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I TRIMESTRE  
2016

**6<sup>TH</sup> FORUM ON  
INTERCULTURAL  
LEARNING AND  
EXCHANGE**

Experts  
from three  
continents  
meet

Assessing  
intercultural  
learning at  
school

A challenging  
task for  
institutions and  
teachers alike

Sharing  
research and  
practice in  
Colle Val d'Elsa



Fondazione  
Intercultura  
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## La Fondazione Intercultura Onlus

La Fondazione Intercultura Onlus nasce il 12 maggio 2007 da una costola dell'Associazione che porta lo stesso nome e che da 55 anni accumula un patrimonio unico di esperienze educative internazionali, che la Fondazione intende utilizzare su più vasta scala, favorendo una cultura del dialogo e dello scambio interculturale tra i giovani e sviluppando ricerche, programmi e strutture che aiutino le nuove generazioni **ad aprirsi al mondo ed a vivere da cittadini consapevoli e preparati in una società multiculturale**. Vi hanno aderito i Ministeri degli Affari Esteri e dell'Istruzione, Università e Ricerca. La Fondazione è presieduta dall'Ambasciatore Roberto Toscano; segretario generale è Roberto Ruffino; del consiglio e del comitato scientifico fanno parte eminenti rappresentanti del mondo della cultura, dell'economia e dell'università. Nei primi anni di attività ha promosso convegni internazionali sulla Identità italiana tra Europa e società multiculturale, sull'Educazione alla cittadinanza mondiale, sui Rapporti tra apprendimento digitale a distanza ed in presenza; organizza incontri tra interculturalisti di vari Paesi, sostiene ricerche sull'apprendimento interculturale; ha condotto un progetto pilota di scambi intra-europei con l'Unione Europea. Raccoglie donazioni per borse di studio di enti locali, fondazioni ed aziende a beneficio dei programmi di Intercultura. Gestisce il sito [www.scuoleinternazionali.org](http://www.scuoleinternazionali.org)

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L'Associazione Intercultura Onlus (fondata nel 1955) è un ente morale riconosciuto con DPR n. 578/85, posto sotto la tutela del Ministero degli Affari Esteri. Dal 1 gennaio 1998 ha status di Organizzazione non lucrativa di utilità sociale, iscritta al registro delle associazioni di volontariato del Lazio: è infatti gestita e amministrata da migliaia di volontari, che hanno scelto di operare nel settore educativo e scolastico, per sensibilizzarlo alla dimensione internazionale. È presente in 152 città italiane ed in 65 Paesi di tutti i continenti, attraverso la sua affiliazione all'AFS ed all'EFIL. Ha statuto consultivo all'UNESCO e al Consiglio d'Europa e collabora ad alcuni progetti dell'Unione Europea. Ha rapporti con i nostri Ministeri degli Esteri e dell'Istruzione, Università e Ricerca. A Intercultura sono stati assegnati il Premio della Cultura della Presidenza del Consiglio e il Premio della Solidarietà della Fondazione Italiana per il Volontariato per oltre 40 anni di attività in favore della pace e della conoscenza fra i popoli.

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

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# in questo numero

## 6<sup>TH</sup> FORUM ON INTERCULTURAL LEARNING AND EXCHANGE

COLLE DI VAL D'ELSA,  
29<sup>TH</sup>-31<sup>ST</sup> OCTOBER 2015

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Questo numero raccoglie gli Atti del sesto "Forum on Intercultural Learning and Exchange" tenutosi alla Fondazione Intercultura in Colle di Val d'Elsa dal 29 al 31 ottobre 2015, con la partecipazione di una sessantina di esperti di tutto il mondo: rappresentanti delle istituzioni europee ed internazionali, docenti universitari, presidi di scuole secondarie che hanno in corso esperimenti di formazione interculturale, professionisti e volontari di associazioni educative interessate al dialogo interculturale. Tema: "la valutazione degli scambi interculturali a scuola, in classe". Il Forum è un evento annuale che approfondisce temi di educazione interculturale nell'ambito degli scambi internazionali di studenti.

This issue of "Intercultura" presents the proceedings of the 6th Forum on Intercultural Learning and Exchange, which took place at the Intercultura Foundation in Colle di Val d'Elsa (Tuscany, Italy) on October 29th-31st 2015. The 60 participants included representatives of European and international institutions, academics, head-masters of secondary schools involved in intercultural exchange projects, staff and volunteers from educational associations promoting intercultural dialogue. The theme was: "The school assessment of the intercultural learning of pupils during and after individual exchanges abroad". The Forum is an annual event that explores and discusses topics related to the learning that occurs during an international pupil exchange.

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## 6<sup>TH</sup> FORUM ON INTERCULTURAL LEARNING AND EXCHANGE



### The school assessment of the intercultural learning of pupils during and after individual exchanges abroad

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#### WHAT IS FILE?

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

#### TOPICS OF FILE VI

- The present situation of intercultural learning assessment at school: how are schools in different countries assessing intercultural learning?
- How to assess: how can “intercultural learning” be translated into actions that are measurable by a school, in the context of pupils’ individual exchanges (learning a foreign language? making friends across borders? lowering anxiety in intercultural encounters?)
- Assessment by host schools: how can a host school more formally intervene in the intercultural learning process during an exchange and assess it throughout the experience?
- Assessment by sending schools: how can a sending school assess the intercultural learning at the end of an experience abroad and include it in the overall pupil assessment?
- Role that organisations expert in intercultural learning (like AFS and EFIL) may play in facilitating the learning assessment.

#### DESIRED OUTCOME

- To see what can be learned from what is being done already
- To assess the learning both during the experience abroad and at the end of the program
- To hear what the challenges and gaps are, in assessing intercultural learning
- If possible, to produce ideas for an intercultural learning assessment tool box for schools

#### PREPARATORY TEAM

Roberto Ruffino, Intercultura Foundation

Elisa Briga, EFIL

Sabrina Brunetti, Intercultura Foundation

Darla Deardorff, Duke University

Uffe Gravers Pedersen, Educator

Melissa Liles, AFS Intercultural Programs

# PROGRAMME

## OPENING NIGHT ON THURSDAY, 29<sup>TH</sup> OCTOBER

19:30 Opening dinner at Fondazione Intercultura

21:00 Key note speaker: Mario Piacentini - OECD: "PISA and the assessment of intercultural learning"

## FRIDAY, 30<sup>TH</sup> OCTOBER

9:00 Plenary session: what about assessing intercultural learning at school?

Melissa Liles, AFS, chair

Martyn Barrett - Surrey University

Bruno della Chiesa - Harvard University (International Schools Research Network)

Emanuele Pesoli - International Baccalaureate, The Hague

13:00 Lunch at Fondazione Intercultura

14:30 - 16:30 Working Groups led by experts to identify actions that may facilitate ongoing assessment of intercultural learning by teachers and schools, during and after an exchange

Facilitators: Uffe Gravers Pedersen, Prue Holmes, Tom Kurz, Joyce Osland, Uli Zeuschel

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

Registration for the following day's groups

20:00 Dinner at the Restaurant "Sopra le mura" - Hotel Palazzo San Lorenzo - Colle Val d'Elsa

## SATURDAY, 31<sup>ST</sup> OCTOBER

9:00 - 9:30 Plenary session to present the topics of the five groups

Roberto Ruffino, Intercultura Foundation, chair

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

- Group 1. Melissa Liles - AFS: "Criteria for new monthly progress reports of AFS students and for AFS Learning Assessment Pilot"
- Group 2. Mattia Baiutti - Ph.D Candidate, University of Rome "Tor Vergata": "From knowledge to competence in Italian schools: assessing intercultural competence"
- Group 3. Sebastien Thierry - Agence Erasmus+ France, Education and Training: "Case studies from Erasmus+ national agencies"
- Group 4. Holger Nagel - Hellenstein-Gymnasium, Heidenheim: "The Handbook on intercultural school development"
- Group 5. Rajesh Awasthi - Choitram School, Indore: "Good practices by a secondary school in India".

13:00 Lunch at Fondazione Intercultura

14:30 - 16:00 Working groups to develop ideas for an assessment framework for schools or a tool box  
Groups will include participants from all five groups of the morning session.

Facilitators: Uffe Gravers Pedersen, Prue Holmes, Tom Kurz, Joyce Osland, Uli Zeuschel.

16:30 - 18:00 Closing plenary: conclusions by Darla Deardorff, Duke University

20:00 Siena: guided tour of Imperiale Contrada della Giraffa - followed by dinner.

# The assessment of global competence in Pisa 2018: reflections on a process

Mario Piacentini<sup>1</sup>, OECD, Paris



**IS IT POSSIBLE TO IDENTIFY A UNIQUE DEFINITION OF GLOBAL COMPETENCE THAT IS VALID ACROSS DIFFERENT CULTURES AND LEVELS OF DEVELOPMENT?**

**G**lobal Competence is by its very nature a contested concept, meaning different things to different people.

The concept generally refers to the set of knowledge, skills and attitudes that individuals should have to interact effectively and appropriately in interdependent and multi-cultural societies. Global Competence is of interest for education policy because schools should provide opportunities for young people to learn about global developments of significance to the world and to their lives; let students engage in experiences that facilitate international and intercultural relations, and encourage reflection upon the learning outcomes from such experiences; foster the value of and embrace the diversity of peoples, languages and cultures, encouraging intercultural sensitivity, respect and appreciation (Bennett, 1993; Sinicrope, Norris and Watanabe, 2007).

The inclusion of Global Competence in an assessment of cognitive skills such as PISA can legitimately raise some scepticism. Is Global Competence a clearly definable set of skills? Or has it more to do with individual attitudes and personality traits? Can Global Competence be assessed, and if so, is it feasible to scale students and countries according to their level of Global Competence? Is it possible to identify a unique definition of Global Competence that is valid across different cultures and levels of development? The PISA expert group on Global Competence has been working hard over the last two years to provide satisfactory answers to these difficult questions. This note summarizes the progress achieved by the group towards the objective of assessing Global Competence in PISA 2018, drawing on the PISA draft framework of Global Competence.

## WHY COUNTRIES PARTICIPATING IN PISA CHOSE TO ASSESS GLOBAL COMPETENCE

Before presenting the conceptual framework of the Global Competence assessment, it is worth spending some words on why PISA chose to engage in this challenging area. Since its start in 2000, PISA has focused on the disciplinary domains of reading, mathematics and science. But the overall goal of PISA has always been to assess to what extent schools are able to nurture young individuals into productive and engaged citizens. And a productive and engaged citizen is more than someone who can read fluently, solve mathematical problems and understand scientific phenomena. PISA has thus introduced over the last cycles “innovative domains”, as a way to assess other dimensions of the necessary competencies of productive, mature and responsible citizens beyond the purely cognitive ones. These domains are innovative also because the methodologies for their assessments are not fully mature, or have rarely been tested on a large scale.

The country representatives in the PISA Governing Board chose Global Competence as the innovative domain for PISA 2018 because of its relevance, along two distinct dimensions. The first dimension refers to the value of intercultural interaction skills for productivity at the workplace. Rapidly advancing technologies and global economic integration increasingly connect communities throughout the world. Effective communication is a critical component of success in the vast majority of jobs, and will be increasingly so in the future. Today students thus

<sup>1</sup>This note presents the personal opinions of the author and does not necessarily reflect the views of the OECD and any other partner involved in PISA. The note should not be reproduced or quoted without the author's authorization. For any information, contact the author at [Mario.Piacentini@oecd.org](mailto:Mario.Piacentini@oecd.org)

need to acquire the skills and develop the attitudes to interact effectively with people in different countries and with people of different cultures in their local context.

The second dimension has more to do with expectations about the role of education for building cohesive societies. The increase in the number and diversity of immigrants require that host communities change – to adapt to new concepts of identity, culture and citizenship. This change is not automatic and can be steered in the right direction by carefully formed and motivated educators. The way in which education systems respond to migration has an enormous impact both on whether or not immigrants are successfully integrated into their host communities and on the well-being of all members of the communities they serve. Some schools face more pressure than others: because they need to integrate a larger number of disadvantaged school-aged refugees or because their communities are more fragmented and have a history of violence along ethnic lines. But educating to know and respect diversity should be now a responsibility of all schools, since all young people should be provided with the right learning opportunities to challenge cultural stereotypes and misconceptions.

