

Intercultura

89

Il trimestre
2018

**Formare gli insegnanti per
una scuola interculturale**

**Preparazione iniziale e
aggiornamento in servizio**

**Competenze per
una cultura democratica**

**Il quadro di riferimento
del Consiglio d'Europa**

**Educare alla
competenza globale**

Il modello dell'OCSE/PISA



8th Forum on Intercultural Learning and Exchange

In questo numero

8TH FORUM ON INTERCULTURAL LEARNING AND EXCHANGE

COLLE VAL D'ELSA,
2-4 NOVEMBER 2017

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STAMPA

Grafica 90 - Roma

Registrato il 04/05/2010
presso il Tribunale di Siena al n. 3

Finito di stampare nel mese di aprile 2018

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Questo numero raccoglie gli atti dell'ottavo "Forum on Intercultura Learning and Exchange" tenutosi alla Fondazione Intercultura in Colle di Val d'Elsa dal 2 al 4 novembre 2017, con la partecipazione di una sessantina di esperti di tutto il mondo: rappresentanti delle istituzioni europee ed internazionali, docenti universitari, presidi di scuole secondarie che hanno in corso esperimenti di formazione interculturale, professionisti e volontari di associazioni educative interessate al dialogo interculturale. Tema: "La formazione interculturale degli insegnanti: dalla teoria alla pratica". Il Forum è un evento annuale che approfondisce temi di educazione interculturale nell'ambito degli scambi internazionali di studenti. Questo Forum ha prodotto un documento finale, riportato a pag 46.

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Fondazione
Intercultura
onlus

La Fondazione Intercultura Onlus

La Fondazione Intercultura Onlus nasce il 12 maggio 2007 da una costola dell'Associazione che porta lo stesso nome e che da oltre 60 anni accumula un patrimonio unico di esperienze educative internazionali, che la Fondazione intende utilizzare su più vasta scala, favorendo una cultura del dialogo e dello scambio interculturale tra i giovani e sviluppando ricerche, programmi e strutture che aiutino le nuove generazioni ad aprirsi al mondo ed a vivere da cittadini consapevoli e preparati in una società multiculturale. Vi hanno aderito i Ministeri degli Affari Esteri e dell'Istruzione, Università e Ricerca. La Fondazione è presieduta dall'Ambasciatore Roberto Toscano; segretario generale è Roberto Ruffino; del consiglio e del comitato scientifico fanno parte eminenti rappresentanti del

mondo della cultura, dell'economia e dell'università. La Fondazione Intercultura promuove convegni internazionali su temi legati alle culture e organizza annualmente incontri tra interculturalisti di vari Paesi. È ente di formazione accreditato al MIUR e propone corsi e seminari per docenti e dirigenti scolastici. Sostiene ricerche sull'apprendimento interculturale; ha condotto un progetto pilota di scambi intra-europei con l'Unione Europea. Raccoglie donazioni per borse di studio di enti locali, fondazioni ed aziende a beneficio dei programmi di Intercultura. Gestisce il sito www.scuoleinternazionali.org

■ fondazioneintercultura.org

This issue of "Intercultura" presents the proceedings of the 8th Forum on Intercultural Learning and Exchange, which took place at the Intercultura Foundation in Colle Val d'Elsa (Tuscany, Italy) on November 2nd-4th 2017. The 60 participants included representatives of European and international institutions, academics, head-masters of secondary schools involved in intercultural exchange projects, staff and volunteers from educational associations promoting intercultural dialogue. The theme was: "The intercultural training of teachers: from theory to practice". The Forum is an annual event that explores and discusses topics related to the learning that occurs during an international pupil exchange. This Forum produced a final statement, published on page 46



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L'Associazione Intercultura Onlus

L'Associazione Intercultura Onlus (fondata nel 1955) è un ente morale riconosciuto con DPR n. 578/85, posto sotto la tutela del Ministero degli Affari Esteri. Dal 1 gennaio 1998 ha status di Organizzazione non lucrativa di utilità sociale, iscritta al registro delle associazioni di volontariato del Lazio: è infatti gestita e amministrata da migliaia di volontari, che hanno scelto di operare nel settore educativo e scolastico, per sensibilizzarlo alla dimensione internazionale. È presente in 155 città italiane ed in 65 Paesi di tutti i continenti, attraverso la sua affiliazione all'AFS ed all'EFIL. Ha statuto consultivo all'UNESCO e al Consiglio d'Europa e collabora ad alcuni progetti dell'Unione Europea. Ha rapporti con i nostri Ministeri degli Esteri e dell'Istruzione, Università e Ricerca. A Intercultura sono stati assegnati il Premio della Cultura della Presidenza del Consiglio e il Premio della Solidarietà della Fondazione Italiana per il Volontariato

per oltre 40 anni di attività in favore della pace e della conoscenza fra i popoli. L'Associazione promuove, organizza e finanzia scambi ed esperienze interculturali, inviando ogni anno oltre 2000 ragazzi delle scuole secondarie a vivere e studiare all'estero ed accogliendo nel nostro paese altrettanti giovani di ogni nazione che scelgono di arricchirsi culturalmente trascorrendo un periodo di vita nelle nostre famiglie e nelle nostre scuole. Inoltre Intercultura organizza seminari, conferenze, corsi di formazione e di aggiornamento per Presidi, insegnanti, volontari della propria e di altre associazioni, sugli scambi culturali. Tutto questo per favorire l'incontro e il dialogo tra persone di tradizioni culturali diverse ed aiutarle a comprenderci e a collaborare in modo costruttivo.

■ intercultura.it

8TH FORUM ON INTERCULTURAL LEARNING AND EXCHANGE

THE INTERCULTURAL TRAINING OF TEACHERS: FROM THEORY TO PRACTICE

What is FILE?

FILE is the annual Forum on Intercultural Learning and Exchange sponsored by the Intercultura Foundation in Colle di Val d'Elsa (Italy), the European Federation for Intercultural Learning (EFIL) in Brussels (Belgium) and AFS Intercultural Programs in New York (USA). It includes - by invitation - some sixty experts, researchers and practitioners in the field of international youth exchanges and intercultural learning. It is an opportunity for academics to meet and discuss with professionals and volunteers who work in the field of intercultural education - and for practitioners to learn about theories and researches in this field.



General topic of FILE VIII

THE INTERCULTURAL TRAINING OF TEACHERS: FROM THEORY TO PRACTICE

Sub-topics

- How to formulate a credit programme for Intercultural learning for initial teacher education?
- How to structure an in-service programme for professional development for teachers?
- What are specific activities and approaches for developing teachers' intercultural learning?
- What needs to happen to secure school heads' commitment to intercultural learning and professional development for teachers?
- What are the implications of PISA 2018 Global Competence Test for the professional development of teachers? for the classroom and curriculum?

Desired outcomes

A survey of what is done already in initial and in-service training for secondary school teachers and how intercultural competence is already included in the competence framework for teachers. At the end a statement by the Forum on a programme for intercultural training of teachers in both initial teacher education and in-service training and on the need for school commitment to intercultural learning.

PROGRAMME

2nd NOVEMBER

18:00-19:00 Arrivals and registration at Intercultura Foundation, Center for Intercultural Training, Via Gracco del Secco 100 – Colle Val d’Elsa (SI)

20:30 Welcome to Intercultura Foundation and to Forum VIII

Roberto Ruffino, Secretary General, Fondazione Intercultura - *Quick summary of results from Forum VII*

Mitalene Fletcher, Harvard University - *Key note speech*



3rd NOVEMBER

9:00 Presentation of some studies

Uffe Gravers Pedersen, Chair of the session

Petra Goran, European Commission, Bruxelles and Hanna Siarova, Public Policy and Management Institute, Vilnius - *State of play in teacher education on intercultural competences and useful EU tools*

Martyn Barrett, University of Surrey - *Council of Europe’s Implementation of the Framework of Competences for democratic culture and ICL training for teachers*

William Gaudelli, Columbia University - *Initial intercultural training to future secondary school teachers*

Ildikò Lázár, Eotvos Lorand University - *In service ICL training for teachers*

Mario Piacentini, OECD - *Progress on PISA Global Competence Assessment 2018*

14:30-16:30 Work on morning’s presentations: five discussion groups to identify issues that should be kept in mind when planning ICL for teachers

Facilitators: Marcela Lapertosa, Uli Zeuschel, Prue Holmes, Tom Kurz, Andrea Franzoi

17:00-18:00 Plenary session - Reports from the working groups

Registration for following day’s groups

4th NOVEMBER

9:00-9:25 Plenary session. Short presentation of five case studies

Roberto Ruffino, Chair of the session

9:30-11:00 and 11:30-13:00 Some concrete case studies in two shifts

- Case 1. Benton Brown - *Intercultural learning in initial education of secondary-school teachers*
- Case 2. Elisa Briga - *Erasmus+: projects “Intercultural Learning for pupils and teachers” - “In service ICL training of teachers”*
- Case 3. Vicky Gough - *British Council: in service ICL training for teachers*
- Case 4. Ursula Mauric - *Alpen Adria Universitaet Klagenfurt: training GCED specialists and multipliers*
- Case 5. Grazia Fassorra and Flaminia Bizzarri - *ANP: how to secure commitment by school heads*

14:30-16:00 Discussion groups. Work on final statement and provide answers to questions of previous day.

Facilitators: Marcela Lapertosa, Uli Zeuschel, Prue Holmes, Tom Kurz, Andrea Franzoi

16:00-17:00 Meeting of group leaders with rapporteur of final statement.

17:00-18:00 Plenary session

Darla Deardorff, Duke University - *Presentation of final statement and conclusions.*

An Encounter with the Self

An Encounter with the Other

An Encounter with the Arts



■ MITALENE FLETCHER

PhD. Director, PreK-12 and International Programs Professional Education, Harvard Graduate School of Education

INTRODUCTION

Thank you, Roberto, Sabrina, Darla, and your entire team, for including me in this important convening. You can probably imagine how pleased I am to be with all of you – given such turbulence in the United States right now – with *efforts toward a travel ban based on religion, efforts to build a wall at the southern border, and hundreds of militia groups that espouse hatred for all kinds of people, including those who look like me.* The bright side, though, is resistance in the streets and in classrooms. So I am very grateful to be with all of you doing work to support teacher learning. Teachers are uniquely positioned to transform social relations: There are 60 million worldwide, they have large networks, access to families, and influence in many communities. My remarks and activities will offer you practices, policy, and principles for developing teachers' intercultural competence to transform social relations. I have organized my thoughts around...

-An Encounter with the Self

- An Encounter with the Other

- An Encounter with the Arts

I will start with what grounds me in this work – my life experience long before working in international education.

I was born and raised in a small city in Southern Ontario – about one hour

from Toronto. Here I am in this picture – the girl on the left holding the limbo stick – it was 1975. When I was growing up, my city seemed predominantly populated with immigrants from Germany and Scotland. My family was part of a Caribbean cultural association that assembled families from many islands to enjoy warm fellowship as a black minority in a vastly white city. I practiced Caribbean folk dance on weekends and performed at countless “ethnic fests”. This was indeed, the era of flags, foods, and festivals meant to advance intercultural understanding and tolerance. So I spent a good deal of time in dressing rooms and backstage with dance troupes from many national/ethnic traditions – Scottish, North Indian, Ukrainian, Polish, and others. There we were – a bunch of Canadian kids dressed in some version of something that our parents' ancestors might have worn in lands far away. As we waited our turn to go on stage, we would admire each other's costumes and movements and ask one another for mini lessons.

So I understood from an early age the multiple meanings of a gesture and valued the concept of multiple identities. **Many years later, in the mid-1990s I began my career as a secondary school teacher in Toronto.** During my time there, teachers and leaders



were concerned that some students, who were committed to their studies and who normally abided by rules, were habitually returning to class late after lunch on Fridays.

The student body had many faith traditions, ethnicities, and national origins represented. One of the prominent faith traditions was Islam, and these particular students drawing attention were from Muslim families. They were signing out of school to pray at the mosque a few blocks away and returning several minutes into Period 4.

The students weren't happy about their tardiness; their parents and teachers would have preferred that they did not miss class time. And so the question presented itself: **How can the school accommodate a small group of students for whom the logistics of their faith tradition are at odds with the logistics of the institution?**

The answer emerged through discussion among the school administrators, parents, students themselves, and a few teachers: Find an empty classroom in which students could pray each Friday. It is important to note that this happened without controversy or fanfare. I only

discovered the issue because the social studies teacher with whom I ate lunch most days always rushed off on Fridays to supervise the prayer room. I share this story because it illustrates what I call **an ensemble performance of intercultural competence**.

These types of performances can lead the critical project of a multicultural society; this enduring project is to foster the inclusion of multiple cultural identities into national life – to transform social relations.

And I have long been interested in the role of *teacher educators* in social transformation. Many years after leaving Toronto, I completed doctoral research, set in South Africa, featuring teacher educators in that country's ongoing transition to non-racial democracy.

So, how can we cultivate in teachers the empathy, flexible thinking, social maturity, and the skills and confidence required to wade into contentious places in order to transform social relations?

This is what I look forward to discussing with you all this weekend.

ACTIVITY

Housekeeping

Before we move into a short activity, please find a partner and share your name and role and identify someone to be A and B. I will give you thirty seconds. Raise your hand when you finish doing this.

I am going to read through a set of prompts, which you have, and as I do, note which ones catch your interest and inspire memory, and write down a note about the memory if you wish.

Adapted from *Courageous Conversations About Race* (Singleton & Linton, 2006)

- 1) In what municipality/region/province and country were you born?
- 2) What can you recall about the demographics of the place you grew up?
- 3) What are your earliest memories related to culture? Did the members of your family and extended family share a similar culture? What cultural differences did you notice in your family as you grew up? How about in your neighborhood?
- 4) Can you recall how your family discussed cultural differences? How about teachers or students at your school?
- 5) What language did you speak at home? Was your home language the popularly used language in your city, state, or country? Were there dialects or accents in your family's speech patterns that were different from those you heard at school? What did this mean for you?
- 6) How would you compare yourself to your peers in terms of how you worshipped/ate/dressed/entertained yourself? How do you think this experience, whether it was the same or different, impacted you growing up?
- 7) Can you recall a disorienting dilemma related to culture, when some of your fundamental assumptions were challenged and your perspective on an idea was transformed?
- 8) Have you ever deliberately positioned yourself to interact with people with cultural affiliations that are different from your own? Did this involve traveling to another neighborhood, region of your country, or another country?
- 9) How has your thinking about culture changed over time?

