

Notes on the Operational Guide for School Heads
(free translation from Italian)

PAGE 1	PAGE 2
<p>KEYWORDS ON IMAGE</p> <p>meetings experiences discoveries growth</p>	<p>INDEX</p> <ul style="list-style-type: none"> ● About us ● Intercultural education and student mobility. Why? ● Intercultural pedagogy ● Student mobility: a value for the school ● The actions
<p>TITLE School Heads Operational Guide <i>Intercultural Education and student mobility</i></p>	<p>WHERE DOES THE IDEA COME FROM</p> <p>Creating an Intercultural education guideline for the schools was the natural consequence of the long experience of partnership between ANP (National School Heads Association), Intercultura, teachers and schools.</p> <p>Our consulting experience helped us notice how most school projects and initiatives are halted by poor time management and low teacher engagement.</p> <p>So we created the “School Heads Operational Guide”: a collection of best practices and guidelines to help schools and teachers organize their efforts.</p>
<p>PAGE 3</p>	
<p>ABOUT US</p> <p>ANP is the leading teachers union. It has acted as a union for all the staff dedicated to specific educational areas since 2002. Since 2014 it has represented all school heads. It's part of CDA (Italian School Heads and public staff dedicated to specific educational area Confederation) and of ESHA (European School Heads Association). It reaches all Italian provinces and its function is mostly representing economic and moral interests of its members. It collaborates with other Italian associations to promote and organize events to increase the value of teaching professions.</p> <p>Intercultura is an non-profit volunteering association. Since 1955 it has promoted and still promotes intercultural education through student mobility programs for high school students. A key component of</p>	



its mobility programs is the constant support and preparation given to students in all phases of the experience (training before, assistance during and support after). Intercultura educational project is constantly updated by Fondazione Intercultura which finances and promotes research and studies. Student mobility data is collected and analyzed by the Osservatorio Nazionale sull'internazionalizzazione delle scuole e la mobilità studentesca (National Observatory on school internationalization and student mobility).

International student mobility programs have become more and more popular in recent years and many travel agencies entering the market have started promoting their programs to schools. It's important to remember that Intercultura is a completely different kind of association: it is a non-profit association run by volunteers with a moral goal. It has also been recognized by the President of the Italian Republic and it's under the protection of the Italian Ministry of Foreign Affairs. It has partnered with major international institutions (UNESCO, Council of Europe and European Union) and has received the "price of solidarity" from Fondazione per il volontariato (Foundation for volunteering) for the thousands of scholarships given to students each year. Volunteers do not receive any kind of compensation and their altruistic spirit is to be praised and preserved

PAGE 4

INTERCULTURAL EDUCATION AND STUDENT MOBILITY. WHY?

Intercultura promotes and finances student mobility programs: every year more than 2000 high school students travel abroad with Intercultura and almost 1000 students from all over the world are hosted in Italy. Mobility programs are part of a complex educational project which includes student training before, during and after the experience abroad. These are Intercultura efforts to be an active participant in the Europe 2020 plan which aims to help young people study abroad to develop the knowledge and competences needed nowadays in the job market and multicultural society. Thanks to strong European efforts and investments, students' desire to travel and study abroad is higher than it has ever been and growing.

LEFT COLUMN : Intercultural education as a right

A school that educates its students to be conscious citizens and helps build their communication, management and relationship skills is every student's right.

RIGHT COLUMN : Intercultural education as a duty

It is everyone's duty to pursue Europe 2020 goals. The need for sustainability and solidarity is based on the idea of peace and mutual respect as requirements for human growth. Every day our students come into contact with different cultures, different religions, and different life approaches. Their future depends on their ability to preserve their own cultural identity while learning new languages and learning how to interact with different people. It is everyone's duty to facilitate a constructive exchange of ideas.

PAGE 5

INTERCULTURAL PEDAGOGY

The following is part of the introduction “Values, principles and goals” of the Intercultura 3-Year Plan for 2017/19. It summarizes the values of our association which we believe should be at the core of every educational project. Our idea of intercultural competence:

“Intercultura believes intercultural competence to be the ability to communicate appropriately and effectively with people of different cultures and to be an active part of a multicultural democratic society. This ability is based on values (human rights, participation, respect for diversity), attitudes (curiosity, open mindedness, empathy), knowledge (knowledge of personal culture, sociolinguistic awareness) and communicative abilities of each person (listening ability, analysis ability, relationship ability)”.