## THE CONCEPT OF GLOBAL COMPETENCE IN PISA

One of the first challenges the PISA expert group had to face was to find a solid definition of Global Competence. The current definition of Global Competence in PISA is the following:

*Global Competence is the capability and disposition to act and interact appropriately and effectively, both individually and collaboratively, when participating in an interconnected, interdependent and diverse world.*

This definition emphasizes the idea that the Global Competence of individuals can be inferred by how they interact, in different capabilities, with people that have different ideas, cultures or habits. The effectiveness and appropriateness of these behaviours is shaped by what individuals know and can do (their “capabilities”), as well as by their positive attitudes towards diversity (“disposition”). The three elements of knowledge, skills and attitudes are common to most current definitions and frameworks of Global Competence and related constructs. In the process of development of Global Competence, individuals apply their knowledge and skills in a variety of roles, such as learners in schools, workers and members of community and society; and in a range of situations and contexts, including those that are local, national, regional or international.

IMAGE 1 : DIMENSIONS AND CONTEXTS OF GLOBAL COMPETENCE

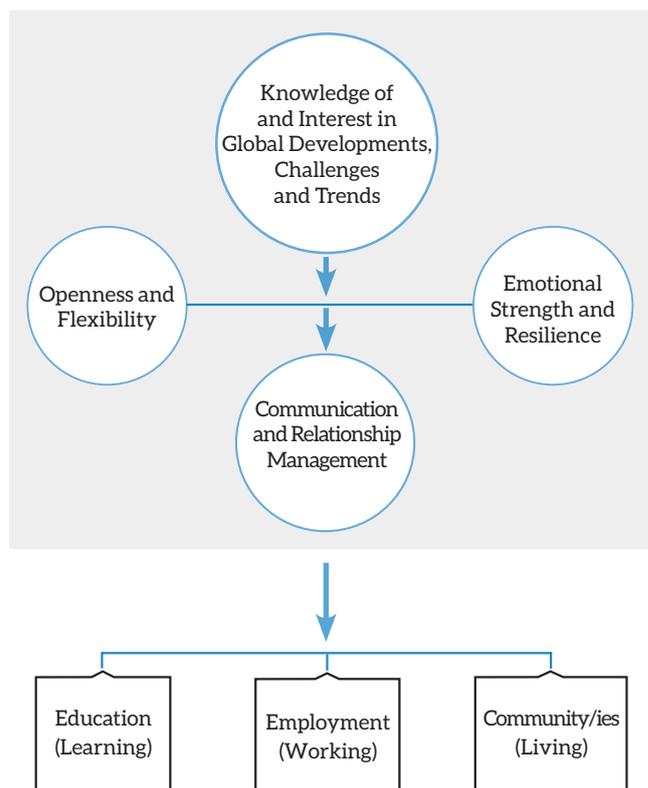


Image 1 shows the four interrelated dimensions that define Global Competence, as well as the three life contexts where Global Competence is applied.

- **Communication- and relationship-management** refers to the willingness and capability to adapt one’s communication and behaviour in order to interact appropriately and effectively with others holding diverse perspectives.
- **Knowledge of and interest in global developments, challenges and trends** refers to a learner’s interest in and knowledge of cultures, major issues, events and phenomena in the world, as well as the learner’s ability to understand their global significance and their implications.
- **Openness and flexibility** refers to being receptive to new ideas, people and situations, as well as to differing perspectives and practices. It also refers to the ability to appropriately and effectively adapt one’s thinking, behaviours and actions to learning, working, and living situations that involve others holding diverse perspective.
- **Emotional strength and resilience** refers to the ability to deal appropriately with the ambiguity, changes, and challenges that different perspectives and experiences can present and to have the resilience to maintain one’s identity and develop personally as a result of encountering different perspectives and experiences.

**GLOBAL COMPETENCE IS THE CAPABILITY AND DISPOSITION TO ACT AND INTERACT APPROPRIATELY AND EFFECTIVELY, BOTH INDIVIDUALLY AND COLLABORATIVELY, WHEN PARTICIPATING IN AN INTERCONNECTED, INTERDEPENDENT AND DIVERSE WORLD.**

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## THE ASSESSMENT OF GLOBAL COMPETENCE

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As any other domain in PISA, Global Competence has been conceived as an attribute of learners that can be objectively quantified and scaled. More than any other domain in PISA, the measurement of Global Competence presents conceptual and practical challenges. No other large-scale, international study has compared the ability of students to manage inter-personal relations. As the object of the assessment is radically different from what evaluators are used to measure, the standard methodologies are clearly inadequate and innovations are necessary.

The assessment strategy of Global Competence in PISA builds on the survey's consolidated strength in developing test items that students can recognize as familiar and engaging. The tested students will face multi-step performance tasks that simulate real-world situations. The task generally starts with the presentation of a scenario or context, introducing the test takers to a project to complete and (in the most common scenarios involving interactions in a group) to her team members. Possible contexts include going on a trip abroad, participating in a student-exchange program, interacting with a foreign visitor or with a newcomer to a class, helping a community find solutions to a local problem or participating in a debate on global issues. In a typical scenario-based task, computer-based agents start a conversation, and the test taker is asked to participate in the conversation, selecting among a list of possible response options.

It is useful to provide an illustration of how scenario-based items work. The sample item "The festival" presents the following scenario to the test-takers:

*Your community is planning its first festival, and you are on the planning committee. The festival will bring families of your diverse community together. Everyone can have fun and experience the music, dance, food, and the arts of the different cultures in your community. You are in the organization committee of the event.*

A simulated conversation then starts among the members of the organization committee. The computer-based agent "Rashid" suggests to organize the festival in the pavilion of the neighbourhood park, available for six hours on a Friday, Saturday, or a Sunday for the festival. Then "Anna" proposes to organize the festival on a Saturday or Sunday, since these are the busiest days at the park. The date of the festival becomes a culturally sensitive issue when the third agent "Benjamin" says that his religious observance makes impossible for him to participate anytime from a Friday evening through a Saturday evening. At this point, the computer solicits the participation of the test-taker in the conversation, suggesting him the following response options:

- *How many people observe your religion?*
- *Can you make an exception for the festival?*
- *Do you want to have the festival on a Sunday?*
- *Are there other religious observances we need to consider?*
- *Should we get more donations so we can have a longer festival?*

The chat then develops according to the response chosen by the test-taker, and switches to other topics such as the recruitment of volunteers. The test taker's awareness and sensitiveness to cultural variation, as well as his communication and conflict-resolution skills are assessed by rating his different contributions to the conversation. While open-responses would provide more information about the way the student approaches a problem, the response options are kept fixed to simplify and reduce subjectivity in the rating.

In addition to assessing the skills of students in the scenario-based tasks, the PISA assessment of Global Competence will collect extensive contextual information on the opportunities that students have had to develop these skills, and on the practices schools have put in place to facilitate such development. The student contextual questionnaire in PISA will be enriched with questions on knowledge and ability to use languages, students' experience in exchange programmes and other interactions with people from other countries and from other cultural backgrounds. The school principal and teachers will be asked about initiatives to integrate Global Competence in the curriculum, including cross-curricular practices, and about their preparation to manage multiculturalism and nurture Global Competence.

This innovative test material (once fully developed and validated through field trials and cognitive labs) and its implementation in over 80 countries and economies are expected to provide a unique information base to describe young people's level of maturity in understanding and responding to diversity. This information will usefully complement the one made available by other assessments that focus more on civic content knowledge, such as the International Civic and Citizenship Education Study (ICCS).

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## CHALLENGES AND POSSIBLE BIASES IN THE ASSESSMENT OF GLOBAL COMPETENCE

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Given the novelty of the testing methods, it is very difficult to perfectly anticipate the outcomes of the PISA assessment of Global Competence. One key uncertainty is whether it will be feasible to validly scale the results of the scenario-based tasks. Exchanges between the expert group, the PISA Secretariat and countries' experts are still ongoing about the interpretation of higher and lower values on the Global Competence scale, and on the policy implication of a country's position in the ranking of Global Competence.

Concerns are often raised also about the possibilities of a cultural bias in the assessment. The definition of relevant knowledge and skills for Global Competence might be different in different countries, and an "appropriate" behaviour according to some cultural standards might be "inappropriate" according to other cultural standards (for example in societies that are more centred on groups rather than on individuals). Much of the current reflection in the expert groups is now focused on understanding and documenting the influence of contextual, cultural and cross-

cultural factors in the design, development and validation of measures of Global Competence. In practice, it will not be possible to completely exclude the influence of cultural factors on the performance of students on the scenario-based tasks, as the assessments evaluates behaviours in real-life contexts, and behaviours are deeply influenced by one's culture broadly defined.

Another relevant issue concerns the influence of personality traits on performance on the tasks. As illustrated, most items simulate real-life conversations and exchanges. More extrovert students might perform differently on these exchanges than more introvert students. Personality is influenced by life experiences at school, but education systems are not meant to pro-actively nurture a particular type of personality. So neither students nor schools should be held accountable for differences in performance that can be linked to personality traits. The ongoing work on the design of items tries to minimize the influence of personality on item responses.

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## CONCLUSION

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The future of our multi-cultural societies lies in recognizing, supporting, and helping to advance the many different ways in which citizens with distinct ethnicities, linguistic heritages, religions and social priorities can interact with one another in their different capacities.

Schools that educate to diversity expand the set of freedoms the young enjoy in multi-cultural and interconnected societies. Teaching multiculturalism is essentially about celebrating reason and freedom to choose. Schools are, with families, the primary location for identity construction, and educators can help to avoid that children are boxed into identities defined by others without prior exposure to the opportunities and processes of individual reasoning that enable them to choose for themselves.

To the extent that cross-national comparisons serve to stimulate programmatic innovation, the assessment of Global Competence in PISA provides a unique opportunity to have a first, policy-relevant overview of where education systems stand in equipping young people with the skills that are essential to create new models of integrated societies.

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## REFERENCES

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# Competences for Democratic Culture and Intercultural Dialogue

## A NEW COMPREHENSIVE COMPETENCE AND SOME ETHICAL CHALLENGES FOR ASSESSMENT

Martyn Barrett, University of Surrey, UK



**A KEY ASSUMPTION OF THE CDC PROJECT IS THAT DEMOCRATIC CULTURE WITHIN CULTURALLY DIVERSE SOCIETIES REQUIRES INTERCULTURAL DIALOGUE**

The Council of Europe is currently conducting a project that is developing a new European framework of reference of the competences which people require to participate effectively and respectfully in democratic culture and intercultural dialogue. The project, which is entitled “Competences for Democratic Culture” (CDC), will use the framework to formulate detailed recommendations and guidelines for national ministries of education on curriculum development, pedagogy and assessment at all levels of formal education ranging from preschool through to higher education. The core aim of the project is to recommend ways in which national education systems can be harnessed for the preparation of students for life as interculturally competent democratic citizens.

The phrase “democratic culture” is used in the title of the CDC project to underline the fact that, while democracy cannot exist without democratic institutions, these institutions themselves cannot work in practice unless citizens hold democratic values, attitudes and practices. In other words, a functioning democracy requires citizens to have a commitment to democratic processes, a willingness to express their opinions, a willingness to listen to the opinions of others, a commitment to decisions being made by majorities, a commitment to the protection of minorities and their rights, and a conviction that conflicts must be resolved peacefully. If citizens do not hold these values and attitudes, then quite simply democratic institutions are unable to function.

A key assumption of the project is that democratic culture within culturally diverse societies requires intercultural dialogue. A fundamental principle of

democracy is that the people who are affected by political decisions should be able to express their views when those decisions are being made, and that decision-makers should pay attention to those views when making their decisions. Intercultural dialogue is precisely the means through which citizens can express their views, needs, concerns and aspirations to other people who have different cultural affiliations from themselves. In other words, in the case of culturally diverse societies, intercultural dialogue is absolutely vital for democratic discussion, debate and deliberation, and for enabling all citizens to contribute to political decision-making on an equal footing, irrespective of their specific cultural affiliations. For this reason, citizens within democratic societies need to be not only democratically competent but also interculturally competent.

