“Role of Social dialogue about the impact of intercultural dialogue in education on the professional development and the working conditions of education personnel”,

EZA project number: 04-03-10-SE, organised by CNV Onderwijs (Netherlands)
10 - 12 February 2011 - Hotel Bergse Bossen, Driebergen (Netherlands)

REPORT

Education in Europe is facing the challenge of educating young people to intercultural dialogue despite the friction that occur in the multicultural environment. Existing social dialogue can and should contribute to making schools places of dialogue and understanding. In this dialogue the professional development of teachers is crucial. The trade unions of teachers play a role in the implementation of the intercultural dialogue in education and schools as an item on the agenda of the social dialogue with employers and governments. The participants of the seminar were invited to share their national and personal experiences with colleagues from other countries. The subject of the seminar is to build up awareness of the implications of intercultural and interfaith dialogue in the education systems. The seminar is organised by CNV Onderwijs with the support of EZA and the European Union.

Evert W. de Jong, former Vice-President of CNV Onderwijs, chaired the seminar.

55 participants from 10 different countries (France, Belgium, Netherlands, Poland, Romania, Cyprus, Greece, Lithuania, Hungary, Portugal and Germany) attended the seminar, of which 3 guests, 2 secretaries and 4 interpreters. Several European organisations where represented: the European Union, the Council of Europe, Education International, ETUCE and EZA. The key note speaker was professor Vermeulen from the University of Tilburg. During the visit at the Marnix Academie, a teacher training college in Utrecht, 25 students teacher and 7 professors participated actively in the debates. Francis Huisman, Secretary CNV Onderwijs Committee International Relations, introduced the programme of the seminar.

The objective of the seminar was to explore the role of social dialogue in the impact of intercultural dialogue on teachers’ working conditions and professional development. To do so the seminar focussed on three main areas:

- social dialogue at national and European level,
- schools as spaces for dialogue
- intercultural competences and professional development of teachers.

A mixed input of international experts (Laura Cassio - EU, Huber Josef - CoE), academics (Prof. M. Vermeulen) and field experts (Myriam Lieskamp- CNV Onderwijs, Rudy Van Renterghem, Gaston De la Haye) has contributed to achieve a balance between theory and practice. The participative methodology and also the working visit to the Marnix Academie strengthened the necessary link between the seminar and the plural reality of participants and school practice.
Thursday, 10 February

Opening and welcome

Mr Michel Rog, President of the Dutch teacher Union CNV Onderwijs, opened the seminar with a warm welcome for all the participants present from 10 different European countries. However, there are a lot of differences between the countries present, he noticed also a lot of similarities. He stated that there are developments, like the economic crisis and migrant streams, all over the world. Since 9 – 11 one can notice that in the western countries Muslims are in an more difficult situation. The actions of the extremist individual and groups lead to criticism on one hand and prejudices on the other. In the Netherlands there is a confronting debate about multiculturalism in society, after two political murders. According to the Dutch Education Law for Primary Education schools have to teach about ‘religious movements’ in the Dutch multicultural society in order to deal respectfully with opinion of each other. The speaker also referred to the big problem that politicians usually formulate a lot of wishes, but not enough space and facilities is given for the implementation of these ideas. Mr. Rog wished the seminar an inspiring and successful work.

Mr. Bartho Pronk, the newly elected President of EZA, welcomes the participants and introduces the activities of EZA in Europe. He mentions that this seminar theme will gain at importance in the coming years. He notices that Europe is at a crossroad of multiculturality, it is not only about a socio-economic point of view, but also about socio-cultural perspectives. The growing diversity in political voting behaviour is far away from the old patterns. We see the focus more and more on national(istic) policy issues. Therefore it is a big task to find a new balance on the multicultural points of view.

Mrs. Laura Cassio, of European Commission Directorate General for Education and Culture, presents an overview of the EU policy about intercultural dialogue in education. She mentions in migrant education two complex sets of issues. On one hand the ‘structural’ aspects: segregation, language and equity in education. And on the other hand the ‘relational’ aspects: intercultural education.

We need to address them together. According to the EU Green Paper 2008 the broad focus is on the first and second generation of migrants from both European and third world countries, and the combination of linguistic and cultural aspects. The achievement gap is a problem for the future of migrant people and a challenge for society and for educational systems. It undermines social cohesion and perpetuates exclusion. It is a challenge for educational systems to handle diversity in languages and cultures and achievement levels, and school segregation too. The problem is also that the notion ‘intercultural dialogue’ has different connotations. But there are three main features:

1. Concrete personal collaboration between pupils, teaching methods (and the focus must be on collaborative learning) and collaboration with the school environment.
2. Re-establish ethos and respect in school. Learning for well-being is a good initiation. Schools and teachers are important to prevent segregation from ‘quality for all’ as point of view.
3. Knowledge as cultural awareness to prevent stereotypes of cultures. Analyses of world art and cultures can be used as good examples and learning material.