Also:

“When the dialogue is lead by Intercultura volunteers, it creates a better cultural awareness and a desire to be part of a peaceful dialogue between nations. This educational process is the key to approaching and understanding the world we live in while overcoming prejudice and respecting diversity. Intercultura does not propose its own world view or idea, rather it encourages the discovery of shared values. When different cultures come in contact with each other conflict may arise: understanding a different person is neither easy nor immediate. When these contacts are lead by our volunteers new knowledge and competences (i.e. intercultural competences) are developed instead of conflict.”

When schools get involved in the debate, they can grow and acquire a greater comprehension of their educational model.

In Europe

Development of intercultural education and mobility programs from 1980s:

- European Parliament and Council adopt the report “The citizen’s Europe”, 1985.
- Maastricht treaty, art. 126-127-128, 1992.
- Cresson, Flynn, White book, 1995.
- European Council conclusions on employment, economic reform and social cohesion, Lisbon, march 23-24th 2000.
- European Parliament and Council provides recommendation on student mobility, student communities, training and education, volunteering, teachers and trainers, July 10th 2001, Gazzetta Ufficiale n. L.215, August 9th 2001.
- European Parliament and Council of Europe recommends the European charter for quality student mobility, December 18th 2006.
- European Parliament and Council provide recommendation on key competences for lifelong learning, December 18th 2006.
- European Parliament and Council provide recommendation on Qualifications for Lifelong Learning (EQF), April 23th 2008

MOBILITY IS A VALUE FOR THE SCHOOL

Student mobility is of great value to schools. No educational model of our society and our time can afford to remain self contained or not to interact with different cultures. Helping young people who want to spend a year abroad and hosting foreign students in our country creates the need for a deeper examination of our education to adapt to different learning and evaluating styles.

When schools face these challenges they can acquire a greater awareness of themselves and their teaching practices.

Data from the National observatory on school internationalization and student mobility show that 7300 high school students are studying abroad, up 55% from 3 years ago; 3200 foreign students chose Italy as their destination (up 14% from 2011); more than 2 out of 3 high schools (68%) participate in some form of international project (up from around 50% in 2011). The need to prepare our students for mobility programs is on the rise, and so is the need to prepare our society for the ever-growing foreign presence in our country. Chart shows the trend of students with foreign citizenship in our schools during the last 20 years. A more European vision in our education has been critical in our economic and social development since the '90s. Nowadays the reach has expanded and a more global vision is required. Schools have to help students assimilate curricular knowledge, and also learn how to integrate in our multicultural society, exercise their civic duties and get ready for the job market.

PAGE 7

SOME DATA

- About 7.300 Italian high school students are abroad every year
- +111% increase of Italian students participating in a mobility program during the last 7 years
- 3.200 foreign students come to Italy for their cultural and curricular education

LEFT GRAPH : *Numbers of students in international mobility programs*

RIGHT GRAPH: *Students from foreign countries in Italian schools % per 1000 italian students between 1994 - 2014*

In 2016 the National Observatory on school internationalization and student mobility noted the long-term impact of student mobility experiences by interviewing a large sample of those who participated in Intercultura programs between 1997 and 2012. Most obvious results that emerge from this research are:

- a brilliant academic career (84% graduate, 32% of these with highest grades against 21% of the national average)
- a job position as employees in a management or leadership level; often an international career.
- a satisfactory working career, coherent with own interests and aspirations (90% declare they are overall happy, compared to the Italian average 47%; 73% declare they have a curious and positive attitude to life).
- a strong European and national identity: 79% feel attachment to the European Community (against 40% of the national average)

PAGE 8

WHAT DOES THE MINISTRY OF EDUCATION SAY?

The Ministry of Education guidelines (April 10th, 2013) state:

“During the last decade teachers and school heads have started introducing a more international perspective into their schools’ curricula through partnerships, school twinning, mobility programs and internships abroad. Mobility programs have been a key part of the process: young students are ever more eager to learn the competences required in our multicultural society. The flow of students travelling to and coming from other countries shows the mobility culture is more than a sporadic phenomenon.

The European Union is helping the development of quality education promoting international cooperation and strengthening each nation’s effort. Guidelines and specific actions are meant to promote the European vision of our education and to help student and teacher mobility.”