The CDC project is taking place in four phases. The first phase, which took place in 2014-15, has been devoted to the development of a new comprehensive conceptual model of the competences which citizens require to participate in democratic culture and intercultural dialogue. Phase two, which is taking place from 2015-16, involves the development of descriptors (i.e., statements or descriptions of what a person is able to do if they have mastered a particular competence) for each individual competence that is specified in the model. These descriptors are being formulated using the language of learning outcomes, and they are being assigned to levels of education (i.e., preschool, primary, secondary, higher). Phase three of the project, which will take place during 2016-17, will be devoted to ascertaining whether or not the descriptors can be assigned to different levels of proficiency (e.g., basic, intermediate, advanced). Finally, in phase four, which also runs

from 2016-17, supporting documentation will be written to explain how the competence model and the descriptors can be used to inform curriculum design, pedagogical design and the development of new forms of assessment.

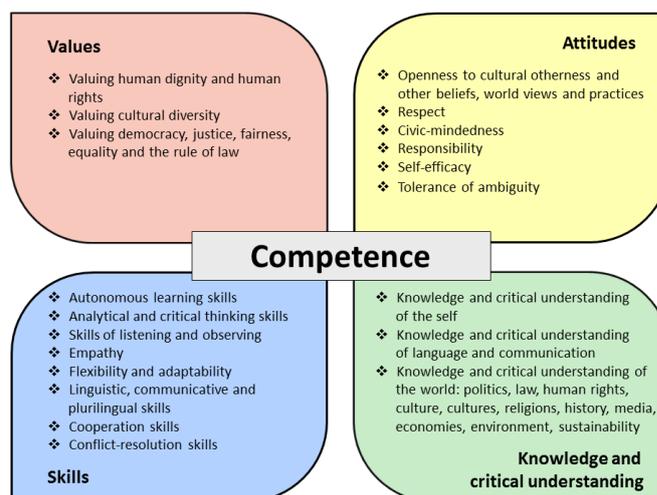
On completion, the CDC framework will be presented to the education ministries of the 47 member states of the Council of Europe. The framework will be offered as a set of non-binding guidelines and recommendations to the member states, who will be able to use and adapt them in their own education system, at all levels of education, as they see fit. The education ministries of the member states have been kept informed about the project at all stages, and have been inputting ideas to the project throughout its development. The member states have also expressed strong support for the project at sessions of the CoE's Steering Committee for Educational Policy and Practice (which consists of policymakers from the education ministries of all 47 member states).

## THE CDC MODEL OF COMPETENCES FOR DEMOCRATIC CULTURE

So far, the project team has developed the conceptual model of democratic and intercultural competence. The model defines "competence" as the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and understanding in order to respond appropriately and effectively to the demands, difficulties and opportunities which are presented by democratic and intercultural situations.

In addition, the CDC framework uses the term "competences" in the plural to refer to the specific values, attitudes, skills, knowledge and understanding which are mobilised and deployed. Thus, in this second sense of the term, competences are the components of democratic and intercultural competence. In other words, competence consists of the mobilisation and deployment of competences to meet the demands, difficulties and opportunities presented by democratic and intercultural situations.

The CDC competence model was developed through a lengthy process that began with an audit of existing conceptual schemes of democratic and/or intercultural competence. In total, 101 competence schemes were audited at this stage. These 101 schemes were then analysed to identify the constituent competences which they contained. A set of principled criteria was used to identify the common competences that were contained across the 101 schemes. A first draft of the CDC conceptual model was then produced, and a document summarising the model was written. This document was sent out in a consultation with international academic experts, educational practitioners and policymakers, including experts nominated by the education ministries of the member states. The model received strong endorsement in the consultation. However, a great deal of useful feedback was also received concerning specific details of the model, and this feedback was then used to fine-tune and finalise the CDC model.



The model that was produced through this process contains 20 competences. These 20 competences fall into four broad categories: values, attitudes, skills, and knowledge and critical understanding.

### ■ Values

Values are general beliefs that individuals hold about the desirable goals that should be striven for in life. They serve as guiding principles for deciding how to act, and have a prescriptive quality about what ought to be done or thought across many different situations. Values offer standards or criteria for: evaluating actions, both one's own and those of other people; justifying opinions, attitudes and behaviours; deciding between alternatives; planning behaviour; and attempting to influence others (Schwartz, 1992, 2006).

The CDC framework proposes that three sets of values are required for democratic culture and intercultural dialogue:

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

### ■ Attitudes

An attitude is the overall mental orientation which an individual adopts towards someone or something (e.g., a person, a group, an institution, an issue, an event, a symbol, etc.). Attitudes usually consist of four components: a belief or opinion about the object of the attitude; an emotion or feeling towards the object; an evaluation (either positive or negative) of the object; and a tendency to behave in a particular way towards that object (Bohner & Dickel, 2011; Hogg & Vaughan, 2013).

The CDC framework proposes that six attitudes are required for democratic culture and intercultural dialogue:

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect for other people and for other beliefs, world views and practices
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

### ■ Skills

A skill is the capacity for carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal (Reber, 1985).

The CDC framework proposes that eight sets of skills are required for democratic culture and intercultural dialogue:

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Cooperation skills
- Conflict-resolution skills

### ■ Knowledge and critical understanding

Knowledge is the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings (Reber, 1985). The CDC framework uses the term “critical understanding” to emphasise the need for the comprehension and appreciation of meanings in the context of democratic citizenship to involve active reflection on and critical evaluation of that which is being understood and interpreted (as opposed to automatic, habitual and unreflective interpretation).

The CDC framework proposes that three main forms of knowledge and critical understanding are required for democratic culture and intercultural dialogue:

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

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## MOBILISING AND DEPLOYING COMPETENCES

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

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## THE OVERALL GOAL OF THE CDC FRAMEWORK: THE EMPOWERMENT OF LEARNERS

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The overall goal of the CDC framework is to offer national education systems a framework that can be used to empower learners by endowing them with the ability to function as autonomous social agents who are capable of choosing and pursuing their own goals in life, within the framework that is provided by democratic institutions and respect for human rights.

Several competences in the model are especially important in this respect. For example, valuing human dignity and human rights, valuing cultural diversity and valuing democracy are all important for setting the broad parameters within which freedom, autonomy and independence need to be exercised. In addition, attitudinal openness towards other cultures, beliefs, world views and practices is important if students are to explore and investigate other perspectives and modes of life that lie beyond their traditional horizons; autonomous learning skills are important if students are to learn independently about these new perspectives and modes of life rather than being dependent on information transmitted to them by others in their environment; and analytical and critical thinking skills are important for students to subject those alternative perspectives and modes of life, and new information and ideas, to detailed scrutiny and for making evaluative judgements about whether or not they are desirable or acceptable.

Thus, the CDC model has been developed to assist educational planning towards this goal of empowering students by equipping them with these competences, especially the planning which needs to take place in education for democratic citizenship, human rights education and intercultural education.

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## THE DEVELOPMENT OF DESCRIPTORS FOR THE CDC FRAMEWORK

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In addition to developing the model of competences, the CDC project has also developed descriptors for all of the competences in the model. In other words, phase two of the project is currently under way. The process that has been used to develop the descriptors was as follows.

A total number of 98 source documents were drawn upon to develop the descriptors. These sources consisted of existing scales, educational materials, research documents and policy documents. Scale items and descriptive statements contained in these various sources were extracted and rephrased to construct short self-standing statements which could potentially serve as descriptors.

Five criteria were used to construct the descriptors: brevity (ideally less than 25-30 words); positive wording (i.e. each descriptor states what a student can do rather than what they cannot do); clarity of wording; independence from each other; and expressed using the language of learning outcomes. Novel descriptors were also written wherever this was judged to be necessary to cover the full scope of a particular competence.

This process led to the construction of 2,085 descriptors. Two judges working together then eliminated some of the descriptors on the grounds that they were still comparatively weak on one or more of the five criteria. This left a total number of 1,371 descriptors. These remaining descriptors were then rated by the other members of the CDC project expert group on a number of criteria, and their ratings were used to identify a short list of 990 descriptors. These 990 descriptors (which covered all 20 competences) were then taken forward into a survey for educators whose judgements are currently being used to validate and rate the descriptors. Some example descriptors that are being tested in the survey are shown in the box.

### *Example descriptors*

#### **Openness**

- Expresses an appreciation of the opportunity to have experiences of other cultures
- Questions the supposed 'naturalness' of his/her own beliefs, worldview and values
- Expresses interest in working with people from different cultural backgrounds
- Expresses interest in discovering and learning about other beliefs, cultural orientations and affiliations

#### **Civic-mindedness**

- Takes a stand against injustice towards other people
- Proactively works to change the views of those who are intolerant of different people
- Expresses an interest in public affairs and issues
- Expresses the intention to vote in future elections when there are candidates or political parties that are proposing policies with which he/she agrees

#### **Knowledge and critical understanding of the media**

- Can reflect critically on the various possible motives, intentions and purposes of those who create or reproduce images and messages on the internet
- Can explain how media influence beliefs and behaviours
- Can explain what propaganda is
- Can describe the effects that propaganda has in the contemporary world

#### **Knowledge and critical understanding of culture and cultures**

- Can explain why all cultural groups are internally variable, diverse and heterogeneous
- Can explain the dangers of generalising from individual behaviours to an entire culture
- Can describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, politeness, etc.) in one other culture
- Can describe several different cultures, especially the values, customs and practices which are common in those cultures
- Can reflect critically on how intercultural interactions can influence situations and events

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## **NEXT STEPS IN THE CDC PROJECT**

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Starting in 2016, the survey ratings of the descriptors will be used to establish a more refined set of descriptors for all 20 competences. These refined descriptors will then be used in more extensive testing in which teachers will be asked to rate specific individuals within their classes using the descriptors. The resulting data will be statistically examined to ascertain whether it is possible to assign the descriptors to levels of proficiency (e.g., basic, intermediate, advanced).

In 2016, the CDC expert group will also start to write the supporting documentation which will explain how the competence model and the descriptors can be used in curriculum design, pedagogical design and to develop new methods of assessment. The group has not yet had detailed discussions about assessment issues, but it seems likely that the recommendations will be along the lines of dossiers or portfolios (rather than the use of single method assessments).

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## **ETHICAL CHALLENGES**

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In the CDC project, the expert group has already had some ethical concerns about assessing intercultural and democratic competence. It is clearly important that assessments are conducted because assessment has significant effects on the behaviour of both teachers and students. For example, if something is not assessed in formal education, then it is usually undervalued and it fails to receive the attention that it requires from both teachers and students. In addition, students require feedback on their progress, and reflection on their progress supports and fosters the development of their competence. All of this means that intercultural and democratic competence does need to be assessed.

It is perhaps not unreasonable or controversial to consider assessing students' intercultural and democratic skills, knowledge and understanding. However, assessing students' intercultural and democratic values and attitudes is much more controversial. For example, what would it mean to say that a student does not value human rights or cultural diversity sufficiently? Or to say that a student only has a basic level of openness or respect for other people? And what would the implications of such an assessment be in terms of subsequent actions by teachers? For example, in such cases, should the student receive remedial intervention on their values or attitudes? Should a student's levels of openness or respect be recorded as a statement of attainment and carried forward in their school records into their subsequent years of schooling? Should a student's values and attitudes be recorded in their school testimonials or letters of reference when they apply to university or apply for a job? And, on completion of schooling, should an educational certificate be issued recording that a student has poor values and attitudes?

It might be argued that the answers to all of these questions is yes. After all, school records and letters of reference already make statements about students' values and attitudes,



particularly when these are of relevance to students' chosen career paths. Furthermore, assessments based on the CDC reference framework might be more reliable and valid than, say, the impressions of a teacher who has to write a testimonial or a report on a student saying whether or not they are suitable for a particular job or career path.

