

CLIEC

a report on the methodology
of cooperative learning and its implementation in
different European educational settings

edited by Annelies Joos

Veerle Ernalsteen

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Edited by

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Contents

5

Introduction

6

What is CLIM?

Filip Paelman

20

Intercultural Education and CLIM in Iceland

Gudrun Petursdottir

36

Does Poland need Intercultural Education?

The CLIEC Project in Poland, 2002-2005

Katarzyna Kopff-Muszynska

56

CLIM in Flanders: a Success Story

Filip Paelman

72

Intercultural Education and Cooperative Learning:
the Spanish Context

Maria Garcia-Cano Torrico and Esther Marquez Lepe

99

Reflections on a Process...

Amanda Brodala

Introduction

The CLIM project CLIEC (Cooperative Learning In European Contexts) is a European Socrates project coordinated by the Centre for Intercultural Education of the University of Ghent. The project dealt with the influence of different educational contexts on both intercultural learning material as on teacher training in intercultural education and cooperative learning.

Five partners from different regions across Europe have been working together on this project:

- Intercultural Iceland (Reykjavik, Iceland)
- Intercultural Studies Laboratory (University of Granada, Spain)
- Centre for Citizenship Education (Warsaw, Poland)
- Institute of European Studies (Krakow, Poland)
- Centre for Intercultural Education (University of Ghent, Belgium)

This booklet not only serves as a report of the project. It also has the ambition of being an interesting source of inspiration for those interested in implementing educational innovation, cooperative learning in specific, both at policy and at classroom level. It consists of six articles. Four of them are reports of the implementation of CLIM in four different European countries: Spain, Poland, Iceland and Flanders (the Dutch speaking part of Belgium). The other two articles respectively contain information on the evaluation of the project and the background of the CLIM methodology.

What is CLIM?

Filip Paelman – Centre for Intercultural Education
University of Ghent, Belgium *

1. General description

CLIM is not a goal but a means

CLIM pursues a number of general objectives that are realised within each single unit. These objectives are mainly situated within the field of social skills. CLIM wishes to make a contribution to the development and the application of these social skills within a multicultural and multiform society.

Working together, looking at things from a different perspective, being able to really listen to each other, communicating and informing, accepting changes and dealing with these changes in a flexible way, thinking and acting in a creative manner, making use of the possibilities of each individual... These are just some of the skills developed within CLIM. The teacher is expected to prepare the class for CLIM by offering a number of agreements, roles, skills and attitudes. This may lead to the conclusion that CLIM is the goal.

However, CLIM is just a means. It is a way of intensively dipping into the budding skills present and to further develop them. The learning process continues during the CLIM-activities.

For example, pupils must continuously be reminded that they should assume their roles in a suitable way and that they should stick to the agreements made.

Hence, CLIM not only focuses on the acquisition of concepts regarding contents but also on the further development of both intellectual and social skills.

CLIM is an injection method. Experience has shown that working with three CLIM-units a year will lead to results in both the pupils and the teacher.

* Filip Paelman is a teacher trainer working at the Centre for Intercultural Education, experienced in CLIM and cooperative learning in primary education

Pupils learn how to work together in a more efficient way, learn how to make better use of each individual's possibilities and will show more appreciation for each other.

Working with CLIM will lead to the teacher developing an attitude that takes better account of the diversity of the class group. A teacher's attitude that considers interaction between the pupils themselves and between the pupil and the teacher as a source of learning.

More than just social skills

Elizabeth Cohen, professor at Stanford University California and founder of C.I. (Complex Instruction), the model which CLIM is based upon, aimed at getting each individual child to learn. The conceptual thinking, the acquisition of concepts and the development of intellectual skills were central in her approach. These remain essential objectives of CLIM. We intend to have the pupils acquire a concept in each unit. This is what we call 'the central concept'. For the unit 'Do you understand me', this concept would be the notion of 'communication'. This conceptual way of thinking dips into a range of intellectual skills.

It is beyond questioning that linguistic skills play an important part too. And it cannot be denied that we thoroughly make use of these linguistic skills. However, CLIM is not a manual for language teaching, but it does put the basic principles of teaching language-acquisition into practice.

The same goes for pestering at school. A number of teachers might report that working with CLIM leads to less frequent pestering, but this does not mean that we will all of a sudden present CLIM as an anti-bullying programme.

Each unit focuses on a certain subject. Extensive information on this subject is provided by means of the resource cards. The task-oriented education stimulates the pupils to actively acquire this knowledge. Each pupil also acts as a source of knowledge for his classmates. The pupils, having their own specific backgrounds, are each time invited to share their own experiences and knowledge.

Evolution within education

CLIM grafts evolution on to the educational system. The transmission model, in which the teacher empties his vessel full of knowledge in the empty brainpans of the pupils, is gradually being replaced by a participation model in which the teacher gives the pupils all chances to start tackling things together.

Constructivism replaces instructivism.

The teacher increasingly becomes the mediator who guides the pupils in their quest for the necessary knowledge, skills and attitudes.

2. From C.I. to CLIM

Elizabeth Cohen developed a type of Cooperative learning, its main intention being: 'Get each individual child to learn'. She called her system 'Complex Instruction'(C.I.). Not that the theoretical principles as such are complex, but the didactic realisation is.

CLIM departs from this model. CLIM as a Flemish version is adapted to their own educational situation, thereby respecting the complex instruction approach of Elizabeth Cohen.

In Europe, a number of people were looking for a methodology that is not only interculturally coloured as far as contents are concerned, but that generates intercultural competence as well. C.I. appeals to the diversity of skills that are present in the class. C.I. effectively makes use of the heterogeneity of the group. Pieter Batelaan of the *Pedagogical Highschool* of Utrecht has shown that C.I. is a means to work at Intercultural education in practice. Swedish educationalists such as Leif Bretell and Jan Åke Rosell think C.I. has the potential to work at the rejuvenation of the teacher's attitude and at the school as a community. Inge Thorning uses C.I. in her *Interkulturelt Center* to teach adult refugees in Denmark.

C.I. has found many applications in Europe and offers the big advantage that the initial starting point: 'Getting each individual child to learn and developing the intellectual skills' can be maintained in this applications. It is both implemented within the different courses and cross-

curricular. Consequently, it does not threaten the normal course of events at school.

However, it has not become an indiscriminate copy of an American methodology. The adaptations to the specific Flemish educational culture are found within three areas:

1. Taking account of the time.
2. The open ending cannot conflict with the educational project.
3. Experiencing always prevails over explaining.

3. CLIM-Keynotes: Status and Interaction

Interaction

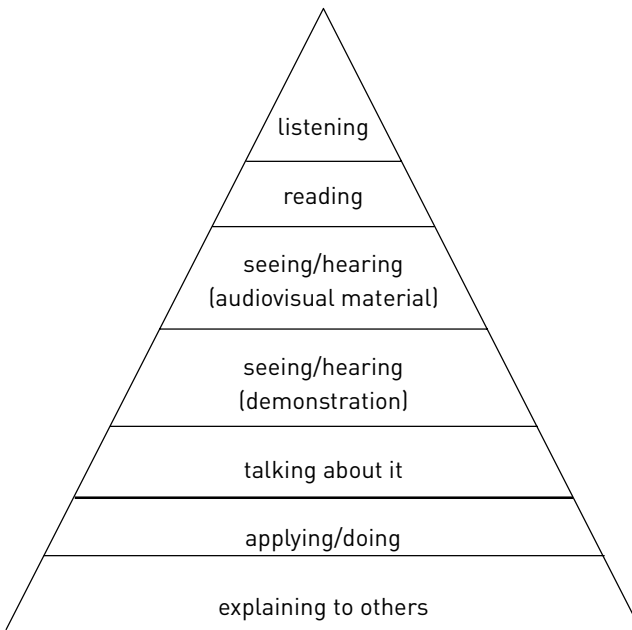
You cannot describe CLIM without breaking in somewhere. It is a complex system in which everything is related to everything else. Two key features are central however: **interaction and status**. They are inextricably bound up with each other within CLIM and this is where we start.

Group work offers a lot of opportunities for interaction. As shown in the learning pyramid, 'talking about it', 'applying/doing' and 'explaining to others' are the learning situations that really appeal to the pupil's learning potential. Pupils are involved, they are learning when talking about the subject or when working at the task.

In classical class management, the teacher expects the pupils to show a certain learning attitude. Pupils are encouraged to do their own work and not to interfere with the others, not to pay attention to what their classmates say or do and to ask the teacher if something is not clear. Within the group work on the contrary, the interaction will be enhanced by working together, by encouraging the pupils to ask questions, to argue, to listen to the others, to question members of the group and to be responsible for each other and for the final result.

Group work is no guarantee for interaction. Even if the groups are small, you will always have pupils who do not participate, who do not come to any interaction, who are not involved and who consequently do not learn.

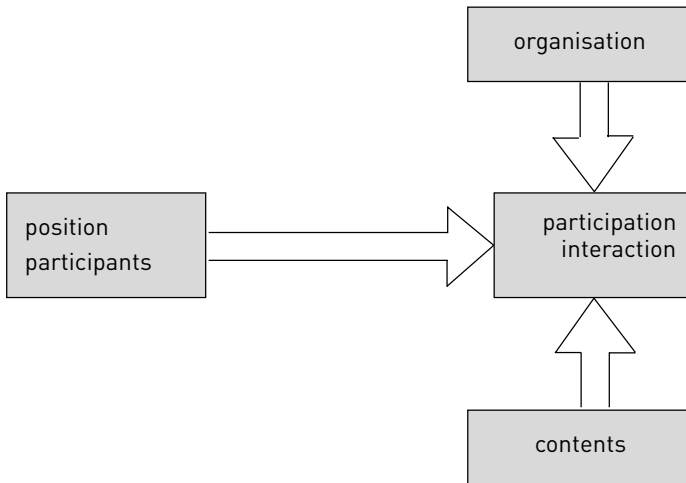
Figure 1 The learning pyramid



In order to avoid this, CLIM pays a lot of structural attention to three spheres of action. (*Figure 2*) Working at the position of the participants (the status), at the organisation of the group work and at the contents of the task enhances the participation in the interaction. CLIM offers the teachers structures, methods and a number of opportunities to develop all of this in a consistent way.

CLIM assumes that the position of the participants within their group, their status, plays an important part within this framework.

Figure 2 Interaction (Batelaan – Van Hoof)



Status

Having the pupils work in groups does not always result in more interaction since the status of the pupils within their groups play too important a role. This can lead to dominance and to exclusion and therefore produces a counterproductive effect. Group work that is meant to teach the pupils to cooperate can sometimes lead to pupils being excluded, to having insufficient interaction and lead to an insufficient use of the diversity within the classroom. This has everything to do with status. The higher the status, the greater their chance to participate in the interaction, in the social life. Status is extremely important. Children will not learn if they have a low status and are therefore debarred from the interaction that is the essence of the group work. Their well-being and involvement will come off badly. They develop a negative self-image and will unlearn instead of learn at school. Unstructured group work will have a rather negative influence on this process.

CLIM permanently works at the status of 'low-status pupils'. The composition of the groups, the organisation of the activities, the task of the teacher, the contents of the tasks, the training of the social skills; all of this aims at the realisation of a changing status within the groups, in order to start appreciating the possibilities hidden in each pupil. This exerts a positive influence on the participation in the interaction, on the learning process, on the involvement, on the well-being and on the self-image of the pupil.

The acquisition of status has several causes. Certain pupils derive their status from their intelligence, from their good school results. Other pupils are good at playing football, they are strong and tall, they dare more than their classmates. Still others are treated respectfully by their peers because they always wear pretty (and expensive) clothes, because they have a big weekly allowance, because they dare talk back to the principal or because they are allowed to do things at home that the other pupils are not allowed to do.

This is why CLIM also plays its part in the well-being of the pupils. CLIM also supports the high-status children, the smart children, in their further development because of its task-oriented approach. CLIM aims at imparting the social skill of "working together" to all the children. Status and working at status are so important within CLIM that they are found in all areas.

Figure 2 shows the three components that determine the participation in the interaction: the position of the participants, the organisation and the contents.

The interpretation of the organisation during a CLIM-session entails that authority is dealt with in a different way. The teacher delegates his authority to the pupils since they receive rotating tasks.

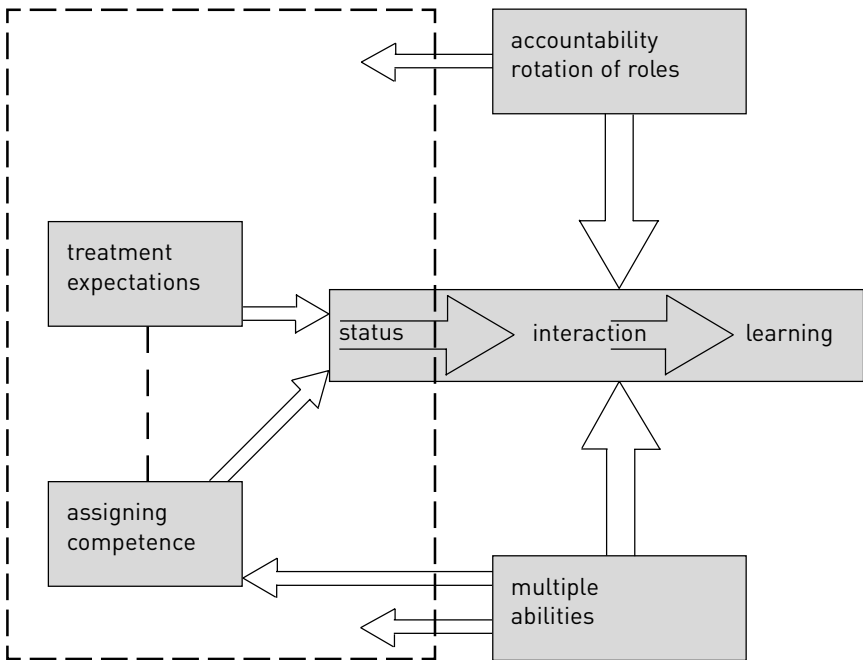
This is how the organisation directly supports the participation in the interaction. The role, the pupil gets in the group, renders him or her a certain status as well. The treatment of the expectations and the assigning of competence render this pupils status, a different position within the group. This too indirectly leads to more participation in the interaction.

The same goes as far as contents are concerned. Pupils can apply the

skills and the knowledge they possess. Working this way has its direct and indirect consequences for both the quality and the quantity of the interaction.

The central line: Status leads to interaction and interaction leads to learning becomes a reality in the classroom. (Figure 3)

Figure 3 Batelaan-Van Hoof



4. CLIM: a unit

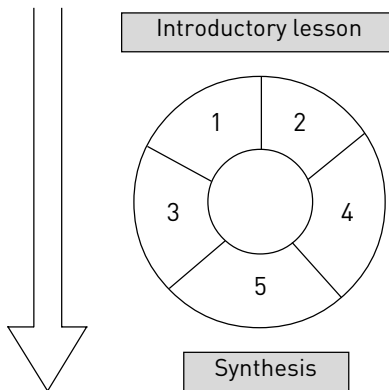
A CLIM-unit consists of seven lessons (Figure 4). The first lesson is an introductory one. The last is a synthesis lesson. Both are sometimes developed in a whole-class instruction, but they can also be tackled in groups.

Five activity lessons are organised between these introductory and synthesis lessons.

These can be organised with short intervals (one or two days) or once a week. They are not only concerned with cross-curricular achievements such as social and intercultural skills, but also artistic skills, linguistic skills, mathematics, geography, etc.

The introductory lesson is meant to raise the pupils' enthusiasm for the unit, to trigger their imaginative powers and to motivate them for what is coming. The pupils are primed and know what it is all about. Some of them will start looking for information on the topic and gather documentation. Because of this lesson others will be introduced to a previously unknown field. The terminology required can be discussed, sources can be made available and hesitations can be overcome. There is sometimes need for a short introductory class only (or for no introduction at all), depending on the unit.

Figure 4 Batelaan – Van Hoof



The introductory lesson is followed by five activities. These will always be conceived as group work and in accordance with the CLIM-principles. Each of these activities leads to the 'concept'. This is a larger topic with many possible lines of approach that can be implemented in many different areas. (Examples of concepts: The children's rights – environment - culture – language – time – exclusion – choosing - identity...) This concept should be kept rather general for several reasons.

The five different activities are simultaneously developed by five groups in class. Hence, each group focuses on a different activity, enabling them to acquire part of 'the concept', to approach the concept from a different angle.

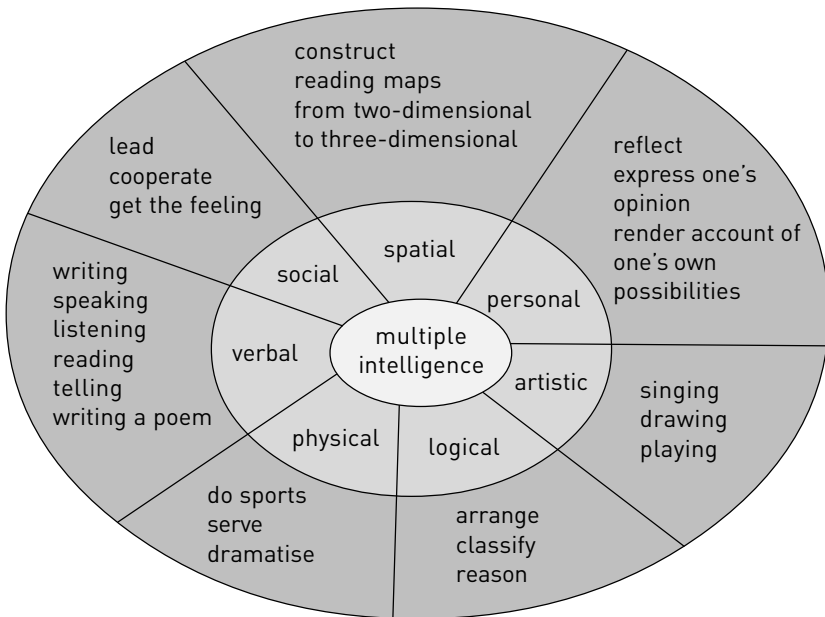
Each activity appeals to a different intelligence (Figure 5). Certain activities make use of the verbal intelligence, whereas other activities concern the artistic intelligence or the social or logical intelligence, etc. The teacher must bear this in mind when composing the groups so as to ensure that a different pupil becomes important for the final result in each activity.

The groups remain unchanged during the development of the entire unit. They will have to focus on a different activity in the next session. They rotate five times, until each group has carried out all the activities.

These rotations are useful for several reasons. If we had the different groups carry out the same activities, we would give rise to a product-oriented competition between the groups and we would partially depart from the cooperative learning method, which would have a negative influence on the learning results. Indeed, not only pupils but also groups can learn from each other. A second reason for these rotations in the activities is the acquisition of the larger concept. The pupils can experience each other's products based on which the concept can be acquired.

