

Parents and Teachers: Partners in Education

Evaluation of the Good ID Project

Jos Beishuizen and Pim de Haas

Introduction

The objectives of the Good ID Project not only entailed the delivery of three programmes aiming at fostering good intercultural dialogue between teachers and migrant parents, but also the evaluation of the quality of the products and of the value of the international co-operation during the preparation of the programmes. Two general research questions were formulated:

- a. Does the dialogue between teachers and parents with a minority background improve?
- b. Does the international context provide a surplus and, if so, what are the characteristics of this surplus?

Because of the limited duration of the Good ID Project, the very relevant first research question could not be answered within the context of the project. Follow-up effect measurements are very important to develop an evidence based educational policy with aimed at fostering good intercultural dialogue between migrant parents and teachers. In order to establish clear-cut effects of the three programmes, more time is needed to implement and evaluate the programmes.

Therefore, this evaluation had to be focused on the second research question. We decided to direct our evaluation towards the *process* of developing the programme and towards the actual *products*, the three programmes aiming at fostering good intercultural dialogue between teachers and migrant parents, one programme for pre-service training of inexperienced teachers, one programme for in-service training of experienced teachers, and one programme devoted to supporting migrant parents.

The process of developing the programmes

Evaluation the process of developing the programmes had to take two levels into account, the national level and the international level. Three research questions were formulated:

1. How did the national team operate?
2. Which sources were consulted: experts, literature, outcomes from other projects, the Good ID website?
3. What was the contribution of the international Good ID Project to the process of developing the programmes?

The product: the three programmes

In order to evaluate the three programmes the following research questions were formulated:

4. What are the objectives of the programme?
5. In which curriculum context is the programme expected to be integrated?
6. What is the programme structure and what was the rationale behind this structure?
7. What is the educational strategy adopted in the programme?
8. What is the entrance level of the students for whom the programme has been developed?
9. What is the role of the teachers in the programme?
10. What kind of resources are to be used in the programme?

These ten questions were addressed by asking the participants to complete a questionnaire, to describe their programmes, and to engage in a peer review to discuss the strong and weak sides of the programmes.

Method

Firenze Questionnaire

During the Firenze meeting of the Good ID Project, 25 – 27 January, 2007, all participants completed a written questionnaire. The participants are enumerated in Table 1. Four teacher educators and seven representatives of parents organizations, all members of the Good ID team representing their respective countries, completed the questionnaire.

Table 1. Respondents on the Firenze Questionnaire.

Country	Role
Italy	Teacher Educator
Italy	Parents Organization Representative
Italy	Parents Organization Representative
Denmark	Teacher Educator
Denmark	Parents Organization Representative
Denmark	Parents Organization Representative
Poland	Parents Organization Representative
Poland	Teacher Educator
The Netherlands	Teacher Educator
The Netherlands	Parents Organization Representative
The Netherlands	Parents Organization Representative

The questionnaire consisted of 14 open questions with space between the questions to fill in the answers. Table 2 provides a list of the questions. For each questionnaire question it is indicated to which research question it refers. Appendix 1 contains the complete questionnaire.

Table 2. List of questions of the Firenze Questionnaire together with the research question to which it refers.

Questionnaire Question	Research Question
1. The Good ID project was launched because of the problematic interaction between teachers and parents of ethnic minority groups. How would you circumscribe the actual problem in your own country?	4. What are the objectives of the programme?
2. In what way does your module address the problem mentioned in question 1?	4. What are the objectives of the programme?
3. Did you develop your own module or could you use materials from an already existing project? If you used materials from an already existing project: (a) why did you choose this project and (b) did you need to adjust the materials and in what way?	2. Which sources were consulted: experts, literature, outcomes from other projects, the Good ID website?

