

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

INNO4DIV PROJECT



VOLUME 3 — Part 2: Overview of 21 innovative cases for the
development of intercultural and democratic competences in
teacher education

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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 policies 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's educators
2. Systematic literature review of key enabling components of teachers' IC 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 Second Part resulting from the project activity 3. It provides an overview of the 21 selected innovative cases for the development of intercultural and democratic competences in teacher education, which analysis has been the basis to extract lessons learnt in support of evidence based educational policy development.

This research responds to the "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 European Commission policy priorities (2019-2024), in particular, "*Promoting the European way of life, Protecting our citizens and our values*" through education and training. It 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.

Yves Punie

Acting Head of JRC B.4. Human Capital and Employment Unit

Acknowledgments

This report is the result of an extensive and exhaustive research work that was carried out between October 2019 and May 2021. It involved intensive research field work as well as consultation with a small group of international leading experts in the field of intercultural education, civic and peace education, teacher educators and European policy making. All researchers were asked to provide their observations and input in order to reach a comprehensive and useful report.

The core research work was done by the UCV INNO4DIV research team (coordinated by the Catholic University of Valencia - European Institute of Education for Democratic Culture). It has also benefited from the collaboration with the International Association for Intercultural Education, the Intercultural Institute of Timisoara-Romania, the University of Andorra- Principality of Andorra, the Hebrew University of Jerusalem- Israel and from the following Spanish Universities : University of Jaén, the Autonomous University of Madrid, the University of Barcelona, the University of Valencia and the University of Alicante, together with the Joint Research Centre of the European Commission.

In particular, authors highlight the valuable contribution of the following individual case study researchers (in alphabetical order): Adrian Neubauer, Alexandra Saz, Asumpta Aneas, Barry Van Driel, Calin Rus, Carmen Carmona, Celia Baró, Empar Guerrero, Iris Serrat, Javier Valle, Joana Almeida, Kerim Somun, Leslie Bash, Maja Nenadovic, Manuela Oprea-Toma, Marcela Jabaz, María Jiménez, Marta Simó, Miriam Prieto, Nadia Azzous, Oana Nestian-Sandu, Pascale Mompoin-Gaillard, Rosa Currás, Sonia Gilí, Tamar Shuali, Victoria Tenreiro, Virginia Larraz and Zvi Bekerman.

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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 policies 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 initial project reports provide the conceptual framework of the project, *Volume 1. Teachers’ Intercultural Competence: Working definition and implications for teacher education* (Shuali et al., 2020), and the results of the literature review, *Volume 2. Literature review on the key enabling components of teachers’ intercultural and democratic competence development and their associated barriers* (Simó et al., 2020). The methodology for the selection and assessment of innovative practices overcoming barriers in the development of teachers’ intercultural and democratic competences was developed in the third report, *Volume 3. Part 1: Assessment guidelines for teacher education and training practices on intercultural and democratic competence development*.

This report provides an overview of the 21 selected innovative cases for the development of intercultural and democratic competences in teacher education, which analysis has been the basis to extract lessons learnt in support of evidence based educational policy development. The results of this analysis and the recommendations provided will be published in *INNO4DIV Volume 4*, the final project report.

This overview includes: the geographical scope of implementation, the sources of financial support, the diversity of stakeholders involved, the target groups addressed, the maturity of the cases in terms of duration, methodological alignment of the case with the Council of Europe Reference Framework for the Competence of Democratic Culture (CoE, 2016), the educational setting in which they take place (formal, non-formal education) and the number of participants (learners).

Following the overview, the report provides a short description of each case including: the participating actors and countries, the project start/end dates and its implementation status, the geographical scope, the target audience, the different stakeholders involved, the background context, the case summary and the major findings with regards to the innovation carried out, the overcome barriers and the major case outcomes.

1 Introduction

Research in the context of the INNO4DIV project focuses on the identification of innovative practices for the development of intercultural and democratic competences (IDC) in teacher education. Its final aim is to provide policy-makers and teacher educators, as well as researchers and other interested stakeholders, with recommendations for the development of teachers' intercultural and democratic competences based on evidence encountered by the analysis of 21 innovative cases.

Intercultural and democratically competent teachers are individuals who feel 'safe' in culturally diverse contexts and are capable of acting appropriately¹, establishing intercultural dialogue and understanding in multicultural settings. They are also a source of inspiration for their students in resolving societal conflicts in a peaceful and dialogical manner (INNO4DIV Volume 1, Shuali et al. 2020; Barrett, 2020).

Despite policy impetus, research shows that teachers struggle to address the increasing diversity in classrooms due, among other factors, to the lack of appropriate competences to deal with it (OECD, 2018; EC, 2017).

A study carried out by the JRC in 2019 identified 8 key enabling components (KEC, see in Section 2.4 the list of these) and related barriers to the development of intercultural competences in teachers' education. Following this initial review, the INNO4DIV team conducted a systematic literature review, which covered a total of 225 scientific research articles, books and reports published between 1998 and 2020 – forming part of the data sources of this study.

This systematic literature review (INNO4DIV Volume 2, Simo et al., 2020) confirmed the key enabling components and their barriers and also revealed new insights. The outcomes of the literature review include the following:

1. They confirmed the relevance of initial 8 KECs, and related barriers identified in the field of teacher education and IDC development;
2. They provided researchers with evidence-based knowledge for the establishment of inclusion and exclusion criteria for the selection of inspiring and innovative practices in teacher's education and IDC development to be carried out in the next step of the project;
3. They identified a new KEC: teacher educators with experiential knowledge about interculturality and diversity.

¹ Pursuant to the CoE, the development of IC is focused on the individual. Democratic and intercultural competent behaviour is viewed by the framework as arising from a dynamic and adaptive process in which an individual responds appropriately and effectively to the constantly shifting demands, challenges and opportunities that are presented by democratic and intercultural situations.

2 Identification and selection of 21 innovative cases in IDC teacher education

2.1 Cases selection process

Following the outcomes of the systematic literature review (INNO4DIV Vol. 2, Simó et al., 2020) and the elaboration of the assessment guidelines for IDC (INNO4DIV Volume 3, Part 1, Tenreiro et al., 2020), a set of 21 innovative practices for the development of IDC in teacher education have been identified through a comprehensive selection process and using several sources.

The case selection process took place according to the following steps:

1. A Call for cases was launched in November 2019, which generated a submission of 100 cases by experts and researchers. All cases went through an initial screening process, which entailed the review by experts from the International Association for Intercultural Education (IAIE) and the UCV project team. This led to the selection of 44 cases, considered good candidates for further investigation. Some of these were clearly solid and innovative, but for slightly more than half, there were lingering question marks.
2. The 44 cases were assessed by 12 experts. Then, a smaller assessment committee (5 members) paid special attention to the assessment scores and comments that the larger group of experts had given to each case. Issues of innovation and case evaluation were considered in particular (since it provides a less biased view of how effective a practice might be). The innovative character of the cases prevailed over other criteria, such as impact or transferability. In addition, given the fact that many cases were still under implementation, limited sources of evidence and assessment publications were available for some of them. This element limited the triangulation of the findings.
3. A final selection of 21 innovative practices was established following a strict and rigorous selection process.

Each of the 21 selected cases corresponds to a single education or training initiative (i.e. intervention, project or programme) that encompasses innovative practices for the development of IDC in teacher education and training. All cases illustrate policy-makers and teachers with approaches, tools and resources how to engage students in respectful, appropriate and effective democratic and intercultural behaviour in real-world situations that they encounter in everyday life (CoE, 2018).

The 21 cases are listed under section 2.4 in Figure 2, and are described more in detail in Chapter 4. Each description contains information on the participating actors and countries, the project start/end dates and its implementation status, the geographical scope, the target audience, the different stakeholders involved, the background context, the case summary and the major findings with regards to the innovation carried out, the overcome barriers and the major case outcomes.

All selected cases present the following characteristics, which depict the INNO4DIV project rationale (INNO4DIV Vol 1, Shuali et al., 2020):

- cultural diversity is understood in terms of human diversity and not as a representation of migrants, ethnic minorities or other minority groups;
- interculturality and intercultural competence are understood as part of a wider set of competences required to live peacefully in democratic societies;
- interculturality and intercultural education are addressed from a mainstream approach which means departing from the need to enhance the notion of human dignity deconstructing discourses on otherness.

The Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) is the selected reference framework by the INNO4DIV project to carry out the research (INNO4DIV Volume 1, Shuali et al., 2020). Some of the cases are explicitly based on the RFCDC as a conceptual reference and used it as a tool for implementation and achievement of IDC in education. The rest of the cases, that do not explicitly refer to the RFCDC framework, apply, however, similar strategies and resources, aligned with its rationale and implementation, as is illustrated in section 3.7.

2.2 Methodological considerations of case research

A qualitative case study protocol (INNO4DIV Vol 3, Part 1, Tenreiro et al., 2020), based on qualitative analysis, was developed and distributed to the research team to be used for individual case studies. The primary aim for the establishment of a common protocol was to ensure that the information obtained by researchers allowed responding to the following research questions:

1. What kind of innovative practices of IDC training in teachers' continuous professional development and initial teacher training can be found in the EU Member States?
2. Which innovative practices within culturally diverse contexts have overcome known obstacles and barriers to teacher training in IDC?
3. Which innovative elements can be identified?

The case study protocol also ensured that researchers collected information related to the general and specific selection criteria that were established in the assessment guidelines. General criteria included innovativeness, effectiveness, positive impact, relevance, transferability, replicability, sustainability, scalability together with the requirements for geographical scope - including EU MS - and ensuring a diversity of cultural contexts. Specific selection criteria were established for each KEC, to ensure each case, linked to a single primary KEC, overcame the barriers associated with the specific KEC.

The protocol required that each individual case study provided information regarding case specificity, focusing on the specific KEC dimension assigned to the case, but at the same time, information referring to innovation, transferability and sustainability, information about the contextual conditions in which the case took/takes place, the theoretical background on which it is based and about its implementation.

To avoid research bias and ensure the coherence of judgement among researchers, a data extraction template was developed, and researchers received training for its implementation in order to ensure all had a shared understanding of the objectives of the analysis. Furthermore, each case was analysed by several researchers who debated and addressed the discrepancies between the individual findings and ensured alignment with INNO4DIV conceptual approach.

Due to the COVID-19 pandemic, there were limitations to the data collection process for the case analysis, particularly as regards the availability of interviewees and the use of participant observation methods. Consequently, researchers have been limited to research techniques usable through online means such as interviews, focus groups, desk research and expert consultation.

The detailed individual analysis of these cases, complemented by a cross-case analysis, aimed at designing recommendations for policy actors, educational actors and researchers for effective teacher IDC development. These recommendations will be included in the INNO4DIV Volume 4 Final Report.

2.3 The key enabling components for **teachers'** IDC development

The project's initial design, together with the outcomes of the systematic literature review (INNO4DIV Vol. 2, Simó et al., 2020) identified nine key enabling components for teachers' IDC education and their associated barriers. Figure 1 lists these key enabling components.

The INN4ODIV project established (in its Vol. 1, Shuali et al., 2020) the conceptual framework of the project, shifting from Intercultural Competence to Intercultural and Democratic Competence. The identified KECs have been found to be in total alignment with both concepts.

Figure 1. Key enabling components for teachers' IDC development in teacher education

1	Common understanding of knowledge, skills, and attitudes related to Intercultural and Democratic Competence (IDC).
2	Supporting educational policies.
3	Effective initial teacher education 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.
4	Availability of high-quality IDC courses for teachers' continuing professional development.
5	Integrated IDC across the school curriculum (in addition to national and state regulations).
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.
7	Availability of supporting tools.
8	Whole School Approach 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.
9	Teacher educators with experiential knowledge about interculturality and diversity.

All nine key enabling components (KECs) have thus guided the identification, assessment and selection of the innovative cases, as the project design required to address each of the KECs through at least two cases.

All of the analysed cases embody innovative elements in IDC teacher education and/or training. As defined in INNO4DIV Volume 3, Part 1 (Tenreiro et al., 2020), a case can be innovative in many ways, namely by representing a new approach towards policies, pedagogical concepts, methodologies or tools. In this regard, the case can be innovative as an improved process, product or combination thereof (OECD, 2019), differing considerably from (or inducing changes in) previous processes or products on how to address the challenges of teaching and/or facilitating IDC among teachers or other education professionals and practitioners. They also can represent a new approach, either in comparison to previous education and training practices, in general terms or with regard to the specific context where the case takes place – hence, the importance of the case studies' contextual conditions which also determine the extent to which the practices under examination are innovative.

2.4 The 21 selected innovative cases for the development of IDC in teacher education

The following Figure 2 presents the 21 selected cases for analysis, organised according to the primary KEC against which they were analysed. Chapter 4 provides a more detailed and structured description for each of the cases.

Figure 2. Summary of selected cases

Number	Case Name	Short Description
KEC 1:		Common understanding of knowledge, skills, and attitudes related to IDC.
1	Children's Voices for Human Space United Kingdom, Norway, Bulgaria, Romania, Italy and Spain	Erasmus+ funded project that was conceived to give children a voice and impact in their schools and communities. The project's primary focus is on student participation through the integration of intercultural and democratic competences across the primary school curriculum.
2	Pestalozzi Programme, Strengthening Education for Democracy (STED) 47 CoE Member States	The programme empowers education professionals to contribute to constructing a more humane and inclusive Europe. Strengthening Education for Democracy (STED) module series was developed focussing on Competences for a Democratic Culture. The STED module is the piloting initiative of the CoE for teaching training on the Reference Framework of Competences for Democratic Culture.
KEC 2:		Supporting educational policies.
3	Competences for Democratic Culture Principality of Andorra	Initial teacher training (Bachelor of Teaching and Learning Curriculum) in which Competences for Democratic Culture are developed both in specific modules while being present transversally over the 3-year degree.
4	Romanian Social Education Policy Romania	A comprehensive policy of the Romanian Ministry of Education to enhance IDC in schools, through the development of a new curriculum (social education curriculum) combined with training and support provided to teachers, both as part of a large-scale EU-funded project and in cooperation with NGOs active in the field.
KEC 3:		Effective initial teacher education (ITE) curricula, including mandatory IDC and related assessment methods, and teaching approaches in classroom education and extracurricular activities
5	Intercultural Teacher Education Finland	Initial teacher education (ITE) degree which specifically focuses on globalisation, diversity, etjocs, sustainability and social justice. It is a degree programme composed of 3 years of Bachelor and 2 years of Master studies. English is the language of instruction. The programme uses diverse teaching and learning methods, focusing on students' reflection and critical thinking.
6	Diversity internship Belgium	Diversity Internship in the ITE programme of KU Leuven aims to better prepare future teachers for teaching in diversity settings. All university students in the teacher programme (pre-service training) are obliged to take four ECTS points extra for professional training in a diversity setting, together with a mentorship that is focused on diversity.
KEC 4:		Availability of high-quality IDC courses for teachers' continuous professional development (CPD)
7	Master in IC learning and Leadership Ireland	The Marino Institute of Education in Ireland offers the Master in Education Studies (MES), a part-time in-service postgraduate degree. The degree is validated by Trinity College Dublin (the University of Dublin). The MES is specifically provided for educators who wish to engage with issues of educational leadership in the context of intercultural learning amidst challenges of a diverse and globalised world.

8	Shared Memories and Dialogues (SHARMED) UK, Italy, Germany	The SHARMED method is a didactic approach that opens up a space for sharing personal and familiar memories through the collection and use of visual materials, - in particular, photographs - in collaboration with teachers and students. It pays special attention to children with a migrant background, as well as their families, in order to give them the opportunity to feel included in the classroom.
9	Stories that Move Austria, Germany, Hungary, Poland, Slovakia, Spain, the Netherlands, Ukraine	A Continuing Professional Development online course for teachers from around Europe. It involves a blended learning course that makes use of the Stories that Move online toolbox against Discrimination. It is a free, multilingual, online package, with dynamic, visually appealing materials backed up by sound pedagogical guidance for educators.
10	Start the Change Croatia, North Macedonia, Portugal, Belgium, Italy, United Kingdom, Slovenia	A project developed to prevent radicalisation among youth, by strengthening their personal, social, and civic competences. The teacher's training programme moves away from the mainstream approaches in which the goals, contents and outcomes of the educational process and curricula are defined in advance, regardless of the real needs of students and teachers.
11	Intercultural Mediators Programme Croatia	The Intercultural Mediators Programme (IMP) is a product of the efforts to reconcile ethnic and cultural conflict in society and develop interculturally competent professionals that can lead society towards social cohesion. It responds to the lack of teachers' CPD training courses on intercultural education.
12	Supporting mathematics and science teachers in addressing diversity and promoting fundamental values (MaSDiV) Cyprus, Spain, Malta, The Netherlands, Turkey, Germany.	The goal of the MaSDiV project is to support methodologically and to provide training for lower-secondary maths and science school teachers in the development of an inclusive approach to education. It pursues equal opportunities, personal development, educating students to be critical citizens, reflective and able to understand the world they live in, taking responsible decisions.
KEC 5:		Integrated IDC across the school curriculum
1	Children's Voices for Human Space Italy	Erasmus+ funded project that was conceived to give children a voice and impact in their schools and communities. The project's primary focus on students' participation through the integration of Intercultural and Democratic competences
3	Competences for Democratic Culture Principality of Andorra	Initial teacher training (Bachelor of Teaching and Learning Curriculum) in which CDC are developed both in specific modules while being present transversally over the three-years degree
KEC 6:		Application of effective teaching methodologies based on adapted pedagogical approaches.
13	Memory Walk Croatia, Serbia, North-Macedonia, Bosnia- Herzegovina	This teacher training provides teachers with a methodology aimed to create awareness on the importance of monuments and their contested histories, while also generating critical thinking about the way they are used. It offers teachers a model of how to connect active citizenship, history education, education about diversity, and multiperspectivity.
14	Philosophy for Children Spain	This project aims at developing critical, creative and caring thinking through philosophical inquiry. The training is intended to prepare teachers on the theoretical foundations and the use of the different resources of the programme, seeking to form a real community of inquiry among its participants (active learning), adaptable to be implemented in formal and non-formal education.

