

# A Brief Overview on Intercultural Learning in Initial Teacher Education and Continuing Professional Development for Teachers of Upper Secondary Schools

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Country Focus: Belgium, France, Germany, Italy, the Netherlands

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## Introduction

The study has been conducted within the Erasmus+ project 'Intercultural Learning for Pupils and Teachers'<sup>1</sup>, and aims at exploring how Intercultural Learning (ICL) is fostered in Initial Teacher Education (ITE)<sup>2</sup> and Continuing Professional Development (CPD)<sup>3</sup> for teachers in upper secondary schools (ISCED 3<sup>4</sup>). The study focuses on the five countries covered by the project partners, namely Italy, Germany, France, Belgium (Flemish and French communities) and the Netherlands.

The project's consortium gathers local, national and European level partners representing either the school sector or pupil exchange organisations belonging to the non-formal education sector<sup>5</sup>.

The study does not aim to present a complete overview on the topic for the countries mentioned above. In fact the information available for each country varies on the basis of the education systems, policies changing at the moment of writing, and general lack of aggregated data on the topic of the study.

This study provides a definition of 'intercultural competence' and an analysis of the EU and international policies related to the promotion of ICL in ITE and CPD, and then outlines for each of the five countries 1) the organisation of ITE, 2) ICL in national education policy, 3) ICL in ITE, 4) ICL in CPD, 5) policy recommendations to foster ICL in teacher education and lifelong learning. The recommendations have been drafted by the project partners based on the findings of the study and the experience gathered thanks to the implementation of the project. For some countries, good practices are described. The study ends with conclusions and general policy recommendations.

The study has been drafted using the following methods:

- Desk research, mainly based on information that the Eurydice network<sup>6</sup> provides and the information published on the website of the OECD Directorate for Education and Skills<sup>7</sup> and on its observatory 'Education Policy Outlook'<sup>8</sup>.
- Questionnaires filled in by project partners and experts contacted by them to identify how Intercultural Learning (ICL) is included in Initial Teacher Education (ITE) and teachers Continuing Professional Development (CPD) in the 5 countries (namely Italy, Germany, France, the Netherlands and the Flemish and French community of Belgium).
- Lectures / speeches during educational conferences.
- Reflections and feedback from the piloting of the Teacher training course on intercultural competence developed and delivered within the project<sup>9</sup>.

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<sup>1</sup> 'Intercultural Learning for Pupils and Teachers', [www.intercultural-learning.eu](http://www.intercultural-learning.eu)

<sup>2</sup> Initial Teacher Education (ITE), or undergraduate teacher education is defined as the entry level qualification that is completed prior to entering service as a teacher, after completing a cycle of studies offered by an educational institution.

<sup>3</sup> Continuing Professional Development (CPD) of teachers is defined as the learning opportunities – such as training courses, mobility opportunities- teachers take part in after obtaining their qualification and while exercising their profession.

<sup>4</sup> ISCED is a reference international classification created by UNESCO for organising education programmes and related qualifications by levels and fields. ISCED 3 corresponds to upper secondary education.

<sup>5</sup> The European Federation for Intercultural Learning (EFIL), the European School Heads Association (ESHA), AFS Vivre Sans Frontiere (France), AFS Programmes Interculturels (Belgium-Wallonia), InterCultur (Germany), Fondazione Intercultura (Italy), the Franco-German Youth Office (FGYO) Ecole internationale Le Verseau – ELCE (Belgium-Wallonia) and Lycée Gabriel Faure, Tournon-sur-Rhône (France).

<sup>6</sup> 'Eurydice – Better knowledge for better education policies', [https://eacea.ec.europa.eu/national-policies/eurydice/home\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/home_en)

<sup>7</sup> 'OECD, Education', [www.oecd.org/edu](http://www.oecd.org/edu)

<sup>8</sup> 'Education Policy Outlook', <http://www.oecd.org/education/policy-outlook/>

Moreover, this study is closely linked with another output of the project 'Intercultural Learning for Pupils and Teachers', namely the study '*A brief overview on Intercultural Learning in curricula of upper secondary schools and the recognition of long-term individual pupil mobility*<sup>10</sup>', and several parts of the current study are mirrored in the latter. In fact, the international, European and national education policies related to ICL are the same and they concern mainly the school curriculum, which then determines the content of the teacher training aimed at empowering teachers to deliver lessons according to the set educational objectives.

## Intercultural competence and related policies

### *Intercultural competence – a definition*

Before having a look on how Intercultural Learning is fostered in ITE and CPD, a clear definition of '*intercultural competence / learning*' is needed. When referring to intercultural competence, we refer to the 'ability to mobilise and deploy relevant attitudes, skills and knowledge in order to interact effectively and appropriately in different intercultural situations'<sup>11</sup>. Intercultural competence includes the recognition and appreciation of one's own and others' multiplicities and how they come into play in different situations. This should not resume to prescriptive solutions for 'specific cultures' and instead focus on preparing for the unexpected, careful perception and dealing with uncertainty. It **implies readiness to deal with difference in an ethno-relative manner and viewing values and behaviors of others from broader perspectives, and not seeing one's own as normal/superior**. Recognition and appreciation of one's own and others' multiplicities also need to avoid the mechanism of othering – seeing the world in categories us vs. them, where "them" are those who are different from me/us. Identifying and labeling "the other" tends to ascribe a fixed identity to them, where it may be difficult or impossible to contest the ascription (hence intercultural competence includes also issues of power and voice of interlocutors). **Intercultural competence is tightly linked to empathy, listening and observing, flexibility, conflict resolution skills and tolerance of ambiguity. They also go hand in hand with civic-mindedness, valuing democracy and human rights.**

Furthermore, intercultural competence is best developed through the **experiential learning** approach of D.A. Kolb<sup>12</sup>. In fact, intercultural learning needs to be based on activities that lead to experiences which are the starting point for pupils and teachers for reflection and self-realisation. According to Kolb "learning is the process whereby knowledge is created through the transformation of experiences"<sup>13</sup>, linking theory to the practice and transforming the new knowledge into theoretical assumptions that have to be proved again. Therefore, it is not only important to integrate ICL in curricula, it also has to be linked to **innovative and cooperative teaching approaches**, that will allow teachers and students to enhance their intercultural competence.

The development of intercultural competence of teachers is often referred to when talking about 'learning to deal with/value diversity'. *Diversity* is understood and interpreted in various ways. It closely relates to the concept of inclusion, "a process of responding to the diversity of needs of all

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<sup>9</sup> 'Intercultural Learning for Pupils and Teachers', <http://intercultural-learning.eu/teacher-training/>

<sup>10</sup> Elisa Briga, 'A brief overview on Intercultural Learning in curricula of upper secondary schools and the recognition of long-term individual pupil mobility' (Intercultural Learning for Pupils and Teachers, 2018)

<sup>11</sup> Darla.K. Deardoff, *The SAGE Handbook of intercultural competence*, (Sage Publishing, 2009) and *Competences for democratic culture - Living together as equals in culturally diverse democratic societies*, (Council of Europe, 2016).

<sup>12</sup> David. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, (Englewood Cliffs, NJ: Prentice Hall, 1984)

<sup>13</sup> Ibid



learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education”<sup>14</sup>. In this study we mainly focus on diversity which is related to different cultural and sociocultural backgrounds. To address pupils of different backgrounds individually and adequately teachers need, among other skills, intercultural competence.

### *Policies fostering intercultural competence*

Currently, intercultural competence is seen by several international institutions as a key competence to be developed through education. Institutions might refer to it with different names ‘global competence’ (OECD), ‘competence for democratic culture’ (CDC), ‘global citizenship’ (UNESCO), ‘citizenship and the common values of freedom, tolerance and non-discrimination’ (EU) but the core remains the same, namely the competences everyone needs to be equipped with to ‘live together in diversity’.

In particular, the OECD has developed the OECD PISA Global Competence Framework<sup>15</sup> in 2017, as the foundation for the 2018 PISA assessment on global competence. Their working definition is ‘Global competence is 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’. In the competence framework, they see four dimensions: 1) Examine local, global and intercultural issues, 2) Understand and appreciate the perspectives and world views of others, 3) Engage in open, appropriate and effective interactions across cultures, 4) Take action for collective well-being and sustainable development. Intercultural competence is strongly present in the first three dimensions.

The Council of Europe has been promoting intercultural competence in education through several initiatives, the latest being the framework of Competences for Democratic Culture (CDC)<sup>16</sup> which the 47 Member states committed to implement in the curricula of all levels of education, starting with schools.

UNESCO promotes Global Citizenship Education (GCED)<sup>17</sup>, which is also included in Goal 4 of the United Nations Sustainable Development Goals, and monitors its implementation.

Within the European Union, intercultural competence has been promoted as part of European citizenship, and mobility programmes have been the main tool to foster it. Mobility of school staff within ITE and CPD has been possible through EU funding programmes since the 90s. Currently, these opportunities are foreseen within the frame of Erasmus+ projects (Erasmus+ Key Action 1 projects). Possible activities within these projects can be joint training events, study visits, **long-term mobility of staff for teaching or training**. Also strategic cooperation between schools is possible through KA2 ‘Strategic partnerships’ which can include mobility activities. Finally, the EU offers tools such as E-Twinning<sup>18</sup> and School Education Gateway<sup>19</sup>.

Intercultural competence has received more attention as from 2015, when the Ministries of Education of the European Union Member states adopted the so-called Paris declaration on

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<sup>14</sup> Public Policy and Management Institute (PPMI), *Preparing Teachers for Diversity: the Role of Initial Teacher Education; Final Report to DG Education, Youth, Sport and Culture of the European Commission* (European Commission, 2017), page 13 (UNESCO, 2005)

<sup>15</sup> OECD; *Preparing youth for an inclusive and sustainable world, The OECD PISA global competence framework*, (OECD, 2018).

<sup>16</sup> Council of Europe, *Competences for democratic culture - Living together as equals in culturally diverse democratic societies*, (Council of Europe, 2016).

<sup>17</sup> ‘What UNESCO does on global citizenship education’, <https://en.unesco.org/themes/gced/action>

<sup>18</sup> ‘E-Twinning’, <https://www.etwinning.net/en/pub/index.htm>

<sup>19</sup> ‘School Education Gateway’, <https://www.schooleducationgateway.eu/en/pub/index.htm>

*Promoting citizenship and the common values of common values of freedom, tolerance and non-discrimination*<sup>20</sup>. The 2016 Eurydice study<sup>21</sup> on the implementation of the Paris declaration, shows that policies contributing to the objectives of the Paris Declaration to various degrees are in place in all countries: most countries have introduced new policies in 2015, whereas in a few countries, policies are still under discussion (Romania, Greece, Croatia), and some countries have introduced important measures in the years just before the adoption of the Declaration (as for example in the Czech Republic, Hungary, Malta, Poland, Slovenia, Slovakia, Bosnia and Herzegovina, Iceland and Serbia).

In December 2016, the European Commission presented a *Communication on Improving and Modernising Education*<sup>22</sup>, including a set of actions to support EU countries in developing high quality innovative and inclusive school systems. Within this initiative, the *Communication on School development and excellent teaching for a great start in life*<sup>23</sup> was issued on May 30 2017. This policy document provides further evidence and actions on how to improve the quality and inclusiveness of schools; support excellent teachers and school leaders; and improve school governance.

Moreover, in November 2017 the European Commission has launched the initiative *European Education Area by 2025*<sup>24</sup> which calls for “a Europe in which learning, studying and doing research would not be hampered by borders. (...) a continent in which people have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity”<sup>25</sup>. Within this framework the European Commission aims at increasing mobility opportunities for school staff and pupils through the Erasmus programme, and the Council adopted the recommendation on *Promoting common values, inclusive education, and the European dimension of teaching*<sup>26</sup>, and the recommendation on *Key Competences for Lifelong Learning*<sup>27</sup>. The first, includes a clear mention that Member states should ‘promote active citizenship and ethics education as well as an open classroom climate to foster tolerant and democratic attitudes and social, citizenship and intercultural competences’, the latter includes elements of intercultural learning in the competences ‘Citizenship’, ‘Personal, social and learning to learn’, ‘Cultural awareness and expression’, ‘Multilingual’.