Take a moment to identify your response to one of these prompts - something that you don't mind sharing with a partner. (Wait) Take 2 minutes to share a memory with your partner. I will signal for you to switch after about 1 minute. Begin with A.

Pre-Service Teacher Development

Let me give you some context for this exercise. In Massachusetts, my current home state, it is common for pre-service teachers to begin their development with a look inward, reflecting on their lives to understand how their experiences and perceptions will have influence on their interactions with students and families.

Let me give you the policy context for this: Massachusetts - 16% of its population born outside of the US; 23% speak a language other than English at home. The development of intercultural competence - what we call cultural proficiency - is considered essential for pre-service teachers.

The Department of Elementary and Secondary Education has established a set of mandatory competencies for all teachers entering the profession. Our Professional Standards for Teachers document comprise 4 standards¹.

“Teaching All Students” Standard:

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Look at the indicators:

c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

Arguably we have the right infrastructure in place to promote intercultural learning.

So the teacher educators at Harvard Graduate School of Education invite their pre-service teachers to **an encounter with the self**, inspired by Sonia Nieto, a researcher in the field of multicultural education, who writes:

“Teachers do not leave their values at the door when they enter their classrooms. On the contrary, as much as they might want to hide or avoid them, their values and beliefs slip in the door with them. In fact, teachers bring their entire autobiographies with them: their experiences, identities, values, beliefs, attitudes, hangups, biases, wishes, dreams, and hopes. It is useless for them to deny this; the most they can do is acknowledge how these may either get in the way of, or enhance, their work with students.”²

Developing a teaching autobiography is part of a large number of activities in the Harvard Teaching Fellows program that build pre-service teachers' ability to teach a diverse group of learners. In addition to understanding the self, these students learn how to develop lesson plans that offer students mirrors and windows: mirrors that enable students to see themselves in the material first, and then windows, carrying students into new, unfamiliar worlds.

Intercultural competence is certainly *implied* in the autobiography work at HGSE but it is not the specific focus. So I drafted for you an autobiography exercise that is: The Cultural Autobiography.

Through sharing autobiographies, a teacher from a dominant culture might hear from a classmate what it was like to be teased at lunchtime in Florence because she brought peanut butter and jelly sandwiches for lunch rather than pasta. This same teacher will recall her classmate's feelings of exclusion when she begins her own career and she will predict which kids might be teased or excluded in schools. This autobiography exercise should be paired with the Globally Competent Learning Continuum - the GCLC³. This is a tiny excerpt. It was developed by researchers at University of North Carolina, Chapel Hill, in collaboration with Darla Deardorff. It is a rubric organized by the dispositions, knowledge and skills needed to live and work in a global society, and we introduced it this year in our Think Tank on Global Education⁴ and it was received enthusiastically. It was designed for use by individuals for self-reflection and professional growth. What I love about it is that for each level there are resources for helping individuals move gradually to the next.

1. Guidelines for the Professional Standards for Teachers.

🏠 www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf

2. from *Teaching as Autobiography*, Sonia Nieto, 2003

🏠 3. <http://globallearning.ascd.org/lp/editions/global-continuum/index.html>

4. *Think Tank on Global Education: Empowering Global Citizens* is a Professional Education program at Harvard Graduate School of Education.

The highest level on the rubric is “advanced” which requires taking action against inequity. This calls for another essential activity in pre-service education. That is, practice analyzing dilemmas in which people’s values and goals are in conflict and making recommendations for action. At the University of San Francisco Judy Pace requires her students to do this through a Critical Case Inquiry. Pace assigns students a complicated hypothetical case to study and then sends them into schools to interview stakeholders, such as teachers, administrators, parents, students, and others about the issues in the case. Pace’s students draft a paper with recommendations for who should act and how. This assignment is based, in part, on the work of Meira Levinson and Jacob Fay at Harvard who develop cases and commentaries on issues of justice in schools and offer this protocol for case discussion. The cultural autobiography and self-assessment with the Globally Competent Learning Continuum invite a teacher to **an encounter with the self**; exposure to other biographies facilitates **encounters with the other**; and methods like Critical Case Inquiry do the same AND **prepare teachers for action – for eventual performances of intercultural competence.**

I propose to you these THREE activities as foundational learning experiences in teacher education.

In-Service Teacher Development

Let’s leave pre-service teacher development and move into professional learning, and I will begin with my own work and then share some broad principles. I am part of a team that designs and delivers programs annually for teachers and school leaders. Last year we served 10,000 education practitioners who came to campus or learned online. Participants came from 100 countries.

Most of our programs do not explicitly speak to building intercultural competence, but they are all carefully constructed for participants to build relationships and community with people they might normally not encounter. We engineer our small study groups so that they are diverse by gender, role, region, country etc., and skilled facilitators employ protocols that require participants to listen carefully to one another and understand how context shapes the way we think.

Still, we have programs organized around developing teachers’ skills to *perform* their intercultural competence. This, again, is where my interest lies.

Just recently I worked with Pamela Mason, a childhood literacy specialist on our faculty, on a program for teachers called *Advancing Culturally Responsive Literature Instruction*.⁵ I would be happy to tell you how the program was designed, but the outcomes are key. Teachers left with tools to analyze the cultural assumptions in the literature they teach and strategies to lead their colleagues in disrupting the commonplace.

I also co-chair, with Fernando Reimers, our annual *Think Tank on Global Education*, mentioned earlier. This has evolved beautifully from a gathering of individual teachers and school leaders seeking basic resources and inspiration to advance global competence to an intensive workshop for multi-stakeholder teams collaborating on new global education curricula, much like **Empowering Students to Improve the World in Sixty Lessons**⁶, and developing strategies to advance global education systemically. It’s a multidisciplinary endeavor.

Darla Deardorff joins us each year from Duke to help participants

puzzle over the dimensions of intercultural competence and how it is understood in different parts of the world.

Veronica Boix Mansilla from Project Zero joins us to disseminate her research on *signature pedagogies in global education*⁷. She shares how master teachers employ Purposeful Comparisons, examining a single phenomenon across multiple locations through the lens of one question, perhaps how to mitigate the effects of climate change. This develops teachers’ and students’ understanding of how context shapes the way we think.

Ali Asani and Diane Moore from the Harvard Divinity School have joined us to share their strategy for eliminating religious illiteracy, which, in schools, can lead to social exclusion and take the form of bullying. They introduce participants to the “cultural studies” approach⁸, arguing that religion, as a cultural phenomenon is intricately tied to a web of contexts: political, social, economic, literary, artistic and so on. These contexts influence and are influenced by religion. So the study of religion is essentially multidisciplinary – not just about theology and religious doctrines.

5. *Advancing Culturally Responsive Literature Instruction* is a Professional Education program at Harvard Graduate School of Education.

🏠 www.gse.harvard.edu/ppe/program/advancing-culturally-responsive-literature-instruction

6. *Empowering Students to Improve the World in Sixty Lessons* by Fernando Reimers et al.

7. See Project Zero

🏠 www.pz.harvard.edu/projects/signature-pedagogies-in-global-education

8. For more, see Moore DL. *Overcoming Religious Illiteracy: A Cultural Studies Approach to the Study of Religion in Secondary Education*. New York: Palgrave MacMillan; 2007.

At the Think Tank, Asani has invited participants into a close listening to various calls to prayer from Islamic communities, to observe their similarities and differences in their musicality and begin to understand the internal diversity and context-bound character of any faith tradition. Asani invites us to **an encounter with the arts.**

ACTIVITY

In between teaching in Toronto and moving to Boston, I worked in New York City during a renaissance in arts-in-education. During this period, philanthropic organizations, education leaders, and cultural organizations were aligned in their belief that a complete education includes opportunities to cultivate the imagination through the arts. Our guru was philosopher Maxine Greene who said “To take a strangers’ point of view on every day reality is to look inquiringly and wonderingly on the world in which one lives.”⁹

Let’s take a good look together at a short excerpt from the piece of art by Grace Ndiritu. After we finish I will ask you to share with the group what you see/what you think it means/and what questions it raises.

The Nightingale (2003)
by Grace Ndiritu.
(excerpt 2:45 – 5:00 min)
<https://vimeo.com/60238608>

See. Think. Wonder.¹⁰
What did you see in this art? What do you think about what you saw?

A single piece of cloth transforms an image, suggests context, and, influences our perceptions of identity, in such dramatic ways. I take every opportunity to incorporate film, theatre, poetry, music into our programs, and I urge you to do the same.

The arts offer an opportunity to develop alternate interpretations of phenomena and to develop the multipleperspectivity

that is at the core of intercultural competence.

Now, since you will be designing in-service programs, my final remarks offer concrete principles and practices. I have chosen the ones that **move us past a mere encounter with the other to collaborating with others for social transformation.**

Several school districts in my context are shifting from heavy reliance on outside experts to develop their teaching force to recognizing and relying more on teachers’ expertise.

Professional development is increasingly peer led, collaborative, experiential, embedded, and sustained.

Professional Learning Communities are one important way forward, and virtually all of the districts that we work with have structures to support these Communities. Teacher educators in schools of education have an important role to play by developing materials and processes to support the work of these teams and by studying their impact. And this shift, of course, expands who we consider to be teacher educators – system level leaders and school leaders are heavily implicated here.

I am going to tell you about a community of 25 elementary and secondary teachers in one area of Toronto who convened over a 3-year period. Their goal was to increase student achievement among those from racialized groups with some of the lowest graduation rates on average.¹¹

Teachers began by listening to students - through focus groups - to solicit students’ recommendations for improving the classroom experience.

Teachers then participated in 5 full day meetings each year - they looked at achievement data, identified culturally relevant and responsive strategies to try out and reported on implementation.

9. from *Teacher as Stranger*, Maxine Green, 1973

10. See Project Zero. See/Think/Wonder. *A routine for exploring works of arts and other interesting things.*

🏠 <http://pz.harvard.edu/resources/see-think-wonder>

11. The work of this professional Learning Community is documented in *Queer(y)ing Culture Through Professional Learning Communities: A Reimagining of Culturally Relevant and Responsive Pedagogy* by Guerrero, Shahnazarian, and Brown.

🏠 www.urbanedjournal.org/volume-13-issue-2-winter-2016-17/queerying-culture-through-professional-learning-communities

Professional Learning Communities: ...a group of educators who are committed to collaborate with and support each other towards a collective goal related to student achievement. In this collaboration, educators engage with student achievement data collection and analysis, the regular review of student progress, and the assessment of the impacts of collectively identified action plans and interventions.

Ontario Ministry of Education, 2007



They also observed classes taught by teachers who had mastered these strategies.

By the end of Year 2, teachers found improved grades and better social relationships in the classroom among their target students.

This work illustrates a few things: how intercultural competence is used as a building block for teachers' pedagogical development – performing it made teachers more effective for more students; it also illustrates the principles I shared:

Collaborative – 25 teachers from a similar context working together on a problem
Experiential – analyzing student achievement data and planning instructional moves in response
Embedded – in their own classroom practice
Sustained – over three academic years
Peer-led – well, facilitated by peers and district leaders rather than academics

Professional Learning Communities are also the ideal setting to continue the practice of analyzing ethical dilemmas, which are embedded in cases where there are threats to identity or conflicts resulting from a lack of understanding. A continuation of the work I described at University of San Francisco. Except in the safety of Professional Learning Communities, teachers can offer their current, messy, and painful real life cases for consideration and rehearse for the inevitably difficult encounters with others.

In-service professional education must continually build teachers' capacities to wade into intercultural conflicts in order to lead in a complex and contentious world. We all need frameworks and protocols for managing contentious issues.

Through practice in Professional Learning Communities, teachers reaffirm their purpose, and the purpose of their institutions (*and perhaps question their purpose and the purpose of their institutions*) and rehearse how to determine who is being hurt, and how, and who is being served, and how, in any dilemma – not always clear. And the very idea of hurt should suggest a course of action.

CONCLUSION

I leave you with a challenge: Design teacher education programs not just so that teachers can share the values of cultural diversity with their students but design them so that we build teachers' capacity to recognize and challenge injustice – to recognize who is being served least well by schools and recognize that un-nurtured talent is a threat to human sustainability.

Roberto and the team have set an ambitious work plan for us this weekend with four big questions that move us from theory to practice for the intercultural training of teachers. I hope the question of how teacher educators and those who collaborate with them can more aggressively advance dramatic change in social relations is one that we will keep in mind. Thank you for your participation and kind attention.

EC STUDY, preparing teachers for diversity: role of Initial teacher education

This study consolidates existing knowledge and brings new evidence on the way student teachers are prepared for diversity in the classroom and to teach about diversity in society.



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In particular, the study has:

- explored how teacher education for diversity is understood in national education policies;
- mapped the existing policies and initiatives to prepare student teachers for diversity through ITE;
- examined the evidence on their effectiveness and analysed conditions for their successful implementation.

The methodology comprised:

- literature review drawing on both European and international research;
- primary research with national experts for the compilation of 37 country profiles;
- 15 illustrative cases studies of policies/initiatives aimed at preparing student teachers for diversity; a comparative analysis of findings;
- validation workshop.

Definition of diversity in the study

While diversity in the classroom can be broadly understood (see e.g., Zimenkova, 2011; van Driel et al., 2016), this study adopts a narrower focus, linking diversity to pupils' migrant and/or minority background.

We focus primarily on **linguistic, religious and cultural diversity**, although practices and strategies explored in this study can have an impact on teaching about other types of diversity such as based on gender, sexuality, ability, and socioeconomic background.

WHY PREPARING TEACHERS FOR DIVERSITY?

Although the cultural, linguistic and religious diversity found in European societies is not a new phenomenon, its nature is rapidly changing. Europe is becoming increasingly diverse due to intra-European mobility, international migration, including a recent influx of refugees and asylum-seekers.

