introduce themselves and tell us something related to the birds: where they can find them, family experience. Local or personal stories, knowledge about birds.

We would like to get a personal collection, identifying them, trying to find common breeds with less than 20 kinds of birds.

2nd step.

Sharing information about who we are and how we work using birds as a pretext. Sending files, taking care about personal aspects: Todd Parr book, hobbies, pets, sharing book marks, experiments

3rd step

Closing the final project:

- Czech Republic: Music and Art
- Italy :Arts and crafts
- Portugal: Miniature
- Spain: Story telling
- Holland: Song and Art

4rth step: Dissemination and Report of the project

- Showing our projects in the school. Making a Blog. Internal evaluation. Sharing emails, pictures and videos of the making off.

Communication

- We sent weekly messages to share information and ask doubts.
- We published the work in our blog, and we sent files. It has been useful to show each other work for a better understanding of what and how it is going on.

## Activities with pupils

We agreed a similar plan.

In Spain, pupils discovered that we have a lot of things in common with birds, as our families' structures, and they tried to represent it preparing an exhibition inspired by Todd Parr family tree story.

Pupils worked about this topic in the Natural Sciences sessions introducing emotional ingredients as the references to their own families and names. Once finished, their work has been shared with the other project partners. Catalan pupils presented also the feast of Saint George: on the 23rd of April the schools run a literary contest celebrating that this date is the Book's Day. Pupils showed the contest in their school and they wrote a bird tale, to be presented to the contest.
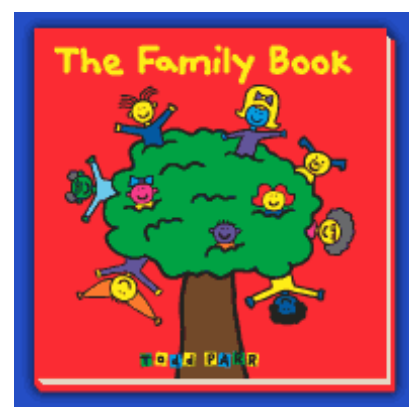
Our tale: The good hunter

During this weeks next to Saint George day, we elaborate differents tales. Last week, we have divided the class in three groups. Every team has made a part of the story and them we have connected the differents parts. We think that the result is quite good. Enjoyed!!!

