

# Intercultura

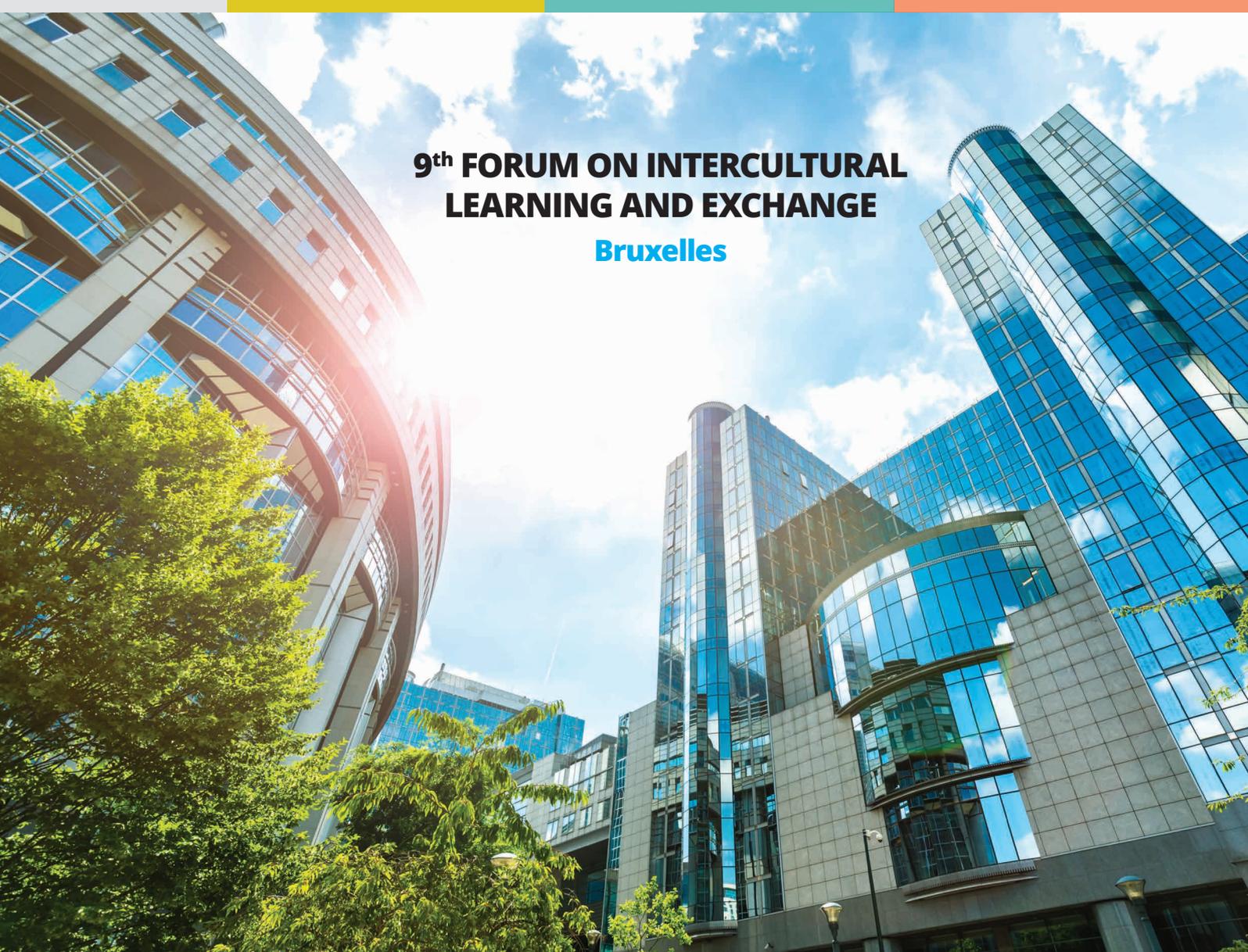
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Il trimestre  
2019

Atti del IX Forum on  
Intercultural Learning  
and Exchange

Esperienze internazionali  
per aprire la scuola  
all'interculturalità

Competenza Globale  
nelle prove dell'OCSE  
per le scuole secondarie



**9<sup>th</sup> FORUM ON INTERCULTURAL  
LEARNING AND EXCHANGE**

**Bruxelles**

**Intercultural Learning: a Whole School Approach**

# In questo numero

**9<sup>TH</sup> FORUM ON  
INTERCULTURAL  
LEARNING AND  
EXCHANGE  
BRUXELLES,  
24-26 OTTOBRE 2018**

#### REDAZIONE

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Grafica 90 - Roma

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

Finito di stampare nel mese di aprile 2019

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Questo numero raccoglie gli atti del nono "Forum on Intercultura Learning and Exchange" tenutosi a Bruxelles dal 24 al 26 ottobre 2018, con la partecipazione di una settantina 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: "Intercultural Learning: a Whole School Approach". Il Forum è un evento annuale che approfondisce temi di educazione interculturale nell'ambito degli scambi internazionali di studenti.

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Fondazione  
Intercultura  
onlus

## La Fondazione Intercultura Onlus

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

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

■ [fondazioneintercultura.org](http://fondazioneintercultura.org)

This issue of "Intercultura" presents the proceedings of the 9th Forum on Intercultural Learning and Exchange, which took place in Bruxelles on October 24th-26th 2018. The 70 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: "Intercultural Learning: a Whole School Approach". 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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### L'Associazione Intercultura Onlus

L'Associazione Intercultura Onlus (fondata nel 1955) è un ente morale riconosciuto con DPR n. 578/85, posto sotto la tutela del Ministero degli Affari Esteri. Dal 1 gennaio 1998 ha status di Organizzazione non lucrativa di utilità sociale, iscritta al registro delle associazioni di volontariato del Lazio: è infatti gestita e amministrata da migliaia di volontari, che hanno scelto di operare nel settore educativo e scolastico, per sensibilizzarlo alla dimensione internazionale. È presente in 157 città italiane ed in 65 Paesi di tutti i continenti, attraverso la sua affiliazione all'AFS ed all'EFIL. Ha statuto consultivo all'UNESCO e al Consiglio d'Europa e collabora ad alcuni progetti dell'Unione Europea. Ha rapporti con i nostri Ministeri degli Esteri e dell'Istruzione, Università e Ricerca. A Intercultura sono stati assegnati il Premio della Cultura della Presidenza del Consiglio e il Premio della Solidarietà della Fondazione Italiana per il Volontariato

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

■ [intercultura.it](http://intercultura.it)

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

INTERCULTURAL LEARNING: A WHOLE SCHOOL APPROACH  
Final conference of the project "Intercultural Learning for Pupils and Teachers"



## What is FILE?

The annual Forum on Intercultural Learning and Exchange includes some seventy experts, policy makers, 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. For more information on the previous editions visit:

<http://www.fondazioneinterculturala.org/en/Conferences/Forum-on-intercultural-learning-and-exchange>.



## Theme of FILE IX

**INTERCULTURAL LEARNING: A WHOLE SCHOOL APPROACH**

### Sub-topics

- What are the elements of a whole school approach to Intercultural Learning (ICL)?
- What are some examples?
- Who are the various stakeholders involved and what are their roles?
- What preparation is needed for teachers and school heads?
- What is the role of an exchange programme?
- What assessment system can be used for a whole school approach to ICL?

### Desired outcomes

- A survey of existing examples and models of a whole school approach to ICL.
- Recommendations for various stakeholders to engage in and implement a whole school approach to ICL.

**VENUE:** Brussels, Belgium



with the support of



# PROGRAMME

## 24<sup>th</sup> OCTOBER

**16.00** Registration of participants at the hotels

**17.30** Accreditation at the House of European History, rue Belliard 135

**18.00** Dinner reception

- Presentation of the previous Fora - *Roberto Ruffino*, Fondazione Intercultura
- Introduction of the Erasmus+ project 'Intercultural Learning for Pupils and Teachers' (EFIL) - *Elisa Briga*, European Federation for Intercultural Learning
- Keynote speech - *Francisco Marmolejo*, Tertiary Education Global Coordinator and Lead Tertiary Education Specialist of the World Bank

**20.00** Visit of the House of European History



## 25<sup>th</sup> OCTOBER

**The project 'Intercultural Learning for Pupils and Teachers': tools and policy recommendations for promoting intercultural learning with a whole school approach**

*Chair: Uffe Gravers Pedersen - Former Director of Secondary Education, Danish Ministry of Education*

**08.30** Accreditation to the European Economic and Social Committee building, rue de Trèves 74

**09.00** Opening speech - *Tatjana Babrauskienė*, representative of the European Economic and Social Committee

**09.30** A teacher training on intercultural competences the Toolbox of intercultural learning classroom activities - *Marie Dossogne*, AFS Programmes Interculturels and *Flaminia Bizzarri*, Fondazione Intercultura

**11.15** Intercultural learning in teacher training and in secondary school curricula and recognition of the learning experience abroad as part of the school path - *Elisa Briga*, European Federation for Intercultural Learning (EFIL)

**14.00 Presentation of case studies from projects related to Intercultural learning and the whole school approach in Europe and beyond.**

- Hand in Hand project: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach) - *Ana Kozina*, Pedagoški inštitut, Ljubljana
- Open Schools – two European projects on the whole school approach - *Fred Verboon*, European School Heads Association and *Eszter Salamon*, International Parents Association
- AFS Global Competence Readiness Index for Schools - *Ana Carolina Cassiano*, AFS Intercultural Programs

**17.30** End of works

## 26<sup>th</sup> OCTOBER

**International and national policies promoting a whole school approach to Intercultural Learning**

*Chair: Melissa Liles, AFS Intercultural Programs*

**08.30** Accreditation to the European Economic and Social Committee building, rue Maerlant 2

**09.00 Current international policy developments**

- European Commission: the EU key competence framework - *Petra Goran*
- Council of Europe: Competences for democratic culture - *Martyn Barrett*
- OECD: Global competence within PISA - *Natalie Foster*

**11.00 Testimonials from national level (part 1)**

- The Spanish approach to PISA Global competence - *Lis Cercadillo*, Ministry of Education of Spain
- United in diversity: the European school approach - *Kari Kivinen*, former Secretary General of the European Schools

**14.00 Testimonials from national level (part 2)**

- *Pascale Genot*, Ministry of Education – Belgium, Federation Wallonia-Brussels, Belgium
- *Hye-Won Lee*, Korea Institute for Curriculum and Evaluation

**15.00** Discussion and questions in Plenary

**16.30** Conclusions - *Darla Deardorff*, Duke University

**17.30** End of works

# Presentation of last year's Forum



**ROBERTO RUFFINO**  
*Fondazione Intercultura*

Welcome to this European Forum dedicated to the topic of the whole school approach to intercultural learning! On behalf of the Intercultura Foundation, of EFIL and of AFS I welcome you very warmly.

This is our 9th Forum on Intercultural Learning and Exchange and it is the 3rd that we dedicate to the topic of intercultural learning at school. The shift from our early fora, where we had explored different ways to induce and to assess the intercultural learning of pupils and host families involved in educational exchanges, (this shift) was a natural recognition that schools – sending schools and hosting schools – are the natural environment where intercultural learning can be nurtured, shared within a classroom and reinforced through an appropriate curriculum and style of education.

Our Fora based their work on Darla Deardorff's definition of Intercultural Competence: "Intercultural competence is the ability to interact effectively and appropriately in intercultural situations; it is supported by specific attitudes and affective features, (inter) cultural knowledge, skills and reflection" – In Darla's definition intercultural competence includes the following dimensions: · Attitude (openness, respect, curiosity, tolerance of ambiguity) · Knowledge and skills (cultural awareness, knowledge of one's own and other cultures, observation, ability to evaluate). Internal outcomes are adaptability,

flexibility, empathy, the ability to see things from another's point of view, External outcomes are behaviors and communication appropriate for each situation.

Another dimension that we have explored in our sessions is the dimension of "values", as it was described by Martyn Barrett in the Council of Europe's "Reference Framework of Competences for Democratic Culture": it implies an appreciation of human dignity and human rights, cultural diversity, democracy, justice, fairness, equality and the rule of law. Barrett's framework implies and requires the consent and the involvement of all the stakeholders in a school, "the joint effort and co-operation of school administration, teachers, students and parents as well as local community members"<sup>1</sup>.

This "need for a whole school approach to intercultural learning and for effective teacher training in intercultural competence" was underlined in the final statement of our Forum last year. More specifically that statement signals the need to disrupt and interrupt assumptions and discourses regarding the intercultural learning connected with cross-border events. Because it is "crucial to address differences within a society (such as religious, generational, gender, socio-economic and so on)."

The questions for this Forum of 2018 originate from that statement that you can find in your folder and they revolve around five topics:

1. Reference Framework of Competences for Democratic Culture, Volume 3, Guidance for Implementation, Council of Europe, 2017, page 91



- What are the elements of a whole school approach to Intercultural Learning and what are some examples of a whole school approach?
- Who are the stakeholders involved in a whole school approach to ICL and what are their roles?
- What preparation is needed for teachers in a whole school approach to ICL?
- What is the role of an exchange program in a whole school approach to ICL?
- What assessment system can be used for a whole school approach to ICL?

These topics have been discussed also within international institutions and in fact in our background papers we made a reference to UNESCO's "A Whole-school Approach to Education for Intercultural Understanding" in 2010, which reminds how

"...important for effective intercultural understanding is the need to take a whole-school approach that integrates the values for intercultural understanding throughout the school environment..." with measures such as:

- integrated curriculum content;
- holistic teaching practices;
- supportive, culturally sensitive learning context;
- organizational policies and decision making processes;
- school-community partnerships;
- involvement of parents etc.

When we were discussing these topics in our Fora in Colle di Val d'Elsa, last year and the year before, a consortium of organisations and schools from different parts of Europe was involved in a project called "Intercultural Learning for Pupils and Teachers: policy recommendations and tools for promoting intercultural learning with a whole school approach". We are glad that the conclusion of their work coincided with the dates of this Forum and that many of the people involved in the Consortium project could be here and take part in this session.

This means that in the days ahead we will have an opportunity to compare the reflections from the Fora of previous years with the suggestions emerging from the Consortium, such as the "toolbox" that has been developed and the experiences that some schools have made.

Tomorrow we will focus mainly on the work of the Consortium and of other testimonials of good intercultural practices at school. On Friday we will hear how the intercultural approach is making progress in the work of international institutions and at the national level. We will be especially eager to hear from OECD how the PISA assessment of global competence at school is developing, since that project started to take shape in one of our Fora and we all appreciate the role that this initiative can have in encouraging a whole school approach to intercultural learning and global competence.

# Intercultural learning and internationalization of education: are we missing the point?



**FRANCISCO MARMOLEJO**  
*Tertiary Education Global  
Coordinator and Lead  
Tertiary Education Specialist  
of the World Bank*

We live in an increasingly turbulent, complicated, complex and contradictory, but also fascinating and interesting world, in which many of our preconceived notions are being contested or are no longer valid. And this is the world in which we need to question if what we are and have been doing with intercultural learning, with internationalization, and, in general, with education, is really responding to emerging challenges and opportunities. Due to this, we all need to think out of the box, to challenge ourselves on our preconceived assumptions, and to get out of our comfort zone. It is a new reality, that, like it or not, we should learn to observe with different lenses if we are serious about more effectively designing proactive educational systems more attuned with new demands of an uncertain world.

## **A changing world**

When I was a teenager, while reading a then popular magazine, *Readers' Digest*, I remember well the following “quotable quote” that since such a long time ago has stayed stocked in my mind: “when I think about the future, I become concerned about the present”. And I think all of us involved in education, by observing what is happening in the world, and when we think about the future, we should be concerned about the present. Because there is no doubt that unless our educational systems rapidly embrace a significant transformation, most likely they won't be able to properly cope with what societies are demanding from them. The misalignment between needs, realities and expectations should concern

us. It is not just a matter of witnessing what happens, but also of how we can act today.

Let's take, for instance, the case of international and intercultural education, for which the kind of turbulent and very complex geopolitical scenario that we see in the world today is a significant wake-up call. In a way it looks like an unexpected new scenario caught us by surprise, since we were probably a little naive in our vision about education and international education. Up to now, our main assumption has been that intercultural and international education is something that brings people together, develops common understanding and empathy, and, in the end, will result in global peace and equality and long-term sustainability. But, against those wishes, what we see today in the world sometimes looks very different if we consider increased isolationism, uprising nationalistic views against internationalization, and xenophobic voices speaking against tolerance. So, what happened with all these ideas that we had about a world that would better thanks to the intervention of all of us working in international and intercultural education? Does this mean that work in this area has not been enough? Or inadequate? Or even wrong? It looks like instead of “a better world”, we are still globally observing acute asymmetries in equality of opportunities, and limited growth in employment, exacerbated by important demographic pressures. Even more, some kind of social skepticism and cynicism tend to prevail about the effectiveness and legitimacy

of the traditional institutions that have been part of the social fabric for generations such as governments, political parties, religions, and even colleges and universities.

Hence, we may have to re-think assumptions, expectations and aspirations of international and intercultural education in order to build something that is much more doable and impactful in the future. And this requires analyzing not only education per se but also issues outside of education such as demographics, technology, economics and of course socio-cultural factors. Let me elaborate on some of them.

### Some “unrelated” global trends

For instance, talking about demographics, we know that more and more people live in cities and this growth has been dramatic: in 1910 only about 10% of the global population was living in cities, but it is expected that by the year 2050 about 3/4 of the global population will be living in urban areas. In other words, education and society will become mostly urban.

Nevertheless, still 25% of the global population will continue living in rural areas and will need affordable education and other opportunities. Another interesting demographic trend is that the global demographic shift is not uniform: some parts of the world will experience a significant population growth while in other regions a significant decrease will occur. For example, while Africa will register a population growth of about 40% from 2015 to 2050, Europe will experience at the same time a 5% decrease. If we consider that by the year 2030 about 42% of the global youth is going to be in Africa, there is no doubt that educational pressures for the region will be substantial, and also the seeking of employment opportunities. The task ahead is unimaginable just considering that the baseline is very concerning: currently, 70% of youth in Africa live with less than 2 US\$ per day. And in the interconnected world in which we live, developed countries no longer can ignore this daunting reality.

In contrast, if we look at the case

of several countries in Europe and also Japan, the opposite is happening: there, a larger share of the population will be adults, many of whom will no longer be economically active. In fact, in Japan by 2050 it is expected that there will be 70 adults aged 65 and over per 100 persons aged 15-65 years. As expected, unless education and employment are improved locally, intra and inter regional migration will increase, in some cases, dramatically. The recent waves of migrants from Central America to the USA, or from Sub Saharan African countries to Europe, are just some indications of the increased movement of people in search of better opportunities, that will become more acute in future years if inequality of local opportunities persist.