However, there are two very important contexts that should give us reason to pause and reflect. The first of these, which is extremely important at the present time, is the context of migration and refugees. Could the CDC assessment framework be used (or rather, misused) to set unrealistically high requirements on migrants in order to justify a refusal to grant them residence or citizenship of a country? In principle, the CDC framework could be used as a method of reducing inward migration into a country. This is not a purely hypothetical speculation. The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) has already been used in precisely this way by governments as part of their policies on immigration. There is now overt reference to the CEFR's language proficiency levels in many countries' requirements for migrants who are seeking permanent residence or citizenship, and in some cases the levels of language proficiency required exceed what might reasonably be expected of migrants and what is actually required for integration. Furthermore, when these stringent linguistic criteria were introduced in some countries, there was indeed a drop in the numbers of people seeking or granted permanent residence permits (Council of Europe, 2013, 2014). A question therefore arises about whether the CDC framework could also be used for similar purposes.

A second context which is also of potential concern is the current desire of governments and state security services to identify individuals who are at risk of radicalisation, violent extremism and terrorism. Could the CDC assessment framework be used (or rather, misused) to identify individuals who are at risk of these outcomes because of the values and attitudes which they display or because they do not value democracy and human rights sufficiently?

There are no easy answers to any of these questions. These are just some of the complex and extremely challenging issues and concerns that the CDC expert group is currently considering, before starting work on formulating its recommendations in relationship to assessment.

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## CONCLUSION

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On completion, the CDC framework will provide a comprehensive description of the competences which need to be acquired by learners if they are to become effective engaged citizens and live peacefully together with others as equals in culturally diverse democratic societies. The CDC framework will also provide validated sets of detailed descriptors for each of the 20 competences. The competence model and the descriptors will provide a framework which can be used in educational decision-making and planning, especially in curriculum design, pedagogical design and assessment. It is hoped that the framework will enable the member states of the Council of Europe to harness their national educational systems for the purpose of preparing learners for life as democratically and interculturally competent citizens – one of the essential core purposes that need to be fulfilled by education.

For further information about the CDC project, please visit the project website at [www.coe.int/competences](http://www.coe.int/competences)

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# Assessing intercultural learning and understanding: the International Baccalaureate's perspective

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*“Leicester, England, May 2009. A young woman of Zimbabwean origin attacked her mother at night when she was possessed by an evil spirit. The young woman, who was 18 years old at the time of the event, was arrested and charged with attempted murder. Those who first arrived to the scene (police officers, emergency service personnel) stated that the young woman looked ‘distressed’, in ‘a state of trance’, ‘absent’. When asked during the trial, she maintained that she did not remember the events of that night after she had gone to bed. Her mother affirmed that ‘she did not look like her [...] it is hard to describe [...] is there anyone in the court who has experienced spirit possession, who might understand this? Nobody responded. For the judge it was difficult to acknowledge reasons beyond facts and certainties and the reference made by the mother to the power of witchcraft was something ‘other’ that did not contribute to the creation of a ‘history’ of the event and the identification of facts. The young woman recalled that the night before the event she had a dream in which her grandmother asked her to murder her mom as she believed that she was responsible for the death of her son (the young woman’s father) some years before (Fontein, 2015: 76)”*



Now, how might we make sense of or understand this explanation?

Cultural practices and beliefs, such as witchcraft and spirit possession, have a role and place in a variety of cultures around the world. However, as a way of knowing they are often deemed as being outside of, or “other”, to knowledge systems that are defined as rational, legal, and scientific. The question is: can we really understand such an explanation? And, can we really understand or know the “other”? These are questions we should explore for two main reasons. Firstly, new challenges are inviting us to rethink modes of intercultural living that construct a more inclusive and democratic space. Secondly, educating young learners should aim at facilitating the development of attributes, dispositions, and skills that will allow young people to promote intercultural understanding, and take action in pursuit of it. We need to develop strategies that are more reflective of the world we live in and that are focused on the complexity of the challenges the world faces. The example presented at the start of this paper is an indication of the fact that a rigid system such as a criminal trial which is based on facts and certainty can also acknowledge the possibility of alterity or uncertainty, a different way of knowing. In fact, the young woman was cleared of attempted murder and convicted of the lesser charge of unlawful wounding, and was ordered to do 120 hours of unpaid work for the joy of her mother; they are now reconstructing their relationship after the dramatic event.

This paper will briefly introduce the International Baccalaureate's educational philosophy, the context they operate in, and how they conceptualize intercultural understanding, and its challenges.

The International Baccalaureate (IB) provides a continuum of international education through four programmes: primary years (3-12 years), middle years (11-16 years), diploma (16-18 years), and career-related (16-19 years).

The IB philosophy of learning is based on two pillars: the mission statement and the IB learner profile. The continuum graphic (Image 1) visually represents the framework of learning of an IB programme, with a number of characteristics, such as contextualized and conceptual learning, and global contexts, that will enable students to become critical and reflective thinkers, and engage with complex ideas. Multilingualism, intercultural understanding, and global engagement are at the core of the IB and aim “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect [...]” as stated in the IB mission statement (The International Baccalaureate, 2013: 1).

IMAGE 1: THE IB CONTINUUM



But how do students develop and practice it throughout the course of their IB experience? Unlike most national curricula that draw a distinction between core competencies, intercultural competencies, values, and attitudes, the IB takes a more holistic approach that encompasses all of these in the IB learner profile (Image 2), which is then embedded across and within the four programmes.

#### IMAGE 2 : THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people, who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

*IB learners strive to be:*



IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. Some of the learner profile attributes are qualities such as *communicators*, being *open-minded*; some are cognitive skills, for example being *reflective*, an *inquirer*, a *thinker*, and some are dispositions, like being *caring* and *principled*.

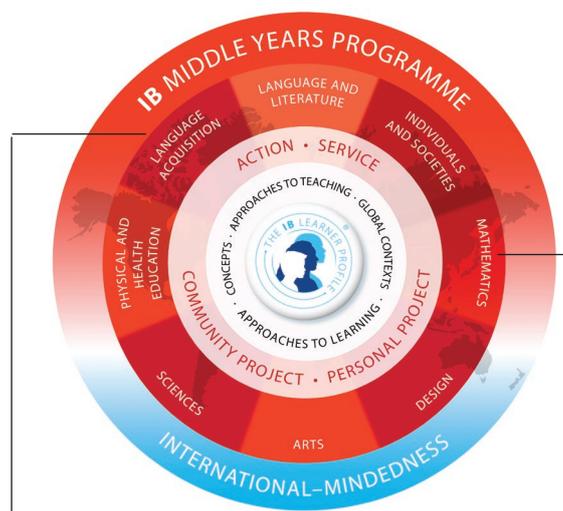
The IB defines intercultural understanding as the ability to “communicate in more than one language; recognize and reflect on one’s perspectives, as well as the perspective of others; critically appreciate many beliefs, values and ways of knowing; and explore human commonality, diversity and interconnection” (The International Baccalaureate, 2013: 6). Reflection or being reflective acquires a prominent role in this process, as IB learners strive to go beyond a mere “awareness” and “knowledge” of other cultures to an “understanding” of others. This aspiration is not, however, without its challenges. The IB is a global organization with schools in 147 different countries, and a wide range of social, cultural, and economic contexts. Developing programmes that facilitate the IB mission but also reflect and represent the variety of cultures and perspectives in their community requires both a philosophical and a pragmatic commitment. For example, the changing demographics of IB schools, with a move away from predominately international private schools to increasingly more state-funded schools teaching the IB, offers new challenges in addressing how to facilitate intercultural understanding in schools where, for example, the populations are very homogeneous with strong “national” identities.

Turning to some examples of how the IB facilitates the development of intercultural understanding, I will focus

primarily on the Middle Years Programme (MYP) aimed at 11-16 year-old students. In the design of the different subject groups taught in the course of the MYP, aims are identified which give consideration not only to the expected outcomes of a course in a particular discipline, but also how that subject should be experienced by the student in terms of an IB education. In other words, mathematics is not just mathematics but IB mathematics, with the IB mission and learner profile embedded. Some subject groups lend themselves more naturally to intercultural understanding being embedded, such as language and literature. However, since the IB promotes a framework of learning that has intercultural understanding as a central element, the aims of all subjects should encourage the exploration of various cultural perspectives.

Image 3 below is a visual representation of the MYP and, for illustrative purposes, highlights the aims of the mathematics and language acquisition courses in terms of intercultural perspective.

#### IMAGE 3 : THE MIDDLE YEARS PROGRAMME MODEL



*For example:*  
Explore and analyse aspects of personal, host and other cultures through literary and non-literary text

*For example:*  
Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives

The MYP is conceptually organized around big ideas that matter, such as culture, change, and perspectives. These serve as a tool for students’ inquiry and exploration of topics and subjects, into issues of local and global importance in a more holistic way. Subjects are brought together through explicit global contexts, such as personal and cultural expression, identity and relationships, globalization and sustainability, and fairness and development. They help students to appreciate different cultural perspectives by developing a deeper understanding of the subject and its application in the real world. As such, these global contexts facilitate intercultural understanding as young learners are encouraged to reflect and critically engage with other cultures.

Fostering intercultural learning and understanding is now also embedded in designing assessment, most recently in the development of the interdisciplinary e-assessment for the



# Ideas for an assessment fram

## WORKING GROUP 1

*Facilitator*  
**Uffe Gravers Pedersen**

The discussion was wide-ranging. Particular focus was put on the need to integrate intercultural learning in all or most school subjects. A cross curricular approach would be useful, but History and language classes were felt to be especially relevant. Global competence should not be a special subject in school but an aspect recognized by the school authorities as a natural part of education.

It was felt that there had been much beating round the bush as far as the assessment of intercultural learning is concerned but that the PISA initiative to include this in their comparative surveys might prove an advantage in placing the assessment of intercultural learning on the agenda of the national education authorities. This might lead to the acceptance of global competence becoming a necessary outcome of a general education and that it should be assessed. It was recognized, however, that the PISA project was not without its dangers. Ethical considerations should be addressed.

It was pointed out that the AFS experience merited special recognition as an important factor in achieving intercultural competence and that a certificate should be considered for it. It was also felt that AFS had an important contribution to make in developing assessment tools due to its long history in this field.

As far as the assessment is concerned it was pointed out that a series of instruments should be used and that the different dimensions could be presented in a sort of grid. There should be graded descriptors that assessed the various competencies and levels of proficiency.

Various suggestions were made as to how this might be implemented:

- Portfolio and self assessment
- Autobiography
- Questionnaires
- Structured interviews
- Reflection check list
- Presentation of examples of critical incidents
- Tasks in which intercultural competence was brought into use
- Videos that show intercultural situations, positive and negative examples

The main focus should be on formative assessment but it was recognized that schools and authorities probably had an unavoidable interest in a summative assessment as well.



# ework or toolbox for schools

## WORKING GROUP 2

*Facilitator*  
**Prue Holmes**

**W**e identified the following actions associated with facilitating ongoing assessment of intercultural learning by teachers and schools, during and after an exchange:

1. Clarify the learning targets (the learning objectives and learning outcomes). Be realistic about what learning can be demonstrated, and concomitantly, what is not assessable. To this end, teachers must be aware of and understand the assessment systems, and also be able to customise them to the purposes and contexts of the students' intercultural learning.

2. Provide more exchange among researchers and organisations (e.g., OECD PISA, Council of Europe, AFS, US-Asia, etc.) concerning the terminology of competences in order to find shared understanding and definitions. Without a common understanding, efforts of assessment may be thwarted by inconsistency, resulting in unproductive methods. Thus, ongoing links between theory and theorists, and practice and practitioners (through meetings like IV FILE) should be maintained to ensure ongoing exchange.

3. Continue with theoretical debates, but proceed with current developments. These efforts need to be constantly monitored and revisited. Current and ongoing practices need to be continually informed by academic/research developments (and vice versa).

4. Demonstrate the benefits of intercultural learning to teachers, administrators, parents, and policy makers; but this learning must be reciprocal, requiring each group to listen carefully to the needs and developments of the other groups and individuals.

