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Preparing Teachers for Diversity: the Role of Initial Teacher Education

Final Report

Written by:



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Unit B.2 – Schools and multilingualism

*European Commission
B-1049 Brussels*

EUROPEAN COMMISSION

Preparing Teachers for Diversity: the Role of Initial Teacher Education

***Final Report to DG Education, Youth, Sport and
Culture of the European Commission***

Written by Public Policy and Management Institute (PPMI)

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Country codes

EU/EU28: European Union

AT:	Austria	PL:	Poland
BE:	Belgium	PT:	Portugal
BE/FR:	French Community	RO:	Romania
BE/FL:	Flemish Community	SE:	Sweden
BG:	Bulgaria	SI:	Slovenia
CY:	Cyprus	SK:	Slovakia
CZ:	Czech Republic	UK:	The United Kingdom
DE:	Germany	UK/EN:	England
DK:	Denmark	UK/SCT:	Scotland
EE:	Estonia	UK/NIR:	Northern Ireland
EL:	Greece	UK/WLS	Wales
ES:	Spain		
FI:	Finland		
FR:	France		
HR:	Croatia		
HU:	Hungary		
IE:	Ireland		
IT:	Italy		
LT:	Lithuania		
LU:	Luxembourg		
LV:	Latvia		
MT:	Malta		
NL:	The Netherlands		

European Free Trade Association (EFTA) countries

CH:	Switzerland
IS:	Iceland
NO:	Norway

Candidate countries

AL:	Albania
ME:	Montenegro
MK:	Former Yugoslav Republic of Macedonia
RS:	Serbia
TR:	Turkey

1. Introduction

1.1. Introduction to the report

This final report is submitted in relation to the implementation of specific contract No EAC-2015-0477 'Study on How Initial Teacher Education prepares student teachers for diversity in the classroom.'

The *first chapter* of the report reiterates the overall objectives of the study, details the scope and presents the conceptual framework of the study. It also discusses the research challenges and gaps identified in the process.

The *second chapter* sets the context of the study and reviews the challenges and opportunities diversity brings into the classroom and society overall. The review also looks at which competences student teachers need to have to be prepared for diversity in the classroom. A summary of research evidence on which elements of initial teacher education (ITE) help develop these competences is provided in Annex 4.

The *third chapter* provides an overview of the policy landscape for preparing student teachers for increasing diversity in Europe, mapping the policies aimed at ITE, teacher competence frameworks and the way diversity-related competences are defined within them, as well as, quality assurance mechanisms and funding incentives available to encourage teacher education for diversity through ITE.

The *fourth chapter* analyses the ways national policy goals and priorities are reflected in the provision of ITE for diversity. The chapter overviews how diversity-related issues are integrated into ITE curricula across Europe, based on the examples gathered through policy mapping and case studies. The chapter also looks into the data available on the ways teacher educators are trained, on selection processes in ITE, as well as on induction programmes for newly starting teachers, and on the role these elements play in preparing (student) teachers for diversity. The chapter concludes with an analysis of support measures and initiatives that can be implemented to strengthen the capacity of ITE systems to prepare student teachers for diversity.

The *fifth chapter* presents an analysis of the evidence on the effectiveness and potential transferability of policies and initiatives aimed at strengthening ITE for diversity collected through the case studies.

The *sixth chapter* draws together a summary of all the research findings to present the key conclusions and recommendations emerging from the study.

The annexes to the draft final report include:

- Annex 1. 37 country fiches;
- Annex 2. 15 case study summaries;
- Annex 3. Governance and organisation of ITE in Europe: general context;
- Annex 4. Preparing teachers for diversity through ITE. Summary of literature review;
- Annex 5. Methodological approach;
- Annex 6. Bibliography.

1.2. Aims and scope of the study

1.2.1. Study aims and objectives

Even though the diversity found in European societies is not a new phenomenon, its nature is rapidly changing. Europe is becoming increasingly diverse due to intra-European mobility, international migration and globalisation. These societal changes affect the educational landscape and organisation, and create both new opportunities and challenges for schools and other educational institutions. Recent studies show that intolerance and social exclusion are increasing both in schools and in society. **The growing number of refugee, asylum seeker and migrant children entering Europe places specific demands on schools and teachers.** These phenomena lead teachers to re-consider their everyday practices and strategies to meet the learning needs of these pupils.

PISA 2015 results demonstrate that students with an immigrant background¹ have poorer outcomes in schools than their peers without an immigrant background (OECD, 2016b). These differences in education outcomes are shaped by enduring socioeconomic differences, as “immigrant students often face the double disadvantage of coming from immigrant and disadvantaged backgrounds” (OECD, 2016b: 244). These results also highlight the role of immigrant students’ lack of familiarity with the language of schooling, and the impact of social and education policies (including the institutional features of the host-country education systems, as well as persistence of monocultural curricula), as well as of attitudes towards immigrants (Ibid.). Children with a migrant and/or minority background are also more likely to leave school earlier than their peers with a native background (European Commission, 2016e). Similar educational challenges can be observed among historical ethnic and linguistic minorities coming from lower socioeconomic backgrounds (e.g. European Union Agency for Fundamental Rights, 2016). These challenges can, in turn, lead these students to feel alienated at school. Recent events also demonstrate the increasing polarisation of, and growing nationalism within European societies.

These social transformations highlight the need for teachers and schools to be better prepared. **Teachers and schools should be able to provide support to newly arrived pupils, to address the specific needs of all learners, and to foster tolerance, respect for diversity and civic responsibility in all school communities.** They should build on the benefits diversity brings to education. Teachers also need to be prepared to identify and address processes that lead to discrimination, exclusion and racism, as well as to the growth of radicalisation leading to violent extremism. However, international evidence shows, that working with multicultural and multilingual student populations is one of the areas where teachers feel the least prepared (OECD, 2014).

¹ The OECD defines “students with an immigrant background”, or “immigrant students”, as “students whose mother and father were both born in the country of economy where they sat the PISA test” (OECD, 2016b: 243). Among students in this category, the OECD makes a distinction between “those born in the country/economy of assessment and those born abroad” (“first-generation” and “second-generation immigrant students”) (Ibid.).

The EU and its Member States have called for renewed efforts to prepare teachers for diversity, and to lay the foundations for more inclusive societies through education (Council of the European Union and European Commission, 2015). They recognise 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 intolerance².

However, despite a number of identified good practices in preparing teachers for diversity, general implementation gaps still prevail in many countries. Systematic inclusive approaches towards ITE on the ground are still lacking.

In this context, **the study seeks to consolidate the existing knowledge base and to gather evidence on the way student teachers are prepared for diversity in the classroom**. The study aims to:

- analyse and provide an overview of the ways in which ITE prepares student teachers to deal with diversity in classrooms;
- map and analyse policies, strategies and initiatives in Europe that support effective provision of ITE for diversity;
- provide recommendations on how the **EU could support Member States' efforts** and how Member States can improve their ITE policies to better prepare teachers to deal with increasing diversity and teach about diversity.

The study examines the policies on ITE for diversity and the way they are translated into practice in 28 EU Member States, EU candidate countries and EFTA States. The literature review also reflects on successful practices identified in non-EU countries (such as the US and Canada). The study primarily focuses on how ITE prepares student teachers for diversity in primary and secondary education. The study has also looked at the extent to which induction programmes can better prepare future teachers for diversity in the classroom.

In addition, the study maps existing strategies on the preparation of teacher educators working in ITE providers and in schools, as well as teacher educators and mentors **responsible for student teachers' practical training or induction**. While we acknowledge the importance of all school staff to be prepared for diversity in the classroom, the preparation of school leaders and additional support staff (e.g. social pedagogues, psychologists, etc.) was not in the scope of this study.

1.2.2. Key terms and concepts

Diversity in the classroom

Diversity is a broad term that 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 learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education" (UNESCO, 2005: 13). For the purposes of

² *Informal meeting of European Union Education Ministers, 'Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education', 2015. Available at: https://ec.europa.eu/commission/sites/cwt/files/dp_mobilisation_europeenne_20150317.pdf, accessed on 11.12.2016.*

this study, diversity is understood in terms of individuals' migrant and/or minority background. These include first and subsequent generations of EU and third country migrants, asylum seekers and refugees, as well as national and regional ethno-cultural, linguistic and religious minorities. However, policies and practices explored in this study can also have an impact on teaching about many other kinds of diversity, in terms of gender, sexual orientation, ability, socioeconomic status, etc.

Initial teacher education and its organisation

ITE is the first and crucial **stage of teachers'** career-long professional development. It represents the entry point into the continuum of teacher education. ITE is generally characterised by a combination of courses in subject matter, pedagogy and psychology, methodological and didactical preparation, and practice in schools (European Commission/EACEA/Eurydice, 2015; Musset, 2010). ITE aims to provide future teachers with competences supporting "their capacity to lead and facilitate successful student learning" (European Commission, 2015a: 10).

In Europe, ITE is characterised by a variety of features across countries. In terms of qualification requirements for teachers, the dominant model at primary and secondary level is a four to five-year higher education programme, with most countries requiring a **Master's** degree for upper secondary teachers (European Commission/EACEA/Eurydice, 2015). However, some countries also provide alternative pathways into teaching (Caena, 2014a) (see Annex 3 for more details).

Teacher competence frameworks

A competence framework refers to the set of competences that teachers should have before entering the teaching profession (European Commission/EACEA/Eurydice, 2013). **Competence is understood as "the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context"** (Council of Europe, 2016: 23).

European policy-makers have increasingly sought to define the competences required from teachers by developing frameworks (European Commission, 2013a). Teacher competence frameworks are recognised as beneficial to education systems to stimulate **teachers' active engagement in career-long** competence development, to assess the **development of teachers' competences and as a sound basis for planning and** providing coherent, career-long opportunities (European Commission, 2013a). Teacher competence frameworks vary widely across Europe in their level of detail, whether competences are described only for ITE or for the whole teaching career, in the policy tools used, in the actors entrusted to implement the policy and in their aims and uses (see Annex 3 for more details).

1.3. Conceptual framework

Educating teachers for the challenges and opportunities associated with diversity is a complex and multifaceted endeavour. A recent report by the European Parliament underlined the growing expectations from the teaching profession: "the profession of teaching is firstly becoming more and more complex; secondly, the demands placed upon teachers are increasing; and thirdly, the environments in which they work are

becoming more and more **challenging**” (European Parliament, 2014: 13). To respond to this changing context in teaching and learning, ITE has a key role to improve the development of teaching practices, and to attract more high quality candidates to the teaching profession (Council of the European Union, 2014; European Commission, 2015a).

The growing diversity in European classrooms and societies makes these issues even more compelling. Increasingly, teachers are expected to have the competences to relate to parents and engage them in their **children’s** learning process, provide the peer-learning experiences that can promote inter-group respect and understanding, and to apply learner-centred teaching strategies. This in turn calls for ITE programmes to address these areas when preparing future teachers.

Most ITE programmes include some form of preparation for diversity (see chapters 4 and 5). However, it often takes the form of a single module or an elective course, isolated from the rest of the curricula, which is unlikely to have a lasting impact throughout **teachers’ careers**. **There is a need to holistically integrate the coverage of diversity** throughout ITE programmes (Burns & Shadoina-Gersing, eds., 2010). The question is to understand the best ways to design an integrated approach, including all elements of ITE, in order to create a continuum with induction and continuous professional development (CPD) and to respond to the changing needs of the education process.

In this light, the analytical framework evolves around the effective implementation of ITE. Its different practices/models/content are considered as inputs, while competences to deal with diversity-related issues, and the application of these competences in the classroom, are respectively considered as outputs, and results. The main hypothesis of this study is that comprehensive ITE systems, linked to induction and CPD, can equip teachers with the necessary competences to work in diverse environments and promote a learner-centred approach. Teachers should be able to effectively practice their knowledge and competences in the teaching process, if the delivery system and additional supporting policies and initiatives can set favourable conditions (see

Figure **1** below).

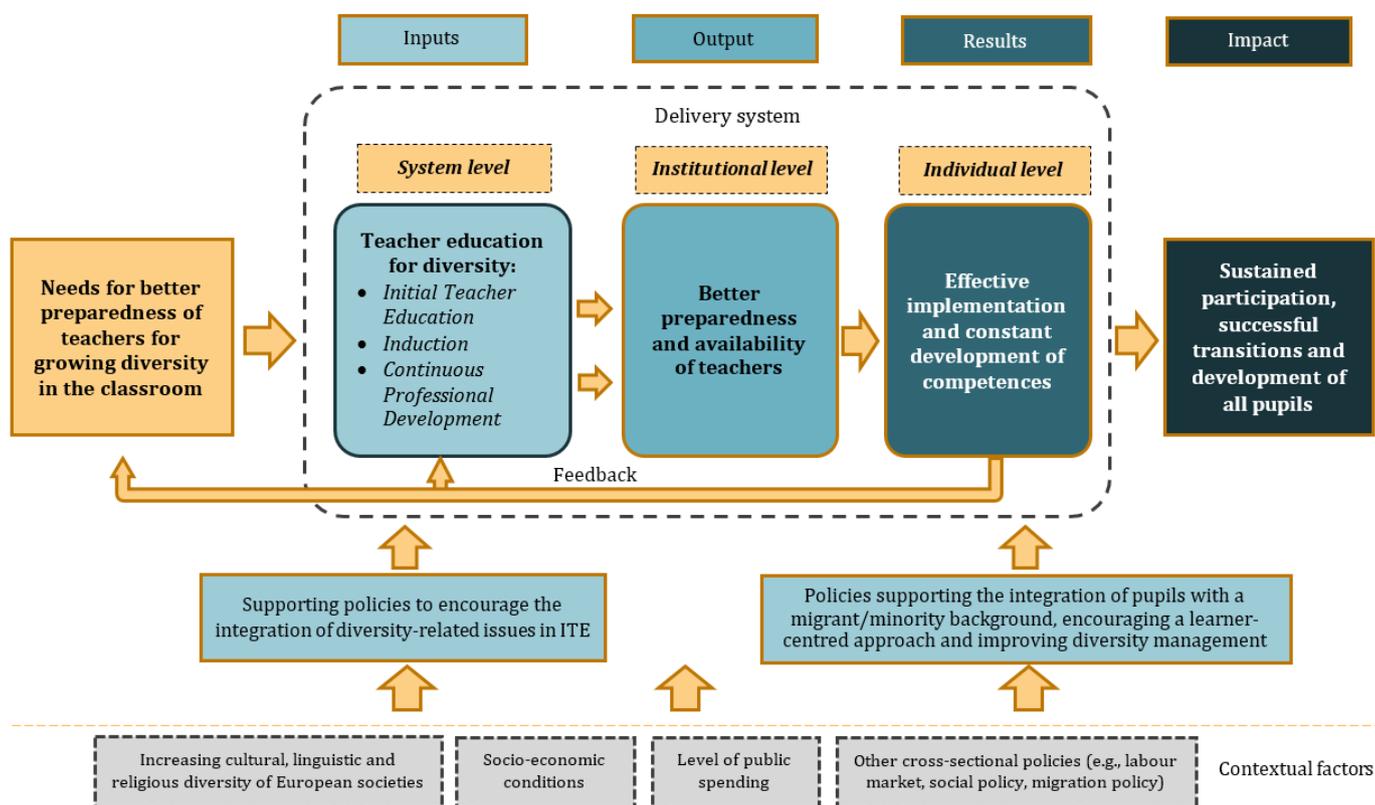


Figure 1. Analytical framework

Source: authors.

