



WP2.1: The Handbook for Teachers.

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Introduction

The purpose of the Handbook for Teachers (WP2.1) is to provide a critical analysis of the collected material from the desk research reflected in a consolidated document. With this consolidated document, teachers, project partners and interested stakeholders will increase their knowledge and understanding about key concepts, get inspired by best practices and identify shortcomings and gaps in existing courses, to be addressed in and set the basis of the new curriculum (WP2.2).

The Handbook for Teachers then, is a collection of:

- a) scientific publications, of official policy and technical documents on education (for example from UNESCO, the EC, the Council of Europe),
- b) educational courses, toolkits, platforms and portals,
- c) best educational practices, and
- d) educational projects, programs, and initiatives, organized in a proper way and presented in a comprehensive, coherent, and consolidated way.

The indicative thematic areas are intercultural education, global citizenship education, human rights education, and education for sustainable development.

Scope and Key Concepts of The Handbook for Teachers

Scope:

The Handbook for Teachers aims to serve as a comprehensive resource for educators, providing them with critical analyses, best practices, and detailed guidance on incorporating intercultural and global citizenship education, human rights education, and education for sustainable development into their teaching practices. It will help teachers from diverse educational contexts, particularly those in Cyprus, Greece, Belgium, Slovenia, and Austria, to enhance their knowledge, get inspired by successful educational initiatives, and identify and address gaps in their current curricula.

Thematic areas:

1. Intercultural Education

Intercultural Education comprises understanding and respecting cultural diversity, fostering intercultural dialogue, and promoting social cohesion. According to the council of Europe, “the intercultural aspect of school education constitutes a space where children can come together, make contact and interact with difference and otherness. It also contributes to their preparation for community life, their development as democratic citizens and their ability to engage.” -

[Source](#)

Intercultural education aims to promote social cohesion by encouraging students to recognize and respect the cultural identities and perspectives of others. This area addresses the challenges of multicultural classrooms, where diverse cultural backgrounds may lead to misunderstandings or conflict. By integrating intercultural education, teachers can create an inclusive environment that values each student's cultural heritage. Intercultural is sometimes distinguished from “multicultural” in that, in a multicultural classroom, there is one dominant culture that the non-dominant members exist in reference to. In an intercultural classroom, there is not one dominant culture, but rather we respect, recognise and celebrate each other's cultures as legitimate, interesting and developed like our own.

Teachers can use different strategies to promote intercultural dialogue, address stereotypes, and prevent discrimination and xenophobia. Considering also [UNESCO's](#) guidelines on intercultural education, we create classrooms that:

- Respect the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.
- Provide every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.

- Provide all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations.

2. Global Citizenship Education (GCED)

Global Citizenship Education or GCED, focuses on empowering students to engage with global issues critically and responsibly, promoting peace, human rights, and sustainable development. GCED helps individuals to develop the skills, knowledge and values they need to become active, responsible, and responsive citizens who contribute to a more equitable and sustainable world. [Source](#).

This thematic area covers key concepts such as global awareness, civic responsibility, social justice, and interconnectedness and involves topics like diversity, integration, identity, belonging, rights and responsibilities, all of these forming a strong part of the civic realm.

Global citizenship education aims to create open-minded, curious, compassionate, collaborative, creative, non-discriminatory, responsible, and well-informed individuals who have empathy, critical inquiry towards issues, challenges, constructed behaviours, and conflicts that involve other human beings. Inspiring teachers through inspired materials and resources can create inspired classrooms where learners flourish and learn to be part of the solution to the problems and challenges faced across the planet.

3. Human Rights Education (HRE)

Human rights education aims to cultivate a culture of human rights by teaching students about their rights and responsibilities, and by promoting values of dignity, equality, and respect. It is an educational practice dedicated to promoting awareness, understanding, and the active pursuit of human rights for all. This area emphasizes the importance of educating about human rights (knowledge of rights), through human rights (teaching and learning in a way that respects the rights of all), and for human rights (empowering learners to advocate for their own rights and the rights of others). This holistic approach ensures that students not only learn about their rights but also experience a rights-respecting learning environment and are empowered to act as advocates for human rights in their communities and beyond.

These rights are based on [the Declaration of Human Rights of 1948](#). Education on this declaration is based on the principles of human dignity, equality, non-discrimination, justice and democracy.

The Human Rights Education thematic area in the Handbook aims to provide the teachers with a comprehensive framework for integrating HRE into their teaching, highlighting the importance of fostering a rights-respecting culture in schools and classrooms, and providing practical tools and strategies to achieve this goal. By educating about, through, and for human

rights, teachers will help students develop into informed, responsible, and active global citizens committed to the principles of dignity, equality, and justice for all.

4. Education for sustainable development (ESD)

Education for Sustainable Development integrates issues such as climate change, poverty reduction, sustainable consumption, and environmental protection into teaching and learning. ESD aims to equip students with the knowledge, skills, attitudes, and values necessary to shape a sustainable future. [Source](#).

This thematic area aims to explore how teachers can incorporate sustainability concepts into their curricula, promoting critical thinking and problem-solving skills related to sustainable development. Using successful ESD programs and practical activities, this educational approach addresses the interconnected global challenges (economic, social, and environmental) that humanity faces and the importance of collective action through informed and empowered decisions that create synergies of respect and care for the planet, the environment, and all the beings that inhabit them.

ESD then emphasizes a holistic, interdisciplinary approach to learning that integrates key issues such as climate change, biodiversity, poverty reduction, and sustainable consumption to empower individuals to think critically and systemically about sustainability challenges, fostering a sense of global citizenship and responsibility.

Resources collected:

The desk research focused on four different kinds of sources:

- A. Scientific publications, of official policy and technical documents on education (for example from UNESCO, the EC, the Council of Europe,
- B. Educational courses, toolkits, platforms and portals,
- C. Best education practices, and
- D. Educational projects, programmes and initiatives.

Target audience:

The target audience of The Handbook is teachers, who teach 10-12 years old children, in each country and region of the consortium (i.e. Cyprus, Belgium, Greece, Slovenia, and Austria) therefore, local, national, European and even global resources were gathered.

Critical analysis and organisation of the collected material

A. Slovenia:

The comprehensive analysis of intercultural education within the context of Slovenia includes data collected from surveys conducted with 35 primary school teachers in Novo mesto, along with detailed desk research on various educational resources, courses, and best practices.

Field and desk research data and material collected on the four thematic areas

Resources and material collected:

Intercultural Education:

1. A publication that highlights the importance of structured programs that incorporate multicultural and multilingual elements, emphasizing the need for teacher engagement in fostering intercultural competencies. The idea can be applicable in the local context by establishing a framework with a structured approach that would incorporate intercultural education. The educational programs would need to be adapted to include multicultural and multilingual elements. The content would reflect the situation in the local community regarding diversity, multiculturalism, language etc. through the collaboration between local communities, NGOs and schools, as well as training on local level for teachers. In a pan-European context, a standardised framework on international education can be made, as well as the sharing of good practices on the topic of how to incorporate international education into teaching practices and the curriculum. Another important aspect helpful for intercultural education, is the cross-cultural collaboration between students, teachers, schools etc.

