School-University Partnerships: Case Studies of Inter-Cultural Learning

Lee Jerome, Ebru Aktan, Sandra Rone
Florbela de Sousa and Hugo Verkest

This Guide has been written and prepared by a CiCe Network Working Group

Lee Jerome, London Metropolitan University, UK; Chair of the Council of the Association for Citizenship Teaching

Ebru Aktan, Canakkale Onsekiz Mart University, Faculty of Education, Department of Early Childhood Education, Turkey

Sandra Rone, Riga Teacher Training and Educational Management Academy, Faculty of Management and Economics, Department of School Management, Latvia

Florbela de Sousa, Institute of Education, University of Lisbon, Portugal

Hugo Verkest, Katholieke Hogeschool Zuid-West-Vlaanderen Campus; Teacher Training College Campus Torhout, Belgium

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Introduction

The authors of this booklet work in very different countries (Belgium, Latvia, Portugal, Turkey and the UK) but for all of us partnership has become the watch-word for teacher education over the past decade. Our contexts influence the ways in which partnership has developed, for example in England universities distribute funds to schools which train teachers, but in Portugal and Latvia partnerships operate without such exchanges. The drive towards partnership has happened for a range of reasons, both political and pragmatic, but at root it represents a significant realisation that by working together, schools and universities can nurture new entrants to the teaching profession and promote school development in a range of ways. Successful partnerships provide new and established teachers with the opportunity to combine hands-on experience in the classroom with space for the reflection and discussion that transform this experience into learning.

In bringing together a series of case studies of successful school / university partnerships we have sought to identify a common area of endeavour, and so the examples that follow have been written to exemplify how we are all developing partnership approaches to promote intercultural competences. We have not selected one particular definition of this term, instead we have drawn on a range of literature (see for example Arasaratnam (on-line), INCA (on-line), Metiri Group (on-line), Peck et al. (2008), Deardoff (2004), Hammer et al. (2003)) to identify the following dimensions. The presence of one or more of these in an educational partnership would indicate that it has a contribution to make to intercultural competence:

- Valuing our own and others' identities.
- Language and communication.
- Empathy, tolerance and respect.
- Heritage and cultural knowledge.
- Conflict resolution.

The following examples of partnership therefore illustrate a number of issues related to two broad areas, firstly, we seek to identify some principles for effective partnership working, and secondly we aim to identify the types of intercultural learning that these projects promote.

Partnership

Through discussion of the practice in each of our contexts and of these case studies in particular we recommend the following principles for effective partnership working.

- It is essential to establish clear roles and responsibilities for all partners. Student teachers can take on leadership roles in projects and benefit from the responsibility.

- Communication is important throughout the collaboration and partners should plan to sustain the initial energy and time that are often spent planning at the outset.

- The best projects include specific tasks and often lead to high status outcomes, for example where there is a wider audience for exhibitions or festivals.

- It is important to establish clear links between school and university work for student teachers and other participants, which helps avoid the sense that school-work is 'real' and university work somehow 'theoretical'.

- Good partnership projects grow out of investing time in relationships, e.g. through training and meetings.

Whilst this list has a common sense flavour to it, it does resonate with some contemporary research in the field, for example Zwozdiak-Myers' (2010) recent review of literature. The case studies that follow illustrate the practical implications of trying to implement these principles in reality.

Intercultural learning

Of course partnership cannot just be maintained for the sake of partnership, it should be *for* something, ideally something of mutual benefit. The case studies that follow illustrate several themes that seem to be particularly significant in thinking about projects to promote intercultural competences. In summary, they might be referred to as relating to the three dimensions of learning identified by Illeris (1999) as content, incentive and interaction, which echoes Deakin-Crick's three broad domains of citizenship learning (Deakin-Crick et al, 2005: 4):

(1) Affective	-	I feel	-	Developing
(2) Cognitive	-	I know	-	Processing
(3) Conative	-	I act	-	Performing

(i) Affective / incentive dimension

One recurrent theme in our case studies is the problematic nature of a key concept – empathy. They illustrate the tensions that exist when teaching about and for empathy, especially the difference between understanding and accepting difference on the one hand, and the temptation to judge that difference as somehow being deficient on the other hand. The case studies span Early Years settings (Turkey), through Primary school (Belgium) and to Secondary school (Latvia, England, Portugal). They illustrate that part of the educational challenge in developing empathy without judgment is to devise developmentally appropriate activities. The historical approach adopted in some of these projects (Turkey, Belgium) also illustrates how historical empathy can play a part in this overarching project of

promoting empathy. The Turkish case study for example demonstrates how to work with very young children to make 'others' appear different but not deficient, children explore the lives of the past with the intention that they come to understand their differences in relation to the different contexts they study (see for example Davis et al. 2001).

