ADDRESSING EDUCATIONAL NEEDS OF TEACHERS IN THE EU FOR INCLUSIVE EDUCATION IN A CONTEXT OF DIVERSITY

INNO4DIV PROJECT

VOLUME 2 — Literature review on key enabling components of teachers' intercultural and democratic competence development and their associated barriers

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Foreword

In a context of increasing populism, xenophobia and radicalisation, shared values and social cohesion in our diverse societies are questioned. The JRC transversal project "Values and identity in a multicultural society" aims at improving our understanding of the European values and identities in order to reinforce them through the better design and implementation of all EU policies.

Based on its experience, the JRC.B.4 Human Capital and Employment Unit is contributing to the advancement of the knowledge needed to design policies and support action in the promotion of EU values in the field of Education.

In particular, in the field of teachers´ intercultural competence, in spite of policy impetus, research shows that teachers struggle to address the increasing diversity in classrooms. This is due, among others, to the lack of competences to deal with it. The acquisition of Intercultural Competence (IC), which could be defined as "the ability to mobilise and deploy relevant attitudes, skills, knowledge and values in order to interact effectively and appropriately in different intercultural situations", is a crucial need for teachers to deal with diversity and to be successful in their teaching.

In this context, in 2019 the JRC launched the project Educational needs of Teachers in the EU for inclusive education in a context of diversity (INNO4DIV), with the aim to support polices in the field of IC of teachers, through the analysis of literature and innovative good practices which have successfully addressed the existing barriers for teacher´s IC development.

The execution of the project has been contracted to Universidad Católica de Valencia San Vicente Mártir, under contract number 938137-2019ES, and includes the following activities that will produce related reports:

1. Working definition of teachers´ IC, and implications for teacher education

2. Systematic literature review of key enabling components of teachers' intercultural and democratic competence development and associated barriers

3. Selection and analysis of 20-30 innovative good practices of teachers' IC development

4. Cross-case analysis, identification of innovation models and policy recommendations.

The present report is the result of the project activity 2.

This research responds to the "European Council recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching (2018/C 195/01)", which invites Member States to promote active citizenship to foster tolerant and democratic attitudes and social, citizenship and intercultural competences, and enable educational staff to promote common values through initial and continued education. It also responds to the European Commission's intention to develop and regularly review practical reference tools and guidance documents for policymakers and practitioners and support research and stakeholder engagement to meet knowledge needs.

The research outcomes will thus aim at advancing research in the field of teachers´ IC and at supporting the implementation of this Council recommendation across EU Member States.

Finally, given the EU policy developments at the time of the publication of this report, the research will also support the implementation of the communication "A union of equality: EU anti-racism Action Plan 2020-2025, COM(2020) 565 final", which emphasises that "Teachers must be trained to work with all children and be sensitive to the needs of pupils from different backgrounds, including on issues relating to racial discrimination", among the different actions suggested on Education, under its "2.2. Beyond EU legislation – doing more to tackle racism in everyday life" Chapter.

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Acknowledgements

Abstract

In spite of policy impetus, research shows that teachers struggle to address the increasing diversity in classrooms, among others, due to the lack of competences to deal with it. The acquisition of Intercultural Competence (IC), which could be defined as "the ability to mobilise and deploy relevant attitudes, skills, knowledge and values in order to interact effectively and appropriately in different intercultural situations", is a crucial need for teachers to deal with diversity and to be successful in their teaching. In this context, in 2019 the JRC launched the INNO4DIV project with the aim to support polices in the field of IC of teachers, through the analysis of literature and innovative good practices which have successfully addressed the existing barriers for teacher´s IC development.

Within this context, the main purpose of this deliverable is to provide an updated list of key enabling components (KECs) for the development of teachers' intercultural and democratic competence and the barriers that hinder such development.

The Literature review confirms prior research, which served as a departure point for the present study, and identified the following 8 KECs:

1. a common understanding of the knowledge skills and attitudes related to IC;
2. supporting policies;
3. effective initial teacher education curricula, including mandatory IC and related assessment methods, naming specific learning objectives and competences, and how to foster them with respective tools, methods and teaching approaches in classroom education as well as in extracurricular activities;
4. availability of high-quality professional IC courses for teachers' continuous professional development;
5. integrated IC across the school curriculum;
6. the application of effective teaching methods, based on adapted pedagogical approaches such as: Peer-learning, IC networks, IC working groups in school, IC connections within and beyond teacher training, Experiential Learning Collaboration, Challenging assumptions, and Communities of Practice;
7. the availability of supporting tools; and,
8. a whole school approach to intercultural learning, framing, accompanying and supporting teachers IC learning and teaching activities, which needs to be promoted by policy makers and has to be put into practice by the respective educators and school administrators.

In addition, the review detected a new essential KEC: Teacher educators with experiential knowledge about interculturality and diversity.

Introduction

As described in the Conceptual Framework of the INNO4DIV project (Shuali Trachtenberg et al., 2020), the EU is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law, and respect for human rights and values, which Article 2 of the Treaty on European Union (TEU) considers common to all Member States (MS). The EU Treaties place the individual at the heart of the activities of the EU, establishing EU citizenship and creating an area of freedom, security, and justice. Furthermore, in its Preamble the Charter of Fundamental Rights of the EU describes human dignity as an indivisible and universal value. In recent years, however, the EU has witnessed tensions and increasing phenomena of violation of those values, disrespect for the principle of the rule of law, and hostile attitudes towards culturally diverse communities among young citizens, anti-European movements and even some national governments. Therefore, it is questionable whether education has been successful in developing the relevance of those fundamental values and creating a shared sense of belonging among EU citizens. In response to these trends, the Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, the so-called Paris Declaration (Ministers of Education of the EU, 2015), signed by the Ministers of Education of the 28 EU Member Starters, reinforces the role of education to ensure that human and civic values are safeguarded. Intercultural and democratic competences (IDC) for teacher education are a crucial element in this endeavour, based on inclusive learning practices, which are of paramount importance in promoting constructive interaction, understanding and affinity among students.

The analysis of the most relevant competence frameworks for the development of IC (the UNESCO Framework, the OECD PISA Global Competence, the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) and the Recommendation of the EU Parliament and of the Council on key competences for Life Long Learning) has identified the CoE's RFCDC as the most appropriate reference for the development of IDC in teacher education. The RFCDC emphasises values as a core issue for learning, provides specific knowledge and pedagogical recommendations for teacher training environments and offers detailed guidance for policy makers on how formal education can be used to equip young people with the competences they need to actively participate in democratic culture and to promote and defend human rights.

Within this context, the main purpose of this deliverable is to provide an updated list of Key Enabling Components (KECs) for the development of teachers' intercultural and democratic competence (IDC) and the barriers that hinder such development.

This study builds on the need to provide researchers with further academic sources that support the conceptual definition of KECs and barriers for teachers' development of IDC. Furthermore, it elaborates specific inclusion and exclusion criteria per KEC, which will lead to reliable evidence, required for the assessment and selection of innovative practices for IDC development in teacher education. This process will lead to an informed judgment that allows for the creation of an inventory of cases illustrating innovative practices which would help to overcome the barriers that teachers find in acquiring and enhancing IDC. The in-depth analysis of the inventory, followed by a cross-case analysis of practices validated by experts and teachers, will aim to produce a series of policy recommendations to support educational policy-makers, curriculum developers, higher institutions and other relevant stakeholders.

