



# IX Forum on Intercultural Learning and Exchange final conference Erasmus+ project Intercultural Learning for Pupils and Teachers

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# **Intercultural learning in teacher training and school curricula**

focus: upper secondary school

countries: France, Italy, Belgium, Germany, the Netherland

Studies and policy recommendations

# Methodology

- Desk research
- Interviews with experts
- Meetings with policy makers in Belgium  
French community, Italy, France and Germany

# ICL in international and European policies

International and European policies in the field of education stress the need of developing intercultural competence

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However this is not necessarily reflected in national education policies.

# ICL in teacher Initial Education and Continuous Professional Development

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

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

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# ICL at school

## A Brief Overview on Intercultural Learning in Curricula of Upper Secondary Schools and the Recognition of Long-Term Individual Pupil Mobility

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

*Elisa Briga (European Federation for Intercultural Learning)*



# Overview – ICL in teacher ITE and CPD

- ICL **implicitly** present in teachers' competence frameworks as part of **transversal** skills:
  - Dealing with pupils with migrant background
  - Teaching to a diverse group of learners (inclusion)
  - Promoting responsible citizenship, respect, tolerance
  - Use new pedagogical methodologies (non formal learning)
- ICL more clearly present in teacher training related to **subjects**:
  - Citizenship
  - Language learning

# Overview - ICL at school

- Whole school approach
- Cross curricular
- Teaching controversial issues
- Integrated in subjects
  - Citizenship education
    - Language learning (mother tongue, bilingual and multilingual education)
    - Religion/Moral studies/Ethics
    - History
    - Education to promote empathy and Social Emotional Learning (SEL)
- Extracurricular activities outside school and cooperation between formal and non formal education
- Pupil mobility programmes: long term/short term, individual/group, hosting/sending, virtual exchanges



# Conclusions

## ICL in teacher training and school curricula

- Transversal = dilutes importance
- No clear objectives + non instructions = simplify the concept of culture
- Link to migration = ICL is only for migrants. No, it is for all society!
- Link to citizenship = nationalistic citizenship, measures for integration
- Link to language learning = only foreign language teachers are concerned

# Conclusions:

ICL through long term pupil mobility & its recognition

Pupil mobility is promoted by policy  
but not supported by recognition systems

- **Recognition based on certificate of attendance:** the exchange student upon return is admitted to the next class
  - Main document: certification of the completion of the previous academic year in another country. No matching of subjects between the sending and hosting school is foreseen and no additional exams are required. This recognition procedure can include a learning agreement based on competences, especially transversal
- **Recognition based on transcript of grades:** the exchange student upon return can be admitted to the next class based on the correspondence of subjects between the sending and hosting school curricula, which is evaluated by the competent authority.
  - Main document: transcript of grades with matching o subjects. Learning agreement based on knowledge.

# Conclusions:

ICL through long term pupil mobility & its recognition

Main learning outcome of long-term pupil mobility

=

dealing with diversity.



A recognition system strictly based on matching of subjects and conversion of transcript of grades

**collides**

with the main purpose and impact of pupil mobility!

# Policy recommendations

## ICL in curricula

- Include **ICL and pupil mobility explicitly in the educational offer of schools**, through a whole school approach
- Foster initiatives of **cross-curricular** teaching focused on developing intercultural
- **Link ICL with the learning outcomes** foreseen for each school subject, especially citizenship
- Identify **school staff** in charge of the promotion of ICL. This staff should not be the only person running ICL activities, but the one ensuring coordination among the various initiatives on the topic.

# Policy recommendations

## ICL in school curricula

- Ensure that the **school evaluates its intercultural dimension** through continuous assessment, using the existing tools
- Provide **information on mobility opportunities**
- Encourage students to **participate in international mobility programmes**, especially those with **fewer opportunities** (appropriate funding needed!)
- Support schools **hosting exchange pupils** with effective tools to integrate them faster and better and valorise their presence for the benefits of the whole community

# Policy recommendations recognition individual pupil mobility

- Legislation's objective: **fostering of pupil mobility and internationalisation of schools**. NOT validation of documents from foreign educational systems.
- Continuous **evaluation of the recognition procedure** to ensure that it successfully promotes pupil mobility
- Recognition procedure **adapted to the specificities of the school systems and school culture** in a given country
- **Specificities of the school system**, such as length of cycles, financing of schools, size of classrooms, should **not constitute an obstacle to pupil mobility**.
- **Equal treatment to all students for recognition**.
- Same procedure for **study periods abroad in EU countries or anywhere else in the world**

# Policy recommendations recognition individual pupil mobility

- Recognition system based on the **principle of appreciation of different school systems**



- **national education systems should shift from a “traditional” content-based curricula to a competence-based approach**, valuing non-formal and informal learning, and promote the development of pupils’ attitudes and skills, in addition to subject-knowledge



- **Recognition system based on certificate of attendance valuing the key competences**
- **Learning agreement based on competences**, especially transversal ones, + ‘basic contents’ necessary to follow the lessons of the next class, upon return
- **no additional exam** required.
- **Periods abroad shorter than a year**: proper recognition of the learning, re-integration in the class and support in catching up with the curriculum.

# Policy recommendations

## ICL in teacher training

- Explicit mention of ICL and its implementation in teacher competences and explicit link with learning outcomes of school subjects.
- Experiential learning
- Practical tools and cooperation with non formal education
- Mobility experiences



# Policy recommendations

## ICL in teacher training

- ICL in Initial Teacher Education: develop teachers' intercultural competence. Theory + practice (methods, tools), including mobility.
- ICL in Continuous Professional Development: promotion and recognition of ICL courses, communities of practice of teachers, awareness of school principals of importance of ICL
- ICL as a whole school approach: ICL in the mission statement of the school, include all stakeholders. ICL not as isolated initiative on one teacher!

# What's next?

One insolated measure of the ones listed in the policy recommendation is not enough...



we need a 'whole school' approach also in policy making: we need to work in partnership!

What will YOU do to contribute?

Go to [www.menti.com](https://www.menti.com) Code: 460087

# Thank you!

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