

Newsletter Intercultural Active Citizenship Education

Issue 2, October 2006

Contents

1. INTERACT website
2. Next INTERACT Newsletter
3. Editorial
4. Statistics
5. Summary of WP4 report
6. Initial Conclusions
7. Summary of WP5 reports
8. Summary of WP6 reports
9. Initial Conclusions
10. Summary of WP7 reports
11. Summary of WP8 reports
12. Third transnational meeting
13. News and Events
 1. Project Dissemination Activities



SIXTH FRAMEWORK PROGRAMME

INTERACT Website

In our website (www.ces.uc.pt/interact) you can keep up to date with the latest work achievements, developments, publications; participate in the forum by making suggestions, giving ideas, asking questions, etc.; find suggestions on bibliography and relevant links on this area; and, of course, be up to date with the latest news and events on citizenship and intercultural education.

It is our aim that both this newsletter and the website become interactive spaces. So we invite you to participate actively in this work!

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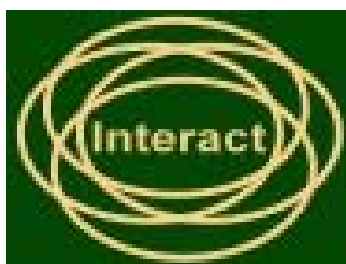
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Editorial

INTERACT, *Intercultural Active Citizenship Education*, is a 3-year project coordinated by *Centro de Estudos Sociais (CES)*, University of Coimbra (Portugal), with the following participants: Danmarks Paedagogiske Universitet, Copenhagen, (Denmark); Universidad de Valladolid (Spain); Institute of Education, University of London and University of Leeds (United Kingdom). In this second issue of the newsletter, we intend to give an overview of the progress of the project and approach the implementation of Intercultural Education and Citizenship Education official guidelines through school practices in the four participant countries. Furthermore, we present some initial conclusions based on the results of the analysis of the European and national documents regarding the Intercultural dimension of citizenship education, on the interviews to institutional actors (policy-makers, ex-ministers, etc.) connected to education, and on the analysis of national postgraduate programmes.



Statistics

Number of visitors accessing the INTERACT website

January 380	February 851	March 924	April 774
May 684	June 763	July 656	August 658
September 485			

Introducing the Project

This project focuses on the intercultural element of citizenship education and it aims to provide guidelines for teacher education in this area.

It has followed three main steps: (1) document analysis; (2) curriculum analysis; and (3) an empirical study.

INTERACT aims to establish links between official documents, curriculum design and the teachers' experiences, interests and expectations with regard to the intercultural dimension in Citizenship Education.

The overall purpose of this project is to contribute to the effective implementation of official guidelines on this matter and to the expansion of good practices that have been scattered in the schools.

Furthermore, this project is meant to map out, in each of the participant countries, the teacher development programmes and postgraduate courses that can offer relevant education for educators, as far as the intercultural dimension of citizenship is concerned, and to assess them in the light of the reviewed bibliography, of the official guidelines, at the European and national levels, and of the teachers' voices.

INTERACT is supported by the 6th Framework Programme of the European Commission and by Fundação Calouste Gulbenkian, and is being developed in four countries: Denmark, Portugal, Spain and the United Kingdom.

Teams

The INTERACT project includes four European countries.

In Denmark, Bente Meyer and Claus Haas collaborate in this project on behalf of the Danmarks Pædagogiske Universitet, Copenhagen, in the *Department of Educational Anthropology*. They are assisted by Katrine Dahl Madsen and Helle Rørbech.

In Portugal, Manuela Guilherme coordinates the project on behalf of the *Centro de Estudos Sociais*, Universidade de Coimbra. The team also integrates José Manuel Pureza and junior researchers, Olga Solovova, Ricardo Cabrita and Graça Costa.

In Spain, Paloma Castro participates in this project on behalf of the Universidad de Valladolid, in the *Departamento de Didáctica de la Lengua y de la Literatura*. Her research assistant is Natalia Barranco Izquierdo.

In the U.K., two English universities are working together on this project. They are represented by Audrey Osler on behalf of the *Centre for Citizenship and Human Rights Education*, University of Leeds, who is assisted by the research officer Michalis Kakos; and by Hugh Starkey, from the *Institute of Education*, University of London.



Work Status

The INTERACT project is well underway. After two years from its inception, several work packages have been completed and some early conclusions may already be drawn. A brief description of the completed work packages follows in the next pages.