Questionnaire Question	Research Question
4. How did your national panel of experts work on the three different elements of the module: pre-service teacher education, in-service teacher training and parents workshops? Did each participant develop his/her own part, was it a completely collective effort or did you use another method to reach your final result?	1. How did the national team operate?
5. How do you think do the three elements of your national module (see: question 4) interact with each other or are they to be considered as separate units?	4. What are the objectives of the programme?
6. The project aims to improve the interaction between two parties: parents and teachers. Which of these two groups was your main focus? Can you explain in a few words what your module tries to bring about in this group.	4. What are the objectives of the programme?
7. Did you make use of existing literature in developing your module?	2. Which sources were consulted: experts, literature, outcomes from other projects, the Good ID website?
8. Did you consult expert witnesses for your module? If so, in what way were they helpful for you?	2. Which sources were consulted: experts, literature, outcomes from other projects, the Good ID website?
9. Did you make use of the Good ID-website (www.good-id.dk) while developing your module? If so, in what way was it helpful?	2. Which sources were consulted: experts, literature, outcomes from other projects, the Good ID website?
10. How often did you contact your national partners while developing the module and did these contacts change the module?	1. How did the national team operate?
11. Do you consider the discussion with international colleagues as useful? If not, what was the problem? If so, in what way did you appreciate their contributions?	3. What was the contribution of the international Good ID Project to the process of developing the programmes?
12. Does the fact that the dialogue during the conferences is in English hinder you in expressing yourself? If so, did this mean that you remained silent or did you maybe have the impression that others didn't understand you? Did you have difficulty understanding others during the conferences? If so, didn't they express themselves clearly enough or was there another reason?	3. What was the contribution of the international Good ID Project to the process of developing the programmes?
13. Can your contribution be used without any changes in one of the other countries, as far as you can imagine?	4. What are the objectives of the programme?
14. Could you contribute everything you wanted to incorporate into the end result of this conference? If not, why not?	3. What was the contribution of the international Good ID Project to the process of developing the programmes?

Template Description Form

All participants from teacher education institutes were asked to complete a template description form. Table 3 contains the items of the form and the research questions to which they refer. The complete form can be found in Appendix 2.

Table 3. Items of the Template Description Form and the Research Questions they refer to.

Item of Template Description Form	Research Question
1.1 What are the objectives of the template in terms of expected behavior of the teacher? Please use sentences with action verbs to describe the objectives.	4. What are the objectives of the programme?
1.2 What kind of performance tests will or can be used to test whether the teachers have successfully completed the template? Please specify a test or assessment procedure for each of the template's objectives.	4. What are the objectives of the programme?
1.3 Please explain why you have chosen the objectives specified above. For which problems do you consider the template to be a solution?	4. What are the objectives of the programme?
1.4 Please explain the curriculum in which the template is going to be integrated.	5. In which curriculum context is the programme expected to be integrated?
2.1 Does the template contain various units? Please explain the titles of each of the units.	6. What is the programme structure and what was the rationale behind this structure?
2.2 Please give a short description of each of the successive units. You can extend the number of boxes by copying and pasting.	6. What is the programme structure and what was the rationale behind this structure?
2.3 Please explain why the sequence of boxes is considered to be an appropriate operationalization of the objectives of the template.	6. What is the programme structure and what was the rationale behind this structure?
3. Please explain the educational strategy adopted and implemented in the template.	7. What is the educational strategy adopted in the programme?
4.1 Please explain the entrance level of the students for whom the template has been designed.	8. What is the entrance level of the students for whom the programme has been developed?
4.2 Please explain the competences of the teachers who will be involved in the course	9. What is the role of the teachers in the programme?
4.3 Please explain the roles of the teachers in the course.	9. What is the role of the teachers in the programme?
5. Please explain the resources (ICT, learning environments, books, other materials) to be used in the course.	10. What kind of resources are to be used in the programme?

Peer Review

During the Amsterdam meeting, 8 – 9 May, 2007, all participants were asked to review each other's contributions. Participants were asked to discuss the strong and weak sides, the opportunities and threats of the templates produced, taking five aspects into account: (1) Rationale and objectives, (2) programme, (3) educational strategy, (4) students and teachers, and (5) resources. The following couples were formed:

1. Student educators from Italy (authors) and the Netherlands (critical friends);

2. Representatives of parents organizations from Italy (authors) and the Netherlands (critical friends);
3. Student educators from the Netherlands (authors) and Denmark (critical friends);
4. Representatives of parents organizations from the Netherlands (authors) and Denmark (critical friends);
5. Representatives of parents organizations from Poland (authors) and Italy (critical friends).

The couples discussed the templates during 45 minutes. All dialogues were recorded on audio tape.

Data Analysis

The data from the Firenze Questionnaire were analyzed by translating the written output into short accounts, omitting unnecessary details and redundancies. These accounts were used to find an answer to the research questions according to the cross-reference table as displayed in Table 2 and 3. The accounts were completed by adding comments collected in the peer review sessions. Both authors analyzed the data from the Firenze questionnaire. The first author combined the interpretations of the two authors.