Moreover, the Council is working on the *recommendation on the automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes learning periods abroad*<sup>28</sup>. Recognition of learning periods abroad within upper secondary schools is a key factor for internationalisation of schools and promotion of development of intercultural competence of pupils through individual mobility programmes.”In order to achieve automatic recognition, the Commission calls on Member states to foster transparency and build trust in each other’s secondary education. The implementation of this recommendation will provide teachers with and increased knowledge about and openness towards education systems in other countries and concrete tools for internationalisation. Within this context of increased intercultural exchanges,

<sup>20</sup> Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, 2015

<sup>21</sup> Eurydice, Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education - Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015, (European Commission, 2016)

<sup>22</sup> Communication from the Commission, Improving and Modernising Education, COM/2016/0941 final

<sup>23</sup> Communication from the Commission, School development and excellent teaching for a great start in life COM/2017/0248 final

<sup>24</sup> Communication from the Commission, Building a stronger Europe: the role of youth, education and culture policies, COM(2018) 268 final

<sup>25</sup> Ibid, page 11

<sup>26</sup> Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching

<sup>27</sup> Council Recommendation (EC) No. 2018/C 189/01 of 22 May 2018 on key competences for lifelong learning.

<sup>28</sup> Proposal for a Council recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad, COM(2018) 270 final.



teachers will need to improve their skills in promoting and managing mobility opportunities aimed at developing intercultural competence, and therefore teacher training will need to answer this demand.

From the policy overview outlined above, [it is clear that the EU strongly encourages their Member states to prepare teachers for diversity, and to lay the foundations for more inclusive societies through education.](#)

The EU recognises the need to empower and equip teachers to take an active stand against all forms of discrimination, to meet the needs of pupils from diverse backgrounds, to impart common fundamental values and to prevent racism and intolerance<sup>29</sup>. Even though a consensus prevails on the need to adapt education systems accordingly.

Different studies (e.g. *Preparing Teachers for Diversity*, European Commission, 2017) show that not all European countries are effectively prepared for the increasing diversity of their classrooms, . The mapping of educational policies in the in the countries which are under the scope of the study, shows a different understanding of what the increased heterogeneity of European societies implies in terms of educational responses. These differences are not only between the countries: for example in the Federal Republic of Germany itself it varies between the 16 different states (Bundesländer) in terms of priority given and actions delivered. Diversity and difference are conceptualised in various ways, and the design of educational answers – irrespective of the terminology used – differs depending on the national context, political priorities and commitment<sup>30</sup>.

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<sup>29</sup> Public Policy and Management Institute (PPMI), *Preparing Teachers for Diversity: the Role of Initial Teacher Education*, (European Commission, 2017), page 13

<sup>30</sup> Ibid, page 34. (Schleicher, 2012)

## Belgium - French community

### Organisation of Initial Teacher Education in the French community of Belgium

In the French community of Belgium the teaching profession can be categorised according to pupils' age, educational level, specific nature of studies and training objectives. Initial training of teachers for pre-secondary and secondary education includes several training routes which lead to the following qualifications:

- Bachelor degree – pre-school teaching
- Bachelor degree – primary teaching
- Bachelor degree – lower secondary education
- Master degree – upper secondary teaching diploma

The initial training of the bachelors (Pre-School and Primary Teaching, Lower Secondary Education) generally takes place in the so called *Hautes Écoles* (a type of higher education institutions)<sup>31</sup>.

Learning objectives and competences present in ITE are basically the same for BA and MA Programmes, just the subject-related knowledge and skills vary.

"Vocational training workshops provide students with a package of activities, which are designed to foster professional skills and reflective knowledge about those skills. They enable them to experience, observe, and analyse the different aspects of the profession"<sup>32</sup>. Since self-reflection, observation and analytical skills are important dimensions of intercultural competence, ICL might be tackled by these measures of self-reflection and analysing.

"Professional identity-building interdisciplinary activities are organised during the ITE course as seminar activities and supervised by either *Haute École* professors or external experts. They relate to developing teacher's identity and preparing the teacher's dossier; the openness of the school to the outside world and **education in cultural diversity**"<sup>33</sup>. In these activities a more explicit reference to ICL is present. Here not only identity-building as a crucial part of ICL is mentioned but also the methodological approach - ICL should be organised interdisciplinary and in form of *activities*. It underlines the fact that ICL should be embedded in experiential learning settings (in and outside of schools) as stated above<sup>34</sup>.

### Intercultural Learning in national education policies

The first steps towards the introduction of intercultural education in school have been made in 1977 with the creation of the programme *Ouverture aux langues et aux cultures*<sup>35</sup> (Opening to

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<sup>31</sup> 'Eurydice, Belgium - French Community, Initial Education for Teachers Working in Early Childhood and School Education', [https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-5\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-5_en)

<sup>32</sup> *ibid*

<sup>33</sup> *ibid*

<sup>34</sup> See page 5

<sup>35</sup> 'Fédération Wallonie-Bruxelles, Programme d'Ouverture aux langues et aux cultures', <http://www.enseignement.be/index.php?page=27436>

languages and cultures), which aimed at offering a more inclusive education to inclusive education to migrant pupils, taking their native language and culture into account and promoting diversity. Since then, partnerships between the Ministry of Education (MoE) and national embassies enables schools to hire foreign teachers who can deliver language and culture lessons. The objective of the programme is to reinforce self-confidence and self-awareness in pupils from foreign descent and to fight against stereotypes, prejudice, racism and promote curiosity and open-mindedness towards other cultures.

In 1997, the Decree on the main missions of schools<sup>36</sup> was issued and it states in Article 6 that one of the objectives of teaching should be 'preparing pupils to be responsible citizens, able to contribute to the development of a democratic society based on solidarity, pluralism and openness to other cultures'. In Article 9<sup>37</sup>, the Decree explicitly mentions that the school programme needs to include "the understanding of the living environment, history, and, more specifically, reasons for and consequences of European unification, the value of knowing languages other than French and above all of being able to communicate in those languages, the transmission of cultural heritage in all of its aspects and the discovery of other cultures, which, together, enhance the recognition of those cultures and strengthen social ties"<sup>38</sup>.

In view of reinforcing citizenship education, a new Decree has been published in 2007<sup>39</sup> foresees that schools organise interdisciplinary activities related to responsible and active citizenship.

Moreover, since 2008, a coordinated framework exists, that prohibits any form of discrimination particularly in schools. Discrimination on the grounds of nationality, 'race', skin colour, family background or national or ethnic origin, age, sexual orientation, religious or philosophical convictions, disability<sup>40</sup>, is prohibited.

In the French community of Belgium, schools belong to different networks (Wbe, Segec, Cpeons, Felsi, ...) which are in charge of drafting the curricula based on the 'référentiels' (legal basis) provided by the Ministry. The curricula prepared by each network have then to be accepted by the 'commission des programmes' (curricula commission) which checks the matching with the legal basis. It is therefore possible for each network to put a focus on ICL in their curricula.

In 2015, the 'Decree related to the subject education to philosophy and citizenship'<sup>41</sup> has been an important step towards more intercultural education at school. The decree foresees one mandatory hour of this new subject in all schools, from primary to upper secondary. This new curriculum was launched in September 2016 and became mandatory in September 2017 in 3 of the 4 school networks. It has not yet been implemented in the network called *Réseau libre confessionnel* (Free confessional school network) managed by the *Secrétariat général de l'enseignement catholique - Segec* (secretariat of catholic education) who chose to adapt the existing curricula to make them fit with the frame of reference of this new subject.

<sup>36</sup> Décret définissant les missions prioritaires de l'enseignement fondamental et de l'enseignement secondaire et organisant les structures propres à les atteindre, 1997.

<sup>37</sup> Décret réglementant les titres et fonctions dans l'enseignement fondamental et secondaire organisé et subventionné par la Communauté française, Moniteur belge, 10/10/2014

<sup>38</sup> Eurydice, Belgium - French Community, Initial Education for Teachers Working in Early Childhood and School Education'.

<sup>39</sup> Décret relatif au renforcement de l'éducation à la citoyenneté responsable et active au sein des établissements organisés ou subventionnés par la Communauté française, 2007

<sup>40</sup> Décret relatif à la lutte contre certaines formes de discrimination, Moniteur belge, 13/01/2009

<sup>41</sup> Décret relatif à l'organisation d'un cours et d'une éducation à la philosophie et à la citoyenneté, 2015

The teachers who want to be entitled to teach this new subject called “Education to philosophy and citizenship” have to attend dedicated in-service training. They will have to get the required degree to teach the subject in September 2020 at the latest. The new subject is part of the compulsory curriculum for students and therefore it is part of the certification process at the end of the term for each student, but there is no assessment method recommended in the decree.

Finally, the *Pacte pour un Enseignement d'Excellence*<sup>42</sup> (Pact for high quality teaching), a participatory process with the aim to define action priorities at a 10-year horizon to strengthen the quality in education, also highlights the importance of several aspects of intercultural competence within school. One of the strategic approaches of the Pact is to promote a social mix in the schools, valuing cultural diversity. The Pact encourages the promotion of cultural diversity through three means: Initial Teacher Education, the progressive integration of these competences in the reference documents of the new core curriculum the Pact aims to implement, and the development of the programme of the new subject ‘Education to philosophy and citizenship’.

In conclusion, there is no explicit naming of ICL in national decrees but, a variety of measures have been adopted to fight against all forms of discrimination and promote openness to other cultures.

### Intercultural Learning in Initial Teacher Education

The Decree on the Missions of Schools<sup>43</sup> defines thirteen competences to be developed as part of initial training for bachelor candidates:

- using knowledge of the human sciences for an accurate interpretation of situations encountered inside and outside class and for better adaptation to the school population;
- **maintaining effective partnership relations** with institutions, colleagues, and pupils’ parents;
- understanding their role within the school and functioning in the profession as defined by the relevant laws;
- internalising the disciplinary and interdisciplinary knowledge that underpins teaching work;
- mastering the disciplines’ didactics, which guide teaching work;
- **demonstrating a broad general culture in order to awaken pupils’ interest in the cultural world;**
- developing the relational skills commensurate with the profession’s requirements;
- understanding the ethical issues associated with day-to-day teaching practice;
- working in a team in the school;
- developing, testing, evaluating and refining teaching aids;
- maintaining a critical and autonomous relationship with past and future scientific knowledge;
- planning, managing and evaluating learning situations;
- maintaining a reflective view of one’s own practice and organising one’s own continuing training.

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<sup>42</sup> Pacte pour un Enseignement d'Excellence, 2017

<sup>43</sup> Décret réglementant les titres et fonctions dans l'enseignement fondamental et secondaire organisé et subventionné par la Communauté française, Moniteur belge, 10/10/2014

Among these competences, we find several ones that are part of intercultural competence, such as building up good and effective relationships, cultural openness and curiosity, as well as teamwork and reflective competences.

Furthermore future teachers receive specific trainings in:

- discipline-specific training (including didactics, information and communication technologies, and French proficiency),
- practical training (vocational training workshops and internships),
- professional **identity-building** interdisciplinary activities (the teacher's identity, individual learning paths, the openness of the school to the outside world, **education in cultural diversity**, professional ethics, the career plan).

Even if ICL is not mentioned explicitly in the thirteen competences listed in the Decree on the Mission of Schools, elements of intercultural learning are present in the curricula of specific trainings, as presented above.

