

Newsletter Intercultural Active Citizenship Education

Issue 3, Spring 2007

Contents

1. INTERACT website
2. Next INTERACT Newsletter
3. Editorial
4. Statistics
5. Fourth transnational meeting
6. Summary of WP9 report
7. Summary of WP10 reports
8. Summary of WP11 reports
9. News and Events
 1. Project Dissemination Activities
 2. Other Related Activities



SIXTH FRAMEWORK PROGRAMME

FUNDAÇÃO
CALOUSTE
GULBENKIAN



INTERACT Website

(www.ces.uc.pt/interact)

In our website 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. and find suggestions on bibliography and relevant links on this area.

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

INTERACT Newsletter
Coordination:

Manuela Guilherme

Olga Solovova

Ricardo Cabrita

Graça Costa

Centro de Estudos Sociais
da Universidade de Coimbra
Colégio S. Jerónimo, Apartado
3087

3001-401 Coimbra

Portugal

Tel: + 351 239 855575

Fax: + 351 239 855589

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

mmdg@fe.uc.pt

manuelaguilherme@sapo.pt

olga@ces.uc.pt

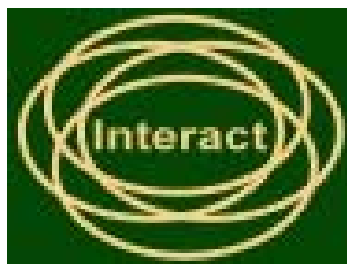
ricardoc@ces.uc.pt

graca@ces.uc.pt

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 Pædagogiske Universitet, Copenhagen, (Denmark); Universidad de Valladolid (Spain); Institute of Education, University of London and University of Leeds (United Kingdom).

In this third issue of the newsletter, the project's work status is briefly reported. The INTERACT project is currently focusing on the comparative/ contrastive analysis at an international level of the converging and diverging aspects in the approach of intercultural active citizenship education, concentrating on the gathered university-based postgraduate courses and pre-service teacher development programmes, as well as accredited in-service teacher development courses. Furthermore, the empirical study has been developing at full speed, as the INTERACT teams have their hands full with teacher interviews. These will provide the basis for the next work packages, the data analysis, and will allow conclusions to be drawn.



Statistics

Number of visitors accessing the INTERACT website in 2006

January 380	February 851	March 924	April 774
May 684	June 763	July 656	August 658
September 485	October 856	November 844	December 1246

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.

▼ Team leaders at the public seminar in the University of Valladolid



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.

▼ (from left to right): Paloma Castro, Graça Costa, Katrine Dahl Madsen, Ricardo Cabrita



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, Ditte Dahl Essendrop 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 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.

Fourth transnational meeting

The fourth transnational meeting took place on the 2nd and 3rd of November 2006 in the Departamento de Didactica de la Lengua y la Literatura, Universidad de Valladolid, Valladolid. It was very well organized and the project teams would like to show their appreciation to Paloma Castro and Natalia Barranco for their commitment and efficiency.



▲ (from left to right) Natalia Barranco and Paloma Castro



▲ (from left to right) Graça Costa, Katrine Dahl Madsen, Manuela Guilherme

During the two-day meeting, there was intensive debating and decision-making. Firstly, questions concerning WP6, the European and national interviews with policy-makers related to education, were discussed. Secondly, the conceptual analysis of the gathered data concerning the syllabi of the Postgraduate programmes (WP9) was discussed. Thirdly, the empirical study and its analysis (WPs 10, 11, 12, 13, 14) were a key issue, since it is the bulk of the project. Thus, the empirical study plan was discussed: the choice of schools to be contacted in order to carry out the teacher interviews and the teacher questionnaire, which would go online in Spanish and Portuguese. The analysis of the gathered data (individual and focus groups interviews, questionnaire and participant observation in schools) was debated, bearing in mind the following concepts:

- Teachers as Citizens (WP12)
- Teachers as Cultural Workers (WP13)
- Teachers as Transformative Intellectuals (WP14)



◀ (from left to right) Jose Lino Barrio Valencia, Head of the Department of Didactica de la Lengua y la Literatura, University of Valladolid; Manuela Guilherme, Paloma Castro and Carmen Guillen Diaz: Professor at the Department of Didactica de la Lengua y la Literatura

Technical aspects, such as the outline of the reports, were also discussed, as well as dissemination and publication strategies.



