



## Transversal use of EOL

Source, source, Quelle: Jonas Erin

### Content, Contenu, Inhalt

Main themes Thèmes centraux Hauptthemen	<input type="checkbox"/> multilingualism, plurilinguisme, Mehrsprachigkeit <input type="checkbox"/> intercultural learning, apprentissage interculturel, interkulturelles Lernen <input type="checkbox"/> school climate, climat scolaire, Schulklima <input checked="" type="checkbox"/> <b>professional development, développement professionnel, fachliche Entwicklung</b>				
Target group Groupe cible Zielgruppe	<input type="checkbox"/> primary, primaire, Grundschule	<input type="checkbox"/> lower sec., college, Unterstufe	<input type="checkbox"/> upper sec., lycée, Oberstufe	<input type="checkbox"/> vocational, voie professionnelle, berufsbildende Schule	<input type="checkbox"/> adult, adultes, Erwachsene
Key words Mots clefs Schlüsselwörter	- <b>transfer / transfert / Transfer</b> - <b>systemic and symbiotic approach / approche systémique et symbiotique / systemischer und symbiotischer Ansatz</b>				

### Concept, Concept, Konzept

- learning and teaching, apprendre et enseigner, lernen und lehren
- cooperating, coopérer, zusammenarbeiten**
- project management, gestion de projet, Projektmanagement**
- survey and interview, enquête et interview, Umfrage und Interview
- event and communication, événement et communication, Veranstaltung und Kommunikation

### Format, Format, Format

- learner's work / teacher's project, travaux d'élèves / projet pédagogique, SchülerInnenarbeit, Unterrichtsprojekt
- audio/video recording, enregistrement audio/video, Audio-/Videoaufnahme
- report and analyse, compte-rendu et analyse, Bericht und Analyse**
- scheme / plan / poster, schema / plan / affiche, Schema / Plan / Poster
- test and assessment, test et évaluation, Test und Beurteilung

### Relevance, Pertinence, Relevanz

EOL is a process. It aims at helping stakeholders to set up their own local strategies and international projects through processes of individual and collective agency. As such, EOL offer complementary approaches to the widespread culture of immediate indicators which is focused more on standards and results than on mechanism and pathways. EOL's symbiotic approach can be transferred to various areas of education system such as innovation in education or citizenship building.

EOL est un processus. Il vise à aider les parties prenantes à mettre en place, au travers d'agentivités individuelles et collectives, leurs propres stratégies locales et projets internationaux. En tant que tel, EOL offre des approches complémentaires à la culture largement répandue des indicateurs immédiats, qui est davantage axée sur les normes et les résultats que sur les mécanismes et les processus. L'approche symbiotique d'EOL peut être transférée à divers domaines du système éducatif, tels que l'innovation dans l'éducation ou la construction de la citoyenneté.

EOL ist ein Prozess. Ziel ist es, allen Beteiligten dabei zu helfen, durch individuelle und kollektive Entscheidungsprozesse ihre eigenen lokalen Strategien und internationalen Projekte zu entwickeln. Als solches bietet EOL komplementäre Ansätze für die weit verbreitete Kultur der Sofortindikatoren, die sich mehr auf Standards und Ergebnisse als auf Mechanismen und Wege konzentriert. Der symbiotische Ansatz von EOL kann auf verschiedene Bereiche des Bildungssystems übertragen werden, wie z.B. Innovation oder BürgerInnenbildung.

The central administration of the French Education Ministry worked on the transfer of the matrix to support innovative processes. The following matrix is a dashboard of innovation that aims to support the collective thinking of actors. It was developed by systemic cross-referencing of the process of innovation development (meta management, before, during, after innovation) and at different levels (student, team, institution and territory, system, the international).

		NANO Learner	MICRO Staff	MESO School's local network	MACRO Education system	SUPRA International approach
<b>META</b>	<b>1. Managing</b>	1.1 Pathways	1.2 Professional practices	1.3 Collective project	1.4 Curricula	1.5 Education policy
<b>PREPARING THE PROJECT</b>	<b>2. Boosting/sensitizing</b>	2.1 Attitudes	2.2 Creativity	2.3 Training	2.4 Change management	2.5 Publications
	<b>3. Mapping</b>	3.1 Personalisation	3.2 Differentiation	3.3 Transversal paths	3.4 Project management	3.5 Synergies
<b>DURING THE PROJECT</b>	<b>4. Experimenting</b>	4.1 Learning awareness	4.2 Co-construction	4.3 Schools as research locations	4.4 New professionalism	4.5 Collective agency
	<b>5. Supporting</b>	5.1 Collaborative learning	5.2 Cross-subject approach	5.3 Innovative organisation	5.4 Learning communities	5.5 International cooperation
<b>AFTER THE PROJECT</b>	<b>6. Assessing</b>	6.1 Motivation and self-assessment	6.2 Formative assessment	6.3 Networks, partners	6.4 Innovative territories	6.5 International comparison

**Global approach:** by giving a synoptic view of the issues and levels to which innovation can respond, the matrix consolidates innovative approaches and facilitates their sustainability and transfer.