The synthesis lesson is the coordinating lesson to which we have linked an 'action'. The pupils are invited to show to what degree they have succeeded in mastering the concept. CLIM is not free of engagement but will challenge the pupils to actually do something with the insights they have acquired.

Figure 5 Gardner



5. CLIM : A lesson during the rotation

The introductory and the synthesis lessons can be organised both as a whole-class instruction and in the form of group work. The duration of the lessons is not fixed either but depends on the interpretation chosen. The five rotating activities however do follow a strict schedule. This is necessary to give the autonomous groups the same space of time for their work.

A CLIM-lesson consists of three parts:

1. The orientation

The **orientation** is a short moment (5 min.) at the beginning of the lesson during which the teacher draws the pupils' attention to the arrangements and/or the skills required to work together. The teacher can also stress the interpretation of a certain role. He or she can give feedback to what he has seen in previous lessons: who has efficiently interpreted his role, which pupil was important for the result of the group work and why. The teacher uses the orientation to work at the status of the pupils and at the organisation of the activity.

The orientation offers the pupils a glimpse of what they can expect:

- the contents (what is it about ?)
- the role that will be paid extra attention to
- the arrangements and norms that will be considered
- elements that were eye-catching during the previous rotations and that will receive extra attention
- the skills that are important for a certain activity.

2. The group work

The pupils work without the intervention of the teacher. Each pupil has his own role and his own task within the group work and will have the opportunity to make his contribution to the group result. The pupils know their role, stick to the arrangements and acquire a number of skills needed to work together.

Their first activity (A-activity) consists of consulting a number of sources. They are to answer questions, compare sources, develop arguments and gather relevant information.

Their second activity (B-activity) always consists of a task. They need the results of their first assignment to carry out this task. From the second up to and including the fifth rotation the pupils can also use the results of the other groups. They can agree with or reject their results. Indeed, each group has a different task and each pupil plays a different role. These tasks will rotate over the (fixed) groups in the course of the following lessons. Each pupil will each time be allotted a different role within each group.

Both activities have an open ending and use open questions that invite interaction and that appeal to the experiences of the pupils.

3. The presentation

The groups present their products during the presentation. Each group member (not just the reporter) is expected to participate in these presentations.

This way, the pupils can see what the other groups have come up with and can use their results during the next rotation.

Figure 9 Paelman

GROUP LESSON	1	2	3	4	5
1	INTRODUCTION				
2	ORIENTATION				
	□	▽	○	+	*
PRESENTATION					
3	ORIENTATION				
	*	□	▽	○	+
PRESENTATION					
4	ORIENTATION				
	+	*	□	▽	○
PRESENTATION					
5	ORIENTATION				
	○	+	*	□	▽
PRESENTATION					
6	ORIENTATION				
	▽	○	+	*	□
PRESENTATION					
7	SYNTHESE				

Intercultural education and CLIM in Iceland

Gudrun Petursdottir – Intercultural Iceland, Iceland *

The development of, and interest in intercultural education has grown enormously in the last 10 years in Iceland. As in many other European countries the discussion started in context of migration. Migration is a rather recent phenomenon in Iceland, compared to other European countries. Even though people from overseas have always been moving to Iceland for some reasons, one can say that a “real” migration didn’t start until the year 1995 when there was a shortage in labour due to an economical upswing in the society. In the period between 1996 until 2000 the increase in migration was 50%. In the beginning of this period the authorities recognized the necessity of language teaching for migrant children because neither schools nor teachers were prepared for this new diversity in their schoolrooms. In the years until 1998 people would use the term “new-comers teaching”, this means virtually the same as the English term “immigrant education”. The focus was on children with Asian background and the aim was to help them to integrate and learn the language. Iceland accepted some groups of refugees from Vietnam in the years from 1971–1991 and those children had been for some years in the schools. The education authorities funded new departments in a few selected schools in Reykjavik for migrant children or “new comers” as they are mostly called in the school system. Those departments still exist, but since they were established, the schools and teachers have become more and more aware of the importance of mixing the migrant children with other children in the classes rather than isolating them in special classes or departments. In the national curriculum from 2004 intercultural education is not mentioned as such but as you can see below there are some articles in the National curriculum that fit very well with the aims of intercultural education and with Cilm.

*Sociologist, specialized in the field of working against prejudices and racism, as well as specialization in intercultural education. She is the manager of ICI (InterCultural Iceland)

In the National curriculum 2004 **Final Life Skills Objectives in Compulsory School** it says:

“A pupil shall

- develop sensitivity for the variety of his/her own emotions, realising how emotions affect the behaviour, thinking and all relations of living beings;
- foster a sense of solidarity, sympathy and respect for the opinions and values of others in order to be able to have rich and productive relations with other individuals irrespective of their race, gender, nationality, religion or physical and mental ability;
- acquire communicative skills and practice in expressing and following up on his/her opinions, emotions and interests;
- be conscious of the role of the family in creating and reinforcing the self-image and attitude of individuals;
- show initiative in developing his/her natural creativity and adaptability in a variety of tasks within and outside of the school, including
 - creative and original ideas,
 - logical assessment and ability to draw conclusions,
 - critical thinking,
 - courage to resolve issues,
 - placing phenomena and topics in a new context;
- acquire the courage to create his/her own image, lifestyle and opinions in an independent and responsible manner and to realise how they are interrelated in setting objectives for the future.”

<http://bella.mrn.stjr.is/utgafur/compuls.pdf>

According to the reference timetable, at least one instructional period per week must be devoted to this subject from Grade 4 until the conclusion of compulsory school. Most of the teachers, participating in the Comenius project, used the life skills lessons for the Clim activities.

Today, most schools in Reykjavík have a number of migrant children in their classes and normally those children have special support for the first two years in the school. In the national curriculum for the subject “Icelandic” there are numerous chapters about Icelandic as second lan-

guage and the importance of mother tongue teaching for migrant children. From this it seems that the Icelandic authorities have done much improvements concerning Icelandic teaching for migrant children but still need to improve the curriculum on intercultural education for all children.

In the years around 2000 the discussion about intercultural education increased. Teachers recognized that it was not enough to offer special support for the migrant children, the children of the majority group also needed new educational approach to be prepared for the multicultural society they were part of. In the beginning the emphasis was on “different cultures” in a very narrow way of defining the term “culture”. A similar emphasis was evident all over Europe between 1980 and 1990. Also in Iceland, many teachers complained about the lack of practical teaching methods to reach the aims of intercultural education. Even though the aims of ICE are not completely agreed on everywhere in the world, most professionals agree that the overall aims of ICE are:

a) that all children become intercultural competent and b) that all children get equal access to the learning process. This part is especially important in Iceland because only 0,8% of all pupils are in some kind of special schools. (In some other European countries this number is up to 6%).

When we started introducing different teaching methods to try to reach these aims, we could feel a lot of interest by the teachers. They were tired of hearing which goals they were supposed to reach and all the abilities they were supposed to strengthen and hear about all the problems that they were supposed to solve, but without getting any tools to reach those goals. Many teachers saw Clim as one of those tools. I will not go further into the objectives of Clim because this will already be done by others in this booklet. In the following text I will, with the help of the teachers trainers involved in the project, try to describe how the project started here, a little bit about the schools involved and I will give back some of the story's and experience we have heard from teachers using Clim.

The trainers and the schools

In Iceland we don't have the tradition of teacher trainers as a profession. Teacher students study at the Teachers University or at the University of Iceland. In service training either takes place at the Teachers University (post graduate students) or on summer courses for in service teachers. Because of this fact the coordinator of the project in Iceland (InterCultural Iceland) decided to choose two competent teachers with a long teaching experience and a motivation for intercultural education, to be trained as Clim teacher trainer for the project. They are both teachers in primary schools, one as primary class teacher and the other as a special teacher. Those schools became partners in the project.

Lækjarskóli is a primary school with 460 pupils from 1.-10th grade and Mýrarhúsaskóli is a compulsory school with 450 pupils from 1.-6th grade. Both schools belong to municipalities next to Reykjavík. We also recognized the importance of involving the Teachers University in the project. That's why we also asked an Assistant Professor at the University to participate in the project.

The headmaster of the two primary schools decided that all teachers who were teaching 3rd-7th grade would participate in the project. In the beginning of the project there were 22 teachers from both schools participating in the training. They had 7 training sessions (two till five hours long). The teachers involved tried out some skill builders in the first year and three Clim Units in their classes in the years from autumn 2003 till spring 2005. The decision to participate in the project was made by the headmasters of the two schools. I think this may have influenced the outcome of the project because the teachers involved were obliged by their headmasters to participate in the training and to use the material. For the teachers this meant that they would have to run the units within certain time limits instead of deciding them selves when they thought it fitted into their teaching schedule. This was a good reminder for the coordinators about the importance of involving the teachers in the whole decision process when starting school development projects.

The trainer at the Teachers University had a different role in the project because she didn't have any children to use the material with. She would on the other hand introduce the method and material to teachers who were doing their post graduate studies.

In the first year, three training courses were held for all involved teachers from both schools. The teachers trainer who had gone to Gent for their training, did the training themselves. Both trainers were used to work with children and not to give training to adults, not to mention their colleagues. Still they did it very well and the teachers liked the practical approach on the training courses but many teachers stated in the survey that they would have liked more support in their classroom when they started running the units. During the three years we observed what we expected to happen: Some teachers didn't show much interest in the material or the method. They found it too much trouble and too time consuming to work with Clim. Others were very interested and motivated. The school headmasters in both schools were persistent that all teachers who started the project would also finish it but of course some teachers who had started the training were teaching other grades in the last year and therefore didn't have the opportunity to use the material, others moved to different schools so about half of the teachers who started the project were still working with the material in the last year of the project.

At the Teachers University Clim has also been shown a great deal of interest, by the students as well as by the in service teachers doing their post-graduate studies or visiting further education courses. For the students of the Teachers University it has mostly been the variety of learning possibilities in Clim that awakes an attention and how every individual has access to the learning process with this method. Some teachers have also mentioned the positive discipline within Clim, both because of the time limits and because of the roles. Others have mentioned that exactly this frame might be too tight for the pupils.

After the second and the third year of the project, all project partners made a survey among the teachers involved to hear their experience with it in their class rooms and to see if the material had to be changed in some way. In the following text I will use the outcome of the survey

to try to reflect on some of the comments that we heard from the teachers in the survey and in the training sessions. What did they find difficult and what was a success?

The pupil's opinion

During a Clim lesson one teacher said: "Because you work so well on this Clim assignment, we might play a game in the next lesson". One pupil answered: "but we are playing now".

This sentence crystallizes the opinion of the pupils towards Clim. They see it first as a play, but recognize deep down that they are also learning something. A teacher asked a class who had already worked on two Clim units what they think of it. The first answer was: "Its fun", everyone agreed. The teacher asked again: "Why is it fun?" "Because then we don't have to learn". Umhm, so its fun because they don't have to learn... The teacher didn't give up. "So you don't think you learn anything when you are working with Clim? Do you all agree on that?" And then the different answers came from the pupils and the teacher wrote it all on the blackboard: "Of course we have to read and write a lot", "we have to learn to cooperate and work together with everyone, even with the boys", "we have to think very much", "we have to get good ideas", "sometimes we have to act or draw or paint". The list got very long and even though the pupils started by saying that Clim was fun because they got off from learning – one could notice that they were even more happy to discover that they *had* actually been learning *and* having fun at the same time.

The teacher's opinion

From the answers from the Icelandic teachers in the surveys, we could see that all participating teachers agreed on that the pupils liked the Clim lessons. But some of the teachers, just like the pupils, weren't so sure that their pupils were actually learning enough. They also saw it more like a play. Some of the positive remarks the teachers made:

“Clim is a good relief from normal schooldays”, “It’s easy to enweave different subjects and even teach more in shorter time”, “It stimulates student’s creativity”, “It’s a good way to make clear to the pupils that they have different abilities”, “it is really good for the dominant kids to learn to work in a cooperative way, even though its sometimes difficult for them”, “all pupils are active”, “I can see changes in their social behaviour, I can now without any problems let everyone work with anyone”.

But there were also some problems. Below I will mention some of the problems that the teachers experienced during their work with Clim and discuss those problems further.

The time issue

“One has to be very much aware of the time schedule and that it doesn’t take time from something else”. “It takes to much time, much more than it says in the instructions”. “I’m afraid that Clim is taking time from the other subjects”. “It encourages bad work habits because they have to hurry to be able to finish”

A very common remark was that Clim takes too much time and still it doesn’t offer enough time. This means that Clim takes to much time from the other subjects because the teacher doesn’t have the feeling that the pupils are really practising the same skills as they would be doing for example in a traditional reading or writing lesson. He/she just knows that there is a test where the class should have finished reading this book or learned those facts or finished this workbook and Clim takes time from that. The standardized tests we have in Iceland in the 4th, 7th and 10th grade are probably part of the reason for those worries. Most teachers and schools want to score high on the standardized tests and even some of the children are preoccupied with the thought that they have to learn a lot of facts to score well on the test. The evaluation tradition in Iceland is very much based on tests and only recently new evaluation methods have become more popular among teachers and schools, especially at the lower grades. The standardized tests make it certainly more difficult for teachers to experiment with new teaching methods where other evaluation criteria are necessary.

Another issue with time, is that teachers have the feeling that the preparation takes too much time. It is true, it does take time to prepare for Clim, but of course all teaching should be well prepared so maybe it's just the different kind of preparation that makes some teachers have this feeling. They are used to make overheads, photocopies and lectures but maybe not to find all kind of building stuff, drawing paper, paint and all kind of devices. A group of teachers in one of the schools came up with a good idea to make the preparation easier. They suggested that there would be one special Clim classroom in the school, where the units and all extra material was stored and ready for use. The teachers would order the use of the room for a certain time and bring their class over there. According to the teachers, this made the preparation much easier and it took less time.

In relation to the time issue, I also have to mention the teachers strike. During the winter 2004 Icelandic teachers had a strike for 7 weeks and after striking for all this time, they were forced by law to start working again. Of course this influenced the teacher's motivation to spend even more time on preparation than they were used to do during their usual teaching.

Another comment about time is that there is not enough time within Clim. *"There is too little time for the tasks. The pupils don't do their best because they know they won't finish it in time if they do. They just hurry"*. This has to do with something else than the other time-problem. Every Clim rotation has a certain time limit which the pupils have to keep, mostly 45 minutes for both the A and B activity. The time limits are sometimes tight but this time pressure is important so that the pupils learn to organize their work, to make a time plan, to cooperate and communicate and to focus on what they are doing. It also helps the teacher to keep the activities within the two teaching hours and not being extended over uncertain time. It is obvious that the pupils don't always succeed with their end-product, especially in the beginning when they are learning the skills that are important when you work with Clim. So the end product doesn't always look as good as they would like to.

One remark from a teacher was: *“We try all the time to teach our pupils to work in a good and meticulous way, so that they don’t just hurry to do something and finish it quickly. When I work with Clim I have the feeling that I can’t make this claim because the time is just too short”*. In Clim, the working process is more important than the end product. It is important that the pupils discuss and work together, that they discover the advantages of diversity and that they can all contribute something to the group. One of the most important things in Clim is the status treatment that takes place during the group work and during the feedback. When the teachers become aware of this importance they realize that the end product is in this case not the most important thing, but how the pupils interact with each other and how they use the diversity of the group. The more practice the pupils get in working this way, automatically the end products will also get better. Of course the pupils need to be able to be proud of their work, otherwise they lose their interest. *“I have noticed that in the last rotation the groups normally have no problems in finishing on time”*. After watching the other groups do their presentations, the pupils already know what the activity is about and they have already thought about it and may already have thought about how they would like to do it, i.e. learned from each other.

The roles

Most of the teachers give positive feedback about using the roles. *“All pupils are active”*. When the pupils have learned to work with roles it’s also a relief for them to know exactly what they are supposed to do and don’t have to waste any time in discussion about who should do what. By observing the classes who were working with Clim, one could see that the pupils were very much aware of their roles and the dominant ones sometimes had to control themselves when they wanted to call the teacher or get the material. As one teacher said: *“it is really good for the dominant kids to learn to work in a cooperative way, even though it’s sometimes difficult for them”*, and another teacher said: *“dominant pupils can even become more difficult in Clim”*. It is true. The high

status children who are used to lead and do everything exactly the way they want, can have troubles with making compromises and not being able to finish everything the way they want. When this happens they might just want to disturb the group or turn away pouting. The question we have to ask is if this isn't a good time for them to learn the importance of cooperation and the behaviour that is necessary to be able to work in a team? Isn't it better that they start to learn it and practice it in the 4th grade than as adults at their workplace? Even though it can be difficult for them and their group.

Another aspect came up in discussion with a group of teachers which had been working with Clim. Some teachers had noticed that the low status children and the children with some learning problems didn't feel very good during a Clim lesson. *"The activity where he had the role of a planner really embarrassed him because he didn't know how to use a watch. Sometimes I have the feeling that working with Clim really brings out the weakness of the children"*. It is possible that some activities bring out some weaknesses but on the other hand, it is very likely that other activities bring out their strengths, sometimes strengths that nobody would notice during a traditional lesson. It is therefore very important to think carefully about who should get which role in which order. To give the dominant child the role of the facilitator in the first rotation and the shy child maybe in the last rotation. This way he or she can look and learn how the others practice their role. It is also important to emphasize to the norms and values of Clim, such as "everyone helps" so that if one doesn't know how to use a watch the others should help him. Or if somebody doesn't know the language well enough to be the reporter, the group should help him or her to do the presentation but without doing it for him or her.

In any case I think it is more important to give those "weak" pupils the possibility to be "strong" at some tasks than to try to hide their weaknesses. Mostly the class knows all about the weaknesses of each student anyway but they don't always know about their hidden strengths unless the assignments bring them out and the teacher emphasizes them to the class. This he can do through the status treatment.

The status treatment

It seems to me after reading the teachers answers to the survey and by listening to them after they have experienced two-three Clim units, that one of their biggest difficulties is the status treatment. They are pre-occupied with the practical organisation of the Units and I think they have to become more confident with that part before they can be expected to start practising the status treatment. Status treatment is a very important (even the most important) part of Clim, especially in very heterogeneous classes with big academical and behavioural differences within the group. This is the case in Icelandic classes. Even though we don't have very big gap between social classes in the Icelandic society and not very high percentage of migrant children in our classes, we do have a very inclusive school system where only 0,8% of all students go to a special school. After explaining what the term "low status pupils" means, the teachers could normally tell at once which of their pupils would belong to the low status students. They would not call them low status but shy, nervous or silent. Using the term "status" was new to the teachers but that some pupils were inactive was nothing new to them. I think the status treatment is something that the teachers will be more aware of when they run the same unit the second or third time. Then they will know the content of the units better and have more time to observe the children and focus on the status treatment instead of focusing only on the organisation.