The data from the Template Description Forms were analyzed in a similar vein. Both authors interpreted the written forms and used the cross-reference table (see Table 2 and 3) to find an answer to the research questions. Again, the accounts were completed by adding comments collected during the peer review sessions. The first author combined the interpretations of the two authors.

Results

1. *How did the national team operate?*

Meetings of the national team

All participants reported frequent informal interactions (face to face, telephone, mail, fax). Until January, 2007, the number of meetings appeared to vary among the participating countries, from one time to eight times. The meetings were used to discuss the materials. Afterwards, the feedback from the project meetings was used to tune the materials.

Preparation of three parts

In all participating countries, participants worked independently on their part of the materials. Within the teacher education institutes, the pre-service module and the in-service module were developed in close collaboration. The parents organization representative co-operated with the minority expert. So, there was more collaboration within the teacher education group and within the parents group than between both groups. However, the national team was used as a platform to share and discuss plans and drafts. The participants utilised each others expertise. As the representative of the Dutch parent organisation expressed, “We have worked as a team, each end product is a joint product.”

Cohesion

The three parts have separate and common aims. They share a common local context. Interaction between the parts is necessary because they all intend to improve the partnership between parents and teachers. The parts are complimentary in that they either address the parents or the teachers as target audience. In the Netherlands they also share a common theoretical background. The meetings of the national teams were used to strengthen the communalities of the parts.

2. *Which sources were consulted: experts, literature, outcomes from other projects, the Good ID website?*

Use of existing materials: literature, outcomes of other projects

All representatives of teacher education institutes reported to have made use of existing literature. The representatives of parents organizations gave a more mixed view. They more often relied on their own professional expertise and/or educational and professional background.

As far as outcomes of other projects are concerned, two representatives of teacher education institutes reported to have developed new materials and two participants built upon existing modules, developed in related programmes (e.g., focusing on communication between teachers and parents in general), often other Comenius projects (e.g., “Supporting Our Families through Change”, “Intercultural Education”). Teachers used other sources as well. The parents also developed their own materials (three participants) and made use of existing modules from related projects or programmes, sometimes in the Comenius programme (e.g., “Initial Training of Teachers on Partnership Relations with Parents”).

Use of existing expertise

The Italian and Danish teams reported to have made extensive use of the literature and of the expertise which was accumulated in their own parents organizations, as the predominant experts in the field. The Polish representative of the parents organization referred to interviews with parents, children and

teachers about expectations and needs. The Dutch representative of the parents organization added to have involved a Palestinian expert in intercultural communication.

Use of the Good ID website

During the stage of developing the programmes, the Good ID website was still in its infancy. It did not contain many intermediate products or background materials. Accessing the website sometimes caused problems. Therefore, the participants did not make exhaustive use of the website while developing their module. However, in the course of the Good ID project, the website became more important to check common formats and agreements. In this stage, the website was used to retrieve documents from other participants and to learn about participants' views on common problems.

3. What was the contribution of the international Good ID Project to the process of developing the programmes?

Discussion with international colleagues

All participants enjoyed working within the international context of the Good ID Project. Participants considered sharing ideas and experiences with peers from different countries, cultures and contexts as fundamental, encouraging, enriching, valuable, useful, inspiring. A privilege to meet with kindred minds. Sometimes, differences in local circumstances and developmental stage, as far as intercultural dialogue is concerned, were felt as limiting the positive effect of international co-operation. During the international project meetings, a practical orientation was sometimes missing, as one of the Dutch representatives of the parent organization observed. She preferred to work in small groups and to focus on concrete outcomes.

Eight participants confirmed that they were able to contribute everything they wanted to the meeting. Some participants observed that the meetings could have been more outcome oriented, focusing on the modules.

Use of English language

Of the 11 representatives who completed the questionnaire, three plainly refuted that they had experienced any communication barrier because of using the English language. The remaining nine participants felt some obstacles, either because they found it hard to express their own views to a substantial detail or because they had sometimes trouble understanding other project members. The Polish participants emphasized the positive atmosphere in the group. They always felt free to take some extra time to express what they wanted to say.

No major comprehension problems were reported. The Danish participant representing the parents association observed that the level of command of the English language of the project members was on average higher than in other European projects she had been working. From two countries, participants stressed that it takes extra effort and concentration to communicate in a foreign language.

