

**1<sup>st</sup> Transnational Meeting in Göttingen 19. - 23.01.2005**  
**in the framework of**  
***INTEGRATION – Intercultural Dialogue for a Multicultural Society in Europe***

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**Participants:**

**Sure Start, UK**

Chris KOUKOS  
Bethan HOPKINS

**GIP FIPAN, F**

Geneviève BARRACHINA  
Marie-Claire DANÉY

**INSUP, F**

Gisèle MASSOL  
Marie Noëlle GARCIA

**Cooperative Sociale Il Ghetto, I**

Alessandro PILUDU

**University of Latvia, Riga, LV**

Vineta PORINA

**Paritätischer Kindergarten, D**

Barbara HRUSCHKA  
Ute WIEDER

**BUPNET, D**

Karen RICHTER  
Sabine WIEMANN  
Tim SCHOLZE

**Pädagogisches Seminar, D**

Hans-Dieter HALLER  
Leena FREITAG

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### 1. short personal presentation of all participants

- name
- institution
- town
- languages
- 2010?
- favourite dish
- unexpected characteristic

### 2. short presentation of BUPNET

*Sabine Wiemann, BUPNET*



### 3. presentation of the other project partners

situation in partner countries  
main activities  
target groups  
experiences in the field of intercultural didactics

- **GIP-FIPAN**

*Geneviève Barrachina*

(see powerpoint presentation)

People from Algeria, Tunisia and Morocco are the biggest minority groups

**objectives in the framework of the project**

Intercultural information (zooming on fundamental cultural aspects of women migrants from the Magreb - Algeria, Tunisia, Morocco - and from host country, considering as well the differences between the migrants from Algeria, Tunisia and Morocco and the problems/conflicts among these migrant groups)

Intercultural education

(elaborating training modules for teachers, trainers, social workers etc. to improve their knowhow on multicultural and intercultural issues)

- **Sure Start**

*Chris Koukos*

(see powerpoint presentation)

People from Bangladesh are the biggest minority group – the main problem is not their different language, but their different religious beliefs and culture – and the lack of awareness of many health workers. In the framework of Sure Start they already have link workers (especially for cultural “interpretation”, often with bicultural background), telephone interpreters (for cases of emergency), a race relation group and cultural diversity trainings.

**objective in the framework of the project**

reflection and improvement of the cultural diversity training they are already working with

▪ **Cooperativa Sociale Il Ghetto**

*Alessandro Pilidu*

(see powerpoint presentation)

People from Africa (Senegal, Morocco), Eastern Europe (women) and South America (e. g. Colombia) are the biggest minority groups – many of them came for working in the agricultural or tourist sector.

**objective in the framework of the project**

creation of a training course for

- a. employees of the public administration, schools etc. (knowledge about cultural background of the main migrant groups). This course will be elaborated in collaboration with immigrants
- b. immigrants (knowledge about their host country in general and its public structures). This course will be elaborated in collaboration with a group of employees of the public administration.
- c. students to become a “cultural mediator”

problem:

Migrants often don't speak Italian – this must be concerned when methods of teaching/learning are discussed (blended learning might not be the right method)

▪ **Institute of Education**, University of Goettingen

*Prof. Hans-Dieter Haller*

(see [www.uni-goettingen.de](http://www.uni-goettingen.de), homepage [haller.....](http://haller.....))

- Facts about the history of the University of Goettingen
- His job is the training of teachers for secondary schools at the Institute of Education (department of social sciences), he is very interested in blended learning methods
- For many years he worked in the institute for intercultural didactics in Goettingen ([www.ikud.de](http://www.ikud.de)), which is now closed
- He i.e. worked on intercultural issues in co-operation with the kindergarten of the Studentenwerk Goettingen, a kindergarten for children of university members (100 children from 25 cultures) – they produced a handbook on intercultural issues for the parents
- He has two duties in the project: internal evaluation, adviser on approaches in intercultural work

**objective in the framework of the project**

Creation of an intercultural portal for students of the University of Goettingen  
Leena Freitag will write a dissertation in the framework of the project about the use of film documents in intercultural didactics

▪ **University of Latvia**

*Vineta Porina*

(see material on Latvian language)