A prior research, which served as a departure point for the present study, was carried out by the JRC's B.4 Unit (see Technical Specifications) and identified the following KECs:

1. a common understanding of the knowledge skills and attitudes related to IC;

2. supporting policies;

3. effective Initial Teacher Education (ITE) curricula, including mandatory IC and related assessment methods, naming specific learning objectives and competences, and how to foster them with respective tools, methods and teaching approaches in classroom education as well as in extracurricular activities;

4. availability of high-quality professional IC courses for teachers' Continuous Professional Development (CPD);

5. integrated IC across the school curriculum;

6. the application of effective teaching methods, based on adapted pedagogical approaches such as: Peer-learning, IC networks, IC working groups in school, IC connections within and beyond teacher training, Experiential Learning Collaboration, Challenging assumptions, and Communities of Practice;

7. the availability of supporting tools;

8. a Whole School Approach (WSA) to intercultural learning, framing, accompanying and supporting teachers IC learning and teaching activities, which needs to be promoted by policy makers and has to be put into practice by the respective educators and school administrators.

Furthermore, the JRC also specified a number of challenges and barriers to be taken into consideration for IDC development and identified the lack of scientific sources and literature references for the development of a conceptual model in the field.

This systematic literature review addresses the needs identified by the JRC by integrating reports and sources that were not identified in the original research. The information extracted by the present research sets the basis for the validation and the relevance of KECs and barriers identified in the field of teacher education and IDC development. It also furnished researchers with evidence-based knowledge for the establishment of inclusion and exclusion criteria for the selection of inspiring and innovative practices in teacher education and IDC development.

1. Methodology

This study is based on a qualitative research paradigm and employs both quantitative and qualitative content analysis to discover important variables relevant to the topic of intercultural and democratic competences and their barriers.

1.1. Data Source and data collection

A total of 225 scientific research articles, books and reports published between 1998 and 2020 form part of the data sources of this study.

A multi-phased data collection procedure has been used to address the needs of this research. The research was developed as follows: First, an exploratory phase was carried out for the purpose of finding a common lens through which all researchers participating in the literature review could be familiar with the topic under research. Therefore, researchers were asked to undertake a comprehensive reading of the reference documents used for the research done by the JRC.

The initial phase with the search string "teacher training and intercultural competence" within titles, abstracts and keywords, from 2001 to 2019, yielded a total of 168 documents. In this procedure, each researcher was assigned a KEC. In order to maximise coverage and avoid bias, two researchers focused on the same KEC. Several search tools were used (ERIC, SciELO, Dialnet, Google Scholar, etc.). The results were gathered and systematised in a table, which includes information about the source identification, author, title, and abstract. A Google Doc was set up by all the researchers for the purpose of sharing and storing the information.

Next, a first content analysis, with both qualitative and quantitative data, was carried out by an external expert, after having organised the documents under three identifiers: author's last name, date of the work, and title. The analysis of the documents began by establishing the epistemological orientation (Cohen et al., 2017), focusing on the purpose of the investigation (Saldaña, 2011), its underlying concepts, and understanding its main objective. Once the sample selection was organised[1] according to the main research topics in the MAXQDA 2020 database (www.maxqda.com), the analytical procedure was structured in an automatic coding phase, followed by a manual coding procedure and paraphrasing the readings by means of the aforementioned computer tool, followed by a synthesis of the results.

And last, following the first content analysis, the literature review was enriched by a further exploration of sources recommended by the experts involved in the elaboration of the conceptual framework and the elaboration of the procedure for the inclusion and exclusion criteria. This final review identified 57 new documents.

To classify all the documents, the reference manager and academic social network Mendeley was used, by this means organising the sources and elaborating an extensive database on IDC for the purpose of publication.

1.2. Limitations of the literature review

During this review, several challenges and limitations were found. Although an extensive bibliographical database available in the information market was used, the identification of sources published in languages other than English was limited. Nevertheless, researchers could review sources in French, Italian and Spanish. Regardless, most of the publications found in French and Italian where not recent. On the contrary, most of the publications found in Spanish were more up to date.

Another limitation found was the conceptual specification and the classification of the KECs and barriers. Most of the researchers were not involved in the initial elaboration of the definitions they were provided with. The

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[1] Group of Documents: 8; Documents in pdf: 168; Codes: 388; Segments: 827; and Memos: 38.

initial research did not clearly establish the conceptual definition and the descriptors for the understanding of the rationale behind each KEC. The gaps between theory and practice became evident as most of the literature did not explicitly refer to the KECs and barriers as established by the TS. Therefore, as mentioned above, a further search was required.

1.3. Data analysis

The analysis of the documents carried out within the scope of this research has been conducted by content analysis. The basic role of content analysis is to reach the concepts and relations that can describe and clarify the gathered data. Unlike quantitative content analysis, which is systematic and objective, a content analysis based on qualitative paradigms offers opportunities for multiple layers of interpretation in relation to the classified data (Yildrim & Simsek, 2006).

As mentioned above, the initial process of identifying codes was done through the MAXQDA database, based on the content of each KEC and its corresponding barrier. Through recurrent and rigorous review and analysis of the results, relevant information was extracted to identify the content and the rationale for each KEC, but also the relation between them and the barriers. The second phase coding was done manually and interpreted through extensive reading.

2. Results

The findings obtained by the content analysis are presented in this section of the report.

2.1. Definitions of Key Enabling Components (KEC) and its barriers

KEC 1

Common understanding of knowledge, skills, and attitudes related to Intercultural and Democratic Competence (IDC)

According to Allan (2011), the following questions should guide teacher education in the field of cultural diversity and democracy: What do we want our teachers to understand, to be and to do, regarding democracy, diversity and intercultural competence? What are the competences required by teachers and which theoretical approach towards education and cultural diversity has to be taken?

The first answer would be a need for consensus and a common understanding of concepts related to intercultural education (PPMI, 2017). It is therefore essential to define the basic theoretical understanding about cultural diversity and its related concepts in order to ensure the consistency of the education, supported by a consensus among educational agents and ITE providers. It also highlights the importance of reaching consensus on the understanding of 'diversity', 'interculturalism' and 'inclusion', especially among teacher educators responsible for general pedagogical courses and those responsible for courses on diversity and intercultural education (PPMI, 2017; Wolff-Jontofsohn & Zyl-u-Haziri, 2015). One consequence of conceptual vagueness is that the policy focus can become side-tracked due to a lack of common understanding of the concepts mentioned above. The breadth of the concepts and their interpretation at policy level can lead to intercultural aspects being ignored (PPMI, 2017), therefore there is a need for embracing beliefs that recognise the strengths of cultural diversity (Civitillo et al., 2018).

Consequently, the political scenario and particularly the political objectives, are presented as a solution to the following challenges: the definition of the competences of teachers and the availability of adequate funding (PPMI, 2017).

The Reference Framework of Competences for Democratic Culture of the CoE (2018a) together with the, Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching (2018/C 195/01) (European Council, 2018), The Model of Competences for a Democratic Culture (CDP) by Barrett (2016), and the Skills Strategy 2019: Skills to Shape a Better Future (OECD, 2019a), outline the competences that are necessary to effectively participate in a democratic culture and live in peace with others as equals in culturally diverse democratic societies, understanding the uniqueness and recognising human dignity as a universal value. Jackson (2014) also underlines the importance of taking into account that not all cultures and religions express the ideas of human dignity and the human person in the same way, and some discussion of different views is considered to be a part of intercultural education. Therefore, a distancing from a cultural relativist approach should underline an intercultural democratic competence discourse.

Following the RFCDC model, the term "competence" is defined as: "the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context" (Barrett, 2016, p. 23). According to Navaitiene et al. (2015), IDC helps "to dismantle oppression and discrimination at personal, cultural and structural levels". Hence, competence consists of the selection, activation and organisation of capabilities and their application in a co-ordinated, adaptive and dynamic manner to concrete situations. The strength of the competence model of the CoE is the inclusion of values and attitudes as essential for behaving appropriately and effectively in democratic and intercultural situations (Barrett, 2016, p. 24).