In addition to the subject specific training, since 2001 Master students **must take compulsory courses** aimed at developing teaching skills. The core activities within the course for obtaining a upper secondary school teaching diploma, are organised around the following four themes<sup>44</sup>:

- socio-cultural studies (educational sociology, analysis of the school institution and its players, **theoretical approach to cultural diversity**, educational policy, ethical aspects of the profession) (at least 30 hours).
- educational studies, including the development of a scientific approach and research attitude (didactic transposition covering the discipline's epistemology, the discipline's didactics, the interdisciplinary approach, knowledge and educational use of information and communication technologies and media) (at least 60 hours).
- **socio-affective and relational studies** (approaches to adolescents and school life, the management of groups in and around the class, the study of interpersonal relations in a school context) (at least 30 hours).
- **know-how** (linking of theory and practice, during teaching practice in real-life situations and practical analysis seminars) (at least 90 hours).

The course includes both the theoretical approach to cultural diversity and a module focused on '*know-how - linking theory and practice*'. The fact that both the theory and the practice are included in the course ensure that ICL is taught with the appropriate methodology, namely experiential learning (Kolb's Learning Cycle)<sup>45</sup>.

## Intercultural Learning in Continuing Professional Development

Continuing professional training for upper secondary school is compulsory for all teaching staff and it foresees 6 half-days a year. Voluntary continuing training (i.e. in addition to these obligatory 6 half-days) is limited to 10 half-days a year in ordinary pre-secondary education, if it takes place during the teacher's working hours<sup>46</sup>. These trainings are either organised by the specially created

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<sup>44</sup> 'Eurydice, Belgium - French Community, Initial Education for Teachers Working in Early Childhood and School Education'

<sup>45</sup> See page 5

<sup>46</sup> *ibid*

*Institut de la Formation en cours de Carrière* – IFC<sup>47</sup>(Institute for In-Service Training), by the network to which schools belong, or at school level<sup>48</sup>.

The objective of the trainings operated by or in cooperation with the Institute for In-Service Training is to ensure consistency with the Decree on the Missions of Schools, and to foster in particular:

- the capacity to implement formative assessment and a skills and techniques-based pedagogy which makes it possible to achieve the levels defined by the *Socle de Compétences* (core skills);
- the practice of various forms of differentiated pedagogy;
- the creation of educational and assessment tools which are adapted to the achievement of the objectives set by the *Socle de Compétences* (core skills).

In addition to these goals, there may be others which are specific to the level of secondary education and to specialised education<sup>49</sup>.

Besides the fact that CPD for upper secondary school teachers is compulsory, further incentives are provided to take part in the CPD programmes: the courses are free of charge and teachers get their travel costs reimbursed plus a meal allowance (daily rate). Thanks to these arrangements the French community of Belgium has lowered barriers for teachers to get actively involved in CPD offers, compared to some other countries.

Teachers can find courses related to intercultural competence by exploring the IFC catalogue or the one of other CPD institutes, where for example the training developed within the Intercultural Learning for Pupils and Teachers is offered by AFS Programmes Interculturels. Teachers can also access resource centres such as *Annoncer la Couleur*<sup>50</sup>.

## Policy recommendations

Aspects related to ICL are quite present in the educational policies in Belgium. Even though, since 2001, ICL is officially part of the ITE through, the time dedicated to aspects of cultural diversity is limited within the 30 hours of the course<sup>51</sup> and it seems rather ambitious to tackle in the given time this broad subject, both theoretically and using experiential learning methods, which are more time-consuming.

Based on the findings of this study and the experience of the project implementation, the project partners from the French community of Belgium have formulated the following recommendations to include intercultural competence in ITE and CPD:

- In view of including aspects of promotion of cultural diversity within the subject 'Education to philosophy and citizenship', the training of teachers teaching this subject should include a focus on intercultural competence.

<sup>47</sup> 'Institut de la Formation en cours de Carrière', <http://www.ifc.cfwb.be/>

<sup>48</sup> Décret relatif à la formation en cours de carrière dans l'enseignement spécialisé, l'enseignement secondaire ordinaire et les centres psycho-médico-sociaux et à la création d'un institut de la formation en cours de carrière, 2002.

<sup>49</sup> *ibid*

<sup>50</sup> 'Annoncer la Couleur' <http://www.annoncerlacouleur.be/>

<sup>51</sup> José-Luis Wolfs, Former les enseignants à la « diversité » et à la « neutralité » : est-ce conciliable ? Analyse du cas de la Belgique francophone, (Université libre de Bruxelles Centre de recherche en sciences de l'éducation, 2017), Page 8



- In order for the teachers to be able to promote the mobility of their pupils, the mobility of future teachers should be encouraged and well prepared. Experiencing intercultural encounters equips teachers with the necessary intercultural competence they will need to teach their students.

## Belgium - Flemish community

### Organisation of Initial Teacher Education in the Flemish community of Belgium

The Flemish Qualifications Framework (VKS - FQF) includes all recognised qualifications and classifies them into 8 levels. Each level is determined on the basis of 5 elements: knowledge, skills, context, autonomy and responsibility. There are professional qualifications and educational qualifications at all 8 levels of the qualifications framework. Further information about the 5 elements in each level are provided on the website of the FQF<sup>52</sup>.

The initial teacher training for professional Bachelor (level 6) is provided by University colleges for nursery education, primary education and secondary education, while the Master (level 7) is offered by universities. From September 2019 special programmes will be offered at the university colleges for those who want to make a switch to the teaching profession. From September 2019, Bachelor students of any faculty will be able to opt for courses that prepare them also for the teaching profession, and extra Masters will be offered. Centres for Adult Education however, will no longer offer this kind of trainings.

### Intercultural Learning in national education policies

At the moment ICL is not present among the *eindtermen* (final objectives) foreseen for the upper secondary school curriculum, however there are aspects related to ICL which have been part of cross-curricular objectives, covered in all subjects, but without a specific attention to intercultural competence. The eindtermen with an ICL dimension are:

Cross-disciplinary, Year 1, 2, 3, 4, 6

- Flexibility: willing to adapt to changing demands and circumstances;
- Critical thinking: can question data, practices and reasoning; are able to consider alternatives and make a conscious choice; can approach topics from different angles;
- Open and constructive attitude: take into account developments in themselves and in others, in society and the world; compare their own opinions about social events and trends with different points of view;

Cross-disciplinary, Year 3, 4, 6

- Respect: behave respectfully;
- Responsibility: take responsibility for their own actions, in relationships with others and in society;

Subject-related - Modern languages:

- recognise and nuance stereotypes relating to their own and other people's culture and cultural expressions;

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<sup>52</sup> Flemish Qualifications Framework, Levels of Qualifications, <http://vlaamsekwalficiatiestructuur.be/en/what-is-fqf/levels-of-qualifications/>

- recognise and correct misunderstandings in the intercultural communication that arise due to linguistic or cultural differences;
- explore cultural expressions that are specific to the areas where the target language is used as colloquial language;
- explore culture through visual language such as film, theatre, dance, advertising, video clips, visual art, websites ...
- use elements from literary history, to place texts in their historical, political and social context.

Each school can then include ICL in their pedagogical project, which, together with the curriculum, needs to be taken into account by teachers when they are designing their lessons.

As from September 2019, 'citizenship' will be included in the final objectives of secondary school. The pupils attending schools of the network GO! will follow the new subject named *Burgerschap* (Citizenship). The pupils attending Catholic schools will follow a new subject named: *Mens en Samenleving* (The human being and the society). The subject includes media, entrepreneurship, economic-financial competences and citizenship, and it consists in two hours a week as from the first year of secondary school. This subject will include more explicitly learning objectives related to 'living together in diversity'

### Intercultural Learning in Initial Teacher Education

The core competences required for the teaching profession are listed in a resolution of the government of the Flemish community, issued in 2007<sup>53</sup>. The core competences presented in the first category 'The teacher as a supervisor of learning and development processes', give the teacher the flexibility to integrate ICL in the daily work. For example, the teacher is supposed to:

- identify the heterogeneity and diversity of the learning group;
- formulate objectives taking into account the characteristics and diversity of the group;
- select the learning contents taking into account the social relevance and differences between pupils;
- embed learning contents in authentic, real situations that are meaningful for the pupils; situate the school in the neighborhood and recognize its implications;
- deal with the diversity of the learning group;
- take into account the socio-cultural and linguistic background of pupils, including the metropolitan context;

In the category 'The teacher as educator', there are also competences which are linked to ICL, such as:

- promote the emancipation of the pupils
- make the diversity within the pupil group and within the community negotiable;
- learn to deal with diversity;
- support the pupils in taking responsibility
- support the pupils in reflecting on their own pattern of values and indicate that of others;

<sup>53</sup> Besluit van de Vlaamse Regering betreffende de basiscompetenties van de leraren, 5 October 2007

- support the pupils in developing values in the classroom context and make them open to discussion and consciously live up to values in a school context.

University colleges and Centres for Adult Education (CAE) are free to develop their own curriculum, based on the core competences mentioned above, therefore the curriculum varies and each institution can have its own focus. However, the institution must be able to demonstrate that the teachers have developed the required core competences after completing the course.

According to Professor Gracienne Lauwers, currently chairing the module 'European Education Law' at the Law Faculty of Vytautas Magnus University (Lithuania)<sup>54</sup>, the **following aspects are missing in the current ITE Master programme** in the Flemish community of Belgium:

- didactics at teaching common values like equality, integrity, respect for others.
- didactics on project based learning
- course on understanding cultures (to teach to understand other cultures; to teach to think globally)
- didactics in new ways of providing teaching and providing educations in adaptive-learning techniques<sup>55</sup>

### Intercultural Learning in Continuing Professional Development

The network GO! introduced the new handbook 'Growing in active citizenship'. Active citizenship is approached in the book from three angles: philosophy, values and living together in a sustainable way. The book offers schools a step-by-step plan to help teachers with their lesson plans and proposes model lessons and evaluation techniques. In the 2018-2019 school year, there will also be CPD trainings.

The Catholic schools will provide special CPD trainings for teachers teaching economics and human sciences.

### Good practices

The University UC Leuven Limburg has launched a programme aimed at embedding intercultural competence in higher education curricula<sup>56</sup> and also the teacher education college took part in this initiative. In 2018 the teacher education college has launched a project aimed at fostering the creation of learning communities among teachers of upper secondary school to discuss global competence and implement it in the classroom activities. In 2018, the university also offers a summer school on Global citizenship education<sup>57</sup> targeting teachers and future teachers.

<sup>54</sup> Presentation by Gracienne Lauwers at the ATEE conference in Bialystok, June 2018

<sup>55</sup> *ibid*

<sup>56</sup> 'ICOMs International competences', <http://www.internationalecompetenties.be/en/home/>

<sup>57</sup> 'UC Leuven Limburg, Short programmes, global citizenship education: key concept for a sustainable future', <https://www.ucll.be/international/short-programmes-international/summer-schools/summer-course-global-teachers-working>

## Policy recommendations

In conclusion, in the Flemish community of Belgium aspects of ICL are present in the competences required for teachers cross-curricular learning objectives for pupils in the Flemish community of Belgium, however ITE does not fully address these. As citizenship, including ICL aspects, is a new subject introduced explicitly in the curriculum, teachers will need to be prepared for teaching this subject which includes intercultural competence, and therefore ICL should be present in future ITE programme and CPD offers for in-service teachers.

## France

### Organisation of Initial Teacher Education in France

In France, ITE is provided by universities, in specific schools of Teaching and Higher Education. All teachers (pre-primary, primary and secondary schools) are trained in these institutions, although there are different competitive examinations depending on the level and type of educational institution the future teacher would like to teach in<sup>58</sup>.