Work Package 4

Comparative/ Contrastive Analysis

↳ WP4 aimed to compare and contrast findings in national reports at national level (WP3). The objectives were:

- a) To map the converging and diverging aspects between national documents regarding intercultural education;
- b) To detect the gaps in the national documents regarding intercultural education;
- c) To identify main guidelines for classroom activities and for the implementation of projects in this area;
- d) To identify the needs for teacher development programmes;

In order to achieve this goal, partners agreed on three levels of analysis:

- Chronological analysis
- Conceptual analysis
- Strategies/ tools analysis

- ▶ For further information, please visit the INTERACT website:

<http://www.ces.uc.pt/interact/>

➡ Initial Conclusions

➡ Bearing in mind the work developed in work package 4, it is now possible to draw some conclusions:

➡ *European level education policies*

The project participants examined official European documents (policy documents of the Council of Europe and EU institutions) to find definitions of an intercultural dimension and how it was addressed in the contexts of intercultural, citizenship and human rights education. The time frame of the analysed documents covers the period from the late 1970s until 2004.

The focus of intercultural education, as presented in the analysed European documents, gradually **changes from the education of migration populations and their integration into European schools to a more inclusive approach**, raising the issue of relationships between cultural groups. The view of contemporary official European of intercultural education is concerned with **active participation in democratic life, empowerment and managing diversity**.

According to the analysed documents, “citizenship” in the European context has an essentially multicultural quality and is to be constructed in transnational exchange and cooperation programmes, by educating critical, conscientious, democratic citizens.

➡ *National level education policies*

Priorities

The comparison between the key national policy documents of the UK, Denmark, Spain and Portugal from the last twenty years identified differences and similarities in the priorities and objectives which relate to citizenship and intercultural education in schools:

Until 2002 citizenship and multicultural education were recognised as cross-curricular themes in the national curricula of all the four countries. However, since then citizenship education has been formally introduced as a national curriculum subject in England, while the official educational policies in the other three countries have called for changes in curriculum design in order to address those issues.

Initial Conclusions

(cont.)

Strategies

In the national policies of the four countries the concept of “citizenship” is related to “identity”. Thus, both in Spain and Portugal the **strategies** of building citizenship and a common identity are **linked to democracy** and fostered through **critical spirit, mutual respect and understanding, equal opportunities, and participation**. Denmark and England recognise the diverse national, religious and ethnic identities in the countries and stress the need for **political participation**, as well as **mutual respect and understanding** in constructing citizenship.

Portugal is the only country which explicitly states strategies to prepare teachers to deal with a multicultural reality.

Key concepts

Citizenship proved to be a debated concept across the four countries. Thus, whereas **Danish** education policies highlight a **democratic citizenship**, based on freedom, equality and participation, **Spanish and Portuguese** national policies are more closely geared towards **an intercultural citizenship** that is concerned with integration, pluralism and diversity.

The term “**intercultural**” turns out to be controversial across the four countries. Its scope varies greatly from country to country. Thus, whereas Portuguese and Spanish educational policies interpret intercultural education as geared towards the integration of immigrants, the Danish national curriculum emphasises international and transcultural understanding in order to enable students to cope in international/transnational environments. In England, although language teachers may see themselves as promoting intercultural skills, the main emphasis has been on multicultural, rather than intercultural, education. “International” and “multicultural” are the terms used interchangeably with the term “intercultural” in Denmark and England, respectively.

 Work Status

Work Package 5

Interviews with Institutional Actors

↪ Work Package 5 aimed to discover the institutional objectives with regard to intercultural active citizenship. Given this purpose, a number of leading figures in the field of education were interviewed in reference to the main concepts of the project. It was agreed among the partners that interviews should be semi-structured in order to be adaptable to the needs of the different national contexts. This decision was also a result of the piloting of a proposed guide carried out previously.

↪ With this qualitative data, we aimed to find out about institutional objectives with regard to intercultural active citizenship (education) at the national level and also to explore the ideas behind the regulations and recommendations provided by European and national institutions. The national scope of this Work Package has been completed by all partners. The European one is to be started immediately.

▶ For further information, please visit the INTERACT website:

<http://www.ces.uc.pt/interact/>

Work Package 6

Data Analysis (Institutional Actors)

↪ The main objective of Work Package 6 was to analyse the data collected from the interviews carried out in the previous Work Package. In the course of these interviews we tried to obtain information regarding institutional objectives at the national level. As soon as we had done a considerable number of interviews, we went on to categorise the data according to the key concepts and ideas which had been found:

↪ For the Danish team, these were: (a) Citizenship Education; (b) Intercultural Education; (c) Human Rights; (d) Identities;

↪ For the Portuguese team, these were: (a) Citizenship Education; (b) Intercultural Education; (c) Human Rights; (d) Identities; (e) Tools; (f) Practices; (g) Formation; (h) Institutions.