In this sense, it is appropriate to highlight the institutional efforts towards systematisation and conceptual clarification found in the literature reviewed (Barrett, 2016; Clarke-Habibi, 2019; CoE, 2018a, 2018c, 2018b; NCCA, 2005). Of particular relevance is the work of Clarke-Habibi (2019) which summarises different competence and conceptual frameworks and offers a series of strategic needs and recommendations, highlighting:

- the need for a glossary and common terminology on the main concepts, recognising their complexity but agreeing on their operational distinctions;

- the need for a conceptual/thematic framework and associated critical thinking questions that support teacher and student engagement;

- the need for pedagogical guidelines and resources of good practice methodology;

- the need for an honest assessment of the ongoing psychological, socio-psychological, structural and pedagogical barriers to learning about controversial issues;

- the need for guidance on capacity building on how to provide training to adults and the need for a collaborative process based on existing experiences and good practices.

Moreover, the notion of culture and identity should be addressed from a complex and dynamic perspective, taking into account their fluctuations. Those are the consequence of personal changes, or a response to external conditions, or interactions within the context and with other members of social groups (Hajisoteriou et al., 2018; CoE, 2018a). In this same sense, there is a need for a more inclusive representation of the ways in which "culture" is defined, operationalised, and approached by the contrasting paradigms of intercultural research. Therefore, it is necessary to consider ethnic, religious, linguistic, and individual and collective narratives as part of the history of each person as a whole (CoE, 2018a; Barrett, 2018). Cultural identity is a self-attributed feature and should not be a source for labelling individuals by their attribution to a specific social group. Nevertheless, it is frequently understood following collectively constructed discourses which reduce the perception of culture and identity to a static and one-dimensional concept, thus contributing to prejudice and demarcation of individuals belonging to culturally diverse groups (Wang & Kulich, 2015; Dervin, 2015; Siarova & Tudjman, 2018). Moreover, teachers need time to engage in explicit reflection on their beliefs to understand possible stereotypical ethnic biases (Sleeter, 1994; Civitillo, Juang and Schachner, 2018). The Developmental Paradigm approach[2] could help individuals to move towards a more complex way of understanding and responding to patterns of cultural differences between self and other (Hammer, 2015).

In addition, there are studies that show that students with higher levels of civic knowledge tend to express more tolerant attitudes (CoE, 2018c) and are also more capable for intercultural dialogue, which initially requires an attitude of openness towards another person who is perceived to have cultural affiliations that differ from one's own (Barrett, 2016). In this vein, the practices should provide knowledge and understanding that serve as a common background to the development of the following frameworks, vocabulary and concepts (Deardorff, 2011; Griffith et al., 2016) in the discourse of teacher training: active citizens, lifelong learning, identity, beliefs, culture, intercultural, intercultural situations, intercultural dialogue and critical thinking (CoE, 2018a), inclusion (PPMI, 2017), social cohesion (Barrett, 2012; CoE, 2018c), social justice (Navaitiene et al., 2015, Jackson 2014), and digital citizenship (CoE, 2017), as means to overcome the lack of IDC-related concepts which would help teachers articulate ideas that go beyond stereotypes and common prejudices (Deardorff, 2011).

Considering the role of education as a key agent for social change to promote open, tolerant and diverse societies (CoE, 2018a; Hagan & Mc Glynn, 2004), it is also essential to take into account the political, economic, and cultural context of education as part of the learning process, aimed to develop the intercultural competence of teachers (Merryfield, 2000; Serdyukov, 2017). In this sense, it is important to have a comprehensive idea of education as a "lifelong process that enables people to make independent choices for their own lives [...] All

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[2]The Developmental Paradigm approach to Intercultural Competence focuses on the developmental progression that individuals make in moving from less to greater levels of intercultural competence.

teachers and teacher educators, regardless of which subject they might be teaching, contribute to this educational goal" (CoE, 2018c).

KEC 2

Supporting educational policies

KEC 2 addresses the design and implementation of teacher training policies that foster EU common values. Shear, Gallagher, and Patel (2011), cited in Park and Tan (2016), highlight that one of the drivers of innovative teaching and learning is the concurrence and connection with what policies envision and what actually happens in the classroom. Systematic changes at the policy level are therefore required to create an enabling environment. Taking ICT-CST (Information and Communication Technology Competency Standards for Teachers) projects to improve the quality of education as an example of innovative teaching (UNESCO, 2018), the aforementioned study by Park and Tan (2016) lists the common factors contributing to the successful implementation of standard ICT competences in teachers as follows: identification, active involvement and support of multiple stakeholders (the learner, parents, teacher, educational administrator, researchers, and policy makers) throughout the process (Serdyukov, 2017); interdepartmental coordination; a strong system of teacher preparation and professional development to provide stakeholders with support and guidance for the implementation, and to conduct an evaluation of the system of standards. In terms of innovation, such standards can be equally relevant for IDC teacher education. In this sense, the work by Van Driel et al. (2016) compiles various recommendations regarding education policies: to avoid segregation and promote diversity in schools, to develop and use a culturally relevant curriculum and culturally responsible pedagogies, to provide bilingual and multilingual education, to encourage diversity in the teaching staff. In this sense a number of countries in Europe have adopted policies to:

- hire teachers from diverse backgrounds and short-term preparation programmes for migrant teachers so that the teaching workforce can be more heterogeneous and reflect the diversity of the student body (Cerna, 2019);

- better prepare teachers for tolerance, diversity, inclusion and as "agents of dialogue" (Allan, 2011);

- promote the whole-school approach and collaborate with a greater number of stakeholders;

- provide accurate information on migratory flows;

- support the collection of empirical evidence for policy-makers among EU member states; and

- recognise and reward good and innovative practices (Serdyukov, 2017).

Specific barriers have also been identified concerning this KEC. Lack of adequate educational policies and legal frameworks (Allan, 2011), lack of policies for including obligatory intercultural education in initial teacher training (PPMI, 2017), usually offered as elective courses in ITE and, in spite of having evidence of countries with political support, disparities exist across providers (PPMI, 2017). The same was found concerning funding, as many initiatives lack stability which creates some uncertainty (PPMI, 2017) regarding sustainability and scientific rigour of their implementation. However, having explicit supporting educational policies and a strong political commitment could favour the promotion of standards about IDC professional development (Darling-Hammond et al., 2017; PPMI, 2017). These policies should conceive flexible funding and continuing education courses for learning opportunities that include sustained engagement in collaboration, mentoring and coaching (Darling-Hammond et al., 2017). Policies should engage ITE and CPD providers in research and innovation about IDC (CoE, 2018b), which will allow better use and cost-effectiveness of IDC teaching efforts and will increase outreach and dissemination of IDC training. Moreover, to achieve effectiveness of such policies there must be

an adequate level of detail aimed to concretely translate the goals through ITE programmes, such as curricula, specific courses, professional training and adapted induction programmes (PPMI, 2017).

As already mentioned before, the link between the lack of common understanding and the concepts of diversity and/or inclusive education, also tend to distract the policy focus (PPMI, 2017). Such a proposal was articulated through the Conceptual Framework of the INNO4DIV project and is represented by the definition of IDC. Policy should explicitly identify a cluster of competences that pre-service and in-service teachers (ITE and CPD) should develop according to the four components of the CoE model: values, attitudes, skills, knowledge and critical understanding.