As part of the autonomy accorded to them by the national law on the freedom and responsibilities of universities, these institutions organise the Master programs and the preparation for competitive examinations to access the teaching profession in the sector of primary and secondary education. Following the reform of initial teacher training (2013)<sup>59</sup>, the *École Supérieure du Professorat et de l'Éducation- ESPE* (Higher education institution for Teaching and Education) have been created and tasked with organising Initial Training and Continuing Professional Development for future teachers and education staff (Articles 68-76). ESPEs are formed within universities. They dispense a Master 2 (2 years) degrees that strikes a balance between theoretical learning and placements in schools<sup>60</sup>. After the first year of the Master and after passing the competitive examination, students in the 2nd year of Master spend 50% of their time in school classrooms practicing the profession and 50% in initial training. At the end of the second year, students submit a thesis and, if they pass their academic year, they receive a Master's degree.

### Intercultural Learning in national education policies

In France, education policy documents make reference to the republican principles of liberty, equality, fraternity, secularism, the fight against discrimination and all forms of intolerance and racism in schools<sup>61</sup>. The reform of initial teacher training of 2013<sup>62</sup> set the framework for the overall reform of the school system launched by the French Government and enshrined in the law '*Orientation et Programmation pour la Refondation de l'École de la République*'<sup>63</sup> (Guidance and Planning for restructuring the school of the Republic). It aims at **success for all pupils: raising their level of knowledge, skills and culture and reducing social and regional inequalities in academic success**<sup>64</sup>. According to the understanding of intercultural competence as stated in the introduction to this study, pursuing social inclusion requires the development of intercultural competence in society, therefore intercultural learning is embedded implicitly in the objective of the teacher training reform.

The above mentioned law rounds off the education principles and missions attributed to the Public Education department, which must now ensure (art. 2) "**school inclusion for all children, with no distinction**" as well as "**the social mix of pupils enrolled in educational institutions**"; it must guarantee the means by which all pupils can acquire a common base of knowledge, skills and

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<sup>58</sup> 'Eurydice – France overview', [https://eacea.ec.europa.eu/national-policies/eurydice/content/france\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/france_en)

<sup>59</sup> LOI n° 2013-595 du 8 juillet 2013 d'orientation et de programmation pour la refondation de l'école de la République

<sup>60</sup> 'Eurydice – France overview'

<sup>61</sup> PPMI, *Preparing Teachers for Diversity: the Role of Initial Teacher Education* (European Commission, 2017), page 31

<sup>62</sup> LOI n° 2013-595 du 8 juillet 2013 d'orientation et de programmation pour la refondation de l'école de la République

<sup>63</sup> *ibid*

<sup>64</sup> *ibid*



culture, which "must enable the pursuit of studies, construction of a personal and professional future and preparation for exercising citizenship" (art.13). The Law also stresses the importance of "all stakeholders in the educational community" (pupils' parents, educational staff, etc.) playing a part in children's academic success"<sup>65</sup>. This law introduces the subject 'Moral and Civic education' aimed at teaching students about republican values, based on the ideals of equality and secularism, and where issues of cultural diversity are addressed.

Moreover, the Socle commun de connaissances, de compétences et de culture <sup>66</sup>(Common basis of knowledge, competences and culture), issued in 2014, which identifies the knowledge and competences which needs to be acquired by students during their mandatory education (until 16 years old), includes aspects of ICL.

### Intercultural Learning in Initial Teacher Education

The education principles formulated by the Education department of the government and the reform of initial teacher education take diversity into consideration, and official key competences of teachers and educators <sup>67</sup>include "taking into account the diversity of pupils" namely, adjust teaching styles to a variety of learners. Therefore ITE is being aligned with these principles and needs.

The ITE Master courses offered by ESPEs<sup>68</sup>, include subject-based and educational research, **international cooperation initiatives** and promoting **innovative teaching methods**<sup>69</sup>. Based upon the assumption that cooperative and innovative teaching methods such as for example project-based learning are crucial to foster students' ICL, this measure is key to implement ICL in everyday teaching. The topic of international cooperation initiatives is also a valuable tool to support the intercultural competence of both students and teachers.

According to the Eurydice network "The common-core study programmes aim at creating a culture shared by all, so it applies to all students doing the Master's degree of *Métiers de l'Enseignement, de l'Éducation et de la Formation* (MEEF – Teaching, Education and Training Professions). In particular, common courses cover the following areas: how pupils learn, **taking account of the diversity of audiences, especially disabled pupils**, methods of educational differentiation and support for pupils in difficulty, knowledge of the common knowledge base and a skills-based approach, how to guide pupils, methods of assessing pupils, teaching the values of the Republic, **the fight against all forms of discrimination** and the culture of equality between women and men, how to lead a class and prevent violence in schools, etc. Acquiring a scientific and technical culture as well as knowledge and skills relating to artistic and cultural education is also part of courses that can be followed in the ESPEs.

Explicitly visible are the following contents in the core curriculum of the courses:

- Master 1, Semester 1: [...] the fight against all forms of discriminations [...]"
- Master 1, Semester 2: "[...] managing diversity, [...]"
- Master 2, Semester 4: "[...] managing diversity, [...]"

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<sup>65</sup> 'Eurydice – France overview'

<sup>66</sup> Socle commun de connaissance, de compétences et de culture, 2014

<sup>67</sup> Compétences communes à tous les professeurs et personnels d'éducation, 2015

<sup>68</sup> See page 19

<sup>69</sup> Eurydice, 2018 (see above)

### *An overview of ICL in the Masters offers at the ESPEs*

There are 32 ESPEs in France and within the scope of this study a few of them have been analysed.

**Nancy-Metz (ESPE de Lorraine):** Education, Training and Teaching Master, 2nd year, Teaching practises and pedagogical engineering path. The master includes the 'Languages and ICL' Teaching unit. This unit allows students to tackle intercultural issues through theory and practice, to go above and beyond cultural concepts. Learning objectives:

- Understand, define, analyse and discuss with critical thinking any intercultural situation, starting from practical activities.
- Discuss and question « otherisation » and categorization processes.
- Define ICL as opposed to culturalism
- Identify notions related to ICL and define them (such as identity, classification, categorization, -isms...)
- Work together and raise complex questions beyond plain evidence
- Operate ICL notions for school audiences (students and teachers)

**Grenoble:** Education, Training and Teaching Master, Practise and Engineering of Pedagogical Training for French and Foreign Languages + Master for French as Second and Foreign Language + Master for Trainers Training for Written French.

- Teaching Unit « Plurilingual Exchanges and Understanding »
- Teaching Unit « Literature and Intercultural Approaches »
- Teaching Unit « ICL Practises » (2nd year only)

**Saint-Etienne:** Foreign Languages Didactics Master – Pedagogical Engineering path for Foreign Languages – Plurilingualism and ICL. The goals of the Master are:

- Linking foreign languages teaching and research issues;
- Moving from the notion of foreign languages didactics to plurilingualism didactics
- Describing and comparing plurilingual pedagogical situations and contexts
- Acquiring plurilingual competences and knowledge of multiple approaches in foreign languages didactics,
- Building up thinking for new foreign languages teaching methods, taking social practises into account,
- Analysing linguistic forms of discrimination and conflicts,
- Offering diverse teaching practises related to the diversity of learning situations,
- Mastering class tools, especially IT, used for plurilingual analysis.

**Le Mans:** Master « French as Second and Foreign Language Didactics » + University degree «Foreign languages and Diversity of Cultures in primary school ».

**Lyon:** University degree « Education, Didactics and Culture of Otherness » which includes an introduction based on European issues at stake. The Master aims at:

- Exploring intercultural approach to build educational and pedagogical answers for students whose French is the second language, migrants and families that are the most culturally alienated from school and institutions

- Getting better knowledge of international recommendations so as to set our teaching practises in the European dynamics
- Developing knowledge of children's rights within all spaces of society.

The Master includes the following teaching units:

- Teaching unit 1 : Cultural foundings of Otherness, Building of cultural identity , Representations of others through history, Predjudices, stereotypes and cultural representations, Conceptual and contextual aspects of culture and identity.
- Teaching unit 3 : Identity and Otherness, Questions of cultural encounters, Psychological, sociological and anthropological issues at stake, From multicultural to intercultural situations in diverse professional and pedagogical contexts.

**Nantes:** Training Engineering in International Contexts Master (IFCI). This master aims at training educators to elaborate, plan, conduct and assess actions in order to welcome and help migrant children and their families to adapt to school in plurilingual and multicultural contexts. This master path targets students, educators and in-service teachers willing to develop critical thinking to foster better inclusion and answer migration issues in the linguistic and cultural diversity of their classrooms. Moreover, the Master foresees the Organisation of the Teachers Training School International Day which includes a conference on how to promote ICL competence in Mathematics bilingual course.

**Créteil (DAREIC+ESPE de Créteil et de Guyane):** European programme to promote and value plurilingualism and ICL in Europe

**Versailles:** Master 2 « Training and Integrating through the use of language » UE1 – Society and Culture. The programme includes the learning objective 'Identifying cultural spaces and developing cultural curiosity'.

**Paris:** Paris Sorbonne, French as Second and Foreign Language Master 2nd year, Unit 1, ICL for audiences that are not attending school: plurilingual and intercultural dimensions in foreign languages didactics/ Interactions, cultures and learning/Preparing Mobility

**Strasbourg:** Education, Training and Teaching Master, 1st year, Teaching unit 3.3. Understanding and transmitting Republican values (12 hours dedicated to ICL in lectures and practises based on moral and religious education, intercultural dialogue and linguistic diversity).

**Lille:** Education, Training and Teaching Master specialised in International Cooperation, Teaching Unit 4 'Foreign education systems', 'Cultural heterogeneity', 'Representation of the Other and Discrimination Issues'.

**Orléans-Tours** Education, Training and Teaching Master:

- Teaching practise abroad, shadowing teachers in a foreign school (2-week placement for secondary education initial training)
- Meeting with Erasmus students within the ESPE
- Intercultural learning approach is constantly mentioned in foreign languages didactics, encouraging students to build lesson plans with intercultural entries. However there is no dedicated teaching unit on ICL, probably because teacher trainers themselves have not been trained on these practises yet.

## Intercultural Learning in Continuing Professional Development

French teachers have the opportunity to foster their own ICL during their professional development through CIEP<sup>70</sup> which is the public institution for educational and training cooperation within the French Ministry of National Education, Higher Education and Research. It implements French and international expertise in the context of sector-based projects, provides training programs alongside its partners and responds to requests from French and foreign institutions.

CIEP offers a teachers' exchange programme between France and eight other countries within Europe (Austria, France, Germany, Italy, Ireland, Portugal, Spain, UK). The programme allows French teachers to visit schools in Europe for a two-week stay; European teachers can also visit a school in France for two to four weeks. The objective is also to develop long-term partnerships with foreign schools and better reciprocity between teachers in charge of running mobility programmes.

Since 2009, hundreds of teachers have travelled from/to France. The programme was launched by the French Ministry of Education as a mobility tool to foster cooperation between European schools in the first place, but also to allow teachers to strengthen their own language skills and intercultural skills.