In parallel, a gradual shifting in economic power is being experienced at a global scale. If we analyze the shares of the global middle-class consumption it is interesting to observe that while currently Asia has about 25 % of the global middle-class, by the year



**We may have to re-think assumptions, expectations and aspirations of international and intercultural education in order to build something that is much more doable and impactful in the future**

2050 its share will go up to 65%. In contrast, currently USA has about 15% of the global middle-class but by 2050 its share will be reduced to only 3%. Another way to see such shift is comparing the share of the world GDP between USA and China: while in 1990 the U.S. represented 21% of the global GDP and China only 4%, in 2016 the share of USA was reduced to 15% while China went up to 17%.

### Implications for education and intercultural learning

#### *But what is the connection of such and other related phenomena with education and intercultural learning?*

First of all, as expected, there will be a significant shift in the stock of people with education and advanced skills. For example, in 2013, 15% of people with higher education studies were living in the USA, but in the year 2030 such percentage will be reduced to only 8%. In contrast, for instance, India's share will grow from 14% to 23%, and China from 17% to about 27%. In other words, almost half of the global stock of people with higher education studies will be living in just two countries: China and India.

Secondly, global enrollment in education, and more specifically in higher education, will exist mostly in emerging economies. Let's look at the case of India where in only 8 years -from 2008 to 2016 - the total higher education enrollment doubled! Also, the number of higher education institutions reached the spectacular number of 42,000. It means that in the same period of time India established in average 6.3 new higher education institutions per day (including Saturdays and Sundays)! And even with such impressive growth, despite the fact that India now has the second largest higher education system in the world (soon becoming the largest one), still in the next 10 years it will have to grow by 10 million more seats just

to keep the current average access rate of about 29%. In contrast, in other aging countries no growth and even shrinking in higher education enrollment is expected. In fact, closing or size reduction of colleges and universities is unavoidable just for one single reason: they have no students anymore. In other words, the future directions of higher education will not be defined by what happens in traditional centers of economic power anymore, but increasingly in the emerging economies where the largest share of global higher education will exist. Also, as anticipated, there will be a brutal pressure for talent just because of the aforementioned global and regional demographic and economic realities. Such competition for talent can be seen in more aggressive policies in aging, high-income countries or striving emerging middle-income countries both aimed at attracting and retaining already trained advanced human capital. At the same time, competing efforts towards attracting international students are proliferating not only in the traditional players -namely U.S.A., Canada, Europe, U.K. and Australia - but also in other countries including India and China which more recently have launched similar efforts to attract international students. If we add to the equation the dramatic change in the labor market and the type, location and changing nature of future jobs, due to the technological shift being experienced globally in the midst of the 4th Industrial Revolution, it is obvious to conclude that the interphase of demographics, economics, technology and education, just to mention some issues, will be increasingly interlinked and will definitively matter in a future world of complexity, contradictions and tensions.



### Some questions yet to be addressed

There is no doubt that solutions of the past may not be useful in addressing significant challenges ahead. The global context in which education is and will be operating makes it necessary to wonder what to do and how. And for that matter, international and intercultural education is more needed than ever. But are solutions or formulas of the past enough? Probably not. In outlining some points for further consideration, it may be useful to address key questions or policy dilemmas. Some of them are discussed here.

#### *Higher education for whom?*

We know that education is the best lifelong investment that individuals and societies can make for a better future. A study on individual economic returns of education conducted by the World Bank shows that, in general, for every extra year of study there is a 10% increase in revenues on average, but when information is dissected by levels, it is in the higher education sector that there is the highest rates of



economic return today within the entire educational system, reaching up to 17%. Even though it is known that higher education is the greatest enabler of socio-economic mobility, it still continues to be an opportunity available for only a few, despite the significant growth that global higher education enrollment has registered in recent years. Hence, if higher education is just a dream yet to be fulfilled by many, especially in low income countries and in less privileged sectors of our societies, then this poses a significant challenge for us because we always have assumed that education is the greatest equalizer and the greatest factor of social and economic mobility in our societies, but in those cases it seems to serve as a deterrent of equality when it is accessible mostly to individuals and families from the more privileged sectors of society. If the poorest part of the population won't get access to higher education as the richest part, it is valid to question if education is a factor of social mobility and equalization of our society or if it is a mechanism to prolong the status quo.

### ***Then, international education for whom?***

The same concern about equality of opportunities in access to higher education, applies to the case of international education. For a variety of reasons it is a plus in the educational experience of students who are enrolled in elite institutions, or in non-elite ones but only those who can afford, for instance, the participation in non-subsidized international mobility programs. So the question is, what is the real impact that international education is having? And who is benefitting from it?

### ***And what about governments?***

In the increasingly globalized economy and society, governments in many countries have turned their attention to international education for a variety of reasons, including the interest in having well-ranked universities of international prestige for a higher share of foreign students and academicians, or considering the significant economic impact that international students have in host communities, just to mention some. But are governments really interested in it? Paradoxically, internationalization is quite low or very narrowed in the priorities of governments. The idea that international and intercultural education is just about mobility, prestige, and, more lately, rankings, greatly prevails. They don't think that international and intercultural education is more about globally-minded and locally-responsible citizens. Is it really that they don't care or is it that we in the field of international education are still unable to make a better case that what we do is central for the improvement of the educational experience? Several surveys show, for instance, that the typical priority of governments is to close the gap between education and employment. We know that international education helps to bridge that gap. However, the case being made with decision makers may not be strong enough, among other reasons because limited evidence is gathered.

### **International and intercultural education at a crossroad**

I propose that the internationalization movement is truly at a crossroad. Our assumptions are being challenged: we usually say that internationalization will result in open-minded individuals that are going to be multicultural, tolerant, informed citizens. We also assume that internationalization will lead to more interconnected societies, and that this will increase the economic and social welfare, and lead to more equal societies and to a borderless world. But signals we see in the world today seem to be challenging such assumption, or at least their effectiveness.

It is time to rethink the role of education and intercultural learning and the international dimension in a world which is still having persistent social inequality and ideological polarization. The uncertainties of today's world should serve as a wake-up call to seriously reflect about the impact of international and intercultural education.

# Teacher training and Toolbox of intercultural learning activities based on the whole school approach



■  
**FLAMINIA BIZZARRI**  
*School Relations Manager, Intercultura*



■  
**MARIE DOSSOGNE**  
*Responsible for intercultural learning and school relations at AFS Programmes Interculturels (Belgium French community)*

## THE TRAINING

At the beginning of the project, the goals of the project group were to focus **on experiential learning** of teachers and to **develop self awareness** of their own intercultural skills, so as to provide teachers with **references about the Intercultural learning** theories and make them aware of how the development of intercultural competence is focused on by **European and international Institutions**, to help teachers to develop intercultural competence in their students.

Therefore the training was planned in a very interactive way, with quite a few self-reflection activities, alternated with a presentation of the institutional or academic frame of reference and active piloting of the activities of the toolbox that the participants had been requested to test in their classes.

Since the Erasmus+ project involved so many partners, the training process started in Berlin in the summer 2017 with the organisation of a 3-day course on intercultural learning + a 2-day training for trainers. There were 14 participants - mostly teachers - who had been chosen by

each project partner organisation and had agreed to act as “multipliers” and to organise a 2 or 3-day intercultural teacher training in their own country between October 2017-March 2018.

In order to prepare themselves for the training all the participants had a **couple of tasks** to be done before the meeting. They had to interview their own principal and answer to an online *Questionnaire on the intercultural dimension of the school*, in order to have a clear commitment from their school leader to enhance the intercultural dimension of the school and to define the priorities to work upon.

The expected challenges considered were:

- 1. length of the training:** in many countries a 3-day training is too long. Therefore it was decided to design some compulsory and some optional sessions.
- 2. recognition of the training** by the Ministry of Education, as in many countries teachers had to participate on a voluntary basis
- 3. familiarity of the participants** with **non formal education methods**

## FIRST SESSION

The first session focused on intercultural self awareness through activities on identity and relations with others and critical incidents, followed by the presentation of a few cultural models (*Geert Hofstede - the onion, Unesco - the tree, Edward Hall - the Iceberg*). The session ended by acquiring self awareness on which skills each one should develop to be able to behave *effectively and appropriately* in intercultural situations and by connecting these skills and competences with the frame of reference given to these matters by OCSE/PISA global competence assessment, the key competence updates by the EU commission, and the Council of Europe in the Competences for a Democratic cultural approach.

## SECOND SESSION

The second session focused on the role of intercultural learning at school and its relationship to the participants' teaching practices. This session was completed by introducing some definition of Intercultural Competence with reference to the models of Darla Deardorff and of the

Council of Europe competences for a Democratic cultural approach and some hints for intercultural competence assessment (*see box 1*). Some practice on assessment was also done during the teacher training sessions mostly as self reflection groups, tests, visual evaluation, interviews. quality assurance systems are rarely linked to the framework of competences and learning outcomes to be acquired by student teachers.

## Box 1

### Just to mention a few assessment tools:

- Deardorff self- reflection questionnaires from FILE 2016 - Intercultura pg. 34-36
- COE - Are you intercultural
- COE - Autobiography of Intercultural Encounters -
- AKI tests which, for a matter of simplification - had been adopted in the project as it provided some questions to help the reflection and the pre-post assessment of some of the changes that may have occurred

## LAST SESSION

The last sessions focused very practically on the use of the toolbox in the classes. (*see box 2*)

## Box 2

- The training sessions have been published online on the website [intercultural-learning.eu](http://intercultural-learning.eu). They are aimed at those teachers and/or trainers interested in running them with their colleagues in their schools.
- The sessions are organised in 3 possible agendas and 8 training activities that can be assembled according to the time available for the course. Each session is designed with clear goals, learning objectives, space requirements, materials needed, step-by- step description and time. All the contents are linked online on the website and include the use of the activities of the toolbox.
- The Erasmus+ project partners are ready to give support or cooperate with the teachers or trainers willing to develop them.

## The toolbox

- Aimed at supporting the school heads, teachers and educators in the development of the students' intercultural competences, the toolbox gathers a number of activities and tools that can be used in and outside the classroom, whether during a specific lesson or rather as a school project involving many different stakeholders, i.e. parents, local NGOs and associations,... This is the so-called "whole school approach" encouraged throughout the project. Developing the intercultural competence of the students and first and foremost the teachers is a quite ambitious objective, which can not be obtained by a "one-off" activity. It takes time and repetition in the long run to effectively enhance the attitudes, knowledge and skills students need to interact successfully in an intercultural environment. Activities lasting a full year can therefore be found in the toolbox and other ones are intended to be combined transversally to develop different skills and arise some interculturally positive attitudes. This wide range of types, lengths, levels and settings of activities made it a challenge to organise the toolbox.
- We have decided to organise the activities in 4 sections and tag each of them with the specific aspects of intercultural competences defined in the framework of Competences for Democratic Culture they are supposed to work on. These competences are complemented by the specific learning objectives of the activity. In the future, we hope to gather more STEM-related activities in order to help teachers include these interactive and inclusive tools in their everyday lives, even though mathematics and openness to other don't seem so close subjects at first sight.
- One of the other advantages of the toolbox is the multilingual mode which enables the user to select an activity in one of the 4 available languages, a clear asset for foreign language teachers. The toolbox and related training being valued by some other partners, the contents will soon be translated in some other languages (Spanish, Dutch, Greek).

## The Erasmus + funding is finished... long live the toolbox !

Even though the project itself came to an end last October with the final Conference, some good news are quite promising for a more long-term future of the work done in the last 2 years. Indeed, one of the partners, ESHA, is planning to work with a pedagogist on improving the toolbox and providing more training for Principals and teachers in its network. Trainings are also offered in Belgium and recognised by the official in-service training provider, the IFC.

Last but not least, as the project is made for teachers and somewhat by teachers, we are also proud to introduce the project on the eTwinning European platform and invite teachers to collaborate and give feedback or share a lesson plan that was based on the tool itself.

Be it for the toolbox itself or for the training, we wish all their users a lot of success in developing their own and their student's intercultural competences!

## A whole school approach to Intercultural Learning

# The role of upper secondary teachers' education and school pupils' curricula



**ELISA BRIGA**

*European Federation for Intercultural Learning*

1. Whole school approach can be defined as a holistic approach in a school that has been strategically constructed to improve student learning, behaviour and well-being, and provide conditions that support these. The approach involves all members of the school community, including school management, school staff, students, parents and the broader community – working together to promote a sense of belonging and cohesion.

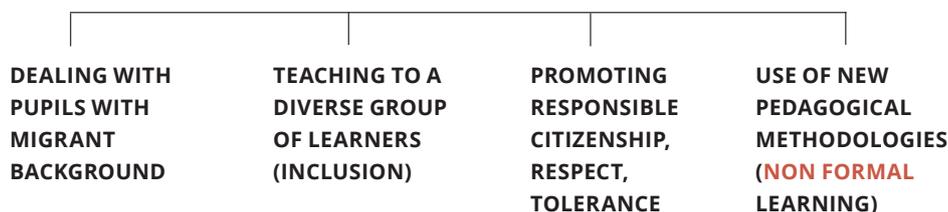
A 'whole school approach' implies cross-sectoral alliances and stronger cooperation with a wide range of stakeholders beyond the educational field (e.g., social services, youth services, psychologists, health workers, local authorities, NGOs, businesses, etc.). For this approach to be effective, school management needs to identify and address the needs of the school community and must also be involved in ongoing monitoring and evaluation, with respect to incidences of intolerance (NESET II, Report Education Policies and Practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU, (European Commission, 2016), page 28)

The content of Initial Teacher Education (ITE) and Continuous Professional Development (CPD), and of school pupils' curricula, is a key element for the promotion of a whole school approach<sup>1</sup> to intercultural learning. The Erasmus+ project Intercultural Learning for Pupils and Teachers explored how these learning programmes are already fostering the development of intercultural competence within upper secondary schools, and how they can be enhanced to better pursue this objective. The project consortium gathered the findings in two separate studies, one on teacher education and one on school curricula, focusing on the current situation in Belgium (French and Flemish speaking community) France, Germany, Italy, the Netherlands.

The studies are structured in country overviews which provide the information on the legislation and practice, and then provide policy recommendations for improvement. The overviews are based on desk research, interviews with experts and meetings with policy makers in Belgium French community, Italy, France and Germany.

The research conducted shows that although international and European policies in the field of education stress the need of developing intercultural competence, this is not necessarily reflected in national education policies.

For what concerns ITE and CPD, in all the five countries, intercultural learning (ICL) is **implicitly** present in teachers' competence frameworks as part of **transversal** skills, such as:





In general, ICL is more clearly present in teacher education related to **subjects**, particularly *citizenship education and language learning*. However, when ICL is not present in school curricula, it is consequently less present in teachers' ITE and CPD as there is no apparent need to foster this competence as teachers do not have the clear mandate to develop it among students, and assess it. In some countries (France, Belgium French community) where ICL has been recently closely linked to citizenship education, teacher training has adapted accordingly.

In the case of **curricula for upper secondary schools**, intercultural learning can be included in different ways, ranging from the whole school approach, cross curricular teaching, and when addressing controversial issues in the classroom. As it happens for teacher training, ICL is especially integrated in the two main subjects mentioned above, and it is also present in Religion/Moral studies/Ethics, History, education to promote Empathy and Social Emotional Learning (SEL). Moreover, ICL is especially fostered through extracurricular activities outside school and in cooperation between formal and **non formal** education, and through pupil mobility programmes. The latter

can be conducted in various forms: long term/short term, individual/group, hosting/sending, virtual exchanges.

From an analysis of the findings of the studies, it is clear that when intercultural learning is only mentioned as a transversal competence, its importance is diluted and no clear learning objectives, and therefore instructions, are provided. This often results in teachers using a simplified concept of culture when addressing the topic in the classroom, and therefore reaffirming stereotypes and a nation-centric concept of culture, which overlooks the complexity of multiple identities. In all countries included in the research, the promotion of intercultural learning has been closely linked to the phenomenon of migration, and the need of education policy to support integration of migrants and their acquisition of 'citizenship values'. This link can cause two potential issues: 1) the belief that the need for ICL is only for migrants, while on the contrary it is a competence that needs to be developed by all members of society 2) the promotion of a nationalistic approach to citizenship, namely the need to provide an education to newly arrived migrants on country specific norms and values, which are usually connected to the concept of 'national citizenship'.

## From several studies it emerges that the main learning outcome of long-term pupil mobility is dealing with diversity

In addition, ICL has been usually connected to learning a foreign language and therefore only language teachers have felt concerned about the topic, and have been usually delegated the task of promoting intercultural exchanges within the school, also through pupil mobility.

Finally, even if pupil mobility at upper secondary school level is promoted by policy as a key tool for intercultural learning, it is not supported by recognition systems which allow students to re-enter the school system of their country after having spent a study period abroad.

The project has focused specifically on the latter as a boundary to the promotion of ICL, since the majority of the project partners are non-profit organisations promoting pupil exchanges. According to the findings of the study – complemented by a larger one conducted by EFIL on additional 23 countries, existing recognition systems can be divided in two categories:

- **Recognition based on certificate of attendance:** the exchange student upon return is admitted to the next class. The main document requested is the certification of the completion of the previous academic year in another country. No matching of subjects between the sending and hosting school is foreseen and no additional exams are required. This recognition procedure can include a learning agreement based on competences, especially transversal ones.

- **Recognition based on transcript of grades:** the exchange student upon return can be admitted to the next class based on the correspondence of subjects between the sending and hosting school curricula, which is evaluated by the competent authority. The main document requested is the transcript of grades with matching subjects. Usually a learning agreement based on subject related knowledge is required.

From several studies it emerges that the main learning outcome of long-term pupil mobility is dealing with diversity. **Therefore a recognition system strictly based on matching of subjects and conversion of transcript of grades collides with the main purpose and impact of pupil mobility:** experiencing a different school system and different ways of living and learning. Therefore in order to embrace the transformative potential of mobility experiences, **national education systems should shift from a “traditional” content-based curricula to a competence-based approach**, valuing non-formal and informal learning, and promote the development of pupils’ attitudes and skills, in addition to subject-knowledge. Based on the findings summarized above, **the studies provide policy recommendations** to improve the whole school approach to ICL through the inclusion of this competence in teachers’ and pupils’ learning path. On the next page is an overview:

### ICL in teacher education

- There should be an explicit mention of ICL in teacher competences and in the learning outcomes related to school subjects.
- Initial Teacher Education should include the development of teachers' intercultural competence through lessons on ICL theory and practice, such as taking part in and planning activities based on experiential learning methods, cooperation with non-formal education providers experts in ICL, a compulsory learning mobility experience.
- Continuous Professional Development of teachers and school heads should foresee the promotion and recognition of training courses on ICL, professional communities of practice on this topic, awareness raising initiatives on the importance of ICL specifically targeting school principals.