(ii) Cognitive / content dimension

The second theme emerging from these case studies is the importance of understanding the relationship between the community and the individual. Here we can see it embodied in the drive towards identifying specific cases, within which learners can begin to understand the complex ways in which individuals exercise agency within the constraints of their contexts. This links to the development of empathy, in that we can only really understand the differences we encounter by understanding the circumstances which give rise to those differences. So for example, the English case study looks at the different ways in which people (individually and collectively) struggle for their rights, and this can only make sense in the context of the specific cultural and historical circumstances in which people act. Similarly, in the Belgian example, young people are encouraged to think about the choices available to young people in a time of conflict, and how this would constrain the choices available to individuals. Whilst the case studies change (over time, geographically, culturally etc) the common theme is the intellectual struggle to understand the connections between individual and society.

(iii) Conative / interaction dimension

Finally, we have identified a variety of approaches to the processes underpinning these learning projects, which we think are helpful to inform planning. These case studies variously pursue one or more of the following three approaches:

Learning	*about*	others
Learning	*from*	others
Learning	*with*	others

Clearly, these are not mutually exclusive, for example it may be appropriate to teach something *about* a new immigrant culture, before embarking on a collaborative project in which learners learn *with* others. Their use lies rather in helping to clarify roles and expectations at the planning stage of a partnership project. One of the ways in which the English case study is different from the Latvian project is that in the former, students are learning *about* others through media sources, whilst in the latter, young people learn about cultural differences by working on projects *with* people who are different from each other. The implications for teachers, partners and for the learners are different and have to be planned for accordingly.

These introductory remarks have been intended to highlight some of the complexities in relation to the intercultural learning we aimed to promote, as well as the practical issues relating to partnership working. We also hope that they have indicated how awareness of the one area impacts on the other in successful projects, and the case studies below demonstrate some of the ways in which these two issues (broadly outcomes and process) connect in practice.

An English Collaboration: Light Up Rights Day

Context

This project was developed between a university and a secondary school in London. The university manages an initial teacher education programme, which it runs across London with over a hundred partner schools. This project was developed in response to a new national curriculum, which promotes cross-curricular learning in several areas, including citizenship and diversity. This project involved students teachers on the modern languages course and the citizenship course working in the school's modern languages department.

Purpose

Intercultural competencies being developed for young people

- To use topical case studies to promote language learning and communication skills,
- To develop understanding of other cultures through the development of empathy, tolerance and respect,
- To use a rights framework to promote critical thinking about contemporary issues.

Professional learning being developed for student teachers

- To work together synthesising knowledge, understanding and skills in language and citizenship education,
- To develop the ability to contextualise rights issues in three communities across the world,
- To deliver workshops which engaged Year 12 (16 year old) students using active learning approaches and,
- To reflect upon the impact on their own teaching and learning.

Partners

London Metropolitan University manages a training programme for 180 student teachers each year. Within this programme students are divided into subject specialist groups and citizenship and modern languages includes 25 students each. Pimlico Academy is a secondary school (11-19 year olds), which works with London Metropolitan and other universities to train these student teachers. It is a multicultural and multilingual school in the heart of Westminster in central London. The school identified one hundred 16 year old students to participate in the project.

Project

Since September 2008, the London Metropolitan University Secondary Initial Teacher Education Programme has been recognised by UNICEF as a *Rights Respecting* course. As part of this development, subjects across the secondary programme have been collaborating closely in

order to enhance student teachers' understanding and experience of rights issues in the curriculum and within schools.

The Citizenship and Modern Languages Course Leaders wanted to develop a project related to the National Curriculum cross-curricular strand focusing on the *Global Dimension and Sustainable Development* and felt it was important at the same time to develop student teachers' ability to work together collaboratively on a joint project. In particular they wanted to reflect the opportunities which are available in schools to bring together the linguistic and cultural elements of language teaching with the conceptual knowledge about rights and the critical thinking elements of citizenship education. An initial planning meeting included the Head of Sixth Form and the Assistant Principal for 14-19 at the school and the two university Course Leaders. They discussed ways to enhance the learning experience of their students and agreed on the format for the day together.