- works at the institute for intercultural and multicultural education, which she founded in the year 2001 as part of the faculty of education and psychology and already took part in several European programmes/meetings on intercultural issues
- Latvia has 2.3 Mio inhabitants and 150 different historical ethnic groups, the most important are:  
Latvians (57 % - 1.3 Mio)  
Russians (29 % - 800.000)  
Belorussians (4 %)  
Poles, Ukrainians, Germans (each less than 1 %)
- In 2004 there were only 4 asylum seekers in Latvia, but more are expected in the next years
- The educational system is rather conservative (homogeneity versus diversity)  
- teachers are not well prepared in intercultural issues
- Only during the past 10 years the until then mono-linguistic Russians started to learn the Latvian language in schools, the Latvian ethnic group prefers to

learn English or German as a second language (after having had to learn Russian for such a long period)

**objective in the framework of the project**

promote integration of the society through well educated teachers, publicity of multicultural issues and bilingual issues

▪ **INSUP**

*Gisèle Massol*

(see powerpoint presentation)

- INSUP was founded in 1978, various projects on intercultural issues
- Offers courses “French as a foreign culture” (there is a new law making these courses compulsory for all new immigrants who want to benefit from public services)
- In the past immigrants came mainly from the former French colonies in Africa or the French overseas territories – even then, when the immigrants already had a good knowledge of the French language the work was hard because of the different cultural background they had
- Now more and more immigrants arrive from non-French speaking countries (i. e. Middle East, Asia, South America, other European countries, Russia)

**objective in the framework of the project**

exchange and transfer of competencies among staff members from different institutions

**Paritätischer-Kindergarten**

*Barbara Hruschka, Ute Wieder*

([www.pari-kita-grone.de](http://www.pari-kita-grone.de))

- In the kindergarten are 100 children – 80 % of them are from migrant families : 18 Germanrussians, 17 Turks, 14 Lebanese, 11 Kurds, 11 Cosovo-Albanians, 3 Sinti and Roma, 3 Vietnamese, 2 Sri Lankians, 1 Yemenites, 2 of mixed origin
- In the kindergarten they started different activities to improve the intercultural dialogue and the German language competencies of the kindergarten children:
  - art project (workshops and exhibitions with kindergarten children, kindergarten and school children, parents of kindergarten children)
  - cooking project (with mothers of the kindergarten children)
  - eat art project
  - theatre project

**objective in the framework of the project**

improve the intercultural competencies of staff members by elaborating learning material on intercultural issues and a multicultural calendar

Lunchbreak

**4. presentation of the project “INTEGRATION”**

*Sabine Wiemann, BUPNET*

(see powerpoint presentation)

- the programme Grundtvig
- main objectives of the project
- expected results and outputs
- activities and work packages
- history of the partnership
- the partnership
  - 8 partners from 5 countries

**5. project organisation and finances**

*Tim Scholze, BUPNET*

- funding/co-financing
- travel costs (transfer/hotel/food)



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## Day 2

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### 1. visit “Kindergarten of the Studentenwerk (Students’ Office) Goettingen“

- presentation of the general structures of the Studentenwerk and of the kindergarten (more than 20 cultures) and the overall objective of its activities: peacefulness and constructive togetherness of all children, their parents and staff.
- presentation of specific intercultural project conducted in collaboration with Hans-Dieter Haller aiming at giving more information about other cultures to children, parents and staff. Moreover, different activities like cultural festivities, handicraft or traditional dancing are regularly organised in collaboration with the parents in order to familiarise children, parents and staff with characteristics of others cultures. The involvement of parents is very important and a special handbook for parents about the characteristics of their host country was created in collaboration with Hans-Dieter Haller.
- German is main the language in the kindergarten, new children with language problems are encouraged to use non-verbal communication and benefit from a special language training in small groups. After about 3 months, the children are able to communicate in German.
- the kindergarten is funded by the region, by the town and the Students’ Office. The parents have to pay a certain share on a monthly basis.

### 2. presentation of the eLearning platform

*Sabine Wiemann, BUPNET*

- short introduction of the main functions of the learner’s section (see also powerpoint presentation which was distributed as well as more detailed manuals available on the platform in the public area “INTEGRATION project and LMS” in French, English, German and Italian) and experimentation of each function with the group.
- provisory design of platform: each partner will send a digital photo of his/her institution (not the building) to be integrated in the banner and linked with the institution’s website

Lunchbreak



### 3. memorandum of working culture and communication

*Sabine Wiemann, BUPNET*

- discussion of the paper delivered on day 1

#### 4. process evaluation

*Leena Freitag, Institute of Education, University of Goettingen*

- presentation and discussion of a questionnaire the Institute of Education proposes for the internal evaluation of the project (this questionnaire will be available on the platform)
- questionnaires like that should be returned (anonymously) by all partners after each transnational meeting

#### 5. definition of dissemination activities

*Sabine Wiemann, BUPNET*

- all partners should use the next months for contacting institutions in their country/European countries (others than involved in the project so far) that might be interested in the project work and results
- some learning units should be available for the interested public on the eLearning platform
- press information about the project activities can be released by all partners in their countries
- all partners would fancy some print material with the main objectives of the project, the partnership etc. for dissemination activities. BUPNET develops an English version which after discussion and correction can be translated by each partner into their mother tongue.