Other examples of trainings are the ones offered within the *Plan académique de formation (PAF)* (training plan) of local school authorities. For example, the local school authority of Orléans-Tours in 2017-2018 offered the following courses:

- *La dimension interculturelle des apprentissages en lettres anglais en LP* (the intercultural dimension of learning English and French in vocational high schools)
- *La mobilité : développer l'ouverture à l'international* (mobility: how to develop internationalisation)
- *Projet de solidarité internationale* (project of international solidarity)
- *Accueillir les élèves issus des familles itinérantes et de voyageurs* (welcoming pupils from Travelling Communities)
- *Initiation à la scolarisation des élèves allophones nouvellement arrivés* (introduction to teaching French as a second language to pupils and new comers)
- *Améliorer la relation éducative en lycée professionnel* (improving educational relations in vocational high school, with especially one objective: better consideration of students' personal dimension and cultural diversity)

Moreover, three new trainings related to ICL were launched for the academic year 2018-2019 by the school authority of Grenoble:

### Cross-curricular projects and Intercultural Learning

Contents are:

- Learning how to deconstruct false representations
- Building cross-curricular projects with intercultural impact

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<sup>70</sup> 'CIEP, Teacher Professional Visits Programme', <http://www.ciep.fr/en/mobility-programmes/teacher-professional-visits-programme>

- Theoretical approach to ICL, stereotypes and prejudices, link ICL with school subjects curriculum
- Elaborating ICL projects

### Individual Mobility Programmes

Contents are:

- preparing teachers to supervise mobility for the following countries: Bulgaria, Romania, Italy, Canada, Spain, Norway, Serbia, Croatia
- Develop key competences in intercultural learning to prepare students to a successful mobility
- Pedagogical organization of mobility programmes
- Contacts with hosting and sending families and schools
- Development of School Partnerships
- Assessment of mobility with delivery of Europass Mobility

### International Projects

Contents are:

- Presentation of European mobility programmes
- Learning how to apply for funding, manage, disseminate, promote and evaluate an Erasmus+ project
- Testing how international your school is and relate key international actions to the school overall mission and objectives.

### Good practices

As good practices for enhancing the intercultural learning of in-service teachers, the Ministry of Education offers in-service teachers the opportunity to strengthen their knowledge of foreign education systems and better integrate ICL practices in their teaching methods.

Besides the opportunities offered by CIEP<sup>71</sup>, teachers of French as second language can also apply to a specific program in Louisiana, USA<sup>72</sup> to work there for a full school year and enhance French learning among American students. The mobility programme Jules Verne<sup>73</sup> also offers working opportunities for a full school year in a foreign school.

### Policy recommendations

Although ICL is not homogeneously present in all the ESPEs offering ITE programmes, it clearly appears that several teaching units of the Masters offered, are specialised in this field to help teachers develop intercultural competence and innovative practices. However, from the experience of teachers who were involved in the 'Intercultural Learning for Pupils and Teachers project', the focus of the above mentioned courses is knowledge, rather than practice. They feel they lacked

<sup>71</sup> See page 23

<sup>72</sup> 'Ministère de l'Éducation nationale, Le Bulletin officiel de l'Éducation nationale, Échanges et actions de formation à l'étranger - année 2018-2019', [http://www.education.gouv.fr/pid285/bulletin\\_officiel.html?cid\\_bo=121318](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=121318)

<sup>73</sup> 'Ministère de l'Éducation nationale, Le programme de mobilité internationale Jules Verne pour les enseignants', <http://www.education.gouv.fr/cid50124/le-programme-de-mobilite-internationale-jules-verne-pour-les-enseignants.html>

training on soft skills needed to embed intercultural competence in their lessons, in particular in the *accompagnement personnalisé* (personal counselling to pupils) and *vie de classe* (school life). Therefore ICL is part of the curriculum within the courses within the Masters programmes but it lacks explicit naming and training on it through experiential learning methods.

Based on the findings of this study and the experience of the project implementation, the project partners from France have formulated the following recommendations to include intercultural competence in ITE and CPD:

- The development of Intercultural competence should be included explicitly in the objectives of ITE and CPD
- Teachers should be prepared to use non formal education methods and experiential learning and build on the reactions of students to these approaches which unleash creativity, participation and critical thinking.
- For what concerns CPD, ICL training offers should be available in CPD catalogues in every regional authorities in order to support teachers on their self- reflection and provide them with new methods and tools to integrate into their lesson plans.
- ESPEs should provide information and guidance about the possibilities of teacher mobility during ITE. In-service mobility programmes should also be made more visible and accessible, not only to foreign language teachers. Also exchange programmes for young people with less opportunities, encouraging cooperation between the formal and non-formal education sector, should be promoted in teacher trainings.
- In teacher training, the link between ICL and the learning outcomes foreseen for each school subject, should be made more visible. In France, 'Moral and Civic Education' is a course that can develop the notion of global citizenship, training students through ICL activities that broaden their minds, focusing on training them as citizens of the world.
- Intercultural competence should be linked with cross-curricular teaching, now a major goal in French education policy. ICL can also help foster better communication between school subjects curricula. For best outcomes, ICL should not be an isolated activity of some teachers: offering a training on intercultural learning to the whole group of teachers of a school, aiming at planning intercultural learning activities together and across the curriculum, would support this approach.



## Germany

### Organisation of Initial Teacher Education in Germany

In the Federal Republic of Germany responsibility for the education system is divided between the 16 *Länder* (Federal states). The influence of the Federal Government regarding education is defined in the *Grundgesetz* (Basic Law). Unless the Basic Law awards legislative powers to the Federation, the *Länder* have the right to legislate. Within the education system, this applies to the school sector, the higher education sector, adult education and continuing education. Administration of the education system in these areas is almost exclusively a matter for the *Länder*<sup>74</sup>. This makes it quite difficult to provide a brief overview about organisation of the teacher training on ICL in Germany. For ITE as well as for school curricula there is a wide variety in structure, content and focus areas among the 16 *Länder*.

ITE for all school types is regulated by *Land* legislation. The relevant statutory provisions include laws and regulations for teacher training, and for teacher training courses, regulations for Bachelor's and Master's examinations, training regulations for the preparatory service, which is compulsory in all *Länder* and varies between one and two years duration.<sup>75</sup> An overview about the statutory requirements of all *Länder* for teacher training is available on the website of the *Kultusministerkonferenz – KMK* (Standing Conference of the Ministers of Education and Cultural Affairs), which regularly publishes mission statements on how to realise educational goals and on how to implement these recommendations into the curricula of the *Länder*.

But even though the educational systems might differ a lot, in all *Länder* ITE is always divided into studies at a university or equivalent institution of higher education including periods of practical training, and a pre-service practical training in a school setting. Passing the final examination of this cycle of studies confers the teaching qualification.

The different teaching careers can be distinguished in the following six types<sup>76</sup>:

- Teaching careers at the *Grundschule* (primary education level)
- General teaching careers at primary level and all or individual lower secondary level school types
- Teaching careers at all or individual lower secondary level school types
- Teaching careers for the general education subjects at *Gymnasium* (upper secondary level)
- Teaching careers in vocational subjects at upper secondary level or at vocational schools
- Teaching careers in special education

### Intercultural Learning in national education policies

In December 2012 the Standing Conference adapted the framework agreements on *training and examination* for the six different types of teaching careers according to the requirements of **inclusive education**. *Inclusive education* in this context mainly refers to heterogeneity/ diversity with view on children with special needs. Cultural diversity is not specifically mentioned. Additionally in

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<sup>74</sup> 'Eurydice – Germany overview', [https://eacea.ec.europa.eu/national-policies/eurydice/content/germany\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/germany_en)

<sup>75</sup> *ibid*

<sup>76</sup> 'Kultusminister Konferenz, Information in English', <https://www.kmk.org/kmk/information-in-english.html>

March 2015, the Standing Conference and the *Hochschulrektorenkonferenz – HRK* (German Rector's Conference) published their recommendation *Lehrerbildung für eine Schule der Vielfalt*<sup>77</sup> (Teacher Training for a School of Diversity) on the topic of inclusion. According to this decree and in further development of the recommendations from 2012, teacher training courses should be further developed so that the future teachers are better prepared for the challenges of a diversified group of pupils. This recommendation is not exclusively related to children with special needs.

### *ICL in the resolution from the Standing Conference of the Ministers of the Länder*

The Standing Conference of the Ministers of the *Länder* released a resolution on intercultural education in schools already in 1996 and the revised version in 2013<sup>78</sup>.

Its main goals and principles are:

1. School perceives diversity as normality and as a potential for the (school) community
2. School contributes to the acquirement of intercultural competence in all subjects, classroom activities and extracurricular activities
3. School is the central place for the acquirement of language competences
4. The school shapes educational partnerships with parents actively

In 2017 they released a report<sup>79</sup> about the implementation of their recommendations/ resolutions in the 16 *Länder* in Germany. The report shows that the four principles mentioned above are basically implemented in the school curricula and in the school law in all 16 *Länder*. Intercultural education is described as the overall education goal or as transversal task that is taken into account in all subjects, extracurricular activities and also in all school's organisational development. Intercultural education is seen as a quality feature of schools. In most *Länder* ICL is also implemented in ITE programmes and a variety of CPD offers. But all these offers are optional.

### *Implementation of ICL in school curricula and school community*

The information provided about each Land in the report<sup>80</sup> varies in terms of structure, detail of information, and topics tackled.

Most *Länder* focus on the development of language skills, especially of language skills for students that are not native German speakers.

In nearly all *Länder* ICL is described as a transversal topic or competence that has to be tackled in each subject (esp. in ethics, religion, politics, history, foreign language classes and social science classes) but also in terms of creating an atmosphere of appreciation regarding different cultural backgrounds and religions and a welcoming-culture for students and parents with a migration background. Some websites of the Ministries of Education offer different materials for intercultural learning to support the development of interculturally competent schools. The website of the

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<sup>77</sup> *Lehrerbildung für eine Schule der Vielfalt* Gemeinsame Empfehlung von Hochschulrektorenkonferenz und Kultusministerkonferenz, March 2015

<sup>78</sup> *Interkulturelle Bildung und Erziehung in der Schule*, Beschluss der Kultusministerkonferenz vom 25.10.1996 i. d. F. vom 05.12.2013

<sup>79</sup> *Interkulturelle Bildung und Erziehung in der Schule*, Berichte der Länder über die Umsetzung des Beschlusses (Stand: 11.05.2017)

<sup>80</sup> *ibid*

Ministry of Education of Lower Saxony<sup>81</sup> for example offers a good overview of ICL for schools in terms of tasks for school development and teaching design. The Toolbox designed in the 'Intercultural Learning for Pupils and Teachers'project is published as well among the resources available.

A few *Länder* (e.g. Hamburg) are providing training for so called Language and Culture Mediators<sup>82</sup> (mostly people with a migration background themselves) to help school staff to communicate with students and their parents and the other way around.

Some Ministries of Education installed intercultural counselling and information centers, where especially teachers can get information and support in intercultural questions and classroom management. Also engaging parents into the school community and establishing a good cooperation/communication between school staff and parents is a focus topic which *Länder* handle differently, but it is mentioned in nearly every report.

Furthermore networks of teachers with a migrant background are supported and the aim of some *Länder* is to hire more teachers with a migration of migration to have diversity also among the pedagogical staff.

In terms of supporting mobility as an informal and non-formal learning opportunity to foster ICL, 4 *Länder* mentioned that the promotion of different forms of mobility for students and teachers is a part of their strategy to implement and promote ICL in their school systems.

## Intercultural Learning in Initial Teacher Education and Continuing Professional Development

Most *Länder* implemented ICL at least in the preparatory service (the pre-service training). A few also mention in their report to the Standing conference of Ministers<sup>83</sup>, that they adjusted university curricula as well to include intercultural education. Lower Saxony for example has not revised the first phase of ITE yet, but has made an agreement on adapting the curricula of teacher training programmes under consideration of the resolution of the Standing Conference of the Ministers. The city of Berlin also trains teacher educators on ICL, so that they can offer courses to teachers during their preparatory service<sup>84</sup>.

In ITE and CPD the main focus is on German as a Foreign/Second Language courses, as this is in high demand, and offer. Nearly all *Länder* also offer ICL trainings but one Land states explicitly that general ICL trainings are rarely asked in comparison to the German as a Second Language courses.

Nevertheless Northrein-Westfalia, Hamburg or Berlin for example offer a variety of short- or long-term trainings for teachers and school staff ranging from how to teach in a diverse classroom and diverse parenthood (see next chapter, good practice examples) to school management and development.