These societal changes create both opportunities and challenges for schools, and education systems need to adapt accordingly. At the same time, recent studies show that intolerance and social exclusion are growing, with some groups feeling alienated and marginalised. These phenomena place specific demands on schools and teachers, calling them to re-consider their everyday practices and strategies to meet the learning needs of their diverse pupil populations.

The evidence demonstrates that despite the increasing heterogeneity of European classrooms, the teaching population remains largely homogenous and feels ill-prepared to teach students from diverse socioeconomic, cultural and linguistic backgrounds (European Parliamentary Research Service, 2016; OECD, 2014). Education

systems need to make sure that initial teacher education (ITE) and continuous professional development (CPD) opportunities effectively equip teachers with intercultural competences, linguistically and culturally responsive teaching skills and ability to reflect on their own beliefs, cultural and socioeconomic differences.

UNDERSTANDING DIVERSITY IN EUROPE: DEFICIT OR OPPORTUNITY?

The way diversity is perceived and interpreted is largely influenced by European countries' history, socioeconomic background, experiences with diversity and political priorities (Burns & Shadoina-Gersing, eds., 2010). The study detects a growing tendency to recognise the benefits that cultural, linguistic, religious and social diversity can bring to schools and to society. This process represents a move forward from regarding difference as a burden, or as an issue that has to be dealt with (see Figure 1). Nevertheless, rigid deficit-based approaches still prevail in many countries. These highlight the need to encourage a genuinely inclusive paradigm shift that has already found its way into the policy documents in a few European countries, such as

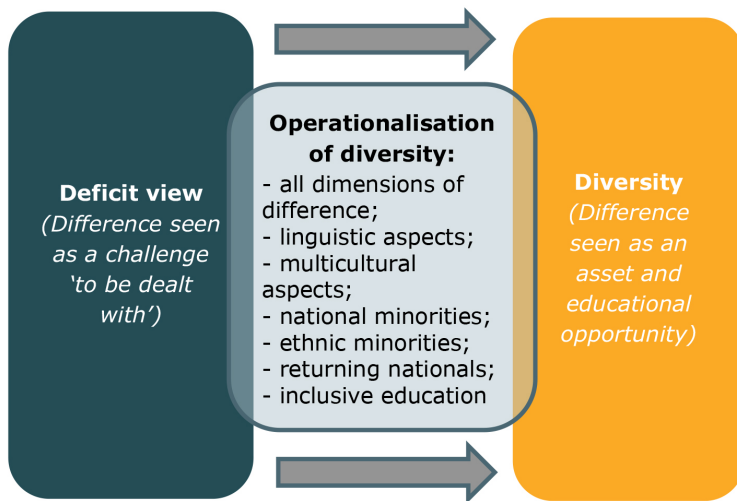


Figure 1. Conceptualisation of diversity in Europe, PPMI based on (Burns & Shadoina-Gersing, eds., 2010)

Austria, Germany, Finland, Norway, Sweden and others.

Differences in the conceptualisation of diversity shape the way teacher education is implemented, more specifically the policy landscape, the definition of teacher competences and how they are in turn translated into ITE curricula.

DEFINING COMPETENCES FOR DIVERSITY IN TEACHER COMPETENCE FRAMEWORKS

Despite a growing tendency to support the preparation of future teachers for diversity, our mapping revealed several discrepancies and limitations on the way this issue is effectively tackled in policy in Europe. National policy goals across Europe do not tend to directly emphasise student teachers' preparedness for dealing with diversity in the classroom. Many European countries address the need to better prepare future teachers for diversity in an indirect manner only. Policy goals tend to insist on related concepts such as equal opportunities, the fight against discrimination or the promotion of human rights. This in turn affects how teacher competences are defined.

Although they are used by most of the countries across Europe, teacher competence frameworks vary in their features, level of details, focus, policy tools used, actors entrusted to implement the policy, and in their aims, usages and recognition (European Commission, 2015; European Commission/EACEA/Eurydice, 2013). Almost all countries analysed in this study mention at least some kind of teacher competences necessary for diversity, despite a lack of consensus on what these

competences should be (see Figure 2). Nevertheless, competences for diversity rarely include specific learning outcomes in terms of knowledge, attitudes and skills. This creates limitations in the way these competences are reflected in ITE curricula. Furthermore, existing quality assurance systems are rarely linked to the framework of competences and learning outcomes to be acquired by student teachers.

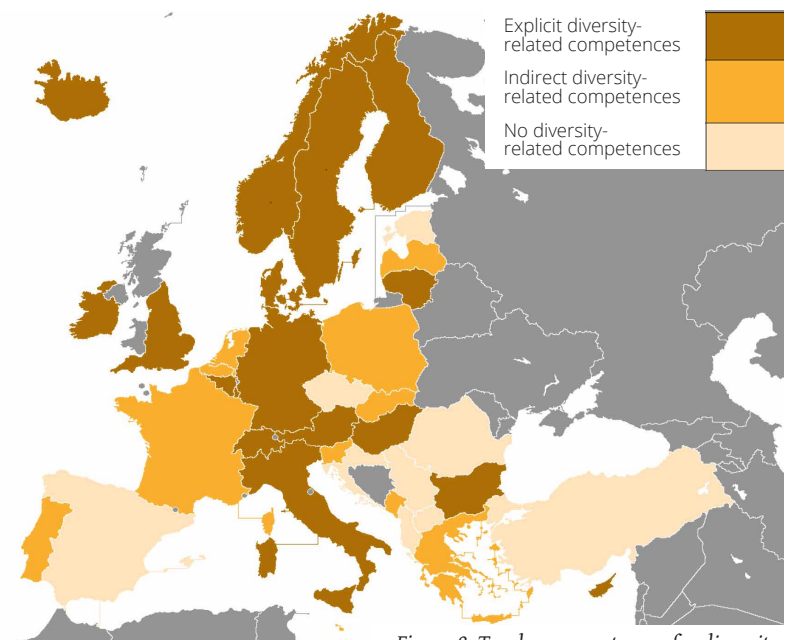


Figure 2. Teacher competences for diversity

Case studies show that practical experiences in diverse environments can have a positive impact on student teachers



Good practice: Hamburg

The University of Hamburg made a provision which makes elements of multilingualism, diversity as well as multicultural and multi-religious aspects compulsory in all stages of teacher education for the teaching of all subjects.

🏠 https://www.diver.uni-hamburg.de/studium/mehrsprachigkeit_lehrerausbildung.html

Good practice: Nightingale

Nightingale is a mentoring project that is part of the ITE curriculum of the University of Teacher Education in Zug, Switzerland. It aims to contribute to student teachers' cross-cultural understanding and intercultural learning while supporting pupils' integration.

Student teachers are paired with pupils (8-12 years, mainly but not only with an immigrant background) from a local primary school, and get together for approximately two to three hours per week over a period of seven to eight months. During this period, student teachers are coached individually and in groups in certain theoretical topics (intercultural communication, individual perception, working with parents). As an adult role model in a close relationship with a child, student teachers gain insights into children's lives, an increased intercultural knowledge, understanding and empathy.

🏠 Source: nightingalementoring.org/

TRANSLATING DIVERSITY GOALS INTO ITE CURRICULA

Content of ITE curricula

The introduction of mandatory courses aimed at better preparing teachers for diversity is a necessary step in making the curriculum more relevant to all learners, but is more effective when accompanied by an **integrated curriculum approach**. Introduced within all ITE degree programmes, transversal modules on multiple aspects of diversity such as multilingualism, intercultural education, empathy learning or citizenship education represent an integrated way to infuse diversity throughout the curriculum (as seen from examples in Hamburg (Germany) and Aarhus (Denmark)). This approach helps to make diversity a common issue, without limiting it to a particular ITE pathway or accessible to an isolated group of teachers.

However, the study reveals that initiatives which integrate diversity content in ITE curricula in a cross-cutting manner are still rare in Europe. Instead, diversity-related content is either available through specific ITE programmes,

or ad hoc courses and workshops occasionally integrated into the learning process.

Practical training

Research suggests that complementary field experiences are essential to effectively prepare student teachers for classroom diversity (Almarza, 2005). Placements in diverse school environments can be crucial when combined with relevant coursework to improve student teachers' intercultural sensitivity (Tinkler & Tinkler, 2013). Multicultural practical experiences can help student teachers to change their attitudes to and perception of diversity and knowledge on issues of ethnicity, power, and inequality in education (Scott, 2012). Case studies show that practical experiences in diverse environments can have a positive impact on student teachers, when accompanied by appropriate courses, effective supervision by teacher educators and mentors, and adequate reflective opportunities.

Support measures

Additional support measures such as centres of expertise, collaborative working groups, research projects and networks can provide useful support to initial teacher education institutions to build their capacity to effectively prepare student teachers to teach about diversity.

Other key issues to consider when it comes to developing effective initial teacher education preparing student teachers for diversity are:

- Quality assurance frameworks, to ensure that all the state goals and competences frameworks are well implemented;
- Admission policies, ensuring overall quality of teacher education and attracting strong and motivated candidates;
- Funding incentives and programmes, supporting additional projects in ITE;
- Preparing teacher educators - teacher educators have a decisive role in developing effective and innovative curricula, pedagogical practices and tools thus building the foundation for reflectivity, openness and innovation in ITE.

Read further: European Commission (2017), *Preparing teachers for diversity: Role of Initial teacher education, Final study report prepared by PPMI for DG Education and Culture*.

🏠 Available at: <https://publications.europa.eu/en/publication-detail/-/publication/b347bf7d-1db1-11e7-aeb3-01aa75ed71a1/language-en>

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Examples of support measures

1

Centre of expertise

NORWAY

The National Centre for Multicultural Education (NAFO) in Norway works on research and developmental projects in collaboration with several education stakeholders, including ITE providers. According to its mandate, NAFO aims to (NAFO, 2010):

- contribute to the implementation of quality development actions related to subject didactic activity in cooperation with schools and ITE providers;
- provide advice and assistance to ITE providers in their effort to implement national priorities/ commitments that promote competence development in primary and secondary education;
- act as a resource and cooperative partner for the other national centres, HE-sector/teacher education and other national actors in their work dealing with diversity and multicultural education.

🏠 Source: <http://nafo.hioa.no>

2

Collaborative networks

IRELAND

The DICE Project in Ireland is a collaborative partnership between five ITE providers at primary level, guiding them to develop and use the capacity and expertise of teacher educators to integrate development education (DE) and intercultural education (ICE) into ITE programmes.

🏠 Source: <http://www.diceproject.ie/>.

3

Students' network

GERMANY

The students' network Life is Diversity launched in 2011 and turned into a registered University of Paderborn group in 2016. The group, composed of student teachers and teachers, is a result of the cooperation with the Network of teachers with a migrant background (NRW). The group initiates exchange of experience about teaching in intercultural settings in order to better prepare for their future teaching in diverse classes. The group organises support measures for refugees, including German language classes.

🏠 Source: <https://plaz.uni-paderborn.de/en/lehrerbildung/besondere-angebote/mitarbeit-in-projekten-und-netzwerken/studierendennetzwerk-leben-ist-vielfalt/>.

The Council of Europe's Reference Framework of Competences for Democratic Culture: Implications for Teacher Education



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Since 2013, the Council of Europe has been conducting an ambitious education project, “Competences for Democratic Culture” (CDC). This project has produced a comprehensive competence-based reference framework for use in education for democratic citizenship and intercultural education. The CDC framework offers a range of detailed proposals on how formal education – ranging all the way from pre-school through to university level – can be used to equip young people with the competences that they need for participating as active citizens in democratic culture and for interacting appropriately and respectfully with people who are perceived to have different cultural affiliations from themselves. The framework can also be used to guide non-formal and informal education that is aimed at fostering young people’s citizenship and intercultural competences.

Readers should note the use of the term ‘democratic culture’. This term has been used deliberately to emphasise the fact that, while democracy cannot exist without democratic institutions, these institutions themselves cannot work in practice unless citizens participate in democratic culture by holding democratic values and attitudes and

being willing to engage in democratic practices. In other words, a functioning democracy requires citizens to have a commitment to democratic processes, a willingness to express their own opinions, a willingness to listen to the opinions of others, a commitment to decisions being made by majorities, a commitment to the protection of minorities and their rights, and a conviction that conflicts must be resolved peacefully.

In addition, the CDC framework proposes that intercultural dialogue is vital for democracy to work in culturally diverse societies. A fundamental principle of democracy is that the people who are affected by political decisions should be able to express their views when those decisions are being made, and that decision-makers should pay attention to those views when making their decisions. Intercultural dialogue is precisely the means through which citizens can communicate their views, needs, concerns and aspirations to other people who have different cultural affiliations from themselves. In other words, in the case of culturally diverse societies, intercultural dialogue is absolutely vital for democratic discussion and debate, and for enabling all citizens to contribute to political

decision-making on an equal footing, irrespective of their specific cultural affiliations.

The CDC Framework contains three main components: (1) a conceptual model of the competences that young people need to acquire in order to participate effectively in democratic culture and intercultural dialogue; (2) scaled descriptors for all of the competences specified in the conceptual model; and (3) guidance for ministries of education and for education practitioners on how the model and the descriptors can be used to inform curriculum development, the design of appropriate pedagogical methods, and the development of suitable assessment methods to support the teaching and learning of these competences. Each of these three components is described and explained below.

The first component of the CDC framework: the conceptual model

At its heart, the CDC framework contains a conceptual model of the competences that people require to

participate effectively in democratic culture and intercultural dialogue. These are therefore the competences that education needs to help young people to acquire so that they are properly equipped for their future lives as interculturally competent democratic citizens.

The process of developing the model involved auditing existing conceptual schemes of democratic and intercultural competence. In total, 101 such schemes were audited.

These schemes were analysed to identify the constituent competences which they contained, and a set of principled criteria was used to identify the core competences that were contained across the 101 schemes. A first draft of the conceptual model was produced and submitted to an international consultation with academic experts, educational practitioners and policymakers, including experts nominated by the education ministries of the Council of Europe's member states.

