2ⁿᵈ Transnational Meeting in Riga 23. - 25.06.2005
in the framework of
INTEGRATION – Intercultural Dialogue for a Multicultural Society in Europe

Participants:

Sure Start, UK
Chris KOUKOS
Bethan HOPKINS

GIP FIPAN, F
Marie-Claire DANEY

INSUP, F
Gisèle MASSOL
Marie Noëlle GARCIA

University of Latvia, Riga, LV
Vineta PORINA
Ilva ENGELE

Paritätischer Kindergarten, D
Barbara HRUSCHKA
Ute WIEDER

BUPNET, D
Karen RICHTER
Sabine WIEMANN
Thomas GRABIETZ

Pädagogisches Seminar, D
Hans-Dieter HALLER
Leena FREITAG

Växjö kommun, SE
Elisabeth WERNERSON
Torbjörn HEDHAMMER

1. introduction
Sabine Wiemann, BUPNET

- communication culture among the partners must be improved
- interim report (delay in start, prolongation)
- WBS
- Plan to do sth with the migrants and not for them shouldn´t be forgotten in the further working in the framework of the project

2. presentation of the new Swedish partner
Elisabeth Wernerson, Torbjörn Hedhammer, Växjö kommun

- situation in the Växjö region
- main activities
- target groups
- experiences in the field of intercultural didactics

No long experience with migrants in the Växjö region (no industrial area), started with refugees from Chile in the 1970s, people from Bosnia and from many countries from outside Europe followed. Now there is a relatively high percentage of migrants in Växjö. This situation forced the public administration to employ interpreters (110) for up to 60 languages. Further more the migrant population obtains around 60 percent of the welfare contributions. New strategies have been developed to change this situation. In January 2005, a new organisation ("labour and development") was founded aiming at procuring work instead of social welfare to the migrants.
Torbjörn works for the "Integrations Komittén" dealing with immigration policy.
Elisabeth works in the public adult education sector that offers vocational training courses for up to 3000 students per year. Parts of the students are migrants who can attend special Swedish language courses (voluntary) as well as cultural guidance courses or special language learning programmes for illiterate persons. Different forms of learning are used (including eLearning, working groups with teachers in libraries etc) to make learning periods more flexible.
Film about the Växjö region (10 minutes).

3. presentation of the working progress of the other project partners since last transnational meeting
- BUPNET
  Karen Richter, Sabine Wiemann
  (see powerpoint presentation, annex 1)

- Sure Start
  Chris Koukos, Bethan Hopkins

- presentation of introducing eLearning in the staff training of the NHS, but they consider the implication of new methods as very hard to realize
- work on staff training material about cultural diversity and equal opportunities for all people (see annex 2)

- **University of Latvia**
  Vineta Porina
  - situation analysis
  - translation and adaptation of questionnaire on critical incidents
  - questionnaire was given to the students of a lecture about multicultural education and to staff members
  - preparation of the transnational meeting

- **GIP-FIPAN**
  Marie-Claire Daney (Sabine Wiemann)
  - context analysis and definition of target groups
  - translation and adaptation of questionnaire on critical incidents in collaboration with INSUP
  - questionnaire was given to the 4 defined target groups
  - evaluation of the results (see annex 3)

- **Paritätischer Kindergarten Grone**
  Barbara Hruschka, Ute Wieder
  - description of target group
  - Ute took part in a workshop in Berlin dealing with the "Promotion of German language for institutions in social hot spots"
  - sensitising for intercultural issues of own staff members and staff of other kindergartens
  - introduction of the questionnaire on critical incidents by a student of the University of Göttingen (he is going to write his M.A. thesis about the critical incident approach)
  - staff members completed questionnaires and are now waiting for the results
  - information of parents about the project and invitation to start common work (first activity: creation of an intercultural agenda)

- **INSUP**
  Gisèle Massol
  - translation and adaptation of questionnaire on critical incidents in collaboration with GIP FIPAN

- questionnaire was given to students and trainers and the results were evaluated (see annex 4)
- translation of integration-flyer into French

4. process evaluation
Leena Freitag, Institute of Education, University of Goettingen
- presentation of the evaluation of the questionnaire that was put on the platform after the first transnational meeting (s. annex 5)
- again she stressed that the questionnaires are anonymous
- time for completion of questionnaires is too short and will be extended to 30 min.
- questionnaires like that should be returned (anonymously) by all partners after each transnational meeting

5. project finances
Sabine Wiemann, BUPNET
- overview of costs for transnational meeting in Göttingen for each partner (transfer/hotel/food)
- individual work breakdown structure with manual (annex 6)
- book keeping system
- personal cost table
- time sheets

Excursion

Day 2

1. instructional models – introduction
Hans-Dieter Haller, Institute of Education, University of Goettingen
There are three learning preferences of learners
- Exponential learning: transmission of knowledge e. g. by distance learning
- Activity learning: arrangements which allow the learner to discover and try out things that are already there
- Discovery learning: learners discover themselves and the trainer only assists (by giving material etc.)