Moreover, policies need to take into account the following: teachers' needs related to IDC (Darling-Hammond et al., 2017); national strategies and regulations regarding the organisation of courses and study programmes of IDC training (CoE, 2018c) and the implementation of measures (Van Driel et al., 2016); preparing an action plan to implement training of IDC with teacher education institutions and schools, including material and human resources (CoE, 2018c, Noorani et al., 2019); assigning funding for continuing education to provide effective incentives for improving the quality of ITE programmes such as by helping increase the level of preparation of student teachers for diversity (PPMI, 2017), for example through transnational projects or exchange of good practices (Comisión Europea, 2107). In this sense, internationalisation at home (IaH) offers a valuable reminder for globalising the curriculum which does not consist simply of providing mobility opportunities or a framework to support internationalisation of teaching and learning, but requires a global and internationally focused contents and experiences in universities globally (Curaj et al., 2015). They should also provide a technological environment to create opportunities for professional learning and coaching in schools, in addition to establishing an expert profile of mentors and coaches for IDC development to support teachers' learning (Darling-Hammond et al., 2017). Furthermore, policy should define lines of research on how teacher education and training are prepared (PPMI, 2017), as well as how to recruit and retain more diverse student teachers in student cohorts, in order to encourage diversity in the education workforce (Cushner & Mahon, 2009; Van Driel et al., 2016). Assessment of the outcomes through the creation of systems for tracking professional development by state education agencies, ITE and/or CPD providers (Darling-Hammond et al., 2017) should also be provided. This could be done through horizontal coordination in which schools work together with other schools of local municipalities. The wider community and NGOs are also necessary to guarantee the implementation and evaluation of education policies on teaching IDC (Veugelers et al., 2017).

As pointed out in the Conceptual Framework, innovation is an essential feature of the policies which should include explicit strategies for providing teacher training that covers emerging areas and topics (contextual demands), such as the use of ICT in the classroom to help students build cross-curricular skills as well as fostering the sense of preparedness with respect to competence development and technology (OECD, 2019d). This is very important in the specific case of IDC that involve cross-curricular clusters of competences (CoE, 2018a).

As confirmed in the PPMI report, most policies lack the capacity to diversify the institutional dimension of ITE teaching staff, curriculum and implementing dynamic and multiple instruction methods. Despite efforts to diversify the students, faculty, curriculum and instruction methods, ITE providers do not always have the knowledge and experience necessary to provide students with relevant skills to deal with the wide range of cultural, linguistic, and socioeconomic diversity in the classroom and society at large (Kitano et al., 1996; Thomas & Vanderhaar, 2008). Providers tend to lack a clear conceptual framework to identify and categorise different multicultural approaches when designing the curricula (PPMI, 2017, p.85).

KEC 3

Effective initial teacher education (ITE) curricula, including mandatory IDC and related assessment methods, naming specific learning objectives and competences and how to foster them with appropriate tools, methods and teaching approaches and extracurricular activities.

KEC 3 addresses the effective ITE curricula and the associated barriers of insufficient emphasis on IC learning in ITE programmes, understood as the design of curricula in all its extension including programmes, competences, objectives, contents, teaching and assessment methods and tools, with special attention on the coherence among them.

The work by Yeigh and Lynch (2017) tackles the issue of outdated ITE programmes that have failed to evolve into twenty-first century professional knowledge domains. This work makes a plea for reforms and innovation, including the need to revise ITE to make room for new scenarios of social cohesion, individual identities, citizenship, work and training.

The literature shows that there is a need for innovative approaches in ITE, a disconnection between political objectives in ITE and practice, and a lack of empirical research on the diversity competences of teachers, and teacher and student preparation for democratic life. In particular, there is an evident lack of compulsory courses in IDC for addressing cultural diversity. An insufficient emphasis on IDC learning in ITE also exists. Unclear instructions on how to integrate IDC learning in teacher education which may lead to counter-effective education practices, IDC seen as transversal competence in the usual frameworks for teacher education, highlighting its importance, but also diluting its emphasis. Competences for diversity rarely include specific learning outcomes in terms of knowledge, values, attitudes and skills, creating limitations in the way they are reflected in ITE curricula. Teacher educators are rarely prepared to develop ITE curricula for diversity and there is no consolidated comprehensive approach for preparing them for this task. Quality assurance systems linked to the framework of competences and assessing learning outcomes for teachers' educators are often insufficient. Nevertheless, a broad consensus exists on the role of quality assurance mechanisms in improving performance of ITE programmes (PPMI, 2017). There is a sense of discomfort among teachers in dealing with cultural diversity in the classroom (Hagan & McGlynn, 2004), and a lack of confidence expressed by pre-service teachers in their knowledge of cultural differences and identity questioning their abilities to address students' individual needs when it comes to the cultural dimension (Cushner & Mahon, 2009).

Possible approaches to overcome such barriers include the creation of specific centres for teacher training and pools of experts in the field (PPMI, 2017), as well as intercultural pedagogy courses to develop IDC (Wang & Kulich, 2015), and the need to improve critical analysis skills of student teachers regarding to their socio-political and cultural context (Figueredo, 2014; PPMI, 2017).

As illustrated by Severiens and Tudjman (2017), the incorporation of diversity in the teachers curriculum is carried out heterogeneously in different countries. Their study showed that the innovation in diversity courses consisted of introducing a comprehensive approach in addressing linguistic diversity, psychosocial phenomena and implementing different pedagogical theories related to multicultural and intercultural education. Similarly, different modalities of teaching activities were offered consisting of lectures, cooperative learning, personal assignments, research and presentations development and peer learning.

Gay (2002), as cited by Siarova and Tudjman (2018), mentions the following elements as necessary to prepare teachers for cultural responsive pedagogies: develop a basic knowledge of cultural diversity, design a culturally relevant curriculum, demonstrate cultural concern, build a learning community, cross-cultural communication (ability of teachers to decipher the cultural codes of diverse students) and cultural consistency in the instructor's classroom (e.g., matching instructional techniques to the learning styles of diverse students).

Siarova and Tudjman (2018) show that practice-based experiential learning in diverse environments can have a positive impact on student teachers when accompanied by the following elements: appropriate preparatory and follow-up courses, and interactive and continuous effective supervision by educators and mentors. They also state that diverse content needs to be integrated into the ITE curriculum both in a compulsory and a transversal manner. All practical positions need to integrate an element of diversity. New teachers need access to induction programmes developed in conjunction with teacher training institutes and schools with a strong mentoring component.

According to the CoE, teaching IDC should embrace the development of a cluster of competences that pre-service and/or in-service teachers should gain partially as an outcome for experimenting intercultural situations and should receive guidance and feedback.

Based on the four dimensions of the CoE's RFCDC for teacher development of IDC, teacher education should argue, defend, promote and express recognition of the following values:

- human dignity and human rights;
- cultural diversity; and
- democracy, justice, fairness, equality and the rule of law (also in KEC 1).

It would need to show the overall predisposition and the action toward someone or something with the following attitudes:

- Openness to cultural otherness and to other beliefs, world views and practices;
- Openness to other personal and cultural histories (Severiens & Tudjman, 2017);
- Empathy and disposition to discover similarities, especially with those who seem quite different (Deardorff, 2020);
- Respect;
- Civic-mindedness;
- Responsibility;
- Self-efficacy or the belief of teachers in their own competence or chances of accomplishing the teaching task and producing favourable outcomes in multicultural environments (OECD, 2019a);
- Tolerance of ambiguity; and
- Confidence to challenge and be challenged.

It would also need to show the capacity and skills to[3]:

- Pursue, organise and evaluate their own learning;
- Analyse material of any kind in a systematic and logical manner;
- Evaluate and make judgements about materials of any kind;
- Understand what other people are saying and to learn from other people's behaviour through active listening and close observational scrutiny;
- See the world from other people's perspective;
- Adjust one's thoughts, feelings or behaviour in a principled manner to new contexts and situations to respond effectively and appropriately;
- Dialogue, discuss or negotiate both as a form of personal openness to others and as a tool for teaching IC (Deardorff, 2020);
- Communicate effectively and appropriately in different ways (Deardorff, 2011) with other people, especially from diverse culture affiliations;
- Participate successfully with others on shared activities, tasks and ventures; and
- Address, manage and resolve conflicts in diverse contexts, in a peaceful way.