International transfer of materials

The participants acknowledged that local conditions require adaptation of the materials, but they considered it as their common responsibility to explore the transfer of other participants' contributions to their own situation. The Dutch representative of the teacher education institute regretted that the project's time frame did not allow to test this.

4. What are the objectives of the programme?

The problematic interaction between teachers and migrant parents

In the four participating countries the problematic interaction between teachers and parents was characterized as a problem of *attitude*, a problem of *knowledge*, and a problem of *skills*. The *attitude* problem has to do with the distance between parents and schools. Teachers and parents do not

recognize their shared interest in improving the intercultural dialogue. Teachers and parents do not seem to value the partnership between schools and families. Teachers are not interested in contact with migrant parents. Schools do not open their doors to welcome migrant parents. As one of the Dutch representatives of parent organizations explained, schools do not consider parents as a goal in itself but only as a means. In Poland and the Netherlands, this attitude problem was felt as a common concern by both parents and teachers. In Italy and Denmark the parents emphasized the attitude problem, whereas the teachers focused on the lack of appropriate knowledge and skills.

Lack of *knowledge* refers to unfamiliarity of the parents with the language, culture and institutional characteristics of the school, and to the fact that teachers do not know the culture, language and institutional characteristics of the migrant families. Teachers and parents do not understand the issues of intercultural dialogue and partnership between school and families.

As far as *skills* are concerned, teachers do not know how to address migrant parents, how to consult them, how to engage them into the school. Parents do not have any entrance into school system, do not know the ways to approach teachers and bring up relevant issues.

Goals of the programme

In general, the participants emphasized the need to (1) analyze the problems related to intercultural dialogue, (2) develop solutions by building bridges between migrant parents and schools, by developing appropriate attitudes and enhancing knowledge and skills, and (3) bring about social change by implementing these solutions.

In order to improve intercultural dialogue between teachers and migrant parents many participants emphasized the need to make teachers aware of the limitations of their own values and stereotypes. Conversely, migrant parents should develop a more adequate orientation to play their role in the intercultural dialogue. Participants pointed to the need to analyze school systems in order to find out how these systems impede good intercultural dialogue. It was expected that the programmes will help to increase teachers' awareness of barriers in the system. Specific attention has to be paid to cultural influences on dialogues between parents and teachers.

More specifically addressing the teachers, participants proposed to increase teachers' awareness of the needs of migrant parents, of the fact that schools neglect the interests of migrant parents, of the value of intercultural dialogue, the partnership between schools and families. The outcomes of the project should be disseminated through educational institutions. Teachers should be encouraged to really meet with migrant parents. Teachers should acquire necessary knowledge and skills to establish and maintain intercultural dialogue.

As far as the parents are concerned, participants stressed the need to increase parents' awareness of the need to adequately prepare for the dialogue with teachers and schools. Parents should learn to consider teachers not only as instructors but also as educators. Empowerment of parents was seen as an urgent aim: parents should understand the expectations, rights and duties of schools. By encouraging parents to meet with teachers, the schools' threshold should be lowered, and the parents' self-awareness should be strengthened. Parents experience what it entails to be taken seriously, to be welcome in the school. Moreover, parents are helped with useful advice on how to educate and support their children. The Italian participants emphasized that their module was aimed at improving the intercultural dialogue of teachers and parents by providing templates for good dialogues, to be implemented in school, by empowering parents to learn to use the language of the schools and to make better use of parents organizations. In this way, not only the individual teachers and parents, but also the educational institutions and the parents associations were the target audience of the module.

The Danish participants elaborated the concept of empowering parents: information, knowledge, confidence, awareness of the characteristics of the school system and the opportunities of the system to collaborate with teachers.

The Polish participants also emphasized the need to empower migrant parents as partners in the intercultural dialogue. Information about the culture of the new country, awareness of parents' needs and power in the dialogue with teachers.

The Dutch participants endorsed the concept of partnership between teachers and (migrant) parents, to be further developed and put into practice by both parties. Parents should feel welcome in school, should recognize their potential contribution to the partnership, should be addressed on the basis of their own qualities, should improve the dialogue with other parents, from all ethnic groups, should develop realistic expectations of the partnership between teachers and parents, should learn to understand and use the language of the school.