As described above, this study focuses primarily on the first stage of the teacher education continuum – ITE. It explores evidence on the effectiveness of specific ITE approaches on developing teacher competences for diversity, and their wider impact on education systems.

1.4. Methodological approach

The following methodological steps were designed to address the scope and objectives of the study (see Table 1 below for summary and Annex 5 for more details).

Table 1. Overview of research process

Process	Tasks	Timeline
1. Inception phase	During the inception phase the research team finalised methodology, analytical framework, revised research questions and developed draft research tools.	January 2016
2. Literature review	The literature review consisted of two parts. To grasp the variety of evidence and ensure robust results, the research team followed a systematic search of studies using a set of electronic databases in English, French and German. In parallel, the core team reviewed academic and policy literature to contextualise the main concepts and analytical framework, as well as explore the existing evidence on effectiveness and characteristics of various governance models of ITE in Europe, and to which extent preparation for diversity is embedded into the design and organisation of ITE.	January-July 2016
3. Policy	Under the supervision of the core research team, following	April-June

mapping: country profiles	guidelines, the national researchers for the 37 European countries/regions (EU MS, EFTA and candidate countries) gathered national data and prepared country profiles. The field work included desk research (policy documents and literature review) and stakeholder interviews, where information was not available otherwise.	2016
4. Case studies	Out of examples identified during the policy mapping, 15 policies/initiatives/measures for preparing student teachers for increasing diversity in the classroom have been selected as illustrative case studies. The selection criteria included: diversity of the content, type and providers of the measures, diversity of countries and education systems. Research carried out by relevant country experts included desk research and stakeholder interviews.	August-September, 2016
5. Comparative policy analysis	The comparative policy analysis brought together the evidence from all the research tasks. It aimed to reveal how the concept of diversity is understood in education policy across Europe and how teacher education for diversity is framed in national policy documents, and in turn, how these policy guidelines and priorities are translated into ITE provision (curricula content, recruitment, quality assurance, etc.).	June-October, 2016
6. Prospective analysis	This stage of the study aimed at consolidating the evidence base in order to develop key findings and recommendations. The prospective analysis took the form of an expert seminar, which involved renowned international experts in ITE and diversity in education, national education policy-makers, key EU stakeholders and representatives of international organisations (for more details as well as for the summary of the workshop discussion see Annex 5).	October-November 2016

Source: authors.

1.5. Research challenges

In the research process, we encountered several challenges and limitations. The analysis reveals several potential areas of inquiry for future research, demonstrating current gaps in knowledge and the lack of empirical evidence, which are summarised below.

Lack of empirical research on teacher competences for diversity

Despite numerous research evidence available on the effectiveness of learner-centred teaching, or relationship-building practices in teaching, only limited empirical research in Europe has looked at the various and interconnected competences that teachers should have to address the needs of all pupils and the challenges posed by an increasingly diverse Europe (see e.g. Bennett, 2012; Deardorff, 2009; Lindsey et al., 2005; UNESCO, 2013; Council of Europe, 2016).

There is also little evidence on how student teachers manage to shift their perspectives to become “equity-minded/socially just teachers”, i.e. teachers whose personal perspective, convictions and perceptions can be considered as adapted to handle diverse classrooms and to teach about diversity (Cochran-Smith et al., 2015: 116). One possible reason for the limited research in this field is that in the overall literature on schooling, the problem has been conceptualised as affecting a small minority, i.e. socioeconomically disadvantaged children and children with a migrant and/or minority background. Recently, research has increasingly shifted towards perceiving diversity as a benefit and resource, understanding the relevance of diversity-related issues for the whole population of learners and teachers (Burns & Shadoina-Gersing, eds., 2010).

Lack of evidence on effectiveness of policies and initiatives aimed at ITE for diversity

The research on specific elements of ITE that can prepare teachers for diversity in the classroom is predominantly theoretical and descriptive in nature. The broad literature reviewed covers a mere description of various ITE programmes and their potential improvement in order to better reflect the need for (student) teachers to be prepared for diversity, often without analysing in-depth whether it proved to be effective in practice. The systematic literature review demonstrated that most of the evidence on the effectiveness of specific programmes, where it exists, comes from non-European countries (more specifically, the US, Canada and Australia). Moreover, when exploring specific ITE courses (such as courses on intercultural education) or course-linked practical experiences, studies mostly tend to focus on one course, field experience initiative or exchange programme, without situating it in the context of a broader programme (Cochran-Smith et al., 2015). This tends to diminish the evidence that such courses could provide with respect to the potential effective measures needed.

Lack of knowledge base on the preparation of teacher educators and diverse student teachers

At the policy level, the importance of having effectively qualified teacher educators, as well as the recruitment of student teachers with a migrant and/or minority background, is widely acknowledged. Research analysing how teacher educators are prepared is scarce (European Commission, 2013c; Lunenberg et al., 2014). The policy mapping conducted for this study suggests that most countries apply standard qualification requirements for teacher educators, with only few initial training or CPD strategies to really prepare them to teach about diversity. There is very limited empirical evidence on what initiatives are effective in preparing teacher educators for diversity, as well as on the diversity of the teacher educator profession.

Similarly, looking at diversity within the teaching profession in terms of migrant/minority background, a recent study by the European Commission (2016a) pointed to an issue that has until now received scant attention in empirical studies on teacher education and teaching in general. This study focused on both the limited diversity among teachers and student teachers, and highlighted the limited amount of empirical research on these issues. More specifically, it showed how ITE can develop mechanisms and strategies to attract and retain students with a migrant and/or minority background, and how to make ITE institutions spaces where they feel that they belong. There is some US evidence on the integration of minority students in ITE, but such evidence remains limited in Europe.

Lack of conceptual coherence in relation to teacher education for diversity

Better understanding of the increasing diversity of the student and teacher population is crucial for designing effective (teacher) education policies. It appears to be difficult to compare results from the research literature because of the lack of conceptual coherence. Different concepts are used in different countries (e.g. intercultural, multicultural, transcultural), and it is not always clear whether the same phenomena and research variables are being referred to. For example, the paradigm of inclusive education predominantly refers to the integration of children with disabilities in some countries; while other countries understand it in its broader sense, i.e. as the need to

adapt schooling to all special needs and to accept, respect and embrace difference (European Agency for Development in Special Needs Education, 2010).

Lack of systemic policy approaches towards ITE for diversity

The research process made it possible to extensively map existing national policies on ITE for diversity in the EU, in EU candidate countries and in EFTA countries. However, it proved to be challenging to comprehensively assess the implementation of policies across ITE providers. This is due to the high autonomy of the higher education sector, and to the lack of systematic and consistent monitoring of policy results and impacts in most countries analysed. Examples examined in this study suggest high regional disparities in the ways ITE for diversity is provided. Some countries, particularly federal ones, are marked by a high diversification of ITE policies.

Taking this into account, this study explores the impact and effectiveness of selected policies and initiatives, providing generalisations where possible. Since the analysis is based on examples of ITE initiatives rather than providing an exhaustive overview of all the practices existing in the countries, it may not be fully representative.

2. The need for better teacher preparedness for diversity

Key findings:

- The increasing diversity of European societies represents societal and educational opportunities. If valued and utilised effectively, diversity can function as a rich educational resource in classrooms, to enrich the competences and creativity of all pupils, promote inter-group contact, opportunities for reflection and peer-learning.
- In spite of this diversity, the teaching population remains largely homogenous and lacks experience in teaching in diverse schooling environments. Teachers feel ill-prepared to teach students from diverse socioeconomic, cultural and linguistic backgrounds.
- To address the challenges faced by all pupils in schools, education systems across Europe must equip teachers with relevant intercultural competences, including valuing and adapting to diversity as well as being culturally self-aware, are key to effectively teach diverse pupils.
- Preparing student teachers for diversity implies to support their knowledge and better understanding of the world and its cultures. The need to develop communication competences for diversity emerges from the capacity of teachers to be empathic and reflexive about their own beliefs, cultural and socioeconomic differences.
- Raising the attainment level of children without the language of schooling implies that teachers in all subject matters need to be effectively prepared to be part of the language learning process. Promoting and valorising non-dominant languages (and cultures) can enable pupils with a migrant and/or minority background to develop and gain recognition of linguistic skills of equal value
- There is an increasing need to prepare future teachers to build on the benefits of diversity, shifting from compensatory to inclusive learning approaches. A comprehensive system of teacher education is crucial to equip teachers with the intercultural competences necessary to respond to and manage the evolving diverse school environment.

2.1. Challenges and opportunities of diversity in Europe

Although EU countries host a minority of the world's displaced persons, they remain among the most popular destinations for migrants, asylum seekers and refugees (United Nations, 2016; UNHCR, 2016). First-time asylum applications in the EU rose by 123 % in 2015, compared to 2014. Minors make up about 30 % of this figure (Eurostat, 2016). At present, 4 % of the EU's total population consists of third-country nationals (European Commission, 2016e). Population projections predict that by the middle of the 21st century, 20-40 % of Europe's population could have an immigrant background (Lanzieri, 2011).

While the composition of the learner population in Europe is increasingly changing, its diversity varies significantly across countries. In 2012, the proportion of 15-year-old pupils with a migrant background varied from 46.4 % in Luxembourg, to 16.4 % in Austria and 14.8 % in France, and as little as 0.2 % in Romania and Poland (OECD, 2015b). Diversity is not a new phenomenon. Thanks to the presence of historical minorities within their territories, most European countries have long been socially, culturally and linguistically diverse. However, recent increases in migration and intra-European mobility have accentuated the demographic heterogeneity of most countries across Europe.

The increasing diversity of European societies represents both challenges and opportunities. New arrivals can help to fill the labour gap and have a positive impact on growth and public finances. These factors lead to long-term economic benefits (International Monetary Fund, 2016). Research has also linked growing migration to increased productivity and economic output in host countries, as migrants form an increasing proportion of the economically active population (Boubtane & Dumont, 2013). Integration policies designed to create more efficient and transparent qualification recognition processes for migrants, asylum seekers and refugees, can also boost host country labour markets (OECD, 2016a).

If addressed effectively, diversity also functions as a rich educational resource that can be used in classrooms. Embracing diversity “empowers teachers and students; decreases stereotypes, prejudices and racism (...); and generally promotes equity and social justice” (Nieto & Bode, 2008, in Keengwe, 2010: 203). Valuing and utilising the cultural and linguistic capitals of students with a diverse background can enrich the competences and creativity of all pupils, and favour cohesion in schools (Meinhof, 2013; Moro, 2012). Education systems can prepare learners to respect diversity and take advantage of its benefits, through promoting inter-group contact, opportunities for reflection, and peer-learning (Burns & Shadoina-Gersing, eds., 2010; Europarat, 2016).

However, if education systems are not prepared to embrace diversity, this can stir social tensions, and lead to polarising and stereotyping tendencies (Hainmueller & Hiscox, 2010). In the autumn 2014 Eurobarometer survey, more than half of the EU population perceived immigration as a negative phenomenon (European Commission, 2014). Far-right parties notably capitalise on negative attitudes towards migrants and minorities as well as on the outcomes of the socioeconomic crisis. European youth show growing support for far-right parties, and increasingly negative attitudes towards migrants, refugees and minorities, amid a context of record-high levels of youth unemployment (Goldirova, 2014; Sakellariou, 2015; Show Racism the Red Card, 2015). In return, exclusion and ethnic discrimination can provoke tendencies to resist integration on the part of students with a migrant background. In the Netherlands, Leeman (2008) found that in the face of increasing Islamophobia, **Muslim minority youth feel “compelled to choose sides”, by developing “hostile ethnic-cultural identities” in a way “that might endanger their integration into Dutch society”** (Leeman, 2008: 53-54).

If they are not provided with relevant support, pupils with a migrant and/or minority background can face challenges in the learning process. Enduring socioeconomic differences coupled with difficulties of integrating into education can lead newly arrived children to multiple and persisting inequalities (Luciak, 2010). Moreover, one of the most important challenges faced by learners with a diverse background is that the language of schooling often differs from the language(s) they speak at home. Learners with diverse linguistic backgrounds might underperform at school, not because they lack cognitive capacity (Wissink & Haan, 2013), but because pupils often do not have sufficient linguistic competences to participate in learning (Council of Europe, 2015). This poses additional demands on teachers to be able to teach children who do not speak the language of schooling. Parents who lack skills in the language of schooling may also not be able to get involved in their children’s

education, which is another factor linked with their level of educational outcomes (Ractliff & Hunt, 2009).

Policy-makers face the challenge of preparing societies to embrace diversity, and supporting the integration of individuals with diverse backgrounds, notably through education. **Key integration challenges in formal education include access, participation and performance** (European Parliamentary Research Service, 2016). Education systems have a key role to play in promoting social inclusion, as well as in tackling discrimination (Council of the European Union and European Commission, 2015). By respecting diversity and **children's multiple identities and sense of belonging**, education systems can facilitate the integration of children with a migrant and/or minority background into society and become a tool to promote tolerance and civic responsibility (De Paola & Brunello, 2016; van Driel et al., 2016).

Research shows that **children coming from a socioeconomically disadvantaged background, among which pupils with a migrant and/or minority background are overrepresented, have limited access to good quality education**. High levels of socioeconomic and residential segregation tend to lead to lower quality schooling (Mattache & Fuller, 2015) and **cumulative inequalities based on pupils' socioeconomic and migratory background** (Conseil national d'évaluation du système scolaire, 2016). Enrolment in high quality schools and higher education tracks is particularly limited for Roma pupils (European Union Agency for Fundamental Rights, 2016; Macura-Milovanović & Pecek, 2013). Asylum seeker and refugee children also tend to receive only limited support in reception centres and school systems throughout the EU (SIRIUS, 2015).

Students from non-dominant groups often face disadvantages in schooling because they are perceived as 'different' from the dominant culture (Burns & Shadoina-Gersing, eds., 2010). Undervaluing the culture and language of pupils with a migrant, minority and/or socioeconomically disadvantaged background can have a negative impact on their motivation, overall well-being and development. Studies on **'subtractive schooling' point out that mainstream schooling** can divest students of linguistic resources and other knowledge, leaving them vulnerable and negatively influencing their sense of belonging at school (Valenzuela, 2010). The sense of belonging at school among pupils with an immigrant background varies widely across the EU. In Finland, the Netherlands and Spain more than 80% of first-generation immigrant students felt that they belonged at school. In Belgium, the figure is 60%, and in France, less than 50% (OECD, 2015a). These differences highlight the key influence of, and potential support provided by, schools and local communities on immigrant students' psychological well-being (OECD, 2015a, UNICEF France, 2016).

Socioeconomic disadvantages, coupled with linguistic challenges and the failure of education systems to provide quality education for all, contribute to the lower educational performance of pupils with a migrant, minority and/or disadvantaged background and others. According to PISA 2015 results, after taking their socioeconomic status into account, immigrant students are on average "more than twice as likely as their non-immigrant peers to perform below the baseline level of proficiency in science" (OECD, 2016b: 20). However, these results also show that, **after accounting for the school's socioeconomic intake**, attending a school with a high concentration of immigrant students is not associated with poorer performance

(Ibid.). As they tend to be concentrated in lower socioeconomic groups, the rate of early school leavers among students with a migrant background is considerably higher **than that of 'native' youth** (European Commission, 2011b). In 2014, 25.5% of non-EU citizens aged 18-24 in the EU had left education or training prematurely, compared with 10.2% of EU nationals and 19.2% of citizens of another EU Member State (Eurostat, 2015).