5. Be aware of the risks of assessment. Group 2 felt that assessing values was highly problematic, and students should not be discouraged or disadvantaged in their learning because of the values they hold. Furthermore, students may choose easy intercultural learning contexts rather than challenging ones, especially if they believe the challenging option may result in a poor assessment that might disadvantage them in their future lives.

6. Incorporate learning agreements into assessment, and be mindful of generational biases in what is assessed.

## WORKING GROUP 3

*Facilitator*  
**Tom Kurz**

**B**eing able to support the students in their individual and personal development while not giving them a feeling of failure if they did not achieve a level of intercultural competence was a key component in the discussions of this group. Ideally each student would receive an individual assessment for his/her development – a goal that realistically cannot be achieved in a formal setting. It is therefore necessary to check what aspects of assessment are valuable to the individual and can be organized in a formal setting. One possibility would be the identification of overlaps between assessment and teaching and with curricula, another to minimize the assessment to the aspects that are most helpful for each student. In addition, some methods are quite easy to use and to implement and provides some students with the opportunity to reflect on their own activities and actions. Each of these actions requires a well-qualified guide for the student. Whether this needs to be the teacher or can be done peer-to-peer or with the support of parents, host-families and others was also an interesting discussion.

In the second group phase the discussion centered around three main problems. First, the formal setting still does not set aside the necessary time to develop and use assessment tools for teachers. Second, the tools to assess intercultural competence of students need to be designed in a way for “non-academic” personal to be able to use them and third, teachers need to know where to find the many materials that are flowing around. Many teachers would be willing to use a more systematic approach to intercultural learning assessment in their programs and would like to have the time and resource to support their students. The student's perspective needs to be integrated in order to also gain their support for a systematic assessment approach. Everyone felt that especially in the given support for international activities at schools there is still a long way to go.



# Maximizing intercultural learning and personal development



*Facilitator*  
**Joyce Osland**

The groups produced suggestions related to framing the international experience as a personal development opportunity and maximizing student growth in IL.

## ■ FRAMING THE AFS EXPERIENCE

Frame the international experience as a developmental opportunity to all stakeholders (students, parents, schools, host families, public)

## ■ USING AN ASSESSMENT INSTRUMENT TO MAXIMIZE PERSONAL DEVELOPMENT AND MEASURE IMPACT

- Consider the cultural connotations of the word “assessment” and the language in assessment tools.
- Assessment instruments should be part of an integrated learning process, like the one described below, not a one-off event done only to check off a box on a form.

1. Assess students before they go to their host country, after carefully explaining the purpose of the instrument.
2. Have students reflect on their results and, on that basis, create a personal development plan (PDP)/learning contract to work on while abroad.
3. Provide ongoing supervision/coaching by host school or volunteers (or perhaps via a web-based platform).
4. If possible, ensure that students take part in high-challenge, high context learning activities that will develop the competencies in question.

5. Hold students accountable on a regular basis for progress on their PDP/learning contract.

6. Utilize the same assessment instrument at the end of the international experience to measure its impact quantitatively.
7. Have students write a final structured report on their PDP achievements – what did they do, how did it work, why, what have they learned about developing themselves, and how will they apply what they’ve learned in future? Did their assessment results change over time and why or why not? How will they share their lessons learned when they return home? This report is to help the student understand how they have grown; it also serves as a qualitative impact measure.
8. Prepare and empower students to describe to people back home the lessons they learned and how they grew and developed during the AFS experience. Coach individual students or groups to describe the intercultural learning they acquired.

## ■ GIVING BACK

Another aspect of AFS impact concerns what students do after their international experience.

- They should go home with a plan for how they will share their intercultural learning and make a contribution to their host country community or school.
- Would personal leadership training be helpful for them?

### ■ DEVELOPING COMPETENCIES

Although some competencies are personality traits and harder to train, it is still possible to develop competencies in people who are motivated to put forth the effort. This process can be used to develop individual competencies:

1. Define it (e.g., graffiti exercise)
2. Recognize in/effective competency use of the competency (e.g., videos, cases, wrong-way/right way skits)
3. Practice it and get feedback (e.g., projects, role plays)
4. Coach it (expert or peer coaching on observed behaviors)

### ■ LEARNING ACTIVITIES

- Use projects to engage students, develop their competencies, and measure their progress on competency development. Projects can be viewed as behavioral assessments that complement assessment instruments to create a more holistic picture of the individual.
- Encourage students to develop a habit of reflecting on activities and experiences to maximize their learning. Use structured reflections with questions that take them through Kolb's learning cycle when appropriate.

### ■ PROMOTING IL WITHIN SCHOOLS VIA STRUCTURAL INTERVENTIONS

- Work with both the top and the base simultaneously to gain acceptance of IL in the school system.
- View IL acceptance as a change initiative that requires a) dealing with resistance to change and b) finding the right levers to enter the system. For example, meeting with school personnel to help them solve a problem, such as citizen competence, could be a good entry point. Don't expect change to occur overnight.
- Take advantage of national pressures related to IL to which AFS can contribute.
- Work with teachers and schools as true partners by collaborating and, where appropriate, co-creating materials, descriptors and rubrics, teaching activities, curriculum, and systems. Share ways to avoid stereotypes and best practices.
- Share results of pilot assessment programs with schools.
- Create a toolkit for teachers and schools that includes:
  - Guidelines
  - Checklists
  - Helpful IL materials (modules and activities)
  - TOT programs plus online materials for those too busy to attend
  - Sending school sends guidelines to host school
  - Use technology to support host teachers and students
  - Send teachers abroad
  - Provide coaching feedback on IL exams rather than just grading them.

### ■ TRAINING IDEAS

- Do pre/during/post training with contextualized, just-in-time activities.
- Train all stakeholders together rather than focusing only on students. When possible, have co-trainers from two different cultures.




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**USE PROJECTS TO ENGAGE STUDENTS,  
DEVELOP THEIR COMPETENCIES,  
AND MEASURE THEIR PROGRESS ON  
COMPETENCY DEVELOPMENT. PROJECTS  
CAN BE VIEWED AS BEHAVIORAL  
ASSESSMENTS THAT COMPLEMENT  
ASSESSMENT INSTRUMENTS TO CREATE  
A MORE HOLISTIC PICTURE OF THE  
INDIVIDUAL.**

# Actions that may facilitate ongoing assessment of intercultural learning by teachers and schools, during and after exchanges

Facilitator  
Uli Zeuschel

## ■ GAINING SUPPORT

As a point of departure it was proposed to present predictive evidence of learning outcomes as an effective argument in the school environment, which is geared towards measurable results. Pointing out specific potentials of international exchanges for intercultural learning could serve as a basis for formulating standards for granting academic credit. In all of this, it was emphasized that school leadership needs to be “on board”.

## ■ PROVIDING TEACHER TRAINING

In order to sensitize teachers for the potentials of international exchanges it will be helpful to provide them with personal experience in intercultural encounters, which do not necessarily have to be international, but could involve domestic cultural differences, e.g. between different population or lifestyle groups. Training curricula should focus on the dynamics of intercultural encounters, behavioral observation skills, and debriefing of assessments.

## ■ TAKING A LONG-TERM PERSPECTIVE

Long-term orientation was proposed with regard to the scope of summative evaluation studies (longitudinal biographical surveys) as well as to the guidance of students’ learning processes before, during, and after exchanges. With regard to accompanying learning processes, it was emphasized that teachers should be available as trusted mentors not only during school enrollment, but also for informal follow-up contacts in the years to come.

## ■ EMPLOYING A VARIETY OF ASSESSMENT FORMATS

For greater continuity of educational guidance by the home school before and after exchange sojourns it was proposed to

integrate student “research” or civic action projects with the exchange experience, which could be prepared before the exchange and evaluated upon return in the home school, and could also be utilized to enrich curricular content.

Assessment should employ a variety of sources and formats, such as

- peer feedback (for students as well as for teachers)
- evaluation of video or audio recordings produced over the course of the exchange experience (with observation guidelines)
- assessment of processes, e.g. problem solving, negotiation, or project management, also by guided or facilitated peer reflection
- utilizing qualitative material (e.g. storytelling) in combination with quantitative instruments (e.g. IDI, IES)

As a general guideline for monitoring intercultural learning outcomes in schools, the group proposed the motto of “**Thinking big** (in terms of conceptual orientation) **and acting small** (in terms of hands-on implementation)”.

It was also proposed to collect brief summaries of best practices from conference participants for publication in the conference proceedings.

## ■ STRUCTURING LEARNING EXPERIENCES

For a better integration of (non-formal) intercultural learning activities into the (formal) educational school environment, means and ways should be identified to include intercultural learning content in all school subjects, and to involve “non-exchange” teachers as well as interculturally experienced teachers. One way of achieving this could be to reframe school projects dealing with social differences as “intercultural” encounters. As a platform to coordinate ICL activities in school, an Intercultural Club for interested students, teachers,



parents, and other stakeholders from the community could contribute to greater visibility and mutual support of actors, as well as to promotion of intercultural learning in different subjects.

A framework of i.c. competencies and their behavioral indicators will be helpful for self – teacher – and peer assessment, and could also guide the self-formulation of learning objectives by students.

In all this, the AFS Educational Objectives and Methodology could provide a basis for collaboration and service projects with schools.

#### ■ PROVIDING REFLECTION AND FEEDBACK

Dialogic 360-degree feedback to learners was regarded as a promising approach to include a number of perspectives besides the “classic” self-report format. Material for this qualitative assessment could be generated in the form of a Learning Journal, integrating text, pictures, audio and video recordings during the intercultural experience.

In particular it was proposed to address emotional aspects of the intercultural experience in the reflection.

#### ■ ASSESSING OUTCOMES

A central requirement for assessment in the school context should be the clarification and statement of its educational purpose as well as the envisaged utilization of results. It was emphasized that assessment should be provided *for* rather than *about* students.

In general, a wide spectrum of instruments should be provided to choose from for the respective purposes of reflective (individual), formative (program), and summative (institution) assessment, and the methods and instruments should be compatible for use by generalists and school practitioners.

More specifically, qualitative content analysis of learning journals, project proposals and presentations, or “visible thinking” protocols (with interpretation guidelines provided) could be a suitable approach in the content-oriented school environment.

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**A CENTRAL REQUIREMENT FOR ASSESSMENT IN THE SCHOOL CONTEXT SHOULD BE THE CLARIFICATION AND STATEMENT OF ITS EDUCATIONAL PURPOSE AS WELL AS THE ENVISAGED UTILIZATION OF RESULTS.**

## CASE STUDY 1

## Criteria for new monthly progress reports of AFS students and for AFS Learning Assessment Pilot

Melissa Liles, AFS Intercultural Programs

As a part of our commitment to providing experiences that are educationally meaningful as they are personally enriching, AFS is working to develop a framework that will provide students, teachers and other stakeholders with evidence to better understand and articulate AFS' educational impact - and that will help us continue to improve this. This session will explore the initial pilot phase of the AFS Educational Impact Assessment project that is currently underway for 70 students across nine countries. Linked to the new AFS Student Learning Journey Curriculum, focus is

on students' development in 7 of the 16 AFS Educational Goals: self-awareness, motivation and self-confidence, empathy, flexibility, building intercultural friendship, cultural knowledge and awareness, and foreign language skills and non-verbal communication.

Each student participating in the pilot has an AFS Intercultural Learning e-portfolio on the AFS World Café (private online space) where they are asked on a monthly basis or to complete a series of critical reflection tasks related to the AFS Educational Goals and specific learning objectives.

These Monthly Learning Reflections and Contact entries are reviewed by trained AFS assessors using the AFS Educational Impact Assessment Rubric which has been developed in alignment with state of the art intercultural competency rubrics from the field.

Attend the session to learn more about the pilot including how feedback is being provided, who the assessors are and what we're learning as we implement this new system, the goal of which is to ultimately become a regular part of the AFS educational experience.