The overactive or "children with special needs"

As I mentioned before Icelandic school system is an inclusive one. That means that in almost every class there is one or two or even more pupils which have been diagnosed with some special needs. They can be over - active or in - active, children with disabilities... This fact can be a challenge when working with Clim. It can turn both ways, be easier or more difficult. Some teachers noted that at last the overactive children blossomed in the class. At last they were able to do something active and come up with creative ideas rather than just trying to sit still and read or listen. They showed abilities that the other children didn't

know of, like one boy who showed great dancing skills in his group. Another boy who didn't seem to be interested in anything "woke up" when his group was supposed to build something. The other side of the coin is that some of the "special" children didn't function in the group. They could not keep their roles and the group didn't function because of their behaviour problems or low academic abilities. In this case the teacher has to think carefully about which role this pupil gets in the beginning. Is he the "leader" that will take over the role of the organizer anyway? Then it is perhaps best to give that role to him or her in the first lesson. Is he or she someone who likes to move around and can't sit still? Maybe he should have the role of the material manager in the first lesson and so on. "*Clim is sometimes a good choice for the overactive children because it demands a lot of active learning but I saw even more changes in the inactive children*". The inactive children are often the ones who are forgotten in the class. They are quiet and calm and don't demand the teacher's attention. In Clim they don't get the opportunity to be inactive, at least they have to play their role and the other children might demand their participation.

The material

When we started the project we decided not to change the material in the translation unless when we needed to add some Icelandic places into the units (like in Chalk or Cheese?). We wanted to see if it could be used as it is, using the same resource cards and the same images as in the original version. In the first survey we could see that some teachers would have liked to see information about special Icelandic feasts in the resource cards in the "Celebrate together?" unit and we also heard from our Spanish partners that they were discussing if there should be more about catholic feast days in the unit because of the majority of Catholics in Spain. After discussing this in the partners group it became clear that exactly the intercultural emphasise would get lost if every country would change the unit this way, besides that most of the feasts on the resource cards are feasts that are also celebrated in our country (birthdays, Christmas, weddings, ect....)

Another remark about the material was about the resource cards in the unit “Screw loose?” where the relationship between man and technique is being discussed and discovered. One rotation is about sources of energy. Some teachers mentioned in the survey that they would like to see something about hydro power plants and geothermal power plants in the resource cards. This is understandable because those two power sources are more or less the only energy sources in Iceland. We actually think that it might even be a good idea to add these energy sources to the resource cards in other languages as well because the discussion about sustainable power sources is getting louder every where in the world. For Icelandic pupils this is especially interesting because of the loud debate in the society about how the power plants also destroy the unique nature in the Icelandic highlands.

The connection with intercultural education

“Its fun to work with Clim but I can’t see what it has to do with Intercultural education. The migrant children are not feeling well in Clim lessons at all”.

This remark was made by a teacher who has migrant children in her class who speak very little Icelandic. By this statement we might recognize confusion between “intercultural education” and “migrant education”. One of the aims of intercultural education is that all pupils become intercultural competent, that they learn to value the diversity in the society and learn to communicate with different individuals in a constructive way. Clim is a very good tool to reach those goals. Another aim of intercultural education is that all children have equal access to the learning process and equal chances to finish at least basic education. The traditional teaching methods where the teacher talks and the pupils are supposed to sit and listen and remember (like sitting on a very long conference) are only suitable for a small part of all pupils. Other pupils need to be more active, to be able to learn. When the discussion about inclusive teaching of migrant children first started, the

idea was to work against their social isolation by minimizing their attendance in special classes for migrants and rather mix them in “normal” classes. Without a change in the teaching methods this resulted in even less learning for pupils who have little language skills in the instructive language. They would just sit there, the words would become a noise and their self-esteem would sink even lower than before, because they would always belong to the ones who couldn’t finish the assignments or couldn’t answer the questions. Their exclusion was even more obvious than when they had their friends in the special classes for migrant children. In a classroom where the pupils are actively working together on an assignment, where interaction takes place and everyone has his or her role, even pupils with little language skills become active. They can actually at some point use their other abilities than the language abilities and feel as an important part of the group. Still some teachers worry about the migrant children who only speak limited Icelandic. *“his language barriers become even more obvious when we are doing Clim than when he has the opportunity to work on his own assignments in class”*. This is probably true; the language barriers do become more obvious when a reporter hardly speaks the language. Still, he is learning a lot by trying and the other children are also learning a valuable lesson when they notice that even though he or she can’t speak Icelandic so well, he can do a lot of other things well. All of the children are learning a valuable lesson; they are learning to deal with diversity, learning to work with different individuals who have different abilities. The children of the majority group are also learning that not everyone speaks the language the same way but still have something to say. They learn to listen to *what* a person has to say instead of *how* she says it. Other Clim teachers state that it is true that some of the pupil’s weaknesses become public when they work with Clim, *but* in most cases the other children know very well about those weaknesses already. What they often don’t know, are the abilities of this same pupil. Clim gives them an opportunity to discover new positive sides of their classmates.

If we look at the aims of intercultural education and intercultural competence and wonder what it has to do with Clim we recognize a few things right away:

Intercultural education / competence	Clim or C.I.
The diversity (in the class, the school or society) is a source of knowledge and expertise, not a problem.	Different knowledge, experience and abilities are important to finish a Clim task.
Competence to have constructive interaction with different individuals, also people with different values and norms.	Clim tasks demand cooperation and communication with different individuals.
Open mindedness and tolerance.	When working with Clim, the pupils get the opportunity to see every issue from different angles. Even though they don't like everyone's ideas, they have to respect them so the group will be able to finish the task.
Less prejudice and anti-racism. Individuals are neither judged or evaluated based on their ethnic background, nor by other physical characteristics or seen as a representatives of a certain group that they may belong to.	In Clim the pupils get the opportunity to get to know each other on another basis than superficial stereotypes. Every interaction brakes down stereotypes and prejudices based on stereotypes.
To be able to deal with conflict in a constructive way and without violence.	In Clim the pupils get exercise in solving conflicts, come to an agreement and make compromises in a peaceful way. The observation and the feedback of the teacher helps them exercise those abilities.

Non discrimination.	In Clim all pupils have the same access to the learning process and all pupils have a certain role and responsibility within the group. No one is excluded or discriminated against.
Equal access to the learning process.	Everyone has an equally important role during group work. The status treatment increases the participation of low status pupils and improves their accessibility to the learning process.
Migrant children or children with language barriers.	Newcomers can be active participants, even though they don't speak the language of instruction perfectly. Their abilities and skills, other than reading and writing are important and useful for the group and affect their status within the group. Clim works against their social isolation through interaction. Pupils learn the new language better with interaction with their peers than in special language classes or by just listening to the teacher.

At the moment one can say that CLIM is really well known in Iceland. A number of students at the Teachers University are seeking for more information about it and schools and teachers are asking for training and material. This would only happen if in service teachers had heard a positive rumour about this idea and method and that it has worked for other teachers using it. What we still have to take good care of, is that interested teachers also get qualification training before they start using the Clim material. Without a good professional training the material can turn into every other material for cooperative learning and loses at the same time very important components in relation with intercultural education.

Does Poland need intercultural education?

The CLIEC Project in Poland, 2002-2005

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Introductory remarks

In 2002, the Institute of European Studies of the Jagiellonian University in Cracow and the Centre for Citizenship Education in Warsaw, together with partners in Spain and Iceland, joined the Cooperative Learning in European Contexts (CLIEC) Project, coordinated by the Centre for Intercultural Education (CIE) at Ghent University. It was thought that the Belgian method of Cooperative Learning in Multicultural Groups (CLIM) could be used to great advantage by Poland's schoolteachers. In Polish the CLIM name is translated as "Nauczanie Integrujące w Kontekście Europy," meaning "Integrative Teaching in the Context of Europe," and is abbreviated NIKE. The decision to take part in the project was dictated by a deep conviction of the need to equip Polish teachers with effective strategies for intercultural education.

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The reputation of the Centre for Intercultural Education in Ghent, Europe's most active institution of this type, gave a guarantee that the particular educational tools offered to Polish teachers would be innovative, interesting, and very well prepared. The Centre staff's vast experience and intensive work in organizing training seminars, publishing manuals, activity modules and other teaching aids, providing consultation about educational content and methodology (to governments as well), and developing innovative strategies and methodologies, provide a model for the work of academic and civic institutions in the field of education.

The Polish partners of the CLIEC Project understand the need to prepare Polish society for the social, political, cultural, economic and attitudinal changes that Poland's integration with the European Union entails, and therefore devote great attention to properly training educational and public administration staff for working in an ever more diverse society. To this end, the Institute of European Studies of the Jagiellonian University has introduced postgraduate studies, and it organizes courses, workshops and lectures connected with issues of multicultural Europe.

Within the Jagiellonian University structure, the Institute of European Studies is an excellent place for systematic treatment of the phenomenon of multiculturalism, the presence of which is often not perceived in Poland today, and which inevitably will be with us in a decade or so. There are many reasons why the Institute is the right place for this examination: internal reasons related to its organization and its interdisciplinary character, and external reasons related to the presence of the multicultural communities of contemporary Europe and the presence of Poland in European structures. In the future these processes will change the demographics of our country's population. One cannot be certain, however, that the diversification of Polish society will be perceived by Poles as a value that enriches the country culturally. Now is the right moment to begin work on building attitudes of openness and goodwill towards others. The Institute's participation in the CLIEC Project is intended to serve that goal.

It is all the more desirable to introduce and verify the CLIM method in Polish schools since it works successfully in many schools in Flanders and other European regions. In view of the methodological crisis in

multicultural education, the Polish partners in the project could not fail to take advantage of such an opportunity.

Why do Polish schools need intercultural education?

Since the fall of communism in 1989, the Polish school system has undergone a transformation process intended to bring teaching standards in Poland into line with European standards. The current state of the Polish school system does not encourage optimism; even in 15 years it was impossible to make up for all the neglect, or to undo the degradation that had occurred in the decades of communism. Nevertheless, one cannot help but notice that both government and private organizations and institutions dealing with education have been trying to raise the quality of teaching since the 1990s. There have been efforts to comply with the goals of European education outlined in the Delors Report.¹ Some of the priorities of European education constitute a true revolution in Polish schooling, to mention, for example, acceptance of cultural diversity, appreciation of minority cultures, and the inclusion of experience from outside the classroom in the learning process.

Comprehensive, systemic implementation and maintenance of European educational standards in Polish schooling is a macro-scale activity, and is the task of the responsible organs of state authority and local government. The average teacher has not much influence on that. The style and quality of its implementation, however, is verified on the micro-scale, and in large measure it depends on daily classroom practice, that is, on the abilities of the teacher. In classroom work, the teacher should have at hand different educational tools and methods which, if skillfully used, can help the pupil realize his or her identity, perceive it in the broader perspective of the group identity, overcome national, ethnic, religious, racial and other stereotypes, and learn how to live among people whose culture, value system and customs are often different and not understood.

The easiest way to teach about others is “from the outside in,” using presentations, lectures or projects to familiarize young people with the history, religion, culture, art or literature of others. In the great majority of Polish schools, that is how teachers understand multicultural education.

Teaching about the culture and history of other nations and societies is done on the basis of “European tracks.” Most often the pupils work on projects, collecting information about the history and customs of other nations, ethnic groups or minorities, and then presenting the results of their work to the class or the whole school. Usually the final products of projects done within the European track are pupil art exhibitions, themed decoration of the classroom, inter-class or interscholastic competitions testing knowledge about Europe, recitation or vocal contests, and drama presentations put on during Europe Days in school.

Although such undertakings are of undeniable cognitive value, they have little in common with intercultural education, since both the pupils and teachers, in focusing on what differentiates others from us, and often limiting the “foreign” cultures to folklore, are reinforcing their stereotyped perceptions of others. Unfortunately, such activities do not help in understanding either oneself or the surrounding world, and do not make it easier to overcome one’s prejudices and phobias. This applies not only to Poland. Similar multicultural education practices were introduced in the United States in the 1970s. They consisted mainly in teaching about minority cultures, celebrating the birthdays of ethnic heroes, and cooking the recipes of different regions of the world from where pupils in the class originated. These practices did not bring the desired, expected results, and did not reduce ethnic isolation and conflicts in the schools or more broadly in American society, at least not to the extent anticipated.

Some Polish researchers studying the multicultural dimension of education see that multiculturalism is more than teaching about other cultures, folklore, languages, religion or cookery; Witold Tulasiewicz² stresses that multiculturalism is more than school learning (“Who are our neighbors?”), as it also involves skills (“How do I deal with contacts with others?”) and attitudes (“How do I overcome prejudice?”).

Steps in the right direction are being taken. International exchange programs for children and teenagers, usually connected with foreign language learning, are increasingly popular in Polish schools, and schools are joining in initiatives undertaken within partner city programs. This type of activity, it should be emphasized, only became possible on a broad scale in the early 1990s. Thanks to direct contact with

a foreign culture, teachers and pupils have opportunities not only to know them from the inside but also to match their images of others against the reality. In this way, intercultural communication is engaged naturally, allowing one to transcend one's culture and to open up to others.

Intercultural education enables learning "from the inside," that is, from others and with others, in contrast to traditional teaching "from the outside" or "from above." If they are brought up with the sense that there is no hierarchy of cultures and that diversity is a value, young people can be made ready for life in a multicultural context. Of course, one's own history and culture should be taught, because an awareness of one's distinctiveness and identity is what enables one to perceive that not everyone lives as we do. However, Polish teachers often present the distinctiveness of Polish culture too one-sidedly, in isolation from the broad social and cultural context, focusing the pupils' attention around the two pillars of Polishness - the Catholic religion and our nation's martyrdom through history. They see preservation of cultural distinctiveness, which kept our people from losing their national and religious identity in the past, as a panacea for the modern threats posed by the inevitable globalization of the contemporary world. It is important to make it clear that a multicultural education program does not pose a threat to the national identity, nor to the parts of the curriculum that focus on perpetuating the national heritage and tradition.

Other cultures have had such a hugely stimulating and enriching impact on our own, but this is seldom highlighted. That contribution is often overlooked, and the presence of different cultures in the community is often used as a convenient explanation for many undesired economic or social phenomena, or for personal disappointments, fears, or laziness. It is necessary to take a look at those groups who have been - and often still are - excluded from the collective awareness of Poland's history, or who are very gradually returning to it, for example the Germans, Jews, Roma and Ukrainians.

In Poland before 1989, multiculturalism and interculturalism were only abstractions, basically absent from teaching, since the official line was to deny the existence of national and ethnic minorities. In everyday social experience, however, we did deal with both multiculturalism and

interculturalism. We had contact with many cultures, not “knowing” anything of their particular features but certainly having direct experience of them. Similarly, we experience multiculturalism and interculturalism in contacts with members of the same ethnic and religious groups as our own, often not conscious of that experience, interpreting both categories narrowly and mistakenly, limiting them to relations with members of cultural groups other than our own.

In Polish social awareness it is difficult to grasp that every act intended to help people with special needs - not only acts that address Vietnamese or Romani children, for example - has a multicultural dimension. Even in a society that is ethnically very homogenous, as in Poland or Iceland, there is diversity of social classes, dialects, sexual preferences or physical abilities. In the ostensibly homogenous society of the Polish school, pupils are insufficiently sensitized to diversity, and thus to the similarities as well as differences among even themselves. They need such education the most, in view of the often monocultural nature of the curriculum. The ethnocentrism of the curricula and the school environment, the norm of seeing and judging everything from one’s own perspective as the only valid one, is a serious trap.

The understanding of intercultural education in Poland is completely different from its understanding in other European countries. The majority of our teachers generally believe that this type of education is for classes that have “colored” children attending. And since basically there are no or very few such classes, the very idea is rather exotic. It has to be repeated over and over that the presence of immigrants’ children is not required for the practice of multiculturalism. In Poland in the 1960s, when these children, for example the children of Greek emigres, were present in some schools, no attention was paid to their culture. The situation has not changed much since those days, and if children from cultural milieus other than those of ethnic Poles are in the class, their presence is not utilized to enrich the knowledge of children from the majority group about the culture of the minority group children, though the children themselves do interact and their interaction develops spontaneously. Children can perfectly well communicate spontaneously, but often their natural competencies do not become part of the teaching process in

class. In ethnically and religiously homogenous classrooms, in turn, there can be huge obstacles to communication between children; some may try to dominate, and others may be so shy and withdrawn that they do not participate in lessons and thus do not benefit from the time spent in school. Another serious problem involves the labels attached to shy children, who are often perceived as passive or lazy. Immigrant children who have a poor command of the language of the country in which they have lived only briefly can also have problems integrating into the class. Not every class in Poland has such children, and in some regions there are no such children at all. In the not-too-distant future, when Poland becomes a more economically attractive country for immigrants to settle, these numbers will no doubt increase. The children of immigrants will be sitting next to Polish classmates who are unprepared for contact with those others. The role of perceptive teachers trained in the field of intercultural education thus cannot be overestimated; they are the ones who will have to help their pupils understand what tolerance is, to help them learn to accept diversity, to be ready to learn from others without abandoning their own convictions and views.

The Polish curriculum, which is overloaded with encyclopedic knowledge, is implemented in such a way that the teachers devote too little attention to developing cultural competencies in themselves and their pupils. This is a huge mistake, since often it is only the school that can take on the task of combatting xenophobia and aggression against others. It is in the classroom community that the pupil must look at each classmate as another person, and must acknowledge him or her on equal terms as a producer of culture to whom respect is due. One cannot teach about the cultural diversity of Europe and the world, about the partnership of nations, about peaceful coexistence, and finally about the advantages and dangers of globalization, without making young people aware that their attitude to these great matters is only a reflection of their attitude to the other person.

In concluding these few remarks on the current state of Polish schooling, we should mention one more serious defect - the separation of the process of acquiring knowledge from its application in practice. In Polish schools, the connection between learning and acting is too seldom perceived. There are not enough community campaigns for the children; this prevents them

from gaining a sense of being able to affect reality. After all, the concept of multiculturalism, translated to the language of pedagogy, means that every pupil can have an influence on the shape of the learning process, and on the shape of the surrounding reality. Such an understanding of education makes it part of the creation of civil society, through activities focused on the pupils' and teachers' awareness, and through appreciation of their shared contribution in building the school community. Development of the skills needed for effective participation in that community is one of the goals of intercultural education. This goal can be achieved by molding pro-active attitudes among teachers and pupils, pointing out the many different possibilities to take part in the life of the school, and encouraging attempts to define and develop democratic methods or styles of teaching. Intercultural education makes us look at the relations between teachers, pupils, and the school structure: how can the school create conditions for the pupils to participate actively in the community in which they learn, and for teachers and parents to participate in the democratic life of the school?