The focus of the EU today is related to the Education and Training 2020 programme, a study on measurements for new migrant children, the start of an expert network, the use of the Open Method of Coordination in culture and the focused use of programmes.

Keynote presentation

Prof. Marc Vermeulen, University of Tilburg and Director of IVA, mentions the concept of ‘Inclusive Thinking’ (Feistle Boerwinkle, 1967), the book ‘Bowling Alone’ of Putnam and ‘Liberty, Equality and Loneliness’ of Geert Hofstede. We did learn a lot about liberty and equality, but nothing about brotherhood, what causes loneliness. In January 2011 a new book of Putnam is published, called ‘Still bowling alone’. The speaker shows us the tension we experience between individualism and socialisation.
Schools are creating public value, but this raises the question: what is public value? Who is dominating the public discussion in society and in schools, and how are they thinking: inclusive or exclusive?
The application of this in education and the choices in schools can be shown in the following matrix:

<table>
<thead>
<tr>
<th></th>
<th>Inclusive thinking</th>
<th>Exclusive thinking</th>
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<tbody>
<tr>
<td>Socialization/enculturation</td>
<td>intercultural</td>
<td>National aspects in curriculum</td>
</tr>
<tr>
<td>Qualifications</td>
<td>Open, changeable &amp; dynamic</td>
<td>Small, protective and stable</td>
</tr>
<tr>
<td>Selection/allocation</td>
<td>Providing chances to all</td>
<td>Based on the best, the brightest</td>
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</tbody>
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Teachers are frontline professionals in Street Level Public Organisations. That means they have to deal each day with public policy and pupils/parents and colleagues/school-management. They have to deal with a lot of inclusive and/or exclusive thinking. Prof. Vermeulen presents us four competing Logics.

Each decision leads to shifts in other areas. If one part changes, it affects the whole system. Little mistakes can lead to big issues and problems.

The teaching profession requests a balance between commitment and competence, also related to the intercultural dialogue. The keynote speaker shows us the picture of an iceberg with a little visible top and a greater part invisible under the water. At the top of the iceberg model are skills, knowledge and the intermediate mega-skills. Under the waterline we find attitudes, values, moral standards and ethics and at the bottom the self-concept, motives, drives, conviction and commitment.

He concludes that the top of the iceberg is/seems easy to change, but the most important part of a changing process is inside people, in the lower part of the model and is not easy to change. Inclusive thinking is difficult. He proposes some uneasy questions:

- Are teachers super people? Teaching as a calling or a job?
- Can teachers be a member of political parties with racist/exclusive ideas?
- Are teacher unions protecting insiders or inviting outsiders?
- Have teacher unions an opinion about black and white schools?
- Can teacher unions bridge the gap between the logics?

Prof. Vermeulen ends his presentation with a reference to the book ‘The Open Society and its Immigrants’ (2010), written by the Dutch sociologist Paul Scheffer that is quite relevant for the theme of the seminar.

In five working groups we discuss the ‘uneasy questions’ of Prof. Vermeulen. Respect, tolerance, acceptance and an inclusive way of thinking is the basis for intercultural dialogue especially at school level. Each group is invited to reflect on a set of questions on schools as space of dialogue, including social dialogue and democratic governance.

There was a good practise of Cyprus. They start together to join the two parts of the country. In collective responsibility they re-write their history. A variety of situations and examples in the different countries are mentioned in the work groups. The groups find the questions not easy to answer because the ideas are okay, but in practise very difficult to realise. In issue in education. In other countries to fight discrimination. Even there it needs inspiring policy-makers and in several countries there are some countries multiculturalism is not an issue in education. In other countries to fight discrimination. Even there it needs inspiring policy-makers and


Englisch: The image shows a group of people discussing the future of schools in Europe in a seminar. They are standing in front of a diagram that shows various aspects of education. The diagram consists of several areas, including "Organisation", "Qualifications" and "Socialization/Enculturation". The title of the diagram is "Organisation" and it is elaborated in a seminar. The discussion on the future of schools in Europe is led by a group of people initiated by Prof. Vermeulen. The group discusses various questions that affect education, such as "who is dominating the public discussion in society and in schools, and how are they thinking: inclusive or exclusive?". The group works with a matrix that shows different options in education.
Friday, 11 February 2011