https://vimeo.com/125943706

Now put the feathers between you and the candle...and blow
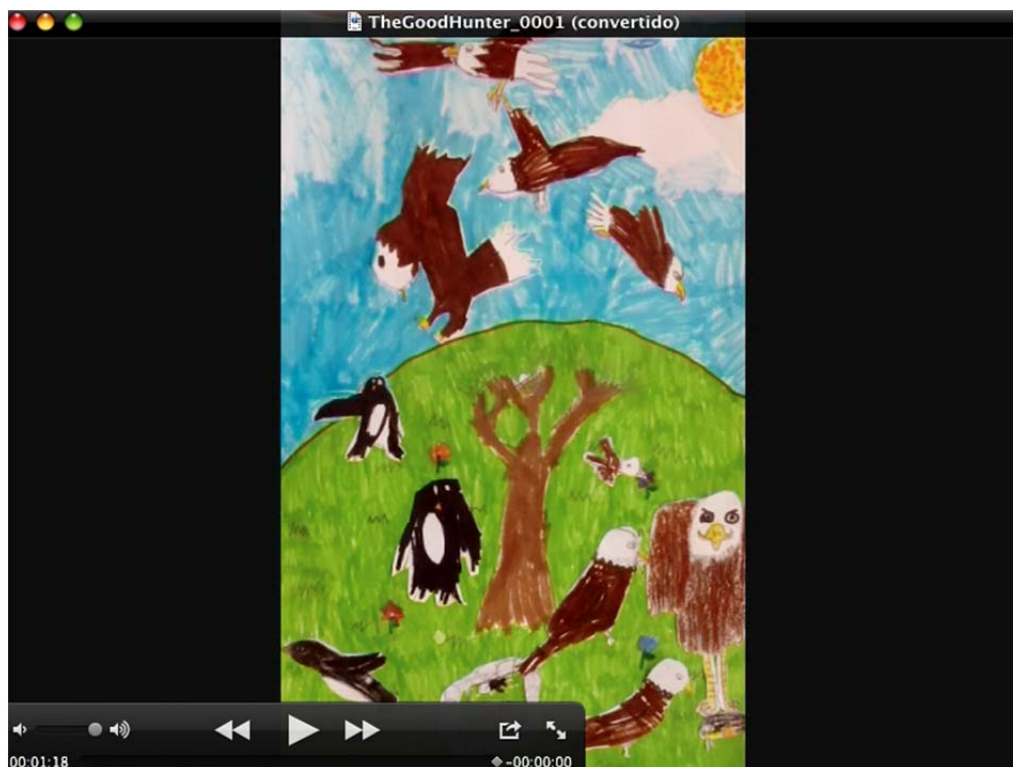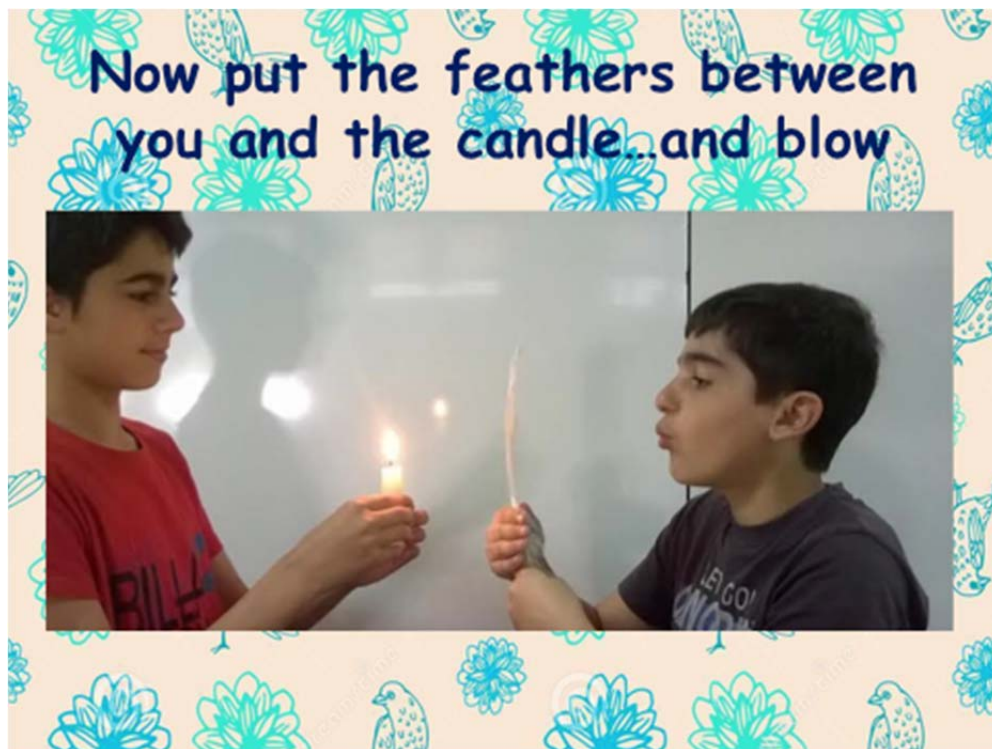
Portuguese pupils approached a scientific view about birds. The students presented themselves and made an easy experience with feathers. At the end they have prepared an exhibition of art work made in the class.

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The project has been carried out in Italy by a class of students of the secondary school, aged eleven years old, through the subjects: English, Literature and Poetry, Art, Music. Italian pupils produced texts and poems developing the topic "Flying is" and "If I were a bird". A short video has been made, showing the children performing their production. They have produced acrostics on the word "Flying", giving voice to their thoughts and dreams about the idea and concept of "flight" as well as pictures of their work. In the classroom, they have read and learnt some passages in English from the novel "Jonathan Livingston Seagull" by Richard Bach, about the idea of flight as freedom, dignity, experience and sharing. Pictures of their work have been taken.