### ICL in school curricula

- ICL should be included in the learning outcomes of school subjects, especially citizenship.
- ICL and pupil mobility should be explicitly mentioned in the educational offer of schools, by being present in its mission statement. This would ensure that ICL is promoted by all stakeholders in the school community, and not linked to isolated initiatives of single teachers.
- Initiatives of cross-curricular teaching focused on developing intercultural competences should be fostered.
- School principals should identify school staff in charge of the promotion of ICL. This staff should not be the only person running ICL activities, but the one ensuring coordination among the various initiatives on the topic.
- Schools should evaluate their intercultural dimension through continuous assessment using the existing tools, and plan activities accordingly.

#### For more information:

🏠 [www.intercultural-learning.eu](http://www.intercultural-learning.eu)

*A Brief Overview on Intercultural Learning in Initial Teacher Education and Continuing Professional Development for teachers of Upper Secondary Schools (Wiebke Hoffmann, Elisa Briga)*

*A Brief Overview on Intercultural Learning in Curricula of Upper Secondary Schools and the Recognition of Long-Term Individual Pupil Mobility (Elisa Briga)*

### Fostering ICL through pupil mobility

- Schools should provide to pupils information on mobility opportunities and encourage them to take part, especially those with fewer opportunities (for which appropriate funding is needed).
- Policies should support schools hosting exchange pupils with effective tools to integrate them faster and better, and valorise their presence for the benefits of the whole community.
- Legislation on recognition of school study periods abroad objective should aim at fostering pupil mobility and internationalisation of schools based on the objective of learning from diversity. Therefore recognition policies should not be based on the validation of documents from foreign educational systems but rather on assessment of key competences and acknowledging the value of the transversal competences developed by pupils. No additional exam upon return should be required.
- In case of learning periods abroad shorter than a year, schools should ensure proper recognition of the learning, re-integration in the class and support to pupils in catching up with the curriculum.
- Recognition procedure should be adapted to the specificities of the school systems and school culture in a given country. However, these specificities, such as length of cycles, financing of schools, size of classrooms, should not constitute an obstacle to pupil mobility.
- Policies on recognition should ensure an equal treatment to all students, and the same procedure should apply for study periods abroad in EU countries or anywhere else in the world.
- School authorities and Ministries of education should foresee a continuous evaluation of the recognition procedures to ensure that it successfully promotes pupil mobility.
- One isolated measure of the ones listed above is not enough, and a 'whole school approach' is needed also in policy making. Therefore governments, schools and non-profit organisations expert in ICL need to work in partnership to put in place together this series of measures.

## Erasmus+ HAND in HAND project

# Can enhancement of social, emotional and intercultural competencies help build inclusive societies?

■  
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The HAND in HAND programme's overall goal is to help build inclusive societies by fostering the social, emotional and intercultural (SEI) competencies of students and school staff – the whole-school approach. HAND in HAND is a European policy experimentation project. That means that it will develop an open-access systemic policy tool – an EU-based, universal and social-emotional and intercultural (SEI) learning programme: the HAND in HAND programme. The project targets the need experienced in Europe and internationally to develop inclusive societies for every student to feel accepted and be able to achieve their potential. The challenges with providing equal opportunity in public education for all students can only be addressed in mutual collaboration between EU member states.

Theoretically the project builds on the SEI competencies. CASEL (2013) outlines five dimensions of social-emotional (SE) competencies in students that have also been applied to school staff (Schonert-Reichl, Hanson-Peterson et al., 2015). These dimensions are: self-awareness (identifying and recognising emotions and understanding the impact on behaviour; accurate self-perception;

recognising one's own strengths, needs and values; self-efficacy...); self-management (impulse control and regulation of one's emotions, thoughts, behaviours, self-motivation and discipline, managing stress...); social awareness (appreciating diversity, perspective taking, empathy, respect for others, understanding and appreciating family, school, community resources...); relationship skills (maintaining positive and rewarding relationships, communication competencies, social engagement and building relationships, working cooperatively, conflict management...); and responsible decision-making (problem solving, making constructive and respectful choices about personal behaviour and social interactions based on personal, moral and ethical responsibility...). The HAND in HAND project addresses also intercultural (I) competencies. Intercultural (I) competencies are defined as the ability to communicate effectively and appropriately in intercultural situations based on one's: intercultural knowledge (e.g. self-awareness, understanding and knowledge of intersectional differences); competencies (e.g. seeing from others' perspectives; to listen, observe and interpret; to analyse, evaluate and

relate; ability to interpret a document or event from various cultures; ability to acquire new knowledge of a culture and culture practices), and attitudes (respect – valuing other cultures, cultural diversity; openness – to intercultural learning and to people from other cultures; withholding judgement; curiosity and discovery – tolerating ambiguity and uncertainty) (Deardorff, 2004, 2015; Frello, 2006; Blell & Doff, 2014).

When students possess enhanced social and emotional competencies, this leads to several positive outcomes: better educational outcomes, better mental health, lower numbers of early school leavers, improvement in prosocial behaviour, decrease in physical aggression, and a positive self-image (Bierman, Nix, Greenberg, Blair, & Domitrovich, 2008; Durlak et al., 2011; Sklad et al., 2012; Zins, Weissberg, Wang, & Walberg, 2004). In addition, students with better social-emotional competencies: are more active in the classroom, express their opinions and points of view more clearly, integrate, evaluate and accept other people's opinions, and have better relationships with their peers and school staff (Cook et al., 2008; Ragozzino et al., 2003; Elliot, Frey, & Davies, 2015, Mallecki & Elliot, 2002).

School staff's social and emotional competencies have been recognised as being vital for: the development of students' social and emotional competencies (Schonert-Reichl et al., 2015), students' behavioural and academic achievement (e.g. Hamre & Pianta, 2001; Valiente, Lemery-Chalfant, Swanson, & Reiser, 2008), students' learning and development in general (Jennings & Greenberg, 2009), and school staff's own well-being (Jennings & Greenberg, 2009). Moreover, in a seven-year study of 400 elementary schools, Bryk and Schneider (2004) found that the quality of social relationships among the school community (principals,



school staff and students) is central to the students' functioning, and strongly predicts positive student outcomes. At the same time, the intercultural competencies of school staff cannot be assumed and must be prepared at the systemic level (Downes & Cefai, 2016) in order to create an inclusive environment and promote/develop students' intercultural competencies.

The main outcomes of the project are the HAND in HAND programs designed in collaboration across partner institution with aim to foster SEI competencies of students and school staff as a whole school approach. In order to test whether the HAND in HAND programme has a positive effect on the SEI competencies of students and school staff (and an inclusive classroom climate), we will test the effectiveness of the HAND in HAND programme. Following a prior measurement (HAND in HAND assessment) of the SEI competencies, a group of students (and their school staff, principals and other school staff) will be subjected to the HAND in HAND programme in several different conditions: the first is the implementation of two programs for school staff and students as a whole school approach, the second and the

**When students possess enhanced social and emotional competencies, this leads to several positive outcomes**

third is implementing only one component, either the student program or the school staff program. These three experimental conditions are further compared to a control condition where no training is implemented. The experiment is planned to be carried out in the same way across all of the countries conducting the HAND in HAND field trial: Slovenia, Sweden, Croatia and Germany. Strict procedures are followed for sampling, implementation of the field trials, evaluation, and quality assurance.

The HAND in HAND is European policy experimentation project, which means that its main output (HAND in HAND SEI programs for school staff and students) will not only be developed, implemented, monitored and evaluated but also translated into key recommendations for policy and practice. Preparing HAND in HAND policy

guidelines, therefore, requires not only a high quality of the programs but also comprehensive knowledge about the national policy contexts in which the HAND in HAND program is going to be implemented and, in the future, also up-scaled and transferred. Constant involvement of high-level expertise of public authorities guarantees that program developed is relevant, adapted to national contexts and transferable to different national contexts and beyond. The project aims to change the role of SEI competencies in educational settings. Even though the SEI competencies have proven positive effects on individual-level and school-level outcomes, so far they are not explicitly included in all national education systems across Europe.

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# Open Schools for Intercultural Learning



■ **FRED VERBOON**  
*European School Heads Association*



■ **ESZTER SALAMON**  
*International Parents Association*

The 9th Forum on Intercultural Learning and Exchange took place in Brussels, Belgium at the European Economic and Social Committee on 24-27 October. It was hosted by the European Federation for Intercultural Learning, and funded by Fondazione Intercultura and the Erasmus+ programme. It focused on the topic of Intercultural Learning: a whole school approach and showcased the results of Erasmus+ projects such as Intercultural learning for pupils and teachers, Open Schools for Open Societies and Open School Doors. The aim was to link project outcomes and tools developed to the latest policy developments at the level of the European Union, Council of Europe, OECD and UNESCO.

The Forum was building on the outcomes of the previous edition which tackled the theoretical aspects of intercultural training of teachers. The event made it possible for a selected group of about 60 researchers, policy makers, teachers, headmasters and educators to look how to expand intercultural learning to all actors involved in the school, in an integrated approach.

## Key questions discussed at the Forum:

- What are the elements of a whole school approach to ICL
- What are some examples?
- Who are the various stakeholders involved and what are their roles?
- What preparation is needed for teachers?
- What is the role of an exchange program?
- What assessment system can be used?

Lack of relevance of school for students was identified as a major issue to tackle and the reason for transforming education. Participants agreed that curiosity and trust are key to being able to involve community. For this, school needs to become a learning organisation. School heads as well as other members of leadership – and to a certain extent all educators – need to be committed and also to acquire change management skills to succeed. Non-traditional school achievements need to be valued and highlighted. It is necessary to open

school doors for the community to enter the school, but also for teachers to go out and meet parents and children outside of school.

Opening up schools is the only promising solution for the necessary transformation for 21st century learning, but it is currently endangered by some national and European trends to exclude local communities, even stakeholders from the school under often false pretences of security.

During the afternoon, two interesting projects were presented:

- **The Open Doors project** was presented by Eszter Salamon of the European Parents Association
- **The Open Schools for Open Societies project** was presented by Fred Verboon of the European School Heads Association.

The Open Schools for Open Societies is a project that aims the support 1000 schools to become true open schools. The principles of the project are based on the assumption that learning is not limited to the classroom. Students learn from local businesses and all kinds of other organisations.

An open school is a more engaging environment for learning and makes a vital contribution to the community: student projects meet real needs in the community outside school and draw upon local expertise and experience. And finally: learning in and together with the real world

creates more meaning and more motivation for learners and teachers.

The consortium members of the Open Schools for Open Societies project have developed a number of essential resources that schools can use to successfully implemented the project. These resources includes a comprehensive organisational change model (how to open up a whole schools), over 50 inspiring projects, training opportunities, an online community and a support model.

The project is available in 11 European countries. In each country, a coordinator engages the schools individually and offers training opportunities and support to interested teachers. Schools are expected to implement at least one of the published good practices and give feedback about the implementation to the project members. Based upon this feedback, the project's resources will be improved continuously.

The presentation included a detailed overview of project's resources. Special attention as given to the whole school approach that is applicable to all innovations in education, also the implementation of Intercultural Learning in schools.

*Further information about the projects and its goals is published at the website of the project:*

🏠 [www.openschools.eu](http://www.openschools.eu)

*Participation is free of any costs and available for schools in all 11 European countries:*

🏠 <https://www.openschools.eu/join-osos/>

Through parental engagement parents from all social backgrounds and groups may participate adequately in the decision-making and school development processes and are represented in the parental boards of the school; parents' representatives are also included in the social, political and external networks of the school.

Coordinated by scientists of the Media Center and the Faculty of Educational Sciences of the TU Dresden and in close cooperation with educational practitioners and researchers from Austria, Belgium, Greece and Great Britain, the „Open School Doors” consortium is investigating how parents with a migrant background can be more actively involved in the education of their children - with the help of digital media.

The main target groups of Open School Doors are school heads and class teachers, but other school staff that works in counselling and support systems as well – because those professionals rarely have adequate skills for the digitally supported integration of migrant families in education.





### Project Aims:

Open School Doors project aims at reducing disparities in learning outcomes affecting learners from disadvantaged backgrounds such as migrants with specific measures:

1. Open School Doors tries to inspire and motivate teachers and school managers for cooperating with parents with a migrant background and creating constructive and sustainable partnerships with them.
2. Its aim is to train teachers and school principals, so that they acquire positive mindsets and skills that will enable parents' motivation to get also engaged in schooling. Open School Doors will in fact design a Training Framework after examining the skills, needs, local conditions and obstacles that teachers should be able to deal with in order to engage parents with a migrant background. This Framework aims at qualifying teachers to deal with foreign cultures and their specific features in a sensitive and goal-oriented way.
3. Open School Doors does also launch an innovative approach (on pedagogic and technical levels) to train teachers (using online tools apart from face-to-face sessions) as well as social networking applications to connect them with the parents of the participating schools' pupils.
4. The project does also constitute a European wide initiative, targeting a final number of 50 schools from five EU countries.

### Training Framework

Open School Doors has an innovative approach to training teachers (using online tools apart from face-to-face sessions) as well as social networking applications to connect them with the parents of the participating schools' pupils. The online training will be launched to the public after a piloting period at the beginning of 2019.

### Parents understand the Open School concept

Teachers' work is also supported by information material designed for parents, taking into account that they may have limited vocabulary or limited knowledge of educational jargon.

#### Info

*More information and links to the training and downloadable material can be found on the project website*

*🏠 <http://openschooldoors.westgate.gr/>*

# AFS Global Competence Readiness Index for Schools



■  
**ANA CAROLINA  
CASSIANO**  
*AFS Intercultural  
Programs*

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The world today is marked by complexities and challenges that require us to learn, work and live together across diversity. Increasingly Governments, and education experts acknowledge that for us to be able to live together peacefully, it is essential that we understand differences in all of its forms, and develop the skills needed to navigate these differences.

One of the imperatives in today's education, and for schools in particular, is therefore the need to prepare youth with the skills, knowledge and attitudes to participate appropriately and effectively in our increasingly diversifying world and to tackle global challenges together.

With the aim of supporting schools with this task, AFS has developed the AFS Global Competence Readiness Index. The Index helps educators determine how prepared their schools are, in **all aspects of school life**, to foster global competence among their students, thereby empowering learners to be truly 21st century-ready. This tool was developed with the vision to provide schools with both the knowledge and tools to improve their global competence readiness no matter where they are, and to provide educational authorities and policymakers with data that can inform policy and decision-

making related to global competence education.

The Index is a tool and resource kit consisting of:

- a self-assessment questionnaire,
- a resulting “readiness” profile ranging from “beginning” to “leading,”
- customized recommendations and actionable materials to help educators enhance the ways in which they foster global competence in their classrooms and larger school environment.

As part of the index's development a total number of thirty-three similar existing assessment tools were identified on the basis of recent literature reviews (Griffith, Wolfeld, Armon, Rios, & Liu, 2016; Leung, Ang, & Tan, 2014). Thirty-two of these tools focused on the individual assessment of global competence, internationalisation or related concepts (e.g. intercultural communication), and only one tool aimed at observing “how well school policies, programs, and practices respond to the needs of diverse groups and prepare students to interact globally” (Bustamante, 2006, *The School-Wide Cultural Competence Observation Checklist*). Current literature reviews on global competence assessment (Fantini, 2007; Griffith et al., 2016; Leung



**The Index measures two key aspects of global competence implementation within the school: policies, attitudes and knowledge; practices and actions.**

et al., 2014) included no tool that specifically focuses on determining whether schools are ready to develop global competence in their students.

With this in mind, the core self-reflection survey comprised in the Index was designed by AFS Intercultural Programs' through a team of international education experts from around the world. It was informed by existing tools, such as the Organization for Economic Co-operation and Development's (OECD) *PISA Global Competence Framework* and the *Intercultural City Index and Benchmarking Tool* by the Council of Europe. Frequently used in educational and social science research, this type of self-reflection tool is an effective way of reaching a large pool of participants, while allowing for rapid collection of data from multiple geographies. It is also in line with trends in education and psychology research.

The Index measures two key aspects of global competence implementation within the school:

- i) policies, attitudes and knowledge;
- ii) practices and actions.

Additionally, it also includes questions regarding requirements outside the school's control and demographic data that may help to foster global competence.

Some examples for each of these are:

**Policies, attitudes and knowledge:**

- Whether there is a policy in regards to teaching Global Competence
- Whether professional development is part of the school's policy to develop global competence in their faculty

**Practices and actions:**

- Whether teaching a foreign language is part of the school's approach
- Whether the school hosts foreign students or has students involved in study abroad experiences

Initial test runs of the AFS Index were conducted with educators in Australia, Argentina, Brazil, Kenya and the USA in February and March 2018. Then, between April and July 2018, over 600 educators completed the pilot phase of the survey in eight Latin American countries: Argentina, Brazil, Colombia, Costa Rica, Dominican Republic, Guatemala, Mexico, and Panama. Data obtained from these pilot studies were analysed to sharpen the framing of questions and to formulate the scales on which the survey results are organized.

Preliminary results from the pilot study already point towards interesting insights. For instance, it identified that 79% of schools with a "leading" profile hold intercultural events regularly while none of the schools with a beginner profile engaged in study abroad opportunities for students (hosting or sending). Additionally, only 58% of all schools make professional development opportunities in Intercultural Learning/Global Competence/or similar available for their teachers or administrators.

Findings such as these can help organisations and governments identify how we can better support schools, teachers and the greater formal education community to foster stronger institutional practices that build global competence. Additionally, the data collected will be analysed to gauge where - locally, nationally, regionally and internationally - areas of excellence and gaps exist in order to inform the efforts of policymakers and educational authorities. AFS will issue annual reports beginning in 2019.

# The Council of Europe's Reference Framework of Competences for Democratic Culture Recommendations on the use of a whole school approach, and new developments relating to the RFCDC



**MARTYN BARRETT**

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In April 2018, the Council of Europe published the *Reference Framework of Competences for Democratic Culture (RFCDC)* in three volumes (see Figure 1). In essence, the RFCDC provides a comprehensive set of materials for promoting the democratic and intercultural competences of young people, using the formal education systems of countries in order to do so. The primary audience of

the Framework is the ministries of education of the member states of the Council of Europe (47 European countries) plus 3 additional signatory states to the European Cultural Convention (Belarus, the Holy See, and Kazakhstan). However, a very important secondary audience consists of education practitioners throughout Europe – school principals, teachers and teacher educators.



Figure 1

It is worth noting at the outset that there is very strong political support for the implementation of the RFCDC. For example, the Framework was presented to the education ministers of the 50 countries at the Council of Europe's *Standing Conference of*

*Ministers of Education* in Brussels in April 2016. The *Final Declaration* of the conference welcomed and endorsed the RFCDC, and called on the Council of Europe to assist the member states in examining and implementing it in their own national education systems.

## The RFCDC provides a comprehensive and coherent competence-based approach to citizenship education, human rights education and intercultural education.

