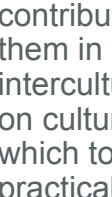
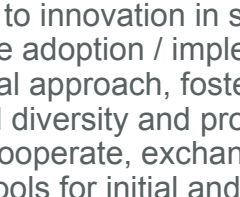
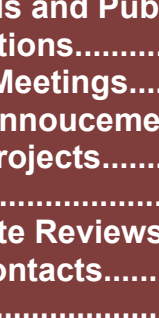


Newsletter

INTER Network. Intercultural Education. Teacher Education and School Practice



INTER NETWORK
Intercultural education, Teacher training and school practice

Lifelong Learning Programme

This project has been funded with support from the European Commission. The Commission cannot be held responsible for any use which may be made of the information contained therein.

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Newsletter Editor: Dr. Namrata Sharma
Email: drnamratasharma@gmail.com

Network Announcements

- Second Open Conference and General Assembly was held in September 2009 in Ljubljana (Slovenia)
- Seminar on Systematization of Experiences was hold at Universidad Complutense de Madrid (Spain) on June.
- The INTER Network Steering Committee integrated by the coordinators of the seven workpackages will hold a meeting in Nottingham (U.K) next February. The meeting will be hosted by Alan Browne (Nottingham Trent University).
- ATTENTION! Papers to be presented in Ljubljana Conference proceedings must be sent to Inés Gil-Jaurena (inesg@edu.uned.es) before January 20th 2010. Participants should be aware: title of presentation, author(s) name and affiliation (work place), abstract (200-400 words), key words (3 to 5), full text, with introduction and sections, references following the APA style. Length: 2.500 – 5.000 words. Font: Arial 11, one and a half space.

Interview: Claudia Corselli

What kind of educational research do you undertake?

We have been undertaking research on the concept of citizenship and interculturality during three years and a half.

Our point of view on teaching citizenship/interculturality through situations problems-methodology.

We have taken three hypotheses as our starting point:

- Rather than teaching education in citizenship / intercultural education by stating, more or less clearly, "what is good" and above all "what must not be done", what is required are teaching scenarios that allow pupils to work through problems and will foster a genuine the problems raised mean something to the pupils concerned.
- There is nothing better than a thought provoking situation for giving a meaning to activities, since this forces pupils to confront facts that they find disturbing, leading them to question their own reactions.
- Pupils must learn that there are other ways of confronting others than simply resorting to violence. Where better than schools for pupils to learn that differences cannot necessarily be resolved through aggressive confrontation, that comparing notes with others can be a mutually enriching and that the first person to be weighed up is oneself?

The problematic- situations, as we understand it, seeks to take up this challenge. Genuine problematic- situations - i.e., not involving simple problems (out of the top of the teacher's head) – is based on suggestions made by pupils relating to obstacles they are encountering, involving a dilemma which obliges them to question THEIR OWN motives, to call THEIR OWN actions into question and decide THEIR OWN attitudes whilst retaining their ideas.

The theory:

And if the teachers are the key vector for change in schools? For this to be true, what is required is not to "change" teachers but simply to change their teaching culture; they need to be put in the position where they themselves have a "sense" of the need for change and to be offered adequate tools to develop their ideas and teaching practices, including teaching in citizenship/intercultural education.