Students have learnt and sung a very famous Italian song, titled "Volare" ("Flying") with lyrics in English, on the theme of flying as a way of setting imagination free and giving "wings" to communication, sharing and friendship. A video of the performance has been made.

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A mural painting on the walls of an area of the school has been produced by the children, showing birds and other flying animals, always on the theme of "flying" as a way of travelling, dreaming, getting experience and sharing. A sentence has been added, quoting "come as you are", in symbol of tolerance and acceptance of different statuses and situations, always having in mind the title of our project, "birds of a feather", which may be different in start, but "flocking together", become part of the same flock, same aims, and fly together in friendship towards life. This has inspired us throughout the work, from the very beginning in Barcelona to all the steps realized with the students. Pictures of the mural painting have been taken at the end of the work.

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Czech children have worked on a project in more subjects. In art class have painted birds, in biology visited a rescue station for animals and looked at bird's predator. In English texts elaborated on the theme of the life of birds in different countries. In the geography we have worked with the track of the migratory birds.

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And this is the king of birds. Bye.

The Netherlands has worked with pupils from 5 and to 6 years old. They have begun making a mindmap about 'Birds'. The children have taken books, birdhouses and a lot of other things to school. Also they have made a nice table with all these things. In a video they have introduced theirself in English. In the next weeks they have worked in the theme: Birds. They have made Birdhouses, colorful birds with paper and we draw weird birds. They have had a lot of fun and the class has been very colorful with all the things they made.

All the students have worked with enthusiasm and got the communicative, European dimension of the project, always willing to share their "voices" with those of their European friends.

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Final reflection.

All the pupils participating in this project have known a new shape to interact. Distances have been made closer. Families have followed the project and have given congratulations for the teachers' effort. Perhaps we are so far away but the distance doesn't draw differences. The way we work, feel, and express, make evidence that Europe has foreign languages but not strange friends.

With this project we build a community that inserts the constitutive elements that culture requires. Those ingredients are necessary to engage the complex phenomenon of communication: the interaction. A strong participation makes birth a strong value that spread your ideas and culture wider. Also provides opportunities for reflection between our communities and the sense to be European. We don't need a weak subject, we need a well-shaped Europe.

In a scholar point of view, creates a learning support, motivates and raise the communication level. In a short future our pupils will require networking skills. School tries to represent the reality. Nowadays our society and culture change so fast. Because of this we must place these abilities in our curriculum as soon as possible. To train this aim now means to set a successful future. On the other hand, Europe is not so perceptible for young learners. This kind of tasks provides us with meaningful drills to reach this objective.
http://mybirdyourbirdsourstories.blogspot.com.es/

T4T

T for together project, Travelling through diversity

The Schools involved in the project are from four European countries

Teacher	Country	School	Level of students
Isabella Baumgartner	Austria	Bundeshandelsakademie Feldbach	Lower Secondary.
Noemi Morrone	Italy	I.C.Rinnovata, Puecher Secondary School , Milan	Lower Secondary
Cristina Lourenço	Portugal	Agrupamento de Escolas de Rio Tinto n°3, Oporto	Lower secondary

Aims and objectives

The aims and objectives of our project are:

- To practice ICT
- To integrate languages
- To improve English
- To become open-minded towards other cultures
- To stimulate creativity and creative thinking
- To create and share transnational curricula
- To introduce entrepreneurship activities

Description of the project.

This project is created for secondary schools students. At this age they start using social networks to keep in contact and to know new persons. That's why we planned a project that wishes to let students from different countries start knowing each other, introducing themselves, their city and then their countries.

Under the control of the teacher we decided to create a safe virtual place where students can meet, talk about themselves, start knowing different countries and use English as communication language. In the month of March we opened a facebook closed group for the project called T4T, T: a virtual place to share

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videos, pictures, ideas and suggestions. All teachers were invited. Every classroom could create a facebook account just for the project. The closed group on facebook are safe because only the friends of the group can see the things posted on the page. During the month of April the students had to create personal presentation videos to introduce themselves to the friends in other countries and in May, we had three skype videoconferences in which the students of Italy and Portugal met, introduced themselves and knew beautiful landscapes and great monuments of Milan and Porto. Each group presented their city to the other group.