Finally, teacher education should show comprehension and appreciation of meanings following the understanding of democratic processes and intercultural dialogue-based knowledge through:

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[3] Elaborated by the authors except where noted otherwise

- Self-awareness (Deardorff, 2020) and self-understanding about one's own cultural affiliations, assumptions and preconceptions, and the cognitive, emotional and motivational aspects associated (Banks et al., 2001);

- Critical review of pedagogical and didactical approaches;

- Critical reflection addressing the transformation of teacher students' own perspective to a greater inclusiveness, openness, and flexibility, among other aspects (Mezirow, 1990; Deardorff, 2020);

- Self-awareness and regular reflection about the socio-political aspects of teacher students' teaching practice, as they are concerned about the goals and content of the curriculum, the learning process, and the educational and social roles of school (Hajisoteriou et al., 2019);

- Knowledge of the socio-cultural dimension of languages, their influence in communication styles, interactions and meanings, and the impact in the behaviour of the students (Banks et al., 2001);

- Knowledge of different domains related with the development of democratic societies: politics and law, human rights, cultures, religions, history, media (mass media and digital media) and economy; and

- Understanding the ways in which institutionalised knowledge within schools, universities, and popular culture can perpetuate stereotypes about racial and ethnic groups (Banks et al., 2001).

Instead of a general didactic approach, effective teacher training should focus on a discipline specific approach (Darling-Hammond et al., 2017) and, as part of the teacher training, student teachers should lead a critical review of social justice issues (Sleeter, 2015; Merryfield, 2000), personal assumptions or preconceptions (Huber, 2012), and their own pedagogical and didactical approaches, as a way to becoming self-aware (Gallavan & Webster-Smith, 2009; Clarke-Habibi, 2019).

ITE in IDC should take into account different sources of experiential learning for teacher training, both within and outside the educational institution (ITE provider), in contact with NGOs (Vuorikari, 2019) and other informal and non-formal education environments (CoE, 2018a), and developing rich extra-curricular activities in the form of service-learning, community work or excursions (Veugelers et al., 2017). Another possibility in this way is studying abroad, as a part of the formal teacher education or training. This would allow future teachers to develop intercultural and interpersonal skills useful for teaching culturally diverse classes, as indicated by past research (OECD, 2018). A report on the impact of study abroad programmes for traditional higher education students found that those who study abroad exhibit greater change in intercultural communication skills after a semester abroad than students who stay on their home campus, demonstrating that exposure to various cultures could be a predictor of intercultural communication skills, cultural adaptability and sensitivity (OECD, 2018; Hammer, 2015; and Cushner & Chang, 2015).

Civitillo et al. (2018) urge teacher educators and researchers to better examine opportunities for pre-service teachers to critically discuss and self-reflect on the issues of culture during coursework or in support of experiential learning.

Integrated ITE curricula combined with targeted approaches are an effective way to prepare student teachers for diversity. However, the number of initiatives aimed at transversally integrating diversity-related issues through existing programmes and courses is limited. Providers across Europe tend to tackle diversity through isolated elements of the ITE curriculum, from modules and courses, to practical training initiatives (PPMI, 2017).

As indicated in the PPMI report (2017, p.56):

> Teacher educators are crucial actors to prepare student teachers to deal with and teach about diversity. They have a decisive role to develop effective and innovative curricula, pedagogical practices and tools building the foundation for reflectivity, openness and innovation in ITE.

Siarova and Tudjman (2018) underline the pre-service teachers' capabilities for engaging in transformational teaching. In doing so, the background of the individual teacher needs to be considered as well as how he/she conceptualises his/her role as a transformational teacher. Therefore, pre-service teachers need to be free from conventional thinking and judgment and need to possess the ability to stand back and take a bird's eye view of

the programmes they operate and be willing, in a mindful way, to actively participate in their preparation to be good thinkers and judges in their own right (Palmer & van Wyk, 2013, p.464).

Induction programmes designed to consider diversity can ensure that the complex diversity issues in education are effectively tackled and included in all stages of the teaching profession. By providing an important link between theory and practice, induction is a crucial period for novice teachers to effectively emerge into practice, by enhancing their skills, improving school and teacher performance (PPMI, 2017). Novice teachers need to have access to induction programmes elaborated in partnerships with teacher training institutes and schools, with a strong mentoring component. This helps bridge theory with practice, gain more first-hand experience in dealing with difficult learning situations and reduce the drop-out of novice teachers (Siarova & Tudjman, 2018).

KEC 4

Availability of high-quality IDC Continuing Professional Development (CPD) courses

Due to the development of the current society, continuous professional development of teachers is an imperative for every educational system (Malita et al., 2018). It is an additional step in teacher education, a planned and lifelong process through which teachers seek to develop their personal and professional qualities by improving their knowledge, skills, and teaching practice. This enables their empowerment, improvement of their performance, and development of their institution and students (Paswad et al., 2011, cited by Siarova & Tudjman, 2018). Moreover, CPD could be short, *ad hoc,* and might not involve formal assessment; timing can be arranged to fit in with busy teaching and research commitments and these courses are good at provoking reflection (Acquah & Hattunen, 2018). They should further reinforce their ethical orientation and efficiency orientation.

Ethical orientation refers to the values and interpersonal attributes, while efficiency orientation includes the organisational skills and abilities to act in various roles and situations. Professional development should also have a pedagogical orientation that encompasses not just pedagogical competences but also intercultural, inclusive and social competences (Jokikokko, 2005). To this end, Conklin (2008) asserts that intercultural professional development should model compassion. She explains that only through such "pedagogy of compassion", teachers' professional development may have a transformative, critical and justice-oriented character. Therefore, in recent years, more dynamic, reflective and participatory forms of professional development courses have gained momentum, aiming to empower teachers through their active participation (Hajisoteriou et al., 2018).

As in KEC 3, CPD should lead in-service teachers to the critical review of personal assumptions or preconceptions (Huber et al., 2011), pedagogical and didactical approaches, and a change of consciousness (and the way of becoming self-aware) (Gallavan & Webster-Smith, 2009; and Clarke-Habibi, 2019). Additionally, they should include socio-emotional issues that tackle the reluctance of teachers to change (Huber, 2012). In this way, resilience should be considered as a good practice for development of IDC. CPD should specifically show structured professional learning that results in changes in teacher practices (Darling Hammond et al., 2017). It should focus on diversity, through active learning and reflection strategies, open to collaborative experiences that help teachers to attend to their needs, based on their own experiences (Clarke-Habibi, 2019), and provide support for IDC development.

The barriers related to KEC 4 are limited to insufficient resources as well as ineffective methods. There is a need to move from learning by doing, to integral evidence-based approach. There is also a lack of offer of quality training based on experiential learning and a tendency to push teachers towards the management of, rather than engagement with difference (Allan, 2011). Moreover, there is a reluctance to address controversial social, cultural and political issues in schools (Hagan & McGlynn, 2004) by in-service teachers.

In KEC 4, the research results highlight the main barrier that courses related to diversity are optional and not all teachers are trained to include diversity in classrooms. Related to this idea, it was found that there is a need for professional development for teaching IDC, the participation in CPD courses is low, and there is no common basis for trainers in IDC in education (EuroComis, 2018). Moreover, the courses are often outside the school environment and disassociated from everyday practice (Aguado et al., 2008).