Resource:

http://twohomelands.zrc-sazu.si/uploads/articles/1519734666_Vizintin_developing%20intercult_education.pdf

2. An educational pack that addresses the educators, teachers and young people, providing theoretical and practical materials for intercultural education. It looks closely into stereotypes, prejudices, xenophobia, discrimination, intolerance, ethnocentrism and similar, while introducing a positive approach towards differences and intercultural

education, aiming at empowering young people towards respective perspectives in terms of tolerance and racism and empowering them to value differences. In the local, national context this educational pack can be integrated into the national curriculum in a way that would enhance the likelihood of adoption by teachers and institutions. Similarly, collaboration and cooperation between countries is essential for a pan-European applicability of such material and can be achieved through European intercultural opportunities, the promotion of student exchange by school and teachers, and the development of partnerships between educational institutions across borders (joint projects, virtual classrooms, international educational networks).

Resource:

<https://rm.coe.int/1680700aac>

3. Educational practices in relation to the concept of the inclusive school, where the content includes a pedagogical approach that prioritises methods that uphold diversity, tolerance, and democracy. This approach on inclusive schools, the materials show, actively promotes cultural awareness, teacher accessibility, a nurturing learning atmosphere, the acceptance of differences, effective collaboration, and positive interpersonal relationships. The concept of inclusive school and its different educational practices can serve as a significant tool in fostering inclusive learning environments in local schools. Adapting their curriculum to embrace inclusivity, incorporating diverse perspectives, cultures, and learning styles and at the same time equipping educators with the skills and knowledge essential for inclusive teaching is essential and can be applied in both local and pan-European contexts.

Resource:

http://pefprints.pef.uni-lj.si/5869/1/Zupanc_Ana_Magistrsko_Delo_SLO.pdf

4. A project that aimed at fostering principles of intercultural education, enhancing professional competence of educators, facilitating a more effective integration of immigrant children with diverse linguistic and cultural backgrounds in the educational system and engaging educators, teachers and professionals within the educational institutions with immigrants children and their experiences and needs. Focusing on interculturality in the school environment and culture, the objectives and strategies of this project could be customized to align with the unique cultural and educational contexts of each country, involving a comprehensive evaluation of local contexts and school curricula. Moreover, through the implementation of these strategies, the concept

of interculturality can be effectively applied, fostering collaboration and inclusivity in the educational environment across the diverse nations of Europe.

Resource:

<https://www.medkulturnost.si/en/about-this-project/>

Global Citizenship Education:

1. A publication that addresses the topic of global citizenship and provides information on how to integrate global citizenship education into policies for long-term sustainability, emphasising holistic approaches, teacher training, community collaboration, and scalable models with feedback mechanisms to foster comprehensive, lifelong learning addressing local, national, and global dimensions. At the national or local level, the publication advises integrating global citizenship education into policies for long-term sustainability and recommends diverse implementation approaches, including school-wide initiatives, cross-curricular integration, subject-specific incorporation, or standalone programs, and emphasises the role of non-formal education. On a pan-European scale, the publication incorporates global citizenship education into overarching policies, prioritising sustainability and focusing on holistic strategies, teacher training, community engagement adaptable to diverse contexts.

Resource:

<https://unesdoc.unesco.org/ark:/48223/pf0000232993>

2. A handbook that outlines the content of global learning, offering guidance on addressing the United Nations Sustainable Development Goals and controversial topics in the classroom, while also setting a quality benchmark for Global Learning and a toolkit with 20 ready-to-use lesson plans across various subjects, connecting subject curriculum topics with global issues like migration, climate change, and gender equality. The toolkit addresses crucial aspects applicable to all European countries and can be easily customized to suit the current situations at both national and local levels.

Resource:

<https://arpok.cz/wp-content/uploads/2021/02/Global-Learning-in-Subject-Teaching-FrameworkToolkit.pdf>

3. A project that supports global citizenship aiming in heightening awareness regarding

the significance of intercultural learning, fostering dialogue, tolerance, and cooperation in our progressively diverse society. Its primary objective is to connect students with different cultures, nations, and perspectives, instilling values such as tolerance, mutual cooperation, respect, non-violent conflict resolution, and, most importantly, the ability to live without prejudice. The project has been applied at the national and local level (in Slovenia), having the potential for a pan-European implementation/adaptation to the learning curriculum in each EU country.

Resource:

<https://www.aspnet.si/projekti/2021-2022/drugacnost-nas-bogati.html>

4. A project that aims to empower teachers to promote and integrate global citizenship into their teaching in secondary schools. It offers an innovative training course, an e-learning platform accessible on the project's website and materials that include global citizenship course, tools and resources. The project offers materials that are flexible in implementation both on local and pan-European level if adapted to align with the diverse European cultures, translated into multiple languages, and tailored as such to meet the needs of the specific context it will be applied.

Resource:

<https://www.politeiaproject.eu/>

Human Rights Education:

1. A publication that focuses on human rights education as an essential part of preparation for active participation of young people in pluralistic democratic Europe. It includes a teaching methodology that focuses on democratic learning cooperatives, group responsibility, cooperation, tolerance, and decision making skills with the human rights element explicitly integrated in the conduct and process of the course included. This methodology strengthens adaptability and impact in diverse settings.

Resource:

<https://www.tandfonline.com/doi/abs/10.1080/0305724940230311>

2. An educational platform that helps professionals and individuals in comprehending human rights in different aspects of daily life, fostering skills for application in specific situations, while providing insights into human rights across various domains. This is a

platform that can be used at any national level, adopting the human rights topics according to the national or local community needs and issues. At the same time, if used as a collective hub for diverse voices across Europe, it can be a dynamic and relevant space for human rights education throughout Europe, fostering collective understanding and application of human rights across diverse landscapes.

Resource:

<https://www.clovekovepravice.si/en/themes/>

3. Education practices that offer platforms and programs to empower teachers in integrating relevant knowledge and materials into their teaching, focusing on topics like civic education and ethics, community, socialisation, communication, cooperation and relations, social justice, family values and differences, authorities and values, role models, the Universal Declaration on Human Rights, Convention on the Rights of the Child, conflicts, violence, domestic violence, peer violence, moral responsibility, intercultural dialogue, xenophobia, stereotypes, and media. Curriculums implemented in any context can integrate such practices and adapt examples, materials and knowledge that resonates with the specific local and/or European context.

Resource:

<https://skupnost.sio.si/course/view.php?id=2111#>

4. A project that seeks to empower young individuals, particularly children in formative identity stages, through human rights education. The project has been translated in various languages, is an ongoing initiative and each state and local community can adapt and implement the teaching tools based on their needs, distinctive educational dynamics, cultural intricacies, and human rights issues. The project included 66,000 children across 16 countries and has been also translated into Japanese language and implemented in Japan, which goes beyond pan-European context and thus represents good practice around the globe.

Resource:

<https://www.gov.si/en/registries/projects/our-rights/#:~:text=The%20objective%20of%20the%20Our.respecting%20the%20rights%20of%20others>

Education for Sustainable Development:

1. A publication that its focus varies between sustainable development, learning, global competences, development aid, or social participation.

Resource:

https://www.researchgate.net/publication/350996622_Od_kolonialnega_ucenja_do_izobrazevanja_za_trajnostni_razvoj_Pregled_izbranih_konceptov_izobrazevanja_o_globalni_soodvisnosti

2. A project that aimed to instill a sense of environmental responsibility in children through gamified learning, fostering a deeper understanding of climate-related concepts. Through leveraging game-based learning as an effective tool, this initiative encouraged active and experiential learning, enabling children to comprehend the correlation between a clean environment and climate. The learning approach and best practices can be integrated into curriculums and provide teachers with training on game-based learning methodologies.