Some recommendations:

“Schools looking to include international mobility programs in their offer are advised to:

1. include the promotion, support and evaluation methods used in their training plan;
2. define a set of rules to assure the same coherent approach in all classes;
3. recognize the value of mobility experiences in all aspects of the “school life”;
4. identify key dedicated figures (mobility programs manager, tutor, etc)

Young students are more and more eager to develop and strengthen competences required in our multicultural society

LAWS OF REFERENCE

- D.Lgs 297/1994, Testo Unico, art. 192, comma 3
- Circolare ministeriale n.181, "Mobilità studentesca internazionale", 17.3.1997
- DPR 275/1999, Regolamento dell’autonomia, art. 14, comma 3
- Circolare Ministeriale n. 236, Mobilità studentesca internazionale ed esami di Stato, 8.10.1999



SUGGESTIONS FROM INTERCULTURA AND ANP (National Association of School Principals)

Coherently with Ministry of Education guidelines and policies we offer mobility programs operational support: researching the policies, programming activities and identifying key roles inside the school.

The objectives

1. provide school principals with tools to organize student and class mobility programs
2. schedule recurring activities
3. propose a code of behaviour for the class councils, tutors and teachers

Key documents

PTOF (school educational plan) is the fundamental document of the school; it transforms the theoretical indications of the Atto di indirizzo (formal document on school educational activity) into concrete actions. PTOF has to include the necessary actions for the school internationalization and intercultural learning projects and activities. When writing the RAV (self evaluation document), schools can challenge their own internationalization and their intercultural education methods as a way of progressing forward.

PAGE 10

ACTIONS

The school principal

September - October - November

1. keeps track of the number of students in mobility

- a. students returning from a mobility program
- b. students leaving for a period abroad
- c. hosted foreign students
- d. class mobility programs planned during the previous year

2. Convenes the class councils to proceed formally to the readjustment in class of the students who have spent a period of study abroad

The Class councils has to decide about:

- a. students readmissions
- b. deadlines and activities to help the student to recover contents not studied abroad and needed to attend the High school final year with success
- c. timings for the recognition of school credit

PAGE 11



(Action of the Principal - continues)

3. **includes in the *Atto di Indirizzo*** (formal document on school educational activity) a more international perspective by emphasizing that the school intends to engage in internationalization activities, to help students acquire intercultural skills through:
 - student mobility programs
 - welcoming foreign students
 - class mobility programs
4. **makes sure that there is an “area for internationalization” in the school organization**
 - invites the Teachers Committee to decide who will be responsible for international mobility : the person in charge will coordinate all the activities connected with this inside the school and will also be referred to by the teachers "tutors".

BOTTOM PARAGRAPH

What to write on *Atto di indirizzo* (formal documents on school educational activity)

- school is committed to a more international education process
- school adopts intercultural learning values and challenges
- school actively promotes student mobility programs enhancing this kind of experience for the students taking part in them and the whole school community
- school actively promotes class mobility programs, class twinning and all activities helping students develop a more open mind towards others
- school organizes and participates in teacher training sessions to promote the understanding and the knowledge of other nations' school systems



COLUMN ON THE LEFT

October - November

- **invites Intercultura volunteers** to present mobility programs opportunities to the classes
- **convenes with the class council for updates concerned with**
 - hosted foreign students
 - Italian pupils participating in mobility programs abroad
 - general interest in organizing exchange programs

April

- **acknowledges names and destinations** of students who will be in mobility program during the following school year
- **convenes with interested class council**

INTERCULTURAL TRAINING

The Foundation Intercultura has developed a training course to offer theoretical and practical policy guidelines, skills and activities to organize and support international student mobility in high school

In- presence training focused on

- how to project and evaluate individual student mobility experience according to MoE guidelines 2013, enhancing the intercultural perspective
- how to deepen concept and theories on intercultural competence
- how to cooperate with Intercultura and other schools involved in student mobility in order to develop net and teamworking
- the sharing of practical activities, tools, good practices and group work

Online training - 5 webinar - focused on

- promoting awareness about school, families and students
- teacher training for key support figures: tutor for students in mobility programs. Possible roles and tools
- teacher training for key support figures: tutor for foreign students hosted in Italian schools. Possible roles and tools
- organisation of class mobility
- programming and evaluation of exchange experiences

In general there also are training activities on the local level in cooperation with Intercultura volunteers

- Exchange projects
- Laboratories in school and in classes.
- Evaluation activities, development of manuals and literature, etc

ACTIONS FOR THE TEACHER IN CHARGE OF STUDENTS' MOBILITY

September - October - November

In coherence with the school principal's guidelines:

1. drafts the school policy for all mobility programs
2. keeps the information up-to-date: make sure that the school policy on mobility programs **is on** the school site and on the tools of external information in use in the school , possibly translated into multiple languages to encourage the reception of foreign students
3. coordinates tutors
4. keeps the project and school actions coherent, caring about consistency and relations between goals and practical activities.