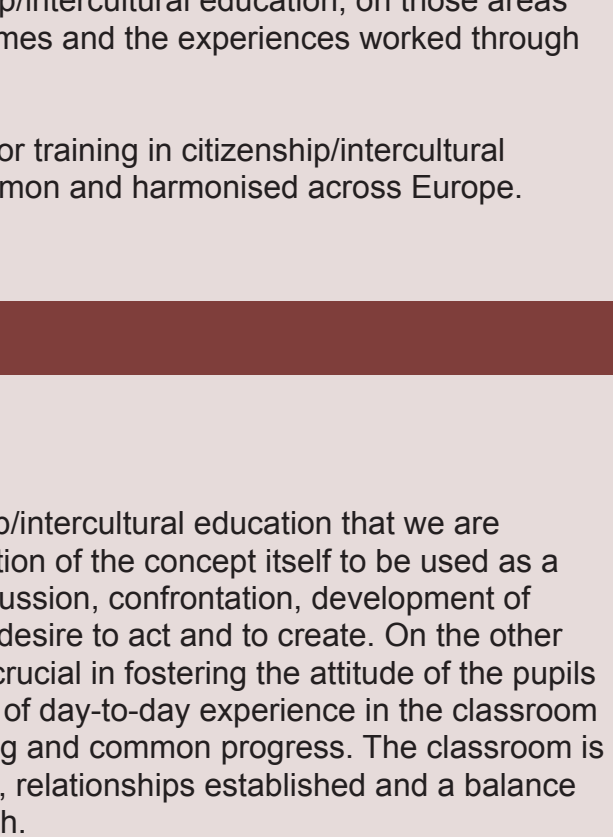
The challenge

To provide teachers with training based on the latest research in the field of teaching and didactic methodology that they can reapply to their day-to-day work in the classroom!

The idea:

What we propose to do, at the end of the training course, is to open up discussion and debate, based on an examination of the similarities/differences between the various ministerial programmes in Europe relating to the question of teaching of citizenship/intercultural education, on those areas where the guidelines laid down in the ministerial programmes and the experiences worked through in the course are consistent.

The idea is to attempt to draw up a series of basic ideas for training in citizenship/intercultural education at all scholastic levels and grades that are common and harmonised across Europe.



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To conclude ...

The aim of the training programme on teaching citizenship/intercultural education that we are proposing is not to establish a unique and common definition of the concept itself to be used as a benchmark by every one, but to foster contemplation, discussion, confrontation, development of critical processes, the ability to question oneself, and the desire to act and to create. On the other hand, as we have already said, the role of the teacher is crucial in fostering the attitude of the pupils and therefore what better scenario can there be than that of day-to-day experience in the classroom of discussion, consideration, confrontation, action, creating and common progress. The classroom is itself a micro social system within which rules are created, relationships established and a balance achieved and in which experiences can be worked through.

What are the main objectives of your association?

AFORII's objectives

- To create ongoing contacts between teachers who produce methodological instruments for citizenship and intercultural participation.
- To present training models designed to heighten awareness of citizenship/intercultural education within Europe.
- To collate and circulate methodological teaching data and knowhow in the field of citizenship / intercultural education.

Activities of AFORII

- To identify the training needs for education in citizenship/intercultural education.
- To create an electronic database covering the following aspects of citizenship/intercultural education
 - Teacher training
 - Innovations in teaching methods
 - Teaching and educational experiments
- A bibliographical database

Training courses within Europe:


- Internships
- Conferences
- Seminars

Target group:

- Nursery school teachers
- Primary school teachers
- Secondary school teachers
- Teacher trainers
- Psycho-educationalists and/or educationalists
- University training science students

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Seminar on Systematization of Experiences



Los días 19 y 20 de junio de 2009 se celebró en la Facultad de Educación de la UCM un seminario coordinado por Caridad Hernández y dirigido por los expertos Óscar Jara Holliday y Mariana Ruiz de Lobera.

La intención del seminario era conocer y aprovechar en las tareas docentes la metodología que propicia la Sistematización de Experiencias. Una metodología que propone interpretar y entender lo que acontece para poder extraer aprendizaje de ello. Dicho sistematizaje, fruto de la sistematización, permite su transferencia, una comprensión profunda de las experiencias para mejorarlas y enriquecer la teoría con el conocimiento obtenido de esas experiencias.

