PATHWAYS to intercultural and political education

Minutes of kick off meeting, Göttingen – 4th-6th October 2009

Welcome to the Kick-off Meeting of PATHWAYS in the Academy Waldschlösschen 4th-7th October 2009
PATHWAYS to intercultural and political education

Present:
Margit Kreikenbom - TVV e.V., Germany
Wolfgang Volkmer - TVV e.V. Germany
Alfred Lang - Burgenländische Forschungsgesellschaft, Austria
Gert Tschögel - Burgenländische Forschungsgesellschaft, Austria
Berit Strømshoved - Oppland fylkesbibliotek, Norway
Sonja Heimdal - Oppland fylkesbibliotek, Norway
Håvard Lund - Oppland fylkesbibliotek, Norway
Nadia Srasra - VOEM, Belgium
Mark Costello - Variety Town, UK
Ulli Klaum - VNB e.V., Germany
Volker Weiss - VNB e.V., Germany
Irene Schultens - VNB e.V., Germany

Day 1, 4th October 2009
1. Presentation of Project Partners (poster creation by each partner about their organisation)

Day 2, 5th October 2009
2. Expectations on the meeting/ Learning partnership

<table>
<thead>
<tr>
<th></th>
<th>Meeting</th>
<th>Learning Partnership</th>
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<tbody>
<tr>
<td>To get in contact with people working in similar topics</td>
<td>Exchange of ideas about cross culture and interaction in practice</td>
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<tr>
<td>Get to know each other</td>
<td>Good practice examples for our work</td>
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<td>Information about partners institutions, participants, countries</td>
<td>New methods in cross-cultural education</td>
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<td>To see beyond everyday, over the fence</td>
<td>A better understanding of intercultural and political education in general and in other</td>
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<table>
<thead>
<tr>
<th>European countries</th>
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<tr>
<td>▪ creativity</td>
<td>▪ ideas to involve learners</td>
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<td>▪ Good discussions, communication,</td>
<td>▪ Common products</td>
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<td>▪ Agreement on a “realistic working plan” (responsibilities, tasks...)</td>
<td>▪ A tool that we can use in our organisation/ present to others</td>
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<td>▪ To do in our own organisation</td>
<td>▪ Focus on libraries as a place for learning</td>
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<td>▪ Possibility to re-explain the project</td>
<td>▪ Make the library more visible</td>
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<tr>
<td>▪ Objectives</td>
<td>▪ Long term connections between the organisations/ continuation after the project</td>
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<td>▪ Experiences in European project work</td>
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<td>▪ A basis for further European projects (GRUNDTVIG projects)</td>
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3. Discussion on understanding of intercultural and political learning/ education

DISCUSSION ON »POLITICAL EDUCATION«
There is a great variety of expressions used for political education (PE) within the partners involved than we thought in the first place:
There is:
- UK: political education = not focused as a subject it is maybe involved in other topics; do have trainings in PE Through trade unions focused on: history, political history, rights and responsibilities, relationships between groups – to understand political role of participants in society/ history. 
- DE: a historical meaning of PE, concerning politics in society e.g. seen from the perspective of trade unions. The rights and the responsibility to see yourself as a human being in a political system and in an active citizenship 
- a focus on social status and political interaction – often with a concern on prejudice und inequality – claiming PE for cultural awareness, social cohesion, anti-discrimination, equality and diversity and to prevent exclusion and to support participation in society 
- a post-war experience with PE in order to re-educate citizens who had been under the influence of political infiltration with a focus on “Staatskunde”, to learn about political and state affairs and to gain a democratic perspective and self-confidence as “free men and women”, “good citizen” (emancipation, participation, part of initiatives) 
- a perspective on community affairs where PE is on a low threshold, non-instructive, participative, focussed and supportive – to become aware of one owns situation 
- AT: sees the term political education as an term of the 60’s/ 70’s (topics: voting, unions, work of politicians...) today rather active citizenship needs civil education; 
- In east Europe political education is a horrible term as they connect this with the time of the “iron curtain”/ SED 
- UK/ NO: term political education is not used more the term community education/ learning 
- So the term political education is not that common in Europe/ by partners; terms which are used: democratic citizenship, community learning, civil education, citizenship 
- You could even use another term: Civic Education
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- So political education contains:
  - Historical topics of country/state
  - Tools to participate/enable citizen
  - Learn about political system/rights, contemporary politics
  - Engage

- What is necessary for PE?
  - Low threshold
  - Non-instructive methods
  - Focused on something else/embedded learning
  - Supportive
  - Participation

- PE to empower/raise awareness on political situation
- What we conclude: We will use the term POLITICAL EDUCATION in a broader sense till we found a suitable term for us

- PE often made up by events such as: 20 years of reunification; 50 years of the occupation of Austria by Hitler Germany...