#### 6. workshop on casuistic approaches in intercultural documentation and training issues

*Prof. Hans-Dieter Haller, Institute of Education, University of Goettingen*

(see learning unit on eLearning platform available for all partners by the end of February at latest)

topics that were presented and discussed during the workshop

- difference between/definitions of intercultural and multicultural
- casuistic approach
- case studies
- critical incidents

critical incident technique (CIT)

(Flanagan published an article about that technique in the late 1940s – was first tested with air force pilots, peace corp members, press people)

necessary steps to do:

- aims of investigation
  - reports on critical incidents
  - collection of data
  - analysis of data
  - interpretation of results
- culture assimilator
  - culture categories, topics, keywords
  - description of multicultural settings



Several techniques/experts on intercultural research/communication were presented e. g. Hofstede, Thompson, Schwartz (literature list will be available on eLearning platform)

intercultural development  
(Hoopes defines 7 stages)

- ethnocentrism
- awareness
- understanding
- accepting (respect)
- appreciation
- adoption of elements
- results (options): acculturation, assimilation, bicultural, multicultural, transcultural

Cone of experience

- Dimensions in which mankind can learn (non-organized – organized/induction – deduction)

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## Day 3

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### **1. presentation of topics that can be worked on by the partners on their own and at the next transnational meetings**

*Prof. Hans-Dieter Haller, Institute of Education, university of Goettingen*  
(s. handout)