Resource:

<https://ekosola.si/wp-content/uploads/2019/10/Zbornik-Grosuplje-8.10.2019.pdf>

3. A paper that presents practical steps for transitioning to sustainability, offering insights on implementing it in an institution and posing crucial questions. Acknowledging the complexity of the shift from theory to practice, the paper illustrates successful implementation of Sustainable Development Goals in Slovenian context, while highlighting good practices on the topic for implementation on diverse regions.

Resource:

https://www.zrss.si/wp-content/uploads/2023/06/10_AndrejaAhcin.pdf

4. A project that aims to enhance the engagement of young individuals in volunteer work and environmental advocacy through formal or non-formal education by introducing materials such as an Environmental Education and Advocacy Curriculum, an Advocacy Handbook, and Video stories featuring young advocates. These resources are adaptable for one-to-one education, non-formal education settings, or integration into formal school sustainable development curricula, focusing on fostering an understanding of environmental and sustainability concepts, promoting the development of conscious

and critical individuals through strengthened advocacy practices.

Resource:

<https://advocate4environment.veile.dk/>

Critical Analysis of the research results:

The field and desk research reveals several key insights and challenges related to the four thematic areas:

1. Integration Challenges:

- Teachers are generally positive about classroom integration but highlight significant challenges at the school and national levels, indicating a need for more systemic approaches to integration.
- Language barriers and cultural disparities remain significant obstacles, underscoring the need for targeted support and resources to address these issues.

2. Teacher Training and Support:

- There is a clear demand for improved teacher training in intercultural education and global citizenship. The existing comfort with human rights and sustainable development education suggests these areas have received more attention and resources.
- The desire for a unified curriculum indicates that teachers see value in a cohesive, structured approach to intercultural education, which can help standardize practices and provide clear guidance.

3. Educational Resources and Best Practices:

- The reviewed resources provide valuable frameworks and tools for all the thematic areas.. However, practical implementation remains a challenge, particularly given the entrenched teaching methods and the need for comprehensive training and support.
- The importance of inclusive education practices is highlighted, with a focus on creating supportive, diverse learning environments. The involvement of families and communities is critical for the success of these practices.

4. Gaps and Opportunities:

- There is a notable gap in the understanding and implementation of global citizenship education. Addressing this gap will require targeted efforts to develop and disseminate resources and training programs in this area.

- The role of families and communities in intercultural education needs to be emphasized and integrated more effectively into educational strategies.

Conclusion:

Overall, the findings from the field and desk research provide a robust foundation for developing a comprehensive curriculum that addresses the needs and challenges identified. The emphasis on structured programs, teacher training, and inclusive practices will be key to fostering effective intercultural education in Slovenian schools and beyond. An important aspect extracted from the Slovenian context is that a unified curriculum would be highly beneficial in the classroom and would enable children to appreciate the beauty of intercultural experiences and form their own perspectives independent of their parents', developing and enhancing in this way their intellectual and emotional intelligence.

B. Austria:

The data collected from Austria focuses on various resources related to the four thematic areas: Intercultural Education, Global Citizenship Education, Human Rights Education, and Education for Sustainable Development. The findings were organized to provide insights and actionable recommendations for the curriculum development.

Field and desk research data and material collected on the four thematic areas

Resources and material collected:

Intercultural Education:

1. An educational content specifically crafted for use in educational settings and youth activities. It comprises three sections containing 20 educational prompts suitable for individuals aged 12 and above, allowing for flexible application. The material centers around the life experiences of young individuals who have undergone displacement and currently reside in Austria and the content aims to provide insights into the topic of migration and various facets of living in a diverse society. The materials are adaptable, allowing individual components to be utilized independently and the texts have been crafted with an emphasis on simplicity, ensuring accessibility to the broadest audience possible.

Resource:

<https://www.unhcr.org/dach/at/services/publikationen/bildungs-und-trainingsmaterial/ufbrechen-ankommen-bleiben>

2. Education practices that aim to cultivate the skills needed for living harmoniously in a culturally diverse world. They offer an approach that integrates diversity into school pedagogy, promotes democratic values, and actively engages with human rights, peace culture, and sustainable development, contributing at the same time to the preservation of natural and cultural heritage in local communities. While the uniformity of this approach across different schools and countries might be challenging, the interdisciplinary and intercultural approach can be tailored to complement existing educational frameworks.

Resource:

<https://www.unesco.at/en/education/unesco-associated-schools-project-network/the-as-p-network>

3. A study that distinguishes between historically older and historical young populations focusing on providing cultural sensitivity and inclusivity by acknowledging the diverse motivations and experiences of migrants within a specific national context. The study's focus can be extended to include a comparative analysis of educational aspirations among migrants across multiple European countries, highlighting common trends and variations.

Resource:

<https://www.integrationsfonds.at/mediathek/mediathek-publikationen/publikation/forschungsbericht-bildungsaspirationen-von-jugendlichen-migrantinnen-16633/>

4. A digital education resource for educators addressing discrimination and racism in classrooms. It is an interactive online toolbox, available in eight languages and free of charge, comprising five learning modules designed to educate young people about the impacts of anti-Semitism, racism, and various forms of discrimination, which is suitable for both in-person and distance learning, and can be readily implemented in classrooms.

Resource:

<https://www.erinnern.at/lernmaterialien/lernmaterialien/stories-that-move.-online-toolb>

[ox-gegen-diskriminierung/stories-that-move](#)

5. A paper that examines the changes in teacher education programs and classroom diversity over the past two decades in Austria and Ireland, acknowledging the three key elements of teacher education (institutional structures, personnel, and content) and analysing the secondary teacher education curricula in these countries. The paper aims to enhance Higher Education Institutions' ability to equip student teachers with the necessary competencies for integrating cultural responsiveness into their classroom practices after completing their teaching apprenticeship.

Resource:

<https://www.tandfonline.com/doi/full/10.1080/13540602.2022.2062734>

6. Educational materials that serve as a tool to help teachers get to know their students, their skills and competences, and guidance on cultural nuances and strategies for fostering a supportive learning environment.

Resources:

<https://www.suedwind.at/bildungsmaterial/my-world-and-me-a-discovery-tour-english/?back=5299>

https://feinamc.eu/wp-content/uploads/2023/03/FEINAMC_Teachersguidelines_ENG_160223_mk.pdf

https://feinamc.eu/wp-content/uploads/2023/02/FEINAMC_Contexts-Analysis.pdf

7. A publication that explores interculturality as the multitude of dimensions in which human beings can show similarities and differences. Examining objectives that include fostering learners' open-mindedness, awareness of diversity, respect for otherness, reflectivity, empathy, and willingness to act, this resource considers the concept of teaching (and learning) interculturality from critical and reflexive perspectives when introduced to students.

Resource:

https://library.oapen.org/bitstream/handle/20.500.12657/59858/9781003345275_10.4324_9781003345275-4.pdf?sequence=1&isAllowed=y

Global Citizenship Education:

1. A publication that outlines the extensive work in the realm of Global Citizenship Education (GCED) in Austria, highlighting two significant initiatives and offering ideas and suggestions on how global citizenship education could be adopted and implemented. Four key features are highlighted through this approach that could be applied in different and multiple contexts: theoretical grounding, historical dimension, socio-critical orientation, and systemic didactic implementation of the GCED.