Specifically, the underdeveloped self-awareness of in-service teachers conditions the transformation from mono-cultural to intercultural teachers (Hagan & Mac Glynn, 2004). In this regard, CPD should display structured professional learning that results in changes in teacher practices (Darling-Hammond et al., 2017), and an active use of in-service teachers' diverse backgrounds and experiences as resources for learning (Clarke-Habibi, 2019; Palmer & van Wyk, 2013), in order to develop meaningful strategies, and as a way to deal with the possible reluctance to change.

The teachers' emotional intelligence is considered a significant predictor of levels of burnout (Extremera et al., 2005; Schutte, 2001; Palmer & van Wyk, 2013). Based on that, the inclusion of emotion management skills can be considered an effective strategy for IDC development, taking into account the sense of hardship and lack of preparedness that some teachers may experience in dealing with diversity in the classroom (Hagan & McGlynn, 2004). Besides, the integration of affective and behavioural domains is crucial for advancing to more complex intercultural thinking and behaviour (Cushner, 2017).

KEC 5

Integrated IDC across the school curriculum (in addition to national and state regulations)

Explicit inclusion of teaching common values in school curricula and supporting measures is an important resource for IDC development. It enables in-service teachers to put in practice acquired knowledge on addressing cultural diversity while fostering an inclusive school environment (CoE, 2018c). This KEC contemplates how local authorities establish through explicit guidelines how to integrate IDC learning in pupils' education around curricular teaching. It offers an opportunity to contextualise the way in which cultural diversity is addressed, following school specific characteristics and needs.

The main barriers encountered point out that teaching common values is often weakly implemented in school curricula and supporting measures, resulting in practices that do not always receive real attention. There are "unclear" instructions on how to integrate intercultural learning in pupils' education, which may lead to counter-effective education practices. School curricula across MS need to better incorporate diversity, moving from a mono-cultural curriculum to addressing religious, ethnic, and other forms of diversity. Some resistance by teachers to adapt the curriculum and to be trained in IDC methodology could appear if they feel that their subject does not have any connections to IDC (Kurz, 2017).

The main outcome of this KEC is that in-service teachers act as curriculum planners and developers with respect to both the overt and the hidden curriculum (Ball et al., 2011). In doing so, the democratic environment and culture is strengthened in the school and in the classroom, addressing at the same time the local or regional needs related to teaching common values and enhancing diversity.

In this sense school curricula should include diversity as an asset to society (Veugelers et al., 2017). They should incorporate the active use of students' backgrounds and diverse perspectives about common issues so as to prepare young people to analyse and challenge forms of discrimination looking for equity (Sleeter, 2015). Additionally, curricula should be responsive (Sleeter, 2017; Van Driel et al., 2016), i.e., showing different ways of adaptation of IDC development to the regional, local or school context, depending on the case.

Culturally responsive curriculum engages students academically and provides space for them to bring into the classroom and use what they know from their homes and communities. Therefore, it has to be a Curriculum

that directly addresses social issues and social change processes and fosters students' sense of personal empowerment (Sleeter, 2017).

Furthermore the curriculum "should also provide content related to cultural diversity across disciplines, foster trusting teacher-student relationships and push the students intellectually, focusing on teaching/learning needs and not being content driven" (UNESCO, 2009).

Additionally, it is important to involve stakeholders, especially teachers, in decision making and writing of it (CoE, 2018c), in order to address, among others, their feeling of disengagement with respect to the development of IDC (Kurz, 2017). In this way, IDC should be integrated transversally, across all subjects (Bernaus, 2017), based on the idea that cultural diversity and democracy can be recognised in every classroom and in every subject, and IDC needs to be acknowledged in every course (Kurz, 2017).

From the perspective of teaching values, Veugelers et al. (2017) propose that education policies promoted by schools should stimulate the comprehensive use of special value-oriented subjects, the integration of values into other subjects, cross-curricular activities, and a democratic school culture.

Overall, school curricula need to incorporate diversity in a better manner, addressing religious, ethnic and other forms of diversity as a critical aspect of education (Van Driel et al., 2016). The integration of IDC in school curricula should include some key aspects for teaching such as, for instance, comparative interpretations of historical events, exploring the meaning of "critical intercultural citizen", "global citizen" (Holmes, 2017), "digital citizenship" (CoE, 2017) and "active citizenship". It is important that it shows an appropriate pedagogy and teaching methodology, respectful of interculturality and democratic values and based on an explicit theory of learning suitable for all learners. These measures advance democratic methods amongst teachers and school leaders (Veugelers et al., 2017) creating a democratic climate for learning (CoE, 2018c).

The school curricula should take into account clear instructions or key strategies for the implementation of intercultural content and methodologies in school curricula, (CoE, 2018c), e.g., giving adequate support to teachers and learners to use and include IDC in teaching and learning; creating a new, or developing existing, democratic and participatory structures and procedures to ensure a democratic culture in the educational institution, etc. The curricula should include a broader WSA, to ensure stronger implementation of teaching values in schools (Veugelers et al., 2017).

KEC 6

Application of effective teaching methodologies based on adapted pedagogical approaches such as: peer-learning, IDC networks, IDC working groups in school, working groups, experiential learning, collaboration, challenging assumptions, and learning communities.

Some of the barriers which have appeared related to KEC 6 are that methods of IDC for teacher education could rarely be found in Europe. Moreover, there is a lack of systematic and solid evidence of what works, why, how, and under what conditions, and a prevalence of only cognitive-approach methods in classrooms (Cushner & Mahon, 2009; Cushner & Chang, 2015; Van Driel et al., 2016).

The outcomes of the application of effective teaching methodologies allows teachers to foster democratic attitudes and behaviours and take part in an active learning process (Darling-Hammond et al., 2017). Moreover, effective teaching methodologies help to create safe learning environments, addressing discrimination and support individualised learning of a broad base or core humanistic components. They help to create the conditions for transforming the roles of teachers and learners and to transcend what those roles are in traditional classrooms. They help to create: spaces to reflect on and act to improve their practice, becoming agents of change, leading to a democratic school culture; and, a culture that empowers learners making them

feel confident enough to tackle controversial issues and take risks, for the advancement of IDC in themselves and in their students. Teachers gain curiosity, motivation and capacity to become fully aware of one's own practices; as well as become factors in transforming hierarchical, prejudiced and undemocratic ideas and beliefs about student learning. They help reconsider their role in the classroom to better address learners as whole persons. And finally, they help teachers to move their own response to conflicts in the classroom from lack of strategies, to the possibility of deploying different methods to afford intercultural situations (Deardorff, 2011).

Methodologies should integrate participative methods, experiential learning and learning by doing, as one of the main sources for IDC development of pre-service and in-service teachers, through different educational practices (Alexander and Potter, 2004). Other methodologies are also considered relevant such as learning communities, peer learning, working groups and the promotion of equity in education (Curaj, 2015; Kiel et al., 2017).

As mentioned, the evaluation of teaching practices (CoE, 2018c) like the development of communities of practice, action research and other forms is essential. With regard appropriate assessment methods, the following aspects have been considered: discussions between teachers from different institutions to compare their practices and assessment standards; regular/periodic review of assessment tools/forms/methods to adjust to changing contexts/education settings; and, external moderation (CoE, 2018c).