Contó con una participación de unas 20/23 personas de diferentes niveles educativos, aunque estaba especialmente dirigido a profesores de educación primaria y secundaria. Participó profesorado de Educación infantil, de Educación Obligatoria tanto de Primaria como de Secundaria, profesorado de universidad dedicado a Formación inicial y permanente de profesores, alumnos de postgrado e investigadores, de diferentes países: Italia, Noruega y España. La mayor parte de los mismos vinculados con la Red Inter pero también asistieron varios que no lo estaban, lo que permitió establecer conexiones con otros profesionales de la educación ajenos a la red Inter y contribuir indirectamente a la difusión de sus trabajos

Las sesiones fueron muy participativas y se propició el aprendizaje de la metodología de la sistematización mediante la Red Inter pero también asistieron varios que no lo estaban, lo que permitió establecer conexiones con otros profesionales de la educación ajenos a la red Inter y contribuir indirectamente a la difusión de sus trabajos

El seminario fue valorado muy positivamente por los participantes lo que ha propiciado pensar en proponer su continuación a lo largo del próximo año, con el objetivo de poner dicha metodología en práctica en las tareas profesionales y poder así profundizar tanto en el conocimiento de la misma como en evidenciar los aprendizajes que aporta.

Network Materials and Publications

EVOLUTION AND CURRENT SITUATION OF THE PRESENCE OF FOREIGN PUPILS IN THE SPANISH EDUCATION SYSTEM (1998-2009):

From 2002 on, the Institute for Teacher Training and Educational Research and Innovation (IFIIE) of the Spanish Ministry of Education, has been elaborating a bulletin concerning the most significant data on the presence of foreign pupils in the Spanish education system. On the one hand, this report offers an overview of the process of foreign pupils inclusion in the Spanish education system from 1998 to 2009. On the other hand, it provides detailed data for the year 2008/09, restricting the information to the crossing of the following variables: pupils' region of origin of the, Autonomous Community, educational level and schools' ownership. This report can be checked in <https://www.educacion.es/creade/IRASubSeccionFront.do?id=1201>

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Network Publications

Aguado, T. and Del Olmo, M. (eds.): Educación Intercultural. Perspectivas y propuestas (Intercultural Education. Perspectives and proposals). Madrid, Ramón Arceas, 2009.

Gil Jaurena, Inés: Diversidad cultural en educación obligatoria. ¿qué sucede en las escuelas? in MATELLER, FERNÁNDEZ MONTE, I. MALI RAUD MULLAUER-SEICHTER (COORDS.), LA GRACIA ESCOLAR A DEBATE. Madrid: Pearson/Prentice Hall, ISBN: 978-84-205-4518-9, pages 143-169.

Czerka, E. and Mechlinska-Pauli, M. (eds): Teaching and learning in different cultures. An adult education perspective. Gdansk, Gdansk Higher School of Humanities Press, 2009. Includes following chapters by INTER Network members:

Malik, B. and Mata, P. : Identifying training needs in Relation to Diversity and Intercultural Education. The case of Spain.

Gil-Jaurena, I. and Ballesteros, B. : Resources for Teacher Training in Intercultural Education. Report n INTER Research Group Activities and Products.

Other key Publications:

Fernandez Montes, M. and W. Müllauer-Seichter (eds.): La integración escolar a debate. Madrid: Pearson. :2009 (A debate on Integration in School).

Conference and Meeting Announcements

Past Conferences:

CROSS CURRICULAR CAMERAS: Dec. 2009, Porto, Portugal. Escola Superior de Educação de Paula Frassinetti-Intercultural Circle of Events.

Cross Curricular Cameras is a workshop that is an example of practice that can be emulated, copied and adjusted according to context, subject and creativity of the teacher and students together. The idea behind it is to break down the myth of using video production in class and to show how, with minimum equipment, the teacher can generate enthusiasm in class as part of a cooperative learning environment.

Delivery of the workshop at Porto was a joint experience by the INTER Network members Maria Aguilar Lopes Pinto (Universidade do Porto, Portugal), Patricia Díaz-Caneja (IFIIE, Spain), Miguel Prata Gomes (Paula Frassinetti School of Education, Portugal), Paulo Silva (Colégio do Sardoá, Portugal) and Antoine Gambin (Malti Media House, Malta).