In addition, the RFCDC was strongly endorsed by the Parliamentary Assembly of the Council of Europe in April 2016, and it has also become a key component of two Council of Europe action plans: the *Action Plan on Building Inclusive Societies*, and the *Action Plan on the Fight against Violent Extremism and Radicalisation leading to Terrorism*. In addition, the RFCDC has formed the main topic of major conferences for politicians and policymakers that have been organised by the ministries of education in Andorra, Cyprus, Czech Republic, and Denmark. The RFCDC will be further showcased in 2019 in additional conferences that are being organised by the ministries in Finland, Greece and Portugal.

One reason why there has been such a positive response by the ministries to the RFCDC is that the Framework was developed through a process of extensive discussion and consultation with the ministries themselves, through the Council of Europe's *Steering Committee for Educational Policy and Practice*. This process ensured that the RFCDC met the needs of the education ministries and was suitable for use by education policymakers and practitioners alike.

### WHAT IS THE RFCDC?

The RFCDC provides a comprehensive and coherent competence-based approach to citizenship education, human rights education and intercultural education. It offers detailed proposals on how formal education – ranging all the way from pre-school through to university level – can be used to equip young people with the competences needed for participating actively in democratic culture, for respecting, promoting and defending human rights, and for engaging in respectful, appropriate and effective intercultural dialogue with others.



### Background assumptions made by the RFCDC

There are two very important background assumptions to the RFCDC. The first of these concerns the use of the term 'democratic culture'. In developing the Framework, we have deliberately used this term to emphasise the fact that, while democracy cannot exist without democratic institutions, these institutions themselves cannot work in practice unless citizens hold democratic values and attitudes and are willing to engage in democratic practices. In other words, our argument is that a functioning democracy requires citizens to have:

- A commitment to democratic processes
- A willingness to express their own opinions
- A willingness to listen to the opinions of others
- A commitment to decisions being made by majorities
- A commitment to the protection of minorities and their rights
- A conviction that conflicts must be resolved peacefully

The second key assumption underlying the RFCDC is that democratic culture, in culturally diverse societies, requires intercultural dialogue. This is because a fundamental principle of democracy is that the people who are affected by political decisions should be able to express their views when those decisions are being made, and that decision-makers should pay attention to those views when making their decisions. Intercultural dialogue is precisely the means through which citizens can communicate their views, needs, concerns and aspirations to other people who have different cultural affiliations from themselves. In other words, in the case of culturally diverse societies, intercultural dialogue is absolutely vital for democratic discussion and debate, and for enabling all citizens to contribute to political decision-making on an equal footing, irrespective of their specific cultural affiliations. The RFCDC therefore views intercultural dialogue as being

crucial for democratic culture and for enabling democracy to function properly.

**THE THREE COMPONENTS OF THE RFCDC**

The RFCDC consists of three components: a conceptual model of the competences that young people need to acquire in order to participate effectively in democratic culture and intercultural dialogue; scaled descriptors for all of the competences that are contained in the conceptual model; and guidance for ministries of education and for education practitioners on how to use the model and the descriptors in formal education.

**The first component of the RFCDC: the conceptual model**

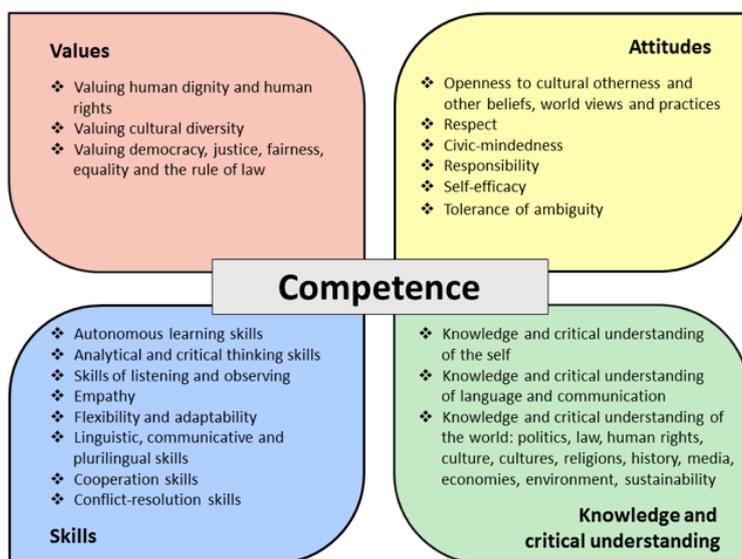
The conceptual model was constructed on the basis of an audit and analysis of 101 existing models of democratic competence and intercultural competence that are available in the research literature and in policy documents. A set of principled criteria was used

to identify the core competences contained in these models. The new model that was derived through this process provides a detailed description of these core competences that people require to participate effectively in democratic culture and intercultural dialogue. These are therefore the competences that education needs to help young people to acquire if they are to function as effective democratic citizens and engage in respectful intercultural dialogue.

The conceptual model contains 20 competences in total, and they fall into four broad categories: values, attitudes, skills, and knowledge and critical understanding. The model is depicted diagrammatically in **Figure 2**.

The RFCDC proposes that, in real-life situations, these 20 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 and adaptive response requires the constant monitoring of the situation and the appropriate ongoing active adjustment of the competences being deployed. In other words, a competent individual mobilises and deploys clusters of the 20 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.

Figure 2. The RFCDC conceptual model of democratic and intercultural competence



### The second component of the RFCDC: the descriptors

The RFCDC also contains descriptors for all 20 competences in the model. Descriptors are statements or descriptions of what a person is able to do if they have mastered a particular competence to a particular level – in other words, they provide examples of the concrete observable behaviours which a person will display if they have achieved a certain level of a given competence. The descriptors have been formulated using the language of learning outcomes – that is, each descriptor contains an action verb and the object of that verb, and the behaviour

that is described by the descriptor is both observable and assessable. Because they are learning outcomes, the descriptors can be used for curriculum development, pedagogical planning and assessment purposes. The descriptors have been validated and scaled to three levels of proficiency (basic, intermediate and advanced) using data that was collected from 2094 teachers across Europe. The scaled key descriptors for the competence of civic-mindedness are shown in **Box 1**. The RFCDC contains analogous lists of scaled descriptors for all 20 competences.

### The third component of the RFCDC: the guidance for implementation

The RFCDC also contains six guidance chapters that explain how the competence model and the descriptors can be implemented in formal education. These chapters are on:

- How to use the Framework for the purposes of curriculum review and development
- The pedagogical methods that are most appropriate for teaching the 20 competences
- The assessment methods that are most appropriate for the assessment of the competences
- How to apply the Framework using a whole school approach in order to foster the development of the 20 competences
- How teacher education needs to be adapted in order to support the use of the Framework in national education systems

- How the Framework can be used to combat radicalisation leading to violent extremism and terrorism
- Because the focus of this current issue of Intercultura is on the whole school approach, I will expand here on the fourth chapter, which discusses the use of this approach at length.

### The chapter on the whole school approach

**From the perspective of the RFCDC, a whole school approach involves using democratically and interculturally appropriate and respectful principles in all aspects of school life. In other words, these principles should be used in:**

- Curriculum development
- The teaching and learning methods and resources that are used
- The assessment methods that are used

## Box 1

### The scaled key descriptors for civic-mindedness

#### Basic level of proficiency

- Expresses a willingness to cooperate and work with others
- Collaborates with other people for common interest causes

#### Intermediate level of proficiency

- Expresses commitment to not being a bystander when the dignity and rights of others are violated
- Discusses what can be done to help make the community a better place

#### Advanced level of proficiency

- Exercises the obligations and responsibilities of active citizenship at either the local, national or global level
- Takes action to stay informed about civic issues

- School leadership
- Governance and decision-making
- Staff-staff, staff-student and student-student relationships
- Extracurricular activities
- Links with the community
- For example, using a whole school approach to implement the RFCDC requires all of the following actions to be taken in relationship to *curriculum, pedagogy and assessment*:
- Ensuring that democratic and intercultural principles are integrated as a cross-curricular theme into all curriculum subjects, incorporating relevant competence descriptors as learning outcomes in all subjects, as appropriate
- Ensuring that the classroom is a safe space where students feel able to discuss their views openly, even when their views may be controversial, by creating an open, participative and respectful

classroom environment that allows all class members to share their experiences and to express their own opinions

- Providing students with opportunities to find out about and explore alternative ways of perceiving issues, enabling them to consider and discuss alternative perspectives with others
- Creating opportunities for students to acquire positive high-quality participation experiences through service learning and projects which are focused on issues that are of importance to the students themselves
- Ensuring that the assessment methods that are used are not only valid and reliable but are also equitable, transparent and respectful of the dignity and rights of the learner who is being assessed

**Similarly, using a whole school approach requires all of the following actions to be taken in relationship to leadership, school governance and interpersonal relationships within the school:**

- Creating an inclusive school ethos which is safe and welcoming, where relations between all members of the school community are positive
- Developing a leadership style that is nurtured by respect for democratic and intercultural principles, human rights, and participatory decision-making
- Developing opportunities for students to express their views on matters of concern to them, both in relation to the school and wider issues, for example, through class discussions, student councils, surveys, suggestion boxes, presentations in school assemblies, and debating clubs
- Establishing inclusive and participative decision-making structures and procedures, including powers for teachers, students and parents in setting agendas and participating in policy decisions, for example, through representation on school boards, working parties, focus groups, and consultations
- Introducing school policies and functioning rules that guarantee equal treatment, equal access and inclusion for all students, teachers and other members of staff regardless of their ethnicity, cultural identities, lifestyle or beliefs
- Establishing procedures for the peaceful resolution of conflicts and disputes

- Ensuring that participative activities that students are involved in are authentic, and ensuring that their participation enables them to exercise genuine power and to take responsibility for the outcomes

**Finally, using a whole school approach to implement the RFCDC requires all of the following actions to be taken in relationship to extracurricular activities and links with the community:**

- Providing extracurricular activities that enable students to develop and practise democratic and intercultural competences, and to engage actively in school and societal issues – through, for example, out-of-lesson discussion groups, debating societies, and young citizens’ action groups
- In the case of culturally or religiously homogeneous schools, establishing cooperative learning links with other schools to enable students to have meaningful interactions and contact with students from other ethnic and religious backgrounds
- Facilitating online dialogue with students in schools in other countries to discuss social, cultural and global issues from a variety of national and cultural perspectives, and perhaps to take action together on those issues that are of mutual concern to the students
- Developing partnerships with NGOs, youth organisations and non-formal educational organisations to promote and enhance aspects of democratic and intercultural education in and out of school
- Developing partnerships with local authorities to encourage the participation of students in formal governance structures representing young people (for example, through youth councils or local municipalities), and encouraging local authorities to seek out proactively the views of students on civic matters that have relevance to the lives of young people
- Developing partnerships with religious and belief organisations in the local community, and facilitating student visits to religious institutions and places of worship, and visits by members of faith communities to the school

**In short, the RFCDC contains a great deal of detailed and concrete advice on the actions that need to be taken if a whole school approach is being used to implement the RFCDC.**



Further information about the RFCDC is available from:

🏠 [www.coe.int/competences](https://www.coe.int/competences)

Copies of the RFCDC may be freely downloaded from this webpage as pdf files

Further information about the Free to Speak, Safe to Learn: Democratic Schools for All campaign is available from:

🏠 <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn>

The campaign will run from 2018–2022. All schools in the 50 participating countries may apply to join the campaign. In order to join, a school needs to sign up to the Council of Europe *Democratic School Pledge* (see Box 2), submit a new or ongoing project that is relevant to the themes of the campaign, and join the Council of Europe's *Democratic Schools Network*. Joining the campaign will empower schools to tackle key challenges in the classroom using tools and resources that have been developed by the Council of Europe, including the RFCDC, and will give them access to an annual conference, action days and local events, and to the campaign toolkit, publications and resources.

## New developments relating to the RFCDC

Although the RFCDC was published in April 2018, further development work in relationship to the Framework is continuing. One important new development that began in 2018 is the establishment of an *Education Policy Advisers Network* (EPAN), which has representatives from all 50 countries. The EPAN is responsible for assisting these countries in implementing the RFCDC within their own education systems. At the time of writing, there are three subgroups in the EPAN, which are focusing respectively on curriculum, teaching and learning (including teacher education), and assessment. These subgroups are developing concrete materials and strategies to support the implementation of the RFCDC in the participating countries.

In addition, the Framework itself is continuing to develop. Again, at the time of writing, there are three new expert groups that are working on: the role of the RFCDC in higher education; the development of further descriptors for learners aged 8 years and younger; and the development of an RFCDC portfolio that can be used for teaching, learning and assessment purposes.

Finally, and very significantly, a new European campaign for schools has been launched by the Council of Europe in partnership with the European Wergeland Centre. This campaign is called *Free to Speak, Safe to Learn: Democratic Schools for All*. The campaign will highlight the commitment to democratic values and principles in the life and culture of schools across Europe, and will also assist in identifying and sharing good educational practices across countries.

### The campaign aims to:

- Empower schools to tackle key challenges in the classroom using both existing and new tools that have been developed by the Council of Europe
- Support the implementation of the RFCDC by schools
- Help schools to implement projects and initiatives that favour inclusion and freedom of speech in safe learning environments
- Promote the sharing of expertise and provide networking opportunities for schools
- Establish a network of democratic schools that is recognised by the Council of Europe

## Box 2

### The Council of Europe's Democratic School Pledge

#### Our school promises to:

- Share our work with other schools
- Work continually to create and sustain a democratic culture within our school
- Uphold the Council of Europe's values of human rights, democracy and the rule of law in our daily practice

# OECD: Global competence within PISA



**NATALIE FOSTER**

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It was with great pleasure that I attended this year's Forum on Intercultural Learning and Exchange, and I would like to extend my gratitude to Roberto, Sabrina, Elisa, Andrea and the entire team for your warm welcome.

It has been just over a year since I joined the Directorate for Education and Skills at the Organisation for Economic Co-operation and Development (OECD) to work on the innovative domain assessments of the Programme for International Student Assessment (PISA). As my first task in this capacity, I had to revise and prepare the PISA 2018 Global Competence Framework. Thanks to those weeks spent examining every word of the framework, from front page to back cover, I am intimately familiar with its contents despite not having been involved in its conceptual development.

Since then, I have had several opportunities to attend fora like this one and speak with teachers and educators about the OECD PISA global competence framework and assessment. Yet I still have much to learn in this important field, not least from those amongst you who are directly involved 'on the ground' to support and develop young people's intercultural learning every day.

My colleague Mario Piacentini, who is familiar to many of you and really the chief architect of Global Competence

in PISA, often credits the successful realisation of this project to the people he has met and the conversations he has had during previous years of this Forum. It was therefore a real honour for me to attend in his place this year, and to be able to meet this extraordinary group of people committed to improving education. In particular, I was able to meet Martyn Barrett, Veronica Boix-Mansilla, Darla Deardorff, Hye-Won Lee and Mattia Baiutti, all of whom shared their expertise and engaged with the OECD in the conceptual development of the framework and test design.

## **The OECD PISA assessment of global competence**

The PISA 2018 global competence assessment offers the first overview of education systems' success in equipping young people to become global citizens. It represents an important step towards measuring what students across the world learn about the complexity of globalisation and living in a multicultural world, and the extent to which they are prepared to address global developments and collaborate productively across cultural differences in their everyday lives.

Global competence is a complex and multi-dimensional construct. It is defined in PISA as "the capacity to examine local, global and intercultural

issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development". The PISA definition describes four distinct yet interrelated dimensions of global competence. Each of these four dimensions is supported by a combination of knowledge, skills (both cognitive and socio-emotional), attitudes and values, which enable individuals of all ages to develop their global competence. The logic thus follows that effective education for global competence provides students with the opportunities to develop and hone each one of these important 'building blocks'. In practical terms, the PISA global competence assessment comprises two elements: a cognitive test composed of several scenario-based units, and a background questionnaire that students, teachers and school leaders complete. The cognitive test measures students' levels of 'global understanding': essentially the combination of their knowledge and cognitive skills relating to global competence.

The test presents students with a case study and asks them to respond to questions evaluating their capacity to understand its complexity, to recognise the multiple perspectives of the diverse actors involved, and to suggest solutions. In general, the scenario-based units simulate classroom activities or real-life situations that 15-year-olds might experience, and focus on global issues (e.g. poverty, human rights, sustainable development) or intercultural situations (i.e. interactions of people from different cultural backgrounds) where different perspectives exist.

The scenarios developed for the cognitive test are considered meaningful, relevant and accessible to 15-year-old adolescents around the globe, both by the experts engaged in the development of the framework and by the representatives from PISA countries who reviewed the test material. The scenarios ultimately selected for inclusion in the main study ensure a balanced representation of the four 'content domains' of global competence, as set out in the framework: culture and intercultural relations; socio-economic development and interdependence; environmental sustainability; and global institutions, conflicts and human rights. Although no question within the cognitive test directly measures a student's level of factual knowledge about a certain issue, the level of background knowledge they might have about that issue is clearly an important mediator of performance. However, while students' prior knowledge and life experience do matter to some degree, students who are more knowledgeable

will not perform well on the test if they are unable to combine their knowledge with the skills necessary for 'global understanding': critical reasoning; identification of different perspectives; recognition of stereotypical and inappropriate communication; and the evaluation of actions and their consequences. As for the questionnaire element, the student background questionnaire asks students to report how familiar they are with global issues; how developed their linguistic and communication skills are; and the extent to which they adopt certain attitudes, such as adaptability and respect for people from different cultures. The questionnaires for teachers and school leaders provide a comparative picture of the extent to which education systems around the world are integrating global, international and intercultural perspectives into the curriculum; the types of teacher education and training opportunities they offer; and the use of certain pedagogies, such as collaborative classroom activities.



*Dimensions of Global Competence*

**The big advantage of the cognitive test is that students' performance can be objectively scored (and thus compared) in a cross-culturally valid way**

### 2018: PISA year

Along with the assessment of reading, maths and science, data collection for the PISA global competence assessment finally got underway in 2018.

However, the road to data collection has been far from smooth. Global competence is the 'innovative domain' component of PISA 2018; this means that country participation in this part of the assessment was optional. Unfortunately, not all countries participating in PISA 2018 decided to implement the global competence component.

There are several reasons that might explain why. There were effectively two stages of development of the assessment due to difficulties in deciding exactly what we wanted to assess and how. Part of this difficulty is due to the construct itself: 'global competence' is a term that can be open to multiple interpretations. In the first stage of development, the focus of the framework was on the communication skills that people need in order to be productive co-workers abroad or in multinational corporations. The first version of the test attempted to measure whether students could identify the most socially appropriate response in simulated conversations. This rather narrow and exclusive focus of the framework was heavily criticised by the countries, and led the OECD Secretariat to return to the drawing board. However, it meant that essentially one year of development time earmarked for the project had been lost; in a project for which the typical development cycle lasts just four years, the loss is not insignificant. In turn, this required the remaining development timeline to be compressed. For some countries, technical reservations remained about the feasibility of developing an assessment of a multidimensional construct within the relatively shorter

timeframe. Other countries were more concerned that assessing global competence could generate additional demands on already-overloaded curricula and teachers, or that measuring certain constructs, such as openness and attitudes towards migrants, would be too politically sensitive.