## CASE STUDY 2

## From knowledge to competence in Italian Schools: assessing intercultural competence

Mattia Baiutti, University of Rome "Tor Vergata"

In Italy the trend of secondary school student mobility is rapidly increasing. The "Osservatorio nazionale sull'internazionalizzazione delle scuole e la mobilità studentesca" (2014) [*National Observatory on the internationalisation of schools and student mobility*] estimates that in 2014, there were around 7300 Italian secondary school students (16/17 years old) participating in individual exchange programs. This 2014 figure was significantly higher than that for 2011, representing an increase of 55%. According to the ministerial documents (i.e., MIUR 2013), within the process of internationalisation of the Italian school, this kind of intercultural experience has to be considered as a crucial tool for the personal growth of pupils and, for that reason, these programs are a complementary part of the students' curriculum.

One of the most critical moments of the year abroad program is the returnees' reintegration into the original school system (usually for the last year before the final state exam) (Paolone 2010; Roverselli & Paolone 2012, 2013). Several studies (i.e., Deardorff 2006; Hammer 2005; Savicki 2008) claim that the returnees, as an outcome of their experience, and beyond disciplinary knowledge, acquire intercultural competence (IC), a concept that is problematic to assess (Borghetti 2015; Deardorff 2006, 2009, 2011, 2015; Fantini 2009; Sercu 2010).

The workshop, based on my doctoral thesis, aimed to investigate the assessment of returnees during their reintegration process and suggested possible implications for assessing returnees' IC.

The first research question (RQ1) posed by my study was:

***Do Italian secondary schools assess returnees' IC after one year abroad? If yes, how do they assess it? If no, why don't they assess it?***

The aim of RQ1 was to understand the assessment of returnees carried out by secondary schools in Italy focusing on IC. In order to answer RQ1, a qualitative methodology was adopted, namely analysis of documentation (legislation, 44 school documents), 6 semi-structured interviews conducted with teachers and headmasters, 6 semi-structured interviews with key informants (Ministry of Education, *Intercultura* association, Rete Promos(s)i) and 27 questionnaires filled out by returnees. The findings suggest a lack of assessment of IC by the Italian secondary schools

under investigation. Indeed IC has not been taken into account either by the Italian legislation or by school documents. This situation seems to be caused by the Italian school tradition which pays more attention to subject knowledge rather than competences. Another possible explanation might be that the concept of competences, and in particular IC, has inserted within Italian pedagogical academic debates only recently (Portera 2014). At the same time, the empirical research has shown that something is slowly changing. To begin with the entire Ministry's attitude has changed such that it has become more interested in the global experience rather than in the mere study undertaken abroad. Moreover, we can notice the creation of the first new school networks, in collaboration with the *Intercultura* association, called "Rete Promos(s)l". They represent valuable attempts to identify shared

approaches to the challenges posed by student mobility to the educational system, such as for example the assessment of IC. The aim of these networks is to adopt common "good practices" toward the growing phenomenon of student mobility.

**How is it possible to improve the situation regarding the lack of assessment of IC, to make a contribution which might support the construction of assessment frameworks?**

One possible starting point would be to identify indicators of IC specific to the context of Italian secondary school student mobility. Therefore, the second research question (RQ2) was the following:

**What are the elements which compose the returnees' IC after one year abroad?**

In order to answer to RQ2, several semi-structured interviews were conducted: 11 with returnees, 3 with five parents, 2 with teachers, 2 with

friends of returnees and 3 with volunteers of *Intercultura* association. For the data analysis, Deardorff's model of intercultural competence (2006) was mainly adopted. The findings indicate that the elements of Italian returnees' IC are: curiosity toward otherness, geography and global issues; openness; respect toward others and their ideas, beliefs, and worldview; self awareness; knowledge of original context; knowledge of host context (languages; historical, anthropological, and political aspects); critical thinking skills; adaptability; ethnorelative view; building and maintaining new intercultural relationships, and dealing with cultural conflict from an intercultural perspective. From all of these elements it was possible to deduce the essential indicators that might comprise an assessment rubric (Castoldi 2009) for assessing Italian returnees' IC after one year abroad.

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### CASE STUDY 3

## Case study from Erasmus and the National French Agency

Sébastien Thierry, Agence Erasmus + France

*Intercultural skills vs. transversal skills and school sector vs. vocational training sector: What potential for transfer between paradigms? Case study: TCC project*

Intercultural skills are not familiar to French schools as, in general in the French school system, the recently emerging competencies approach: pupils assessments are still mostly based on teachings learned in class.

This characteristic is found also at European level. A look at Comenius or Erasmus+ projects in the school sector does not show any major works – if any at all – in the field of intercultural skills

assessment, although the need to open learners to other cultures is a driver for most projects.

By contrast, a strong current of quality works around transversal competencies (“non formal and informal”, “key” competencies, etc. according to the players) has developed in the past years, driven by the vocational training sector in relation with mobility abroad in the framework of European programmes (Leonardo, Erasmus+). Reference frameworks and assessment settings have been elaborated for transversal competencies – including the intercultural dimension.

By looking more precisely at one of these reference frameworks used in the TCC project (“Transfert et Capitalisation des Compétences”), participants in this workshop will be invited to reflect on how such tools and methodologies may be adapted to the school paradigm, taking into account the institutional settings and the overall culture in the school sector. The workshop will also look at if and how reference frameworks for transversal competencies – firmly anchored to employability notions – may link into the intercultural skills paradigm.

### CASE STUDY 4

## Individual growth by crossing borders Assessment of intercultural learning based on an Indo-German student exchange program at secondary school

Holger Nagel, Hellenstein-Gymnasium, Heidenheim/ Germany

*The contents of the workshop represent a chapter in the “handbook on intercultural school development”, which was published in German language in July 2015 (Holzbrecher, A. [Hrsg., 2015]: Handbuch Interkulturelle Schulentwicklung; ISBN: 978-3-407-25715-4).*

The workshop’s case study, showing our practically integrated contribution to assessment, is based on a reciprocal Indo-German student exchange program between the secondary schools Delhi Public School Navi Mumbai in India and Hellenstein-Gymnasium Heidenheim in Germany.

During the three-weeks visits in both India and Germany, the students from grade 9 to 11 individually live with host families, attend school and work together in projects on intercultural and global issues. The students are accompanied by two teachers. They need to pay their own flights, but live for free in their host families. The common projects and the visit program are financially supported by government organizations or foundations.

The workshop revealed the steps students take from first prejudices about India to intercultural skills by using different

practical methods. So the participants for example introduce themselves by using pictures from India, they have chosen out of a selection of pictures. This easy way can show expectations, point of views and prejudices of every single student and may mark the starting point of the intercultural learning and later assessment.

#### ■ “INTERCULTURAL LEARNING” - WHAT WE MEAN

Taking a closer look at the term “intercultural learning”, each of us could think about a first intercultural experience in life. There might be memories like

difference in food at a friend's house – completely independent from his or her nationality. In other words: every day we are surrounded by many different layers of cultures and in most cases they are independent from any nationality. That is why we understand intercultural learning like concentric circles starting from an inner circle that represents the person and his or her local environment, passing the regional view and coming to the global outer circle. We suppose students in the beginning of our Indo-German exchange to be somewhere in the center of the concentric intercultural circles, moving their way to the outer circle during the period of the exchange. In fact the exchange with India, that has such big differences in life draughts compared to Germany, offers a global experience between two countries with the guarantee of intercultural differences and challenges. But it is essential for us to guide students not only to a foreign state, but more to a new position of student's individual personality, in between their former (ego-)centric attitude and beyond India as just an "exotic nation" – in other words a position "INTER"-cultures. The responsibility of accompanying teachers is how our target group, youngsters between the age of 15 to 17, individually handle this possible changes of their point of view – a

process which is much more emotional than pure knowledge: does the student feel challenged, provoked, self- or foreign-determined?

#### ■ MENTORS, PERSONALITY DEVELOPMENT AND LONG-TERM ACTIONS

However we need to collect parents and students from where they stand. By starting our exchange it is our responsibility as teachers to cover their specific and pragmatic needs like safety and medical issues, geography and sights of India, or "typical Indian" behaviour. But the teachers do not only offer knowledge, it is their task to deepen reflection on effective intercultural problem solutions, synergy, empathy, values and ambiguity tolerance more and more. Accompanying teachers take up as professional long term mentors and companions, especially during preparation and review activities of the student exchange. They focus on emotional and personal competences of the participants and offer methods for self-reflection. This means that intercultural learning is directly related to personality development as a kind of a global aim. The individual path to this aim is not only done through evaluations, but also for example through competitions, workshops, excursions or peer-teaching. We try

to implement those long-term offers at school to catch wide range of student's needs.

#### ■ PROBLEMS ON ASSESSMENT OF INTERCULTURAL LEARNING AT SCHOOL

- School's assessment of personality development, emotional and personal competences is still a challenge. Which criteria could be used for assessment, if intercultural learning means an individual and emotional process with universal and less standardised opportunities?
- German school system is output-driven, but intercultural learning rather needs subject oriented assessment. There might be further impulses by the didactic of subjects like religious studies.
- The individual time required to reflect intercultural learning varies from student to student. Sometimes we get personal feedback on intercultural issues after more than two years, so the question arises how long-term actions can be implemented into a system with a strict daily rhythm, changing classes and schedules?
- How can teachers as mentors accompany this development by offering long-term actions beyond periods and the year to year thinking?



### ■ METHODS FOR ASSESSMENT OF OUR INDO-GERMAN EXCHANGE

The aims of assessment of intercultural learning are less pure performance or selection. Assessment offers appreciation, shows development and gives feedback. Assessment tools in contexts of personality development should be transparent for students, avoid negative certifications and concentrate on personal support.

- On a meta level we use for example the “Development Model of Intercultural Sensitivity” from Janet and Milton Bennett for assessment of student’s outcomes and evaluations. As it might be useful for an internal view, it is hardly transparent and understandable for students.

- Very transparent for students and useable for covering a long-term view, we introduced the EU-language portfolio from grade 7. It is covering international CV-elements and self-assessment tools on language skills. Not only colleagues

but also institutions like AFS and cooperation partners could demand the individual portfolios for applications, so students have a good reason to maintain this portfolio over years.

- The greatest success we have by applying intercultural projects for assessment. The common Indo-German projects can be chosen in many different metalevel-topics, like Maths, Science, Economy, Sports, Music, Drama etc.. Students take over responsibility by achieving the common goals. Successful projects can and should last much longer than the exchange itself. An economic project (e.g. “Fair Trade”) for example could pass over into a student company or a peer working group (students’ “One-World-Shop”). The results can be assessed by grades in suitable subjects (Economy, Geography...), by competitions or by presentations (e.g. offered by NGOs connected to Fair Trade). So projects raise attention and give feedback. Outcomes even might be important

for school development (award “Fair-Trade-School”). The projects are kind of translations of intercultural challenges and achievements into different measurable contexts. Firstly, the mentor’s task is to understand intercultural projects as the translation of intercultural experiences on metalevels. Secondly, the mentor needs to re-translate the project performance into values of assessment, e.g. connected to school’s subjects. The third and most important part of this re-translation is to make the intercultural relation of these results visible for students again and again. Students need to recognize that they are able to solve intercultural problems efficiently in different (concentric) intercultural situations (circles). It is a feeling of personal growth, relativism and self-confidence by handling the globalized world in projects – and far beyond. Intercultural competence is an awareness to be “INTER”-cultures.

## CASE STUDY 5

# Good practices by a secondary school in India

**Rajesh Awasthi**, Choithram School, India

### ■ SELF-ASSESSMENT IS A TOOL FOR BUILDING INTERCULTURAL COMPETENCIES

Intercultural learning is a process that leads to deeper awareness of one’s own culture and of other cultures. Self-Assessment of intercultural learning experience will enable the hosted students to introspect and realize the challenges that they are facing while living in a different culture and how far they have been able to adapt themselves to the new cultural environment. Using self-assessment as a tool to evaluate the experience of students on an exchange program, this research project aims at devising activities to develop intercultural competencies of the hosted

students. The focus of competency building will pertain to the “Knowledge Domain”, “Attitudinal Changes” and “Development of Skills”. Student Self-Assessment will provide the students the opportunity to voice their opinion on issues that are most critical to them with an appreciation that the school will solicit their opinion in their plan. The research is being carried out in three phases, viz., Pre-Exchange and Beginning of Stay, Mid Term Stay and End Stay.