👉 Work Package 6 (cont.)

↳ For the Spanish team, these were: (a) Concept Evolution; (b) Explicit versus Implicit; (c) Attention to Diversity; (d) Strategies; (e) Agents; (f) Cross-curricular versus Subject; (g) Recommendations; (h) Expectations; (i) Identity; (j) Participation; (k) Difficulties Found; (l) Teacher Training; (m) Attention to Immigrants; (n) Promotion of Values; (o) Plurality; (p) Dialogue and Respect; (q) Equity; (r) Human Rights; (s) Critical Spirit.

↳ The British team, made sure that a number of perspectives were covered across the range of respondents. The perspectives included experience of and /or involvement with these were: (a) multicultural education; (b) race equality; (c) policy; (d) politics; (e) English as an additional language (EAL); (f) citizenship education; (g) local education authority; (h) central government and civil service; (i) non-governmental organisation (NGO); (j) community group; (k) teachers' trade union.

↳ Some subcategories were identified according within the key concepts and organised the data. The results were thus presented in a grid.

↳ The results of Work Package 6 are yet to be compared with the main conclusions of Work Package 3 (contained in national documents). However, some preliminary conclusions concerning citizenship education and intercultural education have been drawn on the basis of the interviewees' statements.

▶ For further information, please visit the INTERACT website:

<http://www.ces.uc.pt/interact/>

☞ Initial Conclusions

☞ Taking into consideration the data collected in the interviews, it possible to draw some early conclusions:

☞ *Interviews with policymakers at the national level*

A number of leading figures in the field of national education were interviewed with reference to the main concepts of the project. The conclusions largely confirm the priorities and “telling absences” within national education policies that were identified in the document analysis.

➤ Unlike in Spain and Portugal, **European policy guidelines were not taken into account** during the work on the national curricula either **in Denmark or England**;

➤ **Intercultural** education is a **contested, controversial and even unfamiliar** issue to policy makers in Denmark and England. Therefore it is **not prioritised**, being increasingly replaced by a **multicultural or international education**. “International” is a preferred term in the Danish society as it is associated with the ability to engage and compete in a globalised world. However, in England there is no consensus on the meaning of multiculturalism or multicultural education.

➤ **Democratic education and education for diversity** are the apparent alternative priorities for the English and Danish educational authorities, respectively.

➤ **The intercultural dimension of citizenship education** appears to be more clearly outlined by the Portuguese interviewees. Compared to the other countries, Portuguese education policy seems to correspond to European official guidelines to a greater extent.

👉 Work Status

Work Package 7

Mapping of National Teacher

Training/Development and postgraduate Programmes

↪ It is the purpose of Work Package 7 to identify, select and gather national syllabi of post-graduate courses/degrees on citizenship Education, focusing on the intercultural dimension of Education for Democratic Citizenship, which may act as complementary training for teachers in this area. The timeframe of reference will be 2002-2006. This analysis has been based on the most recent versions of the collected syllabi.

↪ The information on the syllabi and programmes was gathered mostly through on-line research (accessing the institutions' websites). When the available on-line data proved to be insufficient, contact, either by telephone or e-mail, was established with Universities, Colleges of Education, Polytechnic Institutes and Teacher Development Centres.

↪ Thus, a substantial amount of data has successfully been assembled, which will be analysed in the following Work Package.

Work Package 8

Assessment of Selected Programmes and Courses

↪ Work Package 8 aimed to analyse assembled Post-graduate Programmes, in addition to Complementary Teacher Development Programmes, assembled in the previous Work Package. The data gathered was thoroughly examined, the relevant information extracted and inserted into a grid. This procedure enabled a quick overview of the programmes and courses.

↪ The main categories are as follows: 1) Programme (type and title); 2) Institution and Department; 3) Course (type and title); 4) Duration; 5) Objectives; 6) Keywords; 7) Main Contents; 8) Methodology (process); 9) Competencies; 10) Type of assessment; 11) Target Group; 12) Other relevant Information. These items were considered basic elements for organizing the information gathered in the previous Work Package.

↪ A descriptive report, which shows the results of this analysis, was developed by each partner.

► For further information, please visit the INTERACT website:

<http://www.ces.uc.pt/interact/>

Third transnational meeting

The third transnational meeting took place in the Centre for Citizenship and Human Rights Education, University of Leeds, in Leeds, England.