Ultimately, as the OECD Secretariat does not oblige countries to explain officially why they do or do not participate in different components of the PISA assessment, the reasons mentioned above are rather informed speculation. However, there is one clear message from this experience: we in the education community need to do more to convince policy makers that education for global competence is not just an option or 'add-on', but rather a necessity.

Overall, 27 countries (or participating jurisdictions) implemented the full global competence assessment in 2018. In other words, students from 27 countries completed both the cognitive test and the questionnaire elements of the PISA global competence assessment, meaning that we will have comprehensive information on students' global competence from these countries. The big advantage of the cognitive test is that students' performance can be objectively scored (and thus compared) in a cross-culturally valid way. Further information collected in the student, teacher and school leader questionnaires can then be used to explore how certain background characteristics, such as socio-economic status or different school activities, approaches and environments, relate to the students' performance. In addition to those 27 countries, a further 29 countries decided to implement only the questionnaire module relating to global competence. This means that we have at least some

form of data on students' global competence from 56 countries around the world. Given that a significant portion of the PISA global competence assessment essentially relies on students' self-report data from the questionnaire module, in particular to gather information about the socio-emotional skill and attitudinal elements of global competence, the questionnaire has become a relatively more important instrument in this assessment than it has been for other PISA assessments (e.g. collaborative problem-solving). In this respect, country participation in only the questionnaire module of global competence is somewhat of a double-edged sword. The questionnaire gathers a wide range of self-report data on most aspects of students' global competence: their knowledge (e.g. awareness of global issues, self-efficacy in explaining global issues); their skills (both cognitive, e.g. language ability, and socio-emotional, e.g. perspective-taking, adaptability); and their attitudes (e.g. attitudes towards migrants, respect for others). Additionally, it includes items that correspond to each of the four dimensions of global competence (although some dimensions rely more heavily on this data than others).

The good news then is that, despite limited country participation in the cognitive test, we will still have rich data that we can use to produce a meaningful and insightful report on students' global competence around the world. The bad news, however, is that the pitfalls of questionnaire data are widely known: self-report data can be susceptible to a range of issues, such as question framing, response styles and social desirability bias. This latter is particularly relevant in the context



of global competence where some of the attitudinal elements, such as openness towards immigrants, have a clear social desirability bias, which might also play out differently across cultures and countries. It will therefore be important for us to analyse the data with care and consider the extent to which country comparisons using self-report data can responsibly be made.

### Beyond the PISA global competence assessment

Looking beyond PISA, we have encouraged interested parties to pursue their own global competence data collection initiatives. Over the course of last year, the OECD Secretariat received numerous requests from school leaders, networks of educators and even municipal governments asking how and when they can take part in the PISA global competence assessment. While the test items needed to remain confidential, as countries were in the process of administering the test to students, the student

and teacher global competence questionnaire modules were published along with the framework in December 2017 (**accessible on the OECD PISA website: <http://www.oecd.org/pisa/Preparing-youth-inclusive-sustainable-world.pdf>**). We have therefore directed interested educators to use these resources within their own networks, encouraging them to supplement the PISA questionnaires with more contextually relevant questions in order to gather useful self-report data about their students' levels of global competence.

Assessing any complex construct requires a multi-method and multi-perspective approach. No single assessment instrument can fully account for the complexity of global competence as a comprehensive learning goal. The PISA assessment proposes one method for assessing global competence but, by design, it has had to take into account the complex needs and constraints of international, large-scale assessments. These include

both cultural and linguistic bias considerations, and the limited window of available testing time (students sit between thirty minutes and one-hours' worth of global competence test material during the two-hour PISA assessment). The PISA assessment is therefore no substitute for formative or more contextualised assessments of global competence adapted to the classroom or school level.

I will quickly mention here just two impressive research projects that we are aware of, and which have used our questionnaire instruments for their own data collection purposes. The first, carried out by Research Schools International (RSI) in partnership with the Round Square network of schools, has collected student and teacher data from over 11,000 students and 1,900 teachers from Round Square schools in 50 countries. The project has supplemented items from the PISA global competence questionnaire with ones that focus on the specific practices that schools are using to support various global competence outcomes. RSI are also working with a team of teacher and student research fellows to conduct in-depth interviews in select case study schools to enrich their analysis. RSI plan to launch the report of the study in summer this year, which we are eager to support. The second, initiated by the World Affairs Council of Dallas/Fort Worth in the United States, is using the PISA questionnaire instruments to collect student data through the World Affairs Council of America network. As of our last update, seven World Affairs Councils across the United States were participating in the project.

### So what's next for global competence in PISA?

The final meeting of the Global Competence Expert Group will take place later this year in order to discuss and finalise the proficiency scales for the PISA assessment (used to describe the capabilities of students at different 'levels' of development of global competence). Over the past few months, those of us within the OECD Secretariat responsible for drafting the initial report on the PISA global competence assessment (scheduled for release in mid-2020) have been discussing the best way that we can describe, dissect and share the findings of this important assessment. Despite the disappointing levels of country participation in the cognitive test, we firmly believe we can still produce a rich report with the data available. It is very much our intention to make the most of our opportunity to produce a comprehensive report that shifts the focus away from country rankings and towards a more nuanced picture of students' global competence around the world. Moreover, once the report has been published, all the PISA data will become available to the research community for further analysis. Looking ahead to future cycles of PISA, countries are currently in the process of deciding on their participation in PISA 2021. We presented countries with the opportunity to re-administer the global competence questionnaire modules in PISA 2021 but, unfortunately, only a few countries expressed interest in doing so. As a result, the option is likely to be dropped, meaning that the next opportunity to possibly repeat data

collection for global competence will be in the 2024 cycle. Our hope is that with the release of an impactful report in 2020 and the continued work of civil society to convince policy makers of the importance of education for global competence, we may be able to put global competence back on the PISA map for 2024.

In the meantime, there is still hope that the global competence assessment will live on beyond PISA. Our interactions with enthusiastic educators and organisations like Intercultura demonstrate that, below the national level, there is committed engagement with our work in this area. The various data collection initiatives that I mentioned earlier in this piece exemplify this, and we hope in turn that others will be inspired to use and adapt our instruments for such purposes. There are plans to eventually integrate global competence within our PISA for Schools project, which offers schools the opportunity to administer a PISA-based Test for Schools that can then be used to benchmark school scores against international scores (**you can find more information about the project here:** <http://www.oecd.org/pisa/pisa-for-schools/>). Finally, we continue to search for ways we can support the creation of an online hub of resources on education for global competence, where others can share their own research and classroom-based tools.

I was very happy to learn that this year's Forum would not be the last; we look forward to sharing some new updates with you all at next year's event.

# The Spanish approach to PISA Global competence



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According to the Parliamentary Assembly of the Council of Europe, “Globalization may be described as the ever closer economic integration of all the countries of the world resulting from the liberalization and consequent increase in both the volume and the variety of international trade in goods and services, the falling cost of transport, the growing intensity of the international penetration of capital, the immense growth in the global labour force, and the accelerated worldwide diffusion of technology, particularly communications.”

The issue of globalization and transnationality in the XXIth century

has showed that national frameworks for education are insufficient, hence the worldwide interest for curriculum reforms. Definitional aspects of our current societies such as globalization, digital revolution, mass migration, climate instability are triggering new concerns and demanding new kinds of students and teachers. More powerful, relevant and self-directed learning is needed that prepares the young to live, compete and collaborate in a global scenario.

Within Europe, globalization takes a distinct perspective, that of a supranational world: what does it mean to be ‘European’ in all its diversity? It should be a perception that overcomes the opposition between ‘us’ and ‘them’. Global education forms the basis for active citizenship and helps prevent populism, xenophobia and violent radicalization, strengthening European Identity through education and culture. In this vein, the “Erasmus generation“ has grown; Erasmus+, one of the most popular European programmes has helped 9 million people to study, train, teach, or volunteer in another country after 30 years in operation.



An essential survey for global citizenship was the *International Civic and Citizenship Study (ICCS)*, from IEA (issued in 2009 and 2016, and whose next edition will take place in 2022). In all cycles this survey includes a European module (**Figure 1**). Different types of knowledge are analysed and assessed: cognitive, generic skills, such as “knowing, reasoning and applying”,

and affective skills such as “attitudes and engagement”. Particularly in the 2016 edition, globalization comes up as a key concept in the development of the theoretical framework and the assessment instruments of the study. Global citizenship is defined in ICCS as “individual sense of belonging to the global and human community beyond national and local boundaries”.

Fig. 1: Main topics in ICCS

### The ICCS 2016 European questionnaire collected data about students' attitudes toward...



With regards to attitudes and engagement, this study showed Secondary School students conscious and concerned about global issues. One of the key topics was the exploration of students' ideas and feelings about European identity (or 'identities'?). As observed in **Figure 2**, most of participating students reported that they saw themselves as European (95%), they were proud to live in Europe (94%), regardless their background, and they felt themselves as part of Europe. That was more frequent than their sense of cosmopolitanism, because 78% saw themselves “as a citizen of Europe and then a citizen of the world”. Besides, as it is stated in the ICCS international report, “in almost all participating countries, the percentage of students reporting positive perceptions of their European identity had increased between 2009 and 2016.

We wholeheartedly hope that, despite *brexitism* and *trumpism*, this perception will increase in the post-crisis, 2022 edition of ICCS survey.

Methodological and conceptual changes are happening in subjects such as civic education and history to address hybrid and multiple identities, and dual citizenship. This could be considered a next step: from *civic* education to *global* education. Novel approaches from the (contested) concept of global citizenship leads to rethinking education for the global citizen. Is this a novelty? Or not that much? Cosmopolitanism is a long tradition in Western culture, e.g., from the way Ancient Hellenistic world started to perceive itself with Alexander the Great to the internationalism against *la Grande Guerre* until post-colonialist movements and our current globalized world. Even though,

education for the global citizenship seeks for balance and interpretation, for what is a global citizen? What their consciences, challenges and aspirations are?

A second key reference to try to answer this question can be found in the UNESCO, an organization for whom Global Citizenship Education is a crucial concept in its international education agenda; this is seen as an emergent perspective that must be settled in all education systems. Starting out from the common understanding that ‘global citizenship’ does not imply a legal status, the UNESCO aims at an education that implies a sense of belonging to a broader community and common humanity (**Figure 3**), connecting and engaging each individual to the rest of the world. In several fora, such as Seoul (2013) and Bangkok (2015), global awareness has been defined as a way of understanding, acting

Fig. 2: European identity in ICCS students

and relating oneself to others from different perspectives (local-national-supranational-global). To achieve this aim, the concept of global citizenship will be necessarily hand in hand with the ambitious agenda of the UNESCO, *Sustainable Development Goals*, whose essential topics are:

- **sustainable development**
- **human rights**
- **gender equality**
- **respect for diversity**
- **peace education**

Therefore, global citizenship education entails different elements, such as deep knowledge of global issues and universal values (justice, equality, respect; cognitive skills to think critically and creatively; affective skills such as empathy, conflict resolution, communication and interaction with people from different background, class and culture; and finally, ability to take action cooperatively towards global solutions and fight for the common good.

A further step is taken from global education, in general, towards the concept of global competence in studies such as *Educating for Global Competence. Preparing our youth to engage the world* (2011), developed by the Asia Society.

In this study, global competence is described as “the capacity and disposition to understand and act on issues of global significance”.

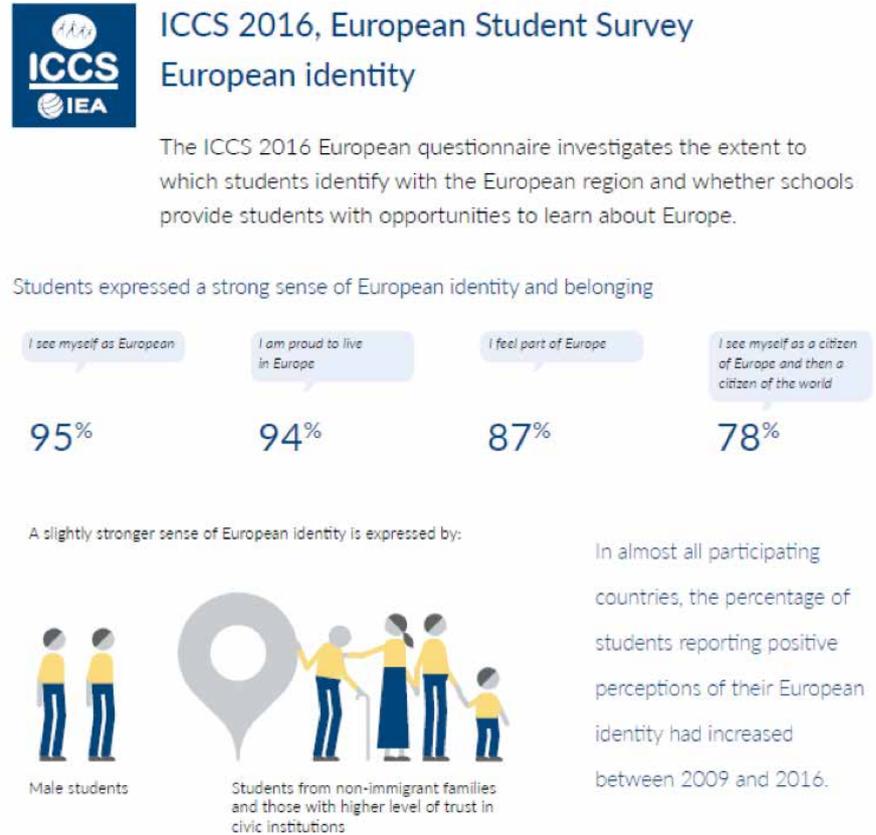


Fig. 3: “I guess that they have given me this computer so I don’t look out the window”

To attain this capacity, the following relevant key topics are selected:

- global economy
- relocation of workforce
- mass migration
- climate change and instability
- digital revolution

In their interaction with these topics, “globally competent students can articulate the global significance of their questions and why these questions merit study... they do not seek a pre-established ‘right answer’; rather they engage intellectually and emotionally in searching for and weighing informed responses” (Boix-Mansilla & Jackson, 2011, 18).

As **Figure 4** below illustrates, if students are globally competent, they are able to perform the following competences:

This graphic depicts the dynamic interaction among dimensions of global competence, an interaction that in the end should be seen as an integrated outlook on the world.

On the other hand, since 2013, the OECD aims at addressing the challenges of an international comparative assessment of global competence (rather than global citizenship), within the mid-term strategy “The Future of Education and Skills OECD Education 2030 Framework”. Grounded also on the work accomplished by the Asia Society on this area, the OECD, through a crucial assessment survey such as PISA (*Programme for International Student Assessment*) decides to include global competence as an innovative field for its 2018 PISA edition. Notwithstanding the capacity of PISA study as a useful assessment instrument, a further aim of the OECD is having an influence on curriculum development in secondary education, in its conception of education as life skills, not only forms of knowledge, attitudes and dispositions. This emphasis on attitudes and values is an unusual perspective in OECD so far, as they state: “An assessment of Global Competence in PISA, developed after member countries’ consultation, would offer the first complete vision of the success of education systems in preparing the young for the support of diverse and peaceful communities” (OECD, 2016).

But the inception of this innovative domain, global competence, provoked a heated debate among countries during the preparation of the 2018 PISA edition. For some countries, possible hindrances for their participation were said to be, firstly, issues of validity and reliability; secondly, additional demands on curriculum and teachers; and thirdly, Issues of political sensitiveness. To overcome this debate and in order to foster countries’

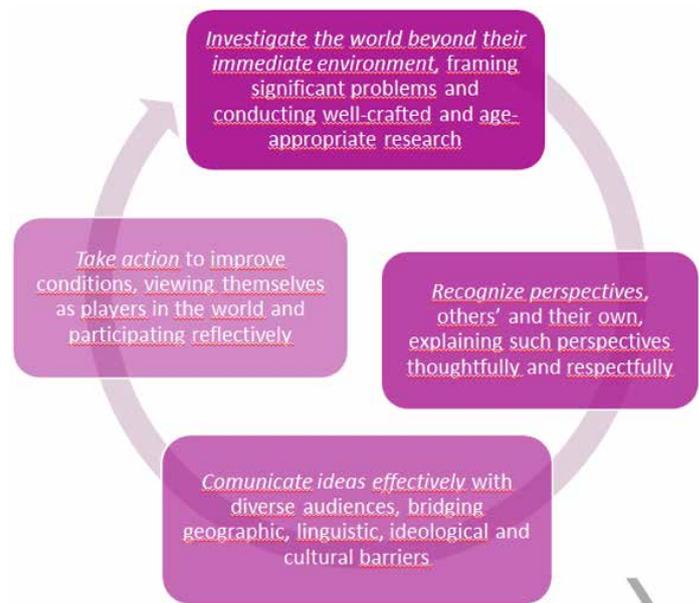


Fig. 4: Dimensions of global competence (Asia Society)

participation in the main study, a small pilot study was organized in six countries that volunteered to do so. These countries were: Colombia, Israel, Japan, Korea, Singapore and Spain.

After debates referred above, the main challenge for this new domain would be avoiding social desirability and achieving an instrument capable to measure knowledge, understanding, skills and attitudes in a comparative international context. For the main study, whose data collection took place in 2018, 27 countries finally agreed to participate.

The following figures 5, 6 and 7 offer an outline of the conceptual framework in which global competence is defined and its key domains and components are inscribed. Two kinds of instruments were developed for the assessment: cognitive tests and background questionnaires. Cognitive tests aimed at measuring knowledge (substantive and epistemic) and understanding global issues and inter-culturality, and also cognitive skills such as analytical and critical thinking. Affective skills such as empathy and flexibility plus all attitudes which were considered within the framework were collected from self-reported perceptions in the background questionnaire (**Figures 5 and 6**). Content domains focused on four areas of knowledge about global issues (**Figure 7**).

Both in the pilot and main studies, cognitive tests aimed at finding out how well students could critically examine local and global contemporary issues and how well they could understand “multiple cultural perspectives”. For example: a question about different interpretations of evidence for global warming, in which the same information seems to have been used to produce charts supporting and opposing claims about climate change.

Students were also asked to analyse pieces of evidence and to question how data might be used selectively or how the findings of research can be influenced by whoever has funded it.

**Some samples of Spanish students’ responses to the cognitive test were:**

*Mass migration:* “They will need to adjust to a new place, separate from their friends and family members, and leave their homes behind... They will face the difficulty of finding a job...”

*Intercultural relations:* “She is not taking into consideration the fact that there are cultural differences. She is generalizing even without having met that person, she criticizes him”.