Resource:

https://www.aau.at/wp-content/uploads/2018/10/Unesco-Broschure_engl_Online2_12.pdf

2. An initiative (global education week) that uses global education as a tool for solidarity and change, and contributes to a more sustainable and equitable world through different means. It can serve as an example and guidance on how such initiatives can be implemented in local and European contexts.

Resource:

<https://www.coe.int/en/web/north-south-centre/the-global-education-week>

3. A project that aimed to raise European citizens' awareness of the importance of a joint effort to contribute to ending poverty, protecting the planet and ensuring peace and prosperity for all, focusing on increasing the engagement of students and young people within their communities and strengthening networks among schools, organizations and local authorities.

Resources:

<https://www.startthechange.eu/>

https://www.startthechange.eu/wp-content/uploads/2021/03/teach_the_change_8_steps.pdf

4. A handbook with teaching examples that have been developed by teachers together with pupils for use in the classroom. The exercises included are based on the concept of global learning, which is very well suited to the topics of migration and global citizenship, integrating also personal experiences of the learners and tools to address

global citizenship and migrations in different contexts.

Resource:

<https://www.suedwind.at/bildungsmaterial/migration-und-weltbuergerinnenschaft-im-unterricht/?back=5299>

5. A publication that examines how to help students find purpose in a rapidly changing world and how to lead the transformation of schools and school systems in order to more effectively prepare students to address today's most urgent challenges and to invent a better future. By offering a comprehensive and multidimensional framework for designing and implementing a global education program that combines cultural, psychological, professional, institutional and political perspectives, the publication integrates an extensive body of empirical literature on the practice of global education. and discusses several global citizenship curricula that have been adopted by schools and school networks.

Resource:

<https://library.oapen.org/bitstream/handle/20.500.12657/37361/978-981-15-3887-2.pdf?sequence=1&isAllowed=y>

Human Rights Education:

1. A publication that adds insights into how scholarly work may be contributing to the low uptake of human rights education in formal schooling.

Resource:

https://www.researchgate.net/publication/358997786_Children's_and_young_people's_human_rights_education_in_school_cardinal_complications_and_a_middle_ground/link/6225af023c53d31ba4ada4e0/download?_tp=eyJjb250ZXh0Ijp7ImZpcnNOUGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

2. An educational tool for assisting learners and educators in human rights education and learning effects in various cultural settings as a strategy for enhancing human security. It presents a selected collection of theory sensitized through practice and offers skills-building and attitude-shaping components.

Resource:

<https://www.etc-graz.eu/materialien/handbuch-menschenrechte-verstehen/>

Education for Sustainable Development:

1. Educational materials suitable for working with children, young people and adults focusing around the 17 sustainable development goals of the UN and how to integrate them in educational work.

Resource:

<https://www.suedwind.at/bildungsmaterial/entdecke-die-globalen-ziele-fuer-paedagogen/?back=5299>

<https://www.suedwind.at/bildungsmaterial/17-ziele-fuer-eine-bessere-welt-mappe/?back=5299>

2. A publication that explores the dynamic growth in research and practice of early childhood environmental education (ECEE) over a 25-year span, identifying 66 studies meeting inclusion criteria. In this initiative, participants, primarily aged three to six, engaged in teacher-led, formal programs, with outcomes focusing on environmental literacy, cognitive, social, emotional, physical, and language development

Resources:

<https://www.sciencedirect.com/science/article/pii/S1747938X19305561>

https://library.oapen.org/bitstream/handle/20.500.12657/39551/2020_Book_ConceptualizingEnvironmentalCi.pdf?sequence=1#page=240

Critical Analysis of the research results:

The field and desk research revealed a wealth of resources across all four thematic areas, indicating a strong foundation for developing a comprehensive curriculum. However, several gaps and challenges were identified:

1. Integration into Curricula: While many resources exist, their integration into national curricula remains inconsistent. This is partly due to varying educational standards and priorities across countries.

2. Teacher Training: There is a significant need for more robust and ongoing professional development for teachers in all thematic areas. Many teachers lack confidence and resources to effectively deliver content related to intercultural education, global citizenship, human rights, and sustainability.

3. Resource Accessibility: Some resources are not easily accessible or adaptable to different educational contexts. This limits their usability and impact, particularly in under-resourced schools.

4. Evaluation and Impact: There is a lack of rigorous evaluation of the impact of these educational programs on students. More research is needed to assess how these initiatives influence student attitudes, knowledge, and behaviors.

5. Scalability: Best practices and successful programs often remain localized and are not scaled up or shared widely. There is a need for mechanisms to disseminate effective practices across different educational systems.

Conclusion:

The materials reflect a strong emphasis on the need for intercultural education to promote inclusivity. However, there is a noticeable gap in practical tools for teachers to implement these strategies effectively. The best practices showcased provide valuable insights but lack scalability across different educational systems. Moreover, the materials highlight the growing recognition of global citizenship education as crucial for developing informed and responsible global citizens, although there is a need for more comprehensive curricula that embed these principles across subjects. Additionally, teacher training programs often lack depth in this area, indicating a need for more robust professional development opportunities. Human rights education materials are well-developed and widely available, reflecting a strong global commitment. The challenge lies in the effective integration of these materials into existing curricula, as many schools face resource constraints and lack sufficient teacher training. Additionally, the impact of these programs on student attitudes and behaviors needs more rigorous evaluation. Similarly, materials on education for environmental sustainability are extensive and cover a wide range of topics from climate change to sustainable living practices, with the main challenge being the integration of these materials into a cohesive curriculum that aligns with national education standards.

C. Belgium:

The field and desk research conducted among teachers in Belgium focused on their experiences and needs related to multicultural education. The research covered areas such as intercultural teaching methods, integration of migrant and refugee students, availability of teaching materials, and professional development requirements and included both quantitative data and qualitative insights from open-ended responses, providing a comprehensive overview of the current state and challenges of fostering inclusive education in diverse classrooms.

Field and desk research data and material collected on the four thematic areas

Resources and material collected:

Intercultural Education:

1. A publication that offers insights into creating inclusive environments that respect and integrate diverse cultural backgrounds by discussing the complexities of teaching in intercultural contexts, highlighting the importance of recognizing and navigating cultural differences in educational settings.

Resource:

<https://www.uantwerpen.be/en/centres/centre-expertise-higher-education/didactic-information/teaching-tips/supervision--support/intercultural-context/>

2. A publication that offers insights, examples and different approaches on intercultural education from which teachers can gain a lot of knowledge from.

Resource:

<https://www.epo.be/nl/boeken/9789462672505>

3. A publication that addresses the impact of stereotype threat and reactance on Palestinian citizens of Israel's performance on psychometric tests, akin to the SAT in the US. For teachers in multicultural 5th and 6th-grade classrooms, the publication highlights the importance of addressing and reframing stereotypes to foster a positive learning environment where all students feel capable and supported, thereby enhancing their academic performance.

Resource:

<https://journals.sagepub.com/doi/10.1177/0022022117698040>

Global Citizenship Education:

1. A publication that offers a better understanding of how the Flemish secondary history curriculum keeps promoting colonial and Eurocentric ideas, offering at the same time ways and theories to challenge the legacy of colonialism in the education system. The insights of this study offer several impactful ways that can be applied and adopted in local and European contexts and contribute to an education system that is more reflective, inclusive, and just.