Assessment of intercultural competence

The MOE states that *“School shouldn't just evaluate curricular competences, but also value and evaluate non formal and informal education; class council should evaluate key competences defined by EU and other similar competences”*
Therefore the teachers of the Class councils should assess skills as:

- self initiative, autonomy and self responsibility;
- use of new technological instruments;
- communicative effectiveness with one or more foreign languages;
- critical and creative thinking;
- skills in management, organisation, flexibility, decision making and positive relationship with others;
- ability to use skills and competences in different situations;
- ability to recognize cultural behaviours or values and be capable to adapt to them

Work-related learning and student mobility

Given the educational value of mobility programs and experiences for students, MoE stated that *“the class council has the responsibility to evaluate students' educational experience at the end of his period of studies abroad. This evaluation has to take into consideration the documents from foreign school provided by the student in order to evaluate the competences developed during the stay abroad underlining the strong points. (...)”*

It is therefore suggested that students be asked for documentation provided by the host school (or by the organization responsible for the programme) reporting the name of the place of the stay, the period indications and certification of competences about:

- interculturalism
- autonomy
- team working
- responsibility
- foreign language

ACTION FOR THE SCHOOL TEACHERS' ASSEMBLY
(it is composed by the School Head and all the teachers of the school)

September - October - November

1. drafts PTOF (three year school educational plan)
2. includes intercultural competences among the evaluation criteria in use by the school
3. recognize the study program abroad as a significant experience for "work-related learning" (recent project in the Italian school system) since the mobility experience - when adequately prepared and supported - helps students to learn how to overcome difficulties, develop problem solving skills, work in team, respect commitment and deadlines; recognize personal limits and work towards overcoming them, manage anxiety, loneliness and communication difficulties. These abilities are all indispensable in acquiring independence and dignity in life and work.

ACTIONS FOR THE SCHOOL COUNCIL I
(it is composed by the School Head and from representative from the parents, from the students, from the teachers, from the non teaching staff)

September October November

1. approves PTOF (school educational plan)
2. includes student mobility in the school policy, when not already done

ACTIONS FOR THE TUTOR
The tutor is the teacher responsible for the single student participating in sending or hosting programs

October November

Tutor for foreign student hosted in the school

- takes care of starting and key contacts with the hosting family, with Intercultura organisation and with the sending school if possible
- drafts a learning agreement between students and class councils about reciprocal commitments

Tutor for student participating in a program of studies abroad

- makes contact with the hosting school and tutor abroad to start cooperation if needed
- defines a periodic contact program with the student abroad in order to receive updates on his/her educational experience



ACTIONS FOR THE CLASS COUNCIL

October November

HOSTING PROGRAMS -

The Class council

- Appoints a tutor for the host student
- Evaluates previous school career
- Elaborates a personalized student educational plan
- Develops an activity schedule suited to the student educational needs

SENDING PROGRAMS

The Class council

- Appoints a tutor if not already appointed
- Decides evaluation criteria for the mobility period

CLASS EXCHANGES

The class council

- defines timings and program schedule
- plans the class activities in the sending and hosting phases
- defines evaluation criteria for the learning goals and students' behaviours

April - SENDING PROGRAMS - The Class council

- identifies key actors involved with the students going abroad for studies in the coming year
- defines the key curricular concepts needed to attend school at return successfully
- defines the intercultural competences to look for after the mobility program
- defines evaluation and readmission criteria
- drafts a responsibility pact between the student and the class council about the contacts during the program and the activities during the following year
- adopts the "journal" kind of report for the student to identify specific competences developed while abroad

June - The Class council

HOSTING PROGRAMS -

- Evaluate learning results of hosted students performances and releases certificate of attendance and evaluation

SENDING PROGRAMS

- examines the documentation sent by students abroad and prepares their return
- adopts the evaluation criteria defined in the PTOF (school educational plan)
- defines evaluation activities for students readmission in school