15	Historija, Istorija, Povijest: Lessons for Today Croatia, Bosnia and Herzegovina, North Macedonia and Serbia	The project aims to adapt and create educational materials to be implemented in different training activities for teachers throughout the Balkan region on innovative history education methodologies. The overall objective is to develop teachers' awareness regarding the potential of history teaching for the development of democratic culture in order to encourage discussion about the recent history of nationalism, exclusion, prejudice, and discrimination in the Balkan region.
16	Facing History and Ourselves (FHAO) USA	FHAO is a Continuing Professional Development course for teachers from around the world but mainly from the USA. It involves a blended learning course that uses the online toolbox FHAO. It encourages young people to examine their own societies and their social injustices with the aim to empower both teachers and students, using history to challenge them to stand up to bigotry and hate.
17	Service-Learning Program for Diversity (SLPD) Canada	SLPD is a service-learning program that provides pre-service teachers with weekly experiential learning opportunities that better prepare them for the complex needs of the multicultural classroom, covering multiple disciplines and subject areas. SLPD embraces democracy and interculturality as part of the goals and challenges of teacher training.
KEC 7:		Availability of supporting tools.
18	Intercultura Assessment protocol Italy	The case refers to a practical instrument (a protocol) offered to secondary school teachers in Italy to assess the intercultural competence of their students who participate in international student mobility programmes. The use of the protocol is done in several steps: before the departure, during the mobility and after the return of the student from its study abroad.
19	Guidelines for IC Education Romania	To support teachers to develop their competences to teach intercultural education, the Intercultural Institute of Timisoara published the Guidelines for intercultural education. This tool was developed through a participatory process in which teachers, representatives of national minority organisations and intercultural education experts who worked together in blended settings.
KEC 8:		A Whole School Approach (WSA) to intercultural learning, framing, accompanying, and supporting teachers' IDC learning and teaching activities.
20	The European Wergeland Centre's initiatives for Democratic Culture Council of Europe and Norway	The European Wergeland Centre, set up by the Council of Europe and the Norwegian government, is a resource centre on education for intercultural understanding, human rights and democratic citizenship. The case analyses three projects that promote the development of IDC on the whole-school approach (WSA). The Regional Summer Academy for the Baltics, the project "Schools for Democracy Supporting Education Reforms in Ukraine", and the project "Schools for All – Integration of Refugee Children in Greek Schools.
21	Learning to Live Together (LTLT) Greece, North Macedonia Romania	LTLT is an intercultural and interfaith programme for ethics education designed to contribute to the realisation of children's right to a full and healthy physical, mental, spiritual, moral and social development. LTLT is based on a Manual aimed at equipping educators with a transformative pedagogy and a unique and holistic ethics education framework that is part of a whole-school approach.
KEC 9:		Teacher educators with experiential knowledge about interculturality and diversity
20	The European Wergeland Centre's initiatives for Democratic Culture Council of Europe and Norway	The European Wergeland Centre, set up by the Council of Europe and the Norwegian government, is a resource centre on education for intercultural understanding, human rights and democratic citizenship. The case analyses three projects that promote the development of IDC on the whole-school approach (WSA): The Regional Summer Academy for the Baltics, the project "Schools for Democracy Supporting Education Reforms in Ukraine", and the project "Schools for All – Integration of Refugee Children in Greek Schools.
2	Pestalozzi Programme. Strengthening Education for Democracy (STED) 47 CoE member states	The programme empowers education professionals to contribute to constructing a more humane and inclusive Europe. Strengthening Education for Democracy (STED) module series was developed focussing on Competences for a Democratic Culture. The STED module is the piloting initiative of the CoE for teaching training on the Reference Framework of Competences for Democratic Culture.

3 Overview of the 21 cases for IDC development in teacher education

3.1 Countries covered by the sample of cases

The project design established a minimum coverage of 12 EU Member States for the cases selected. In this Section we provide an aggregated information for the 21 cases about the set of countries where these have been implemented.

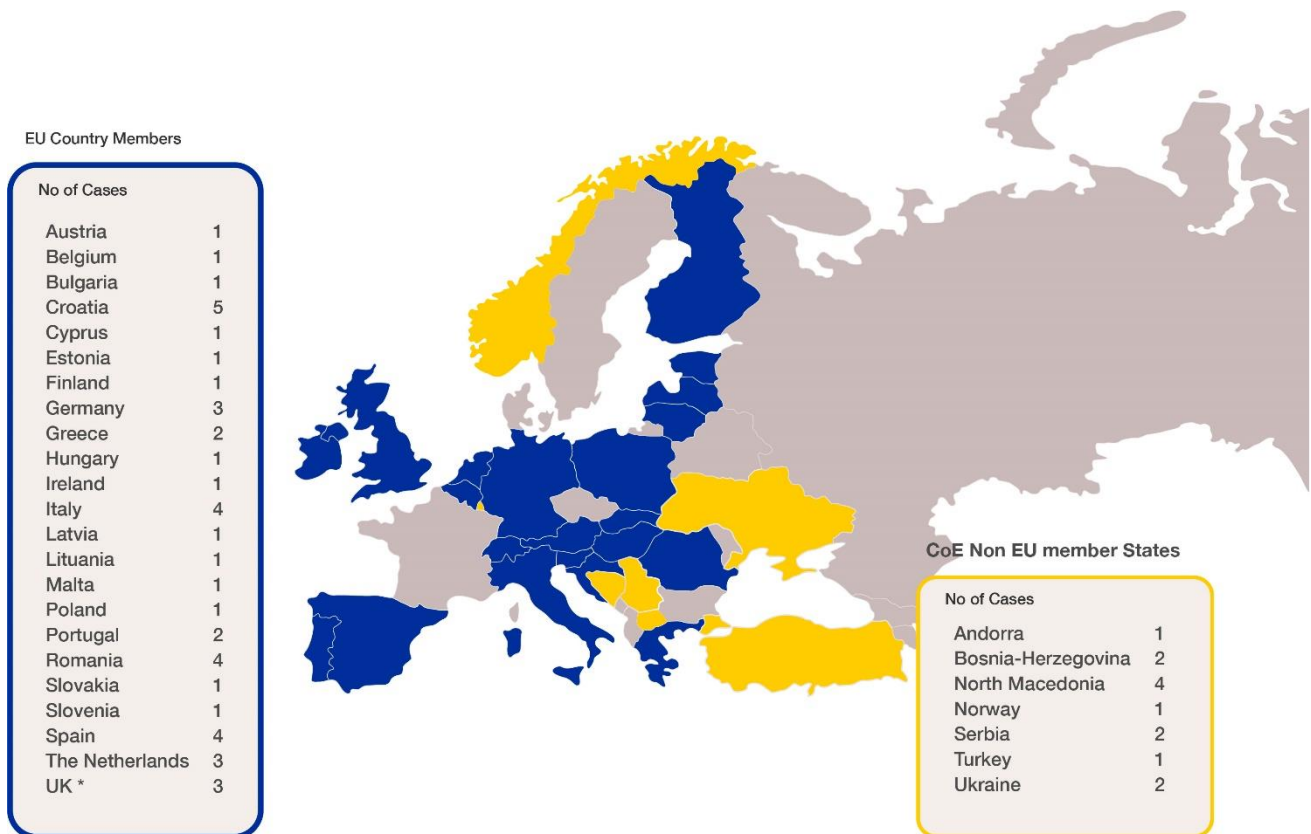
In all but one of the 21 cases, organisations from EU countries are either leading or participating in the project, in partnership with organisations in other EU Member States, in the Council of Europe (CoE) non-EU Member States or other countries.

The following country categories have been established for the analysis:

1. EU Member States, which includes all 27 EU Member States and the UK²;
2. CoE non-EU Member States, which includes all CoE Country Members which are not members of the EU;
3. Other countries, which includes Canada and the USA.

The following Figure 3, illustrates countries covered by the 21 cases in Europe, under the first two categories. The tables include the number of cases analysed in each country.

Figure 3. Geographical coverage



Out of the 21 cases, 9 are included in the category 1), i.e., are implemented in EU-28 MS only, with participation from the following 9 countries: Belgium, Croatia, Finland, Germany, Ireland, Italy, Romania, Spain and UK.

² UK is considered by the INNO4DIV project as EU MS as case studies were held during 2019-2020 before the BREXIT.

In category 2), 10 additional cases include the participation of EU MS, together with CoE non-EU MS, such as Andorra, Bosnia and Herzegovina, North Macedonia, Norway, Serbia, Turkey and Ukraine.

The Case 2 (Pestalozzi Programme, Strengthening Education for Democracy) includes the participation of all 47 CoE Member States, as it consists of teacher training initiatives led by the CoE. For clarity reasons, not all CoE countries have been depicted in Figure 3 above, nor has this case been counted in the number of cases corresponding to each country in the figure.

Finally, cases under category 3) include organisations from Canada, Japan and USA. For two of these cases, the implementation includes several EU MS, and, for the INNO4DIV purpose, they have been analysed in one or more EU MS. Notably, Case 21 (Learning to Live Together) originated in Japan and the project has studied its implementation in Croatia, Greece, Romania and North Macedonia, and Case 14 (Philosophy for Children) which originated in the USA, has been studied in Spain.

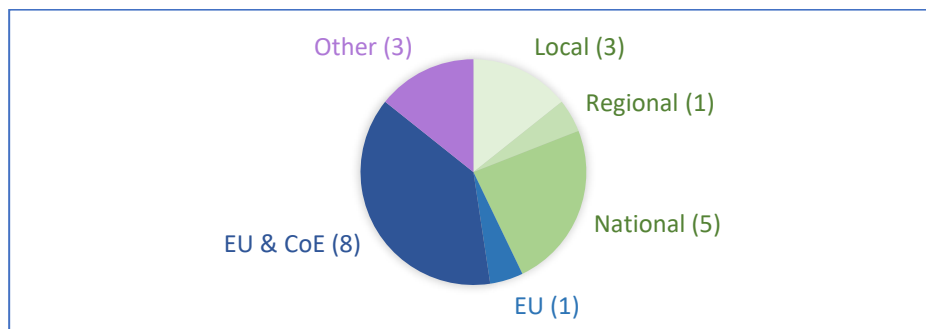
We conclude that 19 of the 21 selected cases' **implementation** have been analysed in EU-28 Member States, including participation from 23 EU MS. Among EU countries, the most represented are Croatia, with organisations from this country participating in 5 cases. In the second place, we find Italy, Romania and Spain, with organisations from these countries participating in 4 cases.

3.2 Geographical scope of implementation

The geographical scope of implementation refers to the geographical area addressed by each case. Cases have been classified into the following categories, according to the geographical area covered: local, regional, national, and cross-border, with participating organisations from more than one country. The latter includes a group of cases involving EU Member States, a second group involving EU and CoE non-EU Member States, and, a third one including other countries.

The analysis of the cases, illustrated in Figure 4 below, shows a higher representation of cross-border cases primarily within Europe.

Figure 4. Geographical scope of implementation



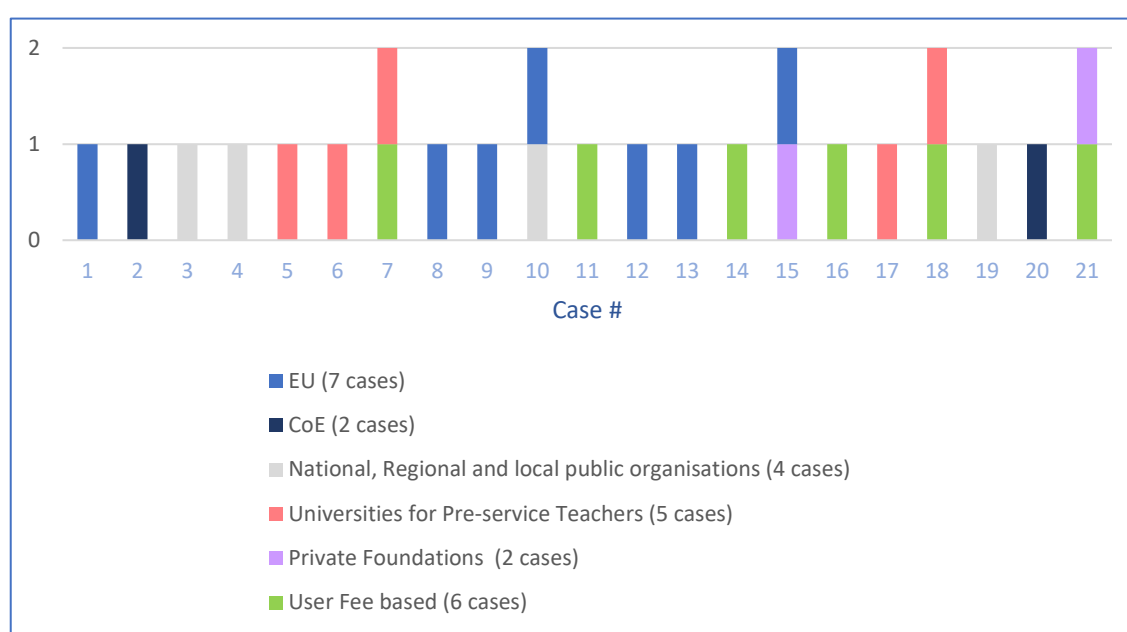
A key feature of teachers' IDC development is its experiential learning, whereby, in a number of cases, teachers develop their IDC through peer exchange with teachers from other cultural contexts and experiences in their respective educational local communities. This partly explains the significant proportion of cases including more than one country. In addition, the role played by the EC programmes' country participation requirements, and the international coordination role of the CoE and the European Wergeland Centre in teachers' training, contributes to the higher number of cases with cross-border scope. National cases are led by national ministries of education, higher education institutions or other national organisations.

3.3 Sources of financial support

The sources of financial support, which exclude the allocation of human resources to the project by different organisations) are presented in the below Figure 5, classified according to the following categories:

- EU - including the financial support provided by the Erasmus+ programme, the Europe for Citizens programme, and the support of the European Agency for Fundamental Rights (FRA).
- CoE
- National, regional and local public organisations
- Universities, in Initial Teacher Education
- Private Foundations
- User Fees

Figure 5. Sources of financial support



A more detailed analysis which relates the sources of financing with the public / private / user fee-based nature of funding, and with the structural or project-based type of funding, provides us with the following findings:

- The majority of the cases has a single source of financing;
- Public financing vs. private or user fee-based plays a major role financing 16 out of the 21 cases;
 - Half of the cases analysed are financed by the EU or the CoE.
 - Four out of the 21 cases are financed by national, regional and local public organisations (Case 3 CDC Andorra; Case 4 Romanian Social Education Policy; Case 10 Start the Change; and Case 19 Guidelines for IC Education in Romania);
- The analysis of structural funding (in 12 of the cases) compared to project-based funding (in 9 of them) shows that the former are equally supported by public and fee-based financial sources;
- Most project-based funded projects (7 out of 9) are funded by the EU;
- Universities finance 5 of the cases analysed (Case 5 Intercultural Teacher Education in Finland; Case 6 Diversity Internship in Belgium; Case 7 Master in IC learning and Leadership in Ireland; Case 17 Service-Learning program for Diversity in Canada; and Case 18 Intercultura Assessment Protocol in Italy)
- None of the cases has been funded by NGOs, which are, in the cases analysed, beneficiaries of the projects.

An example of public funding is the case of Andorra (Case 3), from the national Ministry of Education, which is, in addition, accompanied by policy support. The initial project, which was monitored by and implemented with the CoE, has finished, but the project continues to this day. Meanwhile, IDC has been consolidated in the Initial Teacher Education and forms part of the curriculum, and is also integrated into other educational settings in Andorra.

Another example of public funding is the case of Intercultural Teacher Education in Finland (Case 5), which started in 1994 and is continuing at present. As in the case of Andorra, there is an educational policy coupled with financial support that sustains the initiative.

It is important to note, that, as will be illustrated in Section 3.6 *Cases maturity*, project-based funding does not necessarily imply a lack of project sustainability at the end of the project. However, some project-based financed cases ended after the project ended. This is the case of the Pestalozzi Programme, Strengthening Education for Democracy programme (Case 2, STED), which was funded by the CoE, and, despite its success and high positive impact on participants, it stopped.

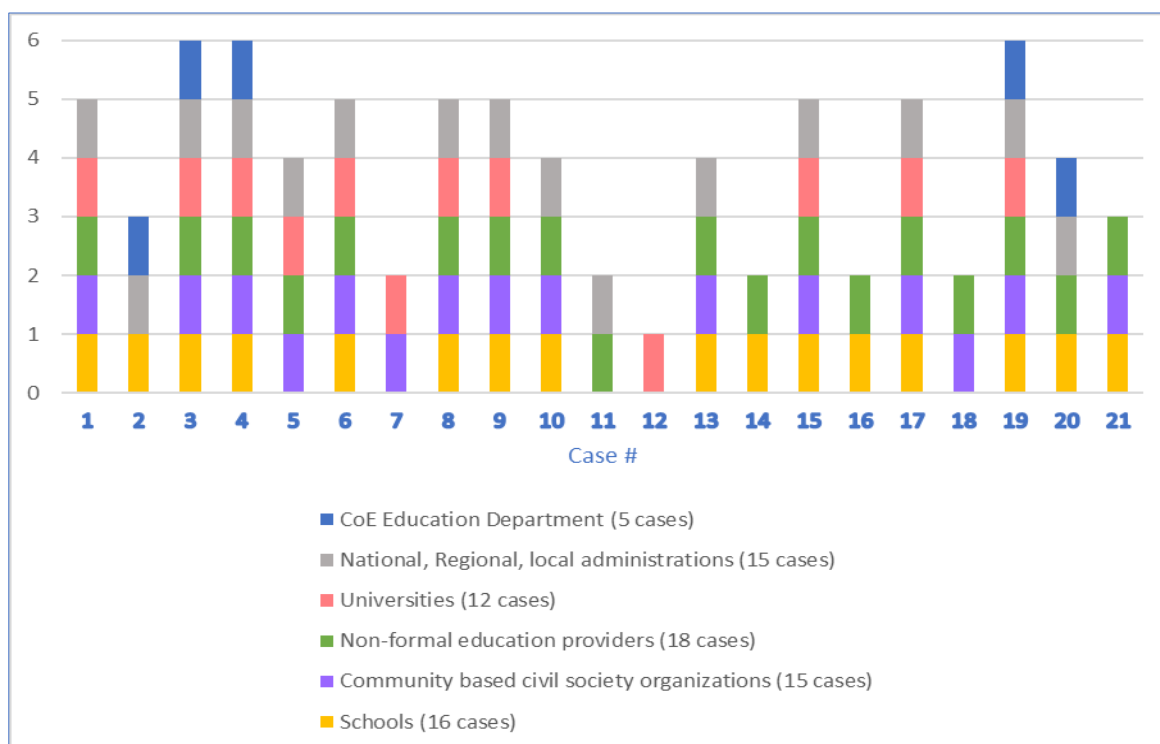
3.4 Stakeholders involved

Stakeholders refer here to the actors who have a decisive role in the existence of the project, playing different roles beyond the financial support, as education and training and policy support. Stakeholders are classified in the following categories:

- CoE Education Department
- Universities
- Non-formal education providers
- Community based civil society organisations.
- National, regional, local administration
- Schools

As illustrated in Figure 6 below, in almost all cases, stakeholders are collectively engaged and form partnerships for implementing the case, yet the partnership type differs. This characteristic has been identified as a success factor contributing to the effectiveness of the case.

Figure 6. Stakeholders involved per case



3.5 Target groups

All cases target either in-service teachers and/or pre-service teachers, as illustrated in Figure 7 below (in light blue). This is in line with the project design. However, the fact that many more cases (18) target in-service teachers confirms the need expressed by teachers for the development of competences to manage diversity in the classroom.

Thirteen cases target, in addition, other school staff including school leaders, councillors and/or social educators (in Figure 7 in green). This illustrates that developing intercultural and democratic competence is not a matter of addressing teachers only, but requires a whole school approach, involving all school personnel.

Two cases involve other organisations beyond the schools, including social and youth workers (in Figure 7 in pink), part of the community where students live. This participation contributes to making learning relevant to students' lives, linking education to the real problems they face.