Planned activities with pupils

1. Opening of the web closed group and invitation to all the participants to join. Invite all of them to post pictures of the classroom involved, of the school, of the city.

2. Prepare students to introduce themselves, to make researches on the monuments of their city.
Upload on the facebook page pictures of different activities of the classroom and video presentation of the school

3. Videoconferences: sharing materials, debate, main aspects of the chosen project

Project development in member countries
Portugal:

In Portugal, videos and pictures of the school and its different activities were prepared as well as the agreed video presentation of the students and a research on the main monument of the city. The pupils participated in videoconferences with the other countries colleagues.

Austria:

The austrian students posted a video and pictures of their school and the different activities they develope and also, they made a video presentation of the classrooum group.

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Italy:

A web closed group on facebook was created and all the teachers and their classroom were invited to join it. A video and pictures of the school and its different activities were prepared as well as a video presentation of the students. A presentation of the main monument of the city was also done. The group organised and developed some video-conferences with the other countries pupils.

Final reflections.

This project was really amazing as we worked together from the very beginning supporting each other, trying to use in a good way something that is really well known by the students. Using ICT to keep contact in the project, using them to create a safe place for teachers and students has the great opportunity to document the steps while we are doing them. Students feel much more involved. Teachers too are free to work together and at the same time document all the process the are making. At last the materials are always available for everybody in an easy and quick way.

https://www.facebook.com/groups/1616043858628354/?fref=ts
https://goo.gl/photos/YMGToZEgBJhaMzH68
https://goo.gl/photos/NsHDD3XavbfHqrrB8
https://goo.gl/photos/yEUpUgMK6sSmvkM7A

Life Long Letter Box (LLLB)

Introduction.

This project has been carried out by three European schools:

Teacher	Country	School	Level
Sevim Dönmez	TR- Bursa	3 Mart Azizoğlu	Primary
Bernardien Vloemans	NL-Diepenheim	OBS Stedeke	Primary
Marlene Grabner	AT- GRaz	Praxis NMS Pädagogische Hochschule Steiermark	Secondary

Aims and Objectives

Our project name is Life Long Letter Box (LLLB). We wanted our kids to have pen-pals from different countries. It is a great experience and way to improve their Englis Skills and to learn about different cultures. There are totaly 33 students in this project (ages between 8-11) and each child have a pen-pal from each country.Additionally we think that our kids can still keep in contact in the following years and such a good friendship when the are growing. Finding out about own identity and sharing it with friends from all over Europe.

Description of the project.

The general organisation was already made at the Inservice Course at the UAB in Barcelona! A timetable was already made up and hadn't been changed until the end of the project. The steps which should be made during the project and the timetable were made at the inservice course as already mentioned before. Changes in timing were discussed whether through a private facebook group, whats app messages or email contact.

Planned activities with pupils

March 2, 2015 : Introducing project to pupils and starting to decorate their postbox.
March 16 : Deadline to fnish decorating postbox.

March 23 : Taking pictures and videos of pupils and postbox and sending to partners.

March 23- April 17 : Starting writing 1st Letter and sending to partners.

April 28 -May 18 : Writing answers on postcard from hometown and sending to partners.

June 7 : Sending closing videos to partners and finishing the project.

Project development in member countries

- Country 1 (Sevim) - As Turkey group I followed all the steps accoding to the timetable. But as I have received the last postcards with delay after my school finished, I couldnt give the cards to the students and couldn't take the final finishing video.

- Country 2 (Bernardien) I followed the steps from our timetable. Sometimes it was not possible because of holidays or other importants things in our school. also sending the postcards take al lot more time than we thougt, so we couldn't make our final videos, only photos and we places them in our facebook group.