KEC 7

Availability of supporting tools

KEC 7 highlights the use of educational tools in order to enable IDC for pre-service and in-service teachers. For that purpose, it should include tools for both developing and evaluating IDC (Technical Specifications, JRC 2019). In the same way as methodologies, tools should make active use of diverse backgrounds as resources for learning, giving space to the voices and histories of minority views, and promoting a more participative school. They would assume inclusive/intercultural issues explicitly or in a transversal way, incorporating instructional techniques adjustable to various learning styles and the history and contributions of diverse groups that live in the country and/or in Europe (Sleeter, 2017). Additionally, the tools should promote critical thinking and *multiperspectivity* (Barrett, 2018), democratic discussions, debates and intercultural encounters and interactions (CoE, 2018a) and the use of digital means or mixed delivery methods (Vuorikari, 2019) to help to overcome students' physical and temporal difficulties to interact with one another (Tomé *et al.*, 2019). Tools – such as learning diaries, storytelling, portfolio tasks, use of discursive pragmatics (Dervin & Hahl, 2015) – that focus on evaluation of IDC are especially valued. Any other resources that allow the follow up of the courses, showing the progress of the participants' abilities, providing reliable evidence of learning during the course and at the end of the course (Acquah & Hattunen, 2018) are also considered very relevant. This approach to assessment offers information about developments in human behaviour of teacher students (e.g., Denenberg, 1982). Finally, the tools should contain clear guidelines/manuals for teachers to use and evaluate the implementation process.

In relation to the barriers and outcomes, the research findings identified that these are similar to those already described in KEC 6 and are therefore shared by both KECs. For detailed information refer to section on KEC 6 above.

KEC 8

> Whole School Approach (WSA) to intercultural learning, framing, accompanying, and supporting teachers' IDC learning and teaching activities, which needs to be promoted by policy-makers and has to be put into practice by the respective educators and school administrators.

The WSA involves all parts of the school working together and being committed. It requires partnership, working with governments, senior leaders, teachers and all school staff, as well as parents, youth workers and the wider community. It is an approach that is under-researched, but studies indicate barriers such as greater uncertainty among the students, the need for more financial and organisational support, and the need for professional teams; it is, nevertheless, considered as the most effective approach (PPMI, 2017).

The implementation of WSA by educators and school administrators implies a well-defined framework, accompanying and supporting IDC learning and teaching activities, and the endorsement by policy makers.

The main barrier to this KEC consists of the difficulties found by schools and teachers at the moment of getting the support of policy-makers and parents to this comprehensive and innovative approach. The changes as regards contents, curricula, evaluations, etc., that this approach implies, provokes uncertainty on parents. This is further aggravated by the perception of teachers that parents consider these reforms as unwelcoming (Cushner & Mahon, 2009).

On the other hand, the outcomes of this KEC are the positive relations between staff and teachers and between teachers and students. Teachers feel that they have a role to play in students' and communities' life, and they feel more respected. In general, the WSA makes them a part of the established procedures for peaceful and participatory resolution of conflicts and disputes. According to this model, school environment reflects the values and principles of democracy and explicitly acknowledges cultural diversity in its wider and inclusive dimension, providing resources and tools to minimize exclusion and hostile environments. Some of the proposals implemented by the WSA and their outcomes are anti-bullying programmes; high quality cooperative learning tasks; collaboration between students, but also between students and teachers, teachers and teachers, and between teachers and parents; teachers feel more confident about addressing issues related to democratic citizenship and human rights education; teachers have a sense of ownership and motivation for change. WSA helps teachers to experience democracy and human rights in action, in the school and in the classroom (Tibbitts, 2015). A correct implementation of this approach can create a sustainable and positive school atmosphere, as well as a stronger sense of belonging (Van Driel et al., 2016, p.4). To this end, schools should develop programmes and actions that engage the whole school community (CoE, 2018a), identifying how they can create safe spaces for learning and address challenging/controversial issues (Veugelers et al., 2017), as agents of social cohesion, societal reconstruction and development (Hagan & MacGlynn, 2004).

Additionally, community-based learning helps to reverse the teachers' deficit of perspectives, since they are fully involved in the whole process, becoming acquainted with people in the school environments (Cushner & Mahon, 2009; Sleeter, 2007).

2.2. New Key Enabling Component – KEC 9

During the literature review process a new KEC, essential for IDC, was detected.

> Teacher educators with experiential knowledge about interculturality and diversity

This new KEC refers to teacher educators and their experiential knowledge of diversity and interculturality as a quality needed to provide knowledge, lived experiences and perspective consciousness to prepare interculturally competent teachers (Merryfield, 2000).

It considers how the experiences of diversity and interculturality enable teacher educators to increase their own engagement and that of their student teachers with intercultural education.

Change is also possible if there is reform at universities and faculties of education. This is a tall order, but an absolutely necessary one if we are to make a difference. This means recruiting a more diverse faculty in terms of experience and background, as well as determining which attitudes and behaviours dispositions will best serve them if they are to be successful with students (Nieto, 2009).

As mentioned in other KECs, experiential learning can shape the beliefs and values of teacher educators to others, the nation and the world (Merryfield, 2000). The experiential knowledge is a way to increase the importance of the affective dimension of the learning process, leading to the development of the intercultural sensitivity of teachers, and subsequently, of student teachers and their pupils:

Culture learning develops only with attention to experience and the affective domain that is then linked to cognition. It is through impactful experiences, where people are challenged to make sense of their new environment and accommodate to the difference, where they ultimately gain more sophisticated knowledge about other people and a feeling of being at home in a new context (Cushner & Mahon; 2009, p.316).

Teachers tend to adopt safe teaching styles (Hagan & McGlynn, 2004; Rodriguez & Berryman, 2002). Based on that, the more student teachers experience different pedagogies, didactics and approaches towards assessment and learning, using own develops sources and research for information the more they are equipped to innovate. This is another reason to promote the recruitment of a more diverse faculty (Nieto, 2009).

The barriers identified related to this new KEC include: lack of mechanisms, institutional ways or strategies to recruit and hire teacher educators with experiential knowledge about IC (Sleeter, 1995, 2007 and 2015; Nieto, 2009). In addition, ITE and CPD providers do not see compelling reasons for change (Sleeter, 2017). There are difficulties in recruitment systems for the integration of teachers trained in education systems of other countries or cultures that provide cultural diversity in faculty members. Although the diversity of teaching staff is not the only way to promote interaction, communication, dialogue and shared experiences of teacher educators with people of different cultural backgrounds (Merryfield, 2000) the uniformity could be a barrier. The lack of experiences – physical or digital – that challenge the teacher educators' own views about identity, diversity and their impact on stereotypes and generalisations of groups of people (Merryfield, 2000) has also been indicated as a barrier. Similarly, the lack of experiences of pre-service and in-service teachers outside their own schools, universities or countries (Hagan & McGlynn, 2004) is also considered. As a result, there is a lack of the meaningfulness of problems and consequences of related issues such as discrimination, loneliness, lack of recognition and sense of belonging, etc. and a lack of experiential knowledge of diversity and equity (Merryfield, 2000).

The outcomes that teacher educators could achieve include: sense of the human identity and world perspective; personal interest in values that foster multicultural education (Merryfield, 2000); thinking interculturally (Deardorff, 2011); reflection about their own identity and the identity of others (authors' own elaboration); and cognitive and affective readiness for teachers' IDC development (authors' own elaboration).

3. Conclusions

This research aims to provide solid evidence for confirming the conceptualisation of both KECs and barriers in the development of IDC in teacher education. The literature review meant to identify cases for the support of the 8 KEC definitions in the TS, identify new KECs, as well as report on the criteria for the selection of innovative cases as core evidence for the developing of an innovative model on IDC.

3.1. Conceptual discussion on KECs

The research identified the need to continue the conceptual discussion on KECS, their reorganisation and meaning after finalising the case studies. As research shows, present literature which is mainly theoretically oriented, offers a wide range of definitions that require clear systematisation and conceptual clarification of the KECs. The INNO4DIV researchers themselves found difficulty in reaching a consensus regarding the meaning and scope of the KECs and barriers. This difficulty is mainly due to the introduction of the democratic dimension to the intercultural competences, which required covering a broader field of literature on cases and inclusion criteria to support both the IC and CDC dimensions.