Resource:

<https://researchportal.vub.be/nl/studentTheses/hoewit-is-ons-curriculum-ee-dekoloniale-analyse-van-het-curricu>

2. A knowledge center for global citizenship education that provides answers to today's global challenges and addresses the need for cooperation from global citizens and encourages at the same time young people to take their place as global citizens.

Resource:

<https://beglobal.enabel.be/?lang=en>

Education for Sustainable Development:

1. An educational tool that is designed for secondary education to introduce students to societal themes. It's structured for classroom use, where students can explore topics independently or in groups using both physical and digital materials, including theory snippets, practical exercises, and assignments, enriched with audiovisual content from VRT experts. It could serve as a useful tool in multicultural classes for fostering understanding and discussion around diverse societal issues, critical thinking, enhancing cultural awareness and inclusivity, especially if it incorporates themes that resonate across Europe.

Resource:

<https://www.vrt.be/nl/edubox/>

Critical Analysis of the research results:

The field and desk research conducted in the context of Belgium has yielded a rich and diverse collection of educational resources and best practices. The resources are well-aligned with the thematic areas of intercultural education, global citizenship education, human rights education, and education for sustainable development. However, several critical points have emerged from the analysis:

1. Diversity and Relevance:

- The collected resources demonstrate a wide range of approaches and methodologies, reflecting the diverse educational landscapes across the partner countries.
- While the resources are comprehensive, their relevance and applicability vary significantly. Each resource needs to be critically assessed and adapted to the specific educational, cultural, and social contexts of the countries involved.

2. Implementation Challenges:

- Many resources highlight the need for effective teacher training and support to ensure successful implementation. Without adequate training, teachers may struggle to integrate these materials into their curricula effectively.
- The availability of resources in multiple languages is essential to ensure accessibility and engagement across different linguistic groups within Europe.

3. Integration into Curricula:

- The successful integration of these resources into national curricula remains a challenge. There is a need for strategic collaboration with educational authorities to ensure that these materials are incorporated seamlessly into existing educational frameworks.
- Continuous evaluation and feedback mechanisms are necessary to assess the impact of these resources and make necessary adjustments.

4. Pan-European Collaboration:

- The potential for pan-European collaboration is significant. By sharing best practices and resources, European countries can develop a more cohesive and unified approach to addressing the educational needs of migrant and refugee students.
- The creation of a centralized platform for sharing resources and experiences could facilitate better communication and collaboration among educators across Europe.

Conclusion:

Overall, the field and desk research in the Belgian context reveals significant insights and challenges in multicultural education within classrooms. Teachers perceive varying levels of integration among students with migration or refugee backgrounds, highlighting the need for tailored approaches. There is a strong demand for professional development in intercultural teaching methods and more specialized teaching materials, particularly for sustainable development. Qualitative insights emphasize the positive impact of intercultural education on promoting understanding and empathy, though teachers identify a critical gap between the perceived importance and practical implementation due to insufficient resources. Additionally, while teachers recognize the value of global citizenship and sustainable development education, they express a need for more practical tools and support. These findings underscore the necessity for targeted professional development, resource provision, and platforms for sharing best practices to enhance teachers' ability to foster inclusive, supportive, and effective learning environments for all students.

D. Greece:

The field and desk research conducted in Greece targeted teachers who work in multicultural and multilingual classrooms. This research aims to understand the integration experiences of Third-Country National (TCN) students in Greek schools, identify challenges in promoting inclusive education, and assess the support and resources available to teachers. The research also collects data on teachers' confidence in addressing intercultural education, global citizenship, human rights, and sustainability, highlighting areas where additional support and materials are needed.

Field and desk research data and material collected on the four thematic areas

Resources and material collected:

Intercultural Education:

1. A project that aims to create inclusive schools for all teaching the teachers and school administrators how to integrate refugee children in Greek schools and create inclusive, safe environments. The project also serves as a tool for teachers, giving them the skills

and self-assurance to handle conflicts and deal with racism, intolerance, discrimination, and hate speech in the community and schools.

Resource:

<https://schoolsforall.org/>

2. A program introduced by UNICEF that aims to provide migrant and refugee children who arrive in Greece with equal access to school, without any exceptions. The primary goal of the program is to guarantee that all migrant and refugee children (4–17 years old) who arrive in Greece are given the assistance they need to determine how to pursue formal education. Although applicable and implemented for the specific needs of the local context, this educational practice provides a valuable template for other European countries facing similar challenges.

Resource:

[https://www.unicef.org/greece/media/3561/file/Programme%20Brief:%20%E2%80%9CAll%20Children%20in%20Education%E2%80%9D%20\(ACE\),%20%20September%202021-April%202023.pdf](https://www.unicef.org/greece/media/3561/file/Programme%20Brief:%20%E2%80%9CAll%20Children%20in%20Education%E2%80%9D%20(ACE),%20%20September%202021-April%202023.pdf)

3. An educational course that uses a comparative, multidisciplinary approach that combines lectures with field trips and cooperative activities with civil society organizations. Topics like the importance of incorporating democratic values, human rights and intercultural understanding into educational policies and understanding the main obstacles and issues affecting the education of children from immigrant or minority backgrounds were included.

Resource:

<https://qa.auth.gr/en/class/1/600148500>

4. A publication that explores the intercultural education policy that was implemented in 1996 in Greece as a reaction to the rise in immigration and diversity that began in the middle of the 1980s. The article examines the definition and application of interculturalism by policymakers and education stakeholders, drawing on two studies using comparable methodologies and highlights the discrepancies between government policy and school practice and presents new insights from educators on addressing Greece's diverse student population. It acts as an example and case study for nations with similar demographics, challenges and experiences.

Resource:

https://www.researchgate.net/publication/233751983_How_'Intercultural'_is_Education_in_Greece_Insights_from_policymakers_and_educators

Global Citizenship Education:

1. A project that aims to address the knowledge gap on global citizenship in secondary education and assist educators in incorporating and promoting global citizenship into their teaching. It also aims to create a specially designed training program for teachers in diverse national contexts that will empower them to boldly introduce global citizenship topics to the classroom, incorporate the course's themes and values into other curriculum areas, and spark students' curiosity about the topic.

Resource:

<https://www.politeiaproject.eu/>

2. A project that addresses citizenship education offering teachers and the student council training in handling, communications, and teaching themes related to citizenship. The main points included were: a teacher course on citizenship, two theme-weeks focused on citizenship; involving students in cross-age and regular class activities, student-led creation of a school constitution and an exhibition and presentation of citizenship week products, like plays, songs, an anti-discrimination rap, flags, and a quiz, among other contributions.

Resources:

https://migrant-integration.ec.europa.eu/integration-practice/citizenship-education-guldberg-school_en

https://migrant-integration.ec.europa.eu/sites/default/files/2011-06/itpr_21131_8619438.pdf

3. A training course for secondary school teachers and youth trainers (ages 13-19) with a methodology for implementing Global Citizenship Education through Digital Storytelling in both formal and informal settings. The course consists of a 20-hour online MOOC and 10-hour face-to-face workshops and addresses essential training needs, such as intercultural skills, critical thinking, collaborative learning, creativity, and

digital literacy. Although focused on a specific target group, secondary school teachers and youth trainers, the course materials and methodologies can be accessible to a wider audience.