The borders of the modern world are gradually being obliterated; the global economy, the Internet, tourism, the labor market and scientific exchange know no borders. We cannot choose to reject the coexistence and equality of different cultures, because they are objective facts, independent of our will. Tomorrow, today's pupils will have to enter that world without fears, prejudices and complexes. Teachers should deliberately and consistently engage in preparing young people for the encounter with another, different culture. They should develop the skill of having dialogue with members of another culture, demonstrating the need to try to understand each other beyond the differences, or despite the differences. They will succeed in this if from the first grade of primary school they remind their pupils that everyone has the right to be himself or herself, that one cannot impose one's value system, beliefs and preferences on anyone, that one cannot denigrate or mock what seems strange to us and what we do not understand. NGOs and academic institutions can and should help in this. Until school policy changes in Poland and until the core curriculum incorporates the principles of multicultural education, the role of these subjects in overcoming the sense of superiority among teachers and among pupils from the dominant groups, and in overcoming the sense of inferiority among minority groups, will be particularly important. That is why, at

the initiative of the Institute of European Studies of the Jagiellonian University in Cracow and the Centre for Civic Education in Warsaw, the CLIM method has been introduced to pilot schools in Poland under the international CLIEC Project.

Report on CLIM training in Cracow

In southern Poland, a CLIM training center for teachers was organized in the region's largest city, Cracow. Twenty teachers from ten different schools in Cracow and other smaller cities of Malopolska Province (Chrzanów, Szprotawa, Zabierzów, Bolechowice, Pyskowice) enlisted in the project. The great majority of trainees were primary school teachers. Two persons are employed in middle schools as English teachers; they decided to use CLIM method in their lessons. One teacher works in a nursery school and another one in a school for mentally disabled people; both of them saw the possibility of applying elements of the method for their work. In the project's second year, another group of 14 teachers from three different primary schools in Cracow signed up for the training. The work with that group is part of the strategy for disseminating and promoting the method in the teaching community.

Out of 20 teachers who enlisted in the project in 2003, 14 completed the trainings, but not all of them introduced CLIM units to their classes.

The Cracow schools in which the CLIM method is being tested are located in the city center and on its outskirts, in fashionable, well-maintained districts as well as poor and neglected ones.

The first group of 20 teachers was formed on the basis of direct contact with school principals and teachers. The teachers in the second group expressed interest in participating in the training when they learned of such a possibility during a conference of school principals at Primary School 68 in Cracow in April 2004, or else during postgraduate studies in the Institute of European Studies of the Jagiellonian University. Here it should be stressed that in many cases it was thanks to the supportive attitude of the school principals that the teachers could learn about the CLIM method. Some teachers received extra paid hours for con-

ducting the lessons; moreover, in scheduling the lessons, care was taken to make sure CLIM lessons did not take place at the same time as other activities. Teachers from outside Cracow always received official permission (“delegations”) from the principals to attend the workshops.

Under CLIEC Project guidelines, all training should be done on two levels. In 2002-2005, a teacher-trainer from the Jagiellonian University’s Institute of European Studies attended three training seminars organized at the Centre for Intercultural Education in Ghent, and organized workshops for teachers after each one of them. There were a total of six workshops in the Cracow group, two per calendar year. At the first meeting in early March 2003, the teachers were introduced to the principles of the CLIM method and to ways of preparing classes for working by that method. At the second workshop in late May 2003, the teachers were familiarized with the first topic unit, “Celebrate Together.”³ The third meeting, organized in early February 2004, was for collecting the teachers’ opinions about the CLIM materials they had used, and for reminding them of the tasks of teachers working by the CLIM method, that is, the responsibility to systematically observe, evaluate and support the pupils. The fourth workshop was three months later in late May 2004, during which the teachers worked together on the basis of the material in the second topic unit, “A Screw Loose.” The last two meetings were in February and May 2005. In the first of them the teachers became acquainted with the last topic unit, “Chalk and Cheese,” and they exchanged experiences and shared opinions of their work so far using the tested methods. The second and last session in the training series was devoted to an evaluation, summing up their three years of work with the children. During the last meeting the teachers also learned how they could create their own original lesson plans based on the CLIM method.

The meetings with the second group, who signed up to work by the CLIM method in the autumn of 2004 under the strategy to promote and spread the method, has proceeded in a similar fashion except for the one-year shift of scheduling.

Before beginning work by the CLIM method, the teachers informed the parents that the class was going to work by a new method, and they explained its general principles and goals. There was not a single case of

parents raising objections. Nor did they express doubts about the appropriateness of introducing the new method; on the contrary, from the very beginning most of them were in favor of it (of course, some parents were indifferent).

In the majority of schools the teachers worked in pairs in the classes, since, as they said, at the start of working by the CLIM method it made them feel more secure, that they would not get lost in a thicket of instructions, information sheets, pupil's reports, etc.; later, when they were already accustomed to working with the materials, it helped them in observing and supporting the pupils.

In their observations of the pupils, some teachers thought that the most interesting moments were the group work on Activity B⁴ and the presentations of results at the end of every lesson rotation,⁵ while others expressed the opinion that the most worthwhile part was observing the children consulting the Resource Cards together, and discussing and reaching a consensus about how to complete a task, that is, the actions in Activity A.

When observing the pupils, most teachers made their own written notes. Some tried to fill in the detailed Observation Forms they received during the workshops, but others took photographs during the rotations and made video recordings which they used later to evaluate the work and behavior of the pupils and themselves as well. The most often observed behaviors and activities were cooperation and interactions in the group, fulfillment of assigned roles,⁶ and acting in accordance with the CLIM slogans.⁷

Teachers who filled in the final evaluation survey also noted observations of the academic skills of particular students. In their opinion, the new method had a positive impact on pupils' intellectual abilities; it improved reading comprehension and writing skills, developed logical and conceptual thinking, improved attentive listening and promoted creativity. The questionnaires indicated that the teachers evaluated the pupils' behavior and work, and gave them support at all stages of the CLIM lessons, that is, during orientations, group work and presentations. Here it should be mentioned that the practice of subjecting pupils to continuous and comprehensive observation, which in the CLIM

method is one of the teacher's fundamental tasks, is not such a self-evident thing for teachers in Poland. The majority of them are interested mainly in whether the class is quiet and whether the pupils are carrying out the instructions on their own. One of the teachers who was starting work with the "Celebrate Together" unit made a telling comment, remarking with satisfaction that the children worked in groups so well that her presence was almost unnecessary, so that she could use the 45 minutes to grade test papers! There is a positive side to this: the fact that the children worked independently and did not ask the teacher for help means that they had been well prepared for working by the CLIM method. On the other hand, it shows how much change intercultural education requires of the teachers.

The teachers' general opinion of how the CLIM method works in practice is very positive. An evaluative survey conducted in the last year of the project, just after the training series ended and after most participants had done at least one topic unit (some two or three) with pupils, confirmed the teachers' positive feelings and reflections contained in another survey done earlier, midway through the project. The good organization and rhythm of the lessons had a beneficial effect on work with the classes. All members of the groups took part in doing the tasks, the pupils eagerly joined in discussions, they allowed others to speak, and they were willing to make concessions and to compromise. According to the teachers, this was possible thanks to the children's serious commitment to the roles delegated to and accepted by them. The role of Harmonizer, which neither the teachers nor the pupils had encountered before, proved very important in practice. The idea of rotations, during which each group performed a different task, worked very well during the activities; the rotations significantly reduced competition between groups and bolstered the sense of co-responsibility and interdependence within groups. Teachers were glad to give examples of help and solidarity between pupils, and they noted a decline in aggressive acts and dominating attitudes in their classes.

Here it is worth citing the opinion of the teacher employed at a special school for mentally disabled teenagers. Working in groups with the use of some elements of the CLIM method, she found that her pupils could concentrate longer on the task at hand, paid more attention to what the

others were doing, and waited more patiently for their turn to present the results of their own work.

Teachers noticed the CLIM method's positive effect on individual pupils, on changes in how they were perceived by the group, and on changes in their self-image. Very important, in terms of evaluating the method's applicability as a teaching tool, is any information about discovering talents and skills in particular pupils during work with the CLIM packages. One example is the story of a poorly performing pupil who was neglected by the rest of the class, at a school in Zabierzów near Cracow. His star rose in the class - and in the whole school - during the construction of a model of a device in one of the rotations of the "A Screw Loose" unit. The boy turned out to be an irreplaceable handyman, an essential link in the work of the whole class during the preparation of a technology exhibit, and in the end he became the unofficial caretaker of the entire school's technical equipment!

The teachers' opinions of the materials they used for the classroom work were also positive. They thought the main concepts behind the three CLIM topic units were interesting and ambitious. They judged the material from the Pupil's Packages to be very intelligibly and well written, though definitely too difficult for first-graders. This comment concerns mainly the Resource Cards which the pupils had to consult in groups before carrying out the task. After working on the first topic unit, "Celebrate Together," several teachers voiced reservations about the content of the Resource Cards, viewing the holidays and celebrations described in them as too exotic and baffling for Polish children. Opinions were expressed that they should be replaced with descriptions of Polish national and religious holidays. Later, from the perspective of their work with the next two units devoted to universal questions of the relation between humanity and technology and of the art of making choices, all the teachers were now able to understand and approve of the rationale for the multicultural choice of texts in the first unit.

The teachers thought that a great virtue of the CLIM materials was the possibility to copy and reuse them in the classes without the need to supplement anything or make any major changes; of course, this does not

mean that they never brought in their own additional materials which they thought could make the current topic still more interesting. All the teachers taking part in the workshop series received a set of CLIM materials on CDs.

It was very gratifying for both the pupils and the teachers to participate together in school events prepared during work on the CLIM units. The class parties, technology exhibits and class parliaments often surprised both pupil and teacher, causing them to ask, "Did my class really do all that on their own?" Thanks to the CLIM method, the teachers realized that their pupils could achieve a great deal together and did not have to be directed by them; the pupils, on the other hand, understood that their co-operative action had produced a concrete event in objective reality.

The teachers and pupils who worked under the CLIEC Project with the CLIM materials unanimously voiced the need for new CLIM material. Some of them may want to create their own lesson plans based on the CLIM method, or in any case to employ some of its elements or ideas in other lessons they conduct. The very high marks which the pupils and teachers from Cracow and vicinity gave the tested method allow us to hope that other teachers from the rest of Poland can be drawn to it as well.

The very good experience from working by the CLIM method in the group of pilot schools under the CLIEC Project suggests that its effectiveness should be tested in schools with Romani minorities. Much has been written and said recently about the state of Romani education in Poland. The "Program for the Romani Community in Poland" adopted by the Polish government's Council of Ministers in August 2003 encourages hope for a gradual improvement of the situation of Romani children in Polish schools. The national administration's declaration that it will support local government efforts to solve the problems of this minority group, including improving the quality of education, is a positive sign.

No less important, however, are proposals for specific steps aimed at reducing the percentage of Romani children who do not attend school, and the percentage of those deemed delayed in development and attending special schools. The CLIM method, used in Belgium for several years in

schools for minority children, is a tried and tested tool for activating children who are withdrawn, shy, and shunned by the dominant group, and children who have a poor command of the majority language. Based on the type of intelligence of the pupils and their position in the class, the teacher decides the makeup of the group, the rotation of roles during the work, and the choice of exercises. The pupils' experience outside the classroom is utilized, and the teacher gives support to pupils of low academic, social and peer-group status. All this can help Romani children believe in their competencies, can improve their self-image, and as a result can help them like school more, stay in school longer and learn better.

Thus, the next step in raising the quality of education in Poland will be to train teachers from schools with Romani minorities, and to train Romani assistants, in the CLIM method. The Institute of European Studies of the Jagiellonian University shall be very supportive of this initiative.

Report on CLIM training in the Learning Schools Program

Besides the Jagiellonian University's Institute of European Studies, the Centre for Citizenship Education in Warsaw also took part in the CLIEC Project. The Centre included CLIM training in its training offer under its Academy of Learning Schools program, abbreviated SUS from the Polish name "Akademia Szkół Uczących Sie," and presented the CLIM program during national conferences of the SUS Club. At first the teachers had reservations about intercultural education ("It doesn't affect us" and is not needed in Polish schools because "we don't have any immigrant children"), but after a brief explanation the workshops at the SUS Club conferences were very successful. They were only an introduction to the idea of modern intercultural education, but after each of them (there were five) the teachers attending the workshops expressed the desire to find out more about CLIM and intercultural education at their schools. The result of the workshops held during the SUS Club conferences was training at the schools belonging to the Club. These workshops were organized differently from those run in Cracow, because the guidelines of the Academy of Learning Schools state that training cannot exceed six hours and that it

must be done for all or most of the teaching staff of the school ordering the training. This posed a serious difficulty, forcing the workshop leader to construct the training program in a way that conveyed the essential content in a short time and showed the teachers of upper primary grades that they could also gain skills from the training and use them in their work.

The critical, most important message of these workshops was to make the teachers aware that working in small groups did not mean randomly selecting pupils, assigning all the groups the same or similar tasks to complete, and checking the work done. The ideas for forming groups turned out to be new and revelatory: selecting pupils for the particular groups in a way that makes the groups as heterogenous as possible, in line with the notion of multiple intelligence, and involving all pupils in presenting the results of the work. The teachers attending the workshops stressed that they had never before considered how small-group work and its proper organization affect changes in the social position of a particular pupil. Nor had they thought that the cultural assets pupils brought to school could be developed, or had considered how that affected the development of the pupils' intercultural competence; the first time the teachers encountered that concept was during CLIM training.

The teachers had a chance to get acquainted with the CLIM packages, taking on the roles of pupils. This aspect of the training was undoubtedly the most important part for them; experiencing the work the pupils would do, they could now fully grasp what the method was about. After every workshop the teachers received color photocopies of all the materials. The training was done at a time when only two packages had been translated ("Celebrate Together" and "A Screw Loose"), so the last package, "Chalk and Cheese," was supplied to them later on CDs.

One of the questions most interesting to the teachers was how to construct lessons by the CLIM method, so it became quite important to organize workshops during which the teachers could learn how to develop activity packages themselves, to use later for lessons in various subjects. Thanks to the last training seminar for CLIM teacher-trainers, which took place in Ghent in October 2004 and was devoted to that very question, this training was successfully carried out. The participants were Social Studies teachers from middle schools and high schools. In the course of their six-hour

training, they created lesson plans under the heading “Journeys through Europe.” From conversations with the workshop participants, it became clear that creating lesson plans by the CLIM method is not easy, but no doubt they will make the attempt again and again, and no doubt they will try to involve other teachers at their schools, because they see the worth of the method and, most important, they believe that it gives their pupils a chance to learn a holistic view of the world, a view not rigidly divided into fields of knowledge.

The CLIM method is an answer to many problems teachers have to deal with during the lessons they run, but for them to know more about it and be convinced of it, action on a larger scale is needed, and a broader educational campaign to change the prevailing stereotype that intercultural education is education about others. As said many times already, every person is a producer of culture, and that is why intercultural education is education for everyone.

Footnotes

1. Delors, Jacques (introduction). Learning - *The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century*, 1996.
2. Tulasiewicz, Witold. "The European Dimension and the National Curriculum." In: King, Anna S. and Reiss, Michael J. (eds.), *The Multicultural Dimension of the National Curriculum*, 1993, pp. 240-258.
3. In the CLIEC Project, three CLIM topic units for 9- to 12-year-olds were tested. The central concept of the "Celebrate Together" unit is the multicultural aspect of how different holidays and festivals are celebrated. In "A Screw Loose" the unifying concept is the relation between people and technology, and in the last unit, "Chalk and Cheese," the problem of making choices and being responsible for the effects of the choices is the focus of the unit.
4. CLIM lessons in primary schools last 75 minutes. The first five minutes are the Orientation, when the teacher makes sure the pupils understand the task they will work on, can refer to the previous lesson and its results, and can evaluate the contributions of particular pupils in the work of a given group. For the next 45 minutes the pupils work in groups independently. The teacher does not intervene in the pupils' work but rather acts as an observer. During each of five lesson rotations, each group works according to the defined plan. The pupils receive a Pupil's Package in which they find instructions, questions and recommendations given on Activity Card A and Activity Card B. In Activity A the pupils jointly consult Resource Cards, answer open questions, decide which information in the package will and will not be useful to them, and refer to their experience from outside the classroom. In Activity B they practically solve a problem posed to them. During each of the five rotations, a particular group member will have a clearly defined task to perform, which will differ in each succeeding rotation. During the last 25 minutes of the CLIM lesson each group presents the results of its work to the whole class. The CLIM method places much emphasis on time discipline, which in practice means that the time limits on each step of the lessons cannot be exceeded. Such a strict approach to time forces the teacher and the pupils to organize the activities well and to use the lesson effectively.
5. Each CLIM topic unit is implemented during seven meetings. The first lesson is the introduction to the subject matter of the activities. Then each of five groups goes through five successive lesson rotations focused around the central concept of the given unit. The membership of the groups does not change. In a given rotation, each of the five groups does one of five different tasks at the same time; this avoids rivalry, which is harmful from the point of view of intercultural education. Each task that a given group works on during the rotations refers to a different type of ability ("mul-

multiple intelligence”), so that each pupil can make his or her presence felt in the group and be important to it. The last lesson of each CLIM unit is the synthesis, during which the group members show the whole class how they understood and developed the central concept. Every group develops the concept somewhat differently, and because of this the teacher and the whole class gain a multidimensional, multicultural picture of it.

6. The teacher assigns the roles to the pupils, bearing in mind that a given pupil must have a different role in each rotation. The pupils have to know their role and its scope before beginning their CLIM work, and they have to accept that the roles are strictly defined and must be interpreted that way. They cannot exceed the competence of a given role, because that would prevent the other group members from fulfilling their roles, thus disturbing the cooperative effort and violating the co-responsibility of the whole group for completion of the task. The role descriptions are on special cards which the pupils have to keep visible to themselves during the whole time. The children also wear colored badges identifying the role currently performed. The list of roles in the CLIM method, which does not change, includes the following: the Facilitator, who oversees all the activity of the group; the Reporter, responsible for the group’s final report on their work; the Materials Manager, responsible for supplies; the Planner, who monitors the time taken for the work; the Harmonizer, who maintains a good atmosphere for group work; and the Resource, responsible for proper use of the Resource Cards.

7. Classes working by the CLIM method follow four principles, which are displayed in the classroom:

- Everybody can do something; nobody can do everything.
- It is your duty to help the others.
- You have the right to ask others for help.
- Nobody is as smart as all of us.

CLIM in Flanders: a success story

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The implementation of CLIM is a different story for each country. The pace at which the CLIM-materials and the ideas behind them penetrate, the teaching levels at which CLIM is applied, the different implementation strategies adapted to the local education culture, the organizations that support the ideas, existing opposition or openness with respect to innovation in education: all these factors and many more play a role during the implementation. In this article we try to summarize the background of CLIM's success in Flanders.

It is not our intention to provide a blueprint for a successful implementation of CLIM, although some of the ideas can be transferred to a different context. It is clear that the possibilities and limitations within each educational context will have to be taken into account.