*Environmental sustainability and workforce:* “Because working in a plantation is hard and without the workers, there won’t be pineapples nor money for traders and retailers”.

*Human rights:* “Because people are ethically aware and they have realized that fighting for workers’ rights is more important than buying a simple t-shirt”.

With regards to attitudes, these were some of the responses Spanish students gave when asked about:

*Empathy:* Most of them (in the Pilot study) have a very

well-rooted concept of justice: many students put themselves easily in the other’s shoes

*Giving solutions:* they offer even ‘better’ solutions than the ones given in the texts

*Own experiences:* some students may reflect their own experiences as migrants in Spain and feel like this kind of questions are related to their lives

*Take action:* Some students get very angry to become aware of racism and classism in the test’s scenarios and they react against it.

Data collection in all participating countries in Global Competence was completed in 2018; reports and databases will be published in December 2019. We have good hints to expect that new and useful insights will be obtained from PISA assessment instruments that contribute to crucial changes in our curricula all over Europe and beyond. More than anything else, global competence means a global glance towards our fellow human beings. As one of the Spanish students who participated in our pilot study said: **“The test was long, but easy; in fact, I don’t know what this is for, because the questions were not to get a mark, they were rather about ethics and why we are in the world”.**

Fig. 5: PISA 2018 Global Competence conceptual framework (1)

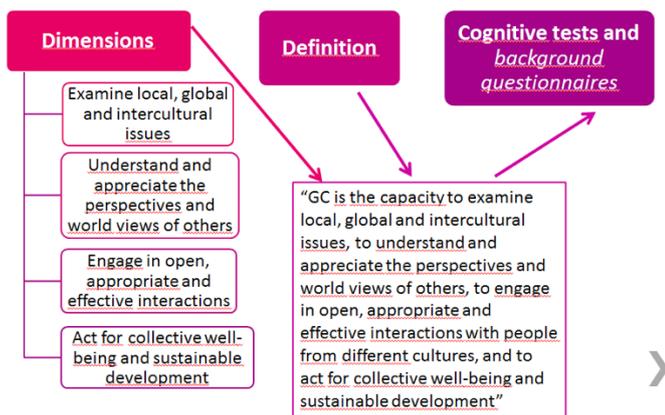


Fig. 6: PISA 2018 Global Competence conceptual framework (2)

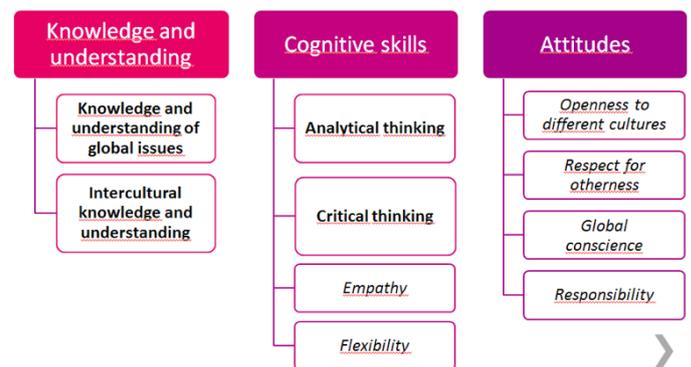
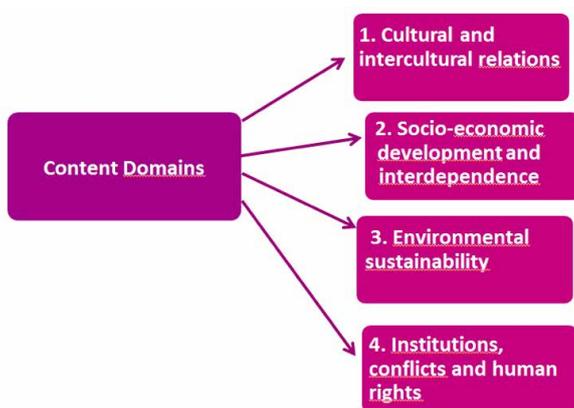


Fig. 7: PISA 2018 Global Competence conceptual framework (3)



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# United in diversity: the European school approach



**KARI KIVINEN**

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In the Finnish national core curriculum for basic education there is an interesting “Internationalisation at home” concept. In practice it means that one does not have to travel to another country in order to get intercultural experiences.

Each school can be considered as learning community which is part of culturally transforming and diverse society where the local and global overlap: different identities, languages, religions and worldviews coexist and interact.

Internationalisation at home is an important resource for learning community, which appreciates and draws upon the country’s cultural heritage and national languages as well as cultural, linguistic, religious and philosophical diversity in the community itself and in its environment.

This Finnish concept fits really well to the European school approach, too.

## European schools

The European Schools and the Accredited European Schools are educational institutions set up in the Member States of the European Union. They provide children with a multilingual and multicultural education at nursery, primary and secondary levels. The Schools follow a specific curriculum and offer the European Baccalaureate diploma.

Basic instruction is given in the official languages of the EU – mother tongue and the conscience and convictions of individuals are respected. To foster the unity of the school and to encourage

genuine multi-cultural education, there is a strong emphasis on the learning, understanding and use of foreign languages.

Each school comprises several language sections. The curricula and syllabuses are the same in all sections.

There are 13 European schools and 14 Accredited European schools all over Europe from Helsinki to Brindisi. There is an increasing interest in Europe to open new accredited European schools. At present there are 5 schools in the accreditation process.

## Early education

The European Schools are rich multi-linguistic and multi-cultural environments which offer advantages and complex challenges to children’s learning and development. The schools work in partnership with parents to promote and support children in their development.

The underlying values of the early education are human rights, equality, democracy, environmental sustainability, multiculturalism and respect for the mother tongue.

Early Education promotes responsibility, a sense of community and respect for the rights and freedom of the individual.

The basis of European School education is European culture, the character of the country where the school is located as well as the unique culture existing in the schools.

Education supports the development of the children’s linguistic and cultural

## According to Early Education curriculum, school is a place where different cultures meet together, especially in European Schools

identity, and their part in the European School society and in the global world. Education promotes tolerance, inter-cultural understanding and a European Spirit.

According to Early Education curriculum, school is a place where different cultures meet together, especially in European Schools. Children discover and develop a tolerant awareness of different cultures and they develop a positive self-image and sense of belonging to a community. The objective is that the children will learn to respect and share their own cultural heritage and that of other children.

In the Early Education curriculum there is a chapter "me and the others", which describes how to learn to live with others.

Children become aware of different cultures. They continue to build and develop their own culture and learn to share and respect the culture of others. Rhymes, stories, songs, modern media, ICT, and others' experiences add to children's cultural understanding and knowledge. Art, literature, music, sports etc. are all rich sources of stimulus. Shared activities together with other language sections give real opportunities to explore cultural issues through joint activities, festivals, and other work.

According to the Early Education curriculum, personal identity is important for children.

They build their knowledge of their own country and, by contrast, those of others'. Teachers give children opportunities in the class and recreation to develop this knowledge.

Traditions, festivals, art, literature, geography and areas of special national interest can be explored as well as flags, cities and national anthems. In towns and cities where children live there are opportunities to discover aspects of cultural heritage e.g. museums, shows exhibitions, etc. Parents are involved in exploring aspects of their own countries, their language and traditions.

Early Education teachers face complex and rich challenges working

with young children and bring many skills, training, knowledge and personal qualities to the work of teaching.

Within the European Schools there is a rich and diverse range of professionals from many European countries. Teachers should take advantage of this and explore educational ideas with these colleagues.

Children in the European Schools embrace a European Spirit – celebrating their own culture and that of Europe as a whole; their special multi-lingual development is recognised and supported by teachers.



### European Hours

One of the specialities of the European schools are the European hours. The European Hours syllabus in Primary years 3, 4 and 5 promotes a European spirit of tolerance and intercultural understanding. The lessons are normally given in the second language of the child. It is often the first opportunity for the children to use their second language outside of the language lesson context.

The intercultural, interactive nature of the European Schools creates the opportunity for engagement, sharing and learning across cultures. The syllabus emphasises the concept of being an inherent part of Europe and yet Europe being a part of the world and it contributes to the realisation of this.

According to the syllabus, the European hours should help to develop knowledge and to foster in pupils an awareness of their national and European heritage (present and past) and identity, together with a global awareness and a respect and care for the rights and beliefs of others in order to create tolerant and caring members of society.

As citizens of Europe and of the world, the pupils will have an understanding and critical appreciation of the values of other citizens, while nurturing a sense of personal identity, self-esteem and awareness of their particular capabilities.

European Hours competences are divided in European knowledge (think), skills (act) and attitudes (feel). The Board of Inspectors has recently approved European competence attainment descriptors. They can be found in the curricula documentation.

### Language learning

In general, all the official mother tongues of 28 EU-countries (including Maltese and Gaelic) are taught as first language in the European school system. All the schools offer also three second languages: English, French, and German.

Language learning and intercultural communication are at the core of the European schools' genesis and ethos." (Leaton Gray, Scott, Mehisto, 2018). Students start the learning of their second language at the age of 6. Little by little the second language is used as a tuition language for several subjects such as European Hours, Art, Music, Physical education, History, Geography, Economics etc. In the secondary cycle students have to choose a third language and they have a possibility to select also the fourth language.

Students from diverse nationalities are mixed up, and they study side by side diverse subjects according to their second language choices. Therefore, "the European schools can be considered above all a bilingual education system that seeks to foster multilingual proficiency among its graduates." (Leaton Gray, Scott, Mehisto, 2018).

"It is generally assumed that multilingual education is the vehicle 'of intercultural education' and 'that acquiring a deep knowledge and an active command of languages other than one's mother tongue has the effect of expanding the mind and enhancing intercultural competence' (Allemann-Ghionda 2012). The assumption implies that intercultural competence may be an incidental side effect of multilingual education." (Leaton Gray, Scott, Mehisto, 2018).

### Conclusions

The European Schools are rich multilinguistic and multicultural environments which offer advantages and complex challenges to children's learning and development.

Intercultural approach is strongly built in into European school values and curricula. The fast-growing number of the accredited European schools shows there is a huge need for multilingual / intercultural school environments in Europe.

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### More information

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*A sine qua non condition for improving the quality of education in the Wallonia-Brussels Federation*

# Rethinking teacher training

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The main weakness of our education system is now clearly identified: at different levels of the education system, we see significant proportions of pupils who are systematically below the learning objectives set for this level. The education system is unable to efficiently take care of and support these students, the vast majority of whom come from the most culturally and socioeconomically precarious backgrounds.

Therefore, improving the quality of our education can only be achieved with the help of teachers who receive a training up to the requirements of their mission. **The objective is to make each teacher not only a pedagogical actor, but also able to prepare the students to be socially and culturally fit in a endlessly transforming school and society by integrating diversity and developing civic practices for a greater social cohesion.** This means teachers need to be better equipped to cope with the increasing complexity of their profession, giving them the capacity to support students so they achieve success. It also means upgrading the profession to encourage more motivated people to become teachers.

Launched in 2011 and following several steps, the reform of the initial teacher training was based on a detailed assessment involving many and various stakeholders in the field of education. Their work resulted in a draft decree containing several innovative measures that could bring about the change in mentality needed to fundamentally reform the system.

Indeed, the guiding principle of all this reflection is the idea that “teaching is a profession that can be learned” and is not, as some have been thinking and saying for too long, only the profession of the gifted few. This idea of being gifted at teaching or not can be relevant for an encyclopedic academic model, characterized by the importance of disciplinary training. It is much less relevant to the need to develop in students, in addition to the knowledge, skills and attitudes that enable them to become responsible citizens. It is largely insufficient when it comes to managing diversity and developing pedagogical practices that meet the needs of each student.

**This draft decree contributes to the development of the idea of an identical profession, whatever the level of education.**

**Since teacher training is the key to any improvement in teaching, there is a need for in-depth training to prepare future teachers to communicate clearly and correctly in the language of instruction in the various contexts related to the profession**

It creates a master's degree in teaching, develops common skills and content and sets the level of requirement at level 7 of the European Qualification Framework for all future teachers. However, it recognizes the dual specificity linked on the one hand to the level of education targeted and on the other hand to the disciplinary content to be taught. Indeed, it divides the curriculum of students, from kindergarten to the end of secondary school, into 4 sections. The teaching courses leading to the master's degrees in teaching sections 1 (2.5-7 years), 2 (5-12 years) and 3 (10-15 years) will last four years. The courses leading to the academic master's degree in teaching section 4 (15-18 years old) will last five years.

**It aims to improve the mastery of the French language by future teachers.**

Since teacher training is the key to any improvement in teaching, there is a need for in-depth training to prepare future teachers to communicate clearly and correctly in the language of instruction in the various contexts related to the profession. From now on, access to teacher training will be subject to the presentation of a test of French proficiency.

**It helps to strengthen teachers' skills.**

The number of pedagogical and disciplinary credits is increasing. New areas of competence are emerging in teacher education such as media literacy, cultural diversity and different forms of inequality... Others are being explored with a view to better prepare teachers to manage heterogeneity and enable them to develop critical and research thinking. Particular attention is paid the training of French as a foreign language, which is reinforced and extended to teachers of pre-school and primary schools.

**It allows a better continuity of the students' curriculum.**

The strict segregation between the levels of education that characterizes our education system today creates, at each transition, very strong breaks and an extremely high repetition rate of pupils. To overcome this difficulty, the draft decree establishes an overlap between training sections so that, at transitional times, teachers from two adjacent sections can work. This measure also allows teachers to better understand the learning that takes place before and after their action.

**It prepares future teachers for a good understanding of the requirements and realities of the profession.**

The theory/practice articulation is exercised through professional simulations, at the first and second cycle of all the courses preparing for the teaching profession. In order to provide optimal supervision of higher education trainees, a new "teacher practitioner" status has been created, and the function of internship supervisor has been enhanced by the creation of a certificate in internship supervision for teachers in training.

**It facilitates the articulation between teacher training and compulsory education.**

In order to ensure a better match between initial teacher training and the objectives and needs of compulsory education, the draft decree establishes an advisory committee entitled "Coordination Committee for Initial Teacher Training and Compulsory Education", composed of representatives of higher education and representatives of compulsory education.

**It enhances the attractiveness of studies and the teaching profession by creating career opportunities and a salary scale upgrade.**

The master's degree in teaching will generate a salary increase for teachers in sections 1, 2 and 3. In addition, three specialization masters courses will be introduced allowing teachers in sections 1, 2 and 3 to complete a fifth year of training. These specialisation masters will lead either to an extension of teachers' skills to adjacent levels of study, or to certain specific functions such as advising in techno-pedagogy, teaching in a foreign language or coordinating a system for welcoming, enrolling and accompanying allophone pupils. Finally, all teachers with 5 years of training will now have access to a 3rd cycle or a master's degree in teacher training.

**It favours the expertise of different forms of higher education.**

The text states that teacher training, as well as the training of teacher trainers, should be organised in the framework of joint curricula between at least two higher education institutions of different forms (Universities, Higher Education colleges, Universities of Higher Education in the Arts)

**It aims to develop research in the didactics of disciplines.**

By creating a new curriculum devoted to "Educational Sciences and Education", the decree gives more coherence, visibility and accessibility to research conducted in the field of pedagogy and didactics.

**It contributes to the strengthening of the training of teacher trainers.**

A master's degree in teacher training, as well as 6 years of seniority in teaching, will now be required for teacher trainers from the Hautes Ecoles who will cover subjects related to didactics, pedagogy and training in and through practice.

The decree is scheduled to be implemented at the beginning of the academic year in September 2020. Its implementation will be phased in over the years. The first teachers trained according to the new model are therefore expected in schools at the beginning of the 2024 academic year. The 2nd cycle of courses leading to the Master's degree in teaching sections 1, 2 and 3 will be implemented from September 2021 in order to make it accessible as soon as possible to teachers trained in 3 years who will be in office when the decree comes into force. It will be organized in a flexible hours.

This reform of the initial teacher training is an ambitious reform, which must measure up to the pedagogical, philosophical, cultural, economic and social challenges facing the educational institution. It must measure up to the importance of the daily work of teachers in creating conditions for the learning, development and emancipation of all their students.

**This reform of the initial teacher training is an ambitious reform, which must measure up to the pedagogical, philosophical, cultural, economic and social challenges facing the educational institution**

# Pedagogical Process of GCED



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*Hye-Won Lee of Korea Institute for Curriculum and Evaluation discussed the pedagogical process of GCED, based on 'An International Collaborative Study of GCED Policy and Practice' carried out in 2017<sup>1</sup>. The main focus of the discussion was put on the findings from the case schools of Korea but the issues, implications and recommendations drawn from the analysis results of all countries were included. Some overall features of study, including the background, conceptual and methodological framework of the study were also discussed.*

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## 1. BACKGROUND

There has been recent growing need for GCED and great efforts for the promotion of GCED at national, regional and global-level are being made (UNESCO, 2015, 2016, OECD, 2016, 2018; Council of Europe, 2016, 2018, Ministry of Education of Korea, 2015). However, the pedagogical process of GCED, the way in which GCED is taking place in school, seems to be less understood. It is related to the characteristics of GCED and the research trends over GCED in that: firstly, GCED itself includes a wide range of terms, concepts and components; secondly, discourses of GCED have been more concerned with learning objectives and topics, but less with the educational approaches or methodologies of GCED; and thirdly, empirical case studies in real classroom settings that apply an in-depth, bottom-up and naturalistic qualitative approach are required.

## 2. THE CONCEPTUAL AND METHODOLOGICAL FRAMEWORK

### Research Purpose and Questions

As a contribution to an improvement of our understanding of the pedagogical process of GCED and to a re-examination of the future directions of GCED, this study formulated the three research questions as follows.

- 1) How has the proclamation and acknowledgement of GCED as a key competence for the 21st century been recognised, interpreted and reflected in educational policy and in school curricula at the national/local levels in countries?
- 2) What are the specific characteristics of the GCED pedagogical process within the schools that were studied, including the learning, teaching and assessment of GCED?
- 3) What are the issues and implications identified during the investigation of GCED policy and practice in the schools that were studied?

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1. The researchers are Hye-Won Lee, Soo Jung Lee, Youngmi Lee, Mee-Jee Kim, Sinae Kang (KICE), Hyungryeol Kim (Seoul National Univ), Chanho Park (Keimyung Univ), Jun Morohashi (UNESCO Bangkok) and Michael Nettles (ETS).

### Research Characteristics and Contexts

The study was an empirical, naturalistic, qualitative study of twelve middle schools cases in six countries, two in each: the Republic of Korea (one in Seoul, one in Gyeonggi), Germany (two in Bonn), Singapore (two), Thailand (two in Bangkok), the UK (one in London, one in Stortford), and the USA (two in Washington D.C.)