Resources:

http://www.brights-project.eu/wp-content/uploads/2017/02/BRIGHTS-COURSE_CURRICULUM.pdf

<http://www.brights-project.eu/en/results/brights-course/>

4. A report that looks at citizenship education initiatives within the EU and where they fit into the 2021–2027 timeframe and highlights best practices by comparing national curricula across five EU member states and highlighting diverse approaches to addressing the EU's functions, integration process, and core values

Resource:

[https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/747459/EPRS_BRI\(2023\)747459_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/747459/EPRS_BRI(2023)747459_EN.pdf)

Human Rights Education:

1. An initiative that was implemented in schools to enhance human rights education, promote democracy, facilitate non-formal and formal cooperation in schools for active participation in defending children's rights, empower vulnerable children through education etc. This educational program, with its interdisciplinary approach can be adapted in different educational systems.

Resource:

<https://iep.edu.gr/el/thematiki-evdomada-2018-2019/foreis-them-evd/foreis-dimokratikis-synyparksis/eudec-greece-sympraksi-sxoleion-gia-ti-dimokratia-stin-ekpaidefsi>

2. A manual that includes 39 experiential activities for primary and secondary school students and youth groups on the following topics: human rights, values, identity, discrimination and stereotypes, care and safety, interculturality, refugees/migrants/asylum seekers, the environment where I live, education, and democracy.

Resources:

https://www.unhcr.org/gr/viomatiki_mathisi

<https://www.openbook.gr/drastiriotites-viwmaticis-mathisis-sta-anthrw-pina-dikaiwmat-a-kai-ta-dikaiwmata-twn-prosfygwn/>

3. Training seminars that cover a wide range of critical issues related to human rights, are cost-free and are addressed to the general public (undergraduate or postgraduate students of all Faculties of Various Sciences, as well as professional lawyers, judges, teachers, social workers, employees, etc.).

Resource:

<https://www.nchr.gr/en/education.html>

4. An action plan on human rights education implemented in Greece, which describes the extensive steps taken to improve human rights education in the country's educational system. The plan specifically addresses important issues like ensuring everyone's right to an education and meeting special education needs, demonstrating the dedication to promoting an inclusive and rights-based learning environment. It also offers guidelines for a concrete framework for action and for strengthening partnerships and cooperation from the international level down to the grassroots.

Resource:

<https://www.ohchr.org/sites/default/files/Documents/issues/education/training/actions-plans/Greece.pdf>

Education for Sustainable Development:

1. A program that encourages schools to adopt a sustainable mindset and equip students with the knowledge and skills they need to become engaged citizens who can address social and environmental issues and influence the direction of sustainability in both these domains.

Resource:

<https://www.ellet.gr/en/project/sustainable-greek-school/>

2. Educational practices in the concept of summer school, that include interdisciplinary

programs aimed to enhance the sustainable development perception and increasing awareness by providing eco-knowledge and ecotraining together with local needs, culture, diversities and requirements of each local community. The primary goal was to raise participants' awareness, comprehension, and commitment to sustainable development by imparting current knowledge and training on the three pillars of development—economic growth, social development, and environmental protection.

Resource:

<https://unece.org/sites/default/files/datastore/fileadmin/DAM/env/esd/GoodPractices/Submissions/Countries/Greece/SCPT/GPgreeceSummSchookEKEPEK.pdf>

3. An e-learning platform that educates and informs school teachers through 4 useful training materials, 80 teaching resources and a toolkit about the social, environmental and financial consequences due to food waste and the best practices for reducing it. The training courses included are fully adapted to particular national contexts, however, their applicability and efficacy in a variety of learning environments is guaranteed.

Resource:

<https://zero-waste-hub.eu/login/index.php>

4. A strategy that offers a framework for implementing Education for Sustainable Development (ESD) in Greece, provided by the UNESCO Global Action Plan on ESD (GAP), which links policies and initiatives with the UNECE Strategy for ESD, the Mediterranean Strategy on ESD, and its approved Work Plan.

Resource:

https://unece.org/DAM/env/esd/Implementation/NIR_2018/Preface_final_GR.pdf

Critical analysis of the research results:

The field and desk research offers valuable insights into the state of multicultural education and the integration of Third-Country National (TCN) students in Greek schools. However, the research also highlights several critical challenges and areas for improvement:

1. Diverse Integration Experiences:

- The varying levels of perceived integration, with classroom integration being rated higher

than school-wide integration, suggest inconsistencies in how inclusive practices are implemented across different educational settings.

- This disparity indicates a need for more cohesive and comprehensive strategies that ensure integration efforts are uniform and effective throughout the entire school environment, not just within individual classrooms.

2. Challenges Faced by TCN Students:

- TCN students face significant obstacles such as language barriers, cultural differences, and social distancing, which are compounded by parental racism and a lack of integration courses.

- These challenges underscore the necessity for targeted interventions, including language support programs, cultural sensitivity training, and anti-racism initiatives, to create a more welcoming and inclusive atmosphere for TCN students.

3. Teacher Confidence and Resource Availability:

- Teachers express confidence in teaching human rights and sustainability but feel less assured in incorporating intercultural education and global citizenship into their curricula. They also report a lack of supportive materials for these areas.

- The disparity in confidence levels and resource availability highlights an urgent need for professional development and the provision of specialized teaching materials. Enhancing teachers' skills and resources in these areas is crucial for effectively integrating these essential themes into the classroom.

4. Demand for Educational Materials:

- There is a strong demand for additional materials on intercultural education, global citizenship, human rights, and sustainable development, with global citizenship education being particularly prioritized.

- The high demand for these materials points to a significant gap in the current educational resources. Addressing this gap by developing and distributing comprehensive, practical resources can empower teachers to deliver more effective and inclusive education.

5. Implications for Policy and Practice:

- The research emphasizes the importance of cultivating a global outlook and cross-cultural interaction within the educational structure, which is overwhelmingly supported by the respondents.

- Policymakers and educational leaders should heed these findings to prioritize the integration of global citizenship and intercultural education into the curriculum. This can be achieved through policy reforms, increased funding for resource development, and ongoing

support for teachers.

Conclusion:

Overall, the field and desk research highlights the critical need for improved strategies, resources, and support to enhance the integration and education of TCN students to foster an inclusive and respectful learning environment that prepares students for a globalized world. By addressing the key challenges (language barriers, cultural differences, social distancing, lack of resources, and parental racism), educational institutions can better foster an inclusive, respectful, and globally minded learning environment that prepares all students for future success.

E. Cyprus:

The data collected from Cyprus focuses on various resources related to the four thematic areas: Intercultural Education, Global Citizenship Education, Human Rights Education, and Education for Sustainable Development. The findings were organized to provide insights and actionable recommendations for the curriculum development.

Field and desk research data and material collected on the four thematic areas

Resources and material collected:

Intercultural Education:

1. A publication that lists many benefits of intercultural education including participation in international markets or multiethnic workspaces and highlights sessions of intercultural education as opportunities to effect changes in individuals' perspectives towards the "other". It also defines three principal themes of intercultural competence: developing and maintaining relationships, effective and appropriate communication with minimal loss, and attaining compliance and obtaining cooperation with others.

Resource:

<https://digitalcollections.sit.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1000&context=sop&s#page=33>

2. Lesson plans that serve as a good introduction to intercultural education principles as

well as ways to guide teachers into creating similar lesson plans for their students. Although the chosen topic focuses on media it can be a useful tool for comparison across cultures.