Finally, teacher educators were addressed in three of the cases (in Figure 7 in dark blue), as key actors for teachers' of IDC development.

Figure 7. Main target groups

Target group	Case #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
In- service teachers																							18
Pre-service teachers																							5
School leaders																							4
School councillors																							1
School social educators																							11
Social workers																							2
Youth workers																							1
Teacher educators																							3

colour code: teachers
 school staff
 social non-school actors, connected to the school's life
 teacher educators

3.6 Cases maturity

The aim of the project was to find cases with a certain degree of maturity (in relation to the the selection criteria), i.e., which could demonstrate a positive impact and sustainability. In fact, the selected case studies, which vary in terms of duration and maturity, have been classified as follows:

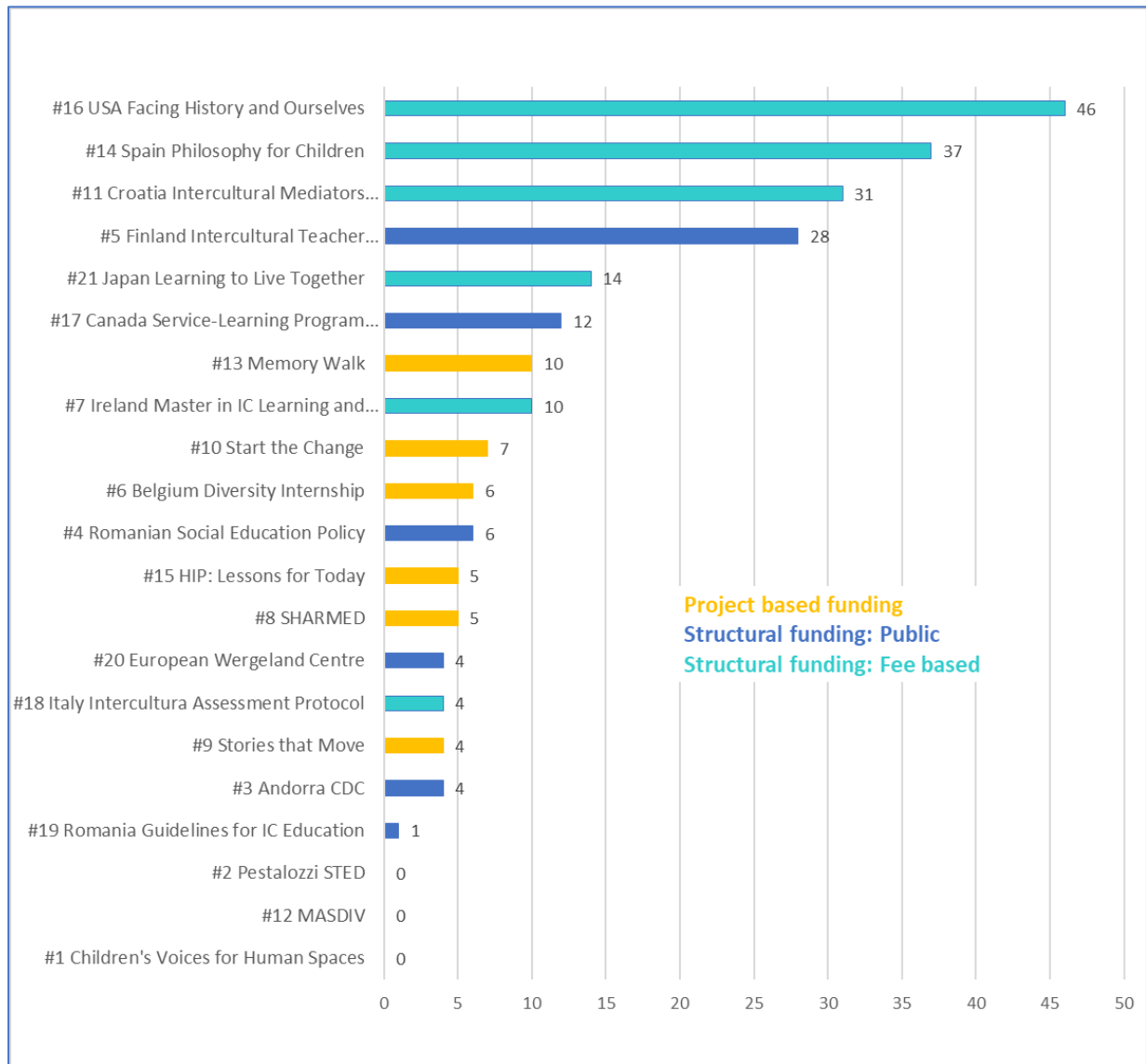
- Under implementation: The case has started but has not completed all planned implementation stages.
- Finished: The case terminated due to ending of financial support.
- Operational: The case has completed the implementation stages, remains operational, consolidated and sustainable.

Out of the 21 cases, 18 are operational, 1 is under implementation (Case 1 Children's Voices for Human Spaces) and 2 have finished (Case 2 Pestalozzi Programme, Strengthening Education for Democracy; and Case 12 Supporting Mathematics and Science Teachers project (MASDIV)). The latter three projects, in spite of their on-going or finished status, were included in the set of cases for analysis due to their high relevance for the project with regards to the general and specific selection criteria. In particular, the one under implementation (Case 1), was considered "very promising" by experts and relevant to the analysis of how KECs are being implemented and barriers addressed.

The Figure 8 below illustrates the number of years of operation of the project after the implementation stage has completed, as an indication of the maturity of the cases. I also indicated the type of funding of each case as project based funding or structural funding, the latter classified into 'fee based' or 'public'.

The figure shows the general high maturity of the sample, with projects operational up to 30 and 40 years. These cases have shown sustainability, effectiveness and, in some cases, transferability. In mature cases, sustainability is possible thanks to either structural funding (either fee based or from public funding) or project based funding.

Figure 8. Years of operation per type of funding



3.7 Alignment to the CoE's RFCDC and its dimensions

The project, in its initial conceptual work, selected, among a set of international frameworks, the **CoE's Reference Framework of Competences for Democratic Culture (RFCDC)** as the most conceptually aligned to the purpose and policy context of the project (INN4DIV Vol 1, Shuali et al., 2020). This choice has conditioned the selection of cases, to those conceptually aligned to the RFCDC as illustrated in the below Figure 9.

In the figure we observe, in particular, a significant alignment to the different dimensions of the RFCDC - Values, Attitudes, Skills and Knowledge and Critical understanding - in all cases. This alignment is either explicit (in seven of the cases, as illustrated in the below blue row) or implicit, to either all the framework or to parts of it. In the cases in which the RFCDC is explicitly the reference chosen, we observe that CoE's experts or CoE's teacher training institutions (European Wergeland Centre) have been involved in their implementation. The remaining 14 cases (which are conceptually aligned but do not make explicit reference to the RFCDC) could indicate a lack of awareness among education professionals about the potential of the RFCDC for IDC development in teacher education.

From the perspective of the KECs addressed by the cases, we can observe from the figure that, in cases addressing the following KECs, there is a clear endorsement of the RFCDC conceptual framework:

- KEC 1 Common understanding of knowledge, skills and attitudes related to IDC,
- KEC 2 Supporting education policies,
- KEC 5 Integrated IDC across the school curriculum,
- KEC 7 Availability of supporting tools, and
- KEC 9 Teacher educators with experiential knowledge about interculturality and diversity.

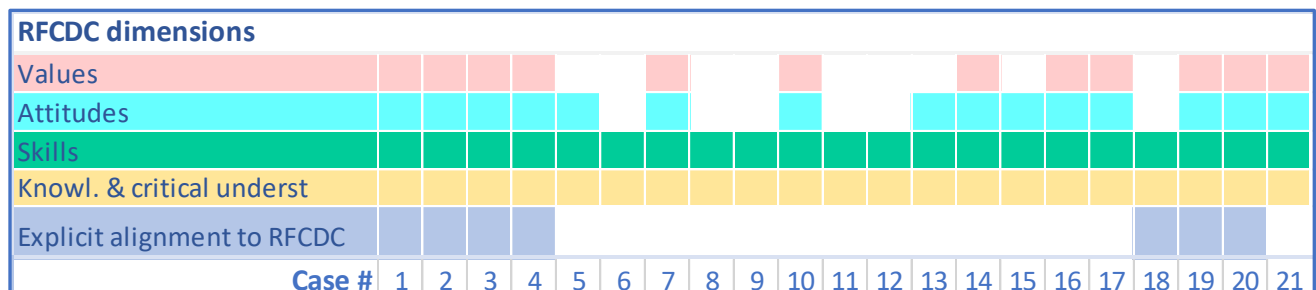
On the contrary, the cases addressing the following KECs, express no explicit alignment with the RFCDC:

- KEC 3 Effective ITE,
- KEC 4 Availability of high-quality IDC courses for teachers' CPD, and
- KEC 6 Application of effective teaching methodologies based on adapted pedagogical approaches.

A possible explanation of this fact is that many of the latter cases were initiated prior to the conception and endorsement of the RFCDC by the CoE MS in 2018.

If we consider the funding sources, we can observe that only one (Case 1 Children's Voices for Human Spaces) out of the 7 EU funded cases makes explicit reference to the RFCDC. The rest (Cases 8, 9, 10, 12, 13 and 15) are conceptually aligned to it but do not reference it. Similarly, only one (Case 18 Italy Intercultura Assessment Protocol) out of the 5 cases funded by Universities is explicitly aligned to the RFCDC. The rest (Cases 5, 6, 7 and 17) do not make explicit reference to the RFCDC, while being conceptually aligned.

Figure 9. **Cases alignment to the CoE's RFCDC**



3.8 Educational setting for the development of IDC in teacher education

Figure 10 below shows that the distribution of the cases between Initial Teacher Education for pre-service teachers and Continued Professional Development for in-service teachers, shows a marked difference with the majority of cases (17 out of 21) being addressed to in-service teachers. These cases are responding to the needs of in-service teachers to acquire IDC to manage the increasing diversity in the classroom, who normally do not acquire it during their ITE. Only five of the cases take place in formal Initial Teacher Education settings, addressed to pre-service teachers. These cases are unusual in ITE settings.

Looking at the in-service teacher education, most of the innovative cases (17) are implemented by non-formal education providers, which is a sign of a growing recognition of the value of non-formal education in this field. In addition, the cases also show an increasing collaboration between formal and non-formal education providers, which takes place in 10 out of these 17 cases.

In an EU educational context where competence based education is growing within tertiary education of pre-service teachers, formal actors are incorporating non-formal education actors and approaches in their settings, which has been identified in 3 of the 5 cases analysed.

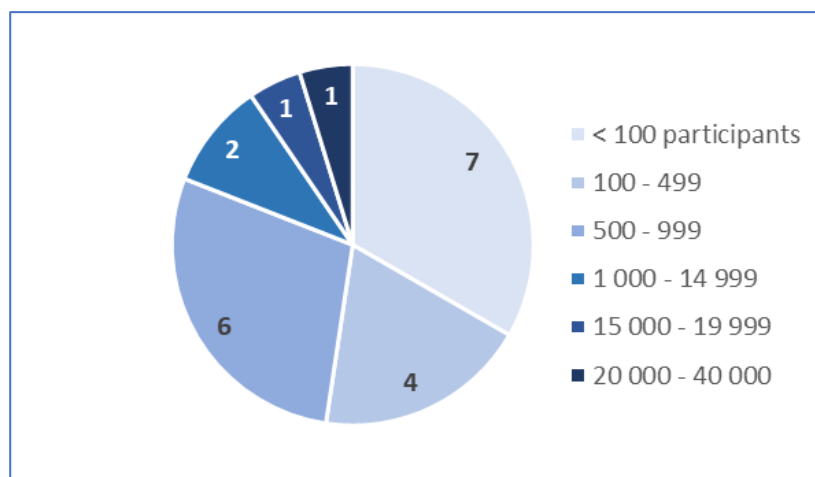
Figure 10. Cases educational setting

	Pre-service teachers (ITE)	In-service teachers (CPD)	Total
Formal education	5	4	8
Non-formal	0	13	13
Total	5	17	

3.9 Number of participants

The number of (beneficiary) participants in each case depends on the duration, the number of countries involved, and the available funding in the case. As illustrated in the Figure 11 below, the majority of cases (17 out of 21) span between 100 and 1 000 participants, while Case 21 (Learning to Live Together) and Case 16 (Facing History and Ourselves), which are long-standing projects and with a global reach, have over 40 000 participants each.

Figure 11. Number of beneficiary participants per case



4 Description of the 21 innovative cases for intercultural and democratic competence development in teacher education

The 21 enclosed Case Summaries provide the most relevant findings of the individual case studies, including the following information for each case:

Case Summary information

Key data	Title
	Leading organisation
	Start / End date (if finished)
	Status: <ul style="list-style-type: none"> - Under implementation: The case has started but has not completed all planned implementation stages - Finished: The case terminated due to ending of financial support - Operational: The case has completed the implementation stages, remains operational, consolidated and sustainable
	Geographical scope, i.e., countries covered
	Partners, i.e., responsible body and partners for the initiative
	Target audience: <ul style="list-style-type: none"> - In- service teachers - Pre-service teachers - School leaders - School councillors - School social educators - Social workers - Youth workers - Teacher educators
	Stakeholders involved, i.e., the actors who have a decisive role in the existence of the project playing different roles beyond the financial support, as education and training and policy support.
	Key Enabling Component(s) addressed by the Case <p>Each case addresses a specific KEC, which is considered the principal KEC aim of analysis; nevertheless, it provides valuable information with regard to general dimensions such as sustainability, transferability, positive impact and the replicability of the case, which were systematically identified throughout the 21 cases.</p>
Analysis	Background context, key challenges addressed and financial support.
	Case Summary
	Main case findings under the assigned KEC: <ul style="list-style-type: none"> - Innovation elements - Barriers successfully overcome - Outcomes for teachers' IDC development - Alignment with INNO4DIV objectives

4.1 Case 1: Children’s voice for a new human space (CVS)

1 Children’s voice for a new human space (CVS)

Title of case	Children’s Voices for a New Human Space
Leading organisation	University of Palermo (Italy)
Status	2018-under implementation
Geographical scope	United Kingdom, Norway, Bulgaria, Romania, Italy and Spain
Partner organisations	Universities (Surrey, UK and Bergen, NO); Schools (Mezdra, Bulgaria; Bagheria, Italy; Bergen, Norway; Brasov, Romania and Vinaros, Spain) NGOs (Associazione “Identità Sviluppo Integrazione” Onlus, Italy) An IT company (Rodax, Romania)
Target audience	In-service teachers, primary school students
Stakeholders involved	Students, student families, local administrative policy makers, civil society (NGO), teachers, administrative staff
Key Enabling Component	KEC 1: Common understanding of knowledge, skills, and attitudes related to IDC challenging assumptions and learning communities. KEC 5: Integrated IDC across the school curriculum.

Background context

The project is the result of a previous successful initiative on *youth engagement and active citizenship* that has been enhanced and implemented by Dr Sonia Ingoglia from the Palermo University together with Dr Maria Grazia from the Identità Sviluppo Integrazione association in the towns of Bagheria and Aspra. The CVS approach

follows the rationale of the original project, which focused on community development and sustainability, mitigating the negative impact of the Mafia in the Region. Yet, the educational approach and, consequently, the conceptual framework have evolved and are based on the CoE’s RFCDC model.

Summary of the case

CVS is an Erasmus+ funded project that seeks to offer teacher training and resources for the promotion of Democratic Culture in primary school environments. The project aims to foster the engagement of young people with their communities and the development of democratic culture through school education. The first teacher training seminars (5-day training seminar) were conceived as an opportunity for teachers to develop their own IDC and involved processes of critical understanding of intercultural

and democratic situations and self-reflection. The second teacher training seminar focused on offering teachers tools for curricular design and development that can enhance IDC among school students. In both cases, activities were designed according to the COE’S RFCDC descriptors, which served as guidelines. The training had a strong emphasis on offering teachers an active role and providing them with knowledge and skills that could provide them with a higher grade of self-sufficiency and efficacy.

Case Main findings under KEC 1 & KEC 5

KEC 1

The Project stems from a common understanding of knowledge, skills and attitudes that are related to the Intercultural and Democratic Competence (IDC). This shared understanding was standardised through a training course for teachers, whose main objective was to identify, internalise and develop the IDC in the trainers who were to implement the project in the participating schools. The fact that the project is based on the RFCDC helps teachers elaborate a shared language and underpinning of the IDC concept. Sharing cross-border partnerships fosters participants’ notion of being European and helps teachers develop a shared understanding of EU principles and values.

Innovation

The CVS curriculum development is focused on “thinking interculturally” and offers both teachers and school students the opportunity to experience intercultural learning developing a participative culture. Teacher training on curricular development takes place all along the project. The implementation of CVS outputs is monitored by the project experts and supervised by the trainers and researchers. The new curriculum is being tested by teachers together with their students and is then reviewed and updated under the experts’ supervision following an Action-research pattern. There is a direct contribution of teachers and students in the curricular development of the CVS project learning activities.

KEC 5



Barriers Overcome

KEC 1

The project develops the four components of IDC following the 20 competences and indicators of the CoE's RFCDC model. The teachers' training helps them to overcome: a) a "reductionist definition" of Cultural Diversity in terms of migrants and newcomers, and b) the ambiguity and incommensurability of the various ways of understanding IDC and the resulting challenges. The common conceptual framework helps teachers to avoid the problem of dissociating human rights and civic education content from the intercultural education approach.

KEC 5

One of the major obstacles that the case addresses is the teachers' lack of capacity for the development of responsive curricula and integrated IDC across the curriculum. Teachers who followed the training course were able to contextualise the content and integrate IDC transversally across the curriculum. The different activities were integrated across the different subjects following the CoE's RFCDC descriptors (values, attitudes, skills and knowledge). Activities were based on meaningful and participatory learning methodologies, providing active learning and a methodological reference for teachers in how to integrate intercultural learning in pupils' education.

Outcomes

A shared understanding of Cultural diversity and intercultural education aims and strategies. Teachers developed a broader understanding of cultural diversity and learned how to address it as a source of knowledge and not as a challenge. Teachers developed empathy and concern with issues related to social justice, especially in the context of cultural diversity. The different participating partners developed a community of practice where they share knowledge, activities and concerns regarding how to address cultural diversity in the classroom.

Teachers developed new ways of approaching students based on cooperative learning, empathy and personalising the learning process. They learned how to introduce their own personal narratives and their student's narratives as part of the contents, contextualising the learning and making the learning process more meaningful. Teachers engaged with self-reflection on their own educational practice through activities in which they developed critical thinking and learned to approach different people, to respect differences and to live together, strengthening respect and empathy. However, this impact on teachers is still to be confirmed on a large scale, as the project is under implementation. Teachers considered they obtained more knowledge on how to develop tools and select activities for participation. They felt appreciated and empowered and established a support network that resulted in a community of practice. The transnational meetings enabled them to exchange knowledge and learn about others' realities and experiences to support the harmonisation of their understanding of intercultural education and cultural diversity. Researchers also identified the high potential impact the curriculum design has on teachers' response capacity to respond to current social challenges and everyday situations.