### Conceptual Framework of GCED

The conceptual framework developed for this study includes seventeen core components and five dimensions of global competence, together with a definition of GCED (Figure 1). The core components are interdependent, and conceptually and physically developed through the Individual, the Community, Humanity and the Environment over time. This framework was used for a development of a set of instrument for investigation (checklist and manual), and used throughout the study.



Fig. 1: The Conceptual Framework of GCED, the process of learning how to understand diverse people and cultures and live together in an interconnected and sustainable world.

### Data Collection

The data were collected through fifty-one in-depth interviews with school principals and teachers; fifty-one observations including regular subject classes and activities, and non-regular activities in and outside the schools; and additional interviews with experts in the ministries of education, offices of education, and relevant institutions in each country.

### 3. ANALYSIS RESULTS OF GCED POLICY AND PRACTICE OF KOREA

#### Analysis Results of GCED Policy of Korea

The Framework Act on Education (Principle of Education) declares the GCED elements

- The direction of policy is identical among Ministry of Education and Offices of Education: using and developing guidebooks, and focusing on strengthening teachers' competences
- The Ministry of Education and Offices of Education play a separate role (APCEIU is responsible for all the policies from Ministry of Education, and Offices of Education promote the policies using their own administrative organisations and budgets)
- National Curriculum reflects the 17 core components of GCED

It seems to be that, the Ministry of Education of Korea follows after the UNESCO's guidelines and action plans of GCED with no discussion in the context, and some potential ineffectiveness of GCED implementation process

### Analysis Results of GCED Practice in Korea

TOPICS	RESULTS
<b>GCED in school curriculum</b>	<ul style="list-style-type: none"> <li>• GCED based on free semester</li> <li>• Various cultural exchange programs</li> </ul>
<b>School characteristics and cultures for GCED</b>	<ul style="list-style-type: none"> <li>• Character education through school environments and events</li> <li>• Introducing the practices and changes through club activities</li> </ul>
<b>Teaching and learning process of GCED</b>	<ul style="list-style-type: none"> <li>• Glocal (global+local) class on connecting oneself and the world</li> <li>• Utilising various teaching and learning methods including role play, VR experience and gallery walk</li> <li>• Specific and enriched topics of GCED including refugees, fair trade, recycling and food waste</li> </ul>

due to little official collaborations between Ministry of Education and Provincial Offices of Education is noted. In terms of the GCED practice in case schools of Korea, the teacher factors are found to be most important and thus further research on teacher factors for GCED is required, to systematically support all teachers to empower them for global competence teaching.

#### 4. ISSUES AND IMPLICATIONS

Four issues and their implications were identified from the findings as below.

##### Issue 1 and Implications

This study found that strong educational interventions by the central (or local) government can be a major factor for the improvement of GCED in the field, but it doesn't seem to be sufficient or the most effective action. In cases where individual teachers lack an understanding of GCED or perceive GCED to be less relevant or unnecessary, there can be confusion and negative perceptions about it. Such issues seem to imply that there is a need to provide greater support for practice-generated GCED that is led by educational practitioners rather than the strong top-down implementation of prescribed policies by the governmental or administrative personnel. Schools need to be provided with autonomy for a contextualised school-based curriculum so that they can plan and operate their own hidden (latent) curriculum, and implement a whole school approach that can integrate curricular subjects and extra-curricular activities. GCED needs to be implemented by supporting teachers, rather than through a top-

down authoritarian approach, so that their competencies as practitioners of GCED are improved.

##### Issue 2 and Implications

There seems to be a need to discuss GCED publicly in regard to the values, balance and harmony of individual schools and how these schools fit into the macro-level international discourse. Also, there needs to be active discussion of the macro-level international discourse and national contexts at the levels of global community and each country, as well as a social agreement among various members of society rather than a one-way top-down policy implementation.

##### Issue 3 and Implications

The school cases investigated were found to integrate GCED in a multi-layered, holistic approach by maximising the learning areas, time and location. However, there is a need for an examination of whether GCED, which is complicated, diverse, and broad in its nature, can lead towards transformative education in the long run. Thus such issue implies that there should be specific plans and supports to improve teachers' competencies as educational innovators and as agents of transformation in GCED.

##### Issue 4 and Implications

There is a need to pursue practical GCED-oriented educational transformation that improves learners' cognitive, non-cognitive and meta-cognitive skills. At the same time, assessment in GCED through standardised and summative assessments of students' mainly cognitive knowledge and skills should be debated and reconsidered. Also, it needs to be recognised that students may maintain a less active attitude or become passive attendees rather than active social participants in an increasingly competitive society if they are encouraged to achieve a high-level of cognitive academic performance only. This seems to imply the importance to acknowledge that cognitive academic achievement-oriented evaluation and the competitive social and educational culture oriented towards such academic achievement should be reconsidered in line with the efforts to shift the educational paradigm towards classroom teacher-based performance assessment.

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ISSUE 1	IMPLICATIONS
<ul style="list-style-type: none"> <li>Strong policy commitment and practical efforts at the national/state level</li> </ul> <p style="text-align: center;"><b>vs</b></p> <ul style="list-style-type: none"> <li>Enhancement of school and teacher-based practice of GCED</li> </ul>	<ul style="list-style-type: none"> <li>The need to secure the autonomy of the school</li> <li>Activation of the hidden school curriculum is necessary</li> </ul>

ISSUE 2	IMPLICATIONS
<ul style="list-style-type: none"> <li>GCED faithful to international discourse</li> </ul> <p style="text-align: center;"><b>vs</b></p> <ul style="list-style-type: none"> <li>Selective, eclectic and contextualised GCED</li> </ul>	<ul style="list-style-type: none"> <li>There needs to be a public debate on current issues</li> <li>A review of one-sided top-down policy implementation is required</li> </ul>

ISSUE 3	IMPLICATIONS
<ul style="list-style-type: none"> <li>Multi-dimensional and holistic approaches to GCED</li> </ul> <p style="text-align: center;"><b>vs</b></p> <ul style="list-style-type: none"> <li>Transformative learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher competencies need to be improved with professional, pedagogical skills for GCED</li> <li>Empowerment of teachers is required for the transformation of learners</li> </ul>

ISSUE 4	IMPLICATIONS
<ul style="list-style-type: none"> <li>Academic achievement- and standard-centred evaluation culture</li> </ul> <p style="text-align: center;"><b>vs</b></p> <ul style="list-style-type: none"> <li>Student performance assessment of the learning process as a whole as part of the educational process of GCED</li> </ul>	<ul style="list-style-type: none"> <li>School- and teacher-centred evaluation is to be encouraged</li> <li>Performance-based formative evaluation is to be encouraged</li> <li>Improvement of teacher professional competencies is necessary</li> </ul>

## 5. RECOMMENDATIONS

The discussion concluded with four recommendations as below.

### Suggestion 1: Agreement on GCED implementation within the educational system for effective collaboration between institutions

There is a need to agree on how GCED is to be implemented within the educational system of a nation or at state-level, considering the definitions, concepts, elements, and methods of global competence. It is necessary to avoid one-way top-down prescribed policy implementation and to increase the autonomy level of schools. Relevant organisations should enhance their professionalism in relationship to GCED and plan to reinforce collaboration among them.

### Suggestion 2: Analysis of relevant policies to enhance effectiveness and strengthen synergistic effects

There is a need to analyse the current state of policies related to GCED and to reinforce connections between similar policies. A need analysis ought to be conducted including a wide range of citizens such as teachers, students, educators, policy makers and parents. There is a need to check connections or disconnections between GCED policies and other policies. Clear limits should be established to concentrate or disperse the budget for, and bureaucratic administrative authorities over, GCED implementation.

### Suggestion 3: Analysis of characteristics of effective GCED teachers

There should be an in-depth inquiry into current GCED teacher competencies with a focus on their knowledge, attitudes, beliefs, educational and professional background and teaching strategies. GCED teachers should be regarded as innovators and their common attributes should be identified. A hidden curriculum should be promoted at the school level by connecting the school's specific contextual situation, relevant policies, actual states and issues concerning GCED. More evidence should be accumulated to provide theoretical and pedagogical recommendations for teacher training programmes (both pre- and in-service), and for GCED teacher education policies and GCED policies.

### Suggestion 4: Investigation of GCED teacher education to expand the opportunity and to improve the quality

It should be recognised that, while a variety of GCED teacher education is provided at the global, national and local level by educational authorities and by community and social organisations, there is an incomplete understanding of whether or not the current programmes are effective in improving teachers' competencies for GCED. In-depth, thorough, reflective analyses of the current state and effectiveness of teacher education programmes is a first step for enhancing the quality of teacher education.

# Conclusions

## Some Longitudinal Reflections: 2013-2018



■  
**DARLA DEARDOFF**

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

The last five fora on Intercultural Learning and Exchange (FILE), sponsored by Fondazione Intercultura, explored the various dimensions of educational exchange related to student learning. In reflecting back on the past 5 years of these Intercultural Forums, I want to start with a snapshot of the world in 2013: Pope Benedict had resigned and Pope Francis was elected. Obama had been re-elected and had started his second term as US President. Other leadership changes included William-Alexander inaugurated as King of the Netherlands following Queen Beatrix's abdication and Phillippe being sworn in as King of the Belgians, following the abdication of Albert II. Croatia had just joined the European Union as its 28th member. And unrest continued around the world with a military coup in Egypt, a Civil War in Sudan, and a chemical attack in Syria that killed 1400 people. It's helpful to remember the world context out of which came this series on teaching, learning, and assessing intercultural learning within and beyond educational exchange.

**The 2013 Forum, held in Colle val d'Elsa, had the theme of "Assessing Learning in Student and Pupil Exchanges: Exploring Evidence of Success."** Inspired by a keynote from Jagdish Gundara on the challenges for intercultural education in which he highlighted values, identity, deepening divides, structural crises, and increasing inequalities, participants explored assessment realities and practices. Some of the conclusions centered on the need to focus on evidence of intercultural learning, to be clear on the purposes of intercultural assessment and on stating concrete outcomes, as well as using a multi-method approach to intercultural assessment.

**In 2014, participants gathered in Vienna for the fifth FILE on the theme of "Intercultural Learning for Adolescents: Indicators and Measurement of Competence acquired through nonformal Education and informal Learning on Educational Exchanges."** Keynote speakers included Jean Philippe Restoueix, who spoke on Trends in European Youth, Veronica Boix-Mansilla, who explored Nurturing Global Competence, and Martyn Barrett, who shared the Framework of Reference for Competences for a Democratic Society. Following in-depth discussions and sharing, Darla Deardorff summarized deliberations

by highlighting a changing paradigm of intercultural assessment which moves from results-oriented outcomes to process-oriented outcomes, from separate to holistic assessment, from standardized to tailored assessment, and from a focus on program-centered evaluation to more of an emphasis on learner-centered intercultural assessment.

The following three FILEs were held in Colle with more of a focus on the school and teacher context of educational exchange.

**The 2015 Forum featured the theme of "The School Assessment of the Intercultural Learning of Pupils during and after Individual Exchanges Abroad"** with a keynote from Mario Piacentini from the OECD. Recommended actions from the 2015 FILE included the need for teacher training, the importance of integrating intercultural reflection and feedback for pupils, the need to use a variety of intercultural assessment formats including learner agreements, the need to take a long-term perspective and the importance of involving all stakeholders (including students). Questions that were raised included the role of underlying values, the ethics of assessments, the effectiveness of teacher training, and ways in which to integrate intercultural learning, as well as holistic assessment, within school contexts.

**The 2016 FILE had the theme of "The Intercultural Training of Teachers: What? When? How?"** and featured a keynote from Ken Cushner who spoke about intercultural competence in teacher education being a long-term process. Participants discussed several case studies including ones on ensuring a peer-learning approach to teacher education, initiating intercultural networks or working groups within schools, providing an online intercultural methods database, using a whole-school approach to intercultural learning, integrating intercultural learning across the curriculum, and focusing on experiential learning. Discussions noted the complexities of teacher education, the need for more concrete intercultural tools, and the importance of intercultural connections within and beyond teacher training.

**The 2017 FILE continued the theme of teacher training: “The Intercultural Training of Teachers: From Theory to Practice”** with a keynote from Mitalene Fletcher of Harvard who discussed the need for courageous conversations through professional learning communities, as well as the role of arts in encountering self and others. Common themes emerging from participants’ discussions included the need for a whole school approach to intercultural learning, the changing role of school within society and the importance of connecting with the local community, the need to map the ecosystem of stakeholders, the power of reflective practitioners, the need to disrupt/interrupt assumptions and discourses, and the importance of context. From these discussions came key principles of intercultural teacher training -those of collaboration, experiential learning, sustainability, peer-led, and integration. Participants of this 8th Forum also developed and signed an official statement which noted that “It is the opinion of the Forum that in general insufficient emphasis is placed on intercultural learning in teacher initial education and in-service training.”

**The last FILE in this series was held in Brussels in 2018 with the theme “Intercultural Learning: A Whole School Approach.”** The keynote, Francisco Marmolejo of the World Bank, discussed trends and challenged assumptions in intercultural learning. Desired outcomes from this forum were to explore existing examples and modules of a whole school approach to intercultural learning and to develop recommendations for stakeholders regarding implementation of such a whole school approach. Participants discussed the need for working together at different levels of education, for refining the link between exchange and skills development, and the need for greater connection with local communities, communities of practice and different sectors.

**Based on participants’ discussions, ten key take-aways emerged in implementing a whole school approach to intercultural learning:**

1. Connect – cross-curricular, cross-sector, real-world, relationships, different educational levels, and with partners (i.e. higher education institutions, NGOs)
2. Be explicit
3. Be intentional
4. Make global local – relevancy is key!
5. Challenge assumptions
6. Engage all stakeholders
7. Consider lifelong learning in intercultural learning
8. Create safe environments and support policies/structures for intercultural learning
9. Connection to the local community – building relationships is key!
10. Address organizational change

**There were also numerous questions posed that need further exploration – those include:**

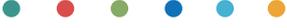
1. What are the next steps in intercultural learning (ICL) research?
2. What are the best ways to integrate ICL cross-curricularly?
3. What are the pros/cons of a knowledge-based vs competence-based approach to ICL/education?
4. What are the implications of a holistic approach to ICL?
5. What is the role of students in ICL? (student agency/co-agency)
6. What makes for effective intercultural teacher education? School heads training?
7. What is necessary for organizational change to occur to achieve embedded and integrated ICL in schools?
8. What is the impact of shifting values on ICL?
9. What does effective action and engagement look like within a whole school ICL approach? ICL to what end?
10. What could you imagine is possible (in regard to ICL) and what will you do next?

In reflecting back on this series of fora, the themes have evolved from assessing ICL, to intercultural teacher training to a whole school approach to ICL. Some of the enduring themes across the five fora include the importance of teacher training, the need to foster holistic approaches to intercultural learning and assessment, the desire for concrete intercultural pedagogical and assessment tools, the benefit of challenging assumptions, the value of communities of practice, and the engagement of all stakeholders.

**In conclusion**, it’s appropriate to consider the words of one of the fathers of the European Union, given that we’re in Brussels: “Have I said clearly enough that the Community we created is not an end in itself? It is a process of change, continuing in that same process which in an earlier period produced our national forms of life.

The sovereign nations of the past can no longer solve the problems of the present: they cannot ensure their own progress or control their own future. And the Community itself is only a stage on the way of the organized world of tomorrow.” These are the words of Jean Monnet, a French political economist and diplomat known as the father of Europe. Though he spoke of the European community, it is also important to consider the strength of the intercultural community that has emerged over the five years through these fora.

And to come full circle back to the 2013 snapshot of the world I noted in the beginning, I’d like to conclude with a reflection on the current world situation with the words of Martin Luther King Jr who continues to inspire us in the important intercultural work we all do: **“Darkness cannot drive out darkness, only light can do that. Hatred cannot drive out hatred, only love can do that.”** Thank you for all that you do in helping to make the world a better place.



## PARTICIPANTS IN THE 9<sup>TH</sup> FORUM



### PREPARATORY TEAM

**Elisa Briga** is Head of Advocacy at the European Federation for Intercultural Learning (EFIL), the umbrella of AFS Intercultural Programs organisations in Europe, where she has worked for seven years. In the last two years she has been coordinating the Erasmus+ project Intercultural Learning for Pupils and Teachers. In the past she worked as a trainee and staff member at the EU-CoE youth partnership, a co-operation programme between the European Commission and the Council of Europe in the field of youth. She has been volunteering for CISV International for 18 years and holds a Masters Degree in International Relations and Diplomacy with a thesis on information on youth mobility opportunities.

**Darla K. Deardorff** is author of 8 books and over 50 articles and book chapters on intercultural competence and international education. Executive Director of the Association of International Education Administrators (AIEA), she is affiliated faculty at numerous institutions around the world and regularly invited to speak and consult on intercultural topics.

**Melissa Liles** is based in New York and has spent two decades leading efforts to help people and organisations improve how they communicate and connect across differences. As head of global partnerships and thought leadership for AFS Intercultural Programs worldwide, Ms Liles works closely with education authorities, practitioners and academic experts in over 60 countries. She is currently leading the creation of a new AFS Center for Intercultural Learning and Global Competence that aims to establish these areas as fundamental educational rights for all learners. Previous accomplishments include developing a state-of-the-art global training initiative, The Intercultural Link Learning Program, for 50.000 adult learners worldwide. Her education credentials are in international relations and communications.

**Uffe Gravers Pedersen** was an AFS exchange student 1959-60, and later president of AFS-Denmark in 1965-1968. Headmaster at Helsingør Grammar School, he also was the director of Secondary Education in Danish Ministry of Education. Director of the European Schools in Holland and England, he also serves as Vice-President of the Danish University of Education.

**Roberto Ruffino** is the Secretary-General of the Intercultura Foundation and the Honorary Chairperson of the European Federation for Intercultural Learning (EFIL). 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”.

### INVITED SPEAKERS AND EXPERTS

**Kristien Adriaenssen** started her career as a Spanish teacher in a school for social promotion. She worked with adults who are interested in re-training courses. Since 2002 he has been teaching Dutch and Spanish at the secondary school Ecole International Le Verseau in Wavre (Belgium). She is the Dutch department coordinator and the responsible person for exchange programmes. She is one of the project partners of the Erasmus+ project ‘Intercultural Learning for Pupils and Teachers’ and she organised one of the trainings for teachers within her school.

**Mattia Baiutti** holds a Ph.D. (Doctor Europaeus) in Humanistic Studies (curriculum: Educational Sciences) from the University of Rome “Tor Vergata” (Italy); he was Visiting Researcher at the School of Education, Durham University (UK). He was a postdoctoral fellow at the University of Udine (Italy) and worked as a consultant with the OECD PISA (Global Competence Assessment). His main area of research are internationalisation of school, student mobility in secondary school, intercultural competence and its assessment. He collaborates with Fondazione Intercultura as researcher and trainer.