Questions:
- How to reach learners (newly arrived, natives...)?
- How can we actively work with people without forcing them? – Negative view of education is increasing.
- Possibility: “come and do what you want to do and we will introduce you to other topics too.” (Food-in-the-door-technique/embedded learning).
- How does partner countries reach people/what approaches are used e.g. video games...

DISCUSSION ON »INTERCULTURAL DIALOGUE«

What we found out:
- There is a difference between the countries, between the Nordic/British Experiences, Belgium and the German/Austrian.
- It may come from different historical facts concerning the national history of immigration and cross-cultural exchange.
  - UK: issues about culture awareness, community cohesion and equality of groups – equal in law but treated differently e.g. gay, lesbians, disabled or foreigner...cross cultural competences: self reflection, methods in dealing with people with other cultural backgrounds;
  - The term intercultural is not used more common to use cross cultural in UK
  - Cross cultural = gender, generations, migrants, east-west, European countries
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- DE: In professional discussions the term intercultural includes layers like gender, generation, profession, region and country.
- Different terms are used
  - Immigrants/ migrants (AT/DE)
  - Black Ethnic Minorities “BEM” (UK)
  - Allochton, Newcomers... (BE)
- Equality = powerful league in UK
- People from EU are not defined as immigrants? (BE)

4. PATHWAYS Objectives

BASIS: Europe is becoming more and more diverse and we want to show pathways to deal with, to get engaged, to engage our different target groups in it. How to deal with diversity in EU, in our work field of political and intercultural education?

We focus on each organisation by itself in the beginning and start to compare our work experience with each other.

**Project aims:**
- New methods on Political/Civic Education
- Exchange of Ideas within the Partnership
- Contact between the organisations, their staff and their learners
- Establishing a broader horizon and a better understanding between the partners on Intercultural dialogue
- To have a positive impact for our different work in the context of the partners
- Unifying the different work contexts to one common collection on the question: “Europe and I”
- No expectation to create a huge product but a result of work that we can relate to as an common approach to “Diversity”: there is diversity (even among us) and we are bringing in examples (e.g. interviews)
- Establishing a welcoming diversity against existing fears in our societies.
- Diversity as resource

**Project activities:**
- Find out about our differences of political backgrounds, terms and interests
- Get into a research of the resources of our organisations: collecting, analysing, comparison
- Recognition and comparison of our own further education structures/ contextualisation of political and intercultural education in our own organisations
- Built up a vocabulary of keywords and a collection of methods we are already using
- Doing Documentary work and interviews with our learners:
  - Learning without categorizing
  - To Learn how the organisations are learning, so it is good to start with were, with what and how the Partners and their organisations are “learning”
  - Encouraging diversity within our organisations: “IN BED” WITH DIVERSITY (embedded diversity)
5. Discussion on Products and Work plan

In Section 6.3 “Expected Results, including products” of the learning partnership application the following was written:

a. Minutes of the six project meetings  
b. Research 1 “political and intercultural education in the EU”  
c. Research 2 “adult learners”  
d. Research 3 “practitioners/methods”  
e. Information flyer  
f. Collection of good practice examples  
g. Recommendations as PDF available on the Website  
h. Learners Voices (e.g. as DVD “The European Union and I”)  
i. Project website

The partners agreed that research is not the right term to use so it is now called a “Collection” of information. Collection 1 is focused on “political and intercultural education within our organisations”. We have not defined yet how to deal with collection 2 and 3!

During the meeting the partner’s made the following statements on this topic:

- Learning Partnerships should have a product that can be used later on – if not always in daily work but in a general sense  
- Planned and useful is a recommendation as a document that can be transferred to other countries and organisations, a PDF-Document  
- What about a DVD-Project?  
- What about the website of our Learning Partnership?  
- The website could be an appropriate substitute to the DVD when we use Video streams on it, like you tube (Mark has an example and the know-how.)  
- A leaflet is still important to promote our website.  
- Something short is important, rather visually interesting – because we are serving many different target groups in 5 countries  
- A DVD would have been a good hand-out to our colleagues or learners with a personal emphasis, never the less it seems to be more work which the partnership may cannot accomplish  
- A DVD is the recommended product of documentation (e.g. of an event) to be handed-out to all who were involved. The website is at a lower threshold and can be spread more easily – via link and can be a “product in progress”  
- Who do we actually want to reach with our product? Question of Stakeholders.
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Stakeholders: Professionals (teachers, trainers, employees in libraries or education centres, multipliers ...)