It has been observed that the students who come on an exchange programme are made to rigorously follow the academic content of the class they enroll in which bears little significance to the content that they have studied in their

country. Overloading the students with such content defeats the very purpose of inter-cultural learning. Instead, the schools will use this self-assessment to design a student-centric curriculum catering to the individual needs of the students and offering them the activities of their choice. Partaking in activities of their choice will build their competencies in the “Knowledge Domain”, “Attitudinal Changes” and “Development of Skills”. This will enhance their appreciation, acceptance and respect for a new culture along with cross cultural communication skills and thus add value to their intercultural learning experience.

# FORUM CONCLUSION

## Why, What, How

Darla K. Deardorff, Duke University

In terms of conclusions I want to share with you my remarks in the context of a framework called “the golden circle” (if you are not familiar with it I highly recommend Simon Sinek’s TED talk by the same title). I want to use “the golden circle” as a way to frame some key take-aways from this Forum. According to Sinek, the golden circle is that we start with “why” and then we move on to the “what” and the “how”. He talks about this in the context of marketing and business and he gives the example of Apple. I’m not going to repeat his TED talk but I want to use his starting with the “why” first. That’s really important and I think that some of our conversations during the Forum started with “why”. There are some points that seemed to emerge from our discussions on the “why.” First we need to ask “why we do assessment” as well as “why assess intercultural learning?”. To that end, we should also ask “intercultural learning for what?”. That’s a really important question. We need to understand it is not just about intercultural learning as an end goal but intercultural learning for what purpose, and of course, AFS has been very clear since its founding on the bigger picture of intercultural learning. The first response, then, is about **building a better more peaceful world**. In fact, several of the conversations in the past couple days highlighted the importance of self efficacy, building a better world, and helping our students and those who work with them be able to do just that. In addition, another response to “why assess” is to **document the change and transformation in the learners**, so let’s start by looking at

the evidence of that transformation or change.

The second response to “why assess” is **to support learning**. We assess to support learning and in fact we can almost think of assessment as learning. Assessment is a part of the learning, it is not separate from that process. Throughout the last few days a lot of discussion took place around the importance and value of formative assessment. In fact, one conclusion could be made that in our discussions, formative assessment emerged as even more of a focus than summative assessment, so future efforts may want to **emphasize formative assessment of intercultural learning**.

Moving to the “what”, I think we can conclude that there is a lot of complexity around intercultural competence and intercultural learning. We heard about several different models being used on a global scale and on a regional level. Repeatedly I heard some variation of “it’s a matter of choices and of context” and the “context really matters.” One element that seems to come up quite often in discussions and is also on the cutting edge of research right now is empathy. To what extent can empathy be addressed in intercultural learning and assessment? Quite a few also discussed transversal competences and the **importance of transferability** of learning and competences.

So we are moving to the “how”, which is the goal of this forum. From our discussions together, we can summarize the “how” through five general points and five specific points:



**TO WHAT EXTENT  
CAN EMPATHY BE  
ADDRESSED IN  
INTERCULTURAL  
LEARNING AND  
ASSESSMENT?**

1) First, a key theme from discussions seems to be the **importance of involving all the stakeholders** and especially the students, as partners in their own learning. Numerous examples were given such as the use learning agreements that AFS is implementing.

2) Second: A second theme is the **importance of using the assessment**. Use the assessment for student feedback (for their continued intercultural development), which goes back to focus on formative assessment. How do we give this feedback to our students so that they can continue to grow and learn and develop interculturally?

3) The third point, which ties back to past forums, is making sure we **use the principles of good assessment**. Even with the toolbox, and in talking about lots of different ways to assess, it all needs to be within the framework of the assessment principles. These principles are not just derived from this forum but it's in the whole body of assessment literature that talks about basic assessment principles. Those principles kept coming out quite often in the last few days including being goal-driven, having an assessment plan (instead of scattered efforts here and there), using the multi method and multi perspective approach and making sure assessment methods match to the goals. It is really important that we put all of these assessment tools within the framework of such assessment principles.

4) Fourth: A fourth general theme that emerged from the forum is the **importance of training and supporting the assessors** and, as we heard from one of the groups, all stakeholders. Assessment takes work and effort and it is crucial that those involved in the assessment have the appropriate training and support.

5) Fifth (this is one of the key outcomes of our time together): Let's **continue to share ideas and resources on assessment**. This forum has been a good illustration of many experts coming together, with so many different experiences and perspectives, and sharing with each other; this sharing of ideas and resources is invaluable. So how can we continue to share ideas, tools, resources on assessment? This is just the beginning of a resource list that we started putting together in our last group discussion. As you heard from one of the groups we don't need to reinvent the wheel, since there is so much existing out there and collectively we have an enormous access to all these resources. We need to make sure these resources are easily

accessible for teachers so that they don't have to struggle to find out about them. This might be one of the tasks for AFS in the future as to how to put a lot of these assessment resources together that would be easily accessible for teachers to use. More specifically on "how" to do intercultural assessment:

1) **Be consistent** in how we approach, implement, and use intercultural assessment

2) **Frame assessment** (and intercultural learning) so that it is relevant to the context and stakeholder group since that varies greatly by context and by stakeholder.

3) **Be transparent** in assessment efforts, especially to learners (There were some discussions about making students aware of the rubrics that are being used to evaluate their work.)

4) **Be as concrete as possible**. Particularly from the teachers in the room we heard to make all of this as concrete as possible. One group spelled this out nicely in outlining some criteria which includes tools being simple, useful and accessible.

5) **Adapt current practices in schools and utilize the unique diverse context of schools** particularly here in Europe. There is so much domestic diversity in schools and not just cultural diversity (for example, some group discussions highlighted religious diversity and the influx of immigrants into European society.) How can we help schools utilize that diversity for the intercultural learning of all students?

#### ■ CONCLUDING QUESTIONS

So those are some of the points around the "why", the "what" and the "how" of our discussions. I want to leave you with five questions that seem to emerge among many others, and that we still need to discuss and consider for the future as well.

The first question would be the role of underlying values. The second would be about the ethics around intercultural assessments. The third question is around how we can address intercultural assessment more holistically. We heard some of the groups talk about emotional social development, for example. How can we address the many other developmental dimensions more holistically? This is part of the shifting paradigm that I spoke about at last year's forum. Question four continues to be around process versus results and what are the implications for both of those including levels of proficiency. And question five is about how can we integrate intercultural learning into the school context.

So those are five questions for us in moving forward. I want to end with one final question for all of us to address personally. Yesterday, a comment was made about thinking big and acting small, so the question for all of us in terms of acting small while thinking big is this: **what contribution will you make, in terms of intercultural learning and assessment?**

Thank you to our groups and each participant here for the contributions during the rich discussions of this Forum. All the very best as you continue to help build a better world.

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**A GENERAL THEME THAT EMERGED FROM THE FORUM IS THE IMPORTANCE OF TRAINING AND SUPPORTING THE ASSESSORS AND, AS WE HEARD FROM ONE OF THE GROUPS, ALL STAKEHOLDERS.**

## PARTICIPANTS IN THE 6TH FORUM

**Rajesh Awasthi** is presently heading Choithram School, Manik Bagh, Indore (India) and Choithram Institute of Educational Research & Training, Indore (India) as the Principal. He has a vast experience of teaching and academic administration spanning over 25 years. Possessing a Management Postgraduate degree in HR (Training & Development) he has also completed M. Phil in Geography with specialization in Regional Planning. He has more than 17 research papers to his credit published at national and international level, as well as he has been bestowed with several awards for his presentations at various conferences.

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**Flaminia Bizzarri** started her work with Intercultura in 1981 as Coordinator and then became Director of Programmes until 1998. Since then she has been the School Relations Manager. She is responsible for developing relations with educational institutions on national level and for providing training and materials for high school principals, teachers and volunteers in charge of school relations on local level.

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**Marie-Anne Bree** lives in Brussels but originally she comes from a city 100 km South, where she studied sociology. She has been working at the AFS Belgium office in the program team for almost 13 years. She is currently in charge of the sending programmes (admissions) and she is also responsible of the validation process of the school programs of sending students.

**Elisa Briga** holds a Master Degree in International Relations and Diplomacy (University of Trieste) with a thesis on the role of youth information centres in the promotion of youth mobility. She is currently working as Programme, Project and Advocacy Coordinator for the European Federation for Intercultural Learning (EFIL). In the past she has worked as a trainee and staff member for the European Knowledge Center for Youth Policy at the EU-CoE youth partnership. In her spare time she volunteers for the international youth organisation CISV, focusing on Peace Education.

**Sabrina Brunetti** has been working for Intercultura since 1991 as the Assistant to the Secretary General. She is currently in charge of supervising the projects of the Intercultura Foundation and of keeping in touch with the institutions that cooperate with the Foundation.

**Darla Deardorff** is currently Executive Director of the Association of International Education Administrators, a national professional organisation based at Duke University, where she is a Research Scholar in Education. In addition, she holds research appointments at Nelson Mandela Metropolitan University (S. Africa), Shanghai International Studies University (China), and Meiji University (Japan), and is on faculty at several other institutions including the Summer Institute of Intercultural Communication in Portland, Oregon. She receives numerous invitations from around the world to speak on her research on intercultural competence and assessment, as well as on global leadership and internationalisation issues. She has published widely on topics in international education and intercultural learning/assessment, including editor of 'The SAGE Handbook of Intercultural Competence,' co-editor of 'The SAGE Handbook of International Education,' 'Building Cultural Competence' and author of 'Demystifying Outcomes Assessment for International Educators: A Practical Approach (Stylus, 2015)'.

**Bruno della Chiesa** is a linguist trained at the Universities of Bonn and Paris Sorbonne. After a decade and a half in the French diplomatic service, he joined the OECD's Center for Educational Research and Innovation (CERI) and founded there in 1999 the project entitled "Brain Research and Learning Sciences". Bruno then started to teach at Harvard University Graduate School of Education a yearly course entitled "Learning in A Globalizing World" and created the "Globalization, Languages and Cultures" program, originally a HGSE-CERI cooperation, which he is still in charge of. Meanwhile, he continues to work in the neuroscientific field as an editor for the *Mind, Brain, and Education* journal.

**Helga Denkmayr** was an AFS student in Pennsylvania, USA in 1978/79. She studied English, Roman Catholic Religion at the University of Salzburg to become a teacher at a secondary school. She is mother of 4 children: two of them participated in the AFS program. She has also been a hosting mother of several foreign students. She has been an AFS volunteer since her AFS experience abroad.

**Pernille Elkjær** is the Support Coordinator and responsible of ICL and school relation at the AFS Office in Denmark where she has been working since March 2014. She has a Master of Arts in Nordic languages and literature and Spanish. Before she started working for AFS Denmark she was a teacher in high school.

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**Ana Paula Ferreira** is a teacher in a high school of Leiria, in Portugal. She coordinates an "Intercultural Club" and promotes activities involving students, such as the intercultural dialogue day and intercultural exchanges between Portugal and other countries (for example: Denmark, Russia, Hungary, Czech Republic).

**Andrea Franzoi** went to Germany for an AFS programme in 1996/97. Since his return he has been an active volunteer for Intercultura. He participated in activities at local, national and international level and he was a member of the national board. He studied Politics in Bologna and Munich and he was professionally active in the field of journalism and human resources. Since 2009 he works for Intercultura as Organisational Development and Training Coordinator. He is a member of the EFIL Board since April 2014.

**Marianna Fumagalli** works as cultural and linguistic mediator and as language teacher. She holds a degree in Linguistic Mediation and has a master's degree for International Peace Operators. She has recent specialised in teaching Italian to speakers of other languages. She has been volunteering for more than 10 years for AFS and is trainer at regional, national and international level. She is part of the European Pool of trainers at European Federation for Intercultural Learning (EFIL) and qualified trainer for the AFS Intercultural Link Learning Program. Marianna lives in Italy but lived in Belgium, France, Brazil and China. She has developed strong interest in intercultural learning, training and managing resources in multicultural teams.