Alignment with INNO4DIV objectives

The project is conceived as a participatory action research and engages participating teachers in the construction of their own knowledge and the development of activities together with the teacher educators. At the same time, participating teachers and school students are expected to contribute and give feedback to the curricular development.

It is a project focusing on IDC for school teachers, who, by means of curricular transformation, can develop an inclusive curriculum. The project was implemented in different EU Member States and assessed by the co-authors of the CoE's RFCDC



4.2 Case 2: Pestalozzi Programme, Strengthening Education for Democracy (STED)

2

Pestalozzi Programme Strengthening Education for Democracy (STED)

Title of case	Pestalozzi Programme. Strengthening Education for Democracy (STED)
Leading organisation	Council of Europe
Status	2017-2020 Finished
Geographical scope	47 CoE Member States
Partner organisations	Ministries of Education of the CoE Member States
Target audience	Teacher Educators
Stakeholders involved	Ministries and nominated National Liaison Officers
Key Enabling Component	KEC 1: Common understanding of knowledge, skills, and attitudes related to IDC (Intercultural and Democratic Competences). KEC 9: Teacher educators with experiential knowledge about interculturality and diversity

Background context

Strengthening Education for Democracy (STED) was part of the Pestalozzi Programme (PP) of the Council of Europe. The PP developed training and capacity building for education professionals and CPD from 2006 to 2017. The program's aim was to empower education professionals to contribute to constructing a more humane and inclusive Europe. In 2016 the STED Module Series was developed focusing on

Competence for a Democratic Culture. The STED Module is the piloting initiative of the Council of Europe (CoE) for trainer training and teacher training on the CoE's RFCDC. It stems from a learner-centred approach that strives to address, in a creative way, cultural diversity and other challenges posed to our democracies by phenomena such as discrimination, violence, and violation of human rights.

Summary of the case

The STED Module Series focuses on Competence for a Democratic Culture. The Kolb Cycle, Cooperative Learning, Action Research, Metacognition, Communities of practice and Online professional learning communities constituted the pedagogical framework for the PP. The STED Modules series were developed according to a progressive approach, following the stages proposed in the CoE's RFCDC and its implementation in classrooms. Two modules were carried out. Module A aimed at integrating the development of necessary intercultural and democratic competences in pre- and in-service teacher education. Module B focused on the evaluation of the piloting in members states and the use of cooperative pedagogies. In both Modules, the diversity of methods, their use, new pedagogical

techniques, debriefing and theoretical inputs equipped participants to revise their working styles, methods and views, enabling them to create activities and training based on the CDC competences module. The STED programme lasted for 12 to 18 months and included a 2-3 month preparatory phase, a 4 and 3-day modules, a piloting phase of several months and the authoring of training material. The education professionals who finalised the modules and published their training units received two certificates. For career-development purposes, the completion of the training programme is recognised by the education authorities of the different countries involved, as equivalent to national in-service training activities of a similar duration and intensity (240 hours of intensive training and continued work).

Case Main findings under KEC 1 & KEC 5 Innovation

KEC 1

Through the training, teachers were able to embrace a common conceptual framework regarding the development and assessment of IDC. Teachers also become aware of the challenges and possible solutions concerning the implementation of the RFCDC in everyday teacher's practice. STED creates a shared view of the competences that need to be developed for education professionals regarding the implementation of the CDC. STED raises awareness among teacher educators, teachers and student-teachers, through peer groups and academic communities, of the importance of the role of teacher education and professional development for the future of our democratic societies.

KEC 9

The STED modules promote the integration of intercultural experience as a source of teachers' learning. The STED model provides teachers with an opportunity to understand the purpose of education and reinvent their roles as teachers and educators. The convivial/experiential approach is not only linked to social events but also embedded in a mindset in which making mistakes and taking risks is rewarding and safe. The Pestalozzi Modules Series offered spaces where personal and professional development were intertwined to allow for teachers' deep reflection and truly transformative practices while questioning their assumptions, biases, limiting beliefs, awareness of structural violence, etc, and the systems they operate in. The STED module is based on a strong emphasis on peer learning. The length of the module (12 to 18 months) allows for practitioners to engage with the topics of intercultural competence and democratic education, holistically, that is, cognitively, affectively, and socially. Participants stressed the importance of the caring and kind atmosphere and the feeling of belonging to a team.



Barriers Overcome

KEC 1

The STED Module Series provides a focus on democracy in education that is a topic and an area fairly neglected in teacher education with “very little systematic support provided for initial or in-service teacher professional development in Education for Democratic Citizenship. (Huddleston et al. 2007). Accordingly, the PP offers support for teachers and education professionals to engage with others in deeper reflection in order to develop their understanding of knowledge, skills, and attitudes related to IDC. One of the main barriers identified with respect to KEC 1 was the different understanding of IDC concepts in education. STED offers an example of the overcoming of this specific barrier through the application of continuous assessment and evaluation that supported the transferability of the activities to other contexts.

KEC 9

The design of STED teacher education ensures the diversity of backgrounds of participants and teachers, as they are selected from different Member States. Intercultural experience is promoted through the integration of teacher educators from different countries and education systems. The space provided the kind of rich intercultural dialogue that fosters communication and interaction of education professionals with people of different cultural backgrounds. Participants gain views about identity, diversity and their impact on stereotypes and generalisations of groups of people. They develop awareness of human identities and world perspective, starting to think interculturally and developing cognitive and affective readiness for dealing with cultural diversity. The training became meaningful as participants addressed problems stemming from a personal contextualised learning process and while developing training units to be implemented and assessed in their own country and school environment.

Outcomes

The achievement of teacher agency is the result of a complex interplay of individual capacity and collective cultures and structures. The CoE's Pestalozzi Programme, where the STED is included, was a place of such agency. Teachers develop a common understanding of cultural diversity, knowledge, values, skills, attitudes and critical understanding related to CDC in the context of a multicultural society and intercultural learning.

Many teachers reported that they learned new techniques from their peers and the facilitator. After the training course, the participants were in a better position to contribute to the integration of education for democracy in pre-service and in-service teacher education.

The programme is recognised by the different education authorities as equivalent to national in-service training activities of similar duration and intensity (2-3 weeks of intensive, continued training). Participants who achieved both modules and the piloting of their training unit receive a certificate which is acknowledged by their national administration for career-development purposes.

Alignment with INNO4DIV objectives

Through their participation in STED, the trainers become aware of the importance of encouraging participants to reflect on “cultural” stereotypes with more concentration on the interpersonal, not intercultural, level. This finding confirms the need to take a broad approach to the development of democratic skills, not only associated with race, migration or language but often with interpersonal differences.

The recognition of the ‘lived experience’ (Merryfield, 2000) as a learning source for teachers, shaping their beliefs and values with respect to others, the nation and the world. The PP provides intercultural experiences for teacher educators, which can have a profound personal and professional impact on increasing self-efficacy, challenging ideas about self and others, and global mindedness—all essential to the development of intercultural competence.

It provides teachers with an opportunity to embrace a common conceptual framework on understanding cultural diversity in terms of human diversity.

It supports the development of critical understanding of social and cultural relationship; develops teachers’ awareness regarding their practices with the personal responsibility and agency of being an active reflective practitioner; creates a shared view of what is needed to develop competences for a democratic culture for education professionals.



4.3 Case 3: Competences for Democratic Culture Project in Andorra (CDCA)

3 Competences for Democratic Culture Project in Andorra (CDCA)

Title of case	Competences for Democratic Culture Project in the Principality of Andorra
Leading organisation	Universitat d'Andorra
Status	2018 Operational
Geographical scope	Principality of Andorra
Partner organisations	Schools in the country where students do internships (Andorran, Spanish and French)
Target audience	Pre-service teachers
Stakeholders involved	Experts in CDC from the Ministry of Education. CoE experts
Key Enabling Component	KEC 2: Supporting educational policies

Background context

The Andorran educational context is marked by the presence of competences for democratic culture (CDC) since the period 2012-2013, under the chairmanship of Andorra at the Council of Europe. Education was positioned as the key element for promoting the adoption of CDC in the Andorran society.

Summary of the case

The Universitat d'Andorra (UdA) introduced CDC as a result of two key factors: (1) the new educational model of the UdA launched in 2018 aimed at the development of competences, which places democratic culture and the Sustainable Development Goals at its core; and (2) the specific case of initial teacher training in which CDC are developed both in specific modules, while also being present transversally over the three-years degree.

CDC training for future teachers becomes a key element to reinforce the initiatives that some schools are currently undertaking in this direction and to ensure their continuity in the future. The training is based on the development of democratic competences through the CoE's Reference Framework of Competences for Democratic

Culture (CoE's RFCDC), providing a common approach for the development of CDC.

First-year student teachers write down their reflections on different topics related to CDC in their Portfolio, while second-year students, who already have internships at schools, have a specific module and a specific seminar in which they reflect on their role as future democratic teachers and/or school members.

The relevance of this project is related to the reorientation of the Andorran education and higher education system and policy towards the endorsement of the CoE's RFCDC, with its focus on citizenship education and intercultural learning.

Case Main findings under KEC 2

Innovation

- The Stakeholders participation in the co-design and development of the IDC curriculum. Teaching and learning are based on the work of specific and transversal competences, the formative guidance during the project implementation and the assessment of results.
- Among the transversal competences acquired by the student, languages, competences for democratic culture and the Sustainable Development Goals are key elements.
- The main role that democratic culture plays in the educational model, giving priority to democratic competences of teachers.
- The student is at the centre of teaching, where the teacher acts as a guide. By giving students the freedom to decide what they wish to share and discuss with the expert teachers, student's decision-making, autonomy and responsibility are promoted.
- The encouragement of self-reflection as a strategy for the development of responsibility and control of the personal process of IDC development. The future teachers reflect each course on the changes experienced and their evolution throughout the training process.



Barriers Overcome

- The lack of policy attention to teaching common values has been promoted developing a consensus on common democratic values among educational policy makers, teachers and university academics.
- Designing policies focused on teachers' IDC development, fostering the alignment with the different stakeholders in the entire educational system.
- Creating specific policies to include and develop citizenship education and democratic values in higher education as part of the initial teacher education.

Outcomes

- Educational policy addressing the development of future teachers' CDC in Initial teacher Education and schools.
- Bachelor of Teaching and Learning Curriculum on CDC.
- Three modules on CDC with concrete learning outcomes, delivered through the following seminars: Module 1. School, Educational System and Teaching, Module 5. Teaching and Learning Social Sciences in a Democratic Culture and Module 7. Teaching and Learning Integrated in a Second Language.
- Design of tools (guides and rubrics) that have a double objective: (1) Favour the transparency of the training process for both teachers and students and (2) Facilitate the feasibility of the ongoing complex process of assessing specific and transversal competences.
- Online Portfolio: a formative assessment tool to record the reflective work done by the student and which can be shared and guided by mentors.
- Internship Seminar Guide. A guide for teacher educators to help them facilitate a dialogue with their students on the profile of the democratic teacher through the resolution of real cases derived from the practices in schools.

Alignment with INNO4DIV objectives

The Bachelor in Teaching and Learning includes the development of democratic competences aligned to the CoE's RFCDC, providing a common approach for the development of CDC and some guidelines for the implementation process of the framework in Higher Education alongside with the impact on students and schools who participate in pre-service internships.



4.4 Case 4: Romanian Social Education Policy (RSEP)

4

Romanian Social Education Policy (RSEP)

Title of case	Romanian Social Education Policy
Leading organisation	Ministry of Education, Romania
Status	2016 Operational
Geographical scope	Romania
Partner organisations	N/A
Target audience	Teachers, students
Stakeholders involved	Institute of Education Sciences, Intercultural Institute of Timisoara, other NGOs, teachers, teacher trainers
Key Enabling Component	KEC 2: Supporting educational policies

Background context

This case refers to the implementation of a new education policy of the Romanian Ministry of Education to enhance IDC in schools through the development of a new curriculum combined with training and support to teachers. It takes place as part of a large-scale EU-funded project and in cooperation with NGOs active in the field.

Concretely, in 2017, a new subject was introduced as part of a new curriculum for lower secondary education, called Social Education. The curriculum development coincided with the contribution of the Romanian Ministry of Education to the piloting of the descriptors of the CoE's RFCDC and is, as a consequence, aligned to it.

Summary of the case

The new curriculum of Social Education in Romania covers Critical thinking and rights of the child (grade 5), Intercultural education (grade 6), Education for democratic citizenship (grade 7) and Economic and Financial Education (grade 8). Focused on competences, this curriculum: mainstreams previous optional curricula; was developed in cooperation with key NGOs; and promotes project-based learning. It empowers teachers providing the possibility to design learning activities according to the needs of the students.

The Ministry of Education had planned, before the launch of the curriculum development process, a large-scale national EU-funded project, called "Relevant curriculum and open education for all" (CRED), which included both training on the use of the new curriculum and the development of a repository of relevant open educational resources.

The Intercultural Institute of Timisoara, in the context of its cooperation with the Education Ministry, provided training and resources for teachers, explicitly based on the CoE's RFCDC.

Case Main findings under KEC 2

Innovation

- The policy establishes a mandatory curriculum that incorporates CDC and addresses all four years of secondary school.
- The policy establishes the need to address critical thinking in conjunction with the rights of the child in 5th grade, which has the potential to increase students' competences not only in these areas but also to develop their civic-mindedness.
- In 6th grade, the focus is on intercultural education, which makes Romania a leading country in Europe to include intercultural education as a compulsory subject in secondary school.
- The 7th-grade subject is education for democratic citizens.
- The policy recognises the need for innovative pedagogical approaches for the development of CDC, such as project-based learning (PBL).
- Educational policy and curriculum are built on the CoE's RFCDC
- In 2020 training and support was provided to teachers to facilitate the adaptation to online teaching.



Barriers Overcome

- The case responds directly and explicitly to the need for policy attention and support to teaching common values by developing a national curriculum focused on the development of IDC.
- The cooperation between the Ministry of Education and NGOs with expertise in the field of education has been effective to allow a fast and effective IDC policy implementation across teachers and schools in Romania.

Outcomes

- Social Education Policy.
- A national curriculum developed by the Ministry of Education, focused on IDC for all 4 grades of lower secondary education.
- Resources to support the promotion of clear standards about IDC professional development, with a special attention to using project-based learning.
- Resources to support the promotion of clear standards about IDC professional development, with special attention to using project-based learning, including a national training programme on the principles and key aspects of the curriculum and a repository of educational resources, developed by the Ministry of Education and a training programme for teachers, delivered online since 2020, focused on project-based learning, together with an online platform with adapted tools and resources, developed by the Intercultural Institute.
- Increased outreach of IDC training through wide dissemination of the project.
- Learning opportunities that include sustained engagement in collaboration, mentoring and coaching.

Alignment with INNO4DIV objectives

Both the new curriculum and the support provided to teachers in terms of training and educational resources are closely connected with the CoE's RFCDC.



4.5 Case 5: Intercultural Teacher Education degree in Finland (ITED)

5 Intercultural Teacher Education degree in Finland (ITED)

Title of case	Intercultural Teacher Education Degree in Finland
Leading organisation	University of Oulu
Status	1994 Operational
Geographical scope	Education institution in Finland (open to students from all over the world)
Partner organisations	N/A
Target audience	Future teachers from Finland, from across Europe and other countries.
Stakeholders involved	Finnish Ministry of Education and Culture. Bachelor's and Master's degree include internships in diverse environments (e.g. schools, NGOs, government agencies in Finland and internationally)
Key Enabling Component	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 respective tools, methods, and teaching approaches in

Background context

The Intercultural Teacher Education Degree (ITED) was launched by the University of Oulu (Finland) in 1994. It was created on the initiative of teachers from the Department of Education who realised that, until that moment, no Finnish teacher training existed that specifically addressed issues related to ethics. The programme quickly received students' attention, including that of international students.

Summary of the case

The Intercultural Teacher Education Degree focuses specifically on globalization, diversity, ethics, sustainability and social justice themes. It is a consolidated Initial Teacher Education Degree Programme composed of three years of Bachelor and two years of Master studies. English is the language of instruction. The programme uses diverse teaching and learning methods, focusing on students' reflection and critical thinking. Theory and practice go hand in hand in the programme which includes a compulsory three-month study or work period abroad.

Main findings

Innovation

- Building an intergroup dialogue between teachers and students in which they reflect about diversity, social justice and inequalities in order to promote justice and equality in education and schools.
- Including specific courses focused on cultural diversity and related issues such as globalization, ethics, sustainability and social justice.
- Interculturality is understood as a transversal content that should be addressed in every course. This approach promotes, among teacher educators, deep knowledge about the intercultural aspects addressed in the programme, becoming researchers themselves on key topics such as diversity, culture or intercultural education.
- Using pedagogical methods based on students active learning through which students' reflection, critical thinking and transformative capacity are encouraged.
- Active collaboration with different agents of the community such as NGOs, rural schools and international organisations, promoting student exchange experiences in different universities in Finland and other countries.
- Promoting real and experiential learning through a compulsory internship.
- Using English as the language of instruction to favour the enrolment and participation of students from different backgrounds.



Barriers Overcome

- The ITED offers a solid theoretical learning focused on IDC, providing specific learning outcomes in terms of knowledge, values, attitudes and skills.
- Teacher educators are challenged to be prepared to teach ITE curricula for diversity.
- The internship periods offer meaningful experiences in real environments during the internship of pre-service teachers, helping them to gain confidence in their knowledge of cultural differences and their abilities to address students' individual needs.
- Students reflect deeply on their beliefs, values and socio-educational conceptions related to interculturality providing them with a broader and deeper vision of their teaching action.

Outcomes

- Students feel more confident about their praxis as they are able to recognise issues related to diversity.
- Students improve their level of English.
- Students are motivated and acquire relevant IDC competences (in social justice, interculturality and equity) that directly impact their teaching and daily life.
- Students who graduate from ITE have good competences to work in different multicultural environments (such as teaching students from immigrant backgrounds).
- Pre-service and in-service teachers show effective and appropriate behaviour and communication.
- Educators may feel more ready to negotiate ways for interacting with students and to realign their values with their practice, by getting to know themselves as individuals and teachers, raising their awareness of their professional and personal identities and purpose as teachers and human beings.
- Teachers feel safer and more capable of exercising their profession in intercultural contexts in a way that responds to the particular needs of the actors involved.

Alignment with INNO4DIV objectives

The ITED offers cultural diversity, democracy and related issues as the main objectives of the initial teacher education programme. It is based on a comprehensive vision of interculturality. In addition, it is an offer open to pre-service and in-service teachers of the different countries.



4.6 Case 6: Diversity Internship in Belgium (DIB)

6

Diversity Internship in Belgium (DIB)

Title of case	Diversity Internship in ITE in Flanders (Belgium)
Leading organisation	KU Leuven, Belgium
Status	2016 Operational
Geographical scope	Flanders (Belgium)
Partner organisations	Different Community based organizations (e.g. Buddy Leuven (on XXX), Buddy Mechelen, Groep Intro (on XXX), Huiswerkbrug Tienen)
Target audience	Pre-service teachers
Stakeholders involved	City Council of Leuven
Key Enabling Component	KEC 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 and extracurricular activities.