The beginning

From Aral to Stanford

The Department of Comparative Cultural Sciences of the University of Ghent organized an ambitious project around lake ARAL in the middle nineties. Almost all schools for secondary education of Ghent contributed extensively and the project was concluded with an interesting exhibition and seminar. The purpose of the seminar was to put the project within the framework of ICE (Intercultural Education). The guest speaker, Pieter Batelaan of the Pedagogical High school of Utrecht (Netherlands), gave to ICE a much wider interpretation than we were used to up to that time in Flanders. When he talked about "dealing with

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diversity”, diversity was not restricted to ethnic diversity. He pointed out that the population of a class could be very diverse from several points of view: gender, social background, religious affiliation, skills, potential and so on. This means that a homogeneous class doesn't exist. Every class is heterogeneous. If the purpose of ICE is to teach students to deal with diversity, diversity is omnipresent in each and every class, and this has nothing to do with the presence or absence of ethnic minorities.

Batelaan also pointed out that a certain method, namely Complex Instruction (C.I.), developed at Stanford University USA, offered many opportunities to put this approach of ICO into practice.

Centre ICE comes to the fore

Among the participants of the above-mentioned seminar were several school advisers who are active within the Educational Priority Policy. It is the purpose of this Educational Priority Policy (EPP) to improve the situation of immigrant students. Schools could participate in EPP and thus received extra resources and support.

This Educational Priority Policy, however, was conditional. If the school wanted this extra support, it was expected to commit itself to the teaching of Dutch as a second language, intercultural education and school-based community education. The school had to draft an allocation plan and agree with advice and inspection. The inspection could withdraw resources if the efforts of the school were insufficient.

The implementation of Intercultural Education was at that time mainly focused on ethnic minorities and didn't lead to the expected results: the preset aims were not reached. Quite on the contrary, results were plainly negative and this approach generated ever more counterproductive effects. Intercultural Education which very clearly was a values education and pretended to fight against prejudices and racism, led by its too straightforward approach to the opposite result: stereotypes, prejudices and racist behavior occurred rather more than less. The school advisers were urgently looking for a new approach to intercultural education.

Batelaan's views were very timely. He was invited by the VLOR (Vlaamse Onderwijsraad – Flemish Education Board) to talk about them extensively to the team of advisers of the Educational Priority Policy. These views were the basis of a new beginning for ICE in Flanders. In the meantime Centre ICE was set up to implement Intercultural Education in Flanders. From the start Centre ICE was a partner in a European Comenius project. CLIP (Co-operative learning in Intercultural Projects). In the early stages this was a project that involved the Netherlands, Sweden, Denmark and Finland. Italy and Portugal joined later. Within this project materials were developed based on the methodology of Complex Instruction.

Another European Comenius project in which Centre ICE was also involved, developed training strategies to bring this method into schools (CLINTT: Co-operative Learning in Teacher Training).

Both European projects were adapted to the Flemish educational culture and presented to schools in Flanders. This was a co-operative venture of Centre ICE, VLOR and Centre NT2 (Dutch as second language) of the University of Louvain.

Pitfalls avoided

Which were the pitfalls into which Intercultural Education had stumbled and from which an exemplary model as CLIM could save us?

The first three pitfalls are reductions and all three prepare for a fourth and fatal pitfall for Intercultural Education.

A first reduction consisted of reducing the substance of ICE to ethnic differences. ICE tended to focus on the differences, to stress them out of proportion and to ignore the similarities that are also part of the diversity. Moreover, the focus on ethnicity was so strong that clichés and stereotypes were rampant. For example it was ignored that behind externally different greeting rituals could be hidden a world of common values, even when the discovery and recognition of these common values is much more important than the knowledge of any number of trivial facts about so-called intercultural communication.

A second and very seductive reduction were the folkloristic activities at schools. Some schools thought that Turkish folkdance, couscous at a

school treat and charitable activities for the benefit of black Africa were an adequate and sufficient form of intercultural education. All these well-intentioned activities don't contribute much to the development of skills necessary to deal with cultural diversity. If they are not put into a wider framework, they may even reinforce monocultural thinking. The project week, finally, a very interesting contribution to crossovers in class and curriculum and as such interesting for ICE, was often reduced to subjects as e.g. "food across the world" and "clothes across the world".

Mind you, these reductions are not wrong in themselves, when they are situated within a wider context of ICE. Differences shouldn't be ignored, couscous is tasty and project-based teaching deserves an important place in education in general. But when you reduce it to ethnic subjects you inevitably get into our fourth and main pitfall: thinking in stereotypes.

Stereotypes lead to prejudices, generalizations, easy labeling and discrimination and are a breeding ground for racism. The social objective of ICE is exactly to avoid all this by teaching those skills to students that will enable them to function in a multicultural society. By giving ICE a purely ethnic content we got the opposite of what was intended. By giving a much wider interpretation to diversity and approaching ethnic diversity implicitly we can avoid the counterproductive effects we have mentioned before. In this respect CLIM has been an exemplary method, an illustration of this new vision of ICE.

Culture booming

During the last decades more and more importance has been attached to multiculturalism and intercultural education. This worldwide phenomenon has been stimulated by the European Community. Globalization has made necessary intercultural contacts and the competence that goes with it. Culture has become a source of studies that was not restricted to ethnographic and anthropological applications or the elitist art scene. Subcultures within a society, which in the past was considered to be monocultural, have also become important economically. Multicultural and pluriform societies have become a reality, and also

sometimes a source of conflicts. Intercultural education has become a part of the educational curriculum and multiculturalism and cross-culturalism have become a subject of study. Concept definition of global education, intercultural education, anti-racist education, development education and so on, has become necessary. Riots with young migrants and other, sometimes extreme forms of rejection of the existing culture, are considered to be expressions of counter culturalism. Culture, in a word, has become a subject of study in a very broad context.

When implementing intercultural education, it was important to work with a very clear definition of culture and to translate this definition consistently into educational practice. Centre ICE of the University of Ghent starts from a very open and broad definition:

“Culture is the meaning people give to the world around them.” This means that culture is not considered to be a static phenomenon but a dynamic movement transcending space and time. The consequence of the fact that every individual gives meaning to the world around him is that in intercultural meetings culture is redefined all the time in an interactive way.

Cultural consequences for ICE

The consequences for education and more specifically for intercultural education are obvious. A student no longer is a representative of culture but a producer of it. This means that intercultural education has to create the necessary space to stimulate this production and to use it to make students intercultural competent.

This space is not created by scheduling a weekly period of ICE but by making intercultural learning into a daily presence; by bringing students in a position in which they don't learn about each other but rather learn from and teach to each other; by organizing education in such a way that it appeals to the diversity in a class in an interactive way; finally by not restricting intercultural education to curriculum content, methodology and classroom practice but involving the whole school and the place of the school in the world in an interactive way.

That's why a school that wants to offer to its student's intercultural competence, also has to pay attention to interaction and diversity within its own team. Such a school has to use the diversity of the parents and the neighborhood to feed and reinforce this approach.

All this means that intercultural education is not an answer to the question "What do we learn?" but "How do we learn?"

CLIM was the perfect answer to this question and offered the necessary space for the students to acquire knowledge and social skills in an interactive and cooperative way.

VENI, VIDI, VICI:

Factors that advanced the success of CLIM

This was the situation concerning intercultural education in Flanders in 1995. The times were ready for a new vision of intercultural learning. Intercultural learning as learning to deal with diversity was easier said than done. Looking for a methodology we hit upon Complex Instruction. C.I. was an excellent model of intercultural learning.

The times were ready but there were a number of factors that influenced the successful implementation of CLIM.

1. Traditional resistance defused

Intercultural education has to deal with a number of resistances that can be classified into three categories: historical, didactic and social. First of all we have the idea, grown historically, that intercultural education is education to or about migrants and ethnic minorities. The consequence was that a number of schools with a white population thought ICE was irrelevant for them: a completely unjustifiable but very persistent bias. It went even beyond that. Some schools with migrant students refused to participate in Educational Priority Policy because they were afraid to be stigmatized as a school for migrants. The logical consequence was that they didn't include ICE in the curriculum.

Because the intercultural component of CLIM - learn to deal with diversity - was part of a new concept of ICE and, even more important,

because all sorts of factors pertaining to educational reform could be found in ICE - experience-based learning, cooperative learning, safe classroom climate, strong learning environment - this historically grown resistance lost some of its arguments.

The didactic resistance consists of the fact that teachers are used to thinking in subjects with a clear curriculum, subject content and a simple evaluation system. ICE doesn't offer this. ICE is not a subject. A school has to breathe ICE. It was and still is a problem for teachers to put this into practice. CLIM can break down this resistance only partially. Mainly in secondary education the rigid timetable provides unfavorable conditions, whereas in primary education, in which teachers have more didactic freedom and educational reform gets better opportunities, it was easier for CLIM to find its place.

When CLIM is considered independently from a purely technical implementation and one is willing to apply the philosophy behind it in adapted teaching methods, which is the final objective of the implementation process, it is possible to defuse also this resistance.

A third and last obstacle for ICE is social. A school is not an island: it is situated in the middle of a society. A society, in which live xenophobic and racist ideas and in which prejudices and a simplistic monoculturalism are rampant, faces its students with an ambiguous message. This message is provided by the parents of the students, the media and also by students and teachers themselves. On the other hand we have the role of education as we find it formulated in attainment targets and developmental objectives to make students intercultural competent and prepare them for a multicultural society. This has to be done in an environment that very often does not accept this social vision.

CLIM counters this attitude by its basic idea that "everybody can do something and nobody can do everything". In this way it is made clear to parents, teachers and students that the school cares for each individual. Their own child too takes a central place. That intercultural competence is offered at the same time becomes less relevant for them.

2. Favorable times for educational innovation

Education has a social mission. A society expects that education turns out students who are ready to function within an existing social model and is prepared to spend a lot of money on this objective. The major part of the budget of the Flemish community is spent on education.

A society, no more than culture, is a dynamic phenomenon. All the time a society is faced with new challenges for which other competences, skills and knowledge are necessary. These challenges are often based on changes in the economic relations.

In educational circles people often think that they contribute substantially to the social evolution, this means that education leads the way for social change. That is only partially true because the causal relation is exactly the opposite. Changes within society require another education. Educational innovation is a requirement from a subsidizing society to establish an education that is better adjusted to changes in society. No society would accept that education propagates hostile or unproductive values. People say that we have to prepare our students for the knowledge society. Doing this by offering more and more knowledge is a hopeless matter altogether. Leonardo was really the last *uomo universale*. Human knowledge has become so extensive that attempting to embrace all is out of the question. We all lead culturally deprived lives with professional idiots as the extreme examples.

Preparing students for this knowledge society will mean that we offer them instruments and skills to acquire knowledge rather than offering the knowledge itself.

All educational innovation in recent years tries to do it this way and complies with a social demand. Experienced-based learning, cooperative learning, learning to learn, skills to acquire knowledge, task-oriented work and all sorts of variants are methods that point in the same direction. For CLIM all these methods are acceptable, which makes it much easier for CLIM to be implemented.

But there is more to it than that: another social change is multiculturalism. Because CLIM gives an answer to the resistances to ICE, it was welcomed by many schools as an interesting approach to intercultural learning.

3. Strategic choices

An implementation process within the framework of educational innovation requires some strategic choices. Some of them are purposeful; others are made in the course of the process after an evaluation or adaptation or quite simply are the consequence of a trial and error - strategy.

○ The oil-stain effect

One of the recommendations of the European CLIP-project was that a successful implementation of CLIM is only possible with the support of a complete team. This is very nice in theory, of course, but in practice it is not that simple to convince a team to leave the made roads and to start the CLIM-adventure. Extrinsic motivation - inspection, advisers, the school management team, imposed attainment targets, general policy - is not sufficient to make teachers not only implement the technical aspects of CLIM formally, but also incorporate CLIM in the everyday class routine.

That's why in Flanders, notwithstanding the CLIM-recommendation, we have chosen for a different approach. The advisers within Educational Priority Policy were asked to provide a training programme in CLIM for motivated teachers, i.e. teachers who wouldn't be discouraged after the first failure. Those teachers were asked to exchange their experiences during the training with the materials and with their approach. In this win/win situation the initial materials and the training were continuously tested and adapted.

Teachers and pupils became so enthusiast about the method that they infected less convinced colleagues. The role played by the pupils in this may not be underrated. Whenever they heard that their teachers went to a CLIM-training, they reacted positively, because they knew that they returned with new materials. Colleagues saw this and experienced how students cooperated better after some time and that the class atmosphere became more positive in a CLIM-class. Students and teachers noticed that "learning can be fun".

They became convinced that CLIM was useful and joined the programme.

In this way complete teams fell under the spell of CLIM and hundreds of teachers attended the training programmes.

○ **Not bottom up versus top down**

Schools in Flanders have a great didactic freedom. The Ministry of Education decides on the attainment targets and development plans that schools should pursue. The inspection checks regularly whether schools have spent enough efforts in this respect. The different school sectors refine these attainment targets and developmental objectives in form-bound curricula. But schools are completely free in the implementation and organization and evaluation. Each school decides its policy autonomously, makes its own didactic choices, selects materials and so on.

A successful implementation strategy takes this into account but at the same time it will spend efforts to convince inspectors and sector-bound advisers, schools and individual teachers of the usefulness of educational innovation. Through ICE and the Equal Opportunities Policy CLIM was supported by the Ministry of Education because of the theoretical justification but also because of the practical translation that was offered to the educational world.

Bottom up and top down subscribed to the same views and found each other in CLIM.

○ **Attractive materials**

An inspector of primary education once said: "Educational innovation has a chance only when it has been translated into a textbook." Granted that this is something of a provocation, but all the same there is some truth in it. That's why for the application of CLIM we have spent a lot of attention to the quality of the materials.

In an experimental stage the materials were tested during several years by a selected group of thirty teachers. The people who devel-

oped the materials were very experienced, but even then they were convinced that you can only know whether something really works when it has been tested in the classroom. Is the timing correct? Are the questions and tasks open and clear? Does one appeal to the different skills of the students?

During a certain period materials are assessed critically, but at a given moment decisions have to be taken and one proceeds to publication.

The materials are attractive and colorful publications for the students and provided with an extensive general manual and thematic manuals for the teachers. The materials are very engaging and cut and dried for consecutive forms so that growing areas are created for the exercised skills. This has contributed considerably to the success of CLIM.

○ You teach what you preach

The form in which the CLIM-training is cast is grafted on CLIM itself. The trainers do not start from an extensive theoretical background of CLIM, but try out the materials with the help of the teachers.

The open-ending materials allow the trainers to appeal to the teachers interactively. Teachers found out to their own cost what it means to prepare a class for CLIM. They go through a CLIM-lesson up to the presentation of their own products. They develop their own CLIM-materials to grasp even better the essence of CLIM.

These practical and interactive courses are met with enthusiasm and get positive assessments. The consequence of this is that other teachers, infected by their colleagues, want to take the course.

This publicity by word of mouth convinced many teachers.

○ Custom-made for Flanders

With Complex Instruction (C.I.) Elisabeth Cohen, the spiritual mother of CLIM, worked out an equilibrated and coherent form of cooperative learning. She quite rightly watched over her brainchild as a

mother-hen and wanted the applications to be kosher as it were. That's why she was rather suspicious of the European interpretations that made use of C.I. rather freely. What was workable in the States shouldn't be adapted for use in Europe. Rules were strict as for materials, training, and attitude of teachers: deviations were not accepted. In Flanders, however, we carried through a number of adaptations right from the start to fit CLIM into the local educational culture. But we didn't touch the essence of C.I. In 2002 at a conference in Ghent where all countries that worked with C.I. were gathered round the table, Elizabeth Cohen recognized the merits and necessity of these adaptations to local educational cultures as long as the basic ideas of C.I. are respected.

○ Custom-made for the school

As for materials and training the supply to schools is very diverse. We think that once a school or teachers are convinced of the value of our approach, we can start working together.

The basic material is worked out for primary school pupils of age 9 to 12. For younger pupils we have materials that prepare them for CLIM. For secondary education we have worked out a theme as an example. For teacher training there is a CLIM-module in which CLIM is explored through CLIM. Social academies in cooperation with Centre ICE develop materials fit for adult non-Dutch speaking school entrants.

Training also is custom-made for the school. Training is provided for working with CLIM, preparing CLIM, and working out CLIM-materials. But a school can also ask for the training of a complete team. In this case a one-off introduction is possible but also an extensive training for the complete team and advice during the implementation.

Several teacher training colleges have already included CLIM in their "toolbox" of interesting methodologies within the basic training and also organize courses in cooperation with Centre ICE in continuing teacher education.

4. Scientific legitimization

A strong argument, more important for the Ministry of Education and school advisers than for teachers, is the scientific support of the project. The fact that CLIM, within the framework of ICE, is offered to education as an exemplary model by centre ICE of the University of Ghent, means something. Before this step was taken Centre ICE has of course examined to which degree CLIM complied with the criteria and indicators of a competent intercultural education.

Another legitimization of CLIM is a survey by Centre NT2 of the University of Louvain concerning the course and the quality of the interaction.

And finally, of course, we have the mother-methodology, Complex Instruction, developed at the renowned University of Stanford which with many impact studies guarantees the solidity of the method.

In Stanford they mainly examined to which degree CLIM succeeded in stimulating conceptual thinking and in making each individual student learn.

In Ghent this methodology was fitted into the intercultural learning process.

The Stanford and Ghent experience have resulted into a combination of quality in education and preparation for a multicultural society.

5. CLIM traveling around the world

Although created in the USA it didn't take a long time for CLIM to be exported to Jamaica and Israel. Later it arrived in Europe via the CLIP project of Comenius, early on only in Denmark, Sweden, Finland, the Netherlands and Flanders. Later also in Portugal, Italy, Iceland, Poland, Spain, Ireland and Latvia. In each country it got its own implementation and its own name (SLIM-NL, SMIL-S, SOL-DK, NIKE-PL, AMIGA-ES, OK-SU, and CLIM in Flanders and Iceland) and also its own dynamism and application fields.

In Denmark you have the engaging example of the Interkulturelt Centre of Aarhus that applies SOL mainly in adult education and integration projects. Finland, more specifically the University of Tampere, has worked a lot on nursery school applications. Sometimes it died away quietly because of a disinterested education system, weak support or a failing strategy.

Materials worked out in Flanders are at present used in Iceland, Spain and Poland.

This international success of C.I. and the growing international interest for our Flemish material also contribute considerably to the fact that CLIM is appreciated by many schools in Flanders.

6. Government policy

Although schools in Flanders have a great didactic freedom, there always are conditions to be fulfilled when schools receive extra resources to counter the difficulties of disadvantaged students.

Within this educational policy Intercultural Education has always taken an important position. The Educational Priority Policy with regard to migrant students, in which ICE played an important part, was a model for a policy that caters for a wider range of educational needs. Later the Educational Priority Policy and the Policy Catering for a Wider Range of Educational Needs merged into the Equal Opportunities Policy.

The schools that join, and this amounts to 75% of primary schools, choose the fields in which they want to work. ICE is only one of them. Within ICE CLIM is a clear-cut teaching method and that's why it has often been chosen.

But also schools that have not chosen ICE but prevention and remediation of the socio- economical component often arrive at CLIM, because this complex teaching method offers scope to counter the problems of disadvantaged students also from this perspective.