Assessment of learning outcomes

As far as assessing learning outcomes is concerned all participants suggested assessments of group conversation as a source of evidence of the effects of the programme, preferably at the beginning and the end of the programme. As the Dutch representatives suggested, autobiographical stories may be added to trace the development of individual participants, both teachers and parents. As the proof of the pudding is in the eating, dialogues between teachers and migrants parents, who have attended the programme, should be recorded to assess the effects of the programme. Teachers might also be asked to provide reports of experiences with parents, or might be asked to diagnose their own intercultural competencies. The context of the teachers' school might also be the focus of an assessment: has the school's mission or strategy with regard to intercultural dialogue been improved?

5. In which curriculum context is the programme expected to be integrated?

In the Netherlands, the programme has been integrated into the four year teacher education curriculum which starts right after secondary education.

In Italy, initial teachers are educated in a two year post-graduate curriculum in which subject matter content, professional competences and problems of intercultural communication are addressed. In-service programmes are arranged in close co-operation with participating schools.

In Poland, the programme is embedded in the curriculum of the Faculty of Social Sciences. In this curriculum co-operation between home, school and the social environment belongs to the central issues.

In Denmark, the programme is integrated into the initial teacher education curriculum, in particular in subjects on didactics and Danish as a second language.

6. What is the programme structure and what was the rationale behind this structure?

The programme structure has been explained in various ways. Some participants enumerated the subjects addressed in the programme. The Italian participants listed the following subjects:

- Morality, culture and values;
- Value education;
- The school as a community and system.

The Polish participants provided the following table of contents:

- Interculturalism;
- Childrens' identity;
- Migrant children in the school

The rationale behind the programme was explained in terms of sequence. The Dutch participants commented: from context to basic aspects of training. The Italian participant reasoned that first the background should be addressed, next the concrete problems in intercultural dialogue, and, finally, the school as a system. The Polish participants focused on the need to understand various focal issues:

culture, the child's emerging identity, co-operation between school and family, the way schools should be equipped to manage the dialogue with migrant children and parents.

7. *What is the educational strategy adopted in the programme?*

The Polish and Dutch participants referred to David Kolb's¹ concept of the learning cycle:

- Concrete experience
- Reflective observation
- Abstract conceptualization
- Active experimentation

The Italian participant explained the educational strategy behind the programme as actively involving students in change processes, increasing self-awareness of teachers, appreciation of co-operation, learning how to engage all parties in the process of intercultural dialogue and co-operation. The Danish participant emphasized the need to offer a concrete curriculum and to avoid abstract conceptualizations.

8. *What is the entrance level of the students for whom the programme has been developed?*

The Dutch programme was developed for first and second year pre-service teacher education students. The Italian programme was integrated into a post-graduate curriculum, with a focus on theory (first year) and practice (second year). The Polish programme was presented to students who were admitted on the basis of a intercultural competencies assessment. The Danish programme was offered to second year teacher education students.

9. *What is the role of the teachers in the programme?*

All participants emphasized pedagogical, psychological, sociological, anthropological skills as necessary competencies of participating teachers. In Italy and Poland, the programme is presented by university teachers, in the Netherlands and Denmark the programme is part of a teacher education institute, embedded in a higher vocational education institute. In Denmark, teachers involved have extensive experience with migrant students, but do not receive specific preparatory training.

The Polish and Danish participants characterized the role of the teacher as sharing experiences and knowledge in order foster good intercultural dialogue. The teacher as a partner in the dialogue. In Italy, teachers stimulate dialogue on the basis of literature and practice in role playing games aimed at improving intercultural dialogue.

10. *What kind of resources are to be used in the programme?*

All participants referred to literature (internet, books), powerpoint presentation tools, transparencies, hand-outs and materials used in various exercises. The Italian participant mentioned printed materials for the first year post-graduate students and a more practical approach for the second year students.

¹ Kolb, A.Y., & Kolb, D.A. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *The Academy of Management Learning and Education*, 4, 2, 193-212.

Discussion

Partnership in education appears to be the underlying concept characterizing both the problems in good intercultural dialogue, as experienced by the participants in the Good ID Project, and the common and shared objectives of the programmes for teachers and parents, created in the four participating countries.

The participants all observe basic problems in *attitudes, knowledge* and *skills* of teachers and migrant parents with respect to engaging in intercultural dialogue. These problems have to do with lacking awareness of *partnership*. Teachers do not appear to acknowledge migrant parents as partners in the process of education children. As one of the Dutch participants expressed it, parents are seen by the teachers as means and not as goals in themselves.