Background context

The KU Leuven University (Flanders, Belgium) established its diversity policy plan in 2014. Following the policy declaration: Students must be capable of taking a nuanced approach to the increasing levels of diversity in society, which is why they are encouraged to have as much contact as possible with social diversity while at university. As a result, KU Leuven intends to provide students with a diversity experience as part of their education and wants them to be capable of assuming responsibility for their role in society upon graduating.

Summary of the case

With the Diversity Internship, the ITE programme of KU Leuven wants to better prepare future teachers for teaching in diversity settings. All university students in the teacher program (pre-service training) are obliged to take four extra ECTS points for professional training in a diversity setting, together with a mentorship that is focused on diversity.

In short, pre-service students fulfil their normal professional training in a diversity context, with the additional four ECTS that every student has to devote to diversity training in the same educational institution, where thirty pre-service students participate per cohort.

In the Diversity Internship training, future teachers learn how to recognise differences between students; how to pay particular attention to pupils who may find school more challenging, and the various factors that can affect the learning processes of individual students. They also learn how to communicate and collaborate effectively with other school staff as well as with parents and with the wider socio-cultural sector, in order to foster equal opportunities in education.

Trainee teachers are encouraged to reflect and identify their strengths and weaknesses in terms of their ability to handle diversity in education and to continue to develop their competences to manage diversity as they progress in their careers.

Main findings

Innovation

The KU Leuven Diversity Internship programme provides training in how to be caring and relationship-oriented teachers, who pay attention to both the emotional and educational needs of all their students, particularly those who are most vulnerable.

By shifting the emphasis from the individual to the learning community, concrete initiatives - such as making the Diversity Internship a compulsory subject in teacher training

holds a central place in the University's educational policy. In Diversity Internship, pre-service teachers learn to recognise differences between pupils to pay special attention to those who may find school more difficult and to the various factors that may affect the learning processes of individual pupils. These compulsory internships provide experience and feedback that can help future teachers increase their intercultural knowledge and competences.

Barriers Overcome

A sustainable partnership between formal education institutions (universities, schools) and the different community based organisations (the neighbourhood, and the city council in which the students live) contextualises learning and contributes to the success of the training and to significant development of IDC. The university takes the role of building bridges with NGO's or institutions that implement projects in the community (often through formal partnerships), hence facilitating socialisation and impact

with regards to contribution of the trainee students. These partnerships also guarantee the financial sustainability of the case. The Diversity Internship enables students to get in contact (directly or indirectly) with NGO's and with projects that promote cultural diversity, students' academic outcome and social inclusion. In doing so, students get a notion of different available options to handle the various factors that can affect the learning processes of individual students.

Outcomes

Students develop awareness regarding the various factors that have an impact on the learning of individual pupils, especially in the context of culturally diverse learners. They develop coaching skills with a particular focus on providing students with study methods. They learn to communicate and collaborate with teachers, students, parents and the broader sociocultural sector, in the context of equal educational opportunities. They develop awareness and knowledge about

the Whole School Approach.

They develop further commitment to increase their repertoire on dealing with diversity and learn how to discretely cope with feelings of pupils through respecting their individuality and diversity. Students are offered several opportunities for experiential intercultural learning.

Alignment with INNO4DIV objectives

In the Diversity Internship, pre-service teachers reflect on their own situated identities, experiences and values and gain experience in diverse educational settings. They are better prepared to function in multicultural classroom settings. Future teachers develop respect in addressing issues of human identity and diversity, foster personal values and interests related to intercultural education. They start to think and act interculturally as teachers. Therefore, the programme develops IDC in pre-service university students, preparing them to become intercultural teachers. They also learn how to create bridges with and synergies between the different stakeholders,



4.7 Case 7: Master in Intercultural Learning and Leadership in Ireland (IEL)

7 Master in Intercultural Learning and Leadership in Ireland (IEL)

Title of case	Master in Education Studies: Intercultural Learning and Leadership in Ireland
Leading organisation	Marino Institute of Education, Dublin (Ireland)
Status	2012 Operational
Geographical scope	Ireland
Partner organisations	Trinity College Dublin (University of Dublin)
Target audience	In-service teachers, school principals
Stakeholders involved	Trinity College, Dublin (University of Dublin)
Key Enabling Component	KEC 4: Availability of high-quality IDC courses for teachers' continuing professional development (CPD).

Background context

Learning-centred leadership or pedagogically-centred leadership plays an important role in the transformation of school culture for diversity acceptance. It engages participants with the Ethical Leadership approach and provides them with the support and skills required to influence ethical values in their colleagues and organisation through their behaviour. Teachers, as agency and education leaders, serve as role models for their followers.

They can identify the organisational boundaries, which condition culturally diverse students, in both their institutions and practices, and establish an alternative intercultural approach. The Master in Education Studies departs from the premise of the school and the teacher as key for enhancing intercultural and democratic environments in school transformation.

Summary of the case

The Marino Institute of Education (MIE) in Ireland offers the Master in Education Studies (MES) as a part-time in-service postgraduate degree. The degree is validated by Trinity College Dublin. The MES is specifically designed for educators who wish to engage with issues of educational leadership in the context of intercultural learning amidst challenges of a diverse and globalised world. Through engaging in this programme, participants are prepared to take on leadership roles in their own settings, bringing the skills of a critical intercultural educator, to enable all learners to achieve their potential. The programme extends over two academic years, with year 1 comprised of taught modules and year 2 focused on

the production of a dissertation. Leadership here involves attempts to implement appropriate pedagogical methods, shape the culture and climate of the school, and influence the structure and content of the curriculum. The aim is to prepare graduates for diverse leadership and management roles in schools, including as principals. Theoretical foundations of critical intercultural education are offered to both teachers and school principals, which are committed to the transformation of their educational community. It has an explicit focus on intercultural education and on intercultural competence. Applicants must submit an online application and are typically required to undergo a selection interview.

Case Main findings under KEC 4 Innovation

- The programme engages educators with issues of intercultural educational leadership. They are prepared to take on leadership roles in their own settings, bringing the skills of a critical intercultural learning and diversity management. Participants are trained on appropriate pedagogical methods and effective management skills to shape democratic and intercultural school culture and climate, and to impact curricular structure and content. They are also provided with an opportunity of putting into action their learning in their own school settings and receive assessment and feedback from experts through the implementation.
- Another innovative dimension is the educating of participants in the Whole School Approach, promoting collaboration between schools and communities, NGOs, and the university/higher education sector. The Yellow Flag Programme is one example of a whole-school approach.
- Participants plan and implement strategies for establishing a whole-school/whole-class ethos that supports all learners and particularly those from minority ethnic, cultural and language backgrounds. The Master's curriculum is open to incorporate personal experiences of participants and encourages them to address issues related to their working context. That is why one of the participation selection criteria is a minimum of three years' experience for candidates.

Barriers Overcome

- Addressing religious diversity in the school's context is one of the contested challenges of the programme. Education in the Republic of Ireland is mostly denominational, i.e. most of schools are associated with a particular religious denomination (Christian). The Master's offers knowledge and skills which specifically address religious education and ethos, based on an inclusive approach. Teachers and principals learn how to address religious diversity highlighting common values. So far, and as far as we are aware, it is the only formal education training in Ireland that provides this approach, specifically targeting the religious diversity dimension.
- With respect to 'Travellers' (minority ethnic group in Ireland), the programme offers strategies to in-service teachers to develop knowledge and skills on how to address racism and enhance inclusion.

Outcomes

The Master's graduates implement the new knowledge in their own school context and, together with their tutors, they reflect on the experience and improve their skills. Participants develop assessment skills as they are involved in the evaluation of their own activities. They also develop research skills, which enables participants to assess their own progress in the abilities gained, through the provision of reliable evidence of learning outcomes during, and at

the end of the course. Participants also demonstrate their intercultural leadership capacity by looking for new ways to organise the classroom or the school in teams, promoting hands-on activities which are associated with students' real lives, and demonstrating further openness to innovation.

Alignment with INNO4DIV objectives

Students develop IDC in all four dimensions: values, skills, attitude and knowledge. Candidates gain knowledge of, and can discuss didactic consequences, challenges and opportunities in a school characterised by linguistic, cultural and religious diversity. They can communicate with pupils and guardians with different backgrounds, values and traditions about pupils' learning and development and can reflect on possible ethical

aspects of such conversations. Their learning is focused on intercultural learning and leadership, this last dimension is unique. The cultural diversity is understood as human diversity and the intercultural approach is being applied in the context of minorities (including Travellers) and religious diversity as much as other expressions of diversity in Irish society.

¹ Travellers are an indigenous minority who have been part of Irish society for centuries. There are an estimated 25,000 Travellers in Ireland. Their culture and way of life, of which nomadism is an important factor, distinguishes them from the settled population. Taken from: <https://itmtrav.ie/what-is-itm/irish-travellers/>

4.8 Case 8: Shared Memories and Dialogue (SHARMED)

8

Shared Memories and Dialogue (SHARMED)

Title of case	Shared Memories and Dialogue (SHARMED)
Leading organisation	University of Modena and Reggio Emilia (Italy)
Status	2016-2017 Operational
Geographical scope	Italy, Germany and UK
Partner organisations	Friederich Schiller University Jena (Germany) and University of Suffolk (UK)
Target audience	Pre-service teachers, In-service teachers
Stakeholders involved	EU Commission
Key Enabling Component	KEC 4: Availability of high-quality IDC courses for teachers' continuing professional development (CPD).

Background context

The University of Modena (Italy), together with the Friederich Schiller University Jena (Germany) and the University of Suffolk (UK), identified a lack of teacher's skills and resources for students' inclusion. The core of the method is based on an approach centred on the dialogue between teachers and students in the classroom. The partner organisations established a collaboration in the context of research

and the context of teacher training, with the aim of responding to the lack of competences of in-service teachers as facilitators of inclusive processes within classrooms. To this end, a methodology was designed, proposed to be facilitated and tested in classrooms, and a process of subsequent reflection on the teaching experience carried out was promoted.

Summary of the case

The core of the SHARMED method is a didactic approach that opens up a space for sharing personal and familiar memories of pupils through the collection and use of visual materials, in particular photographs that are collected in an online archive of the project with restricted access. One of the main objectives was to develop a training platform for the involved teachers based on a training package, including both the face-to-face form and the Massive Online Open Course (MOOC) form. Both delivery methods are aimed at the following eight objectives: 1) Introduction to SHARMED, 2) Activation during the classroom workshops (use of photographs,

use of invitations and questions), 3) Types of feedback to children's production of narratives, 4) Facilitators' personal contributions to the classroom interaction, 5) Reaction to children's initiatives, 6) Complexity of facilitation, 7) Conflict management and challenges during facilitation, and 8) Intercultural narratives during facilitation. In addition, the training offers support for teachers to explore the concept of facilitation and related themes to plan and use facilitation within the future practice. Based on that, one of the major sources for teacher's learning is the figure of the project facilitator who implements the method in the classroom.

Case Main findings under KEC 4 Innovation

- Teachers learn how to actively embrace the voices and stories of young people and place them at the centre of learning. They develop skills as a facilitator who amplifies student perspectives and highlights their knowledge and experience, reflecting on their own communication and action. Another innovation is the dialogical approach which is rarely used in the educational realities of these countries. These two aspects are achieved through the fact that SHARMED considers children as active constructors of knowledge, encouraging them to share their thoughts and memories. Teachers learn how to use the methodology by observing the interaction between facilitators and students and engaging afterwards directly with them as participants in the dialogue and the learning process.
- Engagement with students' diverse backgrounds is the core of the proposed methodology. The case introduces the figure of facilitators in formal education settings as a new role for teachers

in order to overcome teaching, understood as directing, telling or testing what children say, with respect to facilitating skills, more focused on listening to; engaging with; wondering what; trusting; interacting with; dialogic discussion; enticing stories; provoking participation and sharing the 'self'. Teachers assume the role of the learner together with their students, but at the same time, they develop knowledge and skills on how to introduce the culturally diverse element based on recognition and as an enrichment to society. The collaboration between school teachers, universities and the external facilitators who led the workshops has proven to be very successful both for teachers' and students' meaningful learning.

- There is a strong emphasis on the use of images and videos for personal narrative. Photography, personal memories and storytelling are powerful tools to engage students, regardless of their backgrounds or language proficiency.

Barriers Overcome

- Teachers developed self-efficacy and self-confidence in addressing issues related to cultural diversity in the classroom. In the UK, several teachers said that they continued the activities and incorporated the practice into their teaching strategies, sharing narratives after the end of the project, as many children were disappointed that they did not get an opportunity to share their stories.
- All teacher training activities have been analysed and evaluated, with the teachers introducing a critical understanding perspective. This is an approach that enables teachers to reflect on their own practice and the way they manage cultural diversity in the classroom, preparing them to address it successfully as it gives great importance to the engagement with students' diverse backgrounds as the core of the proposed

Outcomes

- The programme develops teachers' skills for the creation of a trustful atmosphere in the classroom by applying the specific techniques of dialogic facilitation.
- The project produced a bank of pictures, stories and a learning platform aimed to support in-service teachers interested in using dialogic didactics to achieve inclusion in their classrooms and school.
- It develops teachers' competences to enrich curriculum implementation based on students' cultural references. The created archive can be used by teachers for future educational activities with the same group.
- As of 2019, teacher training is provided in Germany and Italy. Open-access materials at disposal on the website was one of the factors that led to this training.

Alignment with INNO4DIV objectives

This project aims to foster intercultural and democratic competences of teachers, with a similar approach to the one supported by the CoE's RFCDC. The interaction between teachers and facilitators provides teachers with the opportunity to enhance values, skills, attitude, and critical understanding. They are also provided support and are accompanied in the implementation of the newly developed approaches and methods. The project combines epistemological knowledge, experiential and significant learning to teachers and helps them construct a safe zone for experimenting their new skills with the students.



4.9 Case 9: Stories that Move CPD Course and Toolbox (STM)

9

Stories that Move CPD Course and Toolbox (STM)

Title of case	Stories that Move CPD Course and Toolbox
Leading organisation	Anne Frank House
Status	2013 - 2018 Operational
Geographical scope	Austria, Germany, Hungary, Poland, Slovakia, Spain, The Netherlands, Ukraine
Partner organisations	Anne Frank Zentrum, Germany; erinnern.at, Austria; Eagerly Internet and International School of Amsterdam, Holland; MART, Ukraine; Milan Simecka Foundation, Slovakia; Pedagogical University of Cracow, Poland; Zachor Foundation, Hungary. Since 2021, University of Barcelona, Spain
Target audience	Teachers
Stakeholders involved	Europe for Citizens Programme – Action 4 Active European Remembrance; Berlin Senate Department for Labour, Integration and Women’s issues. International Holocaust Remembrance Alliance (IHRA), the Foundation “Remembrance, Responsibility and Future (EVZ) and Erasmus + Programme (European Union) and EACEA Erasmus funding project.
Key Enabling Component	KEC 4

Background context

Initiated in 2013 by educators keen to harness the benefits of the internet to teaching and learning about discrimination, the Stories that Move project was officially launched in 2018 in Berlin (Germany). The idea of this project came from two different events: an International Youth Conference where participants 14-17 years old expressed the need to deal with discrimination and how their experience could be converted into an online tool; and an international expert meeting

of educators and policymakers on teaching about antisemitism in Europe in relation to other forms of discrimination. Both concluded that educators needed to be prepared to discuss different forms of discrimination on an analytical level and be able to handle the topic with sensitivity, taking into account the vulnerability of their students. Diversity and discrimination awareness needs to be part of the pedagogical training of all teachers.

Summary of the case

Stories that Move (STM) is a Continuing Professional Development course for teachers in several European countries. It involves a blended learning course that mainly makes use of the Stories that Move online toolbox against discrimination (it is both a project and a tool) and, in some opportunities, includes in-person learning experiences. This is a free, multilingual, online package, with dynamic, visually appealing materials backed up by sound pedagogical guidance for educators. STM uses personal stories to help educators and empower young people to address the many forms of discrimination that are part of daily life. A total of 27 interviews offer personal insights from a range of countries. The blended learning approach challenges teachers and students to think critically about diversity and discrimination, and to

reflect on their own position and choices in these matters making them aware of the richness of diversity. It is also an experimental, disruptive, and creative project. The involvement of different countries, especially from Eastern Europe, where discrimination has increased, is challenging in the sense that it requires the design and implementation of strategies to address cultural diversity in the classroom. On this basis, the STM case is innovative and relevant in that it offers a response to some of the main teacher development needs in these circumstances. One of the opportunities for improvement of the project is to explore how to deal with the lack of digital skills of some of the teachers as, in Europe, STM is mainly an online course and tool.

Main findings Innovation

- The development and use of both, a pedagogical toolbox with ready-to-use learning paths and materials for students and teachers.
- All learning paths have the voices of young people who talk about true experiences of discrimination, exclusion and hate crime in a generic approach.
- Pedagogical methods making use of peer education, blended learning and visible thinking which support the development of students' critical thinking.
- The creation and development of a collaborative network of teachers from around Europe.
- Digital media is used as a resource or delivery method (e.g. multimodal practices where theory delivered on-line is combined with on-site experimentation in school, video pedagogy where the digital video is used for teaching and learning, digital citizenship where the participant accesses information online in a transparent, secure and private manner, etc.)
- An experimental, disruptive, and creative project.

Barriers Overcome

- Giving teachers competences to interact with their students effectively around issues relating to stereotypes, prejudice and discrimination, which helps in dealing with cultural diversity and controversial issues in classrooms, considered as safe spaces.
- Providing a conceptual and methodological framework with strategies to allow educators understand and experience IDC learning and to value the benefits of blended learning as a way to respond to insufficient resources, ineffective methods and the lack of quality training based on experiential learning.
- By using the online tool, aimed at learners aged 14 and older with teachers, they also experience that their own relation to the topics that are being addressed are sensitive and full of complexity. Teachers do not agree on what is hurtful or discriminatory. During the training they experience that it is important to give space to multiple perspectives, while providing a safe learning environment at the same time.

Outcomes

- Teachers feel more prepared to negotiate ways for interacting with students and to realign their values with their practice, by getting to know themselves as individuals and teachers, raising their awareness of their professional and personal identities and purpose as teachers and human beings.
- Development of an international network of Teachers allowing to cooperate in eTwinning projects.

Alignment with INNO4DIV objectives

A good example of professional development for teachers to disseminate and scale up good practices on inclusive education at a time of increasing social diversity and tensions. Stories That Move is a project and a multi-

lingual blended learning toolbox against discrimination designed to help students think critically and be aware of their active role as citizens.



4.10 Case 10: Start the Change Project (STCH)

10

Start the Change Project (STCH)

Title of case	Start the Change Project
Leading organisation	FSO - Forum for Freedom in Education, Croatia
Status	2015- 2023 Operational
Geographical scope	Croatia, North Macedonia, Portugal, Belgium, Italy, United Kingdom, Slovenia
Partner organisations	Ivan Meštrović Primary School, Croatia; Inova +, Portugal; Agrupamento de Escolas José Estêvão, Portugal; The Macedonian Civic Education Center, North Macedonia; State Municipal School "Nikola Karev", North Macedonia; Network of Education Policy Centers; Sirius Policy Network on Migrant Education.
Target audience	In-service teachers, school councillors, school principals and volunteers
Stakeholders involved	European Commission – DG EAC, Erasmus+ programme. Government of Croatia
Key Enabling Component	KEC 4: Implementation of effective teaching methodologies and adapted pedagogical approaches based on: peer learning, intercultural networks, working groups,

Background context

The European Commission against Racism and Intolerance (ECRI) report on Croatia (2018) shows that there is growing nationalism, particularly among the youth in the country. In the media and on Internet, expressions of racism and xenophobia against Serbs, LGBT persons and refugees are commonplace, as is abusive language related to Roma. Introduction of civic education was one of the key recommendations in the Ombudsman's 2017 Report. There is a need for development of civic competences among children and youth in the Croatian educational system.