Future Conferences:

Moving through cultures of learning.
Meeting of the Special Interest Group on Learning and Teaching in Culturally Diverse Settings, Utrecht, the Netherlands, September 2 and 3, 2010. Information, submission and registration at <http://sig10and21meeting.rnsbo.org>.
Prof. dr. Ed Elbers Utrecht University | Faculty of Social Sciences | Langeveld Institute, Heidelberglaan 1, 3584 CS Utrecht | The Netherlands | E.Elbers@uu.nl | +31 (0)30 2533010

The International Association for the Study of Cooperation in Education will be holding its next international conference at The University of Queensland, Brisbane, AUSTRALIA from 25-27 November, 2010. The theme of the conference is: Cooperative Learning: Pedagogy, Policy, and Practice. A call for paper

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presentations and workshops will be made early next year. Registrations will open in March, 2010. The conference email is: iasceconference@qu.edu.au (Yael Sharan)

The SIBE+ Conference: Media and Knowledge in Transit will be held from 28 to 31 October 2010 at the Rectory of the Universidade Nova de Lisboa.
<http://www2.fcsh.unl.pt/net/page173/pagesibep/pagesibeeng/pagesibeeng.html>

Maria de São José Corte-Real
Investigadora Auxiliar (Education liaison for SIBE+)
Instituto de Etnomusicologia, Faculdade de Ciências Sociais e Humanas
Universidade Nova de Lisboa. www.fcsh.unl.pt

The Twelfth Annual Children's Identity and Citizenship in Europe (CiCe) Erasmus Thematic Network Conference: Lifelong Learning and Active Citizenship. It will take place at the Universitat Autònoma de Barcelona, Spain, 20-22 May 2010. The website address is http://cice.londonsmet.ac.uk/conferences/main/main_home.cfm

As stated in the website, the conference theme has to do with:

"Lifelong learning [which] lies at the heart of the drive to develop the European Community as an advanced knowledge-based society, with a sustainable economic development and better social cohesion. Our conference this year has a particular focus on lifelong learning in informal or formal settings, from pre-school to higher education) in relation to citizenship and the development of social identities. We welcome papers on this, and on cultural/citizenship-related issues in the areas of social, political, economic, history/geography, teaching/arts and environmental education. There will be papers, posters, workshops, a roundtable discussion and plenary addresses."

In October 2010, I will be assuming the presidency of the Children's Identity and Citizenship Education European Association which was established in 2006. The association website is: <http://cicea.eu>

Julia A. Spithourakis, PhD, University of Patras, Department of Elementary Education
Pedagogical Research Laboratory: Multiculturalism Unit, Patras, Greece

MEDIA INSPIRATIONS FOR LEARNING - What Makes the Impact?

The EDEN 2010 Annual Conference, addressing the issue of social media culture, new organic learning environments in these environments can be turned into instrumental knowledge, will take place in Valencia, Spain on 9-12 June.

In focus, the major questions are:

- What do new media take us as educators?
- What is for teachers and learners the value of being active in new media?
- What is the validity of knowledge in Web 2.0 - how can we measure recognition and achievement?
- How do media portray the changing open and distance learning practice?
- Pulse is the embryo for expansion of the mind and the application of this process through media, how are we control the positive of media to ensure that they work for all?
- How are media affecting modes of knowledge organisation?

Confirmed keynote speakers:

- Sharon Mansour, Vice-Chancellor, The Open University, United Kingdom
- George Siemens, Learning Technologies Centre, University of Manitoba, Canada
- D.F.: André de Paolo, Executive Director, Stanford Center for Professional Development, Senior Associate Dean, School of Engineering Stanford University.

The Call for Papers is open, submission deadline is 29 January, 2010.

1. Eden 2010 Conference:
<http://www.eden-online.org/eden.php?menuid=485>

2. Valencia:
<http://www.eden-online.org/eden.php?menuid=486>

3. Call for papers
<http://www.eden-online.org/eden.php?menuid=493>

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Estados Unidos de América, Xalapa, Veracruz
Tel.: +36 1 463 1828, 463 3548, Fax: +36 1 463 1858
e-mail: secretariat@eden-online.org, <http://www.eden-online.org>

The Comparative and International Education Society (CIES) will host its annual meeting in Chicago, Illinois, March 1-5, 2010. You are cordially invited to join us! For more information, please visit the CIES site (www.cies.us) or the conference site (cies2010.msu.edu).

See you in Chicago.