Social Dialogue on national level
The seminar participants received a questionnaire to describe and evaluate the social dialogue and its possible links and impact on intercultural dialogue. From the questionnaire, it is clear that while social dialogue has a legal basis in all countries, social dialogue practice is quite unsatisfactory. In all countries intercultural dialogue is not explicitly part of the social dialogue but it is covered indirectly in most cases.
After the presentation of the outcomes of the questionnaire by M. Lieskamp and G. De la Haye, there is an exchange of practical experiences around two questions:
- What could be the positive effort of unions in building bridges over the gaps between the logics mentioned by Prof. Vermeulen?
- Can the intercultural dialogue be a new issue in negotiations with employers and governments?
There was a proposal for teachers training to build awareness of professional ethics, values and human rights. The personality of the teacher is of more importance than her/his skills. In the curriculum, students must learn how to make decisions on the level of the school and in the school environment. The unions can bring it on the table of the teacher training institutes.
What is needed is a change in the mental models of parents, teachers and students about respect, tolerance, acceptance of each other and an inclusive way of thinking. Teacher unions must insist on space and working conditions to facilitate the intercultural dialogue in the school. Invest in schools on three levels: school-leaders, teachers and pupils/parents.

The Pestalozzi Programme
Mr Josef Huber, Head of the Council of Europe Pestalozzi Programme informs about the professional development activities offered to education professionals. He states that teacher unions are a natural partner of the Council of Europe for many years. Since 1949 the CoE has been strongly involved in the development of democracy, human rights and the State of Law.
He presents the Pestalozzi Programme and the capacity building opportunities for teachers in 50 countries. Education has to play an important role to develop sustainable democratic societies. Education now is more fixed on knowledge and skills than on attitudes and while it should be the other way round. Teachers are not more the only source of knowledge and learning for the pupils. They have to teach nowadays also how to live together in a multicultural society.
Intercultural education is learning to live together in diversity. That means:
- capacity building for mutual understanding is the core of education
- intercultural education is not a smoke screen to mask social injustice
- learn to deal with multiple identity and belonging
- see culture as a dynamic process of change
- see the individual as an actor of this change.
Intercultural education is not just about the other, but it is mainly about us. At last Mr Huber introduces a new open social network especially for teaching professionals: the Pestalozzi Programme.
http://www.coe.int/pestalozzi

HRM in school related to the intercultural education dialogue
Mrs Myriam Lieskamp, senior officer CNV Onderwijs, presents the question: what schools do we need for the 21st century and subsequently what teachers? Making reference to EU documents and several studies she sees three basic principles for intercultural competence in society: it is for all inhabitants, it covers cultural and economic differences and requests a special attitude, motivation, and specific skills. She focuses on the necessity of the development of the following competences for a teacher: interpersonal competence, pedagogical competence, competent in subject knowledge & methodology, competent in organisation,
competent for collaboration with colleagues, competence to collaborate with the school environment, competent for reflection and development and the intercultural competence. In the Netherlands the unions are involved with the development of these competences and the registration of the teachers once in the five years. The teacher get 160 hours a year for professional schooling activities, paid by the employers (and government) and laid down in the collective working conditions in the social dialogue.

For the implementation of intercultural dialogue in schools you need a motivated and competent school-leadership, school-management and a good application of human resource management in service for the teachers. The responsibility of school management and leadership is undeniable in developing quality, relationship with partners, human resources strategies based on coaching and motivation and facilitating diversity.

Visit to the Marnix Academy in Utrecht
The participants of the seminar visit the teacher education institute Marnix Academy in Utrecht for some quite interesting meetings with the institute-management, education-staff and students. The Marnix Academy has a profound ideological identity. The philosophical baselines of Levinas have been translated by the Marnix Academy into a vision on the profession of the teacher. Key in the thinking of Levinas is the fundamental orientation towards the other. This point is very relevant for the intercultural dialogue in schools and society. This school-visit and the discussions with the students and staff make a great impression on the participants of the seminar.

Gerben de Vries, Lecturer at the Marnix, during the debriefing and evaluation after the visit.