In this context, research shows that teachers feel ill-prepared to teach students from diverse socioeconomic, cultural and linguistic backgrounds (European Parliamentary Research Service, 2016; OECD, 2014). Prejudice, and a lack of experience and competences, can lead teachers to incorrectly attribute low performance to cognitive abilities or insufficient effort (Wissink & Haan, 2013). European systems can also be confusing for children coming from other school environments (Shor & Bernhard, 2003; Wells, 2010). Moreover, cultural and religious considerations, attitudes and motivations of pupils and parents can create additional challenges in educational processes and outcomes (Denessen et al., 2005; Luciak, 2004).

ITE has a role in training a new generation of teachers to ensure inclusiveness and prepare them for the upcoming challenges of schooling for diversity (Cardona, 2009). Research has demonstrated the need for education systems to move towards a more learner-centred, inclusive and socially convergent model. **This study aims to show that adapting ITE to better prepare future teachers for diverse schooling environments can help to improve their capacity to deal with changing social realities.** Such a policy could ensure equal access to high-quality education, and to integrate all components of diversity into the learning environment (Council of the European Union and European Commission, 2015).

2.2. Teacher competences for diversity

Teachers must be effectively prepared to embrace the benefits of diversity for schools and all students. The quality of an education system depends on the quality of its teachers, **who directly influence students' educational outcomes** (Barber & Mourshed, 2007; Scheerens, ed., 2010). Teacher quality can be characterised by the following variables:

- **personal characteristics:** values, attitudes, personality, level of flexibility/rigidity, extraversion/introversion, locus of control, self-efficacy, general and verbal intelligence;
- **formal qualification and experience:** formal qualifications, teachers' continuous working experience;
- **methodological competences:** e.g. capacity to apply different learning strategies; and
- **pedagogical content knowledge:** pedagogical methods by which specificities of the subject matter are adapted and delivered to learners.

While European classrooms are becoming more diverse, **the teacher population remains largely homogenous and lacks experience in diverse schooling environments** (Ainscow, 2007; Burns & Shadoina-Gersing, eds., 2010; European

Commission, 2016a). Teachers often lack awareness about the multi-dimensional diversity of their pupils, and are consequently limited in their ability to effectively deliver subject matter and include intercultural education content (Agirdag et al., 2016; Hammer et al., 2003). This has the potential to create cultural and structural mismatches between students and teachers (Larzén-Östermark, 2009).

Teachers' attitudes influence pupils' outcomes and can constitute obstacles for successful teaching in diverse classrooms (Gay, 2010). Despite working in increasingly diverse classrooms, teachers tend to harbour negative attitudes towards students with a diverse linguistic, cultural and/or religious background (Agirdag et al., 2012; Auger, 2007; Chircu & Negreanu, 2010; Coronel & Gómez-Hurtado, 2015). Teachers tend to adopt lower expectations for pupils with a migrant and/or minority background (Glock et al., 2013; Glock & Krolak-Schwerdt, 2013), and may implement discriminatory grading methods towards them (Spietsma, 2013).

ITE plays a significant role in equipping future teachers with relevant competences and challenging their attitudes and behaviours. Teachers' values, attitudes and expectations can be influenced by appropriate intervention in ITE, induction, and CPD (Jones et al., 2013; Scheerens, ed., 2010). In order to ensure a smooth transition and better application of the competences acquired in ITE, about two-thirds of European education systems use induction courses for newly qualified teachers (European Commission/EACEA/Eurydice, 2015; Smethem & Adey, 2005). Research and policy also indicate the importance of CPD as a means of adapting to and utilising this continuously changing environment (European Commission, 2015a; Scheerens, ed., 2010).

To address the challenges faced by all pupils in schools, **education systems across Europe must equip teachers with relevant competences throughout the teacher education continuum.** Intercultural competences, including valuing and adapting to diversity as well as being culturally self-aware, are key to effectively teaching diverse pupils (European Commission, 2015b). Research emphasises that teachers are core actors in transmitting values and attitudes of tolerance and openness towards diversity (Van Driel et al., 2016). Based on an extensive review of the literature on teacher competences for intercultural diversity, the Council of Europe has defined a set of competences that ITE graduates should acquire to effectively engage with diversity in classrooms (Arnesen, Allan, & Simonsen, eds., 2010). They emphasise learning outcomes related to three key competence areas (see Figure 2 below).

Figure 2. Framework of teacher competences for engaging with diversity



Source: Arnesen, A.L., Allan, J. & Simonsen, E. (eds.), 'Policies and practices for teaching socio-cultural diversity: a framework of teacher competences for engaging with diversity', Strasbourg: Council of Europe Publishing, 2010.

Preparing student teachers for diversity implies promoting their knowledge and a better understanding of the world and its cultures. Teachers should learn how to effectively address issues of tolerance, fairness and equity, notably by understanding the historical, structural and political contexts that can lead to prejudice and discrimination in education. This involves developing knowledge of the multiple dimensions of diversity and cultural differences, and being aware of stereotyping mechanisms in knowledge construction (Cowan & Maitles, 2012; Yang, 2009). Understanding the social, cultural and linguistic context of pupils' behaviour, and teaching in respect for this context, enables the successful socialisation of all children (Keengwe, 2010).

Developing communication competences for diversity emerges from the capacity of teachers to be empathic and reflexive about their own beliefs, cultural and socioeconomic differences (Rychly & Graves, 2007). Treating diversity as an asset and a source of growth rather than a hindrance to student performance can help to tackle the attitudes of student teachers to ensure better performing and more inclusive classrooms (Burns & Shadoina-Gersing, eds., 2010). By

valorising **students'** socio-cultural and linguistic heritages, they can represent educational resources benefiting students from all backgrounds (Gay, 2010; Moro, 2012). Teachers are also increasingly expected to acquire the competences to interact with diverse communities and parents and engage them in the learning process, as well as to understand parental expectations and their educational aspirations (Denoux, 2004; Ractliff & Hunt, 2009; Torres & Mercado, 2006).

Teachers should also have relevant management and pedagogical skills to respond adequately to diversity through teaching (Elbers, 2010). This implies **basic knowledge about students' socio-cultural** backgrounds and the ability to integrate pupils, particularly with respect to linguistic issues. Adequately teaching the language of schooling to children with a migrant background is paramount so that they can enter school and carry on their education successfully.

Raising the attainment of children who do not have sufficient proficiency in the language of schooling implies that **teachers in all subject matters need to be effectively prepared to be part of the language learning process** (Brandenburger et al., 2010). In parallel with adequate support from schools in providing supplementary education, **allowing migrant pupils' immersion in mainstream classrooms**, increasing parental support and developing mother tongue competences, continuous teacher education in language teaching skills and intercultural competences should be available for all teachers (European Commission, 2015b). To prepare teachers for inclusive teaching, ITE should include knowledge and understanding of linguistic issues, including methods of integrating subject matter and community languages (Gibbons, 2002; Köker et al., 2015).

Promoting and valorising non-dominant languages (and cultures) can enable pupils with a migrant background to develop and gain recognition of linguistic skills of equal value (European Commission, 2015b). Linking together the process of learning home languages with learning the language of schooling can be beneficial for both learning processes and for the general language skills of all pupils (Auger, 2007; Moro, 2012). This can be done e.g. through pedagogical practices based on language comparison. Teachers should help pupils feel comfortable with and proud of their multilingual/multicultural identity, and to be aware of the inherent cognitive benefits of multilingualism (Rezzoug et al., 2007). Language teachers should act as "cultural mediators" who "come to terms with the intricate relationship between language and culture, with how the language embodies the concepts and values of the culture and with the necessity of teaching the two in an integrated fashion" (Larzén-Östermark, 2009: 416).

There is an increasing need to prepare future teachers to use the benefits of diversity in the classroom, shifting from compensatory to inclusive learning processes. A comprehensive system of teacher education is crucial to equip teachers with the intercultural competences necessary to respond to and manage the evolving diverse school environment. The teaching profession is becoming more and more complex, with increasing demands and challenging environments (European Parliament, 2014).

In this light, the next chapters provide an overview and analysis of policy initiatives in European countries and of the way they shape the preparation of student teachers for diversity through ITE. These chapters also focus on the effectiveness of specific

measures and initiatives aimed at strengthening the capacity of ITE to prepare student teachers for diversity.

3. Mapping of the policy landscape

Key findings:

- There is a need for a paradigm shift in the understanding of diversity in national education policy. ITE policy should see multiculturalism, plurilingualism and inclusion as an asset and a source of opportunities.
- Evidence shows that European countries tend to include competences necessary to manage diversity in the teacher competence frameworks. Greater demands on **teachers' professional roles and competences highlight the necessity to adapt the profession to a continuously changing educational environment.** Defining and implementing teacher competence frameworks aims to ensure that effective teaching practices meet the current changing needs of pupils and society.
- By providing a basis for systems of teacher accountability, performance and quality assurance, competence frameworks for teachers and teacher education constitute opportunities to enhance professional and systemic learning.
- There is a broad consensus on the role of quality assurance mechanisms in improving the performance of ITE programmes. Effective quality assurance strengthens the capacity of ITE to prepare student teachers to better deal with diversity. However, most ITE quality assurance systems are not linked to specific learning outcomes of ITE programmes.
- Only a few countries include quality assurance requirements related to diversity in ITE. These consist either of explicit requirements on the content of ITE programmes and **curricula, or on student teachers' expected competences and learning outcomes.** Competence-based quality assurance systems can support the inclusion of integrated diversity-related criteria into ITE quality assurance.
- Funding support can provide effective incentives to improving the quality of ITE programmes, such as by helping to increase the level of preparation of student teachers for diversity, or to promote multiculturalism and multilingualism in ITE.

This chapter provides an analysis of the national policy mapping data. It focuses on the way diversity is operationalised in national policy agendas across Europe and on the extent to which ITE for diversity receives attention in national policy frameworks. In particular, we look at the way national policies are elaborated in terms of policy goals, translated in terms of competence frameworks for teachers and teacher education, integrated in quality assurance mechanisms and funding incentives.

3.1. Understanding diversity in national education policy

3.1.1. From a deficit-based towards an asset-based view on diversity in European education policies

European societies are becoming increasingly diverse due to intra-European mobility, international migration and globalisation. These societal changes affect the educational landscape and organisation, and have a lasting effect on schools across the continent. While more recent migration flows have made diversity one of the central topics of public and academic discourse, societal diversity is not a new phenomenon. Most European countries are characterised by their multiple ethnic, cultural, linguistic and religious diversity, which originates in a long history of intra-European and international migration and/or colonialism, as well as by the historical presence of ethno-cultural and regional minorities (Burns & Shadoina-Gersing, eds., 2010). Different historical processes have led to diverging regional, national and local situations. Nevertheless, European countries have long been tackling diversity in

multiple ways at the policy level, in education as well as through integration, citizenship, housing, labour migration and social policies, although these issues have become increasingly visible in recent decades.

Definitions of diversity at the policy level vary depending on the national, local and historical contexts in which they are used. Diversity can refer to long-standing regional patterns in societies with a variety of ethno-cultural, linguistic or religious minorities, as well as to relatively new forms of diversity caused by recent immigration movements. Cultural or linguistic diversity is often interrelated with other dimensions, such as socioeconomic background, gender identities, age, learning abilities, or motivation (Burns & Shadoina-Gersing, eds., 2010). Recognising diversity implies implementing effective integration policies including in key areas such as education and training, employment, culture and equal opportunities. It also implies a dynamic two-way process, expecting third-country nationals to embrace and learn **host countries' values and languages, as well as offering them meaningful opportunities to participate in the economy and society** (European Commission, 2016c).

The mapping of current education policies in the EU, candidate countries and EFTA countries demonstrated **two prevailing understandings of diversity. Countries with a deficit-based understanding of diversity see it as a 'disparity.'** In these cases, 'heterogeneity' is perceived as a burden to be dealt with, associated with different outcomes and hence, differential treatment (European Agency for Special Needs and Inclusive Education, 2010; Zimenkova, 2011).

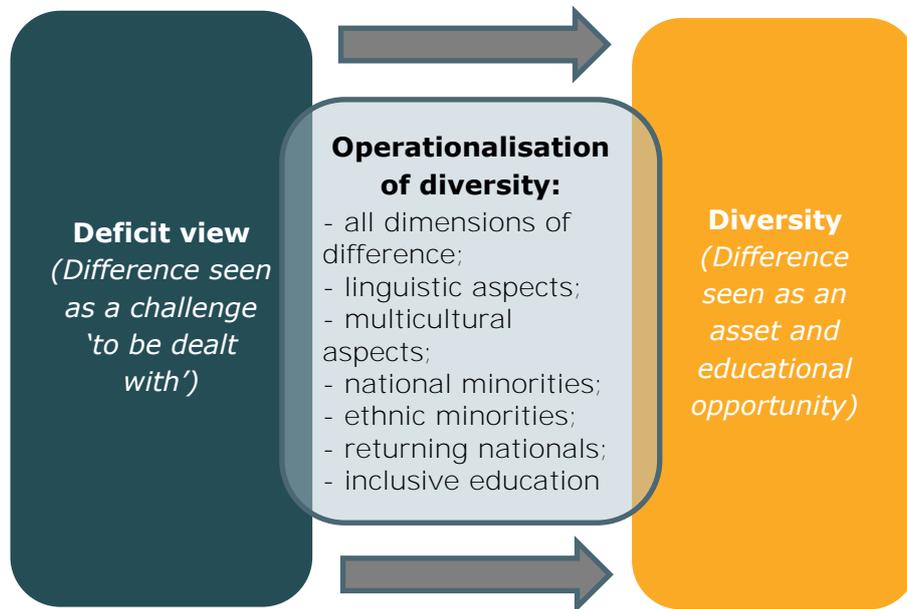
A second emerging tendency sees multiculturalism, plurilingualism and inclusion as an asset, a source of opportunities. It represents a step forward from recognising and 'dealing with' the multiplicity of students' characteristics and backgrounds, to understanding the benefits of diversity to society as a whole. This stance celebrates and lauds what contemporary European societies can gain in terms of diverse abilities, perspectives, and skills (see

Figure 3. Conceptualisation of diversity in Europe

Figure 3 below). According to Sliwka (2010: 213), while "the paradigm of heterogeneity perceives difference as a challenge to be dealt with actively, diversity as a systemic paradigm perceives difference as an asset". However, the way diversity is perceived can vary widely depending on the social status of the language, culture, or country of origin of the pupils with a migrant and/or minority background. This reveals the influence of perceived hierarchies of languages and cultures, based on power, social class and status (Kosonen & Benson, 2013).

At the level of teacher education, as well as in classrooms, this approach has been operationalised through a number of pedagogical initiatives and teaching practices. These include learner-centred approaches (e.g. OECD, 2008; 2013c), differentiated instruction (De Neve & Devos, 2016; Tomlinson et al., 2003), and translanguaging (Creese & Blackledge, 2015; Garcia & Wei, 2014; Hornberger et al., 2012).