Fernanda Pineda, Graduate Assistant
CIES-Secretariat
Florida International University, Miami, FL USA

Miscellaneous Announcements

Mexican Chapter of IAIE founded

A Mexican Chapter of the International Association for Intercultural Education has been created and legally established as the Asociación Internacional para la Educación Intercultural (AIEI), which is hosted at the Instituto de Investigaciones en Educación (IIE) de la Universidad Veracruzana, Xalapa, Veracruz, Mexico. Membership in this association may be acquired through general IAIE membership, and we particularly invite our Mexican, Latin American and Spanish colleagues to join us. For further information, contact Sharon Duncan (sharoneduncan@prodigy.net.mx) or Gunther Dietz (guntherdietz@gmail.com).

As a university based research institute, the IIE offers a Maestría (M.A.) and a Doctorado (Ph.D.) programme in Educational Research, which includes a specialization in Intercultural Education. Cf. <http://www.uv.mx/iie>. A broad description of our research group's conceptual and methodological orientation is included in the (Spanish language) article "Estudios Interculturales: una propuesta de investigación desde la diversidad latinoamericana", published online in the journal Sociedad y Discurso, n.º 16, pp. 57-67 (Aalborg, Dinamarca: Aalborg Universitet, 2009); cf. <http://www16.discursio.aau.dk/>.

Recent book publications by members of the new IAIE Mexican Chapter:

Dietz, Gunther (2009) Multiculturalism, Interculturality and Diversity in Education: an anthropological approach. 183 pp. Münster, New York, München & Berlin: Waxmann, ISBN 978-3-8309-2197-4

Dietz, Gunther, Luis Castro & Laura Mateos (eds., 2008) Estudiantes indígenas en universidades latinoamericanas. Cuadernos de Estudios Interculturales y del Patrimonio (CEIP), ISSN 0718-0586

Dietz, Gunther & Guadalupe Mendoza Zuany (eds., 2008) La educación superior ante los pueblos indígenas. TRACE. Travaux et Recherches dans les Amériques du Centre, no. 53. México, D.F.: Centre d'Études Méxicaines et Centraméricaines (CEMCA), ISSN 0185-6286, cf. <http://trace.revues.org/index351.html> (with contributions by IAIE members Gunther Dietz, Laura Selene Mateos & Guadalupe Mendoza)

Dietz, Gunther, Guadalupe Mendoza Zuany & Sergio Téllez Galván (eds., 2008) Multiculturalismo, educación intercultural y derechos indígenas en las Américas. 302 pp. Quito, Ecuador: Ediciones Abya-Yala, ISBN 978-9978-22-707-7

Jiménez Naranjo, Yolanda (2009) Cultura comunitaria y escuela intercultural. Más allá de un contenido escolar. México: SEP-GCIEB, ISBN 978-970-814-204-2

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Mateos Cortés, Laura Selene (comp., 2009) Los Estudios Interculturales en Veracruz: perspectivas regionales en contextos globales. Xalapa, Ver., México: Editorial de la Universidad Veracruzana & UV Intercultural, ISBN 978-607-7605-74-4 (with contributions by IAIE members

Gunther Dietz, Yolanda Jiménez, Laura Selene Mateos & Guadalupe Mendoza)

Medina Melgarejo, Patricia (coord., 2009): Educación intercultural en América Latina: memorias, horizontes históricos y disyuntivas políticas. México: Plaza y Valdes, ISBN 978-970-722-828-3 (with contributions by IAIE members Gunther Dietz & Laura Selene Mateos)

Mendoza-Zuany, Guadalupe (2009) Dealing with Diversity: autonomy and intercultural dialogue. The case of two indigenous communities in the Sierra Norte of Oaxaca, Mexico. Saarbrücken, Germany: VD Verlag Dr. Müller, ISBN 978-3-639-15330-9

Mendoza Zuany, Guadalupe (comp., 2009) Gestión de la diversidad: diálogos interdisciplinarios. Xalapa, Ver.: Editorial de la Universidad Veracruzana & UV Intercultural, ISBN: 978-607-7605-45-4