The CDC framework contains a conceptual model of the competences that people require to participate effectively in democratic culture and intercultural dialogue



The model received strong endorsement in the consultation, and the feedback that was received was used to fine-tune and finalise the model. The model contains 20 competences in total. These are the competences that young people need to acquire if they are to engage in intercultural dialogue and function as effective democratic citizens. The 20 competences fall into four broad categories: values, attitudes, skills, and knowledge and critical understanding. A summary of the CDC model (the so-called ‘CDC butterfly’) is shown in Figure 1. This lists all of the component competences that together comprise intercultural and democratic competence. The framework provides detailed definitions and descriptions of all the components shown in this figure.

The CDC framework proposes that, in real-life situations, these competences are rarely mobilised and used individually. Instead, they are much more likely to be deployed in clusters. Depending on the situation and the specific demands, challenges and opportunities which that situation presents, as well as the specific needs of the individual subsets of competences will be activated and deployed. Furthermore, any given situation also changes over time. For this reason, an effective and adaptive response requires the constant monitoring of the situation and the appropriate ongoing active adjustment of the competences being deployed. In other words, a competent individual mobilises and deploys clusters of competences in a fluid, dynamic and

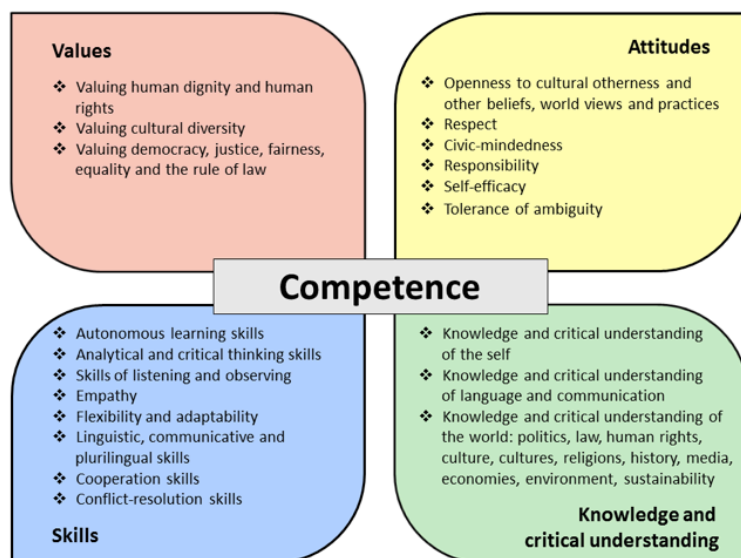
adaptive manner in order to meet the constantly shifting demands, challenges and opportunities that arise in democratic and intercultural situations.

Full details of the conceptual model are provided in the book *Competences for Democratic Culture - Living Together as Equals in Culturally Diverse Democratic Societies*. This book was published by the Council of Europe in 2016, and it is available as a free download from the CDC project website:

🏠 www.coe.int/competences.

It should be noted that 14 of the 20 competences in the CDC model are key components of intercultural competence: valuing human dignity and human rights; valuing cultural diversity; openness to cultural otherness and to other beliefs, world views and practices; respect; self-efficacy (i.e., the confidence that one has the ability to participate effectively in intercultural situations); tolerance of ambiguity; analytical and critical thinking skills; skills of listening and observing; empathy (i.e., cognitive and affective perspective-taking skills); flexibility and adaptability; linguistic, communicative and plurilingual skills; knowledge and critical understanding of the self; knowledge and critical understanding of language and communication; and knowledge and critical understanding of culture, cultures and religions. The CDC framework therefore offers a comprehensive and systematic approach which can be used for the purposes of fostering the intercultural competence of learners.

Figure 1. The CDC conceptual model



The second component of the CDC framework: the descriptors

In addition to developing the model of competences, the project team has also developed scaled descriptors for all of the competences in the model. Descriptors are statements or descriptions of what a person is able to do if they have mastered a particular competence. The descriptors have been formulated using the language of learning outcomes, so that they can be used not only for assessment purposes but also for curriculum development and pedagogical planning.

The process of developing the descriptors involved an audit of existing psychometric scales, research documents and policy documents. In total, 98 source documents were audited. Scale items and statements found in these documents were extracted and rephrased to construct short statements which could potentially serve as descriptors.

The project identified 447 highly rated scaled descriptors covering all 20 competences in the model

The third component of the CDC framework: the guidance documents

Finally, the CDC framework contains six guidance documents which explain how the competence model and the descriptors can be used for educational purposes. These documents discuss:

- How to use the framework for curriculum development
- The pedagogical methods that are most appropriate for the teaching and learning of the 20 competences

Initially, 2,085 descriptors were written. These descriptors were then evaluated using a series of rating tasks, validation tasks and scaling tasks that involved 2,094 teachers across Europe. The data were used to identify the descriptors that received the highest ratings from the teachers for, *inter alia*, the clarity of their wording, their observability in educational settings, and their usefulness for assessing the target competence. The teachers were also asked to use subsets of the descriptors for rating individual learners, on the basis of which the descriptors were then statistically scaled to three different levels of proficiency – basic, intermediate and advanced. Through these processes, the project identified 447 highly rated scaled descriptors covering all 20 competences in the model. Of these, 135 were identified as key descriptors. Examples of the scaled key descriptors for two of the competences in the model are shown in Box 1.

- How to use the framework for assessing students
- How to apply the framework using a whole school approach in order to foster the development of the 20 competences
- How teacher education needs to be adapted in order to support the use of the framework in national education systems
- How the framework can be used to combat radicalisation leading to violent extremism and terrorism

Box 1

Examples of scaled key descriptors for two of the competences

SKILLS OF LISTENING AND OBSERVING

Basic level of proficiency

- Listens attentively to other people
- Listens carefully to differing opinions

Intermediate level of proficiency

- Can listen effectively in order to decipher another person's meanings and intentions
- Watches speakers' gestures and general body language to help himself/herself to figure out the meaning of what they are saying

Advanced level of proficiency

- Pays attention to what other people imply but do not say
- Notices how people with other cultural affiliations react in different ways to the same situation

EMPATHY

Basic level of proficiency

- Can recognise when a companion needs his/her help
- Expresses sympathy for the bad things that he/she has seen happen to other people

Intermediate level of proficiency

- Tries to understand his/her friends better by imagining how things look from their perspective
- Takes other people's feelings into account when making decisions

Advanced level of proficiency

- Accurately identifies the feelings of others, even when they do not want to show them
- Expresses the view that, when he/she thinks about people in other countries, he/she shares their joys and sorrows

Users of the framework are invited to reflect on and select for themselves the options that are most suitable for use within their own education contexts

Crucially, these guidance documents are open-ended in nature. In other words, they outline the different options and possibilities that may be used for implementing the framework. They also explain the pros and cons of the various options and possibilities. Users of the framework are invited to reflect on and select for themselves the options that are most suitable for use within their own education contexts. Decision-making is very deliberately left to local policymakers and practitioners, who are the ones who have the detailed understanding of the national and local contexts in which they are operating.

The political process behind the CDC project

There has been very strong endorsement of the CDC framework at the political level across Europe. The education ministries of the Council of Europe's member states have been kept informed about the framework at all stages of its development, at meetings of the Council of Europe's Steering Committee for Educational Policy and Practice – this committee consists of policymakers from the education ministries of the 50 countries that are signatories to the European Cultural Convention. The education ministries have also been inputting ideas and advice to the CDC project at meetings of the committee. The committee has expressed very strong support for the project since it began back in 2013.

The CDC framework has also been presented to the Education Ministers of the member states on two occasions: at the Council of Europe's *Standing Conference of Ministers of Education* in Brussels in April 2016, and at the *Conference of the Cyprus Chairmanship of the Committee of*

Ministers in Nicosia in March 2017 which was on the theme “Securing Democracy through Education”. These two conferences were convened specifically to showcase and explain the CDC framework to Education Ministers and to their ministry officials. The Final Declaration by the Ministers at the Brussels conference welcomed and endorsed the framework, and called on the Council of Europe to assist member states in examining and implementing the CDC framework in their own national education systems.

Implications of the CDC framework for teacher education

Although the CDC guidance documents are open-ended in nature, with decision-making being devolved to local policymakers and practitioners, the available research evidence suggests that CDC-based education will be most effective if it is delivered using a cross-curricular and whole-school approach. However, in most cases, implementing the CDC framework using this approach will require changing many aspects of school life. Teacher education therefore needs to prepare teachers adequately for implementing and managing these changes.

The guidance document on teacher education discusses the role of both pre-service and in-service teacher education in preparing teachers for the tasks of promoting and implementing education based on the CDC framework. The document suggests that, ideally, the responsibility for delivering CDC-based education should not be assigned solely to subject-specific specialists (e.g., teachers of civic education or social studies). Instead, this responsibility should be shared by all teachers, irrespective of the



specific school subject which they teach. Teacher education therefore needs to ensure that all teachers understand the principles of the CDC framework and are proficient in applying these principles in the course of their everyday planning and practice.

The teacher education document also emphasises that, in order to be able to educate children and young people in ways that foster the development of the competences, it is essential that teachers themselves acquire democratic and intercultural competences. This also applies to teacher educators. Teacher education therefore has a responsibility to ensure that future and practising teachers are properly equipped with these competences. In addition, the document provides some relevant examples of good practice in teacher education from different European countries, and cross-refers the reader to the other guidance documents for further guidance on more specific issues.

The document on the whole school approach

One of the documents to which there is cross-reference is the document on the whole school approach. A whole school approach involves using democratically and interculturally appropriate and respectful structures and procedures in all aspects of school life, including curriculum development, the choice of teaching and learning methods and resources, the choice of assessment methods, school leadership, governance and decision-making, staff-staff, staff-student and student-student relationships, extracurricular activities, and links with the community. If a whole school approach is to be used, teachers need to know what this approach entails in practice, and how to implement it.

The document on curriculum development

Teachers also need to know about the principles of curriculum design (e.g., horizontal and vertical coherence, progression, relevance for learners, transparency, avoiding curriculum overload, etc.). In addition, they need to be proficient in applying the CDC framework (both the competences and the descriptors) in auditing and reviewing the prescribed curriculum so that they can identify where intercultural and democratic competences may be targeted as suitable learning outcomes. They also need to be trained in how to develop the curriculum to ensure that as many competences as possible are fostered in learners, and how to utilise a cross-curricular approach, so that the responsibility

The document provides some relevant examples of good practice in teacher education from different European countries

for fostering democratic and intercultural competences may be distributed and incorporated across the entire school curriculum in an appropriate manner.

The document on pedagogy

The document on pedagogy emphasises the need for teachers to know about the principles of pedagogical planning (i.e., the role of experience, comparison, analysis, reflection and action in teaching and learning). They also need to be proficient in the use of the wide range of teaching and learning methods that are most suitable for fostering the development of democratic and intercultural competence in learners. These include: teacher modelling of democratic attitudes and behaviours, implementing democratic processes in the classroom, cooperative learning, project-based learning, and service learning.

The document on assessment

Finally, teachers also need to know about the principles of assessment (i.e., validity, reliability, equity, transparency, practicality and respectfulness). Moreover, they need to be proficient in the use of the wide range of assessment methods that are most suitable for fostering the development of democratic and intercultural competence in learners. These include open-ended diaries, reflective journals and structured autobiographical reflections, observational assessment, dynamic assessment, project-based assessment, and portfolio assessment

Developing teachers' own intercultural and democratic competence

As has already been noted, if the CDC framework is to be successfully implemented, it is vital that teachers themselves are democratically and interculturally competent. There are many actions that may be taken to develop teachers' democratic and intercultural competence during the course of their education and training. These include adopting pedagogical methods in teacher education that require those being trained to use experience, comparison, analysis, reflection and action for developing their own competences. Cooperative learning and project-based learning opportunities for teachers lend themselves extremely well to the development of many of the competences in the framework. Teachers should also have plentiful opportunities to undertake their own participatory democratic actions in relevant contexts, and they should also be encouraged to reflect critically on their actions.

In addition, intercultural encounters and experiences are vital to develop teachers' intercultural competence. These encounters may take place face-to-face or through the internet. Intercultural experience can also be obtained by reflecting on and deconstructing representations of cultural others that appear in texts or in visual media such as television, cinema, magazines, newspapers, etc. It is important to develop teachers' self-awareness of their own democratic

and cultural positioning(s) in relationship to others, and to encourage their critical reflection on their intercultural encounters and democratic experiences. In order to successfully implement the CDC framework, teachers need to be reflective practitioners.

Finally, the competences of teachers will also be optimally fostered if the educational and training activities take place within institutional environments in which democratically and interculturally appropriate and respectful structures and procedures permeate all aspects of institutional life.

Conclusion

The CDC framework offers a systematic approach to designing the teaching, learning and assessment of democratic and intercultural competence. It also provides extensive guidance on how these competences can be introduced into education systems in ways that are coherent, comprehensive and transparent for all concerned.

The Framework documents will be contained in three volumes that are due to be published in April 2018. These will be made available as free downloads from the CDC project website (www.coe.int/competences). It is hoped that these documents will be used extensively to inform practices throughout formal, non-formal and informal education.

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Intercultural Education of Preservice Teachers



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This paper is related to the program in preservice teacher education at Teachers College where I have been a faculty member for the past 12 years. I begin by providing some context as to who is served by the program, the city in which it operates and the structure and ethos of the program. These are not random contextual pieces but rather directly bear on the intention of the program to expose incoming student-teachers to what might be described as intercultural differences through their education.

The student-teachers who enroll in our program are typically a non-diverse set of students who might be generally described as follows: white, female, middle to upper-middle income, suburbanites from prestigious/peer institutions with bachelor's degrees in history, political science and related social science fields. The faculty has made an explicit commitment to attracting a more diverse group of student-teachers but the reality that presses upon us is that tuition is over 50,000USD annually and scholarship funding is severely limited such that it is difficult to attract economically disadvantaged students. Of course there are exceptions to this student profile but it does and has represented a typical cohort of students for well over two decades in the program in social studies. The experiences of our students, given this shared background, is also quite similar as most were part of peer groups that were academically high-achievers in contexts where that achievement

was highly valued and education was a top priority, though often for economic reasons (or, a learn-to-earn rationale) rather than for purely educational value.