▲ (from left to right) Natalia Barranco, Audrey Osler, Hugh Starkey, Bente Meyer, Paloma Castro

The organization of the final conference, by CES - Centro de Estudos Sociais, to be held at the Fundação Calouste Gulbenkian headquarters in Lisbon on the 4th and 5th June 2007 was put into discussion by the project coordinator. This event will gather all the project members, who will share the development and results of the project. Besides, other renowned experts in citizenship and intercultural issues will also be invited to the Conference as guest speakers. It is certainly an event not to miss!

👉 Work Status

The INTERACT project has now reached its most important step: the empirical study, or, in other words, teachers are expressing their opinions about their development concerning the intercultural dimension of citizenship education. At the same time, we are also developing relevant cross-national analysis of postgraduate programmes curricula.

Work Package 9 Comparative/ Contrastive Analysis

👉 The objectives of WP9 are to map the converging and diverging aspects in the approach to intercultural dimension within active citizenship education, focusing upon university-based postgraduate courses and pre-service teacher development programmes, as well as accredited in-service teacher development courses. Rather than providing an in-depth secondary analysis of those courses within each country, each partner is to analyse them in terms of tendencies, selected thematic issues across all four partner countries. The themes for comparison were established as follows:

➡ Danish team: (*applied to selected postgraduate and in-service teacher development programmes*):

- Problematic of additional language of instruction
- Thematisation of democratic discourse

➡ Portuguese team:

- Intercultural versus multicultural (*in selected postgraduate programmes*)
- The makings of a critical educator able to generate change (*in pre-service teacher development programmes*)

➡ Spanish team (*at the both levels of teacher preparation*):

- Attitudes to diversity

➡ U.K. team (*applied to selected postgraduate and in-service teacher development programmes*):

- Tensions between unity and diversity
- Diversity and unity as notions related to democracy

 **Work Status**

Work Package 10

Design of Empirical Research Tools

↪ This Work Package aimed to design the necessary tools for the empirical study on the intercultural dimension of citizenship education. In order to conduct a trustworthy study on the daily reality in schools, a qualitative survey is being carried out. The research questions, which are the basis of the survey, were presented and discussed by all partners in the third transnational meeting.

↪ These research questions were divided into five main categories: teachers' professional identity, teachers' knowledge and teaching practices, teachers as citizens, teachers as cultural workers and teachers as transformative agents.

↪ The Portuguese and Spanish teams are also conducting a quantitative survey, as to add further understandings drawing on a wider sample. For this purpose, a questionnaire was developed, which is online both in Portuguese and Spanish.

↪ Before handing out questionnaires or interviewing teachers both tools were piloted in order to check the possible difficulties that might be found. These difficulties were mainly related to terminology, so the necessary changes were made, in order to make it more suitable to each national context.

Work Package 11

The Empirical Study

↪ It was agreed by all partners that each partner would conduct a minimum of 30 individual interviews. within which a variety of school settings will be studied. Teachers from elementary school, basic and secondary education are the target interviewees.

↪ The Portuguese has conducted 60 individual interviews, covering the 3 levels of basic and secondary education. Four schools of each level were chosen: two in the city centre and two in different suburban sites in Lisbon (the capital city) and in Coimbra (a university town). In addition, 10 focus-group interviews altogether were also carried out both in Lisbon and in the Coimbra area.

Project Dissemination Activities

The **INTERACT** project organised and participated in the following events:

⇒ **November 2, 2006 in Valladolid, Spain:** "*Education for Democratic Citizenship: Challenges across Europe*", a public seminar where the project INTERACT was presented. It was organized by the University of Valladolid team, Paloma Castro and Natalia Barranco.



⇒ **November 17-18, 2006 in Coimbra, Portugal:** "*Educação Multicultural 2/ou Intercultural: da Política à Prática*" - a two-day workshop at the Centro de Estudos Sociais, Universidade de Coimbra, attended by participants from nationwide.

Other Related Activities

The INTERACT project team members participated in the following events, which contribute to the enrichment and dissemination of the project:

➤ **September 14-16, 2006, Bogotá, Columbia.** Dr. Audrey Osler participated in: Education for Global Citizenship: challenges facing language teachers in a globalised world, Keynote address, 9th National ELT Conference English a Window on the World, Universidad de Los Andes.

➤ **October 19, 2006, London, England.** Dr. Audrey Osler participated in: Citizenship, Human Rights and Primary Schools, Lecture, Primary Umbrella Group (policy-makers).

➤ **October 20, 2006, Belfast, UK.** Dr. Audrey Osler participated in: Citizenship Education and Human Rights: making the links, Keynote address to teachers and policy-makers, Amnesty International Cross-Border Conference.