The results of these discussions are presented in the seminar by a lot of statements:

- Treat people as people, not as male/female, members of a culture, or members of a minority. Focus on the individual person; teachers needs of course to be given enough time and facilities for do so.
- The right to be different is the most important. Being different is what you are.
- Within one culture there are also a lot of differences. So you can’t meet cultures; you can meet people from different cultural backgrounds.
- In classrooms not only the children count, but also their parents. The school has to make sure that parents know and understand what is happening in the school.
- Diversity is mostly addressed in terms of problems instead of in terms of opportunities and challenges.
- If the teacher is interested in cultural differences, the pupils will learn that from him/her. The teacher needs to have awareness of his own culture and identity. He/she needs also to develop intuition, flexibility, improvisation...
- The students ask for more time to develop their own personal skills and to develop their own personalities in the teacher training. That will be the best preparation on their future to work in a multicultural school.
- Parents and children have to learn how to deal with changes and chances as well to survive in society.

In the Marnix Academy students can be themselves, everyone knows each other and they see that as positive for the development of the knowledge and skills they need in the multicultural school. They want to have more time for practical work in multicultural schools to achieve a better balance between theory and practise. In the Marnix Academy they formulate the new competence of inspiration and normative action.
Saturday, 12 February 2011

European Sectoral Sector Social Dialogue in Education

Mr. Rudy van Renterghem, deputy Secretary General COC Belgium and member of ESSDE, gives an overview of developments and perspectives for a social dialogue in the education sector in Europe. He notices that social dialogue is a vital component in achieving the objective of ‘quality for all’. Teachers are the key-persons responsible for implementing education reform. The speaker refers to the four ILO Conventions:

- the Freedom of Association and Protection of the Right to Organise Convention 1948 (No 87)
- the Right to Organise and Collective Bargaining Convention 1949 (No 98)
- the Labour Relations (Public Service) Convention 1978 (No 151) and

The speaker sketches a picture of the climate for social dialogue in different countries. In Europe social dialogue is part of our European social model and one of the four pillars of the overall European Social Policy, along with the legislation on social matters, The Open Method of Coordination and the European Social Fund (ESF). The Treaty of Lisbon says clearly in article 152 that: “The Union recognises and promotes the role of the social partners at its level, taking into account the diversity of national systems. It shall facilitate dialogue between the social partners, respecting their autonomy.”

The Commission Decision of 20 May 1998 sets the rules concerning the establishment, representativeness and work procedures of sectoral committees, intended as central bodies for consultation, joint initiatives and negotiation. European social dialogue takes two main forms: a tripartite dialogue involving the public authorities, and a bipartite dialogue between the European employers and trade union organisations. The Commission launched in June 2010 ESSDE, European Sectoral Social Dialogue in Education, with the intention to have teachers, trainers, lecturers and education authorities from across the EU to tackle challenges facing the European education sector. This new committee brings together the European Trade Union Committee for Education (ETUCE) and the European Federation of Education Employers (EFEE). The 2010-2011 ESSDE work programme is focused on the following themes in two working groups: ‘Quality in Education’ and ‘Demographic Challenges’. Also ESSDE is developing two declarations on the EU ‘Teaching and Training 2020 goals’. One is the joint declaration on investments in future and the second is about joint guidelines of Life Long Learning. It is expected that ESSDE will deliver more joint declarations and statements as well as common tools strengthening the European approach to education.

The way forward

Mr. Gaston De la Haye, Senior Advisor to the EI GS, formulates some core findings of the seminar and makes some remarks about the way forward. He mentions with great appreciation the presentations of Marc Vermeulen, Josef Huber, Myriam Lieskamp and Rudy van Renterghem and the results of the work groups.

He summarizes the following conclusions from the working groups:

- The right to be different is the basis for intercultural dialogue. Being different is what you are. So you have to realise that there are also personal and cultural differences in every culture. In human relations you meet always persons with their own identity. For success you need always respect, acceptance of each other and you need an inclusive way of thinking.
- The debate about cultural dialogue between the members of the union needs to be started or consolidated and included in all activities of the union. This will stimulate the inclusive way of thinking that is necessary for the intercultural cultural dialogue to contribute to achieve sustainable democratic societies for old and new inhabitants.
- There is commitment to put the intercultural dialogue on the agenda of the negotiations in social dialogue with school-boards and government.
- The unions have to play their role to negotiate for more space and facilities to realise learning to live together in the multicultural schools of today.
• This means too that the unions promote intercultural and social diversity as one of the big issues in the teacher training programmes and in life-long-learning so that the teachers get the competences for the intercultural dialogue in their schools.
• The participants underline the statements of ETUCE that if cultural dialogue in school will succeed, it is necessary to initiate it always with three partners: directors, teachers and pupils (and their parents).