The program faculty, fully aware that most beginning teachers in New York City will be hired by public schools with predominately historically marginalized and economically distressed students, aims to prepare teachers for those school contexts where they are most likely going to be employed. Thus, our students are placed in these very same schools, often with cooperating teachers who are alum of our program and have a shared understanding of our pedagogical orientations—for constructivist, student-centered learning and towards social justice in a globally interdependent world. Too, we have a corollary belief that if students are in high-need contexts, they will develop a more sophisticated understanding of the educational needs of a distraught public education system wherein inequity is the norm.

Students take 12 classes and two field experiences over the course of one calendar year to complete the program which entitles them to a teaching certificate/license in New York state. Courses at the university meet weekly and some are specifically designed as reflective spaces about the field experience, others are focused on pedagogical practices and still others are intended to engage student-teachers in learning about germane content, such as world history, geography, US

An important consideration is the degree to which students are pre-prepared to enter these learning environments and the extent to which they have learned about the context and history of colonialism, for example, to interpret their encounters



social beings that connects them to others and situations beyond the immediate, at all places and times. We have argued that a more robust accounting of what John Dewey called our inter-esse, or the way in which our being [esse] is necessarily bound up with the being of others would help to nurture a robust grasp of such inter-other encounters, regardless of where in the world, or how near or far from 'home', they may happen to occur (Gaudelli and Laverty, 2016).

history, constitutional law and civics education. Students have some latitude about which courses to attend though the state requires that each has a minimum of 30 course-hours in 'history and social science contents' in order to be licensed to teach secondary social studies.

We situate this preparatory work based on emerging scholarship in the preparation of teachers for intercultural competence. Various studies have demonstrated the personal learning that occurs when beginning teachers encounter otherness, though the site of these encounters is typically in out-of-country placements. Pence and MacGillivray (2008) for example found that US elementary teachers studying in Rome developed greater self-confidence as a result of being in a different cultural milieu.

Similarly, McGaha and Linder (2012) surveyed US education students working in Brussels and found that they saw a broader range of diversity in Belgian schools and came to appreciate the range of what diversity discourse constitutes in this European/immigrant metro area.

These educational exchanges among US and Canadian students going elsewhere are not unproblematic, however, as Kulkarni and Handley-Maxwell (2015) demonstrated how some student/participants harbored deeply imperialistic sentiments about East Africans while engaged in study there. An important consideration is the degree to which students are pre-prepared to enter these learning environments and the extent to which they have learned about the context and history of colonialism, for example, to interpret their encounters. Sharma's (2013) study of students learning about Honduras through a critical frame, however, illustrates what is possible with respect to intercultural learning when it accounts for context and history.

My work in this area suggests that even when historical and contextual content are used in preparation for the 'encounter' there remain limitations in the translation capacity of beginning learners in novel situations. Part of what is missing, I would argue, is a more connective sense of people as

I wish to highlight two practices ongoing in our teacher education program that address directly the issue of intercultural engagement for student-teachers. The first, as alluded to in the description, is the placement of our students in urban NYC schools. The vast majority of our student-teachers did not attend or have occasion to visit a public, city school so this is a significantly different experience, one that has caused anxiety with certain students in the past. We decided to shift nearly all of our field placements for student-teachers approximately six years ago. Previously, the program placed in primarily elite public high schools and similar private secondary schools. When I became program director, I sought this change as the first of many as I held that this was unlikely preparation for their eventual job as well as very poor symbolism for an institution that is oriented towards social justice.

In one outlier situation, a student refused to attend an urban school as she felt unsafe in the neighborhood and school and was unable to

understand that much of her anxiety was a result of the novelty of the situation rather than any real danger. Fortunately, we happened to have a student in that cohort also assigned to that school who grew up in East Los Angeles, an area with similar demographics to the South Bronx (NYC). We decided to 'buddy' these two students and that was sufficient comfort for both of them to be successful in the placement. While an outlier, this situation helps to illustrate the 'border-crossing' that a suburban-raised to urban-student-teaching environment represents in the context of the contemporary US.

The second practice I will briefly highlight occurs within one of the university-based content courses taught; in this case, Global Citizenship Education. In GCE, I ask students early in the semester to identify 4-6 social groups with which they affiliate that have an activity/location associated with the same. For example, students might say that they are Jewish and attend synagogue on Friday evenings along with a seder meal while others identify as gay and go to a pub that caters to gay people. I then pair students, somewhat randomly but with the intention of having them experience 'beyond' their cultural comfort zone, for what we call a 'global outing'. The students identify the two locations and times/gatherings they will visit--one where they are the outsider who is brought along by an insider, and the other where they serve as the insider for the outsider. They then offer reflective responses about what they learned about their visitations that are shared with the class.

The insights generated are revealing in a variety of ways. First, students are typically proud to showcase a feature of themselves that other students might not otherwise observe. They enjoy the positioning of being the insider who can translate and facilitate understanding of their group by an other. Second, when positioned as outsiders they appreciate the humility developed from not knowing the norms, processes and practices of another group. Third, students report a growing awareness of the diversity that exists within any social group, even one that is otherwise and apparently homogenous as our cohort of student-teachers tends to be. My observations, in addition to these, relate to how students come to situate their own identities as imbued by multiplicity, such that while each of these insider attributes resonates, they alone do not constitute the whole of a person's being. Too, they begin to see the way that various 'global identities' are not refracted in local ways and with points of resonance in immediate experiences very close to home.

In conclusion, I have engaged in practices of intercultural understanding, appreciation and learning over three decades as a classroom teacher, teacher educator and scholar, and yet I remain skeptical of the changes that can occur through these encounters. Yes, for sure, there are openings for young people to remake themselves in light of these episodes, though I cannot say with certainty that it was these momentary, contrived 'learning' experiences that indeed triggered those changes. Perhaps

we need to know more about the wider societal context in which these moments of change occur. Can we say that the willingness to engage with humility on the terms of an other, to attempt to see the world through their eyes, generalizes to all people with whom we interact and encounter? I doubt it. Though I am also a believer in the educative power of time and experience, or in these planned experiences coupled with the chance encounters that all people experience, potentially reframed by the formalism of education, that encourages an intercultural spirit to root in a person. I remain hopeful for those possibilities on an uncertain terrain of working towards greater understanding, appreciation, and ultimately, peace.

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Intercultural learning in in-service teacher education: from theory to practice?



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The present article is primarily based on insights from research and professional development workshops in Hungary but will hopefully be also relevant for educators elsewhere. The three questions at the center of this article are the following:

- Why do teachers still refuse, forget or fail to include intercultural learning (ICL) in English as a foreign language (EFL) classes?
 - What did today's English teachers learn about ICL and what do teacher educators think about it today?
 - Practical examples from in-service professional development courses and workshops on intercultural education.
-

Why do teachers fail to include ICL in EFL classes?

According to a study (Lázár, 2007) conducted in four countries about 10 years ago the main reasons for teachers to fail to incorporate the intercultural dimension in English language teaching were teachers' lack of first-hand experience of other cultures and their feelings of incompetence due to lack of training in the given area (Project website: <http://archive.ecml.at/mtp2/iccinte/results/>). Some of the participants blamed their course books' deficiencies and others their own or their school's strong grammar and exam orientation. Younger teachers claimed to be preoccupied with discipline issues or claimed to have a poor repertoire of classroom activities with a cultural focus. Even the few participants who occasionally focused on the intercultural dimension of language teaching

claimed to have difficulties "embedding" the activities in their lessons. Finally, and quite interestingly, some teachers had reservations about whether developing intercultural competence is the task of the language teacher at all (Lázár, 2007).

What did today's English teachers learn about ICL and what do teacher educators think about it today?

In the 1970s and 1980s university-based English teacher training programs only offered target language civilization courses for future teachers in Hungary. In the 1990s occasional optional courses on teaching language through culture and methodology of cultural studies appeared in the programs. In the academic year 2005/06 there were already several optional intercultural courses at many



universities but 70% of all pre-service English teachers in Hungary could still graduate and become English teachers without learning anything about the development of intercultural competence (ICC). It was only in 2012/13 that ICC development became integrated in an increasing number of compulsory lecture courses, seminars and examinations for future English teachers in the seven university English teacher training programs in Hungary (Lázár, 2013).

However, there are still many lecturers and education managers at university who do not think very highly of the role of ICC development today. From a study conducted by Holló (2016) it is revealed that approximately 3% of the courses at a large university with a very good reputation in Hungary have intercultural content. In addition, it seems that many university instructors and managers still hold the view that “interculturality and intercultural communication are buzz words; they are devoid of any real meaning. Many get on this bandwagon to sell their ideas. Interculturality has nothing to do with ELT or teacher training. It is another dimension. Developing the acceptance of difference and the rejection of hate speech are part of the socialisation process, and the domains responsible are the family, churches, schools and beyond...” (a program manager’s views in Holló’s study). How schools are supposed to teach the intercultural dimension if teachers are not taught about the aims and methods

remains a question unanswered. It is also questionable how credible the program is with its compulsory courses on intercultural communication if the leadership does not unanimously hold it of value. As a result, many instructors and lecturers who focus on the development of intercultural competence feel that they are forcing their students to “swim against a very strong current at a Faculty where very few of their other courses incorporate the intercultural dimension” (Holló, 2016).

PRACTICAL EXAMPLES FROM PROFESSIONAL DEVELOPMENT COURSES AND WORKSHOPS FOR TEACHERS

1. One-semester courses on intercultural learning

In the context described above, there are, however, a few one-semester courses for correspondence students earning a second degree (in-service teachers who have been in the profession for a while as teachers of other subjects). In addition, trainers regularly hold short workshops for practicing teachers of English or other subjects on the intercultural dimension of teaching.

A one-semester course for future English teachers typically lasts 14 weeks with one 90-minute class per week. The aims of these courses are to raise teachers’ awareness of the importance of intercultural competence in communication and to experiment with and reflect on ways of developing it in EFL classes. By the end of the course participating teachers

How schools are supposed to teach the intercultural dimension if teachers are not taught about the aims and methods remains a question unanswered

Pestalozzi Fridays is the name of a professional development community for happier schools in Budapest

become familiar with some of the basic theoretical work in ICC, and designing and facilitating in-class and online activities with an (inter) cultural focus. The new methods and approaches to EFL for ICC based on the experiential approach, task-based learning, project work and cooperative structures help them analyze course books and lessons from an intercultural perspective in a learning-by-doing fashion and give them the tools to conduct action research in their own contexts.

Some of their readings are usually assigned from *Developing Intercultural Competence through Education* (Barrett, Byram, Lázár, Mompoin-Gaillard and Philippou, 2014) and *Developing the Intercultural Dimension in Language Teaching* (Byram, Gribkova and Starkey, 2002). Typical activities include role-plays, simulations, debates and cooperative group work followed by reflective discussions. In addition, there is also a substantial video input in the blended learning version of the course.

At the end of the semester, feedback from teachers often includes statements like the following: “I had never heard of this intercultural dimension before.” “I had thought that ICC was just a new fad and I was tired of renewing my practice all the time but this course was an eye-opener for me.” “Teaching ICC was not included in my teacher education program. It was interesting but at my school we have to focus on preparing students for their exams.” “I had never realized that some of the EFL course books actually reinforce stereotypes.”

2. Three-day ICC workshop for teachers in a multilateral Comenius project

Within the framework of a long Comenius project to develop teachers’ and students’ ICC, a 3-day intercultural workshop was held for the teachers whose classes living in four different countries were subsequently working together in Moodle for 5 months. Intermediate English language learners in four classes from Bulgaria, Hungary, Italy and Turkey participated in the project. The follow-up online guidance for teachers was provided by the trainers of the project team. The materials in Moodle were also designed by the team together with the teachers themselves and were largely based on *Mirrors and windows - an intercultural communication textbook*. Although the initial 3-day workshop on ICC was quite short, the follow-up immersion in the work with four international groups of English language learners proved to be at least as rewarding for the teachers as the initial workshop. On many occasions it seemed that going from practice to theory was a very enriching experience for the participating four educators.

More information about this experience can be found in the project’s publication: *Web Collaboration for Intercultural Language Learning* For the participating students’ intercultural competence development see also a study by Lázár (2016).

3. One-afternoon ICL workshops for teachers

Pestalozzi Fridays is the name of a professional development community for happier schools in Budapest, building on ideas and resources of the **Council of Europe - Pestalozzi Programme**. Teachers meet to discuss topics of interest from intercultural communication through assessment and gamification in order to try things out, discuss them, learn and grow. Trainers and participants are there on a voluntary basis. The sessions are planned and facilitated by a team of eight trainers (2 each time, taking turns). We meet once a month for 3 hours on a Friday afternoon, and many teachers are regulars, which means very beneficial long-term engagement.

Despite the variety of professions, what connected members of the team of trainers was that in the previous years we had all taken part in international workshops and courses of the **Pestalozzi Programme of the Council of Europe** as participants or facilitators. In 2013 we made our regular meetings open to other interested colleagues in Budapest. We hoped to continue to learn from each other and also familiarize other colleagues with the background knowledge on and the practical implementation of education for democratic citizenship, intercultural competence development, and experiential and cooperative learning for inclusive schools.

Our meetings are held on Friday afternoons, once every month, on a voluntary basis. We call them “Pestalozzi Péntek” in Hungarian,

or **Pestalozzi Fridays**. These afternoons of collaborative learning have become a great success despite the fact that teachers are usually very tired by the end of the week. For the fifth academic year now, the number of participants has always been between 40 and 55, and the great majority keep coming back to attend the sessions on a regular basis throughout the school year. Luckily, each year a different school offers to host us for free.

With such a large audience of interested colleagues, we started structuring the 3-hour Friday afternoon sessions around important themes and useful and adaptable activities. One of the recent sessions addressed teachers' competences to develop democratic and intercultural competence.