## Good Practices

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<sup>81</sup> 'Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung, Interkulturelle Bildung und Sprachbildung, Unterrichtsgestaltung' <http://www.nibis.de/nibis.php?menid=10777>

<sup>82</sup> 'Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg', <http://li.hamburg.de/bie/>

<sup>83</sup> 'Interkulturelle Bildung und Erziehung in der Schule', Berichte der Länder über die Umsetzung des Beschlusses (Stand: 11.05.2017)

<sup>84</sup> 'Regulation Preparatory Service and State Examination (VSLVO) Berlin, <https://www.gew-berlin.de/372.php>

### *Intercultural Learning in Initial Teacher Education curriculum in Northrhine Westfalia (NRW)*

The core curriculum of the preparatory service for future teachers<sup>85</sup> in NRW is a best practice example for integrating the topic of diversity in a prominent way in the curriculum for future teachers.

In general: The *Vorbereitungsdienst* (preparatory service) provides future teachers with the ability to:

- plan and structure subject-related learning
- deal with complex teaching situations
- promote sustainable learning
- manage subject-specific performance assessment
- planning, performing and analysing lessons in heterogeneous learning groups
- cooperate in multiprofessional teams.

Furthermore, the curriculum states different fields of actions which have a link with ICL. The field of action “**Accepting diversity as a challenge and utilise it**” serves as the main guideline for all teaching activities. **The initial point for teacher activities should be the diversity of the group of learners in terms of interculturality, gender, abilities and social background.** Teachers should be qualified to:

- use the given diversity of the group for educating and nurturing learning processes in cooperation with colleagues, parents, professions and organisations;
- impact on the implementation of structures and approaches to deal with diversity in the school and in the class;
- recognise barriers for participation and learning and the risk of discrimination and contribute to dismantle these barriers and risks and organise learning environments for all students.

The second field of action describes how “**classroom education for a heterogeneous group of learners can be designed and held sustainably**”. It encourages future teachers to deal with migration-sensitive teaching, language-sensitive teaching, barrier free learning opportunities, democratic actions, cultural education.

In the field of action “**Administer the education responsibility in the school and in the classroom education**” intercultural learning is named explicitly and teachers are asked to deal with the question “where and how during classroom activities can I be a role model for my students” and “how situations (conflicts) can be reflected systemically and regarding specific situations and intercultural dimensions”.

During the preparatory-service the future teachers have to write an analysis regarding these questions and describe where during the lessons they applied these principles.

In this example of ITE, intercultural learning is explicitly considered in the planning of classroom education and it is revised by mentors. ICL is not only mentioned as a transversal educational task, it has its own place in the teachers’ education and it is trained and reviewed respectively.

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<sup>85</sup> Kerncurriculum für die Ausbildung für Lehrämter in den Zentren für schulpraktische Lehrerbildung und in den Ausbildungsschulen, Anlage zu: Runderlass des Ministeriums für Schule und Weiterbildung vom 02.09.2016 – 423-6.05.07.03-134940

### *Intercultural Learning in Continuing Professional Development in Hamburg*

The *Landesinstitut* (institution of the Bundesland Hamburg) for teacher education and school development<sup>86</sup>, which is the institution attended by future teachers during their preparatory service, also offers a variety of CPD opportunities. The *Landesinstitut* created an information and counselling centre that organises symposia, round tables, networking events and offers different counselling options for the pedagogical staff of schools and counselling to support the “intercultural school development”. They also provide tailor-made, in-school trainings in the area of “basic principles of intercultural education for schools in migration societies”, “intercultural communication”, “Intercultural subject-specific classes” and “parents’ participation”. Incorporated in this Centre is also the “network for teachers with a migration history”<sup>87</sup>.

Since the *Landesinstitut* is also the body that is responsible for the second part of ITE in Hamburg, future teachers and teachers are very much aware of the importance of intercultural education.

The Centre also offers two long term qualification options :

- “Intercultural Competence Training”<sup>88</sup> - this is a train-the trainer seminar for pedagogical staff, to empower them to conduct intercultural trainings in their schools and to learn measures to handle prejudice and discrimination in their schools and embed intercultural learning for staff and students in school life.
- “Intercultural Coordinator”<sup>89</sup> - this qualification opportunity aims at turning teachers into “change agents”, who can support the school development processes of their schools with their intercultural expertise. To be able to do this, they are introduced to the topics of intercultural school development, classroom organisation and human resources development and the “anti-bias-approach”, which raises their sensitivity towards prejudices/ biases and discrimination.

### *Policy recommendations*

Intercultural competence is quite present in ITE in the 16 Lander of Germany, however it is not possible through this study to analyse the detail of how ICL is actually taught to teachers. Based on the findings of this study and the experience of the project implementation, the project partners from Germany have formulated the following recommendations to include intercultural competence in ITE and CPD:

- Intercultural Learning should be part of ITE(university and preparatory service). Currently intercultural learning is mentioned in a very implicit or general way in the curricula for teacher education. Intercultural learning should become a more explicit content and become a mandatory subject.
- Teacher mobility programmes should be promoted and thus recognised as a practical learning experience. Well-prepared and accompanied exchanges, whether for pupils or teachers, offer an excellent, experience-based field for intercultural learning. The exchange

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<sup>86</sup> Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg

<sup>87</sup> ‘Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg, Hamburger Netzwerk „Lehrkräfte mit Migrationsgeschichte’, <http://li.hamburg.de/netzwerk/>

<sup>88</sup> ‘Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg, Interkulturelles Kompetenztraining (IKK)’, <http://li.hamburg.de/ikk/>

<sup>89</sup> ‘Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg, Qualifizierung zur Interkulturellen Koordination (IKO)’, <http://li.hamburg.de/iko/>

itself does not lead automatically to the process of intercultural learning – this process requires competent guidance and reflection in all phases.

- Provide an offer of CPD courses adapted to the special needs of teachers should be developed. Here below are some topics of interest for teachers:
  - Intercultural learning and supporting German as a foreign language by language-sensitive activities
  - Multilingual approach
  - Intercultural learning in school lessons (theories about ICL and ICC, about experience-based language, praxis-based activities)
  - ICL in cross-curricular projects
  - Preparing school-exchange and follow-up in order to promote ICL
  - ICL in in everyday pedagogical situations (dealing with conflicts, intercultural mediation,...)
  - Organisation of intercultural festivals and celebrations as part of school life
- Develop ICL training offers for school heads. Only if the school management is convinced of the importance of ICL, teachers will accept those training offers.
- Cooperation with experts and non formal education: ICL is successfully implemented in school life only when schools are open to extra-curricular experts, to mobility programmes, to international project work.
- Supporting development of "communities of practice" to foster exchange and mutual learning in the field of intercultural learning. The aim is to bring teachers together for exchanging about their experience in the field of intercultural learning.
- Hire more teachers with a migration history to not only have diversity among the students but also among the pedagogical staff.



## Italy

### Organisation of Initial Teacher Education in Italy

ITE in Italy has recently been reformed and, given the time of transition, there are some different paths certified through a credit system (CFU) or university exams.

In general, secondary school teachers must have a university degree related to the topic they wish to teach. The university degree allows them to participate in a national public competition to become teachers.

Those who pass the open competition are admitted to a second level university qualification called *Formazione Iniziale e Tirocinio – FIT* (Initial training and traineeship): 2 years of FIT are aimed at obtaining a specialisation qualification and the acquisition of teaching skills, the third year it is a practical internship in a school. The FIT path is a paid internship, organised by universities in cooperation with the regional offices of the Ministry of Education.

The positive conclusion of the three-year training, gives the teacher the right to a permanent contract<sup>90</sup>.

### Intercultural Learning in national education policies

Intercultural education has a dedicated area in the website of the Ministry of Education (MoE)<sup>91</sup> where it is stated that the growing presence of students who have a direct or family history of migration is now a structural data of the Italian school system and the Ministry provides Guidelines for the integration of Foreign students<sup>92</sup>.

Intercultural education appeared officially in the Italian documents in 1990, when a communication from the MoE deals for the first time with theme of the inclusion of foreign pupils in school linking it with intercultural education<sup>93</sup>. The document contained important innovative principles: it provided guidelines for the inclusion of immigrant students and at the same time stated that intercultural education is needed for the entire school community.

In 1994, another important document was published by the Ministry of Education named "Intercultural dialogue and democratic coexistence: the school engagement in planning"<sup>94</sup>. The document outlined a wide-ranging picture of the multicultural society, of Europe and of the world in general and underlined the need for prevention of racism and antisemitism. It introduces concepts such as "relational climate" and provides hints on how to introduce intercultural values of all disciplines and eventually in cross curricular activities. The key principle outlined was that intercultural education should be considered as the pedagogical answer to cultural diversity. This

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<sup>90</sup> 'Eurydice – Italy, Teachers and Education staff', [https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-38\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-38_en),

and 'Miur, FIT Concorso Scuola 2018: che cos'è e come funziona', <https://www.miuristruzione.it/2330-fit-concorso-scuola-2018-che-cos-e-come-funziona/>

<sup>91</sup> 'Ministero dell'Istruzione

dell'Università e della Ricerca, Intercultura'<http://www.miur.gov.it/web/guest/intercultura> and 'Miur, Intercultura', <http://www.istruzione.it/archivio/web/istruzione/intercultura.1.html>

<sup>92</sup> Ministero dell'Istruzione

dell'Università e della Ricerca, *Linee guida per l'accoglienza e l'integrazione degli alunni stranieri*, Febbraio 2014,

<sup>93</sup> Circolare n. 205, 26 luglio 1990, La scuola dell'obbligo e gli alunni stranieri. L'educazione interculturale,

<sup>94</sup> Circolare ministeriale n. 73, 2 marzo 1994, Proposte e iniziative per l'educazione interculturale

approach aimed to see intercultural education as a transversal concern and the common base for all subjects and teachers, not to be taught as a separate subject or as a mere compensatory activity<sup>95</sup>.

Other important documents have been issued on intercultural education in the following years<sup>96</sup>. Today Italian schools are aware of the educational policies to which they should refer to, to implement projects of inclusion and intercultural education giving particular emphasis to the study of languages, cultural aspects and diversity. Intercultural education – mostly considered as inclusion – is commonly considered as the general frame of reference of the school system and schools are supposed to plan their activities by focusing on:

- relationships which must be based on a climate of openness and dialogue;
- intercultural engagement in curricular and cross curricular teaching;
- interaction with the community and cooperation with institutions and associations;
- inclusion and integration through specific strategies especially in presence of foreign pupils;
- student mobility programmes.

The reform of the national educational and training system introduced through the law 107 of 2015<sup>97</sup>, named *La Buona scuola* (the good school), mentions briefly in Article 7 that “schools, within the limits of human and financial resources available under the current legislation and, in any case, without new or greater burdens for public finance, identify their needs in terms of staff in relations to the educational offer they plan to provide In order to achieve the learning objectives identified as priorities, among the following ones (...): d) *development of skills in active and democratic citizenship through the enhancement of intercultural education and peace, respect for differences and dialogue between cultures, support for the assumption of responsibility as well as solidarity and care of good commons.*”

Therefore, intercultural education is not integrated officially in the curricula for secondary school students, however it is part of the inclusion policies which are considered as the general frame of reference of the school system and educators are asked to embed it in their lessons and activities<sup>98</sup> and integrate it in the *Piano Triennale dell'Offerta Formativa* - PTOF (educational three-year plan).

## Intercultural Learning in Initial Teacher Education

According to the list of competences secondary school teachers need to acquire during their ITE the following areas are mentioned: mathematics, physics, chemistry, biology, Italian language and literature, English language, history, geography, sports, arts, music, children's literature. But it is also stated that future teachers need to acquire competences, such as “[...] languages (English language at least corresponding to the B2 level within the European common framework of references for languages) and didactic competences to help the integration at school of pupils

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<sup>95</sup> PPMI, *Preparing Teachers for Diversity: the Role of Initial Teacher Education* (European Commission, 2017), page 33 (Santerini, 2008)

<sup>96</sup> Ministero della Pubblica Istruzione, *La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri*, ottobre 2007

<sup>97</sup> Legge 13 luglio 2015, n. 107 Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti, and ‘La Buona Scuola’, <https://labuonascuola.gov.it/>

<sup>98</sup> ‘Sesamo didattica interculturale, L'educazione interculturale: una proposta per tutti’ <https://www.giuntiscuola.it/sesamo/cultura-e-societa/punti-di-vista/punti-di-vista-l-educazione-interculturale-una-proposta-per-tutti/>

with special educational needs”<sup>99</sup>. Especially the latter may provide space to include ICL methods and activities, even if ICL is not mentioned explicitly.