Once the partnership approach has been agreed between the two institutions the project was planned around 4 phases:

Phase 1 Training student teachers

First, student teachers participated in training workshops at the university. These were facilitated in separate subject groups by a specialist in human rights education from Amnesty. This specialist input was focused on the ways in which student teachers existing expertise could be used to promote children's rights.

Phase 2 Cross-curricular planning

Course Leaders then assigned student teachers to a series of small teaching groups, which included several people from each of the two subjects. Each of these mixed groups focused on one of the following three case studies:

- Reconstruction in Haiti (French),
- The challenge of fighting HIV and AIDS in Namibia (Germany),
- Sustainability and water issues in Bolivia (Spanish).

These groups had one and a half days to plan their teaching and design their resources.

Phase 3 Teaching at the school

The days teaching was planned around the enquiry question *How do communities struggle to realise their rights?* Student teachers constructed learning activities around the case studies and facilitated workshops for small groups of students in the school. Each case study used real media resources in the appropriate target language and was team-taught by mixed groups of student teachers from the two university courses.

For the Pimlico students a main aim of the day was to enable them to analyse different sources (including non-English languages sources)

relating to these issues and to develop their critical understanding of a range of perspectives in order for them to apply human rights perspectives to global issues.

Phase 4 Evaluation

The project concluded with a range of evaluation strategies, including an evaluation with the school students. The views of the student teachers were gathered with a de-brief meeting immediately after the teaching experience, followed by a questionnaire a few weeks after the experience to get a more considered view. Finally this was followed up by Course Leaders who conducted several follow-up interviews to gain a greater insight into the impact on the student teachers.

Project Evaluation

The school students' evaluations indicated that they enjoyed the day and became more aware of the rights issues in each case study. They were also able to use their language skills in an applied way to study the resources in each group. The students enjoyed using their language skills to think about the rights of each group they were studying and also appreciated being able to use real material produced in each country.

The student teachers though had more ambivalent feelings towards the experience. Whilst some gained an insight into common issues in planning and teaching, several felt frustrated by the experience of collaborative planning and remained unsure about how to manage cross-curricular projects.

This project has thus been useful in enabling the Course Leaders to reflect on the challenges encountered by student teachers in cross-curricular work – especially as this is not currently a common feature of their everyday teaching experience in schools. This has fed into more detailed planning for the preparatory work next year and informed future workshops on the nature of subject cultures in secondary schools. It has raised issues for the course team on how it can build cultures to promote holistic approaches to rights education.

In this way the project has been useful to all partners, but not as an easy way to deliver simple outcomes. Whilst the school benefitted from free facilitation for a project, which was highly valued by its students, the student teachers had an uncomfortable experience, which moved them beyond their comfort zone as subject teachers. This in turn has generated further issues for future work. In this regard the value of this partnership project has been the learning challenge it has generated.

A Latvian Collaboration: Baltic Histories

Context

This case study focuses on a two year Comenius funded project (2006-8), *Transition to modern times: Europe between political struggles and cultural alterations*. This multilateral project included themes on history, culture, traditions, and the mode of life in periods of history.

Purpose

These broad themes were distilled into the following specific aims:

- Promote students' understanding about the integration of Latvia into the cultural and educational environment of Europe
- Stimulate students' interest about cultural values, emphasizing the history of Europe
- Inform students' civic awareness by investigating the influence of European history on the contemporary lives of people, including political, national and social aspects
- Improve students' and teachers' foreign language skills
- Improve students' ICT skills.

Partners

The project involved students from one Gymnasium (13-18 year olds) from each of three countries: Sweden (Jevle Gymnasium), Germany (Vurcen, Gotfrid Magnus Gymnasium), Latvia (Jūrmalas State Gymnasium).

Project-activities

In the initial phases of the project students undertook a range of research activities related to the themes. They collected, analysed and summarised information across a range of issues including Ancient Riga, the Prussian way, historical sea routes, archaeological monuments in and around Jūrmala, and the Germans in Jūrmala.