Studies in Britain and the USA were done on learner characteristics. There are two types:
- Those who prefer being in a learning situation with clear structures and sequences
- Those who want to develop their own learning sequences and want a mixture out of abstract and concrete learning

Many different instructional methods can be used to support the different learning preferences of learners. For a long period no systematic collection of them existed. Karl-Heinz Flechsig and Hans-Dieter Haller changed this in 1983 and developed a scheme of instructional methods. They defined 20 different methods (s. annex 7). The participants of the meeting tried to find definitions for all the methods and presented them.

2. blended learning – introduction
Sabine Wiemann, BUPNET
- possibilities, advantages, disadvantages of eLearning
- principles of blended learning
  (s. annex 8)

3. Learning Management System – introduction to the use of the trainer's section
Sabine Wiemann, BUPNET
- Learning Management System = virtual school house
- introduction in the principal elements of trainer's section: creation and administration of courses, upload of material, administration of groups and users, user guidance
- practical work with platform

4. Train the trainer: concept of a cultural diversity course for trainers
Moderation Sabine Wiemann, BUPNET and Hans-Dieter Haller, University of Goettingen
- elaboration of a didactic pattern for a blended learning course for trainers
- discussion about the overall aim, objectives, pre-requisites, methodologies, media, material and competencies (see annex 9)
- elements of the course will be tried out by the partner themselves, so that the partners will be in a position to train their colleagues (multipliers)
- course pattern will be finalised in the next weeks by discussing with partners via LMS

Day 3

---

1. workshop on the possibilities of using simulation games in intercultural training situations
Leena Freitag, University of Göttingen
- introduction (s. powerpoint-presentation, annex 10)
- simulation game BARNGA
- discussion on experiences of the participants and usefulness of simulation games in the partners organisations
- presentation of different types of simulation games (see annex 11)

2. experiences of the partners with the casuistic approach (critical incidents) that was presented on transnational meeting 1
all partners

Introduction, presentation of an IT-data base for the statistics/evaluation that can be used from 100 incidents onwards
Hans-Dieter Haller, University of Göttingen

- University of Latvia
  Vineta Pourina
    - situation analysis
    - questionnaire about critical incidents was given to the students of a lecture about multicultural education and to staff members

- questionnaires first weren't well received, but attitude changed and students discussed on their specific intercultural experiences
- statistics, evaluation

- INSUP
  Gisèle MASSOL
  - questionnaire was given to trainers and trainees
  - interesting especially the reactions of young people coming from the Caribbean or Africa
  - difficulty that not all participants were able to speak/write in French (see annex 4 for details)

- Sure Start
  Chris Koukos
  - they have already experience in this field with a questionnaire on cultural diversity
  - questionnaire was modified for their specific needs
  - critical incidents approach will be started in September, they expect a large amount of returns and wonder how to cope with the evaluation
  - difficulties with the statistics, reporting of critical incidents (not anonymous enough)

- Paritätischer Kindergarten
  Barbara Hruschka
  - a student, Erich Kleinfeldt, of Hans-Dieter Haller introduced the critical incidents approach in the framework of a workshop for all staff members and presented and distributed the questionnaire.
  - questionnaires were anonymous but marked with different types of icons which each staff member had to memorise.
  - Erich Kleinfeldt will discuss with staff about interesting incidents.
  - icons are to identify eventually the authors of questionnaires for individual interviews which staff members already agreed to.
  - questionnaires are not evaluated completely yet. Evaluation and statistics are part of his master thesis.

2. definition of the activities and objectives for the next months
Sabine Wiemann, BUPNET
- working on the "train the trainer-unit" about cultural diversity: discussion about concrete next steps via LMS or electronic post
- further development of a glossary on intercultural issues: a first example was given which has to be further developed. Discussion on the problem of regular up-dates of the glossary (for example the legal situation and migration policy is in a continuous process of modification). A possible solution could be to indicate specific web sites with actual information on specific terms and to select for the glossary all those terms which aren't undergoing continuous changes.
- testing simulation games in intercultural work
- going on with the cultural incident approach
- working with the learning management system

3. timetable for next meetings
- 3rd transnational meeting: end of 2005/beginning of 2006 (Nice)
- 4th transnational meeting: summer/autumn 2006 (Växjö)
- exact date will be discussed via electronic post in the next weeks