As far as attitudes are concerned, teachers are not aware of the fact that their schools do not really welcome migrant parents in their classes and activities. They do not recognize the limitations of their own values and stereotypes. Migrant parents, on the other hand, do not consider teachers as educators, as *partners in education*, but solely as instructors. They do not bridge the gap between school and family because they do not recognize common values and objectives.

As far as knowledge and skills are concerned, both teachers and parents do not understand each other's language, culture and system. Teachers do not know the language and culture of the migrant parents and children. They do not know what the place and role of the family in migrant cultures entails and how it should be respected and used. Consequently, at both sides the skills to communicate are lacking. Teachers have no command of the migrants' language. Migrant parents do not speak the language of the school.

These common problems in attitudes, knowledge and skill create a shared framework for teacher education programmes and migrant parents empowerment programmes aimed at a good intercultural dialogue. All participants agree that the programmes have as their main objective to bridge the distance between schools and migrant families, between teachers and migrant parents. The teacher education programmes are focussed on increasing teacher awareness and on empowerment of parents. Attitudes should be changed, knowledge and skills should be enhanced. Teachers are equipped with templates for intercultural dialogues, they are encouraged to analyze their own school system to identify barriers for good intercultural dialogue. Parents are prepared to engage in real dialogue with teachers and fellow parents, to learn to understand the school system, their own rights and duties, to raise their own level of confidence and self-awareness.

Apart from these common objectives which are shared by all participants in the Good ID Project, differences in local conditions should also be mentioned. First of all, the situation of the migrant families differs from country to country. The original cultures are different, the balance between first generation and second generation migrant families differs, the level of education of migrant families varies within and between countries, as does the economic position of migrant families. As far as the educational conditions are concerned, the age and background of the teachers to be educated differs from country to country. In Denmark and the Netherlands, teachers are educated in higher vocational education, in Poland the programme is offered at university level in the curriculum of the Faculty of Social Sciences, in Italy the teachers, for whom the in-service programme has been developed, are post-graduates. The programmes all have a theoretical orientation and a practical orientation. However, the balance between theory and practice varies with the target audience, migrant parents, pre-service teachers, and in-service teachers. The participants both expect their programmes to be

useful in partner countries, but also acknowledge the need to adapt a programme to local circumstances to attain optimal transfer.

Finally, some reflections on the process of developing the programmes within each participating country and the process of collaborating within and between the countries. As far as the process of developing the programmes is concerned, within each country the programmes for in-service teachers, pre-service teachers and migrant parents have been designed and developed in relative independence. Authors have contacted each other, particularly within the teacher education institutes, and within the parents organizations. Authors have drawn upon existing literature, upon their own expertise or the experiences of other experts who have been consulted, and upon previous projects, both within and outside the Comenius programme. The project's website has not been extensively used, as it was in the phase of construction during the period of developing the programmes.

All participants emphasize the value of the project meetings. The communication in English was considered as adequate in order to meet the project's aims. Participants considered sharing ideas and experiences with peers from different countries, cultures and contexts as fundamental, encouraging, enriching, valuable, useful, inspiring.

Conclusions

The Good ID Project aimed at developing programmes for migrant parents, pre-service and in-service teachers to foster good intercultural dialogue. In order to find out whether the international context did provide a surplus and, if so, what the characteristics of this surplus were, an analysis was made of the process of arriving at the three programmes, and of the content of the programmes, in terms of objectives, curriculum structure, educational strategy, target audience, the role of the teachers and the use of resources. A questionnaire was completed by the participants. The representatives of the teacher education institutes described their programmes on the basis of a template description form. The participants discussed the strong and weak sides of the products during the final meeting of the project. The data collected with these instruments were interpreted in terms of the major questions.

The programmes were aimed at a general, overarching goal: to establish *partnership in education* between teachers and migrant parents. The distance, caused by lack of knowledge of each others culture, language, and system, was felt as the general problem to be addressed by the programmes. Increasing awareness among teachers, fostering empowerment of migrant parents was seen as the most important outcome of the programmes. Apart from these communalities, the programmes varied as a consequence of differences in cultural and economic circumstances of the migrant parents in the participating countries, and according to the differences in target audience of the programmes: migrant parents, pre-service or in-service teachers. The participants expected their programmes to be useful in different countries although the need to adapt the programmes to local circumstances was acknowledged.