Students took part in a series of exchange trips with Latvian students visiting Germany and Sweden, and German students visited Swedish and Latvian schools. Students lived with families in each country to ensure they experienced 'normal' life in the host country. Students worked in mixed, international groups to encourage intercultural dialogue. The Baltic Sea provided a unifying theme for their historical investigations and enabled students to reflect on the ways in which each country had interacted with the others. This activity built on the students' interest in their own cultural identity and used history to broaden their understanding of the inter-relationship between European countries.

Having prepared for these exchange visits, students organised their work into a *Culture Box,* which included artefacts reflecting their own cultures. The exchange of artefacts in the boxes enabled students to make connections where they noticed similarities and to discuss differences where they arose. The box also included scenarios for role play, which helped students to reflect areas of connection between the countries. Students then created interactive presentations using multimedia, which were presented to peers and disseminated between the schools. Some of the outcomes have also been copied on a CD.

The project culminated in an exhibition of pictures *Transition to modern times : Europe between political struggles and cultural alterations*. This exhibition was transportable and has been used in the school in Jūrmala. The pictures were created by the students, and they used them to express their emotional responses to the idea of 'modern times' rather than attempting to merely document the history or the project. A professional photographer supported the students in this aspect of the project. The best were selected by a panel of experts to be included in the exhibition.

The work was reported in the local Jūrmala newspaper and in British Council seminars on *Co-partnership in Leadership and Multiple choice identity.*

Evaluation

Legacy

The project led to several additional outcomes which demonstrate a continuing legacy. Firstly the project led to the production of four sets of material, which are still being used in the curriculum in Jūrmala:

(1) The Forgotten War

(2) International relationships among Sweden, Latvia and Germany

(3) History of life mode

(4) Influence of history onto nowadays

Secondly, materials relating to the teachers' experience and methodological work are available in the Jūrmala school library, which is also a local centre of excellence for staff development.

Impact

Students who participated in the project demonstrated a range of learning through the project. Some kept records relating to linguistic connections they had discovered, which allowed them to appreciate how language evolves, and how historical patterns of trade and conquest leave traces within language. The various elements of the project enabled students to understand the inter-connected nature of European identity, and to understand how societies always experience difficulties and struggle and always change. The Latvian students benefitted by being able to put their own experiences and problems

in a comparative context. One student said that the experience of living with a family in Germany really helped him to appreciate how deep the similarities were between Latvians and Germans, and how relatively insignificant the differences.

There were five teachers involved in the project from different disciplines, and so for the teachers the project required them to work across disciplinary boundaries as well as between countries. For one Latvian teacher this was also the first opportunity to travel to Germany, and she felt she benefitted enormously, both from the direct experience of seeing life in Germany, and from the dialogue with teachers working in very different educational systems.

A Turkish Collaboration: The Troia Project

Aims

- To have common works together with Canakkale Onsekiz Mart University and Children's House,
- To work with children (of 36-72 month-old) at early childhood period by exchanging ideas with experts on the city of Canakkale and Troia,
- To get in touch with volunteers and institutions who / which could make a contribution to the project,
- To offer them a extracurricular learning environment which they could see samples in practice regarding gaining awareness about these values,
- To think about and to focus on interaction between cultures,
- To guide parents so that they transfer their knowledge to their children,
- To make children (of 36-72 month-old) at early childhood period to gain awareness regarding cultural values,
- To be a model for preschool teacher candidates (pre-service teachers) regarding the subject during their undergraduate education,
- To be able to guide children to make them to build a bridge between their current environment and past.

Summary of the Project

Educators have been working to find and improve ways to increase children's success at school and make them good citizens in the community. To achieve this goal, schools are building various partnerships and cooperative projects.

The school receives input from organisations in the local environment and give the product back to the environment after a certain education process. So it is in a close relationship with the environment. It is possible to reach the aim where this cooperation is fully in place. In this project children undertook a range of activities, they led each other in common works, they fulfilled the tasks they undertook successfully and developed skills in conflict resolution. In this process, effective communication has an important place for both schools and participants. To make the partnership effective required acting together; attention to relationships; time allocation and participation, which were combined with entertainment and so it was possible to reach success.