Figure 3. Conceptualisation of diversity in Europe



Source: authors, adapted from Sliwka (2010).

This paradigm shift embracing diversity in all its opportunities for learning and benefits for education is gaining ground in the US (e.g. Wells et al., 2016) and in some European countries such as Germany (Sliwka, 2010). A few countries increasingly see education “**not just as adding on to existing structures, but as a process of transforming societies, communities and institutions such as schools to become diversity-sensitive**” (Arnesen et al., 2009: 46). However, our mapping of ITE policies in Europe revealed that diversity is still barely seen as an asset by education systems across the continent.

3.1.2. Mapping definitions of diversity in Europe

Our mapping showed that most education policies in Europe tend to recognise diversity as a reality, and to promote the main principles of inclusive education. However, the way and extent to which these concepts are operationalised in school and ITE policies differ across countries.

In several countries (DE, DK, FI, NO and SE), education policies have moved beyond the narrow idea of heterogeneity, which sees education as a means of compensating and overcoming a deficit. **These countries increasingly understand, recognise and appreciate the benefits of diversity.** They tend to see ‘differences’ as positive resources for individual learning and development (see examples in Box 1 below). Understanding diversity as an opportunity for teaching that enriches the educational environment and society at large, leads to future teachers being trained “simultaneously to respect and enhance **similarities and differences**” (Rabo, 2007: 44).

In other countries, languages brought in by pupils with a migrant background are regarded as essential components of intercultural education and appreciated as much as the language of the majority (e.g. in some regions of **Germany**, languages of

pupils with a migrant background are taught as foreign languages to all pupils, including German pupils). In recent years, the **Austrian** education policy has explicitly referred to the benefits of linguistic diversity, promoting the plurilingualism of learners (e.g. by establishment of the Federal Centre for Interculturality, Migration and Multilingualism – BIMM, and design of the multilingualism curricula in 2013).

Box 1. Operationalisation of diversity: country examples

In **Germany**, a shift has recently been taking place in accepting and recognising the advantages of ethno-cultural diversity. In March 2015, the Standing Conference and the German Rector's Conference (*Hochschulrektorenkonferenz – HRK*) published a joint recommendation entitled 'Teacher education for a school of diversity' (*Lehrerbildung für eine Schule der Vielfalt*), on the topic of inclusion. It conceptualised 'diversity' in a comprehensive sense including different abilities as well as 'particular initial conditions,' such as language, social living conditions, cultural and religious orientation, gender as well as special abilities and talents.

In **Sweden**, numerous concepts such as multicultural, intercultural, bilingual, multilingual or mother tongue education have been used in policy and educational discourses when referring to aspects of diversity in general and to diversity in ITE. Specific support for children with language needs (such as newly arrived migrant children) is provided, such as mother tongue classes (European Commission, 2015b). Initiatives aimed at creating whole-system approaches supporting in-service training for all staff are currently being developed across the country (European Commission, 2016b). Nevertheless, experts point out that terms like 'cultural diversity' and 'multicultural education' are sufficiently broad and sometimes not operationalised enough to give specific direction to teacher education programme development, and can lead to misunderstandings at the ITE provider level (Rabo, 2007).

In **Finland**, the National Core Curriculum has set the overall objective of the education system for equality in all areas of education. This implies meeting pupils' needs, supporting their well-being and other prerequisites for learning, raising awareness on global responsibility, different languages and cultures, regarding them as richness (Halinen, 2013). The updated Finnish National Core Curriculum (2016) further emphasises the opportunities that cultural and linguistic diversity brings to the classroom and the importance of cross-curricula language sensitivity.

Source: authors, based on policy mapping data (2016).

Many European countries still target diversity from a deficit point of view in the design of their educational policies. In these countries, the heterogeneity of learners is either recognised and accepted as a reality, or implied through references to the universal role of education and the rejection of any forms of discrimination. **In these countries, policy priorities tend to build on a compensatory approach.** Adjustments are made to come to terms with pupils' different needs, rather than building education processes on the opportunities of diversity.

In several countries, education policies do not make any explicit distinctions between students' ethno-cultural, linguistic or socioeconomic background. 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. The focus of French education policy can be considered as an obstacle to the acknowledgement of and discussions about the cultural, linguistic or religious diversity of French society (Esterle-Hedibel, 2006; Matthey & Simon, 2009). Since 2013, issues of cultural diversity are addressed through 'moral and civic education' courses (*enseignement moral et civique*), aimed at teaching students about republican values, based on the ideals of equality and secularism (see Annex 1). However, this model tends to exclude the experiences and

contributions of students with a migrant and/or minority background in the school and ITE curricula (Auger, 2007; Belkaid, 2002; Legendre, 2004; Varro, 1999).

Similarly, 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 'appropriate education' (*passend onderwijs*), 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. In **Hungary**, the law prohibits the collection of any data about students with a minority background, including Roma. Since 2003, education policy documents mention the concept of "multiple-disadvantaged children" which includes the majority of Roma children, who suffer from persisting barriers to education, housing and health services (European Union Agency for Fundamental Rights, 2016). Government agencies offer additional services and financial support to schools whose populations mainly consist of disadvantaged and/or Roma children.

Many countries tend to emphasise linguistic diversity as a priority issue (e.g. AT, CY, IS, ME, SI.). Education policies build on the necessity to ensure proficiency in the language of schooling. However, these initiatives bear the risk of ignoring the diversity of the linguistic backgrounds of pupils with a migrant and/or minority culture. In this light, students with a migrant and/or minority background are addressed as anybody whose mother tongue is different from the host language. Those who need additional support to learn the host language in order to participate in mainstream education – either newly arrived or 'historical' linguistic minorities – can then be eligible for language support classes.

Box 2. Focus on linguistic diversity: the Cypriot example

In **Cyprus**, the main criterion for defining diversity in the official discourse of Greek-Cypriot education policy is language. The most predominant term for describing this part of the student population is 'other-language students' (Theodorou, 2014). Previously, the most predominant term was 'foreign-language students' which was officially abandoned in 2001. Fourteen more labels identified in policy documents appear as concurrent and in cases as interchangeable with the term (e.g. 'alien students,' 'economic migrants,' 'students from third countries,' 'hosted students,' 'children with a different language and culture,' 'students from vulnerable socioeconomic groups,' etc.) but the criterion of language is the most prevalent and has infiltrated the discourse from social actors and at school.

Source: Cypriot policy mapping data, 2016.

Some initiatives across Europe aim to exploit the full potential of the linguistic diversity of the student population while ensuring the acquisition of high quality language instruction (European Commission, 2015b; Council of Europe, 2015). Different approaches exist to recognise children's individual linguistic repertoires. In some countries, some non-governmental initiatives aim at supporting the development of newly arrived children's native languages and meta-linguistic competences (through comparison between languages) in order to help them learn the language of schooling (e.g. FR, NL).

In another tendency to 'tackle' diversity in education, **specific target groups can be identified based on their ethnic or national background**, rather than according to their level of knowledge of the language of schooling. **Italy** for example identifies foreign students as having a 'non-Italian citizenship,' while the **Czech Republic** generally refers to them as 'children of foreigners' and differentiates between EU

nationals and non-nationals in providing educational support. In **Latvia** and **Lithuania**, students with a non-Lithuanian or non-Latvian background are often called 'foreign learners.' In **Belgium (Fl.)** and the **Netherlands**, the concept of 'allochthone' refers to students with a migrant background (see Box 3 below).

Box 3. Understanding diversity: the Flemish example

In **Belgium (Flanders)**, although diversity takes a central role in political discourse about education, it is not defined in education policy documents. Nevertheless, target groups for 'equal education' are well defined in the 2002 decree of the Flemish government on equal opportunities in education, based on equal opportunity indicators (*GOK-indicatoren*). The decree deals with three main issues: ensuring the right for inscription in schools, regional management platforms (*lokaal overlegplatform*, LOP) supporting schools with high rates of target groups at different levels, and additional financial support for schools based on the number of students from the delineated target groups. It uses five criteria to determine the provision of support to families:

- receiving social benefits;
- within which both parents belong to the Traveller community;
- with low maternal education level (ISCED 2 or lower);
- within which children temporarily or permanently live outside the family context;
- speaking another language than Dutch at home (parents are non-native Dutch).

In line with this note, the concept of 'allochthone,' actively used by policy-makers, refers to Belgian residents who, whether they possess Belgian nationality, have at least one grand-parent that was born outside of Western Europe and that have a low socioeconomic position within society (Brans et al., 2004).

Source: Belgian policy mapping data (2016).

Some countries take a broader perspective on the ethno-cultural diversity of all learners, such as several southern European countries with a relatively recent historical experience with immigration. For instance, in **Italy**, cultural diversity appeared in the education law for the first time in 1994. The key principle outlined was that intercultural education should be considered as the pedagogical answer to cultural pluralism. This approach aimed to see intercultural education as the 'integrating background' of all school education, not to be taught as a separate subject nor as a mere compensatory activity. However, this raises the risk of emphasising a 'culturalist' conception of education, which tends to address the culture of 'the other' in a simplistic way, therefore reinforcing stereotypes and prejudices rather than countering them (Santerini, 2008).

In **Greece**, the term 'diversity' is also most often connected to a multicultural synthesis (targeting different identified ethno-cultural groups, such as migrants, Muslim and Roma students). In **Spain**, the Education Law (Ministry of Education, Science and Culture of Spain, 2007; 2013) does not stem from an explicit acknowledgement of cultural diversity in society, and it does not refer to immigrant students or students from any other minority. It describes indigenous "linguistic and cultural plurality" and requires that respect for **Spain's linguistic and cultural plurality** be taught. Nevertheless, the practical measures proposed to achieve 'equal results' for all students are compensatory in character.

Most Central and Eastern European countries, that historically have little experience with immigration, tend to refer to 'national minorities' when discussing diversity in the classroom (AL, BG, EE, HU, LV, LT, RO, SK). Despite the existence of large historical minority groups, including Roma, intercultural approaches to education have not been fully pursued in Central and Eastern Europe

(Burns & Shadoina-Gersing, eds., 2010). In some of these countries, large parts of the current immigration influx consist of returning nationals, which also defines the focus of education policies and understanding of diversity in the local context (e.g. in EE, EL, LV, LT, PL) (see examples in Box 4 below).

Box 4. Focus on returning nationals as part of classroom diversity

In **Lithuania**, education policy has been concerned with the children of Lithuanian immigrants returning to the country, as well as with Lithuanian pupils abroad. The programme Global Lithuania (2011) (*Globali Lietuva*), coordinated by the Ministry of Foreign Affairs, stresses the importance of the so-called Lituianistic education, focusing on Lithuanian schools in foreign countries and on their modernisation. The interinstitutional implementation plans of the programme provide funding for systems of reintegration, including those targeted at returnee pupils. The Migration Policy Guidelines (Government of the Republic of Lithuania, 2014) also stress the need to integrate **returnee migrants in Lithuania's educational system**, and aim to increase the number of children of returnee families in Lithuanian schools.

In **Greece**, repatriated Greeks are targeted together with immigrant pupils through ministerial national programmes such as the 'Education of immigrant and repatriated students' programme. It includes the following nine main actions: a) Reception classes; b) Teaching Greek; c) Intercultural Communication, Training; **e) Pupils' first languages**; f) Psychological support; g) School and Community; h) Educational visits; i) Assessment.

Source: authors, based on policy mapping data (2016).

3.1.3. Policy challenges

Although not all European countries are effectively prepared for the increasing diversity of their classrooms, a consensus prevails on the need to adapt education systems accordingly (Schleicher, ed., 2012). The mapping of educational policies revealed that European countries differ in their understanding of what the increased heterogeneity of European societies implies in terms of educational responses. Diversity and difference are conceptualised in various ways, and the design of educational approaches – irrespective of the terminology used – differs depending on the national context, political priorities and commitment.

The way diversity is perceived and interpreted is largely influenced by European **countries' history**, socioeconomic background, experiences with diversity and political priorities. While some countries tend to move away from a deficit-based approach, and increasingly embrace the benefits of diversity, in most cases diversity is still tackled as a problem. Grasping the educational opportunities and potential that diversity offers, and developing adapted and differentiated pedagogical practices, is not a common policy across Europe. Our analysis revealed that several gaps and barriers still stand in the way to accomplishing the 'paradigm shift' needed to embrace and utilise the benefits of diversity.

The first emerging obstacle is the lack of common understanding of the concepts used. Achieving consensus among educational stakeholders and within ITE providers on the way 'diversity' and related concepts are defined is essential to ensure the coherence of the teaching provided. In an example from an ITE college in **Sweden**, Rabo (2007) underlines the importance of reaching a consensus on the understanding of diversity and interculturalism, particularly among staff responsible for general pedagogical courses and those responsible for courses on diversity and intercultural education (Rabo, 2007: 46). Reaching mutual understanding on these concepts can ensure that teacher education systems effectively prepare student

teachers for diversity at all levels, from adapted ITE programmes and practical training arrangements to induction programmes and CPD.

The lack of common understanding on the concepts of diversity and/or inclusive education also tends to distract the policy focus. Although most of the countries follow an inclusive model of education, the breadth of the concept and its interpretation at the policy level can lead to intercultural and multilingual issues from the policy focus being ignored. In the **Former Yugoslav Republic of Macedonia (FYROM)**, diversity is addressed through regulations against discrimination in schools based on gender, ethnicity or language and frequently relates to inclusive education. Policies focus more on education for students with disabilities than on tackling the ethnic diversity of the countries' student population.

Differences in the conceptualisation of diversity shape the way teacher education is implemented. The policy landscape, more specifically policy goals, the definition of teacher competences, the implementation of quality assurance mechanisms, and funding resources, are discussed in the sections below.

3.2. Focus on ITE for diversity in national policy goals

3.2.1. Rationale

European countries increasingly focus on ensuring and enhancing the quality of teacher education (Council of the European Union, 2014; European Commission, 2015a; Schleicher, ed., 2012). **Research and policy have increasingly aimed to better equip teachers and school staff with the competences necessary to manage diversity.** This tendency is coupled with efforts to improve the integration of migrant and minority children in multiple key policy areas including education and training, as well as to prevent the growth of radical ideologies and violent extremism (European Commission, 2016c; 2016d).

The rapid growth in legislation and large number of decision-making bodies can fragment teacher education policy at the national and European levels (European Agency for Special Needs and Inclusive Education, 2010). Policy mapping results demonstrate that education authorities across Europe emphasise the need to prepare teachers for diversity within national policies.

The wide range of policy documents on ITE in Europe reflects the diversity of existing governance processes. Teacher education policies have an impact on curricula, learning outcomes, selection processes, system management, quality assurance mechanisms, and the roles and responsibilities of stakeholders (European Commission, 2015a). The goal of preparing future teachers for diversity is addressed through multiple policy documents in European countries. These documents vary in terms of level (national education strategies, specific regulations on ITE) and content (which depends on the way diversity is understood in particular contexts).

Policy interventions in ITE governance inform and influence the content of ITE curricula. Our mapping of ITE diversity policies highlighted the importance of clear policy goals, as well as the requirements and guidelines for their implementation. Policy reforms that lead to the adaptation of curricula can help teachers overcome the challenges they face in increasingly diverse classrooms (European Parliament, 2014).