The Start the Change project has been carried out in three different

phases: 2013-2015 as a local project in Croatia, 2017-2019 as a European project in Croatia, Italy, the United Kingdom and Slovenia, and is currently being implemented (until 2023) as a European project in Croatia, North Macedonia and Portugal.

The aim of the project is to prevent radicalisation and develop resilience among youth, by strengthening their social and civic competences. Teacher training was identified as an attribute for this task. The teacher education programme was inspired by the 2015 Paris Declaration.

Summary of the case

The Start the Change project is composed of three actions.

1. The first focuses on research about young people's perspectives on how they perceive their school community, their position in it, in what ways they are being heard and seen, and in what ways they are not.
2. Finding their voice is the starting point for developing the second action of the project: developing materials and training curricula for parents and teachers to empower them and their students in order to create positive changes in their schools and learning spaces.
3. In the third action, the project seeks to motivate young people to create and lead, with the support of their teachers, volunteering

initiatives that will contribute to solving problems, previously identified by young people during the first action.

In addition to the development of civic and social competences, which are the focus of the project, "Start the Change" helps teachers to develop a deep understanding of the world and the cultural context and identity of their pupils.

The content developed in the second action is enriched with topics of civic education and supporting youth activism within the democratic framework of society.

Main findings Innovation

The main innovative aspect of this case is the fact that the curriculum for the teacher training was developed based on a qualitative research on young people's perspectives about the knowledge and skills needed for active participation in contemporary society. The research focused on students' general interest, everyday problems, on solutions to existing

problems and on their own projects and volunteering. The approach is therefore not a top-down one, but rather a dialogical one, in which the voices of all participants in the educational process are taken into account.



Barriers Overcome

The case overcomes the insufficient emphasis on IDC learning in teacher in-service CPD training. The training is designed following a bottom-up approach in which knowledge, educational activities and school projects are created following teachers' contributions and student's knowledge and needs. Special attention is given to

curriculum development, which incorporates this aspect in the training for teachers so teachers can address questions related to identity, emotions, and relations, dealing with conflicts with intercultural dimension and encouraging students' creativity. Through this approach, teachers are taking into consideration political, social and the cultural context of education.

Outcomes

This approach helps teachers overcome the reluctance to address controversial, social, cultural and political issues and respond more openly to the students' interests and the contexts in which they live. They

develop efficacy, knowledge and skills on how to engage students' background and cultural context in the curricula development.

Alignment with INNO4DIV objectives

Teachers' training is highly focused on civic and intercultural education and covers topics such as democracy, human rights, interculturality, stereotypes, prejudices and media literacy, also relies on various European documents and theories. The background documents include the Paris Declaration (2015), the Universal Declaration of Human Rights, the European Convention for the Protection of Human Rights and

Fundamental Freedoms, the Council of Europe Charter on Democratic Citizenship and Human Rights Education, and the publication of the CoE's Competences for Democratic Culture (2016). The programme thus offers in-service teachers and education professionals the opportunity to develop IDC aligned to the CoE's RFCDC.



4.11 Case 11: Intercultural Mediators Program in Croatia (IMP)

11

Intercultural Mediators Program in Croatia (IMP)

Title of case	Intercultural Mediators Program (IMP) in Croatia
Leading organisation	Centre for Peace Studies Zagreb (Croatia)
Status	2016 Operational
Geographical scope	Croatia (implemented Nationally)
Partner organisations	National Foundation for Civil Society Development
Target audience	Social workers, researchers, preschool educators, students, expert school staff (pedagogy specialists, psychologists etc.), teachers (formal education), non-formal educators/trainers, volunteers, other professionals.
Stakeholders involved	Croatian Government Office of Cooperation. European Unión Erasmus+. National Foundation for Civil Society Development
Key Enabling Component	KEC 4: Availability of high-quality IDC courses for teachers' continuing professional development (CPD).

Background context

The Centre for Peace Studies has been created following the Pakrac Volunteering Project, a grassroots civil initiative active during the war in western Slavonia (Croatia, 1991-1995). The Intercultural Mediators Programme (IMP) has been created with the intention of reconciling ethnic and cultural conflicts in Croatian society, and to develop

competent intercultural professionals who can work for social cohesion. The Programme responds to the lack of CPD training courses for teachers on intercultural education. It also aims at filling the gap of intercultural competences education for working professionals in Croatia.

Summary of the case

The programme is intended for education and other professionals and volunteers who require intercultural mediations skills. It is built around 3 modules:

Module 1 - Migration, refugees and discrimination.

Module 2 - Cultural Patterns and Interculturality.

Module 3 - Understanding Conflict and Introduction to Mediation.

Methodologically, each module combines theory, research and practice. The curriculum is flexible and adaptable to the needs of the group.

It has an important component of experiential learning and focuses on the promotion of the self-concept and self-awareness. The programme makes active use of participants' diverse backgrounds and experiences as resources for learning, in particular, for the practice.

Based on this programme, since 2020 a new specific programme for and with the Roma community was developed and is currently being implemented.

Main findings Innovation

The curriculum used makes active use of participants' diverse backgrounds and experiences as a resource for learning.

The curriculum is also adaptable to any group and subject related to interculturality as 70% of the curriculum is predefined, and 30% can be adapted to the needs of the group,

making it highly relevant to the students' future working environments.

The training builds on peer learning, multi-perspectivity, is practice-centred and uses the experiential approach by including people with different life paths, backgrounds,



Barriers Overcome

In Croatia, there are almost no cross-sectoral CPD programmes in which professionals from different areas of expertise can meet, share their experience and learn together and from each other.

The project training team meets the participants before and after the programme: first, to get acquainted with their specific needs and demands, and discuss adaptations of

the programme and afterwards, to evaluate the work. This offers the training team an opportunity to personalise the curriculum and contextualise the learning process. It also provides participants with an opportunity to foster the engagement in the programme and to be part of an active learning process.

Outcomes

After the course, participants are able to analyse interpersonal and group conflicts based on cultural differences. They learn how to distinguish between the different types of conflicts that

can arise, depending on the various criteria for dealing with them. They develop mediation skills and gain experience of conflict transformation through working on examples.

Alignment with INNO4DIV objectives

The program aims to develop IDC in in-service teachers and other professionals. It pays particular attention to the personal engagement of participants and the development of their intercultural attitudes, values and skills. It also

fosters civic awareness and participants' self-reflection. There is an understanding of the concept of IDC competence notion and a strong focus on experiential learning, both aligned to the CoE's RFCDC.



4.12 Case 12: Supporting Mathematics and Science Teachers Project (MASDIV)

12

Supporting Mathematics and Science Teachers Project (MASDIV)

Title of case	Supporting mathematics and science teachers in addressing diversity and promoting fundamental values (MASDIV) project
Leading organisation	International Centre for STEM Education (ICSE) at the University of Education, Freiburg, Germany
Status	2017 - 2020 Finished
Geographical scope	Cyprus, Spain, Malta, The Netherlands, Turkey, Germany.
Partner organisations	a)University of Nicosia/Ministry of Education and Culture, Cyprus; b)Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik, Kiel/Ministerium für Kultus, Jugend und Sport Baden-Württemberg, Germany; c) Università ta Malta, Msida/Ministry for Education and Employment, Malta; d) Universiteit Utrecht/Ministerie van Onderwijs, Cultuur en Wetenschap, Netherlands; e) Universidad de Jaen/Ministerio de Educación, Cultura y Deporte, Spain; and, f) Hacettepe Üniversitesi, Ankara/National Ministry of Education, Turkey.
Target audience	In-service math and science teachers
Stakeholders involved	European Union (Erasmus + project)
Key Enabling Component	Availability of high-quality IDC courses for teachers' continuing professional development (CPD).

Background context

According to the results of PISA evaluation, a very high percentage of students by the age of 15 have not achieved basic scientific and mathematical skills foreseen in the curriculum (OECD, 2019). The percentage of underachieving students scales up to 36,6% (ET 2020, 2015) among those teens of lower socioeconomic status, which include many of migrant background.

Developing STEM (Science, Technology, Engineering, Mathematics) competences provide opportunities to prepare students to creatively solve complex problems in real contexts by developing divergent thinking. It also constitutes a way to promote equal opportunities of access to the labour market.

Summary of the case

The goal of the MASDIV project is to support and methodologically train lower-secondary school teachers to be able to teach inclusive maths and science.

It pursues equal opportunities, personal development, educating students to be critical citizens, reflective and able to understand the world they live in, making responsible decisions.

With the Inquiry Based Learning (IBL) methodology students solve real problems collaboratively, deal with socio-scientific controversies that allow them to develop their empathy, critical thinking, reasoning and decision-making skills.

Since the programme addresses cultural and competence-related diversity, different and relevant contexts are used to promote fundamental values and cultural diversity.

Teachers are key to undertake any methodological change in maths and science teaching and MASDIV aims to change teacher's self-efficacy limiting beliefs and practice to help them address cultural and competence diversity in the classroom.

The project resources include an evaluation report:

[Report on the Evaluation of the Project Supporting Mathematics and Science Teachers in addressing Diversity and promoting fundamental Values \(MaSDiV\). ICSE](#)

Main findings Innovation

- Although many mathematics and science teachers were already familiar with the Inquiry Based Learning (IBL) methodology, which is one of the main objectives of the project, few of them incorporated practices of investigation using students contexts considering their diverse cultural background. MASDIV project offered strategies for teachers to do it.
- In addition to the consideration of cultural diversity,

MASDIV helps teachers to identify and address the competence-related diversity. The project extends the concept of cultural diversity to include the consideration of the different students competences for learning mathematics and science.

- Another innovative aspect is the collaboration between the University and the Ministries of Education of each of the participating countries.



Barriers Overcome

- Supporting in-service teachers through courses that emphasise IDC development.
- Addressing controversial, social, cultural and political issues in schools

Outcomes

- Teachers learn to address cultural and competence-related diversity using IBL and meaningful contexts, i.e., teachers learn how to use the real problems from the students context and deal with socio-scientific controversies that develop their empathy, critical thinking, reasoning and decision-making skills.
- Based on the above, diverse and relevant context are used to promote fundamental values and cultural diversity.
- There has been a positive impact on teachers' self-efficacy beliefs, learning-related beliefs and their practices, helping teachers to feel confidence in their own capacity to address diversity in classrooms.
- A course manual to address diversity.

Alignment with INNO4DIV objectives

An innovative approach in which diversity refers to the diversity of achievements or competence-related diversity, and also to cultural diversity. Scientific competences and IDC are addressed as non-exclusive objectives of the teaching activity. The project helps teachers to respond to

both learning objectives. The project addresses some relevant components for teachers IDC development: self-efficacy beliefs, learning-related beliefs and the use of contexts.



4.13 Case 13: Memory Walk Methodology (MW)

13

Memory Walk Methodology (MW)

Title of case	Memory Walk Methodology
Leading organisation	Anne Frank House
Status	2012 Operational
Geographical scope	Croatia, Serbia, Bosnia-Herzegovina, North Macedonia.
Partner organisations	Teacher training implemented with Hermes , (Croatia); Humanity in Action , (BiH); Open Communication , (Serbia); and Youth Educational Forum (North Macedonia).
Target audience	Secondary teachers
Stakeholders involved	Anne Frank House and the European Union. European Union Agency for Fundamental Rights (FRA)
Key Enabling Component	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.

Background context

Teacher training in Memory Walk Methodology emerged as a response to the teachers' lack of experience of dynamic approaches to teaching and learning.

Memory Walk teacher training methodology develops a strategy to engage teachers in educational reflection and discussion about how we remember past events through the examination of monuments and memorials in the living environment.

Summary of the case

Memory Walk teacher training methodology aims to create awareness of the importance of monuments and their contested histories while also generating critical thinking about the way they are used.

It offers teachers a model of how to connect active citizenship, history education, education about diversity, and multiperspectivity.

The Memory Walk methodology builds on a student-centred approach. Students are co-creators of curriculum with the support of their teachers. Peer learning and peer education are key aspects. Teachers are trained through 'learning by doing' during 2-3 days (*Memory Walk Training of Teachers*). They receive a Teachers' Manual (available in six different languages on the [Memory Walk website](#)) and

the Memory Walk DVD with short films previously created by youth (see examples in the [Memory Walk Youtube Channel](#)). Teachers collaborate in small groups and create a network of teachers who apply the methodology in their own schools.

The methodology opens the door to contested and invisible histories and helps teachers connect with the local environment in which they teach.

A key opportunity would be to include the methodology in pre-service teacher education providers and especially for history teachers and civic education teachers.

An evaluation report is available upon [request](#).

Case Main findings under KEC 6 Innovation

- The Memory Walk methodology connects active citizenship, history education, education about diversity, and multiperspectivity through a methodology of history teaching.
- The Memory Walk methodology offers a new look (critical understanding) at monuments beyond the traditional strategy of 'adopting monuments'.
- Teachers receive a 'learning by doing' training of the methodology based on a learner-centred approach.
- Different NGOs (partner organisations) of the local community are involved in the training process as curriculum developers, training providers and playing a key role in disseminating the teacher training.
- The methodology training includes: training of trainers, training of teachers and classroom practice with students.
- Teachers act as students and as trainers in different stages of the training process.
- The classroom practice allows trainers and trained teachers to disseminate the method in schools and incorporate other school teacher colleagues in learning and applying the methodology.
- The peer education component of the teachers training has been crucial in the development and consolidation of a teachers' network.

Barriers Overcome

- Engaging teachers in active citizenship activities, connecting them and their students with their contexts.
- Focusing on critical thinking, which is one of the main components of IDC in the CoE's RFCDC.
- Offering teachers resources and guidelines to address the increasing diversity across Europe.
- Helping teachers create open and inclusive spaces within education so that different perspectives that characterise every community of learners can be expressed.
- Including the emotional aspects underlying opinions to the discussion of the different perspectives about traditional issues, offering teachers the opportunity to address controversial issues.
- Offering a methodology training and a learning tool that can be applied as CPD offer for teachers.
- Ensuring the intercultural experience of teachers through the 'learning by doing' approach.
- Involving teachers from different countries in the same training seminars.

Outcomes

- Teachers experience better handling of controversial stories with students.
- Teachers become more aware of national biases and the perspectives of other teachers.
- Teachers become more aware of the role that emotions can play when dealing with history.
- Teachers understand better the process needed to collaborate with others (in this case, other teachers, but also among students), which often have different perceptions and backgrounds, to arrive at a common understanding around a controversial issue.
- Teachers gain competences related to facilitating a process in which students become researchers and co-creators of an educational resource (Memory Walk videos).
- Teachers learn how to negotiate discussions on diversity and multiperspectivity, in line with the CoE's RFCDC.
- The 'learning by doing' training also helps teachers to develop curiosity and gain motivation and the capacity to become fully aware of one's own practices.

Alignment with INNO4DIV objectives

The Memory Walk teacher training provides teachers with guidelines and active learning aimed at developing students' active citizenship through a critical understanding of history,

by addressing controversial issues with their colleagues and in connection with the local community through the work with local monuments.



4.14 Case 14: Philosophy for Children Pedagogical Model (P4C)

14

Philosophy for Children Pedagogical Model (P4C)

Title of case	Philosophy for Children Pedagogical Model
Leading organisation	Center of Philosophy for Children (Spain)
Status	1985 Operational
Geographical scope	Spain (the case analysis has been focused on Spain, although the program is part of an international network including 63 countries)
Partner organisations	Spanish P4C network , Universitat de Girona , Universidad Complutense de Madrid , Universidad Autónoma de Madrid , Teachers and Resources Centre of Extremadura regional government .
Target audience	Pre-service and in-service teachers, and school leaders
Stakeholders involved	Regional governments, Universities and P4C centres.
Key Enabling Component	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.

Background context

Philosophy for Children (P4C) emerged from exploring the possibility to teach reasoning and develop children's sensitivity to critical, creative and caring thinking, aimed at strengthening democratic societies. The challenge for teachers was to anticipate and not simply adapt to the children's stages of thinking development and approach

their growth as a continuous process. In order to meet this need, P4C offers teachers a pedagogical model and a methodology to develop reasoning skills through communities of philosophical inquiry (inquiry-based learning). It offers teachers implementation guidelines and training workshops.

Summary of the case

Philosophy for Children (P4C) pedagogical model aims at *developing critical, creative and caring thinking* through philosophical inquiry. The teacher training is intended to prepare them for the theoretical foundations and the use of the different resources of the pedagogical model, seeking to create a community of inquiry among its participants (active learning), adaptable to be implemented in formal and non-formal education.

P4C is based on a philosophical and learner-centred approach. Teachers are trained to find philosophical substance in the discipline taught, which is used in the dialogue within the communities of inquiry. They learn how to develop communities of inquiry, how to use the [existing curriculum of P4C](#) (novels for students and manuals for teachers) and how to identify, adapt or create new educational material. In Spain, there is a wide offer of teacher training: [webinars](#),

[online](#) or [blended](#) introductory courses, [in-depth courses](#), and a [master degree in P4C](#). They are taught through the collaboration among the different Spanish P4C associations or centres ([Spanish network](#)), universities and are sometimes part of the [public CPD offer](#). One of the strengths of the programme is its enormous motivational impact, both for teachers and their students. Teachers recognise that P4C helps them reconnect with their teaching vocation, and it becomes a strategy to motivate students to stay and enjoy their time in the classroom. There are opportunities identified to expand the open-access resources, improve the dissemination of the programme's benefits to increase the incorporation of new teachers, and explore new funding sources for teacher training. Evaluation reports carried out by the regional governments are [available](#).

Case Main findings under KEC 6 Innovation

- The pedagogical model offers a curriculum (educational plan) and a wide range of resources for teachers (literature, videos, articles, etc.), which have enabled the transfer of the methodology to different cultural contexts and its replication in all the educational levels (pre-primary, primary, secondary) both in formal and non-formal settings (libraries, civil associations, etc.).
- The training is delivered by the different centres of P4C or in partnership with universities and providers of continuous professional development (CPD).
- P4C is part of a global, European and national (Spanish) network, channelling the intercultural exchange among teachers, which has been recognised (experiential knowledge of interculturality) as a key enabling component for the development of teachers' intercultural and democratic competences (IDC).

Case Main findings under KEC 6 Innovation

- The training is based on active learning, offering teachers the opportunity to experience the methodology for themselves before implementing it with their pupils.
- The methodology is based on a holistic approach, connecting thinking, feeling and action through the consideration of ethics and values as part of communities of inquiry.
- The methodology is focused on giving voice to the interests and needs of participants, endorsing the recognition of their cultural diversity and a learner-centred approach.
- The dialogue plays a key role in the methodology, addressing meaningful and controversial issues among the participants, as a fundamental practice for the development of IDC.
- The methodology facilitates the transversal inclusion of reasoning skills aimed at the development of IDC across the school curriculum.