In the introduction we elicited and briefly talked about challenges at schools and in society at large such as lack of cooperation, poverty, fatigue, indifference, bullying, lack of tolerance, and even hate speech and discrimination. We asked participants to work in small groups and put on colored post-its what attitudes, skills and knowledge components they thought were necessary to overcome such challenges in the world and at schools. We then posted five broad categories that can be argued to make up democratic and intercultural competences:

1. Diversity and Empathy
2. Cooperation and Participation
3. Human Rights and Equity
4. Knowledge and Epistemology
5. Self and Interaction

Next, the participants were asked to put their post-its into the categories where they thought those belonged. Although they had not been aware of the five categories practically all their post-its actually fit under the labels.

In a follow-up “speed-dating activity” we used “teacher I-statements” printed on slips of paper (Mompoin-Gaillard and Lázár, 2015). Based on the “teacher I-statements” on the slips, participants had to explain to a partner in a few minutes what they already do as teachers in their own practice to promote tolerance, empathy, participation, cooperation, equity and so on. Then they had to move on to the next person with a different I-statement. The lively debriefing discussion that followed showed us how much we all learned from each other and pointed us to what else we can do in our practice to promote empathy and cooperation in order to build a friendly atmosphere at our schools. (For a more detailed description, see **Cards for Democracy by the Association Learn to Change.**)

In conclusion, with experienced teachers it has been found to be more beneficial to go from practice to theory. Take classroom situations, concrete examples of what happens at school and what options a teacher has to react, manage and support the learning process. Live through the experience, reflect on it and then explore and understand the theory behind it.

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Educating for global competence: the PISA assessment



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A project with strong roots in Tuscany

This is my second intervention at the Forum on Intercultural Learning and Exchange. When I came to Colle di Val d'Elsa two years ago, I had just started to venture in the complex field of education for intercultural understanding. At that time, following the work of an external contractor on the PISA assessment of global competence was just another task among the many I had as an analyst at the OECD. Things have changed quite a lot, as the OECD Secretariat took over from the contractor the responsibility for developing the assessment. Over the last two years we had to navigate some difficult choices: What dimensions of global competence can we assess in PISA? How can we design a single assessment of global and intercultural competences that is valid across many countries and cultural groups? If I have found some answers to these questions it is mostly thanks to the conversations I had with the people I met at the Forum. The assessment framework I briefly describe in this note is the product of a fruitful collaboration with Martyn Barrett, Veronica Boix Mansilla, Darla Deardorff and Hye-Won Lee, four of the experts who have been hosted by Intercultura in Colle. Mattia Baiutti, another good friend I met at the Forum two years ago, has done amazing work on the scenarios that PISA will use for its cognitive test, has reviewed the framework several times

and has guided me through the literature on intercultural learning along the way. This whole project, in sum, is a testimony of the value of the investment made by Intercultura and its partners in bringing together an extraordinarily group of people who are committed to improving education.

Let me now spend some words on the conceptual framework we have collaboratively developed for the PISA assessment.

Why we need to rethink education goals in a changing world

Why did PISA choose to develop an assessment of global competence? It is because it is clearly urgent that schools do more to prepare young people to become global citizens. Economic, digital, cultural, demographic and environmental changes are in fact shaping young people's opportunities around the world and increasing intercultural encounters on a daily basis. Ethnically diverse schools, workplaces and neighbourhoods are the most visible product of this global change. Young people today must not only learn to participate in a more interconnected world but also appreciate and benefit from cultural differences. However, they can only fully achieve this by cultivating global and intercultural understanding.



Developing a global outlook is a lifelong process that can be shaped by education. Schools can provide opportunities for young people to critically examine global relationships and significant global developments, and consider the implications of these both on the wider world and on their own individual lives. Schools allow students to engage in experiences that facilitate intercultural relations and that foster an appreciation for diverse people, languages and cultures, encouraging intercultural sensitivity and respect. Schools are also well-placed to enhance students' understanding of their role in the local and global community, and encourage them to take action for collective well-being and sustainability.

Education therefore has an important potential to facilitate students' global competence. Yet, and perhaps more importantly,

Schools are well-placed to enhance students' understanding of their role in the local and global community

schools must assume their role in educating young people in ways that are relevant for today's – and tomorrow's – demands. Young people will need to be equipped with the skills to successfully navigate and thrive in multicultural communities, adapt to a changing labour market, harness the use of media platforms effectively and responsibly, and support their nations' commitments to the United Nation's Sustainable Development Goals. Developing global competence is an invaluable way to help young people respond to such challenges.

Education for global competence: what are the goals?

A new "education for global competence" is thus needed to meet the increasing demands placed on schools. However, the goal of education for global competence is not to create an entirely new, standalone subject, but rather to move towards greater interdisciplinary curricula and experiment with new methods of collaborative learning that focus on global and intercultural issues.

Promoting global competence education is also essential for meeting three key policy goals shared by countries worldwide:

- To foster intercultural awareness and respectful interactions in

increasingly diverse societies, in order to limit cultural prejudices and prevent violent conflicts;

- To support employability by helping young people easily adapt, apply and transfer their skills and knowledge to new cultural contexts; and
- To encourage new generations to care about global issues and engage in tackling social, political, economic and environmental challenges.

Achieving these goals will require significant changes in the classroom: changes in what students learn about the world and other cultures, the opportunities that they have to practice what they learn, and the ways in which teachers support this learning and the needs of diverse students. Progress has already been made in many countries: some national curricula now put more emphasis on education for sustainable development and intercultural education; many teachers are also engaged on this front, encouraging students to analyse and reflect on the root causes of global issues, and share ideas on possible solutions. However, progress as a whole has been uneven, and good practices have not been shared sufficiently at the international level.

The PISA assessment of global competence

Data are necessary to know how well our students are prepared for life in multicultural societies, to identify what works in teaching for global education and to accelerate progress towards the SDGs. The PISA assessment of global competence therefore represents an important first step towards measuring what students learn about the complexity of globalisation and living in a multicultural world, and the extent to which they are prepared to address global developments and collaborate productively across cultural differences in their everyday life.

Global competence is defined in PISA as “*the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.*”

The concept of global competence is therefore comprised of four key dimensions:

These four dimensions are strongly interdependent and overlapping, justifying the use of the singular term “global competence”. For example, students from two different cultural backgrounds who work together for a school project demonstrate global competence as they:

1

TO EXAMINE

The capacity to examine issues and situations of local, global and cultural significance (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes).

2

TO UNDERSTAND

The capacity to understand and appreciate different perspectives and world views.

3

TO ESTABLISH

The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender.

4

TO TAKE

The capacity and disposition to take constructive action toward sustainable development and collective well-being.

get to know each other better (examine their cultural differences); try to understand how each perceives his or her role in the project and the perspective of the other (understand perspectives); negotiate misunderstandings and clearly communicate expectations and feelings (interact openly, appropriately and effectively); and take stock of what they learn from each other to improve social relationships in their classroom and school (act for collective well-being).

The four dimensions of global competence are supported by four inseparable factors: knowledge, skills, attitudes and values. For example, examining a global issue (dimension 1) requires knowledge of a particular issue, the skills to transform this awareness into a deeper understanding, and the attitudes and values to reflect on the issue from multiple cultural perspectives, keeping in mind the interest of all parties involved.

Effective education for global competence gives students the opportunity to mobilise and use their knowledge, attitudes, skills and values together while exchanging

ideas on a global issue in and outside of school or interacting with people from different cultural backgrounds (for example, engaging in a debate, questioning viewpoints, asking for explanations or identifying directions for deeper exploration and action).

PISA proposes one method for assessing global competence at scale. No single assessment can fully account for the complexity of global competence as a learning goal. Importantly, the PISA approach reflects the needs and the constraints of an international, large-scale assessment. It is thus no substitute for formative assessments of global competence at the classroom and school level.

The cognitive assessment in PISA uses a scenario-based approach. Some scenarios simulate a learning activity concerning a global issue

that teachers can facilitate in the classroom (e.g., a discussion in class about a new report denying the existence of climate change). Other scenarios describe an intercultural situation that students may experience (e.g., a scenario might ask the student to imagine that she has a new classmate who is from an immigrant family, and to describe some difficulties this new student is having). In general, the scenarios focus on global issues and intercultural situations where different perspectives exist, and give voice to these different perspectives.

During the one-hour test, the students will work on several short scenarios, and will thus be able to demonstrate their capacity to think about different problems that have been considered meaningful, relevant, and accessible for 15-year-old adolescents around the globe, as determined by the experts

and by the PISA countries that reviewed the test material. The selected scenarios ensure a balanced representation of the four “content domains” of global competence: culture and intercultural relations; socio-economic development and interdependence; environmental sustainability; and global institutions, conflicts, and human rights.

Within the scenarios, different types of tasks have been designed to test students’ level of proficiency in reasoning with information, analyzing conflicting perspectives and views, understanding differences in communication, and evaluating actions and consequences. For example, students may be asked to select the most reliable among different sources of information on an issue; evaluate whether a statement is valid and based on evidence; summarize and explain an issue or situation, or choose among possible summaries; identify passages of a media message transmitting negative stereotypes or making hasty generalizations; identify the different stakeholders in a case, and list the possible contextual and cultural drivers of the positions these people take on the case; select what passages in a conversation demonstrate a clear ignorance of intercultural communication approaches; or list the possible consequences to a proposed course of action for solving a problem.

Even though no question tests factual knowledge (for example, there will be no question on the projected sea-level rise by 2030), students’ background knowledge of the issue described in the scenario is an important mediator of performance on the test. While



Figure 1. Dimensions of Global Competence

what students know and their life experiences matter for their performance, knowledgeable students will not perform well on the test if they cannot reason critically with information, identify and coordinate conflicting points of view, or recognize stereotypical and inappropriate communication. The assessment includes a combination of multiple choice items and open-response questions that will be scored using rubrics.

As for the questionnaires, students will be asked to report how familiar they are with global issues (e.g. climate change, migration or poverty); how developed their linguistic and communication skills are; and how much they adopt certain attitudes, such as adaptability and respect for people from different cultures. The questionnaires for teachers and school leaders will provide a comparative picture of how and the extent to which education systems are integrating global, international and intercultural perspectives into the curriculum, teacher education and collaborative classroom activities. Teachers will also be asked to report on their beliefs and approaches to intercultural education, and how well they feel they are equipped to teach increasingly diverse classrooms.

What global competence means for educators

The PISA 2018 assessment of global competence will offer the first comprehensive overview of education systems' success in equipping young people to become global citizens. The comparative evidence gathered by PISA could help policy makers to re-evaluate the role of education as a vehicle towards social cohesion and intercultural dialogue.

A broad range of learning activities in the classroom can influence students' global competence and can involve teachers in all subject areas, albeit to differing degrees. Examples include role-playing activities that allow students to take on different perspectives, or interactive discussions on prejudice and discrimination. Moreover, introducing innovative pedagogic approaches can encourage children and adolescents to develop a tolerant, respectful and appreciative view of other students in their classrooms. For example, co-operative learning is a particular kind of pedagogy in which students work together on activities that have specific co-operative principles built into their structure. This kind of approach can be implemented regardless of the subject matter, resulting in improved social skills and conflict-resolution strategies in diverse classrooms. Project work on online platforms can also effectively connect students across borders.

Teacher education and professional training are therefore crucial to the successful implementation of global competence education. Specific training programmes and modules can help teachers to become critically aware of the role that education plays in promoting students' awareness of global issues and in preventing racism and discrimination. Teacher training can also emphasise the needs of diverse learners – especially those of minority groups – and the skills that teachers need to acknowledge, as well as giving them a command of basic methods of observation, listening and intercultural communication. It is critical that education systems address and support teachers' intercultural development so that schools can

become truly equitable and bias-free learning spaces for global citizens.

The next steps

The PISA assessment of global competence is the innovative domain of PISA 2018. As such, participation is optional for the countries. Unfortunately, not all the countries that will undertake the PISA in 2018 have decided to also implement global competence assessment. Some countries that decided not to participate had technical reservations about the feasibility of assessing such a complex and multidimensional learning construct, others were more concerned that the assessment could become politically sensitive or generate additional demands on curriculum and teachers. We all have to do more to convince policy makers that education for global competence is not an option, but a necessity.

But the good news is that this global assessment will be implemented in 2018. We expect to collect very rich and interesting data both on what students know and are capable to do, both on the school activities that facilitate global competence. The OECD will publish a report with the main results around February 2020. At that point, all the data will become available to the research community for more analysis. I hope I will be able to present the results of this work at one of the next Intercultura Forums.

More information on the PISA assessment of global competence, as well as the questionnaire items that will be included in PISA 2018, are available at this website:

www.oecd.org/pisa/pisa-2018-global-competence.htm

PRESENTATION OF 5 CASE STUDIES



CASE STUDY 1

Using a Virtual Classroom in Initial Teacher Training: Creating a Safe Place for Practice

A presentation at the 8th Annual Forum on Intercultural Learning and Exchange



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This session focused on the use of the innovative technology of a virtual classroom and described how it is being used in initial teacher training to create a safe place for students to practice pedagogical skills and deal with difficult conversations. The session described a pilot project at Bath Spa University where hundreds of initial teacher trainees across several programmes used this new and innovative technology. The session included an interactive discussion about how this technology is currently being used and how it could be used to enhance intercultural learning and teaching.

What is a virtual classroom?

Bath Spa University is undergoing a 1-year pilot project using C-Live, a virtual classroom, that allows trainee teachers to practice the skills they learn in the university and school settings in a safe, risk-free environment. The virtual classroom is a classroom environment that simulates real pupils with a range of abilities and personalities responding in real time to the live interaction and performance of the teacher with the class. In short, it is a classroom of computer generated students controlled live, in real-time by an actor. This platform allows individuals an opportunity to teach a virtual classroom of up to 8 “avatar” students controlled

completely by live, trained actors. It allows students to practice teaching, especially new methods, in a realistic environment but with no risk of ill effects to students. Trainees have the ability to repeat, restart, and adjust their pedagogical practices in real-time with feedback from their university or school-based tutors. The technology also allows one-to-one interactions with an adult avatar to simulate conversations with parents, colleagues, head teachers, etc.

Why use a virtual classroom?