The ways in which teacher education for diversity is reflected in various policy documents is discussed in the following section.

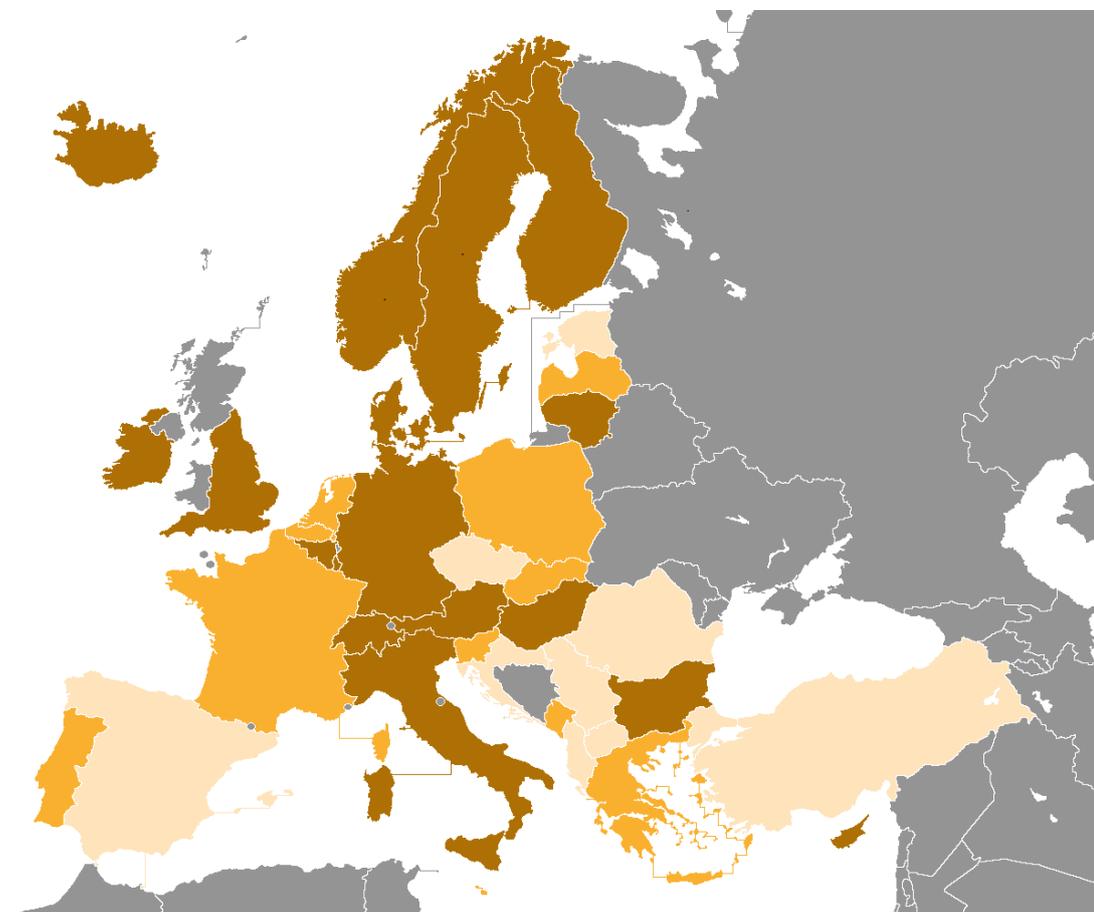
3.2.2. Mapping ITE policy goals for diversity in Europe

Evidence gathered from policy documents shows that the preparation of teachers for diversity represents a shared concern and policy priority across Europe. This tendency emanates at the level of general education policy goals, although less prominently at the level of ITE. Several countries have elaborated complex definitions and conceptualisations of what diversity means in their national political, social, cultural and educational context (e.g. DE, DK, FI, NO, SE, – see Annex 1). However, the fact that diversity is recognised in the educational system does not mean that it becomes a key policy goal for ITE.

Several European countries have set explicit objectives focusing on how ITE should better prepare future teachers for diversity. These goals are detailed among their general education policy documents, strategies or specific ITE policy documents. In other cases, countries have indirectly acknowledged this issue as one of the key challenges for ITE via related concepts and/or targeted integration initiatives (see Figure 4³).

³ This map accompanies the analysis provided in this section. It aims to provide an illustration of how European countries under the scope of this study have defined policy goals in ITE regarding the need to prepare student teachers for diversity. However, the data collected has also shown that there remains a number of gaps and limitations between the way policy goals are defined and the way they are implemented. Evidence for example demonstrates delays in the implementation of ITE strategies for diversity, or lack of supportive funding resources.

Figure 4. Policy goals on ITE for diversity in Europe



Type of policy goal	Country	Colour
<i>Explicit ITE policy goals on diversity</i>	AT, BE/FR, BG, CH, CY, DE, DK, FI, HU, IE, IS, IT, LT, LU, NO, SE, UK/ENG	Dark Orange
<i>Indirect references to diversity in education policy goals on ITE (human rights, anti-discrimination, inclusive education, etc.)</i>	BE/FL, EL, FR, LV, ME, MT, NL, PL, PT, SK, SI	Medium Orange
<i>No reference to ITE for diversity in national education policy goals, lack of operationalisation and lack of focus on ITE</i>	AL, CZ, EE, ES, HR, MK, RO, RS, TR	Light Orange

Source: authors, based on policy mapping data (2016).

Several European countries set direct and explicit policy goals to better prepare student teachers for diversity in ITE in their general education legislation/regulation, or in policy documents defining objectives for (initial) teacher education. In these countries, policy goals tend to focus on key concepts such as intercultural or multicultural education⁴, plurilingualism, tolerance and citizenship,

⁴ *Multicultural education can be defined as a 'concept, educational reform movement and process' that 'incorporates the idea that all students – regardless of their ethnic, racial, cultural, or linguistic characteristics – should have an equal opportunity to learn in school' (Banks, 2009: 34). In some public*

religious diversity and inclusive education⁵. ITE can, for example, help to develop **student teachers' intercultural competences**, through programmes that include courses on 'intercultural pedagogy' (e.g. in AT). Policy goals can also imply that student teachers should be prepared to recognise, support and embrace the ethno-cultural and linguistic heterogeneity of their classrooms to implement inclusive pedagogies and educational practices (e.g. in DE, CY).

In these countries, relevant policy goals on how to better prepare future teachers for diversity are integrated into strategic documents at different levels. These range from higher level policy documents such as general education or ITE-specific regulations, multi-annual strategies and general school curricula, to policy implementation documents such as specific strategies, guidelines or recommendations on the governance of ITE. The policy mapping revealed that **most European countries which endorse explicit objectives on training future teachers for diversity tend to include these goals into specific ITE-related policy documents**. Provisions for the integration of explicit objectives on teacher training for diversity can be found in national regulations and laws on (initial) teacher education. In these cases, they constitute direct requirements (AT, CH, DK, IT).

In some countries, diversity-related policy goals are only reflected in lower-level policy implementation documents. These include recommendations, guidelines or standards aimed at ITE providers and/or student teachers (DE, IE, NO, UK/ENG) (see Box 5 below). In another group of countries, goals are included in documents issued by ITE providers themselves. For example, **Cyprus** has only one public ITE provider, which designs the national ITE curriculum. Similarly, **Sweden** is marked by a high level of decentralisation and autonomy of ITE providers to adapt and develop their curricula. Finally, a couple of countries promote the preparation of teachers to deal with intercultural and multilingual diversity in general higher level policy documents, via general education laws and national school curricula (IS, FI).

Box 5. Country examples of explicit objectives on teacher education for diversity in ITE policy documents

In **Belgium (French Community)**, the general education and ITE system guarantees that teachers commit to the principle of neutrality in teaching while adjusting their approach to embrace the diversity of the student population. The principle of neutrality in public teaching aims to guarantee individual freedoms, in particular the freedom of religion⁶. This approach aims to guarantee pupils their right to freely express their opinion in respect of fundamental

discussions the concept of multicultural education has been challenged, however, as creating division and separation, implying a parallel system. Though most academics do not use the term in that manner (see e.g. Banks, 2009), there is an alternative term used – intercultural education. Interculturalism can be defined as 'a dynamic process whereby people from different cultures interact to learn about and question their own and each other's cultures. It recognises the inequalities in society and the need to overcome these. It is a process that requires mutual respect and acknowledges human rights' (James, 2008). The main features of this concept lie in openness and interaction (Wood, Landry and Bloomfield, 2006). Intercultural Education also views cultures as dynamic and evolving, warning against seeing culture as static and deterministic.

⁵ *Inclusive education is understood as providing access to the curriculum to all pupils, including those with special educational needs (SEN), to meet their needs in the best way (European Agency for Special Needs and Inclusive Education, 2009).*

Denominational education schools and authorities organise education inspired by a particular confession (Catholic, Protestant, Jewish, Islamic, or Orthodox). Non-denominational schools and authorities organise education on the basis of no religious affiliation, they are directly managed and or subsidised by the Federation of Wallonia-Brussels (FWB)⁷ See: <http://bimm.at/>.

rights and freedoms, and to respect the philosophical, ideological or religious beliefs of students and parents. In its forward-looking policy document for 2014-2019, the Federation Wallonia-Brussels (2014) reaffirmed its commitment to equality and diversity. It underlined its willingness to better equip education actors in the management of equality and interculturality. The Government notably commits to continue providing ITE and CPD on gender issues, the promotion of interculturalism and the management of cultural diversity.

In **Bulgaria**, the issue of student teachers' preparedness for diversity is tackled in the 'Strategy on the Educational Integration of Children and Students with an ethnic minority background,' adopted in 2004 and renewed in 2015 for the 2015-2020 period. It aims to strengthen intercultural education by establishing standards at the national level promoting the inclusion of elements of diverse historical and cultural traditions in educational contents, create adapted educational materials and developing intercultural competences of all educational staff, notably by including a compulsory course on intercultural education in all ITE curricula.

In **Germany**, in 2012, the Standing Conference of the Ministers of Education and Cultural Affairs of the Lander adapted the framework agreements on training and examination for teaching careers, with requirements aiming to better prepare future teachers to deal with heterogeneity and inclusion. It was followed by the adoption of a joint recommendation on inclusion in 2015, entitled 'Teacher education for a school of diversity' (*Lehrerbildung für eine Schule der Vielfalt*), from the Standing Conference and the German Rector's Conference (*Hochschulrektorenkonferenz*, HRK). Moreover, the recruitment of teachers and social workers with a migrant and/or minority background is a priority since 2011, since this operational target emerged in the national action plan for integration (Bundesregierung, 2011).

In **Ireland**, the guidelines for ITE providers from the Teaching Council advise that cross-curricular links and themes including citizenship, inclusion and diversity, personal, social and health education be established (Teaching Council, 2011). Overall, the focus is on the holistic education of students, and on how to assist them in becoming self-directed lifelong learners. Irish policies also highlight the issue of equality of opportunity for all young people irrespective of their gender, disability or socioeconomic background.

Similarly, the Teaching Standards in **England (UK)** set the requirement that teachers should be able to demonstrate their competences regarding 'pupils of all backgrounds, abilities and dispositions' as well as to show tolerance of and respect for the rights of others, and should not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths (Department for Education, 2011).

In **Norway**, teacher education for diversity is one of the policy goals of the Education Act relating to Primary and Secondary Education and Training (2010), the Curriculum Framework for primary and secondary education, and the National Framework Curriculum for teacher education. In this last document, education and training are meant "to be based on fundamental values in Christian and humanist heritage and traditions, such as respect for human dignity and nature, intellectual freedom, charity, forgiveness, equality and solidarity" and to "provide insight into cultural diversity"

Source: authors, based on policy mapping data (2016).

In several other countries, diversity is not explicitly mentioned among policy goals for ITE, but is indirectly addressed through related concepts (see Box 6 below). In these countries, diversity can be understood either in relation to broad concepts such as respect for human rights, non-discrimination (FR, SE, SK, SI), the promotion of equality and social integration (LV), or through dedicated policies that specifically target pupils with an ethnic minority and/or migrant background (BG, EL). Diversity as understood in this study can also be partly embraced through targets on inclusive education (CZ, ME, MT).

In a few cases, **objectives aimed at preparing student teachers to deal with diversity are set in integration strategies**, or specific measures aimed at the integration of migrant and/or minority pupils (EL, SK). These policies do not constitute specific ITE policy documents, but clustered approaches. They mostly consist of

targeted action plans designed for teachers who are expected to teach pupils with a migrant and/or minority background (particularly minority mother tongue teachers).

Other countries do not consider diversity preparation in ITE as an explicit policy goal, but include general educational issues that could constitute relevant learning contents **for student teachers' preparedness** for diversity. These range from working on future **teachers' general dispositions** to promote understanding, differentiation, and civic thinking (NL, PT), or providing specific initiatives at the school curriculum level aimed at including sustainable development and global education issues in the education system (PL).

Box 6. Country examples of policy goals indirectly related to diversity

In **France** since the early 2000s, official documents make references to the fight against discrimination, racism and anti-Semitism in schools. Since the 2013 broad school education reform, issues related to cultural diversity are addressed in the curriculum, notably through new **'moral and civic education' courses (focused on the transmission of republican values, the openness to others, respect for differences)** in all levels of primary and secondary education, and through a renewed support to languages (the languages of children with a foreign background attending school as well as regional languages). The official circular for the beginning of the school year 2016 that applies to the ITE level affirms that the prevention of all forms of discrimination or violence based on ethnicity, sexual orientation, gender or religious background is a priority.

In the **Netherlands**, teacher education for diversity is not an education policy goal as such. 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 (Radstake, 2009). Nevertheless, the Dutch education system is infused with targets within key subject areas pertaining to the promotion of understanding, respect and critical thinking.

In **Slovakia**, the **'National Plan for Education for Human Rights for years 2005-2014'** proposed the integration of human rights education in relation to national minorities, Roma, migrants and asylum seekers into school curricula, as well as programmes to tackle intolerance in cooperation with NGOs (Ministry of Education, Science, Research and Sport of the Slovak Republic, 2005). One of the proposed measures was to "ensure permanent pre-graduate and postgraduate multi-ethnic and multicultural teacher education" and to "systematically educate teachers and future teachers in the field of prevention of all forms of discrimination, racism, xenophobia, anti-Semitism and other forms of intolerance" (Ibid.). Moreover, the **'Draft Concept of education in nursery schools, primary schools and secondary schools'** also mentions the need to integrate training concerning education of Roma children into ITE (Ministry of Education, Science, Research and Sport of the Slovak Republic, 2011).

Slovenia also covers diversity in a wider understanding, through human rights, the promotion of democracy and plurality of values. The **'White Paper on Education'** includes principles of educating for diversity, equity and equality, developing competences for democratic citizenship, human values, understanding diversity, enhancing tolerance and solidarity (Krek et al., 2011).

Source: authors, based on policy mapping data (2016).

Finally, in a handful of countries, there is no direct or indirect reference to educating future teachers for diversity in education policy goals. Such goals are absent at the national education policy level and at the level of national regulations on ITE, despite some initiatives at the ITE provider level for example aimed at developing intercultural education in ITE curricula. These examples of policy goals lack the necessary level of detail and operationalisation needed at the ITE level. They illustrate a shared policy gap among these countries as to how ITE can concretely and adequately prepare future teachers for diversity, or to implement inclusive education in practice.