➤ **October 24, 2006, in Seoul, Korea.** Dr. Hugh Starkey participated in: "*Human Rights Education in Europe*", National University, at National Human Rights Commission of Korea national seminar Human Rights Education Practices in Europe and the US and Direction for Korea.

➤ **October 25 - 27, 2006, in Seoul, Korea.** Dr. Hugh Starkey participated in: *Intercultural Understanding and Human Rights Education: where are we now and where are we heading for?* National University At International Symposium of the Asia-Pacific Centre for Education for International Understanding (APCEIU).

➤ **October 26-28, 2006, in Berlin, Germany.** Dr. Audrey Osler participated in: *Education for Democratic Citizenship in a Global Age: challenges for policy and pedagogy*, panel presentation Human Rights Education Research Conference Humboldt-Universität.

Other Related Activities (cont.)

- **November 8-12, 2006, in Phoenix, Arizona, U.S.A.** Dr. Audrey Osler participated in: *Diversity, Citizenship and Human Rights Education in England: shifting policy discourses*, panel presentation, National Association Multicultural Education (NAME) Conference.

- **November 17, 2006, in London, England.** Dr. Audrey Osler participated in: *Citizenship Education in a Multicultural Democracy*, Keynote panel presentation, Mosaic of Multiculturalism Conference, Goodenough College.

- **December 10-14, 2006, in Cape Town, South Africa.** Dr. Audrey Osler participated in: *Taking Risks in Changing Schools: teachers' work and children's human rights*, Keynote address, Conference of Commonwealth Ministers.

- **December 21, 2006 in Malta.** Dr. Audrey Osler participated in: *Education for Democratic Citizenship in a Global Age: intercultural learning?* Lecture, University of Malta.

Publications of the INTERACT Project members:

- ↪ Banks, J.A., Banks, C.A.M., Cortes, C.E., Hahn, C., Merryfield, M., Moodley, K.A., Murphy-Shigematsu, S., Osler, A., Park, C. & Parker, W.C. (2005) *Democracy and Diversity: principles and concepts for educating citizens in a global age* (Seattle, WA, Center for Multicultural Education, University of Washington).

- ↪ Osler, A. (2006) *Multicultural schools and classrooms: using the voices of children and young people to inform policy and practice*, in C. Baraldi (Ed.) *Education and Intercultural Narratives in Multicultural Classrooms*. Rome: Officina Edizioni.

- ↪ Osler, A. (2006) *New directions in citizenship education: re-conceptualising the curriculum in the context of globalization*, in A. Moore (Ed.) *New Directions in the Curriculum*. London: Routledge.

Other Related Activities (cont.)

Publications (cont.):

- ↪ Osler, A. (2006) Changing leadership in contexts of diversity: visibility, invisibility and democratic ideals. *Policy Futures in Education* 4(2): 128-144.
- ↪ Osler, A. & Starkey, H. (2006) Education for democratic citizenship: a review of research, policy and practice 1995-2005. *Research Papers in Education* 21(4): 433-466.
- ↪ Osler, A. (2006) Excluded girls: interpersonal, institutional and structural violence in schooling. *Gender and Education* 18(6): 571-589
- ↪ Starkey, H. (2006) Review of *The Freinet Movements of France, Italy and Germany 1920-2000* (Beattie, 2002), *British Journal of Educational Studies*, 54(1), pp. 103-104.
- ↪ Starkey, H. (2006) Review of Nic Craith (2006) *Europe and the politics of languages*, *International Journal of Applied Linguistics*, 16(3), pp. 424-427.
- ↪ Starkey, H. (2006) Language teaching for democratic citizenship, *Lingua et nova didattica*, 35(5), pp. 44-54.
- ↪ Starkey, H. (2006) Intercultural Understanding and Human Rights Education: where are we now and where are we heading for?, in: S.-M. Lee & J. Encabo (Eds) *Intercultural Understanding and Human Rights Education in the Era of Globalization* (Seoul, South Korea, Asia-Pacific Center of Education for International Understanding).
- ↪ Starkey, H., Hayward, J. & Turner, K. (2006) Education for Citizenship, *Reflecting Education*, 2(2), pp. 1-7.
- ↪ Starkey, H. (2007) Language Education, Identities and Citizenship: developing cosmopolitan perspectives, *Language and Intercultural Communication*, 7(1), pp. 1-16.

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 April 2007 we will produce number 4 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

FUNDAÇÃO
CALOUSTE
GULBENKIAN