Education received during the first years of life and experiences has a significant impact on learning ability at older ages and success in the future. The period of 0-6 years is the period during which children's learning is the most intense, basic habits and mental abilities develop

and are structured most rapidly. It is very important during such a period, to teach working collaboratively, to inform about the importance of being cooperative, to make children conscious of intercultural interactions and cultural values in order to raise generations who are sensitive about cultural heritage and to recognize the effectiveness of working together. The province of Canakkale has been the scene of significant cultural development throughout its history. This property can be considered as a factor which makes people open to the outside world and increase their interest in cultural activities. Children's becoming conscious in this matter, becoming aware of the history and cultural richness and transferring them have a great importance in the meaning of children's having historical consciousness.

In this context, children's obtaining knowledge regarding other cultures, empathizing regarding our own values and values of other cultures, being respectful and tolerant are also a step of the project. Children's House gave an importance to moving cooperatively during all this process and got in touch with academics and other units affiliated to the university who could make a contribution to the project.

Participants in the Project

Children's House is a preschool education center (for 36-72 month-old children) and is affiliated to Canakkale Onsekiz Mart University. The Troia Project involved parents, assistant staff and institutional partners, the Çanakkale Municipality, Troy Tübingen Foundation, and the Korfman Library.

Process of the Project

Many studies were carried out within the project by means of guidance and support of experts in order to engage children regarding cultural values beginning from preschool period and to comprehend the importance of working together. Various activities (art, drama, music, Turkish, movement and play activities) and field trips were conducted about the subject. Children were photographed and the resulting products were exhibited during the implementation of the activities. Various meetings were held with experts from the field to inform the development of the project.

The project participants collaborated with the children's author, Ms. Serpil Ural and her books on Troia were read to children. In total five books for children on Troia have been planned and the first is going to be published soon.

Evaluation of the Project

Children's work, talk and their information transmission were examined during the project and anecdotes were recorded. The narrations of the pictures they drew were recorded. Child to child sharing was facilitated. Presentations were made with children using various visual materials and children's levels were examined. Importantly the parents gave positive feedback about the project.

A Belgian Approach to Partnership: Promoting Remembrance

The general context

In the last decade increasing numbers of government sponsored educational projects in Flanders have come from the bottom up. Individuals or movements find their way to the authorities and present their plans and their expertise, and the regional administration acts as co-funder and facilitator to support projects. Sometimes there is an official call with priorities based on specific areas, such as 'Remembrance 2014-2018', which allocated more than four million Euros and with which this case study is concerned.

The initiatives of the local or regional authorities find their inspiration in the local heritage and in recommendations from academic research studies. The authorities do not always have the staff to develop material based on these recommendations, but they do have the channels and services to conserve and distribute material. Schools and NGO's are increasingly finding themselves drawn into the world of contractualisation and into quite new patterns of relationship with public authorities and the state. The key question is how far NGOs and schools can maintain an independent voice and undertake their representative role effectively, once their financial viability becomes dependent on sustaining such contractual relationships.

The specific context

The case is situated in the preparation period of the celebration of the century of the beginning of the Great War (1914-1918). Two (former) students of our teacher training college, Hjordis (21) and Marlies (21), were involved in a joint project between the college and the province of West - Flanders. Their initial draft project consisted of a song, a clip, stories, art, lesson plans, and background information for pupils and teachers. Finding inspiration in 'War Horse', a children's novel by Michel Morpurgo, they used a hand puppet in the shape of a dog to explore the reality of the Great War within the classroom. The materials they devised viewed the war from the dog's perspective - the dog survived the first gas attack, heard John McCrae read his famous poem and observed the soldiers in the trenches on both sides celebrating Christmas.

Setting up the project

Initial meetings

Their history lecturer recognised the innovative nature of their project and advised the students to seek a contract with the province West - Flanders. They had contact first by mail with the director of the provincial service working with the non profit organisation 'War and Peace' in the Westhoek, which was linked with the administration of West -Flanders and with Westtour (tourist office of the province). A benefit for this project was that the director was a former teacher and he became the co-supervisor once they had presented their ideas.

The contract and the budget

They received 7500 Euros after calculating a budget. They had to keep accounts for their expenses and justify expenditure to the administration of the province. This money was dedicated to the preparation, the presentation and the dissemination of the project.

Restrictions and obstacles

It was important for the process that they could reach the responsible representative of the authorities very easily and they built a good relationship with the funding agency. There were two conditions. The first was about the intellectual rights and the province agreed that if it wanted to change something there must be an agreement with the authors. The second condition was that the logo of the school must be visible in all the edited material.