Box 7. Country examples of general policy goals unrelated to ITE for diversity

Diversity is not one of **Croatia's** or **FYROM's** specific ITE policy goals, but related issues are covered in courses on inclusive and intercultural education available in some of these countries' ITE faculties (see Annex 1).

In the **Czech Republic**, one of the three main goals of the recently adopted 'Strategy for Education until 2020' (*Strategie Vzdělávací Politiky 2020*) is to ensure equal opportunities in education, particularly for children and students with special educational needs, and therefore reducing inequalities in education. Detailed priority themes for 2015-2017 include plans to modernise ITE in order to develop the skills of teachers "to implement inclusive education in practice". However, these goals are only briefly described and are not operationalised.

There is no explicit definition and commitment of ITE for diversity in **Spain's** education policy goals. However, the national educational legislation (Ministry of Education, Science and Culture of Spain, 2006) recognises diversity associated to "students' personal interests, expectations, situations"; "Autonomous Communities' cultural and linguistic diversity", "learning difficulties", and "equity between women and men" as well as to the promotion of the integration of immigrant students. Nevertheless, policy documents do not further operationalise these objectives in how ITE can better train future teachers to deal with, promote and teach about diversity.

Turkey has recently tried to provide a responsive, globally conscious education to reflect the equality, inclusion and accessibility goals of the Bologna Process (Yüksek Öğretim Kurulu, 2009). However, the diversity of Turkey's population is not officially recognised, and multiculturalism is not addressed in the educational process (Tarman, 2010).

Source: authors, based on policy mapping data (2016).

3.2.3. Implementation challenges

Despite a growing tendency to support the preparation of future teachers for diversity, **our mapping revealed several discrepancies and limitations on the way this issue is effectively tackled in policy in Europe.** National policy goals across Europe do not tend to directly emphasise student teachers' preparedness for dealing with diversity in the classroom. Many European countries address the need to better prepare future teachers for diversity in an indirect manner only. Policy goals tend to insist on related concepts such as equal opportunities, the fight against discrimination or the promotion of human rights. Diversity in (teacher) education policy goals can also be tackled through targeted initiatives for migrant and/or minority pupils, such as through integration strategies. Approaches that **tackle diversity through 'colour-blind'** concepts risk ignoring the cultural, linguistic and religious diversity of pupils with a migrant and/or minority background, de facto excluding their specific experiences. **Similarly, clustered strategies aimed at 'integrating' a portion of the student population through dedicated classes and courses do not see diversity as a general issue concerning society at large.**

Nevertheless, several countries directly and comprehensively refer to the importance of teacher education for diversity in their education policy goals.

The presence of detailed goals aimed at orienting priorities for the ITE systems of these countries highlights the political significance that they attach to the issue. It shows the commitment that these countries demonstrate at the ITE level, expecting that the new generation of teachers will increasingly embrace diversity in their teaching practice. Described at the level of documents aimed at ITE in terms of specific objectives and actions, policy goals are considered in a higher level of detail. This makes it possible to comprehensively tackle key objectives for future teachers,

pedagogical requirements and key concepts that should infuse their teaching. The operationalisation of these policy goals is a key element if implementation gaps are to be avoided. Such gaps should be avoided between policy documents, theory and practice at the ITE level. If the effectiveness of these policy document is to increase there must be an adequate level of detail aimed to concretely translate these goals through ITE programmes, such as curricula, specific courses, professional training and adapted induction programmes.

Most of the countries that endorse explicit objectives on diversity mention these goals in specific ITE policy documents. This seems to reveal the important divergences between the political priorities and significance that is given to diversity-related issues across Europe. The presence of explicit goals on teacher education for diversity can hardly be considered a sole condition for effectively educating teachers accordingly and developing adapted programmes at the ITE provider level. However, it might be a necessary condition at the policy level to enhance the chance to have diversity integrated in practice, by demonstrating political commitment.

National education policy documents tend not to provide detailed definitions and measurable objectives when discussing the need to better prepare student teachers for diversity. Operationalising the processes to reflect, translate and implement policy goals for diversity in ITE into competences and learning outcomes, through programmes and curricula, would help to increase the effectiveness of ITE.

3.3. Defining competences for diversity

3.3.1. Rationale

Despite the debate on the relevance of competence frameworks for teachers, most European countries do provide lists of competences for teachers and ITE (European Commission/EACEA/Eurydice, 2013). Competence frameworks are an important governance tool that can ensure shared quality structures and processes, for example as references for the design, evaluation and quality assurance of ITE programmes (European Commission, 2015a).

Policy-makers have increasingly aimed to define teacher competences based on a dynamic and process-oriented combination of knowledge, understanding and skills (European Commission, 2011a; 2013a; Schleicher, ed., 2012). This “steadfast feature” of educational policy to design and impose sets of teaching standards and lists of competences can be characterised as a tendency towards the standardisation of education systems and the teaching profession (Caena, 2014b: 312). Education systems are increasingly under pressure to adapt to socioeconomic changes and to become more effective and efficient. Korthagen (2010) emphasises that teacher education **policy should not overlook the “bottom-up, idiosyncratic, nature of professional learning”** and focus more on the personal needs and individual development of student teachers (Korthagen, 2010: 417). Frameworks or standards risk leading to a neutral, technical approach of teaching, overlooking the contextual factors and personal influence in teacher knowledge (European Commission, 2011).

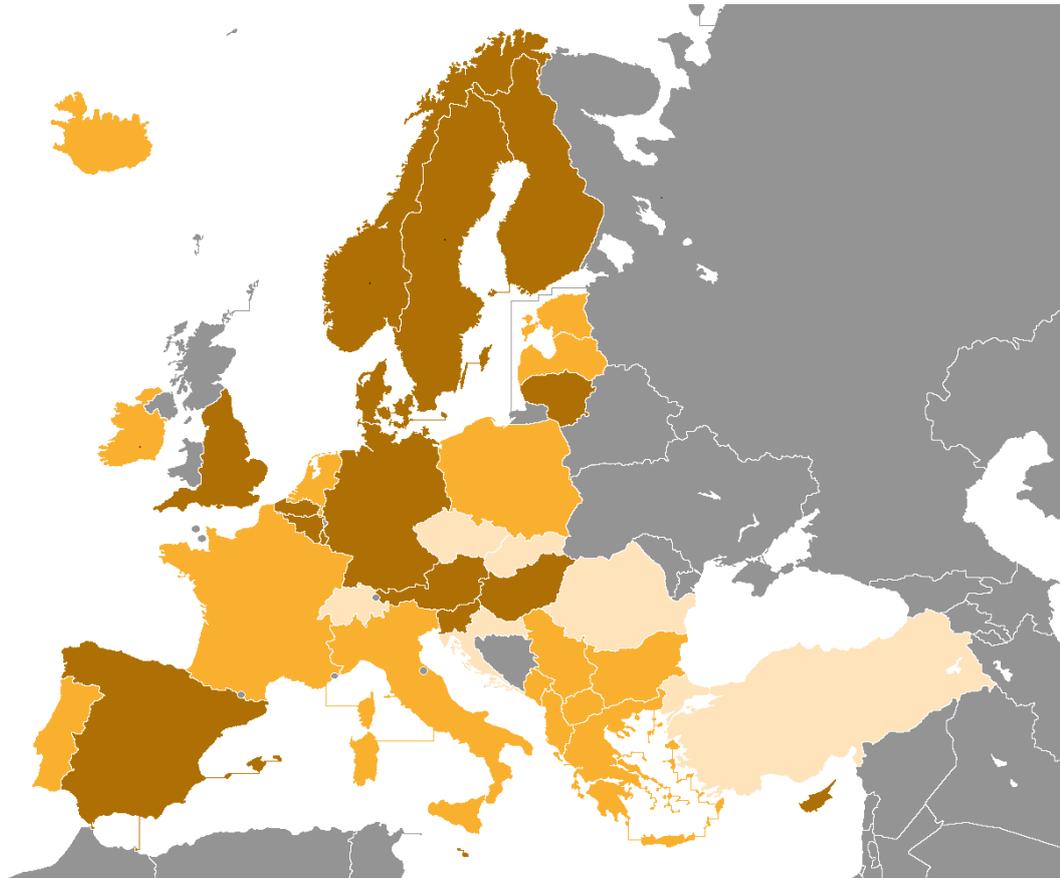
Nevertheless, greater demands on teachers' professional roles and competences highlight the necessity to adapt the profession to a continuously changing educational environment. Defining and implementing teacher competence frameworks aims to ensure that effective teaching practices meet the current changing needs of pupils and society (European Commission, 2012). Promoting the inclusion of pupils with a minority and/or migrant background, diverse abilities, special needs, disadvantages and gender identities represents one of the key challenges that current and future teachers should be prepared for (Conway et al., 2009). This challenge can be faced by setting clear and detailed definitions of competences in ITE, in order to develop teachers who can deploy a common core of competences and renew these throughout their career (European Commission, 2012). Setting competences or standards implies going beyond general definitions found in general standards and competence frameworks. This involves developing operationalised definitions, detailing explicitly "what and how teachers teach" (Thrupp, 2006: 7).

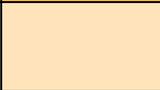
Finally, by providing a basis for systems of teacher accountability, performance and quality assurance, competence frameworks for teachers and teacher education also constitute opportunities to enhance professional and systemic learning (European Commission, 2011a). The use of competence frameworks can be particularly relevant due to their links with teacher education and professional development, qualification frameworks, and quality assurance in education (Caena, 2014b).

3.3.2. Mapping competences for diversity in Europe

Although they are used by most of the countries across Europe, teacher competence frameworks vary in their features, level of details, focus, policy tools used, actors entrusted to implement the policy, and in their aims, usages and recognition (European Commission, 2015a; European Commission/EACEA/Eurydice, 2013). We will focus on whether teacher competence frameworks in Europe have included or not **the need for future teachers' preparedness** for diversity in the classroom. The policy mapping shows that most countries include, at least indirectly, diversity-related provisions in frameworks of competences for (student) teachers (see Figure 5 below).

Figure 5. Diversity-related competences in ITE in Europe



Type of competences	Country	Colour
<i>Explicit diversity-related competences in the competence framework or similar documents</i>	AT, BE/FL, BE/FR, CY, DE, DK, ES, FI, HU, LT, LU, MT, NO, PT, SE, SI, UK/ENG	
<i>Indirect diversity-related competences in the competence framework or similar documents</i>	AL, BG, EE, EL, FR, IE, IS, IT, LV, NL, ME, MK, PL, RS	
<i>No reference to diversity-related competences in the competence framework or similar documents</i>	CH, CZ, HR, RO, SK, TR	

Source: authors, based on policy mapping data (2016).

In several countries, diversity-related competences are explicitly defined in teacher competence frameworks at national or ITE provider level. These also include other documents establishing the competences that student teachers should acquire in ITE, such as national standards for teachers, or frameworks developed at the ITE provider level. However, they tend to differ in the approach towards diversity on which they are focused. Several countries include competences related to a comprehensive understanding of diversity, covering intercultural, multilingual, multi-religious, citizenship, social, inclusive or gender-related issues.

In these countries, teachers are expected to acquire competences on how to teach in diverse classrooms, as well as how to infuse diversity into their teaching. With an uneven level of detail, competences are also defined as the capacity of (future) teachers to gain knowledge on the diversity of pupils' backgrounds and previous

educational experiences. Student teachers are expected to recognise pupils' special needs, abilities and talents (such as their knowledge of other languages and cultures), and to adapt their teaching in providing equal opportunities to all (see Box 8 below). Competence frameworks can be considered as an operationalisation of policy goals on preparing future teachers for diversity in countries where such goals exist. They consist of detailed toolkits aimed at guiding ITE providers to adapt their programmes in order to ensure the quality and relevance of learning outcomes.

Box 8. Country examples of explicit competences for diversity for teachers and ITE

In **Austria**, acquiring competences on social and gender diversity as well as knowledge on how to create productive learning situations using all the diversity of linguistic, cultural, and socioeconomic backgrounds as key skills, are necessary goals for ITE.

In **Belgium (Fl.), Lithuania, Norway and Spain**, teachers are expected to acquire broad and extensive competences about pupils' learning development and different social-cultural and multilingual backgrounds. This aims to recognise and adapt their teaching to pupils' special needs, abilities and talents, as well as to stimulate an understanding of democracy, human rights, gender equality and the ability for critical reflection. In **Belgium (Fl.)**, there is a clear continuity between general diversity-related policy goals and operationalised guidelines on competences, support knowledge and skills for teachers that will lead ITE providers to guide and better implement ITE and adequately instil these competences among student teachers.

In **England**, teachers are expected to provide equal opportunities to all pupils without considering their race, disability status, sex, religion or belief or sexual orientation. Teachers should consider the needs of pupils whose first language is not English by monitoring their progress with respect to their age, length of time in the country, previous educational experience and ability in other languages (DfE, 2014a).

There is no teacher competence framework in **Finland**. However, the concept of intercultural competences is used as the capacity "to see relationships between different cultures – both internal and external to a society – and to mediate, that is interpret each in terms of the other, either for themselves or for other people" (Dervin et al., 2012). The Finnish intercultural competences are based on the perception that being able to understand critically or analytically one's "own and other cultures" perspective is culturally determined rather than natural' (Byram, 2012). Moreover, the revised National Core Curriculum (2016) emphasises that all teachers should be language teachers and be able recognise and use resources of linguistic diversity in the classroom.

In **Luxembourg**, diversity is directly mentioned in a 'referential' list of competences provided in the national regulation on ITE (Journal Officiel du Grand-Duché de Luxembourg, 2010). Relevant competences include: regulating learning processes in a formative perspective; **considering the pupils' diversity**; making use of school-related and socio-cultural information about the pupils in a multilingual and intercultural perspective; **fostering the pupils' responsibility at school as well as in their socio-cultural environment**.

Similarly, in **Germany, Portugal and Sweden**, provisions on competences for diversity cover a broad spectrum, touching upon competences dealing with heterogeneity, inclusion and the individualisation of teaching, freedom of expression, ethics and citizenship education, religious diversity, respect for ethnic and linguistic minorities, and gender equality.

Source: authors, based on policy mapping data (2016).

In a second group of countries, despite the existence of a competence framework, diversity-related competences are only indirectly or broadly included (see Box 9 below). In these cases, competences can be emphasised in reference to general educational issues such as the promotion of interpersonal relations and mutual cooperation in school, social and civic responsibility or community development. They can also refer to the need to know and can teach about democratic and civic concepts such as tolerance and respect of all, freedom of

expression, gender equality and anti-discrimination.

Box 9. Country examples of indirect competences for diversity in teacher competence frameworks

In a Ministry ordinance including general teacher standards, **Albania** highlights that teachers should be competent to “cultivate pupils’ respect towards individual differences and ethnicity of other nations”, religious and cultural diversity (Ministry of Education and Sport of Albania, 2013). This document and other ITE policy do not make any further reference to competences or standards for diversity.

There is no teacher competence framework in **Bulgaria**, but the ‘Strategy for the Educational Integration of Children and Pupils from ethnic minorities (2015-2020)’ promotes the development of intercultural competences among all educational staff through an adapted compulsory intercultural education course in ITE.