**Annette Gisevius** served as "Director of Intercultural Learning" at AFS Germany. With her background in Cultural Studies she joined AFS in 2004 and built up the small intercultural learning department. For five years now she is involved as "Head of Training" in the subsidiary of AFS Germany "InterCultur" – an entity that offers training activities inside the regular AFS world as well as outside – such as: intercultural training for universities, trade unions and non-profit organisations, and Summer Academies for undergraduate students.

**Uffe Gravers Pedersen** was an AFS exchange student in 1959/60. He was President of AFS-Denmark from 1965 to 1968. He was the Headmaster of Helsingør Grammar School, the Director of Upper-Secondary Education in the Ministry of Education, the Director at the European Schools in Holland and England, the Vice-President of the Danish University of Education. He has been an Educational advisor to the City of Copenhagen in Denmark.

**Prue Holmes** is Reader in the School of Education at Durham University, UK. She leads the MA programme on Intercultural Communication and Education, and supervises doctoral students in this area. She is Co-I on the AHRC-funded "Researching multilingually at the borders of language, the body, law and the state" (<http://researching-multilingually-at-borders.com/>) (AH/LO06936/1) and the EU-funded project "Intercultural resources for Erasmus students and their teachers" (IEREST) (<http://ierest-project.eu/>). Prue publishes in the areas of language, intercultural communication and education, and student mobility. She chairs the International Association of Languages and Intercultural Communication (IALIC).

**Martina Homburg-Gast** has been working in different fields of youth and adult education in Germany, Albania and South America. Today, she teaches Spanish and German language and literature in a public secondary school in Hamburg. In 2010, she initiated a project-oriented students' exchange program between schools in Hamburg and Hyderabad (India). Since then, 220 students aged 15-17 have participated in this program, sharing their experience with families, friends, classmates and many more people.

**Josef Huber** works in the Education Department, Directorate of Democratic Citizenship and Participation of the Council of Europe, where he is currently responsible for the Pestalozzi Programme, the Council of Europe programme for the training of education professionals. The work focuses in particular on education for democracy, teacher education, pedagogy, intercultural competence, transversal attitudes, skills and knowledge for democracy, etc.

**Thordur Kristinnson** is a teacher of social sciences at an upper secondary school in Reykjavik, Iceland. He has written textbooks on anthropology, immigrants and equality in the Icelandic school system. As a teacher and a former exchange student he has a keen interest in the future of student exchange.

**Svetlana Kupriyanova**, from Krasnodar, Russia, is an AFS volunteer since 1990. She has been the Chief of the Regional Support Team in AFS South Region since 2010. Her work mainly deals with developing new school relations, as she still practices as a teacher in secondary school. Svetlana is eager to acquire further knowledge about ICL and has participated in numerous workshops. As her family is a permanent welcome family, she hosted a girl from Germany. Her twin daughters are former and future AFS-students. Svetlana has a rich experience in practical ICL.

**Tom Kurz** is Deputy Executive Director of Experiment Germany. He focuses on training, new aspects of intercultural learning and their implementation, new programme and project development as well as intercultural youth work in Germany. During his education in North American Cultural Studies at the University of Bonn and as a Fulbright Scholar at the University of Washington in Seattle, he has been active as a volunteer and trainer for Experiment Germany. He has spent five years in Portugal and a school year at a high school in Arkansas.

**Valentina Lazareva** graduated from the Chuvash State Pedagogical Institute in 1987, Faculty of Foreign Languages. She worked as an English teacher from 1987 to 2003 and since 2003 she is the Deputy Principal of the Gymnasium. Since 2005 her school has been taking an active part in the Program of Intercultural Learning (AFS).

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**Melissa Liles** is Chief Education Officer of AFS Intercultural Programs. She is based in the head office in New York, where her task is to oversee AFS's education and visibility efforts worldwide. She directs AFS's global intercultural learning initiatives and outreach, working with expert academics and practitioners as well as AFS leaders in over 50 countries.

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**Alexis Menten** is the Executive Director of Program Development in the Education division at Asia Society, which builds the capacity of systems, schools, and youth programs to educate all students for employment and citizenship in a global era. In over a decade at Asia Society, she has developed and directed multi-year initiatives and partnerships in global education, non-formal education, and competency-based education. Prior to joining Asia Society, Alexis coordinated youth programs for the Aga Khan Humanities Project in Central Asia, and directed an educational technology initiative for Relief International in the Middle East. She also has experience working in interactive media for a range of cultural, educational, and for-profit enterprises. She is a graduate of Bryn Mawr College.

**Karel Mikula**, after graduating from the Faculty of Arts /Philosophy/ at Masaryk University in Brno (Czech - Latin language) he operates at the Bishop Grammar School in Brno as a teacher and since 2004 as a headmaster. He deals with relations in foreign cooperation with partner organizations, schools and other educational activities (e.g. Academic Forum). Since 2005 he is involved in AFS activities and programme organisation.

**Silvia Minardi** is an English Teacher in Italy. She is the President of the Italian association Lingua e Nuova Didattica. In November 2011 she was elected President of the REAL network. She has been implementing international projects since 2003. She has also been working as a teacher and a teacher trainer for the Italian Ministry of Education since 2000. She is active as a pedagogical consultant for eTwinning in Lombardy. She received a Fulbright grant in 2005 and was made Knight of the Order of Academic Palms in 2013. Silvia Minardi is the author of several articles and publications on language teaching. Main fields of interests: assessment in ELT, syllabus design, ICTs in FL teaching, CLIL, plurilingual and intercultural competences.

**Holger Nagel** grew up in the south of Germany. He graduated in Theology and Geography at University of Tübingen. After several months overseas, he became teacher and vice principal at Hellenstein-Gymnasium in Heidenheim. There he is focusing on intercultural and global learning by organizing an Indo-German student exchange, which was recently awarded by the Federal President of Germany.

**Joyce Osland**, Ph.D. is the Lucas Endowed Professor of Global Leadership and the Executive Director of the Global Leadership Advancement Center at San Jose State University. Joyce co-founded the Global Leadership Lab (GLLab) in the College of Business at San Jose State University and is an internationally known specialist in international management with over 100 publications, including "Global Leadership: Research, Practice, and Development". Her primary focus is global leadership, cultural sense making, experiential learning, and repatriate knowledge transfer. Joyce is a senior partner of the Kozai Group, which develops instruments that measure global and intercultural competencies.

**Emanuele Pesoli** worked in secondary schools in Japan, China, Tanzania, and Scotland in the last ten years. His formal educational background consists of degrees in Humanities and Politics. As undergraduate, he also studied abroad in Russia on a university exchange between the University of Novosibirsk and the University of Bologna, Italy. Currently, he works for the IBO as Curriculum Manager for MYP Individual & Societies and Interdisciplinary and DP World Religions in the Global Centre based in The Hague.

**Mario Piacentini** is an analyst in the PISA team of the Education and Skills Directorate of the OECD. He is in charge of different analytical projects based on PISA data from the 2012 and 2015 cycles, and oversees the framework and item development for the first PISA assessment of Global Competence in 2018. His main area of expertise is labour market and education statistics. Over the past years at the OECD he designed and developed new international databases on gender, migration and entrepreneurship. Before joining the OECD, he held positions at the World Bank and at the Swiss Development Cooperation. He is the author of several policy reports, statistical guidelines and academic publications. Mario holds a PhD in Economics from the University of Geneva.

**Nagesh Rao** is a teacher, storyteller, dancer, listener, statistician, poet, and a proud father of two daughters. His many marginal experiences—first as a Kannadiga in a Tamil State; as an accountant in an artist's soul; then, for 20-odd years, an East Indian in Mississippi, Michigan, Ohio, and New Mexico; and now a nonresident Indian back in India—give him a wealth of stories and theories to share about the many Indias, about discovery of self and others, and about how to be an effective change agent across cultures. He also happens to be President and Director, MICA, a prestigious management institute in India.

**Joao Rino** eletromechanical engineer, maths teacher, studies in Philosophy, a degree in Civic Education, and master in Intercultural Learning. Joao has knowledge in Ethnomathematics, Relations table games, Social Relations. He is an AFS volunteer since 1981, trainer, chapter coordinator, facilitator, organiser of both national and international school exchanges. He has experience as trainer of Logic Games and social relations, Cultural Differences and Intercultural Learning for students and teachers, many times in partnership with professional organisations and associations which work with emigrants."

**Roberto Ruffino** is the Secretary-General of Intercultura and the Honorary Chairperson of EFIL, the European Federation for Intercultural Learning. In 2007 he was one of the founders of the Intercultura Foundation. Since 1967 he has worked in the field of educational exchanges and intercultural learning and he has served on many occasions as a consultant to UNESCO, the Council of Europe and the European Commission. In assigning him an honorary doctor degree in Education Sciences, the University of Padua defined him “an entrepreneurial leader in the field of intercultural education, which he has contributed to introduce into the schools of Italy”.

**Andrea Schneider** is a teacher of Geography and English at Gymnasium Schloß Neuhaus in Paderborn. At her school she coordinates the bilingual classes as well as the Indo-German Classroom programme. Her interest in different cultures, languages and countries resulted in various teaching experiences in countries such as Great Britain, Russia or India.

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**William “Willie” Thompson** has been working with AFS since 2005 in many capacities, currently in the role of Specialist in Digital Customer Experience and Business Intelligence at AFS-USA. His focus is on analyzing and presenting customer data to AFS staff so that the organization may make informed, data-driven operational decisions in their day-to-day activities.

**Luca Tomasi** studied foreign languages and international credit and finance. He worked as a banking clerk, freelance translator and university lecturer; at the European Commission since 1990, he moved from translation to speech writing and from external communication activities to multilingualism policy.

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**Barbora Traburová** lived and worked in the Czech Republic. She graduated with Masters Degree in Czech and English linguistics at Charles University in Prague in 1992. In 1990s she worked as a journalist for Reuters Prague office and as a freelance interpreter and translator. In 1993 she studied a one-term scholarship program at Northwood University, Michigan, USA. After maternity leave in 2000 she started teaching English at Grammar school in Howovice where she has worked ever since. She works as a school coordinator of exchange students.

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**Michael Vande Berg** has held leadership positions at several institutions that are unusually committed to international education. He is a faculty member at the Summer Institute for Intercultural Communication (SIIC), has led several research studies, has published widely, and teaches intercultural workshops in Europe, Latin America and North America. A founding board member of the Forum on Education Abroad, he is a 2012 recipient of the Forum’s Peter A. Wollitzer award and the 2014 IDI Intercultural Competence award.

**Stephan Winiker** was the Director for Organizational Development & Services at AFS Switzerland where one of his responsibilities was intercultural learning. Right now he works at the Lucerne University of Applied Sciences and Arts as a e-learning specialist and advises AFS Switzerland in matters of intercultural learning and IT. His background is in pedagogy and anthropology and he has done qualitative research on different aspects of intercultural learning in AFS. Additionally he gives trainings on the “intercultural” inside and outside of AFS.

**Hazar Yildirim** is the Education Content & Communications Manager at AFS Intercultural Programs providing ongoing service to AFS Network’s educational content needs as well as working to increase AFS’s international visibility as a non-formal intercultural education provider. He is a former chairperson of AFS Turkey Volunteers Association, a Qualified Trainer for the AFS Intercultural Link Learning Program and has more than 10 years experience in organizing and facilitating international non-formal education events. A graduate of Istanbul Technical University, his educational background is in architecture, but his passion is education, organizational development and global citizenship education. He has lived in Turkey, Cyprus, UK, and France and is currently based in New York.

**Ulrich (Uli) Zeuschel**, board member of AFS Germany from 2006 to March 2015, is the coordinator of the Scientific Advisory Council of AFS Germany since 2010. He’s a former exchange participant at both high school level (YFU, Detroit MI, 1970/71) and university level (Fulbright grant, Michigan State University, 1977/78). He worked as freelance researcher with AFS International Programs (Volunteer Resources Study) and YFU International Center („Students of Four Decades”, published in 2009, Waxmann). He is a facilitator and coordinator of the Research-Practice-Dialogue on International Youth Work in Germany. He works as organizational consultant and trainer with osb international in Hamburg.

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