The fact that ICL is only mentioned implicitly is in contradiction with the explicit mention of intercultural education in the law 107, Article 7d. On the contrary, “Programmes for teaching at pre-primary and primary level, called *Scienze della Formazione Primaria* (Primary Education sciences’) provide teachers, beside the necessary subject-related competences, with the ability of adapting their teaching to **different** age groups and **cultures** and of planning the teaching activities”<sup>100</sup>.

Next to the national guidelines for the curriculum, *Licei*<sup>101</sup> (a type of upper secondary schools which lasts 5 years) have a specific educational profile, which includes the following learning outcomes with particular reference to ICL:

- “Knowledge of the key elements of the Italian and European culture, as well as of the literary, artistic, philosophical and religious traditions, through the study of the most relevant works, authors and thought tendencies, and acquisition of the necessary tools to compare them with other cultures and traditions”.
- “Knowledge of the typical aspects of cultures and civilisations of the countries corresponding to the studied foreign languages.”

One might say, that “the acquisition of *necessary tools to compare them with other cultures*” implies the use of methods and tools for intercultural learning. The fact that these competences and learning outcomes should be fostered with pupils in upper secondary schools, leads to the conclusion that these should also be part of ITE in the first place, to prepare teachers to teach accordingly.

Another key point for internationalisation of schools is foreign language learning and the promotion of linguistic diversity. This led to the creation of a network called “More languages - More Europe” aimed at joining all synergies throughout Italy to promote multilingualism, which is an important basis for intercultural encounters and learning. According to INDIRE<sup>102</sup>, the National Institute for Documentation, Innovation and Educational Research, Italy is very active in this field and the second most active country in the eTwinning community<sup>103</sup>, which is a promising virtual way for intercultural encounters and language learning.

## Intercultural Learning in Continuing Professional Development

“Continuing professional development is compulsory for teachers in state schools. According to the national collective labour contract, CPD activities are both a right and a professional duty, as they contribute to the development of teachers’ professional life”. CPD is also *continuing* and *structural*. Each school itself describes a CPD plan and builds communities of interest with other schools. CPD activities are part of the improvement plans of schools, which is an important structural anchorage of CPD in the education system. CPD activities must be related to the current

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<sup>99</sup> ‘Eurydice- Italy, Initial Education for Teachers Working in Early Childhood and School Education’

<sup>100</sup> *ibid*

<sup>101</sup> Guidelines for Liceo Classico, [http://www.indire.it/lucabas/lkmw\\_file/licei2010///Liceo%20classico.pdf](http://www.indire.it/lucabas/lkmw_file/licei2010///Liceo%20classico.pdf)

<sup>102</sup> INDIRE, the Erasmus+ National Agency and the Italian Ministry of Education’s oldest research organisation, <http://www.indire.it/en/>

<sup>103</sup> ‘e-Twinning’, <https://www.etwinning.net/en/pub/index.htm>

three-year plan of the Ministry of Education. For 2016 -2019 activities should be correspondent to the following<sup>104</sup>:

- foreign languages
- digital competences and new learning environments
- school and work
- autonomy
- evaluation and improvement
- competence-based teaching and innovative teaching methods
- integration, civic competences and global citizenship
- inclusion and disability
- social cohesion and prevention of youth discomfort

ICL could implicitly be anchored in foreign language learning and integration, civic competences and global citizenship. However, also innovative teaching methods are important for the promotion of ICL, since cooperative teaching methods are crucial to address diversity in the classroom effectively and adequately. Moreover, INDIRE's work in the field of teacher training is centred around "the objective of fostering teachers' professional change as part of the more general process of *transforming the school system and in particular the traditional lecture-based school model*"<sup>105</sup>.

In Italy, teacher training initiatives are usually not part of the teaching timetable and teachers have the right to participate. CPD is seen as a crucial part of teachers' professional development and life-long learning and needs to be pursued beside the usual teaching mission. Therefore teachers have the right to have five days of exemption from service during the school year to participate in training initiatives. Teachers are supported also financially in their CPD activities each year, in the form of an electronic card with an amount of 500 € for<sup>106</sup>:

- purchasing books, magazines, hardware and software;
- attending courses offered by accredited bodies or by higher education institutions;
- attending cultural events (theatre and music performances, movies, events) and visit museums and exhibitions;
- carrying out activities in-line with the three-year educational plan of the school and with the National training plan

These measures in support of CPD underline its importance in the Italian education system and give teachers the space for developing, for example, intercultural competence.

Within this context Fondazione Intercultura<sup>107</sup> is an accredited teacher training organisation and offers training on ICL to in-service teachers, reaching 1880 teachers every year through in-person and online trainings .

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<sup>104</sup> 'Eurydice –Italy, Continuing Professional Development for Teachers Working in Early Childhood and School Education', [https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-education-36\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-education-36_en)

<sup>105</sup> 'INDIRE, Training', <http://www.indire.it/en/area-di-ricerca/training/>

<sup>106</sup> 'Eurydice –Italy, Continuing Professional Development for Teachers Working in Early Childhood and School Education'

<sup>107</sup> Fondazione Intercultura has been created in 2007 by AFS Intercultura, <http://www.fondazioneintercultura.org>

## Policy recommendations

To guarantee the achievement of the learning objective mentioned in Article 7d of the latest school reform<sup>108</sup>, teachers need to be equipped with the necessary skills, to foster the above mentioned competences with their students. Based on the findings of this study and the experience of the project implementation, the project partners from Italy have formulated the following recommendations to include intercultural competence in ITE and CPD:

- ICL should be clearly embedded in Initial Teacher Education (ITE) and teachers Continuing Professional Development (CPD).
- The financial measures in support of CPD - so called BONUS DOCENTI - underline the importance of training in the Italian education system and could give teachers the space for developing, for example, intercultural competence. This shows that it is crucial that ICL training organisations need to be accredited by the Ministry of Education in order to provide appropriate teacher training.
- Mobility programmes should be part of teacher initial education to enhance intercultural competence of teachers. In Italy 60% of the upper secondary school teachers has no international professional or academic background.
- Teachers should be trained to use an intercultural approach in their lessons, learning to use different didactic methodologies and to take into consideration different perspectives in order to develop critical thinking and intercultural awareness.
- Teachers should be prepared to use non formal education methods and experiential learning and build on the reactions of students to these approaches which unleash creativity, participation and critical thinking.
- School heads should be trained to include ICL in every aspect of the school life and to clearly include in the school mission statement the aims, attitudes, expected behaviours related to ICL, and their implementation at school.

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<sup>108</sup> See page 33

## The Netherlands

### Organisation of Initial Teacher Education in the Netherlands

Initial teacher training courses for the various types of school are part of higher education, some being provided at institutions of *Hoger beroepsonderwijs* – HBO (higher professional education) and some at universities. There are full-time, part-time and dual (i.e. work and study) HBO teacher training courses for:

- primary education
- secondary education, grade two qualification for the first three years of *hoger algemeen voortgezet onderwijs* – HAVO (general secondary education) and *voorbereidend wetenschappelijk onderwijs* – VWO (pre-higher education) , and all years of *voorbereidend middelbaar beroepsonderwijs* – VMBO (preparatory secondary vocational education) and secondary vocational education.
- secondary education, grade one qualification for all levels of secondary education, including pre-higher education level, i.e. the last two years of HAVO and the last three of VWO.

There are also full-time, part-time and dual university training courses leading to a grade one secondary school teaching qualification (ULO courses) for all levels of secondary education, including pre-higher education. These courses are open to university students and graduates only. Teacher training courses are available in practically all subjects taught at secondary schools. Grade one and grade two teachers of art, music, handicrafts, eurhythmics, dance, drama, English, German, French, Frisian and physical education are also qualified to teach at primary level and in special education<sup>109</sup>.

**HBO teacher training courses for secondary school teachers** lead to either a grade one or grade two qualification. Courses are available in general subjects, arts subjects, technical subjects and agricultural subjects. Students specialise in one subject, and the courses prepare them to meet the statutory standards of competence. HBO teacher training courses cover both subject training and aspects of teaching in general<sup>110</sup>.

**University based teacher training courses:** University graduates with a master's degree can take a postgraduate teacher training course leading to a grade one qualification. Students can also begin, and, if they wish, complete their teacher training while they are still undergraduates. The part-time, full-time and dual options all have a study load of 60 ECTS credits (equivalent to one year's full-time study). Courses are available in all subjects in the secondary curriculum. Students specialise in one subject, sometimes with an extra qualification to teach a subject like general science or culture and the arts. Graduates from university-based teacher training courses have a grade one qualification. They may teach at all levels of secondary education, including the last two or three years of HAVO and VWO respectively<sup>111</sup>.

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<sup>109</sup> Eurydice- the Netherlands, Initial Education for Teachers Working in Early Childhood and School Education [https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-52\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/initial-education-teachers-working-early-childhood-and-school-education-52_en)

<sup>110</sup> ibid

<sup>111</sup> ibid

**Teaching practice** is an important component of teacher training. Students receive practical training in the area in which they intend eventually to work. This is a compulsory part of the course. Details about the period of teaching practice must be set out in the institution's teaching and examination regulations. The universities themselves have agreed that teaching practice should last 840 hours, 250 of which must be spent in a school, with students actually taking a class for at least 120 hours. **Secondary school teacher training courses** offer a combined period of work and study in the final year. Students can be employed part time in a school under a training and employment contract for a limited period (equivalent to no more than five months' full time), provided the school has a vacancy. The trainee teacher (LIO) does everything a regular member of staff would do, including speaking to parents at parent evenings and discussing reports. The level of supervision is minimal. This makes the transition from student to teacher less abrupt and the teacher training institutions are better able to keep abreast of current developments in education<sup>112</sup>

### Intercultural Learning in national education policies

In the Netherlands, schools enjoy the highest level of autonomy in Europe. In general, the Dutch Ministry of Education dictates what a school will teach (by means of end terms, centralised exams, etc), but not how subjects are taught. This is even prohibited by law.

The Dutch Education Council<sup>113</sup> prepares policy recommendations for the Dutch Ministry of Education. With regards to intercultural learning, the Dutch Education Council recommends that students, pupils and teachers must have attitudes, knowledge and skills that will allow them to communicate and collaborate in international contexts in the Netherlands and abroad, and reflect on international issues. Moreover, due to increasing internationalisation, more and more professions require mastery of one or more foreign languages and a flexible attitude towards others. The Council calls this being 'internationally competent' and believes that everyone should develop these competences before leaving initial education.

The Council sees a task for all educational sectors in the development, evaluation, improvement and inclusion in education of intercultural competence. This involves, for example, attention to other cultures, the international economy and comparison with other countries. It also requires anchoring internationalisation and the development of 'international competence' in the educational vision and approach of the school.

