The Future of EDIC+

Wiel Veugelers

Let us take again the list of outcomes we presented in Chapter 2 and describe the progress we made.

1 Outcomes of the Project

1. The joint development of a curriculum for Education for Democratic Intercultural Citizenship (EDIC+), a network structure, and an intensive programme.

Together we developed a curriculum for Education for Democratic Intercultural Citizenship, built a network structure, and designed and trialled an annual intensive programme.

2. The development of one 7.5 ECTS (Master level) module (in English) by each participating university. The seven modules will together constitute the integrated curriculum EDIC+. All material will be published (in an Open-Access book and on the EDIC+ website).

Each university has developed an international module in English and had try-outs of the module or at least crucial parts of it. All universities developed the module in accordance with the content described in our proposal. The intensive dialogues between the participants contributed to a better alignment of the modules with the central theme of Democratic Intercultural Citizenship Education and with a stronger international and comparative methodology. Readers can read about the seven modules in this (Open-Access) book. For further information, interested parties can contact the coordinator of the university involved (www.uvh.nl/edic).

3. The recognition of all seven modules by all EDIC universities. All universities will offer the entire EDIC+ curriculum to their students.

All seven universities have recognised the EDIC+ modules of the other universities. All universities have offered the entire EDIC+ curriculum to their students. For next year this will be done at an earlier stage, and a lot of information about the different modules is now available on the EDIC website and in this book.

4. Signing of an agreement by all EDIC universities for student exchange with other participating universities through Erasmus grants.

All EDIC+ universities have now signed mutual agreements with the other EDIC+ universities. Students can use normal Erasmus grants to study at one of the EDIC+ universities, in particular in the area of the presented EDIC+ module. Teachers can use Erasmus grants to attend another EDIC university to teach and to expand cooperation in research.

5. Participation of students from these seven universities and students from other universities in these modules. Students can use Erasmus exchange grants for participating in modules at other universities.

There is a growing (but still small) number of students that use or want to use these possibilities in the future. For Master students, the period of three months is quite difficult to fit in. We hope that the new Erasmus programme will make it possible to offer shorter periods for Master students.

6. Awarding of an EDIC+ certificate to students after completing two or more modules of the EDIC curriculum. (For students of the EDIC universities this can be a module at their own institute and a module at one of the other universities. The intensive programme can be part of one of the modules.)

We have an EDIC+ certificate including all logos of the participating universities. Universities can use this for their own EDIC+ module. We also use it for participation in an Intensive Programme. When students participate in two EDIC+ modules they receive a certificate signed by the general EDIC+ coordinator.

7. All modules will have the following methodological elements:
 - a Combination of theory and practice.
 - b Link with civil society institutions (site visits, guest lectures).

- c Research and change orientation.
- d International and comparative orientation through the use of data and examples from other countries, in particular the EDIC+ participants.
- e A visiting professor in each module from one of the other EDIC universities to give a lecture and act as a critical friend during the process of curriculum development.

We formulated 5 methodological elements for the modules:

- a All the modules offer a strong combination of theory and practice
- b In all modules there is a link with civil society institutions. Many site-visits are made. Guest lectures by representatives of such organisations are included in the modules.
- c All the modules are linked with research. In the developmental stage of the modules we could benefit from the EU Teaching Common Values project. All the modules are also aimed at educational change, at improving educational practices, and at the professional development of teachers and other educational professionals.
- d The modules became even more international than we expected, as we moved beyond only a European perspective. The participation of students from outside Europe in the modules and in the intensive programmes contributed to this global perspective.
- e The 'critical friend' lecturer who attended the module of another EDIC+ university and gave a lecture in the module was a strong tool in the collaboration. It was a cooperation within the actual educational practice. The EDIC universities wish to continue this form of exchange.

8. Creation of a team of scholars who can function as experts, co-supervisors or members of a Master or PhD-tribunal in the other participating universities.

The group of lecturers involved in the Intensive Programme and in the modules of the universities are engaged in a growing collaboration in terms of research, publishing, and supervising. People are more aware of each others' competences, are more familiar with each other, and know more about each other's formal and informal institutional cultures.

9. An academic international e-journal offering students the opportunity to publish their research, their curriculum material and their educational experiences.

We were forced to drop the intended e-journal because an Erasmus strategic partnership does not support this kind of activity. Most of the EDIC teachers are members of editorial boards of academic journals or book series. They showed the students how publishing works and stimulated them to work towards academic publishing.

10. An annual intensive programme (IP) of ten days for students and teachers. After the project period, other resources, such as Erasmus exchange grants, will be used to continue with the IP.

The two Intensive Programmes (IP) were very successful and there was again a lot of interest in the 2019 IP in Thessaloniki. The IPs are important for the (international) learning experiences of the students, the possibility for teachers to present their work to an international audience. Both students and teachers can intensify their contacts in such IP. We hope we can continue them, maybe with the use of normal Erasmus exchange grants.

11. Dissemination of activities in all participating countries; at the European level presentations will be given at leading educational conferences (ECER, EARLI, ATEE).

All universities will organise a multiplier event in May 2019. We already organised symposiums at the annual conferences of the European Conference of Educational Research (ECER) (Bolzano, September 2018) and the Association of Moral Education (AME) (Barcelona, November 2018). At the last conference we saw a lot of interest from universities outside Europe (in particular the US, Mexico, Brazil, China, Taiwan). In the future we will organise more international presentations (e.g. at ATEE, EARLI, AERA).

12. Setting-up of a proper management structure to ensure the sustainability of the EDIC+ curriculum after the EDIC+ project is completed.

The grants for the Strategic Partnership cover the period September 2016–August 2019. We will try to obtain new grants as a consortium but will continue with the EDIC+ structure, at least at this level:

- An annual offer of the seven EDIC+ modules.
- The EDIC+ website.
- Stimulating mutual exchange of students and teachers.
- An annual meeting of the seven EDIC university coordinators to continue the EDIC+ curriculum and to investigate new possibilities of cooperation.
- This annual meeting will be combined with a seminar in which teachers of the EDIC universities present new research and new educational activities.