A virtual classroom allows students unprecedented access to practice in front of a class of students. Trainee teachers can be taught about different instructional methods in the university setting then immediately practice those skills with the virtual class. It also gives teachers an opportunity to practice difficult conversations and situations in a safe, risk-free setting. In the session, there was a discussion around how teachers may shy away from intercultural learning and teaching in their classroom due to the fear that the conversations or questions that may come up, especially in secondary classrooms, may be difficult or uncomfortable. This virtual classroom will give teachers the opportunity to practice those tough conversations.



Demonstration of the Virtual Classroom

Below is a link to a demonstration video of the C-Live Virtual Classroom. The video will give you a brief introduction into the virtual classroom and how it can be used. During the session, a live demonstration of the virtual classroom was completed and attendees even had an opportunity to give it a try.

🏠 <https://youtu.be/gjOytzZaJ50>

How is the virtual classroom currently being used? How else could it be used to enhance intercultural learning and teaching?

In the session, there was a discussion around how the virtual classroom is being used. Currently, Bath Spa University uses the virtual classroom with its trainee teachers during their training year. It gives trainees an opportunity to teach lessons prior to their first teaching placement in an actual school and classroom. It is also being used as a tool to practice difficult situations in classrooms such as behaviour management and having difficult conversations.

One example that was discussed of how the system was used to enhance intercultural teaching and learning

involved a session where trainee teachers had to have a difficult conversation revolving around refugees. The objective was to have students “interrogate” an image or piece of art. The image chosen by the trainee was a picture of refugees getting off a boat. What ensued was a number of questions about refugees, the stigma potentially attached to them, why they were on the boat, among other conversations.

Participants also discussed some of the key skills that trainee teachers could practice using this technology. Some of the skills mentioned were communicating with individuals from different cultures, having conversations about cultural differences, and fostering a classroom culture of acceptance and openness. Participants also discussed a series of scenarios that the technology could be used to simulate and practice.

Lastly, participants were given the opportunity to interact with the virtual class using one of the scenarios mentioned in the discussion. One simulation involved a student who did not want to work with another student because they were “different”, possibly bringing in some bias against certain cultures or individuals from home. This

simulation allowed participants an opportunity to see how the technology can help to immerse teachers in the virtual environment and use that to practice difficult conversations with students. The session ended with a short discussion about the future development of the technology and the possible research implications for assessing its impact.

One simulation involved a student who did not want to work with another student because they were “different”

CASE STUDY 2

ERASMUS+ PROJECT

Intercultural Learning for pupils and teachers



■ ELISA BRIGA

*European Federation for
Intercultural Learning*

The project Intercultural Learning for pupils and teachers is led by the European Federation for Intercultural Learning – EFIL – and funded by the Erasmus+ National Agency of the French speaking community of Belgium, AEF Europe. The project has the following objectives and each one corresponds to a specific output:

- 1) Develop **teacher trainings for the promotion and assessment of intercultural competences within upper secondary education**, fostering the understanding of the benefits of teachers' and pupils' mobility for ICL and internationalisation of classrooms and schools.
- 2) Develop and test an **holistic approach for promotion and assessment of intercultural competences within upper secondary education**, combining mobility experiences with in-class learning, and building on the expertise of non-formal education organisations.
- 3) Encourage **policy reform** aimed at the inclusion of **ICL in teachers' lifelong learning**
- 4) Encourage **policy reforms** aimed at the **inclusion of ICL in school curricula**, also through the **recognition of the pupil's study period abroad in long-term intercultural exchange programmes**.

In order to reach these objectives, EFIL has put together a partnership which provides expertise, geographical coverage and involvement of different stakeholders. The focus is on four countries, namely France, Belgium, Italy and Germany thanks to the involvement of organisations related to AFS (InterCultur Germany, Fondazione Intercultura, Italy, AFS Programmes Interculturels, Belgium, AFS Vivre Sans Frontière, France). The stakeholders involved range from non formal education providers such as AFS and the French German Youth Office, schools and teachers (Lycée Faure in Tournon sur Rhône, Ecole Internationale Le Verseau, Bierges), and school principals represented by the European School Heads Association. Finally, since also European networks are involved, the outreach goes far beyond the four countries in the focus. In order to ensure impact and outreach, the project closely cooperates with AFS International, and builds links with other similar Erasmus+ projects.

The Toolbox and the Teacher training

Within the first year of the project, the focus has been on the first two objectives. The programme of a three day teacher training on intercultural competence has been developed, together with a Toolbox of activities aimed at intercultural learning and that educators can include in the school curricula.

The **key principles** at the basis of the teacher training and the Toolbox, are



- a sound definition of intercultural competence
- the whole school approach, namely involving all stakeholders in the activities organized (teachers, students, parents, NGOs, the community)
- the promotion of active citizenship and volunteering, and cooperation with local NGOs
- the assumption that intercultural competence can only be promoted through a comprehensive pedagogical project based on experiential learning methods, not a one-off activity
- a feedback culture between students and teachers (eg. visual evaluations)
- referencing to national school curricula, in order to see how intercultural competence fits in the existing framework provided by Ministries of Education

The **Toolbox** is divided in four sections, namely 'Whole school approach', 'Cross curricular', 'Subject related', 'International mobility'. Each section has approximately ten activities, and within the section there are three activities which are highlighted at the top. Each activity

has learning objectives defined and matches one or more aspects of intercultural competence defined in a grid based on the framework of Competences for Democratic Culture of the Council of Europe. All activities are available in English, French, German, Italian. The three day **teacher training** has the following set of learning outcomes:

1. aware and able to present their own intercultural experiences and enhance their ICL competences
2. able to link intercultural education theories to observed behaviors
3. aware about mobility opportunities for them and for the students and how to valorize them
4. able to assess ICL competences of pupils
5. empowered to implement the whole school approach linked to ICL in a systemic approach
6. able to navigate existing resources
7. able to create modules on ICL linked to specific curricula and cross curricular

In August 2017, 16 trainers (multipliers) from 11 countries have attended the teacher training designed within the project, with the aim of getting prepared to offer it to teachers in their local context. The training was complemented with modules which provided tools to pass on the acquired intercultural competence to teachers using experiential learning methods, and adapt the training concept to the national school-system and to the needs of the teachers attending. Between October 2017 and March 2018 the so-called multipliers will deliver the training and gather feedback. The trainings will be implemented in different ways, also depending on the target group: namely teachers from one school, teachers from different schools, International groups of teachers. Depending the target group, the training could be done over a period of two consecutive days, or on two different days or as a residential training. Even though the training foresees a three day agenda, it can easily be adapted to fit in two days by covering some modules with online learning, before

and after. As preparatory task beforehand, teachers need to fill in a **Questionnaire on the intercultural dimension of the school**, together with the school principal, and reflect on a critical incident related to meeting a different culture.

The compulsory parts of the training are the following sessions:

- My Intercultural self
- Intercultural education and schools
- Intercultural education: goals, process, tools, assessment
- Planning intercultural activities on the basis of the needs of the school identified in the questionnaire, and with the support of existing resources, eg. the Toolbox developed by the project

After the training, multipliers support teachers in creating a plan to include intercultural learning in their lessons and the overall activities of the school, and feedback their lessons plans. In fact the teachers, after having attended the training, need to:

- Implement at least 3 activities from the Toolbox
- Reach at least 20 students with the activities
- Try to implement one activity that supports the whole school approach and involve at least two other stakeholders (teachers, school administrative staff, non-formal education providers, parents, local associations...)

Quality monitoring and assessment of intercultural competence

In order to monitor the quality and receive feedback, standard evaluation questionnaires are filled in by the multipliers and by the teachers attending the local trainings. Moreover, after having attended the training, teachers implement some of the activities as mentioned above, and submit a report providing comments on the Toolbox and on their piloting experience, including the impressions gathered from the students through the visual evaluations done after each of the activities.

In order to assess the actual contribution of the two outputs to the increase of intercultural competence of teachers and pupils, an tool for the assessment of intercultural competence is used before and after the training with the teachers, and before and after the series of intercultural learning activities with the students. There are many tools available, and the golden rule for assessment of intercultural competence is to have it tailored for the specific objectives of the educational activity and the target group. However, for this project the tool [AKI](#) was chosen, because of its advantages related to data gathering, and the fact that it can be easily blended in the training of teachers and the activities with the students. It consists in a questionnaire and a scoring table which allows to visualize in a spider web the scoring related to five main areas: open mindness, adaptation to change, self-confidence, sense

of responsibility and interpersonal relations. The project partners are now looking into aligning the competences for democratic culture which match with the activities of the Toolbox, with the five areas explored within AKI.

All these data related to quality and impact assessment will be gathered and processed to inform changes to and use of the outputs.

Next steps

The challenges of the project are related to the possibility of offering the training to teachers, namely the amount of time that needs to be dedicated by teachers to receive the training, and the current lack of the recognition of the training by the Ministry of Education. In fact, teachers are usually willing to attend one day trainings that are recognized with credits. However, not all the organisations partners of the project are recognized as teacher training institutions. Moreover, the outputs of the project are available in four languages but the piloting and outreach goes beyond. Finally, it is challenging to ensure that the training is based on experiential learning, since the target group is often not used to this type of method. The next step is ensuring sustainability by implementing the teacher trainings regularly through the efforts of project partners, and inform policy by providing an overview and related recommendations on teachers' and students' trainings on intercultural competence around Europe, within different education systems, and including possibilities of international mobility.

CASE STUDY 3

BRITISH COUNCIL in service ICL training for teachers



VICKY GOUGH

Schools Adviser, British Council

The founding purpose of the British Council was to create a friendly knowledge and understanding between the people of the UK and other countries, and this remains our core mission. We do this through making a positive contribution to the countries we work with and, in doing so, making a lasting difference to the UK's international standing, prosperity and security. The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. It is a charity, established as the UK's international organisation for educational opportunities and cultural relations. The British Council works in more than 100 countries, and its 7,000 staff, including 2,000 English language teachers, work with thousands of professionals and policy makers and millions of young people every year through programmes in English, arts, education and society.

Our work with schools

- includes language learning and strengthens the international dimension and wider cultural understanding of students in schools in the UK and overseas;
- provides professional development and resources that support teachers, head teachers and other practitioners to deliver quality education for their pupils;
- supports educational exchange and partnerships, sharing policy practice and creating joint projects that strengthen links between schools, further and higher education;

We also:

- build a body of research and insight that is publicly available on effective international schools practice
- provide consultancy and facilitation on how to improve school systems, including providing help with student access, improving quality and embedding innovation

Our vision is for the UK to be internationally inspired and globally connected and for every young person to have intercultural and international experience. I will illustrate three examples of intercultural training and resources for teachers in the UK and beyond that we have developed. I will use some interactive examples. I will also outline our future plans.

You can read more about our work with schools here
<https://schoolsonline.britishcouncil.org/>



1. Intercultural and Global awareness online course

There are five training packages on offer. These are designed for teachers and available online only. They provide an introduction to international learning. They explore

- the concept of diversity and identity
- good inter-cultural practice – how to make it work between schools
- global interdependence and the potential for powerful learning opportunities between schools
- practical similarities and differences between your school and your international partner
- how to understand, respect and engage with differences between cultures
- how to develop and analyse situations with an open-minded, reflective global outlook.

You can access these courses here:

🏠 <https://schoolsonline.britishcouncil.org/develop-your-skills/professional-development-training-packages/enabling-international-collaboration>

2. International Coordinator Training for schools

These materials formed the basis of a Comenius In-Service Training Course developed and tested by the ICTPIED project consortium.

The training uses a range of methodologies including presentations, group work, role play and open discussion. There are inputs on intercultural education, leadership and strategic school development, project management, student voice and the creative use of school partnerships. One key feature is the inclusion of a number of intercultural scenarios which feature some of the key issues faced by those in school who manage international activities.

3. Classroom resources

We have created a range of free classroom resources for teachers in the UK and overseas to use to add value and an international dimension to their curriculum. They explore different cultures and intercultural issues, discuss current international challenges and enable schools to carry out joint projects together. These resources suggest ways in which the teacher can introduce their pupils to intercultural experiences through exploring a range of topics with their partner schools. Some examples of resources are below.

SOME EXAMPLES OF RESOURCE

<https://schoolsonline.britishcouncil.org/queens-of-syria>

<https://schoolsonline.britishcouncil.org/classroom-resources/list/living-together>

<https://schoolsonline.britishcouncil.org/classroom-resources/list/shakespeare-lives>

<https://schoolsonline.britishcouncil.org/classroom-resources/list/football-remembers>

<https://schoolsonline.britishcouncil.org/find-classroom-resources>



CASE STUDY 4

University Master Program on Global Citizenship Education: The Potential of GCED for Teacher Education



URSULA MAURIČ

Trainer and researcher, University
College of Teacher Education, Vienna

In 2012 the Alpen-Adria-University of Klagenfurt in cooperation with the nongovernmental organization KommEnt Salzburg, the Victor Frankl University-College of Teacher Education and the Demokratiezentrum Wien started a first postgraduate master programme on Global Citizenship Education. This course was funded by the Austrian Ministry of Education and targeted teacher trainers, teachers as well as other multipliers in the field of Education in Austria. In the following this short article is going to provide insights into the origins, the content and the challenges of the program.

Global Citizenship Education (GCED) is a pedagogical concept, that is promoted by the UNESCO since several years. From the beginning on, «the UNESCO has been working on the question of how education can prepare individuals to live together peacefully and solidarily».

(Wintersteiner et al. 2015, 6) The concept of GCED arises in 1974, when the UNESCO published its *Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms*. It subsequently will merge aspects, such as education for sustainable development, education for a global culture of peace, education for democracy and can be defined as civic education for a globalized world society. For the European context, milestones on the way to international recognition of this thematic area were the *Maastricht Global Education Declaration 2002* and the *Council of Europe Charta for Democratic Citizenship and Human Rights 2010*. Milestones on a global level would be the *Global Education First Initiative* that was launched in September 2012 by the Secretary General of the United Nations Ban Ki-moon, the *Incheon Declaration* that was adopted on 21 May 2015 by

the UNESCO and finally the United Nations *Sustainable Development Goals 2030*, that were adopted on September 2015 with the aim to end poverty, protect the planet and ensure prosperity for all. Goal 4.7 is aiming at the acquirement of «the knowledge and skills needed to promote sustainable development, including, among others, through education for (...) global citizenship». (United Nations 2015)

In 2015 in Austria started the implementation of new curricula for teacher education. GCED was included as a core component of the curriculum of the South East University Region.