**Symbiotic approach:** It is not a question of elaborating innovative projects which would cover all the cells of this matrix but of identifying in this matrix two fields to put in tension: the one corresponding to an asset, an acquired one, one strong point and the other a goal, a priority, a margin for progress. By stimulating the articulation of issues and levels, the matrix supports the consistency of approaches in a "win-win" logic.

**Transfer:** The experience of transfer within the EOL network showed that the following seven steps were essential to make one school benefit from the experience of another school.

1. Getting informed: understanding cultural, structural and personal issues
2. Identifying key aspects: expressing own strengths and priorities
3. Analysing the process: finding out the main intercultural mechanism of success
4. Setting up a strategy: using the matrix for development objectives
5. Cooperating: working with partners
6. Disseminating: communicating on common values
7. Evaluating: identifying the added-value

These seven steps have been successfully used to inform innovation managers about the EOL project and language education in general in order to transfer the symbiotic approach to innovation matters. Language education should not only be seen as a specific subject or even as a transversal subject, it can often reveal the development potentials of an education system. This is the main reason why all levels of education systems should be "clustered" when setting up language policies.

The matrix is transferable to other fields of education. Based on the reference framework of competences for democratic culture<sup>1</sup>, here is what the matrix could look like in the field of democratic education.

	<b>NANO: learner</b>	<b>MICRO: class</b>	<b>MESO: schools</b>	<b>MACRO: system</b>
<b>1. Using the existing curriculum – within subject areas</b> <i>operational dimension</i>	<b>1.1. Supporting democratic competences</b>	<b>1.2. Teaching democracy</b>	<b>1.3. Setting up school communication policy on democratic values</b>	<b>1.4. Fostering democratic awareness through plurilingualism</b>
<b>2. Modelling democratic attitudes and behaviours</b> <i>ethical dimension</i>	<b>2.1. Sensitising learners towards democratic culture</b>	<b>2.2. Democratic processes in the classroom</b>	<b>2.3. Setting up a whole-school democratic policy</b>	<b>2.4. Making democracies sustainable</b>
<b>3. Fostering cultural diversity and interculturality</b> <i>experience dimension</i>	<b>3.1. Co-operative learning</b>	<b>3.2. Implementing a sensitive approach to democratic culture</b>	<b>3.3. Developing international networks</b>	<b>3.4. Enhancing interconnections for cultural diversity</b>
<b>4. Enriching curricula</b> <i>transversal dimension</i>	<b>4.1. Project based learning</b>	<b>4.2. Team teaching and integrated curricular approaches</b>	<b>4.3. Ensuring cross curricular continuity</b>	<b>4.4. Promoting collective intelligence</b>
<b>5. Everyday democracy</b> <i>existential dimension</i>	<b>5.1. Service learning</b>	<b>5.2. Using all learning fields</b>	<b>5.3. Exploring the landscape of democratic institutions</b>	<b>5.4. Building democratic environments</b>

Many of the EOL partner school developed school debates called “débats citoyens” in French. Simul’ONU or MUN for Model United Nations<sup>2</sup> for example offer students the opportunity to use language in role playing game where they represent a country and its interests on a specific topic. This extra-curricular activity makes students learn how to contribute to common solutions by using one or more foreign languages and taking into account the richness of the various cultural perspectives represented by the different countries. This type of activity reaches its full potential if it is connected to the regular curricula and if its aims are known by the students. Especially the reflection on possible transfer to real life situations of interaction or mediation to reinforce mutual understanding should help student to participate further in democratic and social processes. Working on multilingual and intercultural school debates can be a very efficient activity to vitalise or even further develop the school’s international network.

<sup>1</sup> Reference Framework of competences for democratic culture, Council of Europe, April 2018

<sup>2</sup> Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically roleplay delegates to the United Nations and simulate UN committees. This activity takes place at MUN conferences, which is usually organized by a high school or college MUN club. At the end of most conferences, outstanding delegates in each committee are recognized and given an award certificate; the Best Delegate in each committee, however, receives a gavel.  
<http://bestdelegate.com/what-is-model-united-nations/>