Resource:

<https://idealenglish.jp/2020/12/24/developing-intercultural-competence-a-lesson-plan/>

3. A project that offers lesson plans and explanatory resources about culture available in many languages, including Arabic, and serves as a source platform for language teachers to use in their classrooms as well as a methodology of teaching culture. Although designed to be used in specific local contexts, its methodology can be widely applicable across classrooms around the world.

Resource:

<https://mygrants.it/en/tocl/>

4. A project that addresses the topic of integration/inclusion as a political concept, education on factors for successful integration, supporting minors in the process of inclusion and understanding and facilitating the growth of a migrants' social capital to improve their inclusion. Although designed for unaccompanied migrants, it has no specific local context and could be well applied, adapted and implemented to any context related to intercultural education in classrooms.

Resource:

<https://www.volumeproject.eu/challenge-page/78aa915a-bf51-41dd-98b8-93e449c19fb7>

5. A project dedicated to school psychologists working with migrant children. that uses their knowledge to produce workshops at schools so that all teachers have higher intercultural skills. It also promotes the general policy and initiatives of schools towards intercultural education and focuses on how to work with children of multicultural backgrounds, thus giving teachers more confidence in the field – largely through psychological support.
6. A book that outlines the current state of intercultural competence in education in Europe, introducing cultural education into mainstream education, and offers pragmatic proposals for implementation. It also looks in depth at methods of measuring cultural

education and aptitude.

Global Citizenship Education:

1. This paper provides an analysis of Scotland and South Korea's curricula in regards to the integration of migrants into their national identities. It serves as a good example showing that teaching about inclusion of migrants without consideration for the geopolitical causes of migration only results in their inclusion being "tokenistic". This methodology can be well applied to a classroom context in any country.

Resource:

<https://www.tandfonline.com/doi/abs/10.1080/00071005.2018.1533098>

2. A project that offers guidelines to adult educators, trainers and institutions on including and mobilizing migrant women (particularly in rural communities and from poorer backgrounds) in education, employment, and training opportunities. The project also includes long term policy change suggestions that can be integrated and incorporated in different contexts.

Resource:

<https://togetherwecanproject.eu/>

3. A project that aims to involve young people more in democratic processes, connecting young people from rural to active policy makers in the city. It also created a framework for promoting democratic participation among youngsters (16-20) who are usually underrepresented in policy-making decisions as a way to achieve more engagement.

Resource:

<https://e-participationyouth.eu/>

4. A training pack for teachers, developed by the Council of Europe, which contains a program of training activities and teaching methods and lesson plans around global citizenship, whilst simultaneously improving intercultural competences.
5. A project which includes a training course for teachers in global citizenship education and a free e-learning platform with courses accessible to everyone interested. It also includes guidelines, a toolkit and a handbook for teachers that can be used in different

classrooms in diverse contexts.

Resource:

<https://www.politeiaproject.eu/>

Human Rights Education:

1. A paper that serves as a good introduction to human rights, their enshrinement for the educator and provides a pan-European idea of what respect for human rights must mean and what needs to be valued in human rights education, before resources and lesson plans are developed on the topic. This is a very useful tool that is relevant and easily implemented both locally and internationally.

Resource:

<https://www.coe.int/en/web/compass/introducing-human-rights-education>

2. A series of 7 lesson plans, that include exercises and presentations, about human rights with narratives of children around the world, and role play scenarios and films to engage the children on the topic.

Resource:

<https://www.amnesty.org.uk/resources/teaching-pack-everyone-everywhere-human-rights-secondary-school>

Education for Sustainable Development:

1. A project that focuses on sustainability development, providing teachers with the necessary knowledge and tools to foster young peoples' understanding of natural systems, urban landscapes and ecological city planning. It includes a curriculum for teachers of young children on building eco-cities, a methodology and tools for teachers to use in class and an online quiz to test out the knowledge gained.

Resource:

<https://togetherwecanproject.eu/>

2. A publication that provides an appropriately malleable number of frameworks, educational strategies about sustainable education in formal or non-formal educational

settings.

Resource:

https://www.researchgate.net/publication/232942733_A_Framework_for_Environmental_Education_Strategies

3. This project focuses on adult education, in particular on making sure that sustainability is considered by adult educators throughout their teaching. The curriculum includes a wide range of topics that are highly relevant to environmental sustainability and help their learners to understand and reflect on sustainability issues.

Resource:

https://greenstep-erasmusplus.eu/wp-content/uploads/2023/04/The-Green-Step-Curriculum-Branded-ENG-1_compressed.pdf

Critical analysis of the research results:

This critical analysis of the field and desk research results evaluates the resources, data collection, and challenges in: Intercultural Education, Education for Sustainable Development, Global Citizenship and Human Rights Education and how to handle controversial issues and migration in the Cypriot context. It identifies gaps and offers recommendations to improve the localization, practicality, and adaptability of educational materials, aiming to enhance inclusive and sustainable learning environments across Europe.

1. Intercultural Education:

- The resources for intercultural education emphasize the importance of intercultural competence and its benefits, such as enhanced communication skills and respect for diversity. However, some resources have a narrow focus or lack localization to specific national contexts, limiting their applicability. Practical strategies for classroom implementation with diverse student populations need more emphasis. Adapting these strategies to diverse educational settings across Europe is essential to address cultural dynamics effectively.

2. Education for Sustainable Development:

- The resources provide comprehensive frameworks and curricula on environmental education topics, promoting sustainability practices. Despite this, they may require adaptation to specific local challenges or educational levels, indicating a need for more tailored content. There is also a lack of emphasis on adapting curriculum content to local environmental issues specific to European regions. Additionally, scalable and age-appropriate strategies to engage students effectively across different educational contexts are needed to enhance their impact.

3. Global Citizenship and Human Rights Education:

- Resources for global citizenship and human rights education include training courses and teaching materials that promote inclusive education. However, challenges arise from the need for localization to address national or regional issues related to these topics. The resources often emphasize theoretical frameworks over practical implementation strategies, limiting their effectiveness in addressing controversial topics in real-world settings. More tailored approaches are necessary to incorporate local human rights issues relevant to different European countries.

4. Handling Controversial Issues and Migration:

- The training packs and handbooks provide strategies for addressing controversial topics such as migration, fostering dialogue, and understanding among diverse student populations. While these resources are comprehensive, they may be lengthy and require focused adaptation for specific educational contexts. There is limited emphasis on localized case studies and real-world applications of the strategies provided. Enhancing practical implementation guidance tailored to diverse educational settings and student demographics is crucial to improve their effectiveness.

Conclusion:

Overall, the resources across these thematic areas are comprehensive and well-supported by academic research and best practices. However, there are significant challenges in localization, practical implementation, and adaptability to specific educational contexts. Addressing these challenges through tailored content, practical strategies, and localized approaches will enhance the effectiveness of these resources in fostering inclusive and sustainable education across Europe and empower educators to promote inclusive education, foster intercultural competence, and address complex global issues with sensitivity and effectiveness.

Overall Conclusion

The research conducted across multiple thematic areas: Intercultural Education, Global Citizenship Education, Human Rights Education, and Education for Sustainable Development, highlights both the strengths and challenges present in the current educational landscape for integrating Third-Country National (TCN) students in local schools and classrooms, especially within the context of Slovenia, Austria, Belgium, Greece, and Cyprus.