Barriers Overcome

- Providing a pedagogical model (philosophical inquiry) and a method (holistic and learner-centred approach) explicitly focused on interculturality as one of the competences that teachers develop in the training process.
- Providing evaluation with anecdotal evidence and comprehensive information about the method. Different reports and scientific and literary publications are available to understand why and how P4C works, addressing the lack of systematic and solid evidence of what works, why, how, and under what conditions.
- Developing a curriculum based on the philosophical inquiry model adapted to the different stages of children's development, providing resources for teachers trained to implement the method.
- Developing teachers' manuals that offer guidelines to develop communities of inquiry (how P4C is implemented).
- Attending to the multidimensionality of thought, understood as the connection among the following dimensions: thinking, saying, feeling and acting. Avoiding the prevalence of the only cognitive approach.

Outcomes

- P4C has been evaluated, and the benefits have been recognised by school leaders, teachers trained and regional authorities in Spain.
- Teachers learn to develop ideas that go beyond stereotypes and common prejudices, increasing critical understanding.
- Teachers develop dialogue skills going beyond the communicative component and focusing on meaningful issues.
- Teachers develop personal and social values and attitudes that contribute to democracy: openness to the other, respect, reflection on one's own and others' opinions, etc.
- Teachers reflect and reconnect with their teaching vocation.
- Teachers recognise P4C as a strategy to motivate students to stay in school and enjoy their time in the classroom, underlining the motivational impact of the programme.
- The existence of a network of eight P4C centres in Spain. In addition, they are part of a global network that includes 63 countries, 24 languages and 35 international organizations, and a European network called [Sophia](#), with members from 26 countries.
- The training is recognized as a CPD by some educational institutions.

Alignment with INNO4DIV objectives

An enjoyable, comprehensive and effective methodology for teachers to connect thinking, feeling and action through the consideration of ethics and values (aligned to the four components of CoE's RFCDC model).

4.15 Case 15: Historija, Istorija, Povijest: Lessons for Today (HIP)

15

Historija, Istorija, Povijest: Lessons for Today (HIP)

Title of case	Historija, Istorija, Povijest: Lessons for Today (HIP)
Leading organisation	Anne Frank House
Status	2014-2017 Operational
Geographical scope	Croatia, Bosnia and Herzegovina, North Macedonia and Serbia.
Partner organisations	Third sector organisations providing teacher training: Croatian Education and Development Network for the Evolution of Communication – HERMES (Croatia), Humanity in Action BiH and Youth Initiative for Human Rights BiH (Bosnia and Herzegovina), Open Communication – OK (Serbia), Youth Educational Forum – MOF (North Macedonia) and the Anne Frank House (The Netherlands).
Target audience	History experts, in-service teachers and high school students.
Stakeholders involved	European Union and the Anne Frank House (The Netherlands).
Key Enabling Component	KEC 6: Application of effective teaching methodologies based on adapted pedagogical approaches such as: peer-learning, IDC networks, IDC working groups in school, workin groups, experiential learning, collaboration, challenging assumptions, and learning communities.

Background context

Historija, Istorija Povijest (*History, History, History*): Lessons for Today (HIP) addressed the lack of innovative and engaging strategies and methods in the participating countries (Croatia, Bosnia and Herzegovina, North Macedonia and Serbia) related to history education instruction about the complex events of World War II and

the 1990s wars of Yugoslavia's dissolution and the limited response of the educational system and existing history education curricula to these topics. The project aimed to adapt and create educational materials for their use in different teacher training activities throughout the Balkan region on innovative history education methodologies.

Summary of the case

The overall objective of HIP Lessons for Today was developing teachers' awareness to encourage discussion about the recent history of nationalism, exclusion, prejudice, and discrimination in the Balkan region, as well as to promote debate and dialogue on a common yet troubled past. It also wanted to promote critical thinking about historical events and their relevance for contemporary challenges. The training offered teachers the opportunity to get engaged in developing innovative lesson plans and educational materials and to learn dynamic pedagogies to teach history. HIP is based on critical pedagogy, history learning, peer learning and regional reconciliation. The newly created and adapted educational material was implemented in three training seminars with 150 teachers. History experts, in-service teachers and upper secondary students contributed to the development of lesson plans, educational material,

including 10 Memory Walk films that were created by high school students. Participating teachers from the different countries created lesson plans, curriculum and educational resources. Finally, a regional teacher and teacher trainer network was developed. This network has led to regional exchanges based on further activities after the project's termination. Future project development could include: teacher training on how to address the different sensitivities that need to be cared for in these particular contexts; trainer training on socio-emotional skills; and improved funding and local official support to continue implementing the project in different countries. An evaluation report by the coordinator team is available upon [request \(m.nenadovic@annefrank.nl\)](mailto:m.nenadovic@annefrank.nl).

Case Main findings under KEC 6 Innovation

- Cooperative learning among teachers and history experts from different countries with a common troubled past, to create a varied multi-perspective set of lessons plans.
- The creation of an online community of practice bringing together the teachers participating in the *Teacher Training Seminars*.
- Turning upper secondary school teachers and their students into curriculum developers and tool creators themselves through the Memory Walk *Film Production Workshops*.
- Peer learning between in-service teachers in the *Teacher Training Seminars* and between elementary and high school students in the *Travelling Exhibition*.
- Engaging pedagogical approaches (critical pedagogy, peer learning, cooperative learning, experiential learning and/or learning-by-doing, challenging assumptions and addressing controversial issues in the classroom).
- The involvement of different civil associations or NGOs as teacher training providers.



Barriers Overcome

- HIP Lessons for Today offers a method to address IDC development in teachers from different countries with similar needs concerning post-conflict contexts.
- The method includes the development of educational material responding to the specific regional needs and “ready to use” resources to be used by teachers.
- The method promotes face-to-face encounters, which served as a way to develop the emotional management skills of teacher educators and in-service teachers, which play a basic role in IDC development beyond the only-cognitive approach.
- HIP Lessons for Today offers a comprehensive method about how to design a curriculum focused on competence development for teachers through a variety of interlinked activities in the training process. In addition to the engaging pedagogical approaches mentioned above, “HIP Lessons for Today” combines different modalities: calls for participation, competitions, coordination meetings, training seminars, workshops and exhibitions.

Outcomes

- Teachers became confident enough to tackle controversial issues and take risks for the advancement of IDC in themselves and in their students. They learned to build bridges between contradictory perspectives about a common issue.
- The transformation of traditional roles of teachers, experts and students in the educational process as co-creators and developers of curriculum and sharing learning experiences.
- Self-awareness, curiosity and motivation from teachers about their own teaching practices.
- The implementation of HIP lesson plans and the use of educational materials in the classrooms to address complexity and multiperspectivity in history teaching beyond the end of the HIP project. The project [website](#) remains very active and offers open access.
- A teachers’ network that offers support for teachers on the implementation of the HIP resources.
- Friendship and intercultural exchange created through the *Teacher Training Seminars* were part of the indirect outcomes recognised by teachers, which plays a key role in the continuity of the teachers’ network activities (as evidenced by further collaborative projects among network’s members following the project’s conclusion).
- The involvement of civil associations or NGOs with diverse educational actors (teachers, history experts, schools, high school students, museums) pointing to the value of the participation of different partners in the achievement and sustainability of the project.

Alignment with INNO4DIV objectives

HIP develops a teacher training model based on a peer-learning approach implemented through a variety of interlinked activities that include different educational actors of the community (NGOs, teachers, university experts, schools, high school students and museums) in a teaching pathway that promotes critical understanding and multiperspectivism.



4.16 Case 16: Facing History and Ourselves (FHAO)

16

Facing History and Ourselves (FHAO)

Title of case	Facing History and Ourselves (FHAO)
Leading organisation	FHAO, non-profit organisation https://www.facinghistory.org/
Status	1976 Operational
Geographical scope	Initially and primarily in the USA. For more than 2 decades also in Europe (England and Ireland). More recently in South Africa and Colombia.
Partner organisations	Third sector organisations providing teacher training: -AFEV (Europe) -Shikaya (South Africa) -Corrymeela (Northern Ireland) -Memoria y Ciudadanía (Colombia)
Target audience	Secondary education teachers, students and also school staff. Additional target groups: university teachers, other not-for-profit NGOs, wider groups of community professionals, students' parents.
Stakeholders involved	Mostly private. Individuals and family foundations and some larger foundations but not governmental.
Key Enabling Component	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.

Background context

Facing History and Ourselves (FHAO) is an international educational organisation based in the USA. It provides educators, students, and the community at large with an evidence-based interdisciplinary model of civic education that integrates a rigorous investigation of

history with critical questions about ethics and democratic civic engagement. It is based on the history of the Holocaust, broadly interpreted. It also pays significant attention to other histories of conflict and to reconnecting past with present injustices identified.

Summary of the case

FHAO is a Continuing Professional Development course for teachers from around the world but mainly from the USA. It involves a blended learning course that uses an online toolbox FHAO. It encourages young people to examine their own societies and social injustices based on a critical approach to history to empower both teachers and students to stand up to bigotry and hate.

FHAO's approach to pedagogy, classroom resources, professional development, coaching, and support equips teachers with the tools and strategies they need to help students become thoughtful and responsible citizens.

FHAO promotes new ways of approaching students through teachers' self-reflection on their educational practice.

The FHAO approach targets self and social awareness, perspective taking, interpersonal negotiation, and ethical awareness. In the civic domain, the approach fosters greater interest intolerance towards others with different beliefs and backgrounds, concern for the wellbeing of others and an increased sense of community; and a sense that one's actions can make a difference in society.

FHAO impacts teachers' professional development for implementing an interdisciplinary student-centred approach to civic learning and impacts teachers' students on their 9th- and 10th-grade (Upper secondary education) civic learning, academic learning (historical understanding skills), and social and ethical reflection.



Main findings Innovation

- FHAO develops educational self-reflective materials that reconnect the past with the present, bringing together teachers who believe that similarities and differences should be respected and supported by aiming to the active participation of the entire community, creating networks of teachers and students, and promoting direct contact with communities and society.
- Its teacher training is immersive and requires teachers to examine these concepts for themselves, promoting their engagement. The FHAO pedagogical approach places at its centre the need for Responsible Active Citizenship. All FHAO courses include a balance of three aspects: intellectual rigour, emotional engagement and ethical reflection, which strengthen each other. In FHAO, pedagogy is used to promote an active process of engaging young people with challenging history and literature content, rigorous inquiry and ethical decision making through a process that builds the knowledge, skills, and dispositions and attitudes of deep civic learning. At the centre is the students' civic agency, their belief that they can play a positive role in their peer groups, schools, communities, and the larger world.
- FHAO has a plurality of teacher training proposals and a continuous updating of the materials, contributing to its relevance over the 40 years of existence.

Barriers Overcome

Application of effective teaching methodologies based on innovated pedagogical approaches such as experiential learning, collaboration, challenging assumptions, and learning communities.

- Providing resources that offer quality teacher training in IDC through online courses.
- Providing teachers with strategies and resources for IDC development to encourage the democratic culture with their own students.
- Recognising and promoting the figure of an “advocate” who acts as a coach and supports teachers through the different tools FHAO proposes at each step of the training process.
- Experiencing the different ways FHAO proposes partnerships with teachers.

Outcomes

- Teachers gain competences related to facilitating a process in which they become researchers and co-creators of an educational product.
- The balance between intellectual rigour, emotional engagement and ethical reflection gives teachers the confidence to face and discuss controversial situations.

Alignment with INNO4DIV objectives

- The project is especially aligned with applying effective teaching methodologies based on adapted pedagogical approaches to develop intercultural competences among teachers through innovative training (KEC 6): Pedagogical triangle.
- FHAO approach to pedagogy, classroom resources, professional development, coaching and support equips teachers with the tools and strategies they need to develop their intercultural competences and help students become thoughtful, responsible citizens.



4.17 Case 17: Service-Learning Program for Diversity in ITE in Canada (SLPD)

17 Service-Learning Program for Diversity in ITE in Canada (SLPD)

Title of case	Service-learning Program for Diversity (SLPD) in Canada
Leading organisation	University of Calgary (Werklund School of Education), Canada
Status	2010 Operational
Geographical scope	Calgary, Canada
Partner organisations	The Immigrant Sector Council of Calgary
Target audience	Pre-service teachers
Stakeholders involved	The Immigrant Sector Council of Calgary Civil society (NGOs, Youth centres, local organisations, minority organisations, etc.) Community members (minority or ethnic groups, local people).
Key Enabling Component	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.

Background context

Pre-service teachers are often unaware of the specific strengths and needs of diverse communities and groups of students in schools before their placements. The *Service Learning Program for Diversity*

(SLPD) aims to provide a deeper understanding of diversity in the classroom, to help demystify the experience of working with culturally diverse students and promote a broad understanding of social justice.

Summary of the case

The Service Learning Program for Diversity (SLPD) allows students to reflect on their privilege, identity, and the interplay of cultural relations. This opportunity provides a deeper understanding of social justice and classroom diversity and demystifies the experience of working with students different from themselves.

It provides pre-service teachers with weekly experiential learning opportunities along their ITE that better prepare them for the complex needs of the future multicultural classroom.

SLPD embraces democracy and interculturality as part of the goals and challenges of teacher training. By placing students in service-learning programs, with agencies focused on addressing diversity and challenging bias, SLPD leads student teachers to a critical review of

social justice issues, personal assumptions, and preconceptions.

SLPD is based on a critical social justice framework. It is an optional curricular service-learning programme, permanently integrated into the mandatory Diversity in Learning course at the Werklund School of Education at the University of Calgary, Canada, developed together with the community.

SLPD provides pre-service teachers community placement and programs offered by the reception centre of public school boards, community agencies, and not-for-profit youth programs. Each pre-service teacher is "matched" with a community mentor throughout the duration of the program, which facilitates ongoing de-briefing, self-reflection, and discussions.



Case Main findings under KEC 6 Innovation

- The SLPD has been designed by a collaborative instructional team from the university and the communities.
- The SLPD critical social justice approach to challenge diversity bias; and its framework based on sources of injustice and diversity bias of pre-service students.
- It aims at developing a sense of “cultural humility,” an approach that focuses on changing teachers’ perceptions of diverse learners from perceiving them exclusively as a source of difficulties to a deeper analysis of their strengths and needs.
- The continuous research embedded in the programme by students who participate in order to adapt insights from research into the SLPD curriculum.
- The programme leads pre-service teachers and community partners to an understanding of the intersectionality of each student’s identity, taking a strengths-based rather than a commonly used deficit orientation approach to diversity.
- The community continuous mentoring to the student outside the classroom, which is vital to his/her continuous learning.

Barriers Overcome

- Engaging pre-service teachers in an active learning process through community participation.
- Bringing pre-service teachers into the real world of social justice and diversity.
- Acknowledging pre-service teachers of the lack of self-awareness in one’s self biases towards cultural diversity.
- Encouraging pre-service teachers to a social change.
- Rethinking pre-service teachers’ roles as future teachers.
- Address issues of prejudiced thinking, assumptions, and stereotypes.

Outcomes

- Service-learning as a method to reflect on pre-service teachers’ stereotypes and preconceptions on diversity bias.
- “Cultural humility” emerges as an approach that serves students to critical self-reflection.
- The Service Learning approach strengthens the relationships between university and community partners related to diversity.
- Pre-service teachers share their service-learning experiences with peers, critically reflect on themselves using current social justice literature, and collaborate with peers on innovative pedagogy.
- Pre-service teachers undertake research before and after their placements and do guided critical self-reflection about their experience as part of their coursework.

Alignment with INNO4DIV objectives

The SLPD recognises student diversity, and recognises the relevance of the education that takes place outside the classroom. It encourages critical self-reflection of pre-service

teachers, focusing on their own diversity biases, and provides unique, experiential learning opportunities by integrating both campus and community learning (formal and non-formal education).



4.18 Case 18: Intercultura Assessment Protocol in Italy (IAP)

18

Intercultura Assessment Protocol in Italy (IAP)

Title of case	Intercultura assessment protocol in Italy
Leading organisation	Fondazione Intercultura
Status	2016-2018 Operational
Geographical scope	Italy
Partner organisations	University of Udine
Target audience	Teachers Headmasters
Stakeholders involved	Teachers National and international experts
Key Enabling Component	KEC 7: Availability of supporting tools.

Background context

Intercultural competence is one of the transversal competences to be assessed once secondary education pupils return from their studies abroad. The Intercultura assessment protocol¹ (IAP), developed by Fondazione Intercultura in cooperation with the University of Udine in Italy, responds directly to this sending school's need of assessing the

transversal competences, in particular intercultural competence. In order to respond to the need to assess pupils, a training process for teachers and headmasters was designed to promote the use of the IAP and support teachers in its implementation.

Summary of the case

The IAP case refers to a practical instrument (a protocol) offered to secondary school teachers in Italy to assess the intercultural competence of their pupils who participate in individual long-term mobility programmes.

The protocol is applied in several steps: during the mobility programme and after the pupil's return from its study abroad. It includes different tools (e.g., logbooks, reality tests, observation

forms, presentation, assessment rubric) from multiple sources (e.g., pupils, classmates, school staff and teachers, parents).

The main strength is the structured assessment of intercultural competence of pupils involved in individual long-term mobility programmes and the increased awareness of intercultural competence of both pupils and teachers.

The assessment protocol study is replicable and adaptable to other contexts.

Case Main findings under KEC 7 Innovation

- From a theoretical perspective, the IAP follows the principles of competence assessment, namely, the adoption of a multimethod, multiperspective and longitudinal assessment approach.
- It proposes to adopt a combination of different tools (e.g., logbooks, reality tests, observation forms, presentation, assessment rubric, other documents such as language certificates) at different times (during and after the international experience) and from multiple sources (e.g., pupils, classmates, school staff, teachers, and parents).
- From the methodological perspective, the assessment protocol was designed through action research conducted at the University of Udine (Italy) with the support of Fondazione Intercultura and in collaboration with schools.
- This is the only or one of few existing protocols and training offers on the assessment of intercultural competence for individual long-term pupil mobility in secondary school.
- It offers a structured assessment of the intercultural competence of pupils involved in individual long-term mobility programmes.
- The increased awareness of intercultural competence of both pupils and teachers.

1- Baiutti, M. (2021). Developing and Assessing Intercultural Competence during a Mobility Programme for Pupils in Upper Secondary School: The Intercultura Assessment Protocol. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 33(1), 11-42.

Barriers Overcome

- Responding directly to the need of teachers to have access to concrete and effective assessment tools for assessing intercultural competence.
- Providing guidelines and ready-to-use instruments, validated through a systematic qualitative process.
- The assessment of intercultural competence for pupils who participate in individual long-term mobility programmes as the national authorities suggest.
- Proposing a systematic, transparent, multimethod, and multiperspective assessment approach, the IAP contributes to overcoming risks of, sometimes, nonexistent, inappropriate or counter-effective assessment methods.