Pérez Ruiz, Maya Lorena, Laura Raquel Valladares de la Cruz & Margarita Zárate (eds., 2009) Estados plurales: los retos de la diversidad y la diferencia. México: UAM-I & Juan Pablos Editor, ISBN 978-607-7700-03-6 (with contributions by IAIE members Gunther Dietz, Yolanda Jiménez & Laura Selene Mateos)

Dr. Gunther Dietz, Universidad Veracruzana, Instituto de Investigaciones en Educación Diego Leño 8 91000 Xalapa, Ver. México

Programs and Projects

Kromata Program: educating young children through music, vocabulary, numbers and movement

Kromata is a symbolic term used to identify a program developed to introduce the step by step application of elements in early childhood music education fused together, with the intent to keep a young child stimulated throughout the learning process. This fusion involves music, vocabulary, mathematics, freedom of expression, critical thinking, multidisciplinary tasks and pedagogy in an organic way to achieve the best positive results. It is designed for early childhood developmental stages. Pulse is the embryo for expansion of the mind and the application of this process through music is capable of awakening the senses. The process begins with a very basic constant pulse, which is layered by gradually increasing the range of rhythmic patterns commencing with simple clapping exercises to enhance stimulation; this is the basis of the Kromata path. The results are positive with children willing to learn through song, dance, movement and explore at other levels.

The Kromata path allows the child the right to participate and contribute in an organic and productive way. By intersecting the cells of music, vocabulary, numbers, personal creativity and combining them with freedom, a child can explore music, resulting in progressive learning and productivity both educationally and artistically.

For more information, contact Pamela Rallis: prallis@pgprojects.com

Bridging Histories Project

Between 600 and 1300, Orthodox Christianity spread from southern to northern Europe, from Constantinople to Moscow. Later Christianity spread from Western to Eastern Europe, from the Roman Empire to the British Isles, and Islam spread eastward and westward, from The Caucasus to Poland in central Europe and to southern Spain and Sicily. The regions where the three religions overlapped witnessed all sorts of interactions, from conflict and competition to cohabitation and cultural exchange, with periods of significant cooperation and others of harsh discrimination and even annihilation. In the collective memories of the peoples in East and West, what happened during this

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time still occupies a special place. Names and dates of far away people and places still inform the perceptions and judgements of large populations across the OSCE region about "the Other".

Interlinking five institutes with a wide geographical spread across the OSCE region, Bridging Histories aims to produce teaching materials for formal and non-formal education that highlight the history of relations between Christianity and Islam in Europe and the US from different perspectives. The project addresses ways in which these relations are currently being dealt with; connects history writing to regional collective memories and produces didactic materials that bridge the gap in the respective (regional) narratives through integrating all the different pieces.

Bridging Histories encourages discussion on the plurality of historic experience and raises awareness in the educational field that the histories of East and West need to be related to one another in order to make sense of the whole. It provides teachers, policy makers and multipliers in education with insights and background knowledge; and produces teaching materials that support the present effort to reduce intolerance and discrimination towards Islam and Muslims in European societies.

Participating persons and institutes:

- Sharaf Mansuri, Munir A. Shaikh - Institute on Religion and Civic Values, San Francisco, Cal. USA
- Al Shaiikh Ali, Nabil Matar - Association of Muslim Social Scientists in Britain, London, GB
- Shari Gibatdinov - Shihabuddin-Mardjani-Institute for History, Academy for the Sciences of the Republic Tatarstan, Kazan, RU
- Beatrix Malik Lievano - Faculty of Education, UNED Madrid, Spain

Coordinator: Gerdien Jonker, Georg Eckert Institute for international Textbook Research, Braunschweig - GERMANY

PROYECTO "APRENDER DIREITOS HUMANOS: PASSADO E PRESENTE"

Projeto em parceria internacional organizado e desenvolvido pelo consórcio INTERCULTURAL: círculo de eventos (Escola Superior de Educação de Paula Frassinetti e Maria Pinto (UP); Paula Medeiros (ESEPF) e Walter Almeida (ESEPF).