▲ Audrey Osler, Olga Solovova, Hugh Starkey and Bente Meyer



◀ Ricardo Cabrita, Paloma Castro, Natalia Barranco and Audrey Osler



▲ Paloma Castro and Michalis Kakos

It was two days of important decision-making. Some organisational questions, mainly related to the INTERACT website, were worked out. On the first day, work packages 5 and 6 were the main discussion theme: the European interview guide was discussed and worked upon; critical decisions concerning the interviewees were made (how many persons should be interviewed and who would each partner interview).



Third transnational meeting (cont.)

- ◀ Katrine Dahl Madsen and Claus Haas

The procedures for work package 9 were outlined after some productive discussion.

Work packages 10 and 11, Design of Empirical Research Tools and Empirical Study, were an important topic in this meeting. Nevertheless, it was decided that these may include different methods of quantitative and qualitative research: questionnaire, individual interviews, focus group interviews and participant observation. These research tools have already been developed.



- ◀ Natalia Barranco and Manuela Guilherme

News and Events

A. Project Dissemination Activities

Centro de Estudos Sociais, Portugal

In 2006, the **project INTERACT** was disseminated in numerous **conferences**. The INTERACT team participated in the following events:

➤ **March 15-17, 2006 in Madrid, Spain:** “Intercultural Education, Teacher Training and School Practices”, where the results of the project *INTERPROJECT – A practical guide to implement intercultural education at schools*, at the Facultad de Educación, Universidad Nacional de Educación a Distancia. Presentation entitled: “**The INTERACT Project: the Intercultural Dimension of Citizenship Education in the Iberian Peninsula**”.

➤ **May 19-22, 2006, in Planica, Slovenia:** “*HUMANISM HERE AND NOW*”, organised by the University of Koper. Presentation entitled: “**The present and the future of Humanities: Challenges and Opportunities**”, where the project INTERACT was presented.

➤ **June 29 – July 1, 2006, in Oporto, Portugal:** “*Cidadania(s) – Congresso Internacional sobre Discursos e Práticas*”, organised by Faculdade de Ciências Humanas e Sociais, Universidade Fernando Pessoa. Presentation entitled: “**Multiculturalismo e Interculturalidade na Educação para a Cidadania: Análise de conceitos no discurso e na prática**”.

➤ **July 20-23, 2006, in Istanbul, Turkey:** *Crossroads 2006*, organised by Association for Cultural Studies, İstanbul Bilgi University. Presentation entitled: “**The building of Europe as a community of different approaches to the same values: Unity and diversity in European educational systems**”.

➤ **July 17-21, 2006, Coimbra, Portugal:** “*Raising Conscience, Living with Science*” and “*Diversity in the University*”. “*Ciência Viva*”. These two programmes organised by Centro de Estudos Sociais, Universidade de Coimbra, are part of the Project “*Summer Science Programmes for Students*”, created by the Portuguese agency “*Ciência Viva*”. Its main aim is the promotion of scientific culture, enabling students from secondary schools to interact with teams in research centres. The INTERACT team presented the project and participated in some of the activities of the programme “*Diversity in the University*”.

Departamento de Didáctica de la Lengua y la Literatura, Universidad de Valladolid, España

In 2006, the **project INTERACT** was disseminated in numerous **conferences**. The Spanish INTERACT team participated in the following events:

☛ **March 15-17, 2006 in Madrid, Spain:** "Intercultural Education, Teacher Training and School Practices", where the results of the project *INTERPROJECT - A practical guide to implement intercultural education at schools*, at the Facultad de Educación, Universidad Nacional de Educación a Distancia. Presentation entitled: "**The INTERACT Project: the Intercultural Dimension of Citizenship Education in the Iberian Peninsula**".



◀ Natalia Barranco and Paloma Castro

Other:

☛ **March 2, 2006:** Forum: meeting of colleagues of the department of Didáctica de la Lengua y la Literatura at the University of Valladolid

☛ **June 1-2, 2006:** "El aula como ámbito de investigación sobre la enseñanza y el aprendizaje de lenguas". Workshop organised by the department of Didáctica de la Lengua y la Literatura at the University of Valladolid.

☛ **June 2006:** information was sent to the "Sociedad Internacional de Didáctica de la Lengua y la Literatura".

Next INTERACT Newsletter

Since the INTERACT Project is advancing rapidly, this newsletter is to be published every three months. We hope, and we want, to keep up with that schedule, which means that around the month of December 2007 we will produce number 3 of this bulletin.

In case you are interested in subscribing our mailing list, please send us an email (interact@ces.uc.pt) and we will send you the next number as soon as it is ready.

We invite you to disseminate this newsletter by forwarding it to friends and colleagues, who you know may have interest in this project and research area.



SIXTH FRAMEWORK PROGRAMME

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