**Martyn Barrett** is Emeritus Professor of Psychology at the University of Surrey, UK. He obtained his degrees from the Universities of Cambridge and Sussex. He is a developmental and social psychologist but has a strong commitment to multidisciplinary research. His research interests include young people’s civic and political engagement, global citizenship, intercultural competence, intergroup attitudes, and ethnic and national enculturation. For further information, see [www.martynbarrett.com](http://www.martynbarrett.com).

**Ina Baumann** has been teaching languages at middle and high school level for 15 years. Having done her doctorate on intercultural education, she has also worked as a consultant and coordinator in the field of ‘German as a Second Language/ ICC’ for the Lower Saxony Ministry of Education (Germany) for 10 years.

**Marion Beeckmans** graduated in Law at UCL in 2005. She worked as a lawyer in the General Administration of Education from 2007 to 2014. In 2014, she joined the team of the Minister of Education of the Federation Wallonia-Brussels (Belgium), as Advisor within the “School and Society” department.

**Liana Beťková** is the manager of international cooperation for a private grammar school in Prague (Czech republic) focused on international relations. Besides building the bilateral cooperation with the schools abroad and providing foreign exchanges for the students, she is also responsible for the international students studying there. She has a keen interest in their integration into the school and the Czech culture.

**Flaminia Bizzarri** started working for AFS Intercultura (Italy) in 1981 after other professional experiences in the Great Britain and as a primary school teacher. Within Intercultura she covered various positions in the students exchange programme department. In 1988 she started working as a Senior Manager to develop relations with educational institutions. This brought her to develop a strong experience in teacher training and development of materials and tools for high school principals, teachers and Intercultura volunteers. She is one of the project partners on the Erasmus+ project Intercultural Learning for Pupils and Teachers and she organised a national training for teacher educators.

**Veronica Boix Mansilla** is the Senior Principal Investigator at Project Zero, Harvard Graduate School of Education. She studies global and intercultural competence development and quality education. Her work informs global-intercultural frameworks such as the OECD-PISA, International Baccalaureate, and the Asia Society.

**Bernd Böttcher** is coordinating the network 'Austausch March Schule', supporting organisations for school exchange in Germany. Having experience in international youth work and foundations in Central and Eastern Europe, he helps schools and teachers in Germany to establish international school exchange projects as a common part of education system for all pupils in Germany.

**Kai Bottner** has been working for AFS Interkulturelle Begegnungen e.V. (Germany) in different positions for 12 years. His team works in the supervision and development of voluntary work, especially for volunteers of student programmes and relations with schools. He has a degree in psychology, a background in education, organisational development and marketing and many years of intercultural experience through the participation and running of programmes offered by CISV International.

**Helen Bracegirdle-Brown**, originally from the north of England she studied languages at Oxford University and taught in the UK before moving to Belgium with her British husband for his work. She has worked at Ecole Internationale Le Verseau since 2000 as an English and German teacher then Deputy and now Head Teacher since 2011.

**Sabrina Brunetti** has been working for AFS Intercultura (Italy) 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.

**Maria Calogerina Alessi** is teacher at the high school G.Cardano in Milan (Italy). She was born in USA and lived there until the age of 10. She loves learning and speaking foreign languages. She is bilingual in Italian and American and she can speak fluent German and a bit of French.

**Ana Carolina Cassiano** is the Educator & School Relations Consultant at AFS Intercultural Programs, where she coordinates initiatives that help educators and schools deliver effective intercultural learning programs aimed at building global competence. Ana Carolina did her Master's studies in Political Sociology and holds a Bachelor's degree in Social Sciences. She started her journey with AFS in 2013 as a staff member of AFS Brazil after participating in a young professionals exchange programme in Norway as an assistant researcher.

**Isabel Clara Centeno Mediavilla** is a research and project officer at the Joint Research Centre of the European Commission. She has worked for more than 10 years on the role of the access and use of ICT to support social inclusion of vulnerable groups (youth, migrants and older people). She is currently in charge of a new research project looking at the competences associated to the EU values of respect for diversity, tolerance and non-discrimination, with a specific focus on the needs of teachers.

**Lis Cercadillo** took her degree in Geography and History at the Universidad Complutense de Madrid, and her PhD in History Education at the Institute of Education, University of London. She has worked as history teacher in several secondary schools in San Francisco, Valencia and Madrid and as researcher in the Institute of Education, University of London. She currently works for the Ministry of Education (Spain), in the Institute of Evaluation as Advisor in Education; she is the Spanish NPM (National Project Manager) of PISA-OECD (Programme for International Student Assessment), and implemented a pilot study on Global Competence as part of the programme. She also works as part-time lecturer at the Universidad de Alcalá (Madrid). Her main research and teaching interests are students' ideas on history, history curriculum development, bilingual education, and the relationship between empirical research, historiography and school history.

**Marie-Catherine Chatelier** is currently teaching English in the high school Lycée Faure in Tournon sur Rhone (France). She is in charge of coordinating and assessing student mobility programmes in her school to provide better recognition of their experience abroad. She is one of the project partners on the Erasmus+ project Intercultural Learning for Pupils and Teachers and she organised one of the trainings for teachers within her school.

**Magdalena Darmas** works as a teacher at Ecole Internationale Le Verseau in Wavre (Belgium). She was born in Poland and she lived in France and Belgium. She studied in a French high school. Now in her school she is surrounded with a multicultural population. Henceforth, she started working on multicultural projects.

**Catharina de Lange** worked for many years for various organisations on peace implementation in Bosnia Herzegovina, she recently changed track and now she is totally committed to teaching. She currently teaches at Ecole Internationale Le Verseau in Wavre (Belgium).

**Hanne Dieryck** works as school relations responsible for AFS Intercluterele Programma's vzw (Belgium Flemish community). In her profession she focuses on strong school relations and creating impact through exchange programmes.

**Marie Dossogne** is an English teacher currently responsible for intercultural learning and school relations at AFS Programmes Interculturels (Belgium French community). Since her involvement with AFS, she has trained high school and university students, teachers, workers and volunteers on various intercultural topics. She is one of the project partners on the Erasmus+ project Intercultural Learning for Pupils and Teachers.

**Jane Drake** is head of curriculum innovation and alignment, based within the International Baccalaureate (IB) learning and teaching division in The Hague. Working across programmes, her team have led the review of programme standards and practices, developed IB approaches to inclusion and facilitated cross-programme, collaborative innovations around international mindedness and the learner profile. Prior to joining the IB, Jane has gained over 20 years of experience in teaching and senior leadership roles dedicated to providing a high quality holistic and inclusive education for pupils from 3-18 years.

**Bohuslav Dvořák** works as a deputy headmaster at the Gymnázium U Libeňského zámku 1 in Prague 8 (Czech republic). He teaches English, Russian and History. He mostly concentrates on language development of students.

**Roberto Ferrero** is the training coordinator of AFS Intercultura (Italy). He has been a volunteer development specialist, with a long experience in training design and project management and coordination. He studied Italian literature and History and has a Master degree in training and education system management.

**Mitalene Fletcher** is Director of K-12 and International Programs in the Professional Education division at Harvard Graduate School of Education, and she co-chairs the Think Tank on Global Education. Mitalene began her career as a secondary school teacher in Toronto (Canada).

**Natalie Foster** is a Junior Analyst in the OECD Directorate of Education and Skills. She works on the design and development of the PISA innovate domain assessments, including the 2018 Global Competence assessment. Before joining PISA she worked at the European Commission and at the OECD Development Centre, and she holds a Masters' degree in European Studies from the University of Bath and Sciences Po Paris.

**Andrea Franzoi** is the Secretary General of AFS Intercultura (Italy). He 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.

**Sven Gellens** is programme manager and coordinator of seven citizenship projects for the school network GO! In the Flemish community of Belgium. Together with his colleagues he works on the professionalisation of teachers in effective citizenship didactics grounded in an active citizenship curriculum.

**Pascale Genot** has known the world of teaching in different environments: field practice, research, politics... In the past she has been teacher, inspector, researcher in education sciences, trainer for teachers, and today she is the advisor for Jean-Claude Marcourt, Ministry for Higher Education of the Federation Wallonia-Brussels (Belgium), for whom she is more specifically in charge of the dossier on the reform about the beginning training for teachers.

**Julia Georgi** is taking part in the European Voluntary Service programme at AFS Interculturele Programma's vzw (Belgium Flemish community). She is supporting the organisation in implementing the 'Intercultural Learning for Pupils and Teachers project', as they are associate partner.

**Carine Gilles** works with teachers and principals of schools belonging to the free and non confessional school network (FELSI) in the French community of Belgium.

**Mary Paz Gonzales** is a teacher and 11 years ago she became AFS volunteer in Spain. At this moment she is very involved with intercultural learning contents, both by offering workshops and creating materials.

**Petra Goran** is a policy officer in the Unit for Schools and Multilingualism of the European Commission's Directorate General for Education, Youth, Sports and Culture. In this capacity she has been working on the policies to reduce early school leaving, inclusive education, key competences and recognition of qualifications and study periods abroad.

**Dominique Granoux** is working in at the French-German Youth Office, a Franco-German organisation that supports youth exchange and youth projects. She is in charge of teacher training and she aims at improving the quality of school-exchange and to promote intercultural learning. She is one of the project partners on the Erasmus+ project Intercultural Learning for Pupils and Teachers.

**Sarka Grofova** is working as a project assistant at the Organising Bureau of School Students Unions (OBESSU). She is an English teacher with solid educational and linguistic background.

**Aisha Haque** is the Associate Director of the Centre for Teaching and Learning and an Associated Researcher in the Faculty of Education at Western University (Canada). Her research explores the development of intercultural teaching competence as well as critical pedagogical approaches to internationalisation-at-home.

**Jürgen Helmchen** is professor of education at the University of Leipzig (Germany), where he follows the project 'Taking mobility into schools: Institutional mobility as a part of an inclusive school policy'. Previously he has worked at Muenster University (Germany).

**Prue Holmes** is professor of Intercultural and International Education, School of Education, Durham University (UK). She researches and supervises doctoral students in these areas, and in intercultural communication, study abroad, and languages education. She is also the chair of the International Association for Languages and Intercultural Communication (IALIC).

**Andrea Hunziker** is a Spanish and German Teacher at Alte Kantonsschule Aarau (Switzerland). He is the responsible for the exchange students at his school. He has previously directed several exchange projects with a high school in Spain. He holds a Doctorate in Spanish Literature.

**Hellen Jensen** is a member of the European Association of History Educators (EUROCLIO) and the member of the Board of Dutch History Teachers Association. She supports the mission of development of responsible and innovative history, citizenship and heritage education by promoting critical thinking, multi-perspectivity, mutual respect and the inclusion of controversial issues. In her work as Head of History Department of Zwijsen College she develops curricula and lesson materials with her students in the line with these topics.

**Brian Jurczik-Arnold** is currently the director of AFS Programmes Interculturels, the AFS organisation in French-speaking Belgium. He has over 10 years of experience in youth mobility programmes and policy at European and national levels. His current interests include integrating global citizenship education into mobility programmes.

**Izabela Jurczik-Arnold** started working for the European Federation for Intercultural Learning (EFIL) in 2007 and since then has been the Training Coordinator putting in place international training schemes and activities, for volunteers, youth workers and teachers. Previously she has been a volunteer trainer for several years in different youth organisations.

**Kari Kivinen**, the Head of the French-Finnish school of Helsinki and the former Secretary-General of the European School system, has over 30 years of experience in international education. He has combined his everyday work with research and further studies. At present, he is involved at European level in media and information literacy and intellectual property education.

**Ana Kozina** is a researcher, assistant professor and head of the Centre for evaluation studies in Educational Research Institute in Ljubljana (Slovenia). Her work is in the field of developmental and educational psychology, especially processes of social and emotional learning at the individual and school level.

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**Michaela Löfflerová** is AFS Czech republic staff member, trainer and returnee. She is responsible for a European Social Fund project focusing on educating teachers in intercultural learning. She earned a Bachelor degree in International relations and European studies at Masaryk University, Brno and currently studying Security studies at Charles University, Prague and African studies at University Hradec Králové.

**Francisco Marmolejo** is Lead Tertiary Education Specialist of the World Bank, based in Delhi, India. During 2012-2018 he has served as Global Coordinator of Tertiary Education at the Bank. Previously, he served as Executive Director of the Consortium for North American Higher Education Collaboration, based at the University of Arizona.

**Alison Morrisroe** is currently interning with the European Trade Union Committee for Education (ETUCE) with a special focus on Equality and Inclusion.

**Andrea Murzi** is currently interning at the UNESCO Liaison Office in Brussels, supporting projects related to the cultural sector.

**Cosmin Nada** has been working on a doctoral research in the field of cultural diversity in educational contexts, multiculturalism and students migration. Later, he worked as a researcher in the field of early school leaving and currently he is a trainee at DG Education and Culture at the European Commission.

**Héla Nafti** is an ELT senior inspector of English, teacher trainer, iEARN country coordinator, Executive Director of TEARN (Tunisian Education and Resource Net work, chapter of iEARN), and she serves on iEARN Executive Council. Besides, she is president of La Ligue Tunisienne de l'Éducation, and member of Solidarité Laïque Tunisie. She is very much engaged in global citizenship education, improving understanding between communities and fostering the values of tolerance, peace and democracy among youth.

**Magali Nerincx** spent a year in Ohio, United States as an exchange student. When back in Belgium, she studied at the University of Louvain-la-Neuve and obtained a Master degree in Humanities Studies. Before working as the Support Coordinator for AFS Programmes Interculturels (Belgium French community), she was a high school teacher for five years in an international school. Now as one of the Intercultural learning responsible in the AFS organisation, her main objective is to develop the interest of schools (directors, teachers and students) in intercultural learning.

**Isabelle Polain** is a teacher and director of school as profession, and now she is in charge of the “Programme d’Ouverture aux Langues et aux Cultures” (OLC) for the General Management of Compulsory Education of the Wallonia-Brussels Federation (FWB). She is following partnership agreements for teacher exchange with China, Spain, Greece, Italy, Morocco, Poland, Portugal, Turkey, Tunisia, Romania and Russia. She works on the promotion of the OLC programme for the head of schools, the evaluation of the implementation of the scheme, the search for resources, the promotion of good practices, the networking among OLC teachers. She works on active listening and non-violent communication trainings.

**Anne Romea** is currently teaching History, Geography and moral and civic education in at the high school Lycée Gabriel Faure in Tournon sur Rhone (France). Her interests include intercultural competence development to better integrate all the students in the school. She attended the local training organised in November 2017 within the Erasmus + project Intercultural Learning for Pupils and Teachers.

**Melanie Rutten-Sülz** is a mission-driven and results-oriented transformational thinker and leader, and a passionate global citizen. She has a strong background in multi-stakeholder convening, sustainability issues and organisational development. As Secretary General of Youth For Understanding’s (YFU) Global Office, she is responsible for overseeing and coordinating the global membership and related services. YFU is a volunteer-based global non-profit community driven by the passion of people, consisting of 55+ member organizations across six continents and a leader in intercultural exchange and educational programmes for more than 60 years.

**Eszter Salamon** originally trained and practiced as a teacher and later became an economist specialized in nonprofit management, education and culture, nonprofit marketing and PR. She started dealing with rights of the child issues in 1989 and has specialized in students’ rights and parents’ rights, with focus on education in the past 22 years. She has been involved in international education and social topics including equity and inclusion, lifelong learning, the prevention of early school leaving and youth unemployment, reconciling family life and work, and the importance of developing key competences. Currently, she is the Director of the International Parents Association (IPA), Ambassador of the European Parents Association (EPA) and she manages projects for both organisations as well as for the European School Heads Association (ESHA).

**Andrew Tood** is Policy and Advocacy Officer at the Lifelong Learning Platform: European Civil Society for Education, a network of 43 associations in the field of education, training and youth. Previously a trainee at the European Commission (DG Education and Culture) and having worked in TEFL, he has a background in education, both policy and practice. He studied modern languages and European Politics in the UK.

**Edvardas Vabuolas** is a member of the Board at the Organising Bureau of European School Student Unions (OBESSU). He is particularly interested in the digitalisation process in education, the quality of education and the dialogue between EU institutions and young people.

**Barry van Driel** is President of the International Association for Intercultural Education (IAIE) and Senior Editor in Chief of the journal Intercultural Education. He is senior education consultant at the Anne Frank House.

**Martine Vandervlies** is a Latin teacher and the coordinator of European projects at the high school Institut St Jean-Baptiste in Wavre (Belgium). She organises linguistic and cultural exchanges for the students and she is the coordinator of the European citizenship course in the school. She has coordinated Comenius and Erasmus+ projects. The last project she coordinated was about “Migration: Europe’s challenge for the 21st Century”.

**Fred Verboon** is the current director of the European School Heads Association (ESHA) and a board member of the Scholen voor Ondernemend leren in The Netherlands. He is one of the project partners on the Erasmus+ project Intercultural Learning for Pupils and Teachers.

**Yi’an Wang** is Professor and Vice Dean of the School of Foreign Languages at Hangzhou Dianzi University in PR China. He holds a PhD in Intercultural Communication from Shanghai International Studies University in China. His research interest focuses on intercultural competence development and assessment and its application in different contexts, intercultural adjustment, and intercultural training.

**Bert Wastijn** is lecturer and researcher at the Erasmus University College Brussels and part of the Research Center urban Coaching & Education. He has a degree in Social Work and master of arts in cultural studies. He has been working in youth work and has always had a special focus on cultural education. Besides teaching in the Early Childhood Education and Care (ECEC) programmes, he is also a researcher at the university. His main focus in my practice-oriented research is to discover how schools support and stimulate the teachers’ cultural-sensitive-responsive attitude and what schools need to do so. He is also part of an Erasmus+ project aimed at developing training materials for intercultural competence in the ECEC field.

**Bettina Wiedmann** was a high school exchange student in Arlington, Virginia in 1992/93. This year abroad has influenced her life ever since. Upon graduation, she started working for Carl Duisberg Society (now GIZ), before accepting an offer from Experiment e.V., a nonprofit intercultural organisation based in Bonn, Germany. She first held a position as Programme Manager in their Inbound Department and since 2006, she has been Executive Director. She holds a number of honorary posts in other organisations.

**Uli Zeuschel** has been the coordinator of the Scientific Advisory Council of AFS Interkulturelle Begegnungen e.V. (Germany) since 2010. Former exchange participant at both high school level (YFU, Detroit MI, 1970/71) and university level (Fulbright grant, Michigan State University, 1977/78). He has been an organisational consultant and trainer with osb international in Hamburg since 1998.

A diverse group of young people, including a man with a goatee, a woman with braids, a man in a blue shirt, a woman with blonde hair, and a woman with glasses, are laughing and smiling together outdoors. They are dressed in casual clothing like t-shirts and jeans. The background shows a modern building with large windows.

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

*Robert Hanvey*



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## Intercultura

Incontri che cambiano il mondo. Dal 1955

### Intercultura onlus

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

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