The partners agreed on the following products:

1. Project Leaflet
2. Project Website
3. (E-) Brochure

6. Product 1: Leaflet

We need a leaflet with
a) a brief introduction to and description of our Learning Partnership
b) a link to our website to get to know on what and how we are/were working
c) a link to our product, the results of our researches

Main task of the leaflet is:
a) To promote the project website and b) to promote the learning partnership and its outcomes

The leaflet will be developed mainly by Ulli and Volker. This includes
a) The creation of a project logo.
b) Writing of content. Margit will support Ulli and Volker in terms of the content. Mark has been asked to do proof reading.
c) Presentation of leaflet draft December 2009
d) Providing of an English printable pdf version of the project flyer during the 2nd Meeting in UK

Tasks for partners:
a) Send short description on organisation. No more than three sentences to Ulli. + Name and address (phone, e-mail) of contact person
b) Send logos of each organisation to Ulli
c) Translation of the flyer by each partner
d) Printing of the flyer will be done by each partner according to their financial possibilities
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Project Logo – Brainstorming

Ulli and Volker are responsible to create the project logo which will be the basis for the corporate design of the project products. A Logo draft will be send to each partner by beginning of December 2009.

7. Product 2: Website

- Responsible for the development of the webpage are: Mark and Håvard.
- A first presentation of the website will take place during the 2nd meeting in UK.
- The home page shall be online/ run: April 2010.
- Mark will also be responsible to proof read the webpage content.
- Video streams/ Videos made during the project shall been edited by Mark and Håvard.
- Project partners shall deliver to the webpage: texts, learners’ voices, pictures, interviews, links, documents etc. Mark and Håvard will give partners deadline to send necessary material for the webpage.
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The webpage will include the following:

- Information of partners (Logo, link to partner’s homepage vice versa, short description of organisation)
- Information on PATHWAYS: project background, aims/ objectives, approach, products as pdf (flyer, brochure) in download section
- Reports and pictures of meetings
- Link section: on interesting projects related to our learning partnership
- Glossary
- Learner Voices on topics of pathways (text, video)
- Logo of project
- Logo and disclaimer of the EU

The website will be only in English!

Question on communication platform:

- Is this useful for our project? What form shall it have (moodle, yahoo group, internal section on the homepage. A discussion on this topic will be held during the 2nd meeting.

- Videos on You Tube can be restricted to a limited audience and can be as such implanted on our website.

- Examples for the design of a learning partnership has been given by Mark and Margit see:
  - Carlisle Healthy Networks
  - http://www.stepping-stones.de/steps/content/dokumente/index.cfm/aus.5/key.22/action.showfull
  - www.ealp.org or www.moleya.eu

8. Product 3: (e-) Brochure
The brochure will be focused on our own organisation and the experiences we made during the learning partnership.

Title: PATHWAYS on intercultural and political education
Partners agreed to skip of “…to a European citizenship”.

The brochure will be available:
- in English, German, Dutch and Norwegian
- as PDF downloadable from the website
- a few hard copies made by each partner for its own use
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It will include:

- **Introduction**: project background; diversity; diversity as resource (Introduction to our understanding: project idea is “more diverse within our society’s means diversity can become a resource to discover”

- **PART 1**: Focus on institutions involved
  a. description of background, ideas, framework of the organisation
  b. description of 3 good practice/ case studies from each organisation

- **PART 2**: Collection of good practice/ case studies of other organisations in each participating country (events, methods, courses…)

- **PART 3**: Glossary of terms/keywords for intercultural and political learning in the EU; expressions in own language, try to translate, brief comment on the understanding in the context of the project.

- **Reflections on our discussion** – keywords which give the glossary content

- **Pictures related to case studies, partners, organisation involved**

- **Learners voices quotations/ pictures of learners “to give diversity a face”**

- **Ethno poetry**: subjective summaries of meetings. Cultural exchanges, impressions of meeting, culture …uses a changing perspective from all partners involved - will be like a Diary “I”, written in an active style

Questions on:

a) Who will start with writing the ethno poetry?

b) Learner’s voices/ quotations: How to collect them? Do we need interviews? Shall we ask prominent learners (e.g. politicians…)?

9. **Meta Analysis**

The Meta Analysis has to be carried out by each partner. It is focused on the work of each organisation and its context.

Each partner will present the outcomes during the 2\(^{nd}\) project meeting.

