



Gender, ETHnicity, - INtegration, through international school projects

Welcome to the third newsletter of the Get-in network

The network was established in November 2004 and is now halfway through its planned project time. In this edition we would like to inform you about the seminar held in Istanbul in December 2005. The next big network event will be held in Hannover, Germany in September 2006: Teachers, managers and experts will have the opportunity to exchange ideas, attend workshops and discuss possibilities for further cooperation.

The Get-in website www.get-in.info provides more information about this event. We would welcome your reactions to this website. Working together in European school projects is very important for the development of European citizenship and for high quality education.

We invite you to Get-in.

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AGENDA:

- ✦ Coordination group, December 2006, Istanbul
- ✦ Start for Comenius1 – Get-in Projects, September 1th, 2006
- ✦ General meeting, September 28th to October 1th, 2006, Hannover, Germany
- ✦ Premeetings for new Comenius1-Projects: November 2006
- ✦ Submission of new Joint Application Forms: February 1th, 2007

Meeting in Istanbul

The Get-in Presentation Meeting was held on December 9th, 2005 in Istanbul, with the participation of France, Germany, Hungary, The Netherlands, Portugal, Sweden and the UK partner institutions. Over 65 Turkish colleagues from lower secondary schools, universities and NGOs attended the meeting at Terakki Foundation Schools. The Comenius Coordinator at the Turkish National Agency, Mr Sahin, also attended the meeting and presented the possibilities of Comenius projects and the importance of the Get-in network.



Sculpture in the Terraki School

The aim of the meeting was to meet Turkish colleagues, to inform them about the Get-in network, to motivate them to participate in the project and to represent their school in a future Comenius School project, which will be initiated at the Hannover Conference. For more details see: www.get-in.info

Ayşe Akarsu

Hannover Conference September 28th - October 1th, 2006

The Get-in network brings schools, teachers and students together to increase participation rates of minority ethnic students in European projects. It aims to raise the profile of issues relating to cultural diversity and equality in such projects. The network wants to support European cooperation which includes having or finding partner schools with a comparable student population.



"New" town hall in Hannover

The countries represented in Hannover will be England, France, Germany, Hungary, The Netherlands, Portugal, Sweden, Turkey. Three to five schools per country will attend the conference. If you want to participate you will find the forms on the website: www.get-in.info

Ingrid Keller-Russell, Dieter Schoof-Wetzig

Workshops in Hannover

Intercultural Learning und Training: An introduction to the programme: "A World of Difference".

Drama Staging in Foreign Language Learning: An introduction to theatre methods in language teaching (see details overleaf)

Language Awareness and Portfolio Learning: A workshop with Prof. Broeder from Tilburg University (see information overleaf).

eTwinning: An interactive website for school cooperation in international projects (see Get-In newsletter no. 2).

MSN-Training: Working with pupils using an instant messaging programme and personal websites.

Get-in Website: An introduction to the redesigning and the interactive possibilities of the website.

Experts' meeting: Focus: Integration through international projects and diversity management.

Project Partners

• Euroschool, Alkmaar, the Netherlands • Hervion College, 's-Hertogenbosch, the Netherlands • Hjulsta Skolor, Stockholm, Sweden • Integrierte Gesamtschule Hannover-Linden, Germany • Local Education Authority, Leicester, United Kingdom • Menedek, association for immigrants, Budapest, Hungary • Pedagogical Institute NiLS, Hildesheim, Germany • Polytechnic institute, Leiria, Portugal • Raayland College, Venray, the Netherlands • Rectorat de l'Academie, Lille, France • Rushey Mead secondary school, Leicester, United Kingdom • Terakki Lisesi, Istanbul, Turkey •

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“Staging Foreign Language Learning”

“From the sage to the stage to the guide on the side” describes the new challenges that have to be met by foreign language teachers. In order to carry out the principles of ‘student orientation, process orientation and student autonomy’ a completely new orientation in foreign language teaching is necessary. The participating institutions from various European countries have therefore made it their aim to develop and to test new concepts and modules for teacher training as well as for classroom use. The material focusses on activating and motivating student production. The main and innovative emphasis of this project was put on communicative situations, drama staging and electronic media. The cultural diversity of materials and concepts supplied by the participating institutions also contributed to the idea of intercultural education. In any case, “production/staging” helps to compensate limited ability to abstract in language learning.