Another challenge for consensus was the interdisciplinary character of the research team. In this sense, discussions enriched the definitions but also opened them to a complex debate. The literature review focused on theoretical foundations of concepts such as democracy, citizenship, diversity, culture, teacher education, interculturality, multilingualism, cultural backgrounds, cultural identity, European values – all multi-perspective concepts that are culturally related and addressed differently by different experts (pedagogues, psychologists, sociologists, philosophers and lawyers,).

3.2. Provide a clear working definition for each KEC and barrier

The research provides a clear working definition for each KEC and barrier in order to proceed with the inclusion criteria and the selection of cases. As mentioned before, it was difficult to reach a clear conceptual definition for each KEC and separate it from the others, as most sources provided information on several KECs and barriers from a comprehensive perspective.

As a result, an in-depth discussion and analysis was required in order to have a consensus regarding the specific meaning of each KEC and its implication regarding the inclusion or exclusion criteria per case. Although this consensus is reflected in the results of this study, researchers recommend continuing the debate on KECs definition and their interaction as elements for success in teachers' IDC development, once the case analysis is finalised.

For the moment, a possible "hierarchy" among the different KECs has been identified, placing KEC 3 and KEC 4 at the core of the research, as they represent the main objective of the INNO4DIV project.

KEC 1 and KEC 2 have been placed at a conceptual level, composing the theoretical and legal frameworks and tools to achieve ITE and CPD. The first KEC provided definition on IDC and the second, offered policy tools for implementation of IDC to carry on with KEC 3 and 4. However, some aspects are still a matter of discussion: the role played by the ITE providers, authorities and policy makers at different territorial levels (national and supranational) especially in disseminating and helping in the transferability of specific innovative and successful cases; the decision of using formal and/or non-formal education to decide whether to introduce IDC in general pedagogical courses or courses specifically on diversity an interculturality; and finally, the need of compulsory teacher education on IDC versus elective courses. Doing the right things in education requires a forward-looking, political debate based on values and on the visions for the future of our society (Alexander and Potter, 2004).

KEC 5, 6, 7, 8 and 9 have been considered at operational level. They provide information of innovative/good practices which will inspire recommendations to design ITE and CPD in IDC.

KEC 5 focuses on the intercultural approach of the curricula in schools, thus including competences, goals, giving contents, methodologies and evaluations an inherent coherence among them. The consideration of this KEC is based on the assumption that teachers carrying out intercultural good teaching practices can be perfect mentors due to their experiential learning. It also requires curriculum development at regional level, focusing on the school social and cultural context.

KEC 6 and KEC 7 are a "magnifying glass" of what is defined in ITE and CPD programmes as operative and specific methodologies (KEC 6) and teaching and assessment tools (KEC 7) which allow to put in practice the IDC learning processes, monitor and evaluate it.

KEC 8, focusing on a Whole School Approach, is considered an ideal proposal for the identification of examples of good practices in IDC, as it is based on the understanding of schools as educational communities as well as part of the overall community. From a research point of view, it is necessary to understand the teachers' required competences for the WSA initiatives in order to include them in the design of ITE. The WSA provides an ideal environment for IDC development. The identification of schools which develop good practices of IDC development could also lead to synergies between schools and universities in what refers to the practical training of student teachers.

Finally, KEC 9 is a new finding resulting from the research, which has been added as it serves the purpose of highlighting to which extent teacher educators' own interculturality can contribute to developing IDC among their students. It also is an important reference to take into consideration when designing IDC courses and replicating them in different contexts (Bain, 2005).

3.3. An inspirational IDC Teacher Profile

Pre-service or in-service teachers' positive attitudes and emotions towards cultural diversity are crucial in the development of IDC. Therefore, underestimating the individual values and each person's assumptions and beliefs could limit the success of the educational process. The need of critical understanding and awareness of one-self is essential in order to acknowledge how they may affect the way teachers address knowledge, values, attitudes and practices on IDC. Therefore, teachers should have the competence and ability to reflect on their own values, beliefs and socioeconomic and cultural differences.

It would be beneficial for teachers to recognize their own cultural affiliations and references before immersing in intercultural learning or its development in others.

There are several aspects to take into account in order to address the emotional and critical understanding dimensions that contribute significantly to the development of IDC:

- Identification and establishment of the profile needed for different stakeholders: ITE providers, teacher educators, teachers in non-formal education settings (mentors and coaches), and student teachers.

- Need of teachers' diversity: Despite the existence of heterogeneity in the classroom, the teachers remain a largely homogeneous group and consider themselves ill-prepared to teach students from diverse backgrounds. Society needs to shift from mono-cultural teachers as only reference in teaching institutions to inter/multicultural teachers capable of addressing multicultural society, cross cultural borders and teach effectively in increasingly heterogeneous schools (Hagan & McGlynn, 2014).

- Need for highly qualified IDC teachers: Higher requirements for admission of teacher candidates into ITE is a tool that can be used by education authorities to improve the quality of future teachers. Previous experience (experiential learning) and knowledge, together with public and policy awareness of the benefits of interculturalism, represent important factors for successful implementation of new IDC initiatives.

- Need of teachers as "agents of dialogue" and as "transformational teachers".

- Be aware of the difference between student teachers and in-service teachers: Student teachers tend to be more diverse, intercultural, and having gone through compulsory IDC education but inexperienced, whereas in-service teachers tend to be mono-cultural, with more personal assumptions and pre-conceptions, reluctance to change, with emotional burnout, with sense of hardship and frustration of having faced lack of preparation in dealing with diversity (education not compulsory), but are experienced through their own experiences (teachers' craft knowledge) (Black-Hawkins & Florian, 2012).

3.4. Need for evidence-based literature for outcomes and barriers

The literature review could not identify sufficient empirical cases for the analysis of IDC development in teacher education. Therefore, this research confirms the need for more empirical evidence for effectiveness in teacher education for IDC. At the same time, it confirms the availability of information on practices provided by experts in the field and by the EU Erasmus+ projects websites and networks. This confirms the fact that practitioners i.e. school in-service teachers or non-formal educators, although concerned and engaged with IDC training and development, do not provide the education community with evidence-based literature. In what refers to initial teacher educators innovative practices for IDC development, the main literature is provided by IC and ICC scholars yet there isn't enough information addressing the broad approach of IDC. An explanation for this is the fact that so far, mainly teacher educators in the disciplines of communication, language or foreign language teaching, provided the core of scientific literature and knowledge regarding IC and ICC. On the other hand, civic education scholars and intercultural education theoreticians focused more on conceptual approaches rather than on competences development. The only literature source that has been found for joining these two dimensions is the Reference Framework of Competences for Democratic Culture, CoE (2018a). However, this publication doesn't provide information on cases but rather focuses on conceptual and theoretical dimension of the IDC.

Another aspect which explains the lack of evidence for IDC practices is the fact that teacher educators are more focused on obtaining learning outcomes and innovating their teaching skills, than on documenting and sharing them. For this reason, the INNO4DIV research priority is identifying and analysing practical cases, in order to validate theoretical assumptions and propose a consolidated model for IDC development. Again, this finding highlights the gap between research and practice.

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List of abbreviations and definitions

CoE   Council of Europe

CPD   Continuous Professional Development

EU   European Union

IC   Intercultural Competence

IDC   Intercultural and Democratic Competences

INNO4DIV   Educational needs of Teachers in the EU for inclusive education in a context of diversity

ITE   Initial Teacher Education

JRC   Joint Research Centre

KEC   Key Enabling Component

MS   Member States

OECD   Organisation for Economic Co-operation and Development

PPMI   Public Policy and Management Institute

RFCDC   Reference Framework of Competences for Democratic Culture

TALIS   Teaching and Learning International Survey

TEU   Treaty on European Union

TS   Technical Specifications

UNESCO   United Nations Educational, Scientific and Cultural Organization

WSA   Whole School Approach

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