In the Netherlands, the main education policy documents at present are primarily focused on the promotion of a cohesive society and of social integration in a general sense. Inclusion policy in the Netherlands, called *passend onderwijs* (appropriate/suitable education), is not defined in terms of ethnic or cultural inclusion. Under this policy, every school board has the obligation to provide an appropriate education for every pupil, irrespective of the kind of support he or she needs.<sup>114</sup>

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<sup>112</sup> *ibid*

<sup>113</sup> 'De Onderwijsraad', <https://www.onderwijsraad.nl/>

<sup>114</sup> Public Policy and Management Institute (PPMI), *Preparing Teachers for Diversity: the Role of Initial Teacher Education; Final Report to DG Education, Youth, Sport and Culture of the European Commission* (European Commission, 2017), page 32

## Intercultural Learning in Initial Teacher Education and Continuing Professional Development

In the Netherlands teacher education for diversity is not an education policy goal as such and there is little mention of diversity-related issues in the competence framework for teachers. Teachers in primary and secondary education are expected to have seven competences set by the Ministry of Education, Culture and Science (OCW) including interpersonal competence, understood as being able to create a pleasant learning and work environment and stimulating cooperation among students.<sup>115</sup>

Moreover, according to the principle of freedom of education, schools and teachers have a large measure of freedom in how they realise the official goals of citizenship education. Nevertheless, the Dutch education system is infused with targets within key subject areas pertaining to the promotion of understanding, respect and critical thinking<sup>116</sup>.

### Policy recommendations

In the Netherlands' international competence' is fostered by the Dutch Education Council and aspects of intercultural learning are implicitly present in the educational objective of inclusiveness and social cohesion, however a more explicit mentioning of intercultural competence would foster a focus on it in teacher training.

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<sup>115</sup> Ibid, page 46

<sup>116</sup> Ibid, page 40



## Conclusions

The overview provided by this study confirms that **Intercultural Learning is widely discussed on EU, national and regional policy levels**. The importance of intercultural competence is acknowledged at all levels, but still **concrete and consistent concepts of teaching** and assessing intercultural competence within Initial Teacher Education and teachers' lifelong learning **rarely exist**. There are more CPD offers than mandatory courses within ITE focused on ICL.

Values and competences that are linked to **intercultural competence can be found implicitly in the frameworks for teacher education as part of competences related to dealing with pupils with migrant background and diversity in the classroom, while promoting responsible citizenship, social inclusion, respect and tolerance**. Intercultural competence is also **closely linked to language learning**, and therefore its promotion is often seen as a task of foreign language teachers and therefore included in their ITE and CPD. Intercultural competence is seen as a **transversal competence** that needs to be tackled in all subjects and school activities. This shows the interdisciplinary potential ICL has. The idea of having ICL as a common thread in everything related to education is good on the one hand because it underlines its importance but on the other it **dilutes the emphasis on the topic of ICL in schools because there is no formulation of clear learning objectives in the core curriculum as done for other subjects or competences**. Unclear "instructions" about how to integrate ICL in teachers' and pupils' education always raises the risk of emphasising a 'culturalist' conception of education, which tends to simplify the concept of culture in a view of 'the other' in a simplistic way, therefore reinforcing stereotypes and prejudices rather than countering them<sup>117</sup>.

In several countries (Belgium and France) the **new mandatory subject citizenship** has been introduced to foster also aspects of intercultural competence, and teacher training has been adapted accordingly to train teachers to deliver this new curriculum. However, there is a danger that this model, focused on a national sense of citizenship, tends to exclude the experiences and contributions of students with a migrant and/or minority background in the school and therefore in the ITE curricula<sup>118</sup>.

Therefore whether ICL is a transversal skill or included within a subject (eg. citizenship) the **explicit naming of ICL together with the definition of the specific learning objectives is crucial, together with a teacher training** which ensures the development of the competences needed by teachers to truly embed it in their lessons. In fact, if not conducted and accompanied professionally, activities to foster intercultural competence (such as mobilities or intercultural school projects) can easily reinforce stereotypes and prejudices. **Educators need concrete knowledge and tools to foster ICL and not only policies that state the importance of intercultural competence. To develop intercultural competence of young people, educators need to improve their own intercultural competence** and understand how other people think, feel and act, be adequately equipped to work appropriately and efficiently in an intercultural environment. It is not only about people from different cultures, but also overcoming differences within a person's own culture. This is where the project 'Intercultural Learning for Pupils and Teachers'<sup>119</sup> had its starting point. It aimed at **providing teachers and youth workers offering activities in schools, with new methods and tools to promote intercultural dialogue in order to prepare pupils for living in diverse societies and working**

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<sup>117</sup> PPMI, *Preparing Teachers for Diversity: the Role of Initial Teacher Education* (European Commission, 2017), page 33 (Santerini, 2008)

<sup>118</sup> PPMI, *Preparing Teachers for Diversity: the Role of Initial Teacher Education* (European Commission, 2017), page 31

<sup>119</sup> 'Intercultural Learning for Pupils and Teachers', [www.intercultural-learning.eu](http://www.intercultural-learning.eu)

in a global labour market, this ranges from dealing with diversified groups of learners coming from different cultures to valuing mobility experiences. The modules for teacher training on ICL<sup>120</sup> and the Toolbox of activities<sup>121</sup> as developed in the 'Intercultural Learning for Pupils and Teachers' project were evaluated highly valuable by the teachers participating in the pilot phase.

## Policy recommendations

The findings of this study and the piloting of the teacher training developed within the 'Intercultural Learning for Pupils and Teachers project' led to the formulation of a series of policy recommendations for each of the countries involved to implement ICL in the curricula of teachers' ITE and CPD, and based on these, some general recommendations can be put forward. The following recommendations also build on those drafted as conclusion of the VIII Forum on Intercultural Learning and Exchange in 2017<sup>122</sup>, where over 60 international experts in the field of ICL acknowledged that insufficient emphasis is put on ICL in ITE, and recommended that ICL training programmes and curricula are promoted by the respective authorities and implemented by teacher training institutions and schools.<sup>123</sup>

1) **Explicit mention of ICL and its implementation.** It is crucial to name specific learning objectives and competences and how to foster them with the respective tools, methods and teaching approaches in classroom education as well as in extracurricular activities. A clear link needs to be made between ICL and the learning objectives of subjects<sup>124</sup>, to raise awareness of teachers on the relevance of ICL in all subjects and the importance to deal with this topic across the curriculum. Acknowledgment of ICL as a crucial part of the professional development of teachers and the personal development of individuals is not in question, it only lacks concrete guidelines for implementation in ITE and CPD.

2) **ICL in ITE.** The ITE is the first and crucial stage of teachers' professional development and in times where intercultural competence is more relevant than ever in view of a globalised labor market and political and societal changes/challenges but also in view of personal development for fruitful relationships in an international community, it should be mandatory to provide future teachers with the necessary training for themselves and their own intercultural personal development as well as with know-how and tools to promote ICL in schools. As described, in the respective countries, which can be seen as an average among the EU Member states, ITE is dominantly a combination of a four to five year long higher education program and pre-service trainings, during which a combination of theory and practice is envisaged. ICL must be a part in both, the theoretical courses that mostly specify in subject matter, pedagogy and psychology, and methodical and didactical preparation, and the practice phases (e.g. pre-service trainings or traineeships), guided by a mentor.

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<sup>120</sup> 'Intercultural Learning for Pupils and Teachers, Teacher training', <http://intercultural-learning.eu/teacher-training/>

<sup>121</sup> 'Intercultural Learning for Pupils and Teachers, Toolbox', <http://intercultural-learning.eu/toolbox/>

<sup>122</sup> The Forum on Intercultural Learning and Exchange is an initiative which started in 2009, sponsored by Fondazione Intercultura, and organised with the support of the European Federation for Intercultural Learning and AFS Intercultural Programs, <https://efil.afs.org/2017/03/29/forum-on-intercultural-learning-and-exchange/>

<sup>123</sup> Final statement of the VIII Forum on Intercultural Learning and Exchange 2017 (Colle di Val d'Elsa, 2017)

<sup>124</sup> For more information on this topic, see Elisa Briga, 'A brief overview on Intercultural Learning in curricula of upper secondary schools and the recognition of long-term individual pupil mobility' (Intercultural Learning for Pupils and Teachers, 2018)

3) **ICL in CPD.** A crucial factor for in-service teachers is time: they do not have the capacity and resources to take part in trainings that are two or three days long, they face troubles in getting time-off of work. Community of practice of teachers around the topic of ICL should be formed in schools, and school principals should foster opportunities for in-service training on ICL. Incentives have to be given to in-service teachers and school heads to focus on trainings that enable them to professionally incorporate ICL in school life and create a real intercultural environment that promotes common European values and intercultural competence as a part of global competence.

4) **High quality training based on experiential learning.** In order to be successful in including ICL in ITE and CPD, high quality training offers are needed. These should include modules that foster the skills of teachers in using non formal education methods and experiential learning and building on the reactions of students to these approaches which unleash creativity, participation and critical thinking.

The following contents could be compulsory components of ICL teacher training:

- a. A critical reflection of one's own cultural imprint (as an important prerequisite for understanding equality and foreignness and how conflicts emerge).
- b. A critical study of current theories and models of intercultural learning.
- c. Tools for assessment of Intercultural Learning
- d. Developing an understanding of how theory about ICL can be integrated into everyday pedagogical practice.
- e. Experience-based learning as a didactic principle for implementing intercultural competences in the classroom.
- f. Learning how external organisations can be a resource for ICL and non-formal learning
- g. Discovering different school exchange formats and perceiving them as intercultural learning experiences: these exchanges (e.g. project-based exchanges, topic-oriented exchanges, class trips, individual pupil mobility) can be prepared and accompanied in a way to promote ICL.

5) **Practical tools and cooperation with non formal education.** Teachers need hands-on materials which can be easily used in their classes, and the support from expert organisations. The **Teacher training and Toolbox**<sup>125</sup> developed in the project 'Intercultural Learning for Pupils and Teachers' are examples of successful practices which support teachers and future teachers in relating ICL to different subjects and topics and gives ideas and networks for other intercultural activities. These tools have the potential to be upscaled. Moreover, there are several successful examples of cooperation between schools and the non-formal education sector which has a wide experience in promoting intercultural learning in communities through a series of initiatives, and also youth mobility projects. The project itself has been a cooperation between the formal and non formal education sector.

6) **Mobility experiences.** Mobility programmes should become part of ITE and strongly promoted within CPD, to enhance intercultural competence of teachers. Moreover, teachers should be provided with information on mobility programmes for pupils and other international exchange opportunities, in order to be able to use these effectively in their teaching practice.

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<sup>125</sup> 'Intercultural Learning for Pupils and Teachers, Toolbox', <http://intercultural-learning.eu/toolbox/>

### 7) ICL as a whole school approach.

'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'.<sup>126</sup>

When teachers attend trainings like the one provided by the Intercultural Learning for Pupils and Teachers project, they often state that they feel alone in promoting ICL within the whole school community. Therefore **ICL needs to be included in the school's mission statement and ICL activities should not be an isolated practice of some teachers**: offering a training on intercultural learning to the whole group of teachers of a school, aiming at planning intercultural learning activities together and across the curriculum, would support this approach. The whole school community, including students, parents, non formal educators from civil society organisations should also take part in such a training together with the school staff. Initiatives such as intercultural events and exchange programmes give the opportunity to the school to make diversity visible and convey value to it. School need to be provided with the resources to offer trainings for a critical number of their pedagogical staff to be ready to implement ICL holistically.

**In conclusion, a whole school approach to ICL needs to be promoted by policy makers and has to be put into practice by the respective educators and school administrators.** The **whole school approach to ICL as 'the way to go'** was also an important conclusion of VIII Forum on Intercultural Learning and Exchange<sup>127</sup> where the experts stated that the commitment of the school heads to ICL in school life and the professional development of the pedagogical staff has to be secured through:

- ICL trainings for school heads
- The whole school approach to ICL (including the whole school community, NGO's, etc.)
- The implementation of ICL in the schools' mission statement
- Operational guidelines for school heads (how to implement ICL holistically)
- A need assessment that includes, time, finances, resources
- School evaluations that include the intercultural dimension of schools

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<sup>126</sup> 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 Union, 2016), page 28

<sup>127</sup> *ibid*

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## Pictures

Cover picture: Photo by Wulf Conrad





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