The authors of the various programmes worked independently on the basis of existing literature, expertise and previous project, both within and outside Comenius. Informal and formal meetings at local level provided the authors with feedback to improve, revise and tune their products. The international platform of the Good ID Project was experienced as encouraging, enriching, valuable, useful, inspiring. During the meetings and through the website, a lively and fruitful exchange of ideas of experiences took place which substantially enriched the programmes developed in the four participating countries.

Appendix 1 Firenze Questionnaire

Questionnaire for the Good ID meeting in Florence

January 2007

The Good ID project aims to improve the dialogue between teachers and parents of ethnic minority groups. To reach this goal participants in four countries (i.e. the Netherlands, Poland, Italy and Denmark) have developed templates and modules. These diverse materials have to be integrated into one program of action.

This is, of course, a complex process. Not only do the different templates and modules have to fit the national situation, they also need to be translatable to the circumstances in the other three countries.

On the other hand, the possibility to gain from the experiences and expertise from various European countries can enhance the quality of the result enormously.

With this questionnaire we try to research the pros and cons of the international context of the Good ID project. In order to get a view of the process that lead to the final result we ask you to answer the following questions.

1. The Good ID project was launched because of the problematic interaction between teachers and parents of ethnic minority groups. How would you circumscribe the actual problem in your own country?

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2. In what way does your module address the problem mentioned in question 1?

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3. Did you develop your own module or could you use materials from an already existing project?

If you used materials from an already existing project:

(a) why did you choose this project and (b) did you need to adjust the materials and in what way?

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4. How did your national panel of experts work on the three different elements of the module: pre-service teacher education, in-service teacher training and parents workshops?
Did each participant develop his/her own part, was it a completely collective effort or did you use another method to reach your final result?

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5. How do you think do the three elements of your national module (see: question 4) interact with each other or are they to be considered as separate units?

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6. The project aims to improve the interaction between two parties: parents and teachers. Which of these two groups was your main focus?
Can you explain in a few words what your module tries to bring about in this group.

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7. Did you make use of existing literature in developing your module?

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8. Did you consult expert witnesses for your module?
If so, in what way were they helpful for you?

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9. Did you make use of the Good ID-website (www.good-id.dk) while developing your module?
If so, in what way was it helpful?

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10. How often did you contact your national partners while developing the module and did these contacts change the module?

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11. Do you consider the discussion with international colleagues as useful?
If not, what was the problem?
If so, in what way did you appreciate their contributions?

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12a. Does the fact that the dialogue during the conferences is in English hinder you in expressing yourself?
If so, did this mean that you remained silent or did you maybe have the impression that others didn't understand you?

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12b. Did you have difficulty understanding others during the conferences?
If so, didn't they express themselves clearly enough or was there another reason?

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13. Can your contribution be used without any changes in one of the other countries, as far as you can imagine?

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14. Could you contribute everything you wanted to incorporate into the end result of this conference?
If not, why not?

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*Centre for Educational Training, Assessment en Research, VU Amsterdam
Jos Beishuizen,
Pim de Haas*

Appendix 2 Template Description Form

Good Intercultural
Dialogue in Schools

Description of a template in the model course

Please use the boxes below to provide a short description of the characteristics of the template.

1. Rationale and objectives

- 1.1 What are the objectives of the template in terms of expected behavior of the teacher?
Please use sentences with action verbs to describe the objectives.

- 1.2 What kind of performance tests will or can be used to test whether the teachers have successfully completed the template? Please specify a test or assessment procedure for each of the template's objectives.

- 1.3 Please explain why you have chosen the objectives specified above. For which problems do you consider the template to be a solution?

- 1.4 Please explain the curriculum in which the template is going to be integrated.

2. Program

- 2.1 Does the template contain various units? Please explain the titles of each of the units.

- 2.2 Please give a short description of each of the successive units. You can extend the number of boxes by copying and pasting.

2.3 Please explain why the sequence of boxes is considered to be an appropriate operationalisation of the objectives of the template.

3. Educational strategy

3.1 Please explain the educational strategy adopted and implemented in the template.

4. Students and teachers

4.1 Please explain the entrance level of the students for whom the template has been designed.

4.2 Please explain the competences of the teachers who will be involved in the course.

4.3 Please explain the roles of the teachers in the course.

5. Resources

5.1 Please explain the resources (ICT, learning environments, books, other materials) to be used in the course.