In **Estonia** and **Latvia**, teacher competence frameworks for teachers do not specify competences for engaging with diversity. However, they do include common competences for all teachers and educational staff that can serve as a foundation for building specific competences related to diversity. These include the competences to create cooperative and mutually understanding learning environment supporting development and creativity, proceeding from the needs, abilities and interests of learners and following human rights, observing tolerance in the differentiation and individualisation of the pedagogic process.

In **FYROM**, standards for teachers’ competences for CPD have been recently developed, but are not included in ITE yet. They require teachers to possess competences for inclusive educational practices, related to the respect for human rights and diversity.

In the **Netherlands**, there is little mention of diversity-related issues in the competence framework for teachers (Severiens et al., 2007). 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. Moreover, several attainment targets in primary school refer to ‘respect,’ ‘tolerance’ and religious diversity (such as in the civics education curriculum), on which future teachers are expected to build relevant competences to teach in classrooms.

In **Serbia**, the teacher competence framework does not specify competences for engaging with diversity, but includes general competences such as understanding the social context of education and school, actively contributing to a multicultural and inclusive approach to education and “supporting mutual understanding, tolerance, respect for diversity” (...). However, these concepts are not operationalised.

Source: authors, based on policy mapping data (2016).

Finally, in a few countries, there are no direct references to diversity in the competence framework for teachers at the ITE level (see Box 10 below), despite some expected developments or relevant initiatives at the ITE provider level. General concepts are sometimes mentioned in cases that remarkably concern several countries of Central and Eastern Europe. In these countries characterised by the presence of sometimes large historical minorities, the prevention of discrimination, respect for human rights and cultural sensitivity tend to be mentioned in lists of competences for teachers and ITE. However, they are not properly operationalised and described in the necessary level of details, for example in developing relevant support knowledge or skills that student teachers should acquire.

Box 10. Country examples that do not include diversity in their competence frameworks

There is no competence framework in **Croatia**, but the National Council for Education’s ‘Framework of national qualifications standard for teachers in elementary and secondary schools’ includes the competence to “introduce new and contemporary socially relevant topics”. These include sustainable development, lifelong learning, social responsibility and respecting

difference. However, it does not elaborate further in terms of competences for diversity or multiculturalism.

In **Slovakia**, there is no competence framework and ITE providers enjoy a high degree of autonomy. Developing intercultural competences in ITE through specific targeted courses is not mandatory, and the responsibility for developing teacher competences in intercultural or inclusive education primarily falls on teacher educators. National recommendations support the education of teachers in the prevention of all forms of discrimination, racism, xenophobia, anti-Semitism and intolerance, as well as in Roma education. However, these recommendations do not generalise and operationalise these objectives.

In **Romania**, the teacher competence framework includes the capacity to develop an adequate 'social behaviour.' In the national curriculum for citizenship education, teachers are expected to promote tolerance and respect for people and groups who hold different values, views and beliefs.

Source: authors, based on policy mapping data (2016).

3.3.3. Implementation challenges

To a certain extent, there is a tendency to include teacher competences for diversity in competence frameworks across Europe. These competences are defined differently between countries, in terms of the level of focus on the multiple issues covered by 'diversity,' as well as in terms of level of detail. The supporting type of documents listing competences differs across Europe, from competence frameworks, national recommendations or guidelines for teachers, to sets of standards, competences and learning outcomes defined at the ITE provider level.

These include comprehensive definitions embracing the numerous competences expected from (student) teachers to fully and effectively take into account the ethno-cultural, linguistic or social diversity of pupils. On the other hand, another group of countries provide teacher competences that broadly focus on the integration of all pupils in a tolerant and inclusive perspective, without elaborated definitions mentioning other relevant aspects of diversity. Several countries only provide limited references to diversity. These tend to use broad references to the need to consider pupils' individual differences. Interestingly, many countries of Central and Eastern Europe within which a large share of the population has a minority background provide limited definitions of competences for diversity.

A limited recognition and operational description of diversity-related competences risks creating shortcomings in the preparation of future teachers. Teacher competence frameworks are particularly useful tools when practically described in terms of knowledge, understanding and skills that need to be acquired by aspiring teachers. The lack of detailed pedagogical implications that competences can imply for teaching can lead to their misinterpretation at the ITE provider level (Conway et al., 2009).

Policy mapping revealed that **most European countries require teachers to acquire the competence to adapt and cater to the needs of increasingly diverse learners.** However, research also underlines that the level of knowledge and skills of new teachers differs in applying this competence, such as through differentiated instruction (e.g. De Neve & Devos, 2016). This reveals the importance of precise and detailed definitions of competences and professional standards included in frameworks. It also underlines the role of ITE to support student teachers'

professional development to turn 'policy-as-discourse' to 'policy-as-practice' (Caena, 2014b).

The level of detail and description of competences is one of the factors that influence the extent to which goals on preparing student teachers for diversity are implemented in practice. According to Caena (2014b), the implementation of teacher competence frameworks depends on:

- **strong/weak policy implementation capacities;**
- **different implementation strategies;**
- **strong/weak policy synergies** in different education subsystems:
 - a continuum approach to teacher education integrating ITE, induction and CPD through competence frameworks, evaluation/assessment and quality assurance mechanisms;
 - degrees of achievement in aligning education and training aims, goals, assessment, and evaluation;
 - policy support of innovation, partnerships and interinstitutional networks;
 - role of leadership in education institutions.

Caena (Ibid.) underlines **the role of countries' political commitment and policy implementation capacities** (in using policy tools, understanding change strategies, and investing in capacity building) **in determining the success and effectiveness of competence-based teacher education policy.** Political commitment constitutes the support offered to key education policy actors, while implementation capacities are **understood as** "a good understanding of the logic of curriculum changes and a competent **use of appropriate policy tools**" (Michel & Halász, 2011: 300). Successful policy implementation is more likely to happen in countries which demonstrate strong policy commitment, high level implementation capacities, and well-developed accountability and innovation systems (supporting goals of competence development and exploiting synergies between stakeholders) (Caena, 2014b).

The policy mapping revealed that countries that provide competences for diversity in their competence frameworks for teachers and ITE also appear to have defined diversity in an asset-based way (e.g. DE, DK, FI, NO, SE). Moreover, these countries also demonstrate a tendency to set appropriate policy goals aimed at focusing their teacher education systems on better preparing teachers for diversity. This underlines the role of political commitment and implementation capacities, as much as the relevance of comprehensive and continuous teacher education systems integrating coherent policy goals, detailed competence frameworks and accountability systems such as quality assurance mechanisms.

3.4. Quality assurance policies in ITE and diversity

3.4.1. Rationale

There is a strong consensus on the importance of ensuring effective monitoring and evaluation systems for the quality of ITE (Bills et al., 2008). In Europe, reforms implemented in the context of the 'Bologna decade' have led to the growth of internal and external quality assurance processes in higher education

(Eurydice, 2010; Guri-Rosenblit & Sebkova, 2004; Zgaga, 2013). Quality assurance can be carried out internally (by ITE providers themselves), as well as externally, by an independent body. Mechanisms and institutions vary largely across countries (European Commission/EACEA/Eurydice, 2013).

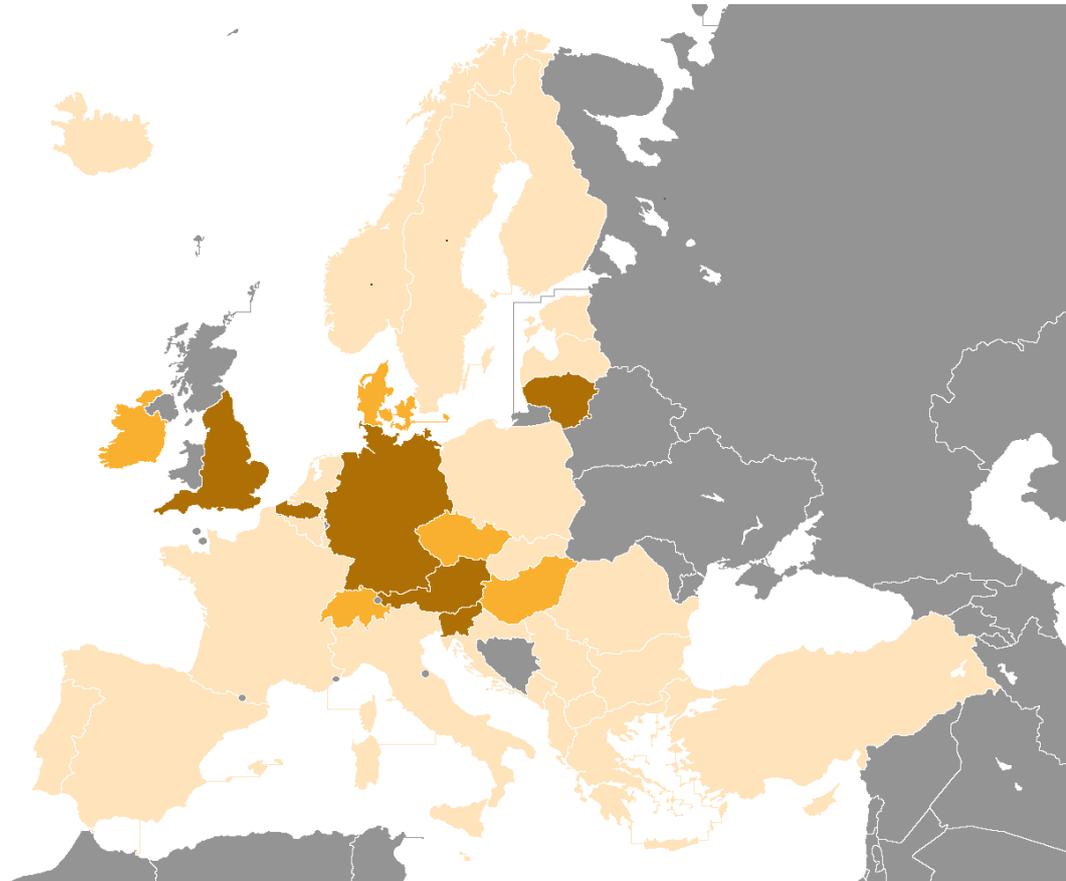
External quality assurance processes differ according to their purpose (accreditation, evaluation, inspection), the criteria used, the organisation and stakeholders involved, and in the extent and type of recommendations provided. Quality assurance reviews aim to reach an independent judgement on the quality of the education provided, leading to plans for further improvement, impacting or funding (European Commission/EACEA/Eurydice, 2013). Quality assurance (and monitoring) of ITE also aims at providing ongoing checks of consistency between objectives, processes and outcomes (European Commission, 2015a).

The mapping of external quality assurance policies carried out in the context of this study aimed to assess the extent to which diversity-related issues were integrated in ITE systems. It revealed that most countries do not consider diversity-related issues as a key quality assurance requirement.

3.4.2. Mapping diversity in ITE quality assurance in Europe

The extent to which student teachers are prepared for diversity in ITE does not consist of a key quality assurance requirement for ITE across Europe. However, this quality criterion features in a few countries (see Figure 6 below).

Figure 6. Diversity-related quality assurance criteria in Europe



Type of quality assurance criteria	Country	Colour
<i>Explicit diversity-related criteria in the quality assurance mechanism</i>	AT, BE/FL, DE, LT, SI, UK/ENG	
<i>Indirect diversity-related criteria in the quality assurance mechanism</i>	CH, CZ, DK, HU, IE	
<i>No diversity-related criteria in the quality assurance mechanism</i>	AL, BE/FR, BG, CY, EE, EL, ES, FI, FR, HR, IS, IT, LU, LV, ME, MK, MT, NL, NO, PL, PT, RO, RS, SE, SK, TR	

Source: authors, based on policy mapping data (2016).

In seven European countries, diversity-related requirements explicitly feature in the ITE quality assurance mechanisms. Diversity-related requirements are evaluated at different levels, such as throughout ITE programmes and curricula, in specific courses or through learning outcomes and competences acquired by student teachers (see Box 11 below).

Box 11. Country examples of diversity-infused quality assurance systems

In **Austria**, in 2013, the Quality Assurance Council (QSR) for teacher education was created to support the preparation of a handbook for curriculum development. It provides guidelines to ITE institutions for developing their own curricula (Braunsteiner et al., 2014). There are no explicit quality assurance requirements, but only recommendations. The QSR described four competences as necessary goals for teacher education: 1) general pedagogical competence; 2) subject and didactical competence; 3) diversity and gender competence; and 4) social competence. However, as the new teacher education curricula are currently being implemented, there are no evaluation reports available yet.

In **Belgium (Flanders)**, ITE programmes are subject to the standard external quality assessment (EQA) system carried out by the Flemish Council of Universities and University colleges (*Vlaamse universiteiten en hogescholen raad*). It insists on the importance to implement diversity-measures at different levels and across the whole country, like attracting diverse students, building the curriculum and the organisation of professional training (Flemish Council of Universities and University colleges, 2012; 2015a; 2015b). The Council underlines that diversity should be a transversal component, playing a role in almost all basic competences, and that up-to-date information should be available about scientific work on multiculturalism, social and linguistic heterogeneity, student outcomes and its implications for the teaching practice. Concretely, it pays special attention to language instruction in all courses, language proficiency of teachers and attitudes towards and openness for diversity.

In **Germany**, quality assurance is the responsibility of Lander. A recent report from North Rhine-Westphalia described the implementation of the 2009 law on teacher education (Landesregierung Nordrhein-Westfalen, 2013) and made provisions for obligatory modules on 'German for students with a migration background' and 'Diagnosis and support.' The report gives evidence of these elements being included in ITE, but underlines obstacles, including financial limitations and staff competences to teach the new subjects. Furthermore, the report recommends ensuring the availability of teachers who are able to teach bilingually (Landesregierung Nordrhein-Westfalen, 2013). At the national level, the quality strategy for teacher education (*Qualitätsoffensive Lehrerbildung*), provides support in six fields of action through selected funding. These priorities include qualifying teachers for the demands of heterogeneity and inclusion within all stages of teacher education (Bundesministerium für Bildung und Forschung, 2016).

Slovenia's ITE programmes are accredited by the National Agency for Quality in Higher Education (NAKVIS). NAKVIS sets specific requirements for ITE programmes, such as preparing student teachers to have a positive attitude towards students, understand their social, cultural, linguistic and religious background and other personal circumstances.

In **England (UK)**, diversity is not a key requirement for quality assurance of ITE programmes. However, annual monitoring reports by Ofsted reflect whether students in ITE have a clear understanding of all pupils, including those with special educational needs and those with English as an additional language and are able to use and evaluate a range of distinctive teaching approaches to engage and support them.

Source: authors, based on policy mapping data (2016).

In several other countries, although the integration of diversity into ITE is not explicitly mentioned as a key requirement for quality assurance of ITE, issues related to diversity are taken into account (see Box 12 below).

Box 12. Country examples of quality assurance criteria indirectly related to diversity

In the **Czech Republic**, the Accreditation Commission is jointly responsible for the quality of university education, while higher education institutions and their academic communities are primarily responsible for the quality of teaching and research. According to the Framework Concept of the Accreditation Commission, student teachers should be faced with different types of students (with different social and ethnic backgrounds, level of ability, etc.) during their practical training at schools. However, ITE quality assurance criteria do not specifically require that courses dealing with cultural, linguistic or religious diversity be provided.