Thematic Areas

The thematic areas provide a comprehensive framework for understanding and addressing the needs of multicultural and multilingual classrooms. Intercultural Education focuses on fostering inclusive and respectful learning environments, while Global Citizenship Education promotes a global mindset among students. Human Rights Education ensures students understand and value fundamental human rights, and Education for Sustainable Development equips students with the knowledge and skills to address sustainability challenges.

Data and Material Collected

The desk research revealed a wide array of resources, including scientific publications, educational courses, best practices, and educational projects. These materials underscore the importance of intercultural understanding, global awareness, human rights, and sustainability in education. However, there is a noticeable variation in the availability and quality of these resources, highlighting the need for more consistent and accessible educational materials.

Critical Analysis of the Material

The analysis of the collected data identified several key points:

1. Integration and Participation: While TCN students are relatively well-integrated within classrooms, their integration at the school level and their interaction with local students outside of class remain limited. Language barriers, cultural differences, and social biases are significant obstacles.

2. Teacher Confidence and Support: Teachers express varying levels of confidence in teaching the thematic areas, with higher confidence in human rights and sustainability than in intercultural and global citizenship education. This points to the need for enhanced professional development and training.

3. Resource Needs: There is a strong demand for more comprehensive educational materials,

particularly in global citizenship education. Teachers recognize the value of these resources in preparing students for life beyond the classroom and fostering a global outlook.

4. Implementation Challenges: Effective integration of the thematic areas into national curricula is inconsistent. This is compounded by a lack of teacher training, insufficient resources, and the need for materials to be adapted to local contexts.

Country-specific findings

These findings reflect the unique educational contexts, challenges, and opportunities specific to each country, providing a comparative perspective on the integration of Third-Country National (TCN) students and the implementation of thematic educational areas.

Slovenia:

Integration and Participation

Slovenian schools benefit from a structured curriculum that promotes intercultural education, enhancing students' intercultural competence and empathy. Despite the structured approach, there is a significant need for more localized and practical strategies tailored to the specific cultural dynamics of Slovenian classrooms.

Teacher Training and Support

Teachers in Slovenia exhibit higher confidence in teaching human rights and sustainability compared to intercultural and global citizenship education. However, there is a pressing demand for professional development programs focused on intercultural education and global citizenship to bridge the confidence gap.

Austria:

Resource Adaptability

Educational resources in Austria are designed to be highly adaptable, allowing for flexible application in diverse classroom settings. However, the need for comprehensive teacher training remains critical to ensure effective utilization of these adaptable resources.

Focus on Migration

Resources specifically address the experiences of young migrants, fostering a deeper understanding of migration issues among students. However, ensuring these resources are accessible in multiple languages to cater to the diverse linguistic backgrounds of students is essential.

Belgium

Interdisciplinary Approach

Belgium employs an interdisciplinary approach that integrates diversity into school pedagogy, promoting democratic values and human rights. The uniformity of this approach across different schools and regions presents implementation challenges, necessitating tailored strategies for each context.

Global Citizenship Education

There is a strong emphasis on global citizenship education, with resources encouraging students to engage with global challenges. However, a notable gap exists in the practical implementation of global citizenship education, requiring targeted efforts to develop and disseminate effective resources.

Greece

Educational Resources

Greece has a wide array of educational resources emphasizing intercultural understanding, global awareness, and sustainability. There is a noticeable variation in the availability and quality of these resources, highlighting the need for more consistent and accessible materials.

Integration at School Level

TCN students in Greece are relatively well-integrated within classrooms. Their integration at the school level and interaction with local students outside of class remain limited, however, due to language barriers and cultural differences.

Cyprus

Localized Case Studies

The educational materials in Cyprus include localized case studies that provide practical insights into intercultural education. However, enhancing practical implementation guidance tailored to diverse educational settings and student demographics is crucial to improve effectiveness.

Social Biases and Barriers

Social biases and cultural differences pose significant obstacles to the integration of TCN students. Addressing these issues requires fostering a collaborative environment that engages parents and the broader community to create a welcoming atmosphere for all students.

Conclusion

The research underscores the critical importance of developing a cohesive and inclusive educational framework that addresses the diverse needs of TCN students. By prioritizing the creation and dissemination of high-quality, adaptable educational materials, and by providing robust teacher training programs, the educational system in the researched areas (Slovenia, Austria, Belgium, Greece, and Cyprus) can better support the integration of TCN students. Additionally, fostering a collaborative environment that engages parents and the broader community is essential for overcoming social biases and creating a welcoming atmosphere for all students.

The findings from each country underscore the importance of developing tailored educational strategies and resources that address the unique cultural and educational contexts of each nation. By focusing on localized approaches, enhancing teacher training, and fostering community engagement, the integration of TCN students can be significantly improved, promoting inclusive and respectful learning environments across Europe.

To achieve these goals, it is imperative to:

- **Enhance Teacher Training:** Equip teachers with the skills and confidence to integrate intercultural education, global citizenship education, human rights, and sustainability into their teaching methods.
- **Develop and Distribute Resources:** Ensure that educational materials are comprehensive, adaptable, and accessible to support the diverse needs of both local and TCN students.
- **Promote Inclusivity:** Implement strategies that foster inclusivity at both the classroom and school levels, addressing language barriers and cultural differences.
- **Engage Stakeholders:** Involve parents, communities, and educational authorities in the integration process to create a supportive environment for TCN students.

By addressing these areas, the educational system can better prepare students for a globalized world, promoting acceptance, respect, and a sustainable future for all.

Resources gathered from all the collected material

Intercultural Education:

- http://twohomelands.zrc-sazu.si/uploads/articles/1519734666_Vizintin_developing%20intercult_education.pdf
- https://www.varuh-rs.si/fileadmin/user_upload/PRAVNE_PODLAGE/Mednarodne_konvencije_-_Svet_Evrope___-DRUGO/ECRI/Izobrazevalni_prirocnik_-_Ideje-pripomocki-metode_za_medkulturno_izobrazevanje.pdf (in Slovenian), <https://rm.coe.int/1680700aac> (in English)
- <https://www.medkulturnost.si/en/about-this-project/>
- <https://www.unhcr.org/dach/at/services/publikationen/bildungs-und-trainingsmaterial/aufbrechen-ankommen-bleiben>
- <https://www.unesco.at/en/education/unesco-associated-schools-project-network/the-asap-network>
- <https://www.integrationsfonds.at/mediathek/mediathek-publikationen/publikation/forschungsbericht-bildungsaspirationen-von-jugendlichen-migrant-innen-16633/>
- <https://www.erinnern.at/lernmaterialien/lernmaterialien/stories-that-move.-online-toolbox-gegen-diskriminierung/stories-that-move>
- Full article: Preparing teachers for diversity: how are teacher education systems responding to cultural diversity – the case of Austria and Ireland (tandfonline.com)
- <https://www.suedwind.at/digitale-bibliothek/migration-entwicklung/>
- https://library.oapen.org/bitstream/handle/20.500.12657/59858/9781003345275_10.4324_9781003345275-4.pdf?sequence=1&isAllowed=y
- <https://digitalcollections.sit.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1000&context=sop&s#page=33>
- <https://idealenglish.jp/2020/12/24/developing-intercultural-competence-a-lesson-plan/>
- <https://mygrants.it/en/tocl/>
- <https://www.volumeproject.eu/challenge-page/78aa915a-bf51-41dd-98b8-93e449c19fb7>
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