The students' proposal came via the director of 'War and Peace' to the deputy of the province. So it took some extra time to receive the 'green light'. The students needed the money for printing posters, guidelines for the teachers, worksheets, some original objects related to the Great War, broadcasting of the song and the stories, the editing of the film. They wanted to print the photos on canvas. Last but not least they bought original material like a hand puppet of a dog called Sam and put their collection in a resource box.

The presentation of the outcomes

There was a test phase in which the students could check if their approach reached the children between 10-12 years of age. Their evaluation concluded that the stories created an attitude of empathy, the creative activities reinforced the stories as did the objects, which formed a 'small museum'. The teachers felt the development of the material in the class supported remembrance for an intercultural future.

The agreement with the province also stipulated a date to present the resource box to a wider public of teachers, deputies of the provinces, co-ordinators of peace organisations and the regional press. Around 100 people attended this public presentation. All the advertisements were paid by the administration of the province. The teacher training college offered the auditorium and the reception. For the students the press conference was a challenge. They gave interviews to two newspapers, the school magazine and the regional television. Their contribution is still available on the internet. Since 2010 the resource box is available for schools to borrow by using the website of the province.

A Portuguese Approach to Partnership: TEIP2 - New policy, new strategy, better results?

Context

In Portugal, the second generation of TEIP2 (Territories of education with priority for intervention) project is presented as one policy, among others, designed to reduce social exclusion. It is re-introduced by Law 55/2008, but implemented only in 2009/10. Critics of the first experience (TEIP, regulated by Law 147-B/ME/96, defined the territories as school clusters) evaluated negatively both the policy and the perception by central government that social exclusion could be fought in the school instead of broadening its realm to the local community. But, the major obstacle to the success of this political move was that, in their opinion, the perceptions and low expectations of the teachers towards the students did not change. Their research showed that these children were devalued and under-appreciated. Likewise, those authors criticised the notion of territory or territorialism, targeted for schools and schooling and not centred in the whole community, which remained socially isolated after the end of the programme (Canario, 2000).

The TEIP2 is part of the current globalized policy tendency to insert at the local level in education a development strategy to increase school success. However, seeing the problem only as technical or pedagogical, is persisting with a "pedagogical illusion" which consists in separating the school learning situations from the social situations where they belong.

The vision of these territories is deeply negative based in prejudice and stereotypes feeding simplistic and threatening social representations. Negative views of the intervention zones and populations (the families and students) are documented in the reports elaborated by the Ministry of Education researchers. In the reports the social economic living conditions are pathologised and the problems are seen as intrinsic to the students and families. The recommendations stress the need to detect the problems in order to apply compensatory mechanisms. However, the insistence of the central government in maintaining the same kind of bureaucratic, centralised regulation with few changes, after the diagnosis and identification of a number of problems associated with those TEIP schools seems to avoid, strategically, the opportunity to configure some innovation.

The Partners

This second government programme, of what is called "a measure of positive discrimination, stresses the importance of bringing experts to the network of the newly appointed 100 TEIPs. The political discourse maintained the intention to fight social exclusion but emphasises the need to build enabling conditions in the schools to foster academic success. The school is given mainly two functions, the responsibility

to promote educational success, as an equity measure, and also to become the central institution for the development of the community. For that end, the importance of building partnerships with other institutions is stressed due to the importance in fostering cooperation, saving resources and making the school the centre piece for projects.

The proposed objectives included the same already designed in the first TEIP program, including the promotion of success for all, but partnerships have a greater role, including the establishment of a Consulting Board. TEIP2 introduces the expert and consulter who can be invited to the board, the terms of collaboration being specified by contract protocol between Higher education institutions and the individual TEIP.

Project

The case study here presented refers to one of these contracts signed between a professor, here considered an expert of the Institute of Education of the University of Lisbon (IEUL), and a TEIP (a specific cluster of schools). This contract specifies that this service provided by the university expert is shaped as a "critical friend" to promote a better methodology to design, implement and systematically evaluate the educational project of the TEIP. This external expert has to comply to 10 to 12 working sessions of 3 hours, working particularly with the TEIP coordination team and other school members to make them aware of the project objectives and benchmarks to be attained. Part of the external expert's work includes self evaluation and liaison with a permanent committee of the programme.