Current examples are: Art and Drama (simulations, the empty chair ...); Creative Writing (keywords, gap filling, defective dialogue ...); Audio-visual materials (headline reconstruction, picture composition, comics ...); Electronic media (email, mute video translations) etc.

You will find some of the materials at: <http://www.nibis.de/nli1/europa>. All projects have been or will be published with Cornelsen and Westermann (Germany).

From the multicultural to the intercultural mind

...If we want the differences to coexist in the same places, maybe we should be able to establish intercultural communication: and this means you must be able to play on the other players’ board. What do I want for my students? What can I do in order to help my students (Gypsies, Muslims, Indians, Africans) to be as successful as any other student in school and in society at large?

We must train students to be reflective people before they assume their roles in enterprises, organizations, schools, departments of international relations, public relations, etc.

There are no easy solutions; neither are there simple recipes.

All you can do is being a cultural mediator in the learning process. So, you have to be an intercultural person as a teacher in order to facilitate the learning process for people of other cultures.

This is why we believe that reflective training is a good way to contribute to the intercultural awareness of professionals in the areas of education, communication and ability, human relations... (Download the whole text: www.get-in.info)

Ricardo Vieira e José Trindade, Leiria/Portugal

The VALEUR project - Valuing all languages in Europe

Europe has always been rich in languages. Diversity is present in our schools and in our communities, and it is growing. European citizens are starting to enjoy their rights of mobility. Our continent attracts people from all over the world in search of the security and prosperity Europe offers.

Europe can benefit in many ways from the wealth of languages spoken:

- raised educational achievement and capacity
- enrichment of cultural life
- benefits to trade and the economy
- boosting of skill levels
- improved democratic participation
- reduction of prejudice and xenophobic attitudes

The VALEUR project aims to raise awareness of the full extent and value of linguistic diversity present in Europe. It focuses on how best to encourage children to value the languages they speak and their skills in them. The VALEUR project will bring together information about educational provision available in different parts of Europe for these languages. It will identify good practises and create a network to promote new initiatives. The VALEUR project is a project on languages and social cohesion.

Dr. Peter Broeder, from the University of Tilburg (NL) is a member of the project team of the VALEUR project. He is a specialist in the field of digital language portfolios and has undertaken research on the experiences with the European Language Portfolio in primary education in the Netherlands. (www.broeder.com). One of his conclusions is that multilingual students appreciate this method as it gives them the opportunity to value the language they speak at home.

You can find further information about the project on the website www.ecml.at/mtp2/valeur.

Interesting links:

LANGUAGE POLICY IN EUROPE: <http://europa.eu.int/languages/>
“MIGRATION AND INTERCULTURAL RELATIONS” (MIR) and “LEARNING-MIGRATION” - Learning about migration and intercultural relations in school and teacher training (2005-2008): <http://www.migrationhistory.com/comenius/>

Portfolio and language awareness

One of the main aims of the European Council is to promote awareness of cultural identity and to develop mutual understanding among people of different cultures. In this context the Council of Europe is coordinating the introduction of a European Language Portfolio to support and give recognition to language learning and intercultural experiences at all levels.

How is the language portfolio useful to pupils?

- To keep track of their efforts;
- to know their situation, to understand what they are capable of doing with the languages learned, to determine what they know and what else they need to learn;
- if they change schools or classes, to display their learning situation to their new teachers;
- to be able to find a job in Europe, or to be able to travel;
- to continue their education and to help select their type of language lessons.

The European Language portfolio consists of three parts:

Language Passport

This is a record of language skills, qualifications and intercultural experiences of its holder.

Language Biography

This section is a record of personal language learning history. It helps the learner to set his or her learning objectives and contains self-assessment checklists for the evaluation of the linguistic competence and progress of the learner.

Dossier

This contains material illustrating achievements and experiences. This section entails examples of various items of personal work. The certificates and diplomas of the holder are kept in this section as well.

Detailed information: www.coe.int/portfolio

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information

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