In a circular from the Ministry of Education concerning the Equal Opportunities Policy CLIM is mentioned explicitly as a possible implementation. This extrinsic motivation, supported also by school inspectors and advisers, is an extra stimulus for CLIM.

7. About having your cake and eat it

Apart from the social objective that consists of the ambition to contribute considerably to a more harmonious multicultural society, CLIM has two important educational objectives.

First, ICE wants to turn out intercultural competent students and, second, wants to improve the quality of the education. The second point is important because teachers are rightly hesitating when an expansion of the curriculum is considered. There is a great resistance when anyone suggests that something should be added to the curriculum. But when teachers are convinced that ICE, and more specifically CLIM, is not added to but fitted into the already existing curriculum and moreover contributes to educational quality, they are prepared to join.

By combining the Stanford objectives of conceptual thinking with the objectives of intercultural learning, we really have succeeded in integrating ICE and C.I. under the format CLIM in the curriculum.

Moreover the introduction of CLIM will offer new opportunities to practise skills as cooperation, communication, social skills, independent work, research and so on, all of them skills that are required more and more from our students. Teachers tend to think this argument important.

8. A broad support

CLIM was introduced by three esteemed partners: Centre ICE of the University of Ghent, the Flemish Education Council (Vlaamse Onderwijsraad) and Centre NT2 of the University of Louvain.

They believed in it and invested a lot of energy, time and people in the working out of materials, starting up motivating training courses and making the educational world susceptible to the new approach.

There was an intense cooperation with the European projects, on a regular basis a delegation went to Stanford to follow courses at the source of C.I. with Elisabeth Cohen and Rachel Lotan and a project group worked out materials very critically during three years.

They were a bridge between the official policy and the educational world. Without their belief and efforts CLIM would never have had the impact it has now in Flanders.

But belief and efforts are not enough, this positive situation would have been impossible without an excellent methodology and substantial didactic materials.

A PRAGMATIC IDEOLOGY?

The choice for a multicultural option instead of a monocultural one is important and decisive for the educational policy in Flanders. It is the task of Centre ICE to translate this option didactically. In essence this is an ideological choice. The freedom of education with the different educational sectors makes the imposition of such an ideological choice into a precarious affair. That's why Centre ICE was watched with suspicion by all the educational sectors. Even when research has established that the difference, as for the impact of values education, between the schools of the same sector is often greater than between the educational projects of the sectors themselves. The sectors and the schools remain autonomously responsible for their educational projects. We offer them channels, materials and possibilities to interculturalize their schools within that educational project on the one hand and within the multicultural option on the other.

An even more important aspect of this pragmatic approach is that one discovers the existing diversity as a source for the learning process. This diversity, present in every classroom, is called upon to realize the objectives of ICE within its own school context.

And finally the pragmatism also consists, of course, of the fact that you look for ways to put your ideas into practice.

The best example of this is the implementation of CLIM itself.

Intercultural education and cooperative learning: the Spanish context

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Introduction

This article's main goal is to describe our experience at coordinating CLIEC Project within a Spanish context, regarding our concern into this European project CLIEC (Cooperative Learning in European Contexts) framed within an European Comenius³ program. In order to achieve such a goal we have fostered two main tasks; On one hand, to describe the context where the project has been developing in Spain being called AMIGHA (Aprendizaje Cooperativo con Grupos Heterogéneos en el Aula/ or / Cooperative Learning with heterogeneous groups in the classroom), together with the different decisions and actions we have been adopting since we have been its coordinators. On the other hand, we will set out the theoretical reflections that have been arising in a parallel way and we, as researchers at the University of Granada, consider that it has turned out to be very explanatory on the debate around Intercultural Education and attention to diversity among foreign pupils within a Spanish context.

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Since the beginnings of the 90's, the link between intercultural and/or multicultural concepts and immigration in Spain has become a constant topic both in the scientific academic debate and in the social praxis. The educational field has not remained apart from such a link. In fact, the demographic evidence in the statistics showing an increasing number of foreign families and pupils, especially those from countries not belonging to the European community, has become the main referent at speaking and intervening in the classrooms regarding social and cultural diversity, a fact being called Intercultural Education. This is the starting point for this article. That is to say, how the incoming foreign immigrant population in Huelva made the teaching team demand proceedings related to Interculturality and how the project AMIGHA (CLIEC Spanish version) has become an answer to these intervention demands. In order to start developing the features of this process, it is necessary to know the socio-cultural context of the area together with its economic reality. Starting from some ideas concerning the context, we will try to summarise the project development during this three-year-course, the actors implied, the diversity of experiences, together with the teachers's, centres's and pupils's practices.

As anthropologist and not mere managers of this project we are, we want to add and highlight a second aspect in this article, that is, the reflection and analysis emerging as a result of the project's starting point together with the different proceedings that have been guiding it. During these three years of project development we have displayed different tools aiming to provoke debate among the teaching team and contribute in an active way to reflect about its own practice, making them question some concepts such as that of culture, diversity or interculturality. Depth of interviews and working groups have brought us the opportunity to work close to the teaching team, relating in a constant and coherent way both theory and practice. Some interesting proposals related to these items are shown at the final section of this article.

1. CLIEC project in Spain: some data about the context

1.1 Politico-legislative context

The politico-legislative view referred to Interculturality and Attention to diversity in Spain is linked to the incomings and actual presence of immigrant population within the national context. For that reason, the chronological data we are more interested in highlighting date back to the 90´s. In fact all the organic laws we put emphasis on were elaborated in this decade and the forthcoming years. These laws show an important turning in relation to the objectives and planning held in previous decades (the 70´s and the 80´s). In these decades Spain ended up with a period of 40 year dictatorship and went into a democratic State until in 1985 it became one of the countries members of the European Community (C.E.E.).

The General Law of Education in the 70´s (Ley General de Educación, 1970), included an "Homogeneity and Compensatory focus" (Coloectivo IOÉ 2005:7) as the main criteria orienting educative legislation in relation to diversity. This was translated into an unique model of normality for every pupil according to the oppresing and dictatorial political context that prevailed at that time in Spain. The "different" pupils were qualified as pupils showing a deficit according to the established model, which carried out some compensatory tasks with the aim of overcoming the supposed deficits. These deficits were labelled either for their psicological character (low intelligent quotient) or because they belonged to a disadvantageous social class.

In the 80´s the main goal in the Spanish political agenda was to consolidate a democratic and plural concept of Spain. In these years, the Ley Orgánica del Derecho a la Educación (LODE) is approved and the references to cultural and lingüistic diversity hardly get a treatment as neither the foreing pupils do nor the interculturality themes are dealt with. These absent treatments were probably due to the scarce presence of foreing population living in Spain by that time. Those foreigners were mostly European tourists visiting Spain who were not in contact

with the development of the labour force and the demanding of un-qualified manpower forthcoming some years later.

However, this treatment about diversity changed in the 90's as it was revealed with the Ley Orgánica del Sistema Educativo (LOGSE) in 1990. The link between Intercultural Education and Teaching stopped being an academic hypothesis to become a reality appearing in the so called by LOGSE **transversal topics** such as: "training for the peace, cooperation and solidarity among countries" (LOGSE article 1). It also became a proved relationship through the explicit recognition of the sociocultural diversity as an educative resource and an aspect needing to be integrated in the teaching process. Thus, different authors (Muñoz, 1997; Sigúan, 1998, 46; Franzé y Damen, 1999, 124) coincide at recognising that LOGSE "opened the doors to the positive recognition of diversity within the classrooms including that diversity arising from race, nationality and even cultural background" (Colectivo IOE 2005, 8). Although the topic Interculturality in itself is not explicitly referred in LOGSE, the principles are established letting us talk about it.

In the 90's the references to foreign immigration started to become a constant in the different social intervention spheres. This new context was influenced by the Spanish effort to enter the C.E.E in 1986. Facing this objective, the first Foreign Law was passed in 1985⁴. That time "which simbolized the entrance of immigration in the Spanish political agenda" (Delgado 2001, 8) was characterised by defining relationships with this community through the control and the retaining of migratory flows. Since then, the country acquired a new status in order to enter the European Union⁵.

These events and the results derived from the Additional Process for Regulating Foreign Workers in Spain (1990) who were living an illegal situation, made the authorities more concerned about the increasing number of foreign people living in Spain and the importance of quanti-

⁴ Ley Orgánica 7/85 July 1st on Foreigners's Rights and Liverties in Spain.

⁵ A commitment is agreed after signing Schengen application agreement covenant in 1990 and Maastricht Treatment in 1992.

fying its volume. This matter was also reflected in the school context, and 1991-92 became the first academic year that schooled foreign pupils were accounted for and the data published in Spain (Siguán, 1998, 42).

From our point of view, The Ley Orgánica de Calidad de la Educación (LOCE) passed in 2002 (after six year ruling the right winged party in Spain and winning an absolute majority in 2000) curbed this shy trend towards the recognition of diversity and culture in plural terms. And one of the most important changes in relation to the former legislation was regarding foreign immigrant population. However, and despite of this first explicit recognition, it was attended in terms of a problematic situation either school or social, linking its attention to the development of a compensatory model qualifying it in a whole block called "Pupils with Specific Needs" (Chapter VII of the law) (Colectivo IOÉ 2005:8).

At present, the nowadays Spanish government is preparing an Organic Law for Education (L.O.E) which let us see a change in the organization regarding many matters set out in the LOCE, however, they are not being very explicit yet in the principles and strategies regarding the treatment of diversity in the classroom.

In short, the attention to diversity in the Spanish political education has mostly been linked with the attention to the foreign population throughout a compensatory focus, especially from the 90's. From our point of view, the new legislation and the practices with interculturality should consider the following challenges: a) to overcome the link and confusion so far found in politics as well as in the practice between interculturality and compensatory education especially addressed to foreign pupils; b) to recognise cultural diversity as an structural and consubstantial component to "modern" societies overcoming the perception of a cultural homogeneity, although even without immigration (Colectivo IOÉ 2005:4); c) to provoke new educational practices beyond the exceptional, differential, unequal and compensatory treatment towards the immigrant population (García and Capellán 2002: 212), and design strategies and active principles including all pupils and recognising the different ways of diversity in the classrooms.

1.2 Socioeconomic context and beginnings of the Project

After the Second World War the economic reconstruction of Europe and the system of production developed by Ford enterprise (a kind of Taylorist system working of the production line) promoted the need to contract foreign workers in northern and central European countries (Germany, France, Belgium, etc.) so that, the economic development of those regions was explicitly linked to the request of an immigrant manpower (Araujo 2003, 1).

However, from the 60's the situation started to change. "Taylor mass production ran into productivity limits(...) the national commitment between capital and work considerably decreased with the increasing internationalisation of production and markets." (Lutz 1995, 30). All this was translated into an increasing fall of the needs for any manpower in the industrialised countries and into the establishment of the long term unemployment as an structural factor in the labour market (Araujo, 2005).

From then on, the foreigner recruitment policy stopped being profitable since it was not necessary anymore and then the integration of those immigrants already established started being questioned, How could citizens from different national backgrounds be integrated? In that context Intercultural Education appeared to explicitly "improve the integration of foreign workers and their families in the welcoming countries's national structures" (Van Beneden 2003:3).

One of the most meaningful groups of foreign population in these centro european countries was the Spanish and particularly the Andalusian people. Andalusia has been a Spanish region traditionally characterised by its citizens's emigration to other European countries (Holland, Germany or France) o even within Spain to other more developed and wealthier areas of the country (Cataluña o País Vasco). However, from the 90's this community started being considered as one of the preferred destinies by foreign immigrants (communitary and non communitary), and became the third region in Spain with the highest rate of immigration following Madrid and Cataluña.



Figure 1 Spanish map, Andalucía and Huelva

Both the immigrant population and the migratory movements coming to this community have been characterised by its both temporal and spatial heterogeneity, having differences among provinces (and even among them) regarding emission and inhabitant reception. While in general terms we can say that litoral areas and bigger urban nucleus (towns and cities) are those that get a higher number of foreign population both communitary and non communitary.

Huelva province (context where CLIM schools are located), as well as in other Andalusian provinces such as Almería⁶ or Jaén, is characterised by the demand of foreign manpower during the farming campaigns of

⁶ Although these two Andalusian provinces register the greatest foreign population volumes together with Malaga province, they show different immigration typologies. In Almería, the main difference with regards to Huelva concerns the intensive agriculture of the area, furthermore, the demands of foreign manpower is constant all year long; that is the reason why there are not so striking differences among one seasons and another. As a result of that there is a greater fisical and laboral establibility in these areas registering Huelva and Almeria the 66% of the total amount of foreign workers in Andalusia with a working license.

strawberries and citrics. This means that during these campaigns the number of foreign immigrant population coming from outside the European community considerably increases. However, this seasonal character is gradually disappearing due to a progressive settlement of these citizens and the intensification of farming. In this sense, Huelva province has become a new receptor context for foreign immigrant population in the last ten years. It can be easily observed in the province statistics and in the evolution of the population rate living in the area since 1992, in that year there were 1978 foreign people from the community and outside of it, but in 2000 the number increased to 5356 people⁷.

As far as this seasonal character has been disappearing with the increasing number of contracts to foreign people, many immigrant families have decided to install themselves and school their children in the area where they live and work. This increasing number of foreign pupils, as figures show, still represents a low rate in relation to the national population. In fact, the number of foreign pupils schooled in 2002/2003 only represents 1.6% out of the total amount of registered pupils (Ortiz Cobo, 2005) in Huelva province. Despite of that, its temporary evolution is meaningful since looking backwards to 98/99, then, it only represented 0.13% out of the total amount of schooled children.

According to the teaching staff, this meaningful presence has generated a sense of frustration due to the incapacity to develop or create educational strategies facing these new needs and problems frequently associated to the increasing presence of cultural differences at schools. It is then when Intercultural education again appears not as a reformist movement but as an answer to needs derived from the labour market, as well as it happens in other European contexts.

In this socio-economic and political context CLIEC Project was granted. And from Granada University we thought this project implied a different way to approach interculturality, now understood as diversity in plural terms, and not exclusively as it had been a particular attention

⁷ Data taken from the Alianage Yearbook. Source: García y Márquez (2003)

to foreign pupils in our community and province. Thus, we proposed CEP⁸ (Training teachers 's centre) to collaborate with us in the project implementation. This proposal was welcomed and implied the beginning of a collaboration task lasting three years for its whole development.

The first teaching staff 's reception was shy but positive. The view of a methodological change in their classrooms made them reject it, but the availability of some elaborated materials for specific pluricultural contexts seemed interesting and reassuring to them. These materials could offer them new ideas to develop educational strategies allowing them correspond with the culturally different pupils. The teachers manifested so in the first training sessions of the Project (March 2003). These materials and methodology attractiveness and novelty lie in the emphasis put on a) cooperative work among pupils both coming from majoritary or minority groups; and, b) the ways of interacting by means of roles and didactic proposals with open solutions.

2. Actors, activities and experiences in educative centres

Once established the first contacts with schools, we designed an organisational and temporary scheme about the forthcoming CLIEC Project within a Spanish context. This project organisation involved certain actors who have later taken part in activities of a different kind during these three years. In short, we will give a reference of the actors and institutions that directly participated in the project CLIEC, and AMIGHA in Spain:

⁸ The teachers 's centres (CEP) "are units from the Andalusian Science and Education Council in charge of dinamising, planning and developing the teachers 's training in their geographical area of action" (article 8 Order 110/2203, April 22th ruling the Andalusian Permanent Teachers 's Training System).

- **Steunpunt ICO** (Centre for Intercultural Education in Ghent and Belgium). As European project coordinators they have been in charge of managing and giving dynamism to the different phases and actions included in CLIEC. Once a year, they have run the training seminars addressed to the groups of teacher trainers from each of the participating countries and coordination meetings with the different European mates.
- **The Coordination in Spain** has been carried out from the Intercultural Studies Lab at the University of Granada. On the one hand, the activities developed have been related to the organisation and direction of activities from a local level taking as a reference Comenius project main goals (actions as annual plannings, contact with the teaching team through periodical meetings, elaboration of documents ...). And on the other hand, all those actions pretending the project spreading as well as the encouragement of the theoretical debate around Intercultural Education and Cooperative Learning (we highlight the teachers´ s meetings at training courses, working days, scientific congresses⁹, articles published¹⁰...)
- **Teacher trainers.** This figure has been trained in this new methodology, and at the same time, is in charge of training the teaching team taking part of this project. Once a year the teacher trainers from each country have received training related to cooperative methodology and on the content from the different activities carried out afterwards in the classrooms either “breaking the ice activities”,

⁹ Some of the public presentations where we have shown our research on CLIEC Project and we have debated its development and results have been at meetings with practising teachers throughout courses organised by the Romani Union Association about educational intervention celebrated in Atarfe (Granada) and Seville in October and November 2003; in the teachers´ s training course organised by CEP “Sierra de Córdoba” in February 2003; in Working days about immigration hold in Málaga, May 2003; in the National Congress about Social Working Schools *¿Es posible otro mundo?* hold in Huelva 2004; in the Internacional Congress *Learning Conference* in July 2005.

¹⁰ See Márquez y García-Cano (2004) and Dietz; García-Cano and Márquez (on papers).

“warming up the climate for cooperative work” or CLIM Units implementation¹¹. In Spain the teacher trainers’ s group has been conformed by three teachers and once received their annual training in Belgium their priority tasks have been firstly, to design and develop the training strategy more appropriate for the teaching team participating CLIM-AMIGHA and, secondly promote, potentiate and make more dynamic this work continuity in the different schools implied in the project.

- **Teaching Team.** This figure has been in charge of developing each of the activities in the classrooms as a last resort. The number of teachers receiving cooperative learning and intercultural education were 22 in three different towns of Huelva: Almonte, Moguer, Bonares, and spread out among four schools. However, only 6 teachers have carried out with the project in its last year, and all of them belonged to the same school. Some other teachers still keep in touch with some teacher trainers trying to develop some of the CLIM Units in their classrooms, but they underline the conditionants to achieve a complete successful fulfillment. Afterwards, we will analyse all these aspects more in depth since we think they are of an outstanding importance.

The activities carried out at “CLIM-AMIGHA schools” should follow the same temporary sequence in the development and implementation of the project in their classrooms. This sequence started from the development of activities like “Breaking the ice”¹² so that the pupils became familiar with cooperative methodology and work in groups. Once these

¹¹ The amount of units elaborated in the Flemish context have been six. All of them have been edited by Steunpunt ICO (Center for Intercultural Education in Ghente, Belgium). The units translated and adapted to become implemented at schools participating in the project in Spain have been three and these are their titles: Unit 1: *¿Hacemos una fiesta juntos*, Unit 2: *¿Te falta un tornillo?* and Unit 3: *¿Cara o cruz?*

¹² This is the way these activities carried out in the classroom and previous to CLIM units development have been named. Their main goals were to make pupils conscious and experiment the importance of working in groups expressed by slogans such as “*Nobody is smarter than all together*” or “*Everybody can do something, nobody can do everything*”.

goals were achieved, the classrooms should always carry out, progressively and within the official classes timetable, the different CLIM Units translated into Spanish aiming to observe the development of the Belgium materials in Spanish classrooms. Some other activities outside the classroom have been meetings among teachers from different schools to share experiences and interchange opinions regarding obstacles and/or conditionings to carry out its development and to reflect around some concepts for instance Intercultural Education, diversity or culture. These last meetings have had an annual character at the beginning and end of each academic year and have been directed by the project coordinators in Spain.