The products are expected to include an annual report concerning the evaluation of the TEIP Educational Project, and other instruments supporting the development for the project. From the terms of the protocol this relationship is supposed to be a period of innovation and positive development. The TEIP2 schools are expected to tackle problems of underachievement and social exclusion in disadvantaged areas by devising innovative methods and strategies that would involve disaffected pupils more fully in education and improve their academic performance. This Partnership with the university expertise is seen as a way of bringing the best of research into education in order to create new learning opportunities for teachers and pupils and raise standards.

The research for this case sought to shed light on the process involved in organising and in building partnership between the University of Lisbon and the TEIPs project. The inquiry started from an initial research question: To what extent were university experts able to influence the local school space and succeed in developing a partnership for the success of the TEIP2 programme? Partnerships evolve and develop over time in response to the concerns of partners themselves and the dynamics of these two different partners have, in practice, interacted in a complex manner. My tentative conclusion is that the conditions

for the synergy characterizing effective collaborative working have yet to be created, partly because of the central government's role in creating these partnerships.

Conclusion

To what extent can the potential of such school-university partnerships be realized? University experts are asked to respond to immediate perceived need such as dealing with disruptive student behaviour. However, the role of research is to try to highlight the problem and to bring fresh thinking; to add something but not to bring a portfolio of recipes.

In an interview with one university expert, her opinion was that this partnership was very positive for the university. The partnership supported the development of research projects and brought the advantage of continuing immersion in the actual school field, thereby facilitating the development of instruments and the collection of real data. The proximity factor helps the dissemination of findings among the interested populations. The consultancy provides interaction with collaborative groups, mobilized to respond to the identified problems allowing a dialogue between practitioners and researcher as consultant. Reflecting together was also an advantage favouring the actualization of researchers.

It is difficult to find a way to allow a relationship to become profitable for both parties. This is a political question as a power relations problem need to be addressed.

Conclusion

In these case studies we have presented stories which address our themes in different ways. In relationship to partnership, they illustrate local, regional and national models of partnership, some with a focus on curriculum based learning and others with more strategic change in mind. In relation to intercultural education, they also address different agendas, from rights and respect, to the role of history, to managing diversity in schools.

Each of these case studies presents some positive ways forward in intercultural education through partnership, but each also presents an incomplete or imperfect story. Rather than conclude with a reiteration of the principles with which we introduced these cases, we prefer to end with some questions we have identified from these stories. Through reflecting on our experiences and comparing how partnerships have developed in each country, we have used these questions to continue our discussions about how to plan for effectiveness.

Questions for further reflection

- To what extent is there a shared deep understanding of the substantive content, as well as the process of partnership? For example, do all partners agree why history is important in the Latvian case study? Does everyone have a shared vision for the role of rights in the curriculum in the English case study?

- To what extent is the relationship between school and university staff positive and equal? For example, what input is evident from the teachers in the English case study? What is the relationship between university and school staff in the Portuguese case study?

- Are the relationships sustainable or one-off? Most of these case studies describe one-off projects, can the relationships established during these be built on for further projects? Or do partners need to move on to new partnerships and fresh projects?

- What about parents, how are they involved in these projects? They only really feature in the Turkish case study. Could they be drawn more actively into the other partnerships and, if so, would they enhance the work or merely add a layer of complexity?

- Is it always clear how these projects fit in to broader strategic development goals? In the Portuguese case there is clearly an attempt to use partnership to address school effectiveness, but the power of the partnership may seem relatively minor compared to the scale of the problem. In the Belgian example, whilst the province may set broad programme objectives, might coherence be sacrificed for so many small projects?

The fact that we have returned to such fundamental questions at the end of our case studies serves to remind us, and hopefully our readers, of the complexity of partnership. Each of these case studies is regarded as (at least a partial) success, and yet each provokes further exploration and holds out the promise of even greater benefits from deeper partnership working. This booklet is therefore offered as the stimulus to further reflection on how partnerships can be developed to promote intercultural education, rather than as an answer.

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The Children's Identity and Citizenship in Europe (CiCe) Academic Network links 28 European states and some 80 universities and college departments which are engaged in educating students about how children and young people learn about and understand their society, their identity and citizenship.

A cross-disciplinary group, we include lecturers in social psychology, pedagogy, psychology, sociology and curriculum studies, and those who educate various professions such as teachers, social pedagogues, psychologists, early childhood workers and youth workers.