Quality assurance of ITE education in **Denmark** is carried out by the national accreditation institution (*Danmarks akkrediteringsinstitution*). In 2013, it became mandatory for all ITE students to pass a module in 'Teaching bilingual pupils.' Future quality assurance criteria will probably mirror this development; however, no quality assurance or accreditation has yet been carried out regarding the 2013 programme.

Hungary's Higher Education Accreditation Committee (HAC) provides accreditation for ITE programmes based on the level in which competences are fulfilled within programmes.

According to the government decree No. 87/2015, the external quality assurance is based on the expected learning outcomes of each degree programme. The HAC assesses the extent to which student teachers graduating from ITE effectively acquire the competences prescribed in Ministerial Decree 8/2013 ('KKK'), including competences related with diversity.

In **Ireland**, each ITE provider is responsible for designing their own courses and these must be accredited by the Teaching Council. Each university is responsible for the quality of its own teaching and learning, and for putting in place procedures to ensure this. The autonomy of each university to determine its own quality assurance procedures encourages an emphasis on quality improvement. A pro forma is used by HEIs in submitting further education programmes for accreditation. It includes mandatory areas, such as inclusive education.

Teaching about diversity is a policy goal for ITE providers in **Switzerland**. The Swiss Conference of the Cantonal Directors in Education (EDK) defines that in order to receive institutional accreditation, a university of teacher education has to include the field of 'intercultural pedagogy' in its curriculum. However, the EDK does not define what should be understood under the term, which leaves ITE providers the autonomy to define it and decide on the design of their curriculum.

Source: authors, based on policy mapping data (2016).

3.4.3. Implementation challenges

The policy mapping revealed that only a few countries include quality assurance requirements related to diversity in ITE (see Figure 6 above). These consist of explicit requirements on the content of ITE programmes and curricula, **student teachers' expected competences and learning outcomes**. In **Belgium (Fl.)**, the quality assurance mechanism transversally monitors the integration of diversity in programmes and curricula, aiming to ensure the quality of the learning outcomes and the acquisition of key competences for diversity. Quality assurance systems can also focus on ensuring that diversity will be tackled in particular courses, such as on teaching intercultural education, or teaching pupils with a migrant and/or minority background (CH, DE, DK). Quality assurance can also focus on providing recommendations on the expected inclusion of measures to help future teachers to deal with diversity (AT, CZ, LT), or on the diversification of the student teacher population (IE).

All countries that include references to diversity in ITE quality assurance had adopted explicit and well-elaborated teacher competences for diversity. In some countries (e.g. BE/Fl., SI), quality assurance criteria or recommendations are directly linked to competences that are expected to be adopted by future teachers, as defined in the national teacher competence framework. The institutions in charge hence have the responsibility to evaluate to what extent the ITE programmes under scrutiny are effective in providing student teachers with the relevant competences for diversity. In **Slovenia**, the quality assurance institution evaluates and accredits ITE programmes based on the extent to which learning outcomes comply with competences defined in the national competence framework. The ability to work in multicultural environments, to understand, value and respect those differences are among the competences evaluated that constitute key accreditation criteria.

Our policy mapping revealed that **countries which have integrated diversity-related criteria into ITE quality assurance tend to have competence-based quality assurance systems**. Most countries that did not yet integrate diversity-

related issues into quality assurance have internal or external quality assurance systems that do not aim to examine the way that competences or learning outcomes are implemented in ITE programmes.

There is a broad consensus in the literature on the role of quality assurance mechanisms in improving the performance of ITE programmes. This strengthens their capacity to prepare student teachers to better deal with diversity. However, most ITE quality assurance systems either neglect the preparation for diversity or have several shortcomings. There are only a few good practice examples that demonstrate an effective use of quality assurance tools to support the integration of diversity in ITE programmes through well-elaborated competences and learning outcomes.

Most of these cases constitute recent developments in ITE systems. In a couple of cases, diversity-infused quality assurance criteria have been recently adopted or are being implemented following recent reforms, therefore there is a lack of evidence to measure the impact of these reforms on the relevance and quality of ITE (AT, SE).

More generally, criteria on diversity integrated by quality assurance mechanisms are often not compulsory, or remain too superficial. These mostly consist of non-binding recommendations that do not fundamentally jeopardise the capacity of ITE programmes to receive accreditation and therefore do not help to create a 'compliance culture' in ITE (Bills et al., 2008). Moreover, when external evaluation bodies aim to ensure the presence of diversity-related issues in the ITE curriculum, they tend not to check the quality and content of these courses. This underlines the need to better operationalise quality assurance requirements for diversity in ITE, and to introduce relevant checks of consistency between objectives, processes and outcomes (European Commission, 2015a). In most cases the quality assurance body in charge of granting accreditation, evaluating the quality of, or providing recommendations on the training, seem to focus on more factual issues (such as the availability of courses on intercultural education), or to provide general recommendations).

3.5. Funding diversity policies and initiatives in ITE

3.5.1. Rationale

Funding is an important mechanism in ITE policy, among regulations/legislation, competence frameworks, and quality assurance (European Commission, 2015a). ITE is typically funded through government grants to ITE providers, and tuition fees paid by students. Additional funding arrangements can also emanate from specific policy measures such as by rewarding ITE providers for high quality programmes, giving bonuses to novice teachers in priority subjects, or providing resources to support networking initiatives between ITE providers (Ibid.).

Funding support can provide effective incentives to improving the quality of ITE programmes, such as by helping to increase the level of preparation of student teachers for diversity, or to promote multiculturalism and multilingualism in ITE.

3.5.2. Current trends and policy challenges

Funding initiatives aimed at better preparing student teachers for diversity vary in their origins, scope and use across Europe. Some examples demonstrating this variety are provided below.

Strong political commitment constitutes one of the key success factors for the implementation of effective ITE based on key competences (Caena, 2014b; Halász & Michel, 2011). Political support for better inclusion of diversity in ITE programmes determines the availability of financial incentives from public budgets. It can be decisive in securing the commitment of ITE to the creation of special modules or courses in ITE focused on teaching for diversity (e.g. DK, MT), or scholarship programmes aimed at disadvantaged student teachers with a minority/migrant background (e.g. FYROM, see Case study 10).

In **Denmark**, two ITE modules aimed at preparing student teachers to teach bilingual pupils, and to teach the subjects of ethics, democratic, religious and citizenship education were introduced at the national level (see case study 5). **Norway's** National Centre for Multicultural Education (*Nasjonalt senter for flerkulturell opplæring*, NAFO) particularly contributes to the implementation of national educational policy on inclusion and multiculturalism, and assists ITE providers in their work with governmental priorities on competence development (see case study 13). The creation of the NAFO Centre, its influence at the national level, and the extension of its mandate to integrate its work on multicultural education, underline the key role of political commitment and financial support. Similarly, the creation of the **Austrian** Federal Centre for Interculturality, Migration and Multilingualism (*Bundeszentrum für Interkulturalität, Migration und Mehrsprachigkeit*, BIMM⁷), helped to make the Austrian Center for Languages (*Österreichisches Sprachen-Kompetenz-Zentrum*, ÖSZ) the national hub for the development of material and trainings for linguistic diversity in school.

Funding for specific ITE projects can come from multiple sources in collaboration with various stakeholders. In **Switzerland**, the Nightingale project aims to contribute to cross-cultural understanding and intercultural learning for student teachers through integration policies and mentoring (see case study 1). The project is part of the ITE programme at the University of Teacher Education Zug, is financed with the support of the Integration Programme of the Canton of Zug as well as by the canton's education authorities (*Stadtschulen Zug*). In the country, support from the Swiss Conference of Rectors of Universities of Teacher Education has helped to create a working group of foreign language experts and define a profile of competences for foreign language teachers (European Commission, 2015a).

In **Spain**, the TANDEM project is based on the establishment of a partnership between one ITE student and one vocational education student that, together, mentor two children at risk of social exclusion (see case study 6). The project is funded through collaboration with three key public stakeholders: the University Rovira i Virgili, the Government of Catalunya (*Generalitat de Catalunya*) and the City Council

⁷ See: <http://bimm.at/>.

(*Ajuntament*) of Tortosa. In **the Netherlands**, the creation of the National Council of Migrant Parents in the Netherlands (*Platform Allochtone Ouders en Onderwijs*, PAOO), was implemented in cooperation with national organisations for parents in education, the National Consultation Minorities (*Landelijk Overleg Minderheden*) and the Islamic School Board Organisation (*Islamitische Scholen Besturen Organisatie*), thanks to funding from the government (see case study 12).

International organisations and donors can also provide important funding incentives for ITE reforms (including the EU, through Erasmus+, Horizon 2020, the European Social Fund, the European Regional Development Fund, etc.). In **Cyprus**, the Multiperspectivity and Intercultural Dialogue in Education (MIDE) project involved the design of teacher education and methodological approaches to history and social studies focusing on multiperspectivity, and production of supplementary educational material on teaching aspects of Cypriot history (see case study 2). The project funding came from the UNDP-ACT (Action for Cooperation and Trust) and USAID (with partial support from the European Commission).

Lack of funding and incentives demonstrates a weaker political commitment to improve ITE systems. Coupled with weak implementation capacities, lack of funding and political commitment renders the implementation of effective ITE policies unlikely, even in the longer term (Halász & Michel, 2011). For instance, in **Latvia**, the **Master's programme on the 'Educational Treatment of Diversity'** has been created through the cooperation and support of a consortium of four European universities, from which it receives funding, in addition to student fees (see case study 9). However, the high programme costs, tuition fees and lack of available student scholarships reduce the sustainability of the programme. In **Slovakia**, weak political commitment and public funding support for the implementation of an initiative in **'multicultural education'** as a cross-cutting theme in education has jeopardised the impact that this measure could have (see case study 15).

4. Policy implementation

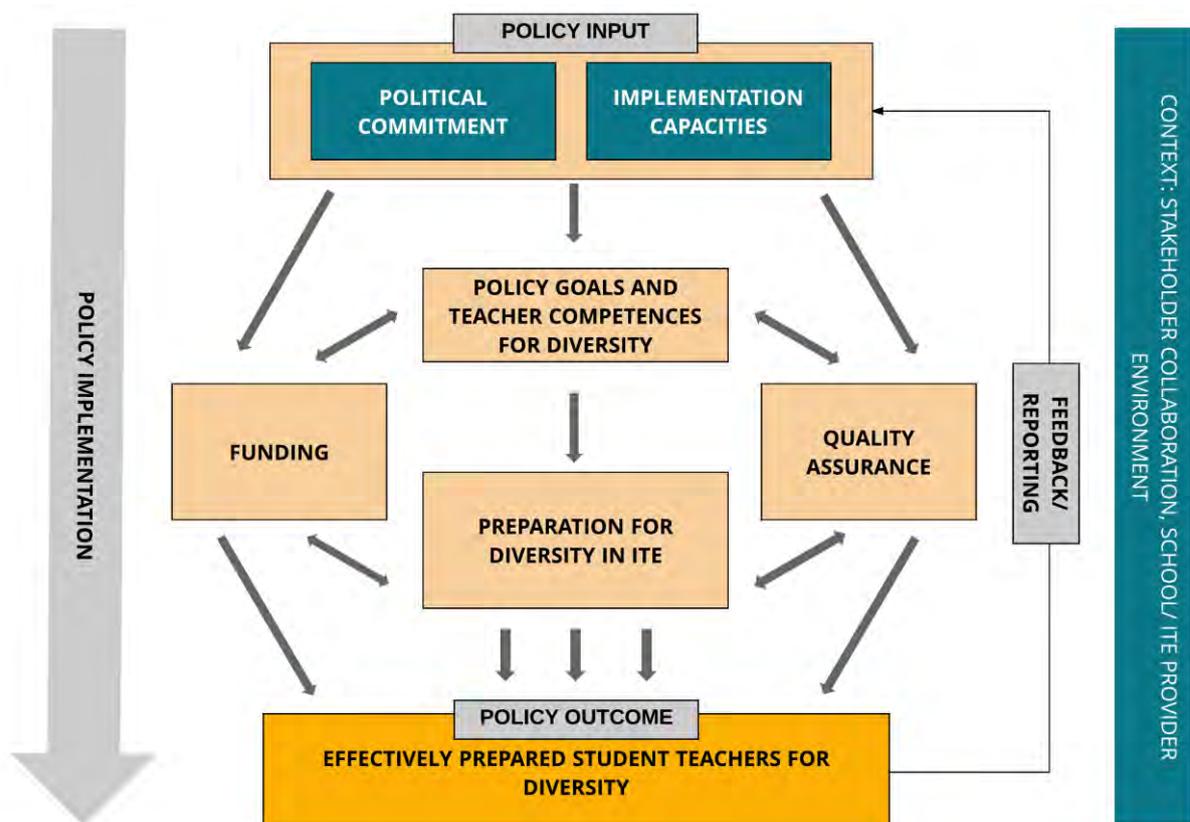
Key findings:

- Integrated ITE curriculum combined with targeted approaches is an effective way to prepare student teachers for diversity. However, the number of initiatives aimed at transversally integrating diversity-related issues through existing programmes and courses is limited. Providers across Europe tend to tackle diversity through isolated elements of the ITE curriculum, from modules, courses, to practical training initiatives.
- An adequate combination of theoretical and practical knowledge and experiences is a prerequisite for effectively preparing future teachers for diversity. Diverse practical experiences can be effective for the immersion of future teachers into a new educative and socio-cultural environment. They help student teachers to question their values, attitudes and pre-conceived ideas, as well as to support the development of specific knowledge, competences and critical understanding of societal and educational issues on diversity in schools.
- Teacher educators are crucial actors to prepare student teachers to deal with and teach about diversity. They have a decisive role to develop effective and innovative curricula, pedagogical practices and tools building the foundation for reflectivity, openness and innovation in ITE. However, most countries do not have systematic approaches to prepare teacher educator to deal with diversity-related issues in ITE.
- Setting higher requirements for the admission of teacher candidates into ITE is a tool that can be used by education authorities to improve the quality of future teachers. Including diversity-related requirements could support the development of a better-equipped teaching profession in order to teach diverse classrooms.
- Induction programmes designed to take into account diversity can ensure that the complex issues concerning diversity in education are effectively tackled and included in all stages of the continuum of the teaching profession.
- The availability of well-designed and sufficiently funded support measures such as centres of expertise, working groups or networks of experts, can have a decisive role in the effective implementation of ITE to better prepare student teachers for diversity.
- Alternative pathways can contribute to the development of **future teachers'** specific competences for diversity. Notably by allowing the entry into the teaching profession of various professional profiles, alternative pathways constitute a relevant opportunity to attract future teachers with a particular experience with diversity, and/or with a diverse background.

4.1. Introduction: Implementing effective ITE for diversity

Preparing student teachers for diversity through the ITE curriculum is an essential part in an integrated teacher education policy. Effectively implementing this process involves the application of key elements of ITE governance (see chapter 3). Figure 7 represents the key elements of an effective implementation model of ITE for diversity, based on the model developed by Halász and Michel (2011) and adapted by Caena (2014b).

Figure 7. Policy implementation model: ITE policy for diversity



Source: authors, adapted from Halász & Michel (2011).

Comprehensive and coherent implementation of ITE for diversity requires appropriate policy inputs. Strong political commitment is required to reform the governance of ITE so that future teachers are