After three years developing AMIGHA project in Spain we can say the practices have been quite varied and different, at least, that is what the different schools participating and the teaching team implied think. These appraisals came up from a continuous contact we have had with the educative community that has taken part in the project, and the observation of the practices being developed in the different classrooms. That is to say, all through these three years we have been able to systematise the different experiences carried out in the different schools implied by teacher trainers' annual meetings, the all through year contact with the teacher trainers, interviews, questionnaires with the pupils and working sessions with the trainers, the coordinators and the teachers. Taking into account these extracted data, using a retrospective view and an analytical interest we have identified three different experiences out of which we analyse factors and conditionings that allow us distinguish between one or another developments.

A) EXPERIENCE 1: It took place at a school completely involved at developing the different activities proposed within CLIEC project. In fact, the centre timetable and the teachers' classes were planned to implement the project. From the beginning of the project to its conclusion the teaching team has accomplished each of the proposed activities.

The pupils' age rate has been between 9 and 11 and it comes up to the 4th, 5th and 6th levels of primary education in the Spanish educational system. The teaching team has developed CLIM-AMIGHA activities plan-

ning their development during one hour and a half per week with those classes that carried out the project. This last aspect, time, has been one of the most debatable aspects because it was never enough to end up with the tasks planned, but also because it implied that the teaching team questioned itself how to organise and make priority some daily activities. This topic has been studied at the meetings we have had and at the same time with the teaching team becoming then one of the most debated and reflected topics. Thus, some teachers question other mates' thoughts who believe in "the need to finish their subjects textbooks" and manifest "not to have enough time to work in one book more (CLIM units)". They argue the need to reflect about the "way" of teaching the content more than the "quantity" of contents taught and they are against the idea that "time" is the excuse for the lack of innovation in the classroom.

A successful factor to be underlined in this experience has been the role of the mediator, dynamiser and helper played by a teacher in this centre to guide the rest of the other mates. Two important features have converged in this figure: on the one hand, her training and teacher trainer's role in the project. This fact explains why its presence in the classroom both during the development of pre-CLIM-AMIGHA activities and CLIM Units implementation has served to motivate and help the teaching team to carry it out along these years. On the other hand, her role as "Head of Studies" in this centre, has allowed her an adequate organisation both of the spaces and the timetables, being the leader and dynamiser of all the activities included in the project.

In this school cooperative learning methodology and intercultural education has not been an isolated and anecdotic experience, however it has gone deep inside in the centre planning, organisation and ideology. Some data show this situation:

- Periodical meetings hold by teachers from different courses taking part of AMIGA Project (Primary levels 4th, 5th and 6th and pupils aged 9,10 and 11) aiming to take agreements and organise the different activities.
- Poster making with the roles developed by the pupils' work in groups, and the CLIM-AMIGHA slogans, located on a wall to make

them visible during all the classes letting teachers make references to them from any curricular area and not only when specific CLIM-AMIGHA activities are being fulfilled.

- The acquisition and use of the needed materials from the school direction 's part so that all the groups can work with them in a rotating way.
- The common and coordinating development of activities by means of the whole school centre at the end of each unit, for instance, a party celebration at the end of Unit 1¹³ or the elaboration of a presentation at the end of Unit 2¹⁴.
- The presence of a teacher trainer at class together with the tutor teachers of each class.

That figure has been useful to help teachers working in his/her classroom, although tutor teachers were the only ones responsible for making groups in the classes because they knew each pupil 's personality and the best abilities to make heterogeneous groups. Besides that, having two teachers within the class to work previous activities or even CLIM units has improved both its development in the class and the possibility of making useful remarks from both parts.

As far as pupils is concerned, they express they like working with Clim Units in general terms, and they enjoyed games and previous activities. The fundamental reasons they allude are that "it is very funny", "they learn doing things in common" and "they all learn things from their mates". Related to that, the teaching team underlines some interesting matters:

- They observe that as far as time goes by pupils learn to use resources and products from other groups.

¹³ Unit 1 is titled *¿Hacemos una fiesta juntos?* And its aim is a party celebration. Concerning that goal different activities and rotations are organised to be fulfilled in the synthesis.

¹⁴ Unit 2 is titled *¿Te falta un tornillo?* And the final aim is to give an exposition about the use pupils have made out of the technique learning and putting into practice the use of materials, tools and procedures.

- They think that it is possible to delegate responsibilities on the pupils to fulfil activities belonging to CLIM units as well as activities at school apart from this particular project.
- They discover that, besides the intellectual abilities, there are several other abilities they had not met before from some children. These abilities are mainly discovered through activities implying motor and artistic abilities, in fact pupils so far shy and who did not take part of subjects like Maths, Language etc. now became leaders to other mates.
- They reflect on the difficulty to control turn taking since all students tend to speak at the same time and this gives rise to noises and disorder in the classroom. Despite of that, they notice that pupils develop abilities concerning conflict resolution.

B) Experience 2: At this school only some teachers developed CLIEC proposed activities although apart from the due dates, some teachers individually committed themselves more than the school centre itself.

This school experience illustrates the problems and inconveniences the teaching team faces in its daily activity when its presence is required in this kind of experiences. The teaching team identifies these difficulties referring themselves to aspect of an organising kind; there is no planification at centres, each year they work with different pupils and the work done once in a year has to be retaken next one but unsure of its continuity. They also reject the amount of work to prepare CLIM-AMIGHA activities to be dealt with at class. On the other hand, they also refer to questions dealing with their own lack of training and enough abilities to develop cooperative learning activities in the classroom.

Then, we find a teaching team sharing the principles and educational project CLIM-AMIGHA offers regarding attention to diversity, experiments with participatory methodologies, and the proposal of contents with open solutions. But on the contrary, they reassure that all these principles are difficult to put into practice and declare themselves to be “desillusioned” because they judge CLIM as “another innovative pro-

ject”, but unrealistic when they have to put it into practice at authentic schools and classes

C) Experience 3: At this school it was not possible to develop any of the proposed activities by CLIEC despite the staff’s commitment and the arrangements from this part to use time and space resources needed to make easy its development.

This has been the most paradigmatic of all the coordinated experiences. We found, on one hand, the commitment and disponibility of timetables and the resources needed to carry out the developement of pre-CLIM-AMIGHA activitites and its own units, but on the other hand, we found no implication on teachers’s part to put it into practice in their classrooms. The factors leading to this situation can be divided into two main aspects: firstly, those dealing with extrinsic conditionings to the teachers such as mobility to other centre, or even lengthy absences due to illnesses and motherly licence; and, secondly, those intrinsic factors dealing with matters related to the way of understanding education and the educational duty itself.

The last type of conditionings called intrinsic conditionings have been the most interesting to analyse, because they appear to be the most critical to CLIM-AMIGHA project and its proposals. In an attempt to clear up some of the arguments some teachers alleged we met those questioning the “apparently” innovatory character of the project adding that “it does not differ much from what we do at class everyday”. The analysis of this attitude has not revealed us any clues for success, but just the opposite: Why the teachers do not take part of the project in spite of enjoying the help and the necessary resources?

This matter is highly complex and we would feel forced to analyse the Spanish teaching staff’s professional duty from a holistic and integral view in the Spanish Educational system, but this topic is far beyond our expectations to accomplish this article. We can wisely outline certain meaningful aspects we have realized during our experience however we are aware of the need to point out many others in order to understand such matter as a whole:

- The teachers' scepticism and lack of motivation facing any innovative project lie; on the one hand, on the "evil" effects provoked by the Ley de Ordenación General del Sistema Educativo (LOGSE), 1990 building up an utopian ideology during its introduction at dealing with aspects such as attention to diversity, didactic innovation, etc., on the other hand, because teachers' efforts at different levels were neither recognised nor materialised. This particular climate makes training courses being developed under low interest rates, and teachers show more interest for their useful exchanges (for instance the acquisition of some credits to change to a better destiny) than for the matters these courses really offer and focus on. As a result of that, courses carrying innovatory experiences are not the norm but the exception.
- The traditional distance between university and school represented by the metaphor "those who think" against "those who work" leads to the continuous distance between theory and practice. Such a distance is materialised at schools looking at university as "the intruders from the outside world" and perceiving their proposals as not too practical.
- The feeling of "being alone" at this attempt or "being always the same who are in these matters" leads many teachers to progressively abandon their implication and participation in training courses, jornadas, seminars, the organisation of activities and programmes to innovate. The recognition, or maybe more specifically the lack of recognition, both institutional and in front of their mates does not satisfy their efforts and results obtained.
- The lack of continuity of those projects proposed from external instances to the educational institution in itself (i.e. European Community, University, etc.). Teachers do not feel as the main characters, and perceive this work as something very far from the daily reality in their centre and classroom, where the results obtained come or stay as pilot experiences with no longer far reaching.
- The lack of conceptual clarity, and as a result of that, the lack of political plannings and intervencion suited to the attention to diversity, interculturality, difference and inequality. In Spain, we continue

betting for positions that identify interculturality with immigration, equality as an equivalent to defend uniformity among pupils and difference as the closest to inequality. As long as these matters are not dealt, the projects identified as “intercultural” or dealing with “attention to diversity” will continue being demanded or accepted in order to be developed only in those contexts where the presence of foreign immigrant population is meaningful (from the point of view of the social problem and not only in terms of numbers) and no other ways of diversity are recognised.

3. Intercultural education and Cooperative learning. Some reflections for the debate

From an anthropological view –and insofar as we planned out our task for coordinating CLIEC Project in Spain not only as a mere management of actions and phases – we spread out several tools allowing us to reflect together with the teaching staff and contribute anyhow to the analysis, conceptualisation and debate around the building of meanings on “Intercultural Education” coming across in the Spanish educational context at present schools. The first step was to identify the mistakes traditionally made in the Educational practice called “Intercultural” practise. We interviewed teachers in depth and also had working sessions that let us know some of the mistakes around which Interculturality and also the attention to social and cultural diversity are conceived and practised in the educational system.

1. **Emphasis on differences.** Intercultural Education is requested and proposed due to the existence of certain differences in the classrooms for instance skin colour, different national backgrounds, religions, languages,...The coexistence of those differences has taken many teachers to request new didactic strategies being qualified as intercultural (García; Granados y García-Cano 2000). That was the starting point for CLIEC-AMIGHA in Spain, and the incoming number of immigrants in Huelva context or even the warning that in a

short or medium term a great deal of migratory flow will arrive to our own societies, and centres was the main motivation to develop intercultural education activities. In this sense, the main requests stated since the beginning of the project was the search for solutions to concrete questions such as: “How to face Spanish language teaching?”, “How to avoid their school absenteeism?”, “How to prevent the xenophobic conflicts in educational centres?” and above all, “How to integrate their culture into schools?”

- 2. Culture Folklorisation.** The first contacts with teachers made us take Intercultural Education as a premise mostly justified not only by the presence of a foreign immigrant population but by the association of such a presence with the concept of “cultural difference” becoming the panacea of difference and inequality, and therefore, as a vehicle for the displacement and dissimulation of realities affecting social inequalities” (Carrasco, 2003). In this sense, culture is understood as something deep and immutable that education and interaction among groups can not change. The main problem of this idea is the scarce dynamism and ability to interpret and reconstruct given to the concept of culture. That is, we tend to misunderstand things and assign culture to the members of a group instead of inferring culture from that group. As María Castaño claims in relation to culture “it is not a transportable and measurable entity but a soluble and slippery entity built and rebuilt in interaction, for that reason it seems impossible to be studied as a thing, be measured or even its frontiers be limited” (García Castaño, 1996, 18).
- 3. Interculturality as an exception.** Coming from the previous section the education for Interculturality projects have been developed in the educational practice throughout concrete and punctual projects in time (more as an exception than as a common practice). The experiences of many educational centres regarding interculturality have not gone far beyond the celebration of the day or week of interculturality, represented in agapes or music concerts, but no deeper analysis about the meaning and value of diversity and the necessity to foster equal opportunities despite the mere anecdotal aspects.

4. **Cultural differences: Recognition and/or equality?** In the educational system, it is frequent to find messages fostering respect and mutual enrichment among different cultural groups, for instance between the incoming immigrants and the national citizens. That is most of the time the answer to the expression of a social desire to enjoy a pacific coexistence more than to the understanding and acceptance of how in situations of equality among different groups, culture is rebuilt, changed and it brings new ways of acting that affect both groups.

Let's now read the extract taken from a teacher's interview who defined Interculturality in Education according to her own point of view "cultural wealth although everything stays according to its own essence".

"I think that to educate in interculturality must be the best thing out of every place, and children should assume that, not to change their habits or maybe to do so ... but they should learn that there are other cultures which have things as beautiful as theirs or even more. Then it is an enrichment (...)" (: says a Tutor teacher for the third level of a primary school, February 24th, 2003)

Intercultural Education understood as "education for minorities" tends to stereotype and segregate immigrant pupils assigning them an imposed tag giving details of all the stereotypes the receptive society has built on those immigrants's "culture" (FETE, 2001, 15).

In opposition to these considerations, CLIEC-AMIGHA project's proposals and the aspects we have dealt with teachers fostering Intercultural Education throughout the methodology of a cooperative learning - in order to transform not only the practices but above all to contribute to the teachers's actions and reflections in the classroom - have been the following:

- **EDUCATION.** It must be understood from the recognition that we live in a multicultural society, that is to say, a society characterised by both heterogeneous diversities and those diversities leading to relations of coexistence and to the inequality of several concrete or collective groups. In this sense, Education is not a mere subject, a way

or strategy of teaching in the classroom but a means to understand and organise the curriculum and the way of teaching regarding respect, and equality of opportunities among all the transversal topics. So, CLIEC- AMIGHA project starts considering that the educational policies in democratic occidental societies have –or should have– as their main goal, the fostering and development of equal opportunities for all the people and social groups taking into account that democracy implies pluralism and respect for the differences (Batelaan and Van Hoof 1996).

In this line, AMIGHA project in Spain has not circumscribed itself to a punctual fact in time or to one more content, but it has pretended to impregnate the organisation and the way of teaching itself and conceiving the classroom. The continuous teacher´s training, the development of activities previous to the development of CLIM units and the reflexive exercise on the teacher´s part have made Interculturality a way of teaching affecting other areas of the curriculum.

- **PUPILS´S INTERACTION.** Being conscious that inequalities are manifested among groups with different status (minoritary or not; national or immigrant; social status; genres,...) and that those differences also project, or are the reflection and at the same time the result of the status unequal relations within the classroom, CLIEC-AMIGHA starts considering that diversity and inequality in the classroom do not come from the belonging to groups from a “different culture”, “racial” or different nationality, but they are the result of a not recognised coexistence referring to the different ways to interact in the classroom. Then, Intercultural education will no longer be considered as “education for minorities”, on the contrary, we propose a kind of education analysing the different ways of pupils´ interaction in the classroom. This fact would really allow us to discover that many of its referents and meanings have more aspects in common with its counterparts than the ones we are prepared to recognise. In that way, interaction fosters equality and respect for diversity.

In this way, CLIEC-AMIGHA is based on one of the assumptions of pluralism that implies teaching pupils to look at the world from different perspectives, teach them accept other cultures, languages, beliefs, and to respect the right to be different. Intercultural education has nothing to do with exclusive cognitive contents of culture, and ethnicity, but with different ways of active interaction; it deals with the way pupils know, respect, and value themselves and their own teachers. Daily interaction pretends not only that pupils learn something about any field of knowledge but that they put it into practice everyday. And CLIEC-AMIGHA methodology let pupils learn how to do it inside and outside of the classroom.

- **CULTURE.** We start from the consideration that each pupil is a product from his /her own culture, and she or he is a resource for all together´s learning. Pupils are not representative of their culture (understood, stereotyped and reduced to a different nationality, different language or religion) but culture *producers* (García 1996). In this sense, we reject the tendency we meet at current discourse and practice to qualify as “cultural” all and any of the socio educational problems happening at the school atmosphere. This “culturalist view”, as Gregorio and Franzé (1999) qualify it, states in terms of “etno-cultural” “problem” all the aspects related to the presence and interaction of immigrant population in the socio educational scope, it means that individual´s consideration of the practices and behaviours are assimilated to the group they belong to and consequently static, closed, generalised and atemporary.

On the contrary, we start from the anthropological consideration that “culture” does not belong to individuals per se, but it exists and we define it as far as we make use of a descriptive generalisation that distinguish some members of “a group” from “another”. We understand culture as shared experiences, values, remembrances, ways of thinking and acting going over the individual differences among people setting up in the womb of “social contextualised practices”.

4. Some final proposals to continue working

All our coordination experience in this European project, the development of CLIM units in the classrooms, the teachers' and pupils' reaction before them have been an excellent opportunity to – from theory and practice - withdraw the suppositions underlying Interculturality. We estimate it is priority to continue working in this line, and not to stop the work done so far and to continue promoting projects and working strategies with the teaching team, especially through mechanisms meeting reflection and action in educational centres.

In this sense and having into account the different paths and the diversity of results we have analysed in this article, we are going to withdraw some conclusions and proposals for the future as a summary:

- **The actors of the change in education.** Any political education pretending any kind of transformation, as this project has been, must take into account one of the main matters dealing with the place to lay out the impulse to produce such a change. In CLIEC project in Spain, such a strategy, induced from the University of Granada, has pretended to promote the change “from the bottom” starting from the teachers' work and conviction of the project usefulness at school centres, in this way the theoretical and methodological principles would spread out as “an oily spot” to the whole school community. After these three years of the project development and implementation, we estimate it is priority to give other actors members of the school community as well a share in the project; for instance, families and especially the responsible politicians in order to get a change “from the top” as a complementary way. We think that a combination of both strategies is the most efficient to achieve an actual transformation and also to count with the necessary institutional resources.
- **Teachers' trainers and their wise use of the didactic materials.** Along this period of time, we have also observed how the teaching team considers necessary to have a deep training in cooperative methodology to carry out a successful use of the materials for CLIM

units in the classroom. They clearly highlight as well that it is necessary to make a wise use of the materials and to go with a good training in methodology and theoretical principles, on the contrary, the materials will not be useful for the prospective aims.

