



Get-In Conference Leicester (U.K.) 16th, 17th and 18th June, 2005

16th June

Arrival of participants

Each delegate made its own registration and received a conference pack with useful information for the event.

16:00

Richard Wale, Manager of Multicultural Service – Education & Lifelong Learning Department Leicester City Council made the Official Opening of the Conference.

Jan van den Nieuwenhuizen presented Get-In Project (Gender, Ethnicity,- Integration through international school projects) to all delegates: thematic area, main objectives, target groups, main activities, main outcomes, main events and the partnership.

Clive Billingham made an introduction to Leicester Conference: programme, main objectives and activities.

17:30

Ingrid, Johan and Alexander organised the “School Market Place”. Each representative country had its own place to make a presentation of the participant schools (orientation for partner finding).

All the schools made 1 minute oral presentation.

20:00

Dinner at the Hotel Restaurant

Political Leaders of Leicester City Council made some introductory remarks.

Mighty Zulu Nation (South Africa) made a dance performance.



17th June

09:00

Clive Billingham (Forest Lodge Education Centre) and Adam Newman Turner (Rushey Mead School) made a presentation about "How to deal with Diversity and Equality in Leicester schools". (See *power point presentation*)

09:45

Paul Burrows, Manager of Comenius 1 Programme for Northern Ireland, Wales and West of England, presented a communication about "How to set Comenius 1 projects with an intercultural dimension".

Paul Burrows presented the main objectives of Comenius 1 projects. He mentioned that each project must actively involve students, should cross different curricular programmes and present a final product. It is also important the involvement of the families and the community on the Comenius 1 project. If possible the Comenius 1 partnership can associate other national institutions related to ethnic minority questions.

Concerning the Budget, the Comenius 1 Programme Manager presented the following information:

Comenius School

Standard Grant

1500 € - partner
2000 € - Co-ordinator

Variable Amount

Pupil and teacher mobility
(up to 6 teacher and 4 pupils per year) – 100% Travel Expenses

Subsistence variable according to country visited (usually 75%)

Pupil subsistence – only when justified

Project submissions UK – Till 1st February, 2006



11:00

Discussion Groups

- The delegates were divided in four different groups (*see list*).

Topics:

- 1) What are the advantages & issues for schools regarding minority ethnic students?
- 2) What are the barriers to the involvement of minority ethnic pupils in international projects and what can schools do about them?
- 3) How can we actively involve students and their families and communities in international projects?
- 4) What suggestions do you have for new Comenius 1 projects?

- Each group had the following responsible persons (coordination group):

- 1) Alexander Soares + Judit Zatyko + Jan van den Nieuwenhuizen
- 2) Urban Astrom + Johan van den Broek + Adam Newman Turner
- 3) Dieter Schoof + Ricardo Viera + Clive Billingham
- 4) Ingrid Kelller- Russel + Kirsten Stamm + Henk Schenkelaars

- Each group discussed every topic (15 minutes per topic).

- After the discussion groups took place the Plenary Discussion with the following conclusions:



Topic 1:

What are the advantages and issues for schools regarding minority ethnic students?

- Learn about different cultures;
- Get open minded;
- Enrichment of the school and society;
- "One world in one community";
- Global citizenship;
- Tolerance, understanding, respect;
- Acceptance of different cultures;
- Diversity of languages;
- To discuss and prevent racism;
- Diversity and dynamic activities in school;
- Changing of knowledge/experience;
- To know different nationalities;
- To involve families from different backgrounds;
- Learn new values;
- Ethnic minorities as a "Teaching Tool";
- Learn to live/to work with different cultures;
- Global citizenship;
- To learn and become more tolerant and democratic;
- Assertiveness / Consciousness;
- The students teach each other;
- Self confidence / Self esteem;



Topic 2:

What are the barriers to the involvement of minority ethnic pupils in international projects and what can schools do about them?

Ideas to avoid problems:

- Translate letters to the minorities language;
- Involve "community" members in planning;
- Avoid isolation of the ethnic minorities groups;
- Students with experience to explain/calm fears;
- Bilingual teachers involved;
- Sharing good examples of success: previous trip, older students;
- Use the community knowledge – clarify about actual worries;
- Plan briefing meetings – parents, pupils and community involvement;
- Find "compatible" partners;
- Use video conference – information beforehand;
- Family to family e-mail;
- Create fund to support finance;
- Involve parents – early planning;
- Early advice on Passport/Visa;
- Explain all arrangements, ensure understanding, build trust;
- Line of communication always available;
- Female Staff – Multi-ethnic
- Communication strategy: home visit;



Topic 3:

How can we actively involve students and their families and communities in international projects?

A – What do you already do?