- Country 3 (Marlene) - I tried follow all our steps according to the timetable, unfortuntatelly it was not always possible, because other exams and important tests had to be done in class. Unfortunately also the postways sometimes takes a lot of time and so letters and postcards arrived with delay.
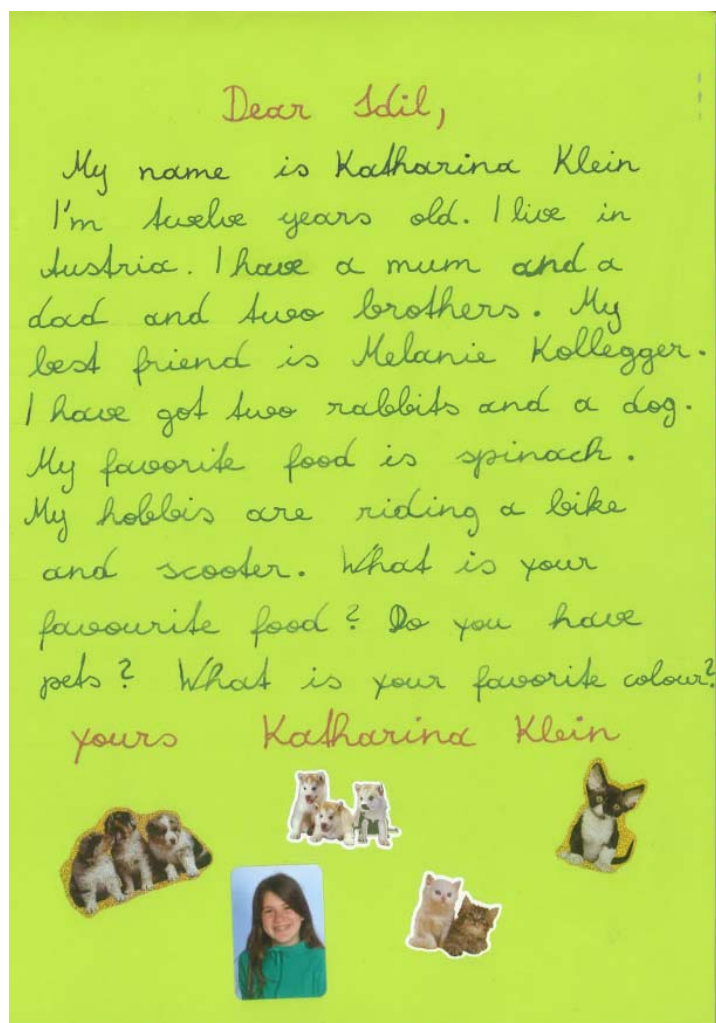
Final reflections.

Austria: Since there were many curricular exams and not many English lessons I had a bit trouble with the time management. Sometimes I was in delay with sending my letters/ postcards because of our lack of English lessons. There were many events and exams in the summer term which were not planable in beforehand.

Netherlands: The kids realy liked the project and couldn,t wait for the letters from turkey and austria.They were so happy everey time the letters arrived. Time management sometimes was a problem because other activities.

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> Dear Idil,
>
> My name is Katharina Klein
> I'm twelve years old. I live in
> Austria. I have a mum and a
> dad and two brothers. My
> best friend is Melanie Kollegger.
> I have got two rabbits and a dog.
> My favorite food is spinach.
> My hobbis are riding a bike
> and scooter. What is your
> favourite food? Do you have
> pets? What is your favorite colour?
> yours   Katharina Klein

Example Letter

Getting to know each other

Presentation of the partner schools

ZS HEYROVSKEHO, Czech Republic. It is the biggest school in the Olomouc region with its 800 students. It has got specialized classes as well as unspecialized classes. We specialize in languages, athletics and football. The teacher's name who participates in the project is Jana Manova.

NMS STUBENBERG, Austria. It is located in a rural region. It is a public school with only 68 students. The school has a strong social environment. Parents and various organizations are often involved in school life. The teacher's name who participates in the project is Sandra Edelmann.

AGRUPAMENTO DE ESCOLAS DE RIO TINTO Nº 3, Portugal
We are a school cluster of 9 schools (from pre-school, 3 year olds, to secondary school, 18 year olds), although each school has its own identity. It is a public school cluster with about 2500 students, in our school there are about 500 students. Parents and local organizations are rarely involved in school life. The teacher's name who participates in the project is Judite Moreira.