The Meta analysis will be made according to the following questions:
A suggestion on how to accomplish the analysis will be made by Alfred till end of October 2009.
10. Project Management

a) Finances:

According to the project application the partners requested the following EU funding:

<table>
<thead>
<tr>
<th>Participating organisation</th>
<th>Country</th>
<th>No. of mobilities</th>
<th>Grant amount</th>
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<tbody>
<tr>
<td>Thüringer Volkshochschulverband e.V.</td>
<td>Germany (DE)</td>
<td>12</td>
<td>18.000€</td>
</tr>
<tr>
<td>Burgenländische Forschungsgesellschaft</td>
<td>Austria (AT)</td>
<td>12</td>
<td>17.000€</td>
</tr>
<tr>
<td>Verein der Niedersächsischen Bildungsinitiative e.V.</td>
<td>Germany (DE)</td>
<td>12</td>
<td>18.000€</td>
</tr>
<tr>
<td>Variete Town</td>
<td>United Kingdom (UK)</td>
<td>8</td>
<td>15.000€</td>
</tr>
<tr>
<td>VOEM vzw</td>
<td>Belgium (BE)</td>
<td>12</td>
<td>15.000€</td>
</tr>
<tr>
<td>Oppland fylkesbibliotek</td>
<td>Norway (NO)</td>
<td>12</td>
<td>16.000€</td>
</tr>
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</table>

- Each partner is responsible to ensure the total No. of mobilities according to the application. If however a partner is not able to accomplish the mobilities the national agencies of each country will reduce the Grand amount according to the not accomplished mobilities.
- The Grant shall be used mainly to conduct the necessary mobilities. All money which is left over shall be used to secure a good quality of work (e.g. for staff costs, printing costs, books for research etc.)
- Only the money used to conduct the mobilities has to be deducted at the national agencies.
- Each partner has to keep a proof of mobility (e.g. boarding pass, train tickets, Confirmation of Mobility, hotel bills etc.).

Each partner is asked to spend the money in a responsible way on purpose of the project aims.

500€ are set as an orientation for the amount of money spend by each person during her stay in other countries (incl. Hotel, conference fee, sight seeing, restaurants etc.) – Partner agreed that in countries such as Norway and England the costs could be more than 500€.

- Partner agreed on splitting the bills for the creation of the website, printing costs etc. between all partners.
- The best way to allocate the costs for the meeting room, catering etc. among the partners shall be provision of a “participant’s fee”. Hotel costs will be extra. The partners will get an invoice and pay the organising organisation cash during the visit. Therefore the partner who organises the meeting is asked to inform the partners before on the approx. amount which has to be paid.

b) Reports to the national agencies:

Progress Report **due to 30.06.2010**

Final Report  **due to 30.09.2011**
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- The progress report has to be filled out by each partner himself.

- The final report is divided in 2 parts:
  - Part A has to be filled out together – the project coordinator is responsible to bring together all necessary information; The writing of the final report will be part of the 6th project meeting in Jena June 2011.
  - Part B has to be filled out by each partner himself.

c) Communication
The main communication tool will be E-mail.

Margit has established a yahoo group this shall be used as document storage for (minutes, pictures, necessary forms etc.) Each partner will get an invitation to join this group within the next weeks. During the 2nd project meeting we will discuss if the use of the yahoo group is suitable.

d) Documents
- The partners will find the master for the confirmation of Mobility in the yahoo group. This confirmation has to print out on the Logo paper of the host organisation.
- Logo and disclaimer of the EU has also been uploaded on the yahoo group.
- A draft version of the progress and final report will be uploaded on the yahoo group too.

e) Preparation of next meetings
2nd meeting will take place: 24.02.10 till 27.02.10 in Carlisle, UK (variety town)
3rd meeting will take place: 20.06.10 till 23.06.10 in Eisenstadt, AT (Research Society Burgenland)
4th meeting will take place: 27.10.10 till 30.10.10 in Gent, BE (VOEM)

The 5th meeting will take place in Norway February 2011 and the final meeting will take place in Germany June 2011. The exact dates will be set during the 4th meeting in Gent.

The partners responsible to organise the meeting will send travel information to every partner in advance. Further he will be responsible to book the hotel, organise a meeting room as well as to choose project related activities (visits of organisations, tours walk in the city, restaurants etc.).

All visiting partners are responsible to send the organising organisation their travel dates in advance to secure the arrangements.

The meeting agenda will be drawn by Margit and the host partner.

Minute writers:
Ulli Klaum (VNB)
Volker Weiss (VNB)
Margit Kreikenbom (TVV)