- Look for a new place they don't know;
- School Market – each class prepares something: music, food... to sell for Mali;
- “Real visits”, not just e-mail;
- Whole school get outside (Ex. Organise a Africa week);
- Inform local community using publicity by the media;
- Speak with parents directly using phone, sending letters, magazines;
- Involve parents bringing them into school;
- To invite the community or go to them into community centres using interpreters;
- Involve in social events parents and pupils;
- Open-door;
- Daily contact;
- Weekly reports;

- Parents come to talk about their children for ½ hour;
- Teacher go to family homes and to their place of work;
- Sports activities for parents and students;
- Cultural events and workshops at night;
- “Parents School”

B – What you can do in the future?

- Student companies produce things to sell in other countries;
- Make publicity: acknowledge achievements outside the school;
- Keep connections with students who move abroad;
- Use co-ordinators;
- Use media to get positive picture: local radio and TV in different languages;
- Charity work;
- Cultural evening – students/parents – using creativity, sports in the curriculum (language is not so important)
- Students to report on their international meetings;
- To involve students and parents in the school process;



- To involve parents from the beginning;
- School website linked to Comenius project;
- Links to other schools across world through IBO network
- For Language problems:
 - ICT strategies – each child uses computers;
 - Interpreters;
 - Mother tongue teachers;
- Involve parents in the school decisions – meeting to start off Comenius projects;
- Sports teams – international links;
- Parents associations;
- Parents money support teachers in teaching national language to ethnic minority children and extra curricula classes – after school classes (pay according to family income);
- Foreign students should teach about their cultures;
- Parents as cultural mediators.

Four Models were presented with the previous ideas:

- 1 – School and family don't communicate ("Two separated cultural worlds");
- 2 – Unilateral Communication Type: Relationship begins between school and family and community - school and teachers inform parents about some problems concerning students;
- 3 – Bilateral Communication Type: The School goes to the families and families go to the school;
- 4 – Constructing together good practices: the Get-in example. School governance composed by teachers, parents and community leaders.



Topic 4:

What suggestions do you have for new Comenius 1 projects?

How to work together?

- Less/non-verbal (just as much language as you need) – active – creative: let students make products (e.g. rap, films on their family life, storytelling), combine them, send or present them to each other;
- Identity – related topics: use topics such as sports/fashion/lifestyle to address the issue of identity, make ethnic traditions more visible in school, celebrate special days, exchange views from students abroad on news items that concern the international project;
- Regular communication is crucial: whether it can be based on IT or not;
- Extracurricular / Spare time: create meaningful spare time experiences for ethnic girls, create a “neighbourhood chat room”;
- Pupils exchanges: organize face-to-face encounters that involve ethnic girls;
- Teacher exchanges: organize job shadowing, so that teachers from different schools can learn from each other how issues of diversity are dealt with in the partner schools;
- School development projects: agree on values, describe strategies of intervention, create awareness of teachers for certain topics, how to work with parents in a respectful way.



13:30

In the afternoon occurred the first meetings in parallel working groups of possible partners. Start of the new Comenius 1 projects and forming partnerships. Kirsten and Henk proposed 7 different groups.

15:30

Guided Tours of Leicester

Every delegate was invited to choose one of the following guided tours:

- 1 – Historic Leicester
- 2 – Religious Leicester
- 3 – Cultural Leicester
- 4 – Rural Leicester

19:00

Rushey Mead Secondary School organised a social evening with a special Hindu dinner and entertainment. The students performed some dances.
Visit of local political and community leaders



18th June

09:00

Ingrid Keller – Russel (IGS Linden – Germany) and Johan van den Broek (Raayland College – Holland) presented some good practices in Comenius 1 Projects. “Circus” and “Lifestyles” were the projects presented.

09:30

The participant schools went to the meetings in parallel working groups. Planning of the new Comenius 1 projects was the main objective of those meetings: choice of project topic, objectives, activities, time frame.

11:30

All the schools were divided in four groups. Each group made its own Comenius 1 project presentation on a plenary session.

13:30

There was a final plenary session. Dieter Schoof-Wetzi made a presentation about “How we communicate as a Get-in network: IT Tools”. He showed the main functions of Get-In Project Webpage and the advantages for the schools using this structure.

Judit Zatyko made a presentation about “How we monitor our progress: explanation of evaluation tools”. She informed that is important to do an evaluation to the project in a general level. She explained what the evaluation is and showed that we evaluate for three main reasons: for reporting back to the European Commission; for social scientific reasons; for the success of the project. She concluded that we should evaluate right in the beginning of the project and at the end of overall programme.

Kirsten Stamm from EuroSchool (Netherlands) also made some remarks on the new Comenius 1 projects:

- Each project must be submitted to the National Agency till the end of 2005;



Conference Leicester (U.K.) - June 2005

- Some activities can start before the project approval. The preparatory visits are a good example of it. They schools can also start some activities which don't have the necessity of a fund.
- The submissions of new Comenius 1 projects should occur before Christmas Holidays.

15:30

Jan van den Nieuwenhuizen and Clive Billingham made the official end of the Leicester Conference.

19.00

Ending Dinner (Bruxelles Bar and Water Margin Restaurant)