Aims/Objectives

The aim of "Getting to know each other" is presenting a school day in different countries at different times.
The involved subjects are History and English.
The students shall
identify cultural differences between educational systems in different countries,
recognize the importance of multicultural education,
reflect on the diversity of people and cultural backgrounds and
use the 21st century skills to create their projects.

Description of the project

General organisation:
Each school carries out its project. The results get presented to the partner schools.
Planning and timing:
Introduction deadline: 20.03.2015
Main activity deadline: 30.04.2015

Communication:

Regular teacher communication every two weeks via E-mail

Planned activities with pupils

Creating a presentation as an introduction: the students present themselves

Creating a video presenting school

in my country 100 years ago

in my country nowadays

Creating the ideal school

Project development in member countries

Czech Republic:

The participating class was a 7th grade athletics class. Before the first part began, the students were introduced to the project and they discussed how the final product will look like.

In the first part, the students prepared information about themselves and they created PowerPoint presentation together. Every student prepared one slide and introduced himself/herself via audio recording. In the second part, the students were asked to research schools a hundred years ago. They then started to prepare their presentations which were supposed to be the basis of their video presentation. The project is yet to be finished.

Austria:

The project was carried out by the 6th grade. For the first part of the project each student created a slide of a PowerPoint presentation to introduce themselves. The presentation was sent to the partner schools in Portugal and Czech Republic by E-mail.

For the second part of the project the students created a video presenting schools in Austria 100 years ago and nowadays. A former head teacher gave information about school 100 years ago and provided illustrative material.The final video was shared by Dropbox. For the third part of the project the students wrote about their ideal school.

The Voice of the European Teachers

Portugal:

The Project was carried out with a 8th grade class. The students started by making a video presentation of themselves, which was sent to the partner schools.

For the first part of the Project, schools in Portugal 100 years ago, the students interviewed their grandparents and did some research in the internet about school in the past in their own country. Then they decided which which features were more important for them in their school nowadays.

For the last part of the Project (school in the future) students, in group work, decided what their ideal school would be like. Finally they made a PowerPoint presentation that was shared by email.

Final reflections.

The Czech Republic:

The project wasn't completed yet in the Czech school due to scheduling issues. The main problem was to focus on the demanding parts at the end of the school year. The students were quite excited to participate in the project at first but they lacked the motivation to do home research and preparation, which meant the majority of work to be done in our English lessons which clashed with the curriculum a little and it prevented the project to be finished on time.

This was a first time I, as a teacher, participated in such a large project and I have learned from my mistakes. The project was a big experience for me and my students. The students appreciated the interactive aspect and for some this was their first chance to use English as a mean of communication.

Austria:

The participation in this project was a new challenge for me and my students. I have never done a project of this size so far. The students were very interested in the participation and full of enthusiasm to get to know students and schools from other countries. The use of new media brought excitement, motivation and a lot of ideas.

The project has worked well on the whole. Because of the deadlines and the limited time at school I had to manage the project more than planned. I always got support from my colleague, the native speaker at our school and a former headmistress, who gave us information about her own teaching experience and she provided a collection of previous school equipment.

Portugal:

The participation in this project had a strong impact in my students. They've never had the opportunity to look into and reflect on multiculturalism. In this Project they had the opportunity of learning about it, reflecting about it and become aware of the social impact it represents in our modern society/community. They were also conscious of how enriching to a community multiculturalism can be. Working in this Project has helped them gain conscientiousness of what being an European citizen means.

They also bacame aware of the important role new technologies play in our society and how and how fast they are changing our society.

The Voice
of the European
Teachers

European-Teachers.EU

The Voice of the European Teachers online.

Website: www.european-teachers.eu

Facebook: www.facebook.com/european.teachers

LinkedIn: www.linkedin.com/groups/EuropeanTeachers-4910935

EACEA
Education, Audiovisual & Culture
Executive Agency

Education and Culture DG
Lifelong Learning Programme

Written Mention

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The Voice of the European Teachers

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