### **2. definition of the activities and objectives for next months**

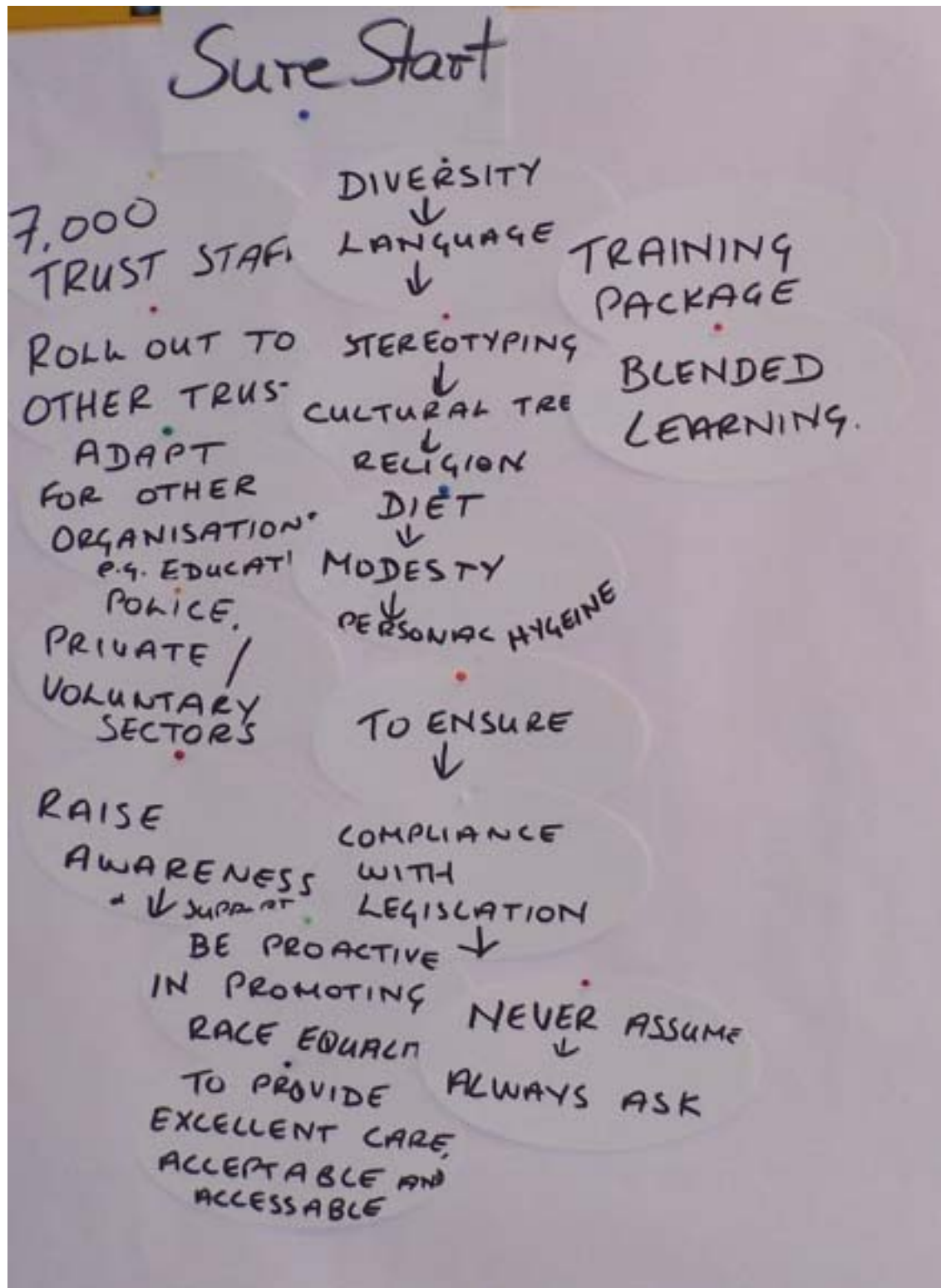
*Sabine Wiemann, BUPNET*

- Discussion of the method(s) the partners want to use to reach the main objective of the project, the improvement of intercultural competencies

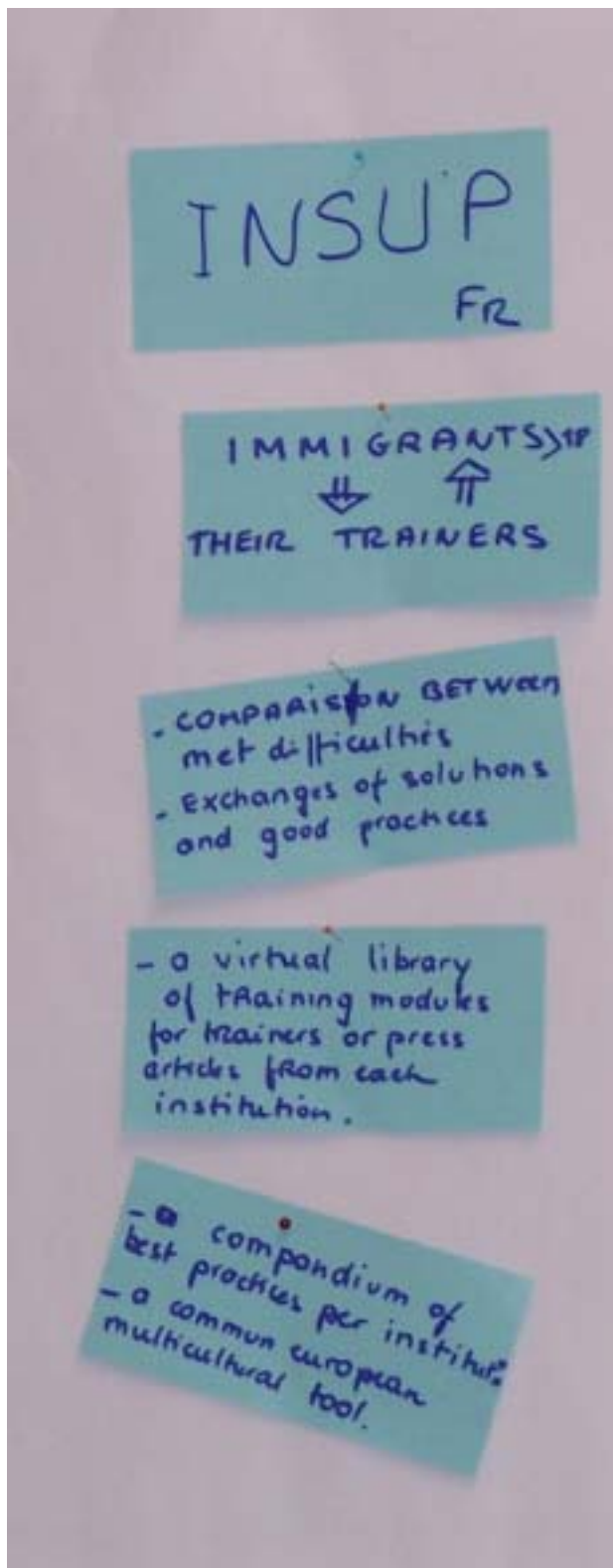


- In order to reach a consensus: each partner presented his/her main target groups and objectives (metaplan technique – s. following pages)