Este Projeto tem como cerne o ensino crítico dos Direitos Humanos. Visa, fundamentalmente, construir e trabalhar iniciativas educativas para que os Direitos Humanos possam ser apresentados, discutidos e interiorizados pelos jovens portugueses.

O Projeto é parcialmente financiado pela Embaixada do Reino dos Países Baixos e apoiado pela Anne Frank House -Holanda, Amnistia Internacional Portugal, Escola Superior de Educação de Paula Frassinetti, Universidade do Porto e Instituto Paulo Freire Portugal.

O arranque desta iniciativa internacional foi dado em finais de Outubro 2009 com uma reunião de trabalho na Anne Frank House -Holanda e culminará com apresentação oficial do Projeto aos media no dia 1 de Junho de 2010 numa cerimónia pública com a presença dos investigadores, entidades e intervenientes no Projeto.

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Awards

Call for Nominations for the 2010 IASCE Awards

Are you are a professional working within the field of cooperative learning or related field? Then you may know of a worthy recipient and wish to nominate them for one of these awards. There are two categories: the IASCE Achievement Awards and the IASCE Elizabeth Cohen Award for Outstanding Thesis/Dissertation.

The IASCE Achievement Awards

The IASCE Achievement Awards are intended to recognize individuals or groups who have made outstanding contributions to the field of cooperative learning. Consideration will be given to a variety of contributions within three categories: (a) research, (b) the production of original materials, and (c) service to organizations and structures that enhance cooperation in education and extend high-quality practices in cooperative learning. Individuals may be nominated for one or more categories.

The IASCE Elizabeth Cohen Award for Outstanding Thesis/Dissertation

This award recognizes researchers in the early stages of their career, who demonstrate strong potential for contributions to the field of cooperative learning and education through the completion of a recent thesis or dissertation for the master's or doctorate degree.

Further details and nomination forms can be found on the IASCE website (iasce.net). The closing date is 30 April 2010 and award recipients will be notified by mid June 2010. Our next international conference, to be held in Brisbane, Australia in November 2010, is when we will publicly announce the award recipients. Award recipients will be invited to the conference to receive the award in the form of a certificate and while at the conference they will be provided with an opportunity to present their work at an appropriate venue. Names of award recipients and their projects will also be posted on the IASCE website and announced in the Newsletter.

The 2008 Elizabeth Cohen Award was presented to Julia Tsu-chia Hsu from Taiwan, for her thesis for the doctorate in education at the University of Durham UK. A Cooperative Task-Based Learning Appropriate to Motivating Low-Achieving Readers of English in a Taiwanese University. The purpose of the work was to improve the conditions under which english students are expected to learn and how to improve Julia's own practice in the teaching of a second language (English). Further details can be found on the IASCE website. Lynda Balchoe, IASCE Co-president

Book and Website Reviews

INTEGRATING CULTURES (www.oei.es/integrandoculturas)

The Organization of Latin American States (OEI) within the framework of the agreement subscribed with the Ministry of Work and Immigration of Spain has developed a set of activities to spread and to bring together the efforts made by all the educational community in the matter of integration and intercultural education.

This space includes different educational experiences that have been carried out or are being developed at the moment in schools, thus trying to improve the educational integration of immigrant students in the Spanish education system. Integrating Cultures' aim is to create a functional space that can be used as an educative tool by all schools throughout Spain. This exchange of projects, ideas, expectations and illusions is expected to promote, motivate and help people who work and who are involved in educational issues.

The activities developed in this space are, among others, the 3rd Latin American Conference: Experiences on the welcome and educational integration of pupils, to be held in Madrid on December 14th and 15th 2009; the Short Story Contest for children between 6 and 16 years of age. The contest aims at telling students' experiences in their process of immigration and moving to another country, school, etc. This web also provides good practices, presenting interesting experiences developed in schools, as well as a discussion forum.

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INTER Network Contacts:

Universidad Nacional De Educación a Distancia

INTER NEWSLETTER

For further information about the INTER Network visit: <http://internetwork.up.pt>

If there is information that you would like to have included in the newsletter, please send it to:

Patricia Mata, pmata@edu.uned.es

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