These results show that we need a long term policy and continuous discussion around the conclusions. In some countries the discussion has to start and in most countries the unions have to do a lot of work around the implementation of the cultural dialogue in education and in the schools, but also to bring and keep it on the agenda of the social dialogue on national, regional and local level.

It seems that it will be helpful to organise a new seminar on this subject, so that we share our experiences in the different countries and in Europe. Perhaps is one (or some) of the unions here present that can take over the task CNV Onderwijs has fulfilled this days with support of EZA and the European Union.

Closing remarks

Mrs Roswitha Gottbehüt, EZA General Secretary, underlines the remarks Gaston De la Haye just presented. She mentioned the political situation in the different countries in which the cultural dialogue is pushed aside by the economic crisis and in which the intercultural society is considered to have failed. The weak point in politics is the short 4-years period that politicians are elected; that means there is a lack of continuity in the discussion on the issues of content of education and also in the multicultural issues in the society.

EZA is every year for their activities dependent of the support of the EU. But EZA will try to support unions of teachers in organizing seminars as we close today. The quality of the seminar was high, not only with the presentations, but also in the working groups and that is also a great compliment to the organizers.

She expresses great satisfaction that some unions will carry forward the task of CNV Onderwijs in this seminar.

Mr Cees Kuiper, General Secretary of CNV Onderwijs, closes the seminar by mentioning some learning experiences in the last days.

He indicates that for CNV Onderwijs the decision to organise the seminar has not been an easy one. Not only the choice of the theme: multiculturality in society and education, but also the possible financial implications were seen as obstacles.

During the last five years CNV Onderwijs has been developing policy and strategies on the subject diversity. CNV Onderwijs used to have different working groups for ethnical and cultural minorities, women, the youth, the gay and lesbians and teachers in special circumstances. They tried separately to solve their particular problem.

Now all these groups have been brought under a Commission Diversity in our union, which actively put the theme Diversity on the agenda at all levels of the union; in the General Conference, but also in seminars and other activities of the different sectors of education. This way the meaning and the importance of Diversity became omnipresent in the union. This development makes it for us easier to take up the challenge to organise this seminar. Within CNV Onderwijs we’ve learned to be aware of the diversity of cultures we are living in and we are better aware of the difficulties for our members in the classrooms.

Cees Kuiper thanked the organizers of this seminar; they have done a very good job in finding qualitative speakers and in formulating the questions for the work groups.

He trusts that at the end of the seminar the participants will integrate this experience in their own unions. As partners we will all be in a position to give the intercultural dialogue in education and society a new and important impulse.

He closed the seminar and wished the participants a good and safe journey back home.
As an **Evaluation** we can say that the seminar in programme and in contents kept very close to all three set forward objectives.

**Programme:**
- **Social dialogue at national and European level** was considered and the link with intercultural dialogue explored in two sessions.
- **Schools as spaces for dialogue** and the role of social dialogue at school level, the role of school in society, the importance of participatory and democratic management and school leadership were approached in three sessions.
- **Intercultural education (ICE)** and professional development was transversal and highlighted through the presentation of the EU Green Book on migration, the contribution of professor Vermeulen, the Council of Europe Pestalozzi programme and especially in the dialogue with students and professors during the visit to the Marnix Academie.

**Contents:**
1. **Role of Trade Unions (TU) and Social Dialogue (SD).**
   a. SD at school level is crucial but SD practice is not satisfactory and while ICE is not explicit part of SD, it is part of the negotiations on working conditions and professional development.
   b. EU should cherish SD as a value enshrined in EU Treaties and Constitution, but SD practice is deficient. TU need to stand model on how to deal with diversity.
2. **Role of teachers & schools**
   a. Schools need to be spaces for dialogue / for **the other**. In this the role of school leaders & management and the relationship with partners & community are key.
   b. Teachers are frontline actors & bridge builders, professionals who need LL professional development. Teacher Training Colleges play a pivotal role in this.
3. **Intercultural dialogue**
   a. To learn how to deal with diversity and multiple identities is the only way forward in multicultural societies. But diversity is omnipresent and universal and is not the result of migration alone.
   b. Today more attitudes and fewer statements are needed and the role of education and teacher is more than ever crucial.

At the end of the seminar a press communiqué was released by CNV Onderwijs and “Schooljournaal”, the magazine of CNV Onderwijs, has published an article. Documents, portfolio and reports are accessible on the website of CNV Onderwijs.

[www.cnvo.nl/livingtogether](http://www.cnvo.nl/livingtogether)