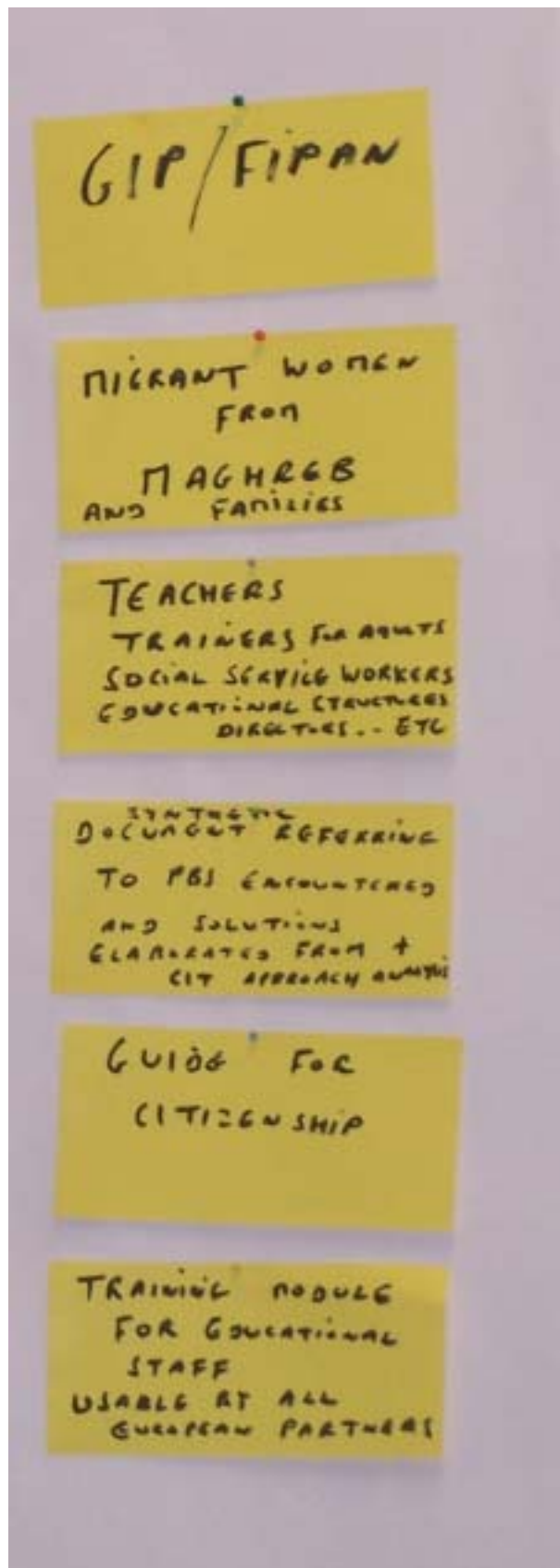
Sure Start



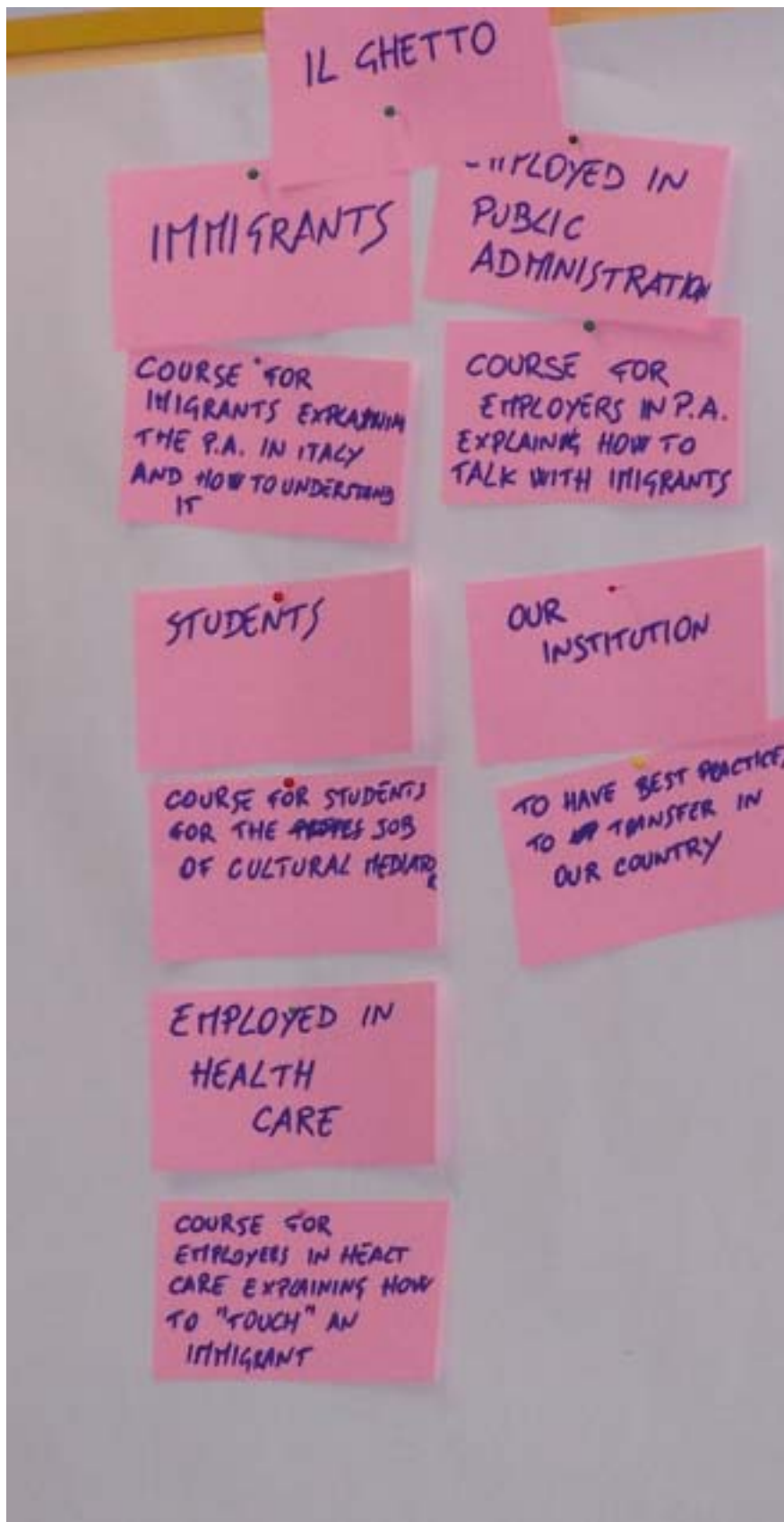
## INSUP



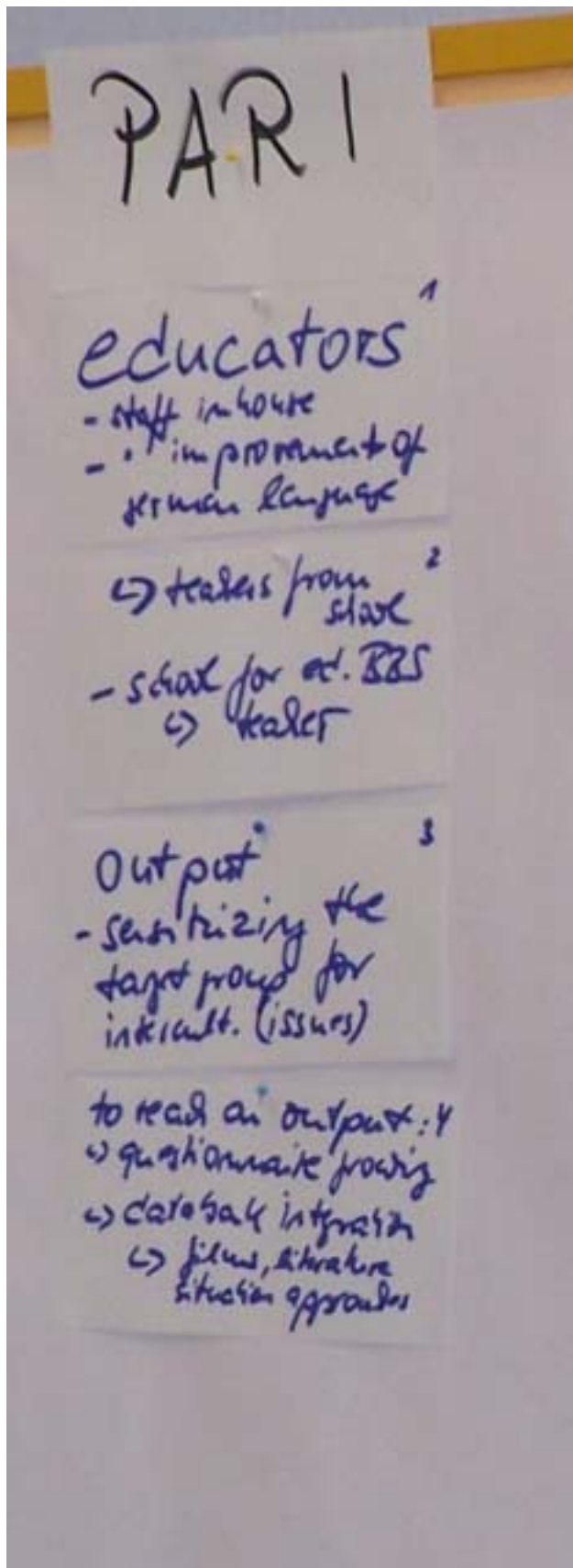
## GIP-FIPAN



## Cooperativa Sociale Il Ghetto

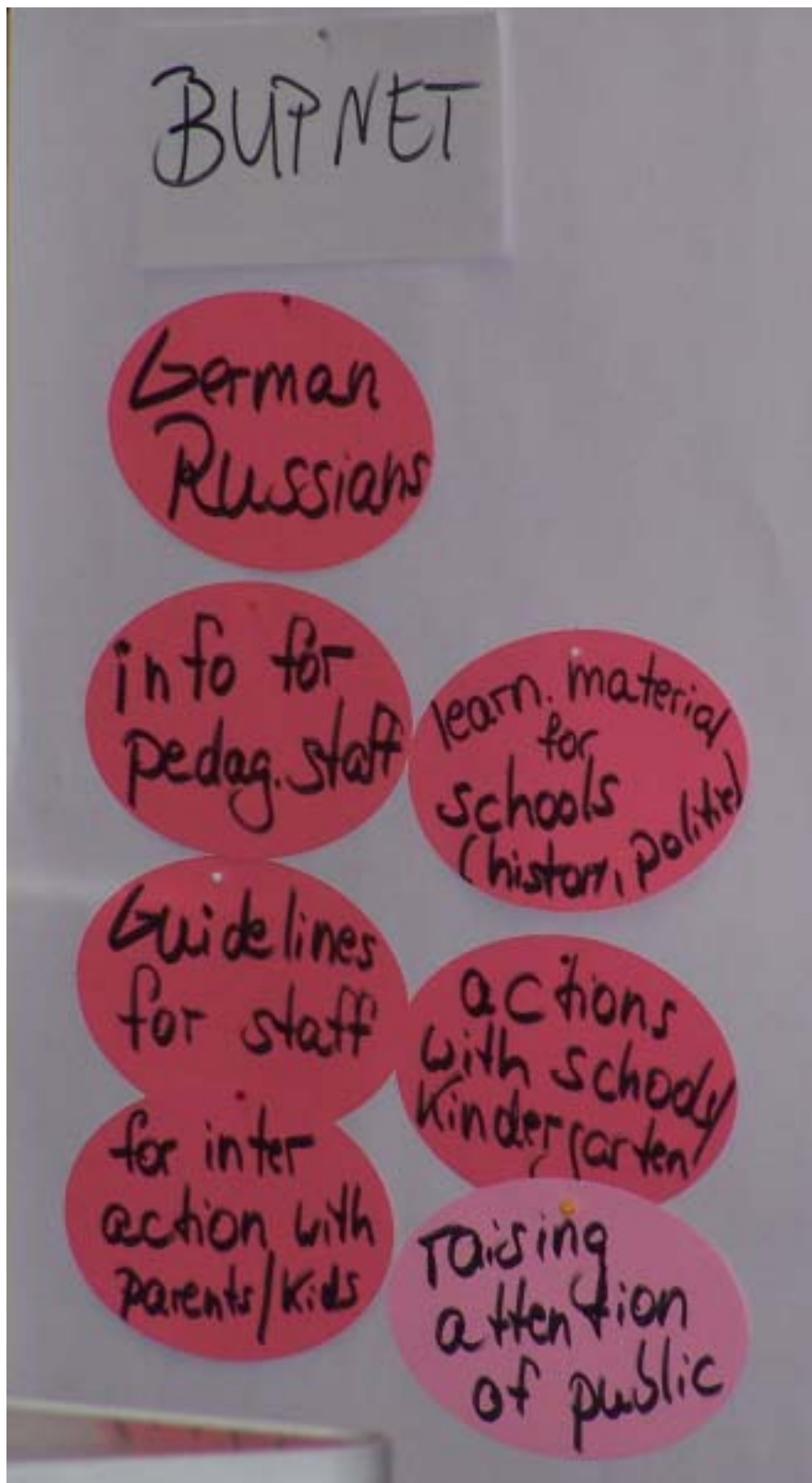


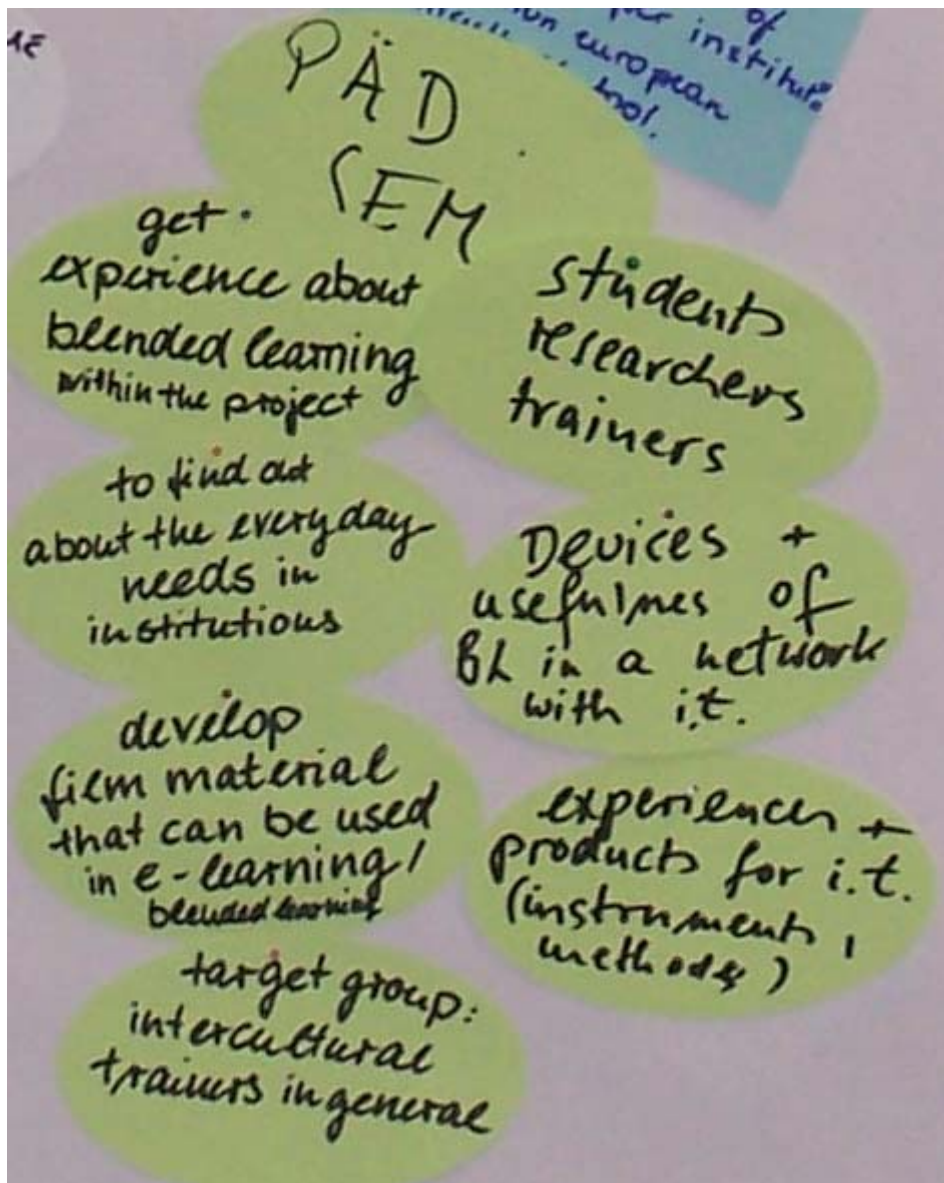
## Paritaetischer Kindergarten





## BUPNET





### next steps

#### 1. descriptive phase

- each partner will elaborate a description of the actual situation in his/her institution and its target groups specifying the special needs of information for staff on the target groups
  - collection of existing materials which is already used for staff training and information (and materials which will be ready in the near future), so that other partners could benefit from it.
- communication/exchange of ideas e. g. via internet, eLearning platform, telephone

#### 2. planning of concrete actions

### 3. timetable for next meetings

- 2<sup>nd</sup> transnational meeting: Riga (Latvia) in June 2005 (15<sup>th</sup> - 19<sup>th</sup> or 22<sup>nd</sup> - 26<sup>th</sup>)  
(everybody should bring her/his laptop)
- 3<sup>rd</sup> transnational meeting: January/February 2006
- 4<sup>th</sup> transnational meeting: September 2006