Outcomes

- The development of training for teachers and headmasters on assessing intercultural competence through a specific protocol.
- Structured assessment of intercultural competence of pupils involved in individual long-term mobility programmes.
- Development of rubric to assess intercultural competence.
- Increased awareness of intercultural competence of both pupils and teachers.
- Teachers' intercultural competence development and positive change in their attitudes towards cultural diversity and internationalisation of the school.

Alignment with INNO4DIV objectives

The understanding of cultural diversity as an asset to the teaching and learning process. The relevance of intercultural competence of teachers in order to improve the learning process of adolescents who are involved in mobility programmes.



4.19 Case 19: Guidelines for Intercultural Education in Romania (RGIE)

19 Guidelines for Intercultural Education in Romania (RGIE)

Title of case	Guidelines for Intercultural Education in Romania
Leading organisation	Intercultural Institute Timisoara
Status	2016 - 2021 Operational
Geographical scope	Romania
Partner organisations	N/A
Target audience	In-service teachers assigned to teach intercultural education and future teachers following initial training in university
Stakeholders involved	Teachers; School inspectors; University professors; Minority organisations; Ministry of Education; Department for Interethnic Relations; West University of Timisoara
Key Enabling Component	KEC 7: Availability of supporting tools.

Background context

In the school year 2017-2018, intercultural education was introduced as a new subject in the Romanian national curriculum for 6th graders (12-13 years old) as part of a curriculum review for lower-secondary education. Most of the teachers assigned to teach this subject had no

initial training and very little, if at all, in-service training on this topic. They also lacked access to quality educational resources to support them in designing, implementing and evaluating meaningful learning activities based on this new curriculum.

Summary of the case

In order to support teachers to develop their competences to teach intercultural education, the Intercultural Institute of Timisoara published the Guidelines for intercultural education.

These were developed through a participatory process in which teachers, representatives of national minority organisations and intercultural education experts worked online and offline.

One national conference and several regional meetings were held throughout the country for that purpose. Participants worked together to develop educational activities, analyse them in various contexts and make sure they were adapted to the level of 6th graders.

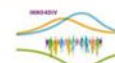
The result was the publication of a resource that offers teachers a general framework based on the CoE's RFCDC and innovative activities for teaching intercultural competence using the project-

based learning methodology. They include activities supporting students to explore different aspects of cultural diversity at European and national level, as well as instructions, with alternative options, for a class to use project-based learning on meaningful topics chosen by students and related to cultural diversity and intercultural relations.

The Guidelines also propose a structure for the annual planning of learning activities, which is compatible with the principles of a constructivist pedagogical approach. Teachers are encouraged to use this structure and plan the activities with each class in a way that starts with allowing students to explore different topics in an active way and to focus on the most complex concepts towards the end of the process, as opposed to the classical approach which usually starts with a teacher explaining the concepts.

Case Main findings under KEC 7 Innovation

- The approaches and methods proposed in the Guidelines are based on a strong theoretical background validated at the European level, particularly the CoE's RFCDC.
- The process of developing this resource was a participatory one, including teachers, intercultural education experts and members of minority organisations.
- The approach focuses particularly on values, skills and critical understanding, which are seen as key aspects of intercultural education.
- Careful consideration has been given to avoiding a moralising approach.
- Students are encouraged to reflect upon their biases and biases that exist in society without shaming them but giving them the opportunity to overcome them.
- The resources are organised, taking into account the logical succession of topics that can be addressed with sixth-grade students during an entire school year and proposes a plan for a coherent learning process.
- An important aspect is the focus on project-based learning, a methodology that is student-centred and has proved to be effective on IDC development regarding any subject.
- The tool combines a European and global approach with reference to local and national contexts, playing an important role in the learning process.



Barriers Overcome

- Creating spaces for self-reflection to identify their own needs and objectives, in order to support teachers to become agents of change.
- Providing teachers with strategies to design and use tools to strengthen teaching and learning processes for a democratic school culture.

Outcomes

- The creation of an innovative tool for intercultural education that combines the reference to the CoE's RFCDC and the response to the teachers demands with respect to the latest changes in the Romanian curriculum in relation to IDC development.
- Teachers who are willing to reconsider their role in the classroom and feel empowered to transform educational practices to better address learners as whole persons.
- Teacher's networks reinforced.
- The improvement of dialogue among the different stakeholders.
- The increase of teachers' and students' curiosity to further explore their local communities.

Alignment with INNO4DIV objectives

Addresses teachers' preparation for IDC development in both pre-service and in-service and professional development settings.
Develops active and engaging activities for IDC development.

Fosters educational dialogue among the different stakeholders: teachers, school inspectors, University professors, minority organisations, the Ministry of Education, the Department for Interethnic Relations and the West University of Timisoara.



4.20 Case 20: The European Wergeland Centre’s initiatives for Democratic Culture

20

The European Wergeland Centre’s initiatives for Democratic Culture

Title of case	The European Wergeland Centre Whole School Approach for the Prevention of Discrimination and Violence in Schools and Communities
Leading organisation	The European Wergeland Centre, Council of Europe
Status	2018 Operational
Geographical scope	Ukraine, Greece, Baltic Countries.
Partner organisations	Ukraine Ministry of Education, Greek Ministry of Education, Council of Europe, Timisoara Intercultural Institute.
Target audience	In-service teachers, school principals.
Stakeholders involved	Ukraine Ministry of Education, Greek Ministry of Education, Ministries of Education of Latvia, Estonia and Lithuania Council of Europe.
Key Enabling Component	KEC 8: WSA to intercultural Learning KEC 9: Teacher educators with experiential knowledge about interculturality and diversity

Background context

The European Wergeland Centre (EWC) was established by the Council of Europe and Norway in 2008 and serves all 47 member states. The main aim is to strengthen the capacity of individuals, educational institutions and educational systems to build and sustain a culture of democracy and human rights. For that purpose, the EWC implements the Council of Europe (CoE) educational policies in the field of citizenship, human rights and intercultural education. EWC supports agreed educational policies which are endorsed by the Member States to become a reality through implementation on the ground. This is done by multilateral cooperation among states, based on its membership to

the Council of Europe and other intergovernmental organisations. Being an institution created by both CoE and Norway, EWC tries to find always the common ground. Besides, Norway, as one of the first 10 members of CoE, has had educational policies in line with the CoE's binding legal agreements. The EWC builds on the CoE's recommendations and policies, such as the Charter on Education for Democratic Citizenship and Human Rights Education, to promote the values of human rights, democracy and the rule of law in and through education.

Summary of the case

This case analyses three projects carried out at the European Wergeland Centre (EWC) that promote the development of Intercultural and Democratic Competences based on the CoE's RFCDC, the CoE's Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE) and the Whole-School Approach (WSA):

- 1) The Regional Summer Academy for the Baltics;
- 2) "Schools for Democracy Supporting Education Reforms in Ukraine" project; and
- 3) the "Schools for All – Integration of Refugee Children in Greek Schools" project.

These are all promoted by the CoE and the involved Member states.

All three projects include training for teams of teachers and head-teachers, as well as parents and students and community stakeholders, in line with the Whole School Approach.

Teacher training is followed by ongoing support provided to schools by the EWC expert in order to implement local action plans covering three main areas: teaching and learning, school culture and governance, and cooperation with parents and the local community (parents, authorities, civil society and higher education institutions).

Systematic monitoring, collection of feedback from participants and external evaluation processes concur in providing evidence of the positive effects of the projects and their high probability for sustainability.

Case Main findings under KEC 8 & 9 Innovation

KEC 8

The EWC provides training in citizenship and human rights education to promote a democratic school learning environment. The training is focused on building an intercultural school community. By bringing together headmasters, teachers and members of the community, the training activities also strengthen cooperation among these stakeholders, ensuring improved relations within the school and between the school and the community. The EWC has created an assessment tool that evaluates and reports changes in the three main areas attended through the projects: teaching and learning, school governance and cooperation with parents and the local community. Based on that, they evaluate the impact on school life and reflect upon the effectiveness of teachers' actions.

Schools completing EWC WSA programmes receive a certificate reflecting their commitment and work on becoming Democratic Schools.

KEC 9

Teacher education and training are provided through experiential and not exclusively knowledge-based learning.

The three projects share the common references of the Council of Europe, a similar methodological teacher training approach, and respond effectively to specific needs of the countries concerned: the need of teachers and schools in the Baltic countries to be better prepared to engage with diversity in the classroom and the school, the need for teachers and schools in Ukraine to receive support in implementing the current education reform, and the need of teachers and schools in Greece to address the challenges related to the presence of refugees in schools and society in general.

The training provides teachers with experiential learning, developing critical thinking and contributing to their self-efficacy by using a subnetwork of teachers as a resource.

The methodology is based on peer learning facilitated by an expert.

KEC 8

Barriers Overcome

KEC 9

The WSA has been successfully implemented in collaboration with relevant stakeholders in the three EWC projects. Teachers, head-teachers, parents, students and community stakeholders have participated and provided feedback about different stages of the educational process.

The WSA implementation has included systematic monitoring and evaluation activities designed by EWC and its partners, including the participation of some policy makers. It shows the importance of the inclusion of the different official institutions to put in practice and promote the WSA.

Despite having the common references of the CoE and a similar methodological approach, each project responds effectively to specific needs of the countries concerned and is implemented in partnership with the respective ministries of education. The projects successfully overcome several barriers by their complex capacity-building approach, including the lack of relevant resources and practice-oriented training experiences and the reluctance to address controversial issues and use interactive methods in schools. Systematic monitoring, collection of feedback from participants and external evaluation processes concur in providing evidence of the positive effects of the projects and their high probability for sustainability.

Outcomes

Evaluation reports show how students feel more self-confident and listen more actively to each other; students show a stronger interest in community issues (civic-mindedness); low-achieving students participate more than usual; teachers feel more confident in applying interactive methods in class; relations between different stakeholders improve including teachers-students, parents and school staff; school and classroom atmosphere is more positive – teachers enjoy their work more; quality of teaching improves as well as cooperation among students in class; schools-NGOs partnerships help to address community issues; school-local authority partnerships provide opportunities for students to voice their opinions and to experience how democracy works locally.

The EWC projects promote communication among the different educational actors and create safe spaces to address multiperspectivity in alignment with the IDC development of teachers. In Ukraine, projects (2) are implemented in the context of a structural reform, radically changing the teacher's role to more interactive methods than before. In the same way, the project in Greece (3) and the Baltic Summer Academy (1) managed to overcome the reluctance to address controversial issues like refugees and migration in general, as well as aspects related to cultural diversity and inclusion.

Teachers and principals confirmed they felt secure addressing cultural diversity issues on the basis of community and WSA. In addition, key changes at the personal/ professional level were described by participants.

Through the EWC training activities, teachers develop competences for enhancing democratic school culture. They learn how to engage students in active citizenship through experiential learning. They also shift from an epistemological approach in teaching towards one that is based on meaningful learning.

They use their own experience and cultural references as much as those of their students as a resource for teaching and learning. They become interculturally responsive teachers.

Alignment with INNO4DIV objectives

The EWC prioritizes an approach of experiencing democracy rather than learning about democracy. The teacher education approach establishes a strong connection between the democratic and intercultural dimensions of education and the inclusive pedagogical model. These two references are not often addressed under the same actions.

Large-scale projects such as those in Ukraine and Greece also include an external evaluation to evaluate the mid-and long-term impact at the end/after completing the project. It also includes cooperation with universities, which in Greece are in charge of the monitoring and evaluation.

The case is an excellent example of a complex programme, with a strong and clear theoretical and pedagogical background, focusing on a large number of schools, teachers and other stakeholders benefiting from official institutional support and able to promote effective change while also evolving and learning on the basis of experiential dimension and developing IDC successfully in teachers education.



4.21 Case 21: Learning to Live Together Arigatou International Programme (LTLT)

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Learning to Live Together Arigatou International Programme (LTLT)

Title of case	Learning to Live Together
Leading organisation	Arigatou International
Status	2008 Operational
Geographical scope	Greece, Romania, North Macedonia, Turkey
Partner organisations	UNICEF, UNESCO
Target audience	Teachers, trainers
Stakeholders involved	Local communities and representatives of local religious organisations
Key Enabling Component	KEC 8 - Whole School Approach (WSA)

Background context

Learning to Live Together (LTLT) is an international intercultural and interfaith programme for ethics education designed to contribute to implementing children's right to a full and healthy physical, mental, spiritual, moral and social development.

It was developed by Arigatou International in close partnership with UNESCO and UNICEF and implemented globally since 2008

by schools, civil society organizations, ministries of education, and institutions interested to promote learning to live together among people of different cultures and beliefs. The programme is also implemented in collaboration with members of the Global Network of Religions for Children, a grassroots-interfaith network established by Arigatou International.

Summary of the case

Learning to Live Together (LTLT) is a programme based on a unique and holistic Ethics Education Framework that equips educators with a transformative pedagogy that supports a whole-school approach. It is context-sensitive, helps create safe learning environments and participatory methodologies in schools that foster imagination, critical thinking and critical consciousness in a self-driven learning process for children.

Learning to Live Together is built around two modules:

"Understanding Self and Others" and "Transforming the World together", which equips children to develop respect for people of different religions, cultures and civilisations, by learning to put themselves in the place of the other, upholding their individual and collective responsibilities, and dealing with their differences with others with an attitude of reconciliation.

The programme includes a Facilitators Training component for

educators that is designed to develop their competencies to foster intercultural and interfaith learning, contributing to children's agency to collectively influence change in their communities. The transformative pedagogical approach supports the development of a WSA. Usually, LTLT Facilitator training programs are composed of groups of 40-45 participants at a time, with 3 trainers engaged to allow interactivity during the four-day training. Each day they have training for 8-9 hours that includes understanding of the conceptual framework, transformative pedagogy, learning process, and practical simulations and implementation planning, through dialogue, cooperative methodologies and introspection. The programme has trained over 3,000 facilitators from over 40 countries worldwide. The manual's implementation with children is based on a partnership model to ensure solid local ownership to reach out to schools and communities.

Case Main findings under KEC 8 Innovation

- The Ethics Education Framework does not promote religion but rather proposes an intercultural, interfaith approach that affirms diversity, dialogue, and communication within oneself and with others in an ongoing process of individual and collective learning.
- The LTLT programme combines four important conceptual areas that formed the Ethics Education framework: it is based on a *child rights approach* that supports the agency of children; it fosters children's holistic development, by focusing on their social, emotional and most importantly *spiritual well-being*; it involves the *ethical development* of children that promotes their critical thinking and capacity to learn to make decisions that respect the human dignity of each and everyone, and last, but not least, it contributes to *intercultural and interfaith learning*, thus helping to develop more inclusive and just societies.
- In some cases, LTLT trainings also engage faith leaders and communities, NGOs supporting the school systems, as well as UNESCO National Commissions and regional offices. These stakeholder meetings are oriented to understand the context and the needs of children. During the LTLT implementation, sessions are devoted to community engagement and to foster learners' agency and participation. Teachers are always encouraged to adapt the LTLT programme to their community. For example, LTLT encourages interfaith visits to different places of worship to understand and appreciate other religions.
- LTLT also encourages learning about different religious beliefs and traditions through pedagogical approaches that support children to share about their identities while strengthening their sense of belonging and respect for themselves and others.
- The LTLT can be customized to support diverse education interventions. For example, in collaboration with UNESCO International Institute for Capacity Building in Africa (IICBA), the program has been adapted to use a Transformative Pedagogy Approach for Peacebuilding. Over 10,000 teachers across Africa have been trained on this approach, and customized training materials have been published.

Barriers Overcome

- This proposal overcomes teachers' lack of competences to handle difficult situations, controversial issues, religious and cultural differences, faith-related issues and to support interfaith dialogue.
- Teachers are given a manual that enables them to discuss controversial issues in the classroom with colleagues and the larger school environment. Unlike many initiatives that try to ignore students' religious backgrounds, this initiative places their spirituality and beliefs at the core of educational work, focusing on positive (shared) values.

Outcomes

- The case contributes to developing educators who move away from the passive and reproductive pedagogical model towards a more dynamic one, with a proactive role in promoting respect for religious diversity.
- Facilitators become equipped with competences that can support their students' active and meaningful participation in their own learning.
- It fosters the development of civic competences and social awareness and develops the capacity to positively address expressions of xenophobia, hate, discrimination and violence.
- This is all implemented through the lens of a whole school approach and the creation of safe spaces for discussion and exploration. With this approach, teachers are equipped to respond to the realities of learners to make the learning significant and context-specific.

Alignment with INNO4DIV objectives

The project addresses sensitive issues that form part of interfaith dialogue in a democratic society, which often teachers are reluctant to address. It gives them resources and fosters transformative pedagogical approaches. Teachers are offered the opportunity to engage in a critical analysis of real situations, which express the social, cultural

and religious tensions in a pluralistic society. They are also invited to engage the school community in these discussions and lead towards an open debate among the different cultures and beliefs. Teachers learn how to address intercultural and interfaith aspects with a WSA approach.



5 Final considerations

The 21 cases compiled in this report are of extraordinary value to developing intercultural and democratic competences in teacher education. All cases provide a significant contribution to the 'know-how' and understanding of policies, pedagogical approaches, teaching resources, educational theories, organisational and financial aspects that are carried out in a way which is vital for successful development of intercultural and democratic competences in teacher education. The cases are especially valuable as they illustrate how to overcome the barriers, which condition the development of these competences in teachers. All cases are inspiring examples of intercultural and democratic teacher education approaches.

The report confirms the fact that there is a gap between the academic literature published in the field of teacher education for IDC and the on-going innovative practices, which are not rare but limited to their own context and, in general, not assessed.

Another interesting finding in line with the literature, and characteristic of all cases, is the fact that several Key Enabling Components (KEC) are present at the same time in each single case, very frequently due to synergies between stakeholders, which lead to Whole School Approaches (WSA).

The major revealing findings, which are highly relevant to policy-makers, are:

- the decisive role that funding, either project based or structural (fee based or public), plays in the sustainability and quality of the projects;
- the contribution of non-formal education providers to IDC development in both ITE and CPD contexts;
- the contribution of the engaging pedagogical approaches implemented in all cases with the intention of the development of experiential intercultural knowledge;
- the contribution of the collaboration with the community civil society and the service-learning approach to the development of experiential intercultural knowledge;
- the crucial role of cross-sectoral collaboration, of a consolidated partnership, and of the engagement of all actors during all phases of the project;
- the key contribution of a Whole School Approach to teachers' IDC development;
- the importance of a cross or transversal curricular approach and of teacher training on curriculum development;
- the crucial contribution of peer learning communities as empowering element for teacher's development of IDC; and,
- the assignment of specific roles and tasks in the implementation process following actor's expertise (pedagogical input, design, training, assessment) in order to ensure quality education.

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List of abbreviations

CoE	Council of Europe
CPD	Continuous professional development
EU	European Union
IAIE	International Association for Intercultural Education
IC	Intercultural Competence
IDC	Intercultural and Democratic Competence
INNO4DIV	Project on 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
OECD	Organisation for Economic Co-operation and Development
RFCDL	Reference Framework of Competences for Democratic Culture
UCV	Universidad Católica de Valencia
WSA	Whole School Approach

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