- **The figure of the mediator as a dynamiser among teachers.** The figure of a teacher's existence whose role is to dynamise and motivate the teachers's work within the classroom has become one of the successful factors of the project at schools. Nevertheless, we consider the success or failure does not lie exclusively in the existence of this figure although it helps. Furthermore, if we recognise its efficiency and importance we estimate prioritary to endow the teachers the necessary tools to develop cooperative methodology in the classroom providing the autonomy and safety. Some estrategies in this sense could be: foster networks among different school teachers; create groups of work in school centres; implicate the different representation and participation bodies at schools; promote the interchange and difusion of the different experiences, etc.
- **Time and classroom organisation.** Two of the most important obstacles mentioned by the teachers at developing the project within the classroom has been the lack of time and the inconvenients to organise the classroom. Both aspects have been highlighted as the main causes why some teachers have even abandoned the project. As far as time is concerned, this aspect has been underlined by the teaching team both to prepare the materials of the project and to develop them in the classrooms. Regarding classes disorganisation, the teaching team has highlighted the difficulty to work in small groups with pupils who were not prepared and who did not carry out this dynamic in other subjects. These difficulties have conditioned the practice of many teachers but not all of them have lived this as an insurmountable obstacle. We, as the coordinators, estimate that these inconvenients can be compensated with some initiatives like: giving more time to those initial activites addressed to the realisation of "breaking the ice" or the elaboration of materials in groups that can be used in several classrooms.

From these theoretical, practical and methodological assumptions we continue doing reflections and research on Cooperative Learning and Intercultural Education. All our experience gathered so far has allowed us to contribute and open new debates and perspectives around the creation of other projects qualified as Intercultural. As CLIEC project philosophy itself indicates, these three first years have only been the starting point of a path in which all the instances and institutions involved should continue. The work already done and the open reflection, advise us of the importance to deep and question its implications, argumentative bases, as well as, the need to constantly redefine and actualise the concepts on which it is established. That is the reason why in this article we have pretended that both the professionals who search theoretico-practical references and the reader who is far apart from this topic can find in these arguments not only a contextualisation of the Spanish experience, but that he/she also discovers by means of our local experience some of the clues present at the global debate on the analysis and reflection of Intercultural Education and Cooperative Learning.

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Reflections on a process ...

Amanda Brodala*, External Evaluator for the CLIEC project

Introduction

The role of an external evaluator sounds rather formal and forbidding - calling to mind examinations one thought were well over, in which someone sat at the back of the room and judged silently and often somewhat arbitrarily, providing a short summary to the candidate at the end of an often nervous performance.

Having been involved in many diverse and challenging European Education projects as a participant myself over a ten year period, I was acutely aware of the issues facing those who were trying to develop new and innovative work, in a transnational, multi-lingual framework and yet were still involved in full time work for their institutions . Such projects demand an enormous amount of their participants both in terms of time and energy. My priority therefore as an evaluator of the CLIM project was to keep this in mind at all times. As a result, my main goals for the evaluation were to determine:

- What was working well in implementation terms, from which other European Education projects (facing the same challenges) could benefit?
- Why were these areas particularly successful?
- What could have been done differently (lessons which might save other projects time and effort).

Focus of the evaluation

It was very important to stress that the evaluation was neither a quality control exercise in terms of the materials being developed (that was

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firmly the responsibility of the participants), nor a reductive exercise in measuring projected versus actual outcomes. European Education projects are more complex and subtle than a set of targets, and need to be assessed on this basis. Rather, the evaluation had a broader scope, and was flexible to respond to the changing circumstances of the project. Many interacting variables made up this project - institutions, teacher training centres, universities, schools, individual teachers, and pupils themselves because of the multi-layered nature of the project. In the three year course of the project, the evaluation directly accessed all of these groups - visiting individual projects in two of the three participating experimental sites. This enabled a more comprehensive and three dimensional picture of the implementation process to be obtained - and provided valuable triangulation evidence to the partners themselves. The CLIM project also encompassed a very ambitious sub-contract in the form of a film to be made covering the main activities of the project, as well as acting as a promotional tool for interested schools. This added an additional dimension of complexity to the project, and while a detailed discussion of this aspect of the project was beyond the scope of this article, some key findings from this area were included in the sections on communication.

Scope of the evaluation

The evaluation therefore covered

- The overall organisation of the project
- An overview of the process taking place
- How communication was managed between the key parties
- How the roles worked effectively within the process and how they worked in practise
- The construction of the working framework at a non personal level
- How the process was adapted to meet the cultural constraints
- The tools used to monitor the project
- Working relationships between the partners
- The evaluation, as indicated, did not report on the theory underpinning the project, or the materials themselves or their adaptation.

Main areas covered in article

In terms then of the implementation of this project, the evaluation focussed on six main areas, each of which will be explored further. These were:

1. Organisation
2. Communication
3. Effectiveness of roles within the group
4. Evaluation process
5. Resolution of difficulties (in particular those arising from cultural differences)
6. Liaison with teachers and teacher - trainers

For each of the areas comments were made on the process itself, key observations for other projects to consider, areas of particular strength observed in the CLIM project, and any issues that could have been done differently.

1. Organisation of the project

The partners in the CLIM project were motivated to come together through a strong shared vision, and belief in the methodology. They had a genuine passion to disseminate something with which they had experienced such positive results with to other member states of the Community. This was a clear impetus behind the project, and underpinned the whole implementation process as they worked together to bring the CLIM approach to a wider audience. In addition, many of the partners already know each other and had a strong professional respect and shared experiences before the start of the CLIM project. While it was of course recognised that this is often not possible or appropriate for a new project, it was certainly clear that the already established nature of relationships in the group was a major feature of the enterprise and probably reduced initial set up time and problems considerably. In this case, familiarity bred commonality and ease of working conditions.

Nature of the partners

One of the key features of the project was the process of partner identification that occurred prior to commencement. The institution leading the project carefully selected each partner on the basis of a previously proven track record of success in the field of ICE. In addition, as well as their specialisms in this field, each of the partners had strong links with the teachers and teacher trainers who were crucial to the success of the project. A mutuality of decision making and shared sense of purpose has been evidenced in this project from the start, together with broad agreement over the nature of the intervention in each country.

Structure of the project

The structure developed for the project was one of the strengths. It was a very flat and non-hierarchical approach, agreed with close involvement of all partners. One of the most noticeable features was the equality between all involved. This was illustrated for example in the way that the nominal head of the project in Spain agreed that the staff involved on a day to day basis in the field should be those attending the meetings – contrary to practice in many other projects. This intimate knowledge of the fieldwork aspects of the project was a major asset to the group, as was their ability to make collective decisions and advise each other on national issues or concerns.

This strong commitment to field staff being closely consulted and involved in the implementation of CLIM units was evident throughout the structure of the project. Teacher trainers were invited to annual meetings, and were listened to when they made suggestions or proposed alternatives. They were able to see these changes in practice, thus reinforcing their feeling of shared ownership.

Management of the project

During the course of the project it was necessary to change the project co-ordinator - a situation which can sometimes cause disruption to the activities of the group. However, the CLIM project managed this well, with the new co-ordinator both highly committed to the work, and al-

ready known to the partners. The transition phase was extremely well managed - forward planning meant that it was possible to have a thorough handover, and both co-ordinators attended the meeting at which the roles changed, adding to the sense of continuity.

Meetings

Meetings were arranged and programmed so that all partners had opportunities to discuss issues in full, and there was also a clear line of communication directly to the project co-ordinator for individual partners. Another strong feature of the project was the degree to which technical and pedagogical advice could be obtained directly from the Belgian centre of expertise. This direct route – open both to partners and to teacher trainers was a distinct asset to all involved – and cut down on unnecessary communication between extraneous parties.

Key observations / points of reflection for other projects :-

The CLIM project demonstrated:

- Clear assignment of roles
- Regular updates for all partners / allied staff
- Strong financial management / prudence
- Arrangements for meetings etc. made in a timely fashion with clear notice periods
- Clear, inclusive and well planned structure for meetings and training sessions

Areas of particular strength were considered to be:-

- Strong clearly defined roles
- Flat structure
- Scope for changes when necessary
- Ability to incorporate changes of personnel, in particular project-co-ordination
- Good fiscal and logistical management
- Clear vision transmitted in organisation
- Roles and responsibilities clearly delineated – no excessive overlapping

2. Communication

The complexity of the CLIM project demanded a considerable amount of communication. As with other European Education project one of the main issues is that participants are running projects as an adjunct to their regular work and therefore cannot always prioritise the project immediately because of other heavy commitments. The speed and comprehensiveness of both initial communications to partners and their response however was excellent - in the CLIM project - strengthened by partners personal beliefs in the methods and results . The only area where there were major problems in communication was with the sub-contracted film, where significant lessons have been learnt, as listed below.

Methods of communication

Communication between partners was largely electronic for routine transmission of information. There was however also a clear precedent of telephone support /exchange of views when necessary, not only with the co-ordination centre but also between partners, which added to the sense of identity and coherence of the group.

Communication with teacher trainers was strong, with partners having close working relationships with field staff and clearly viewed with respect by them. Changes to schedules or plans were routinely communicated with opportunities to discuss these before they were implemented if appropriate.

There was a clear and agreed protocol for communications – this was controlled centrally but as indicated there was scope for bi-lateral communications between partners / trainers if necessary.

Feedback and discussion

Time was set aside in each meeting for feedback from each partner – this was flexible in how it was allocated and each member of the group was given sufficient time to fully outline issues and concerns that have arisen as well as providing updates on progress against objectives. As there was no rigid format for this it allowed opportunities for comments

and collaboration. People were given the requisite time and space to explain problems they were encountering and dissension was allowed and managed healthily within a supportive structure.

Relationships between partners

Relationships between partners were cordial and friendly. A particular feature of this project, as indicated, was the value that pre-existing working relationships had brought. The partners already knew each other - some well - prior to commencement of the implementation programme, and this was almost definitely reflected in the nature of communications, speed and quality of response to requests and the standard of reports presented at meetings.

Most of the partners spoke excellent English (their command of grammar sometimes putting this native speaker to shame!) In the case where this was not so, the partners expended an enormous amount of time and energy translating their materials in advance, though there were times when verbal discussion was not as effective. However it is felt that this disadvantage was mostly outweighed by the benefits of having those directly involved with the fieldwork present at the meetings representing the activities in their country. The issue of language skills versus the need to involve those most professionally appropriate will continue to be one affecting European Education projects and there is no easy solution.

Main components of the communication process were:

- Regular e-mails
- Ad-hoc phone conversations re. specific issues as required
- Teacher trainer sessions held centrally (with time allocated for partner meetings and interest groups)
- Handouts of materials at meetings
- Discussion documents
- Written progress reports at partner meetings .
- Communications with field staff
- Formal reports, with input from all partners, prepared by co-ordinator after each meeting

Areas of particular strength

- Generally excellent language skills and high level of communication
- Support and respect for those with more restricted English to ensure their (very thoroughly prepared) contribution was maximised
- Warm and close working relationship based on mutual respect and previous working contacts
- Willingness to acknowledge and attempt to improve difficulties with sub-contractor

Recommendations for review

Generally, a standard format for each partner to use when presenting written progress reports at partner meetings would have been very beneficial, as comparison at times was difficult .

Sub-contractor

- Though it is recognised that it is not always feasible, co-location of subcontractor with project manager would have been beneficial
- Need to impose stronger communication timetable and schedule with sub-contractor with regular points of contact for feedback and progress reports
- Review of materials being produced on a very regular basis
- If possible nominate one of the partners to have some clearly defined role in the management of the subcontractor to ease pressure on the project manager
- Regardless of the perceived quality and professionalism of the sub-contractor have a clear and comprehensive code of conduct for all dealings both with a project and any other contacts (schools, external media etc.)

3. Effectiveness of roles within the group

Roles in a trans-national project

There can be problems within transnational groups with regard to roles

- conflict or stereotyping, and language limitations can reduce roles

available to partners. This was not apparent in the CLIM project . Informing each other was a particularly strong feature of the group, though the primary role in terms of technical information, was adopted by the Belgian team. There was a very high level of expertise in the group, which meant that the level of roles could be equal but different. All partners contributed effectively, though not to the same degree, but this did not appear to be an issue .

Roles will vary as the coordinator was not a project implementer. It was anticipated that this could have been one of the major potential problems for the group because of the imbalance in roles that this could have caused, but this has not been the case. This aspect was handled sensitively and well, with the project co-ordinators involving other partners in training and support so as not to create a hierarchy, in particular with the teacher trainers.

Role requirements

There was a requirement for project partners and participants to have a very high level of knowledge, both of the theory underpinning the CLIM model and of the approach itself. Whilst this has not been an issue for the project, it needs to be borne in mind that not all participants, particularly further down the chain will necessarily have this expertise or commitment, so all materials must be user friendly and presented in a jargon-free way.

Roles and their particular relevance to the CLIM project

The issue of roles and status was a particularly interesting and pertinent one for this project, because of the focus of the project itself on these areas. It is not possible to state definitively, but is considered likely that this high level of sophistication in terms of “role understanding” has contributed to the success of the project in these aspects. It may be worth disseminating this finding more widely to assist in the implementation process of other EU education projects, and thematic networks.

Main areas of strength

- Combination of current and previous “implementers”, with a project manager who had detailed knowledge of and commitment to, but no personal ownership of the method added a useful dimension to the project.
- Projects own focus on “status treatment” and assignment of specific roles meant that partners were conscious of this in their own behaviour and communication.
- Clear definition of the roles within the group and respect for these boundaries

4. Evaluation process

The group used a variety of evaluation tools to assess the project, from initially fairly straightforward open ended qualitative methods to latterly the more complex RACE framework developed by a previous European project, the aim of which was to create a detailed tool to assess “How good is my project?”

In addition, as indicated there was a degree of triangulation involved through some direct evaluation at an individual school level by the external evaluator.

Evaluation is a very complex area for any European Education project, particularly one operating at multiple levels such as CLIM. A whole host of factors, many beyond the control of the project affect both participation and outcomes in schools and the CLIM project was affected by a wide range of these - from changes in timetable and personnel, and schools re-focussing priorities to major industrial action by teachers in one of the participating countries.

Main areas of evaluation

- precise nature and function of evaluation instruments chosen
- whether these are process or product related
- clear information in detail on the nature of the surveys that will be conducted

- what means of self-evaluation for the process will be used
- any particular models or frames of reference that have been chosen

In some cases, where tools and methods were being adapted from a range of sources, including original US materials this chain of translation proved quite difficult for schools to manage and the project learnt that more adaptation was needed before some school level evaluation tools could be pursued successfully.

In general the project found in retrospect that more clarity and consistency when translating evaluation tools both into a different setting (i.e. the European context) and then further to a range of different countries was needed. As a result the evaluation instruments arising as a product of the project are much better suited to their settings than when initially used.

Nature of evaluation tools

- Fit for purpose
- Effectiveness
- Methodologically sound and well reasoned
- Had a degree of standardisation across projects and countries

5. Resolution of difficulties (in particular those arising from cultural differences)

Because of the sharing of a common purpose and the strong commitment to the CLIM philosophy there have not been any major issues with regard to philosophy or even methodology observed in the process.

The group faced various technical and logistical difficulties in the course of the project - in particular the making of the accompanying film and relations with the subcontractor. The difficulties were discussed and acknowledged openly and a group strategy developed for dealing with them. In retrospect, one useful additional approach would have been to assign a specific element of an overall problem to each member of

the group for them to deal with, liaising on progress via the co-coordinator.

In terms of cultural issues, each partner was concerned to ensure that the materials they used reflected local circumstances while still being “CLIMmy”. This is an area where some tensions would be considered almost inevitable and one where other European educational projects have experienced problems. Adaptations have been made by partners and these have been debated within the group amicably and constructively. A particular example arose with the need to replace pictures in Resource Card 5 of “Celebrate together” in order to reflect better the religious traditions of the country concerned. This was possibly the only real (observed) instance of cultural conflict when the partners collectively may have felt that the substitutions diluted the impact of the material or changed its intrinsic meaning. However this was discussed and agreed pragmatically and amicably, with the consensus that local understanding was most important in this instance. Other minor changes were handled in the same way .

Partners were very willing to discuss issues and problems they experienced openly. As a legitimate concern in a project where there is such a commitment to the method it is worth noting that there has been a general willingness to concede and admit problems as well as successes with the material.

Ultimately it is considered that the overall coherence of the material and its continuing reflection of the CLIM methods have not been compromised by either textual or pictorial changes. Furthermore the partners have developed very successful approaches for dealing with such necessary changes.

Areas of particular strength

- Openness to suggestions regarding modifications and adaptation
- Willingness to acknowledge difficulties – not “blinded” by commitment to methods
- Recognition of need to balance local considerations with need for coherence and standardisation (and how difficult this is !)

Recommendations for review

- Break down major problems and allocate elements to each partner where feasible
- Early identification of problems with sub-contracts so that changes can be made if necessary

6. Liaison with teachers and teacher - trainers

The structure of the CLIM project was, as indicated, a complex one, with the project comprising a series of layers. Each of the component layers had specific tasks, and one of the main challenges facing the project was to minimise any dilution effect this might have. In practice, the project partners in each country played a major role in implementing the project and overseeing its continuing progress and the effect of this personal input undoubtedly increased the commitment of some of the other participants.

As an example, the observations from a detailed field evaluations conducted by the external evaluator in Spain with teacher trainers and teachers highlighted the following main areas:

- Use of roles complex – but helpful once mastered
- “Taught us how to do effective group work”
- Variable levels (not quality) of support from trainers (logistical constraints)
- Affected by timetabling and staffing issues
- On site teacher trainer - significant impact
- Excellent understanding of roles and post session facilitation

Overall the feedback from the teacher trainers with regard to the way in which they are involved in the project and the process they are observing has been very positive.

Summary of main areas of particular strength as observed by teacher trainers

- High quality of materials provided
- Depth of knowledge among project partners generally
- Good interchange and sharing between different countries – no cliques
- Consistency of communication
- Coherence of team – becoming one unit
- Value of field visits and seeing CLIM methods in practice
- Having opportunities to network, compare notes and offer support
- Variety and pace of training

They again confirmed the need to keep the focus clear and relatively simple in what is a complex project and one which is being disseminated on many layers.

Main issues for improvement

Teachers and teacher trainers provided the following recommendations:

- More time was needed to cover some areas in the training both of teacher and teacher-trainers.
- Useful to have had more specific instruction and practice on implementation techniques for individual units.
- Helpful to have the information regarding implementation in a flow-chart style as well as a more step by step breakdown.
- Need for more information on roles and status treatment

Conclusion

It was a pleasure and a privilege to observe at close hand the development and increasing coherence of the CLIM project team as they worked together to widen access to the materials in which they believed so strongly. Sometimes educational initiatives can be quite dry and abstract, or projects can be run by partners who find they have less in common than anticipated at the initial planning stage.

In the case of the CLIM project, however each partner strongly believed in the method and the approach advocated by the materials, and the sum total of the efforts of the team represented this strong commitment. This is not to say that there were no significant issues and implementation problems encountered in the course of the project, some of which could not be overcome.

However, from a process evaluation standpoint, the key observation was that way in which these did not affect the overall conduct from a project - and indeed the way in which the partners dealt with difficulties is one of the main strengths of the project. The lessons learnt in this project will be of great value to other European education projects, and educational initiatives in general. The partners involved, through their vision and commitment have contributed significantly to the overall body of knowledge and experience regarding inter-cultural education and it is hoped pupils across Europe will be the main beneficiaries.