The University Master Program on GCED was designed as an interdisciplinary and practice-oriented continuing education program. It should be extra-occupational and therefore the attendance phase was organized in a blocked way.

Global Citizenship Education (GCED) is a pedagogical concept that is promoted by the UNESCO since several years

The program comprises 6 obligatory modules, a study trip and a Master thesis, adding up to 90 ECTS in total (6 Semester/3 years). In the time between the face-to-face training measures e-learning activities are carried out. The graduates receive a degree entitled «Master of Arts - Global Citizenship Education». The program is designed as a co-creative work in progress, where the participants are taking an active role and are participating in the planning of the next learning steps. The thematic focus moves from civic education in a global world (module 1) to concepts and methods of GCED (module 2), global conflicts (module 3), competences for GCED and transfer into practice (module 4), academic writing and topics for the master's thesis (module 5) and concludes with the writing of «a practice-oriented and scientifically based research paper on a topic relevant to the program» (Wintersteiner et al. 2015, 45).

The main objective of the program was to implement GCED in the educational system of Austria. Therefore it targeted professionals who are conceptually or practically involved in the training and continuing education of teachers. A second target group are teachers of all school-types and levels as well as multipliers in the areas of adult-education, youth-work, public administration, media and society. But it addresses also multipliers in NGOs which are involved in educational projects. The diversity of the participants is certainly one of the challenges in implementing the program. Different interests, different professional backgrounds

and expectations need to be taken into account. Another challenge is the diversity of the group in regards to the varying levels of expertise in academic writing and dealing with theoretical discourses. Finally the transfer from theory into practice remains critical for a concept that is a work in progress.

A first glance at the outcomes of this educational initiative shows, that an interdisciplinary network of professionals is about to be built up. In July 2018 the second round of the program will finish and by then about 60 graduates will bring the knowledge and skills that they have acquired back into their work. At the University College of Teacher Education of Klagenfurt a continuing education program on didactics of GCED was established. At the University College of Teacher Education in Vienna GCED is given a module of 2,5 ECTS within the international program for Erasmus students. GCED was also taken into account in the KA2 Erasmus+ Projekt MCCPD, that was aiming at the creation of a Common Framework of Teacher Professional Competence (Erasmus+ 2015 – 2018). Competence 6 of this framework is dedicated to attitudes, skills and knowledge of a teacher for promoting social justice, diversity and global citizenship. Graduates of the program are continuing to research and to publish on GCED. Ursula Maurič was a participant in the first circle and her master thesis on the potential of Global Citizenship Education for the system of teacher education in Austria was published in 2016 by Waxmann Verlag.



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CASE STUDY 5

University Master Program on Global Citizenship Education: The Potential of GCED for Teacher Education



GRAZIA FASSORRA

Responsible for teachers training programmes in National Association of Principals

In the last 30 years the National Association of Principals (ANP) and Intercultura have been cooperating closely: since they stated the focus was to help the internationalisation process of the Italian school system. During these years a lot of activities have been organised together such as many training courses for Principals and teachers, booklets and materials to help the schools working with mobility programs, some Principals exchanges, involvement in national events and meetings about the topic.



FLAMINIA BIZZARRI

School Relations Manager, Intercultura

The case study

In 2017 the two organisations developed an *Operational Guide for School Heads*: the guide gives easy and practical suggestions to put intercultural education and mobility in the regular school calendar, activities, training courses. The guide is in paper and *on line* contents and it is supported by examples of good practice and tools developed during many years of cooperation between the two organisations and some of the most experienced schools in ICL

A powerful tool for ICL: Mobility programs (in Italy)

In Italy, international student mobility programs are becoming more and more popular: in the last 5 years participation has risen of 57%.

The Italian school system recognizes programs of studies abroad: participants are readmitted in their classes with no “loss” of school time spent abroad. In 2013 the Ministry of education wrote very specific «*Guidelines on international and individual student mobility*» in order to help schools to organise the mobility process on a regular basis, supporting them in coherence with the European Quality Charter for mobility. In the guidelines, the MoE underlines that an educational project should include:

- activities to support, improve and implement student’s international mobility experiences;
- clear procedures and rules on activities to secure consistent behaviours by all class boards of the school;
- activities to successfully host foreign students participating in school exchanges in order to provide intercultural education effects in their classes and in the school community;
- specific teachers appointed as tutors or mentors for students involved in mobility programmes
- a personalized learning plan for each student in mobility with evidence of the basic contents of the national curriculum needed in order to be re-admitted in the Italian school;
- indications for shared analysis of the strong and weak points of the student’s school performance and for possible didactical activities to be developed before and during the stay abroad;
- indications for periodic contacts with the Italian school to receive regular updates on the work in progress
- indications to class boards to provide a “global evaluation” taking into considerations **competences** developed while abroad, not only contents studied.

Competencies that should be assessed at the end of the mobility program

A strong attention has paid by the National Association of Principals and Fondazione Intercultura to the coherence between the Key competences for lifelong learning and Intercultural competence. Many seminars and webinars have been organised on this topic.

Contents of the Operational Guide for School Heads

The guide answers the question of our workshop “*What needs to happen to secure school heads’ commitment to intercultural learning and professional development for teachers?*”

The goal is to help Italian schools to put intercultural education and student mobility “*into the system*” defining transparent procedures and activities shared by the whole school community in order to avoid improvisation on the matter and/or (precious!) good will and interest of individual principals or teachers sensitive to the topic. It is addressed to the School Heads and

- it offers Italian and European normative frames of reference references on intercultural education
- it reminds them that student mobility is a fast-growing process and that therefore the school system needs to organize it, if it does not want to be overwhelmed by it
- it offers data on the impact that experiences of study abroad have had on the participants
- it underlines the school public documents in which to inform the community of the choices taken on these issues

- it offers a calendar of actions to be undertaken by the Principal and the teachers during the school year, in order to organise sending, hosting individual exchanges and classes exchanges in accordance with standards of quality
- it offers links to good practices conducted by schools already experienced in the area
- it offers links to training modules in presence and online that ANP and Fondazione Intercultura organize for principals and teachers.

In sum up the Guide is a brief, practical publication to help schools put intercultural education and student mobility programs - one of its most powerful implementation tools - at the center of its educational proposal and thus emerge from episodocity, improvisation, interest and good will (precious!) of individuals, sensitive to these issues.



Conclusions: IT TAKES A COMMUNITY



DARLA DEARDOFF

Executive Director of the Association of International Education Administrators, Duke University

In the closing plenary of the Forum, participants were invited to reflect on the insights they gained through the discussions. Within the broad spectrum of reflective learning that occurred, some common themes that emerged through those reflections included the complexity of intercultural competence – both in defining the construct as well as in assessing it, the importance of multiple perspectives in intercultural

learning, the need for a whole school approach to intercultural learning, and the urgent need for effective teacher training in intercultural competence (including the need to define specific outcomes and content). Throughout the Forum, numerous themes emerged that can be taken forward as areas of further focus. Those include:

- 1 The changing role of school in society
- 2 The need for a whole school approach to intercultural learning
- 3 The importance of mapping the ecosystem of stakeholders involved in intercultural learning
- 4 The need to connect with the community and stakeholders (beyond students and teachers) when it comes to intercultural learning
- 5 The power of reflective practitioners and the role of critical reflection in intercultural learning
- 6 The need to embed and sustain intercultural learning throughout teacher education
- 7 The exploration of positionality and intersectionality of intercultural learning with other competences
- 8 The role of professional learning communities in developing intercultural competence in a more holistic way
- 9 Understanding the broader purposes of intercultural learning (for democracy, addressing Sustainable Development Goals, and so on) – to what end? And in what contexts?
- 10 The implications (on teacher training) that context still matters when it comes to intercultural learning.
- 11 The need to disrupt and interrupt assumptions and discourses regarding intercultural learning, which is no longer just cross-border in nature. It's crucial to address differences within a society (such as religious, generational, gender, socio-economic and so on).

Questions for further exploration include the following: **What does sustained, embedded intercultural learning look like in teacher education? What are the best ways to engage all stakeholders in intercultural learning, especially in the community? What are ways to better equip teachers with practical intercultural toolkits that they can use in the classroom with diverse students? What is the impact of the changing role of school on teacher education?** These and other

questions will continue to be explored by all those who care passionately about building a better world. In the end, the important work of intercultural learning cannot be done alone. It takes all those in a broad community – teachers, students, parents, administrators, volunteers, community leaders, neighbors and more – to make a deep commitment to embrace the imperative of learning to live together peacefully in a just, inclusive community that understands and supports each other.

FINAL STATEMENT

The Eighth Forum on Intercultural Learning and Exchange took place in Colle de Val d'Elsa, Tuscany, Italy on November 2-4, 2017.

The Forum is an annual event sponsored by the Intercultura Foundation in Italy, the European Federation for Intercultural Learning (EFIL) and AFS Intercultural Programs in New York. Participants are experts, researchers and practitioners in the field of intercultural learning.

The topic of Forum VIII was the *Intercultural Training of Teachers: from theory to practice*. Educators from all educational levels from 21 countries in Europe, Asia, Australia and America met to deliberate the challenges facing schools, universities and educational authorities in ensuring that teachers achieve intercultural competence in their initial education and that this is followed up through in-service programmes.

The practice of Intercultural Learning shall be for the purpose of promoting human dignity.

The Forum based its deliberations on Darla Deardorff's definition of Intercultural Competence:

“Intercultural competence is the ability to interact effectively and appropriately in intercultural situations; it is supported by specific attitudes and affective features, (inter)cultural knowledge, skills and reflection” - with the following dimensions:

- *Attitude (openness, respect, curiosity, tolerance of ambiguity)*
- *Knowledge and skills (cultural awareness, knowledge of one's own and other cultures, observation, ability to evaluate)*
- *Internal outcomes (adaptability, flexibility, empathy, the ability to see things from another's point of view)*
- *External outcomes (situation-appropriate behaviours and communication)*

It is the opinion of the Forum that in general insufficient emphasis is placed on intercultural learning in teacher initial education and in-service training and that schools need to have a stronger focus on the transfer of intercultural learning to their pupils/students.

The Forum therefore recommends:

1. that educational authorities make intercultural learning an integral part of initial teacher education to ensure that teachers possess the knowledge, skills and attitudes required for them to function in an intercultural environment,
2. that credit is given for study abroad and for practical experience gained through traineeships in other countries,
3. that educational authorities, teacher education institutions and schools provide an in-service programme for professional development of teachers in the area of intercultural learning,
4. that school heads are committed to intercultural learning and professional development of all staff, including facilitating teacher exchanges and school partnerships,
5. that schools make adequate provision to facilitate intercultural learning for their pupils so that they acquire an intercultural mindset and become globally competent in their everyday lives through community engagement.
6. that appropriate assessment systems of intercultural learning are developed, alongside the needs identified (for example) by OECD with the PISA 2018 Global Competency Test, and by the Council of Europe with the Competences for Democratic Culture.

It is the opinion of the Forum that in general insufficient emphasis is placed on intercultural learning in teacher initial education and in-service training

Therefore the Forum recommends:

A

Initial teacher education

That the following elements included in a credit programme for intercultural learning in initial teacher education are:

- A role for intercultural learning across the whole curriculum
- A critical reflection on own culture
- A critical understanding of terminology and theory of ICL
- An understanding of how to transfer theory to practice
- A use of meaningful contacts and mobility as experiential learning
- An understanding of power relations

B

In-service training

That the following elements be included in an in-service programme of intercultural learning for the professional development of teachers are:

- To encourage mobility as a learning experience also within country and community
- To provide ICL leaves to improve ICL knowledge and competence
- To encourage communities of practice among teachers
- To focus training on teachers' specific needs
- To propose ICL champions and role models.

C

Heads' commitment

That the school heads' commitment to intercultural learning in schools and to the professional development of all staff in the area of intercultural learning be secured through:

- ICL training opportunities for school heads
- A whole school approach to ICL (inclusive of community, NGOs, etc.)
- The inclusion of ICL in school mission statement
- A need assessment that includes time, support, resources
- School evaluations that include ICL activities
- Operational guides for school heads.

D

ICL for pupils

That the following methods be used to facilitate intercultural learning for pupils:

- Make use of internal diversity in the school
- Have a cross-curricular approach
- Build on mobility and other ICL activities for reflection
- Use flipped classrooms, cooperative learning and other engaging methods
- Have teachers as role models of ICL.



E

Assessment

That the following methods be used to assess the intercultural learning of teachers:

- Formative and self-reflective assessment
- Distinguishing between individual and institutional assessment
- Using a combination of methods while being sensitive to their implications
- Recognising that ICL is experiential, dynamic, processual, relational and contextual
- Connected to educational system
- Using peer evaluation
- Encouraging more research on assessment itself.

 **PARTICIPANTS IN THE 8TH FORUM** 

Roberta Alunni has been a High School teacher since 1986 and a volunteer for Intercultura since 1996. Over the years, she developed a strong interest in intercultural issues and has therefore organised practical activities, coordinated projects, has been a tutor for exchange students and teachers, has taken part to seminars. She believes that intercultural education is one of the keys to a successful, inclusive, peaceful society.

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A young man with curly brown hair and a black quilted jacket over a red shirt is on the left, smiling. A young woman with dark hair, glasses, and a blue and white plaid scarf is on the right, also smiling. They are both holding a large white banner that has a green section on the left and a red section on the right. The background is a blurred yellow building with arched windows.

**"Chi è chiuso nella
gabbia di una sola
cultura, la propria,
è in guerra col mondo
e non lo sa"**

Robert Hanvey



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Associazione riconosciuta con DPR 578 del 23.7.1985
Iscritta all'Albo del Volontariato della Regione Lazio
Partner di Afs Intercultural Programs e di EFIL
(European Federation for Intercultural Learning)
Certificazione di qualità UNI EN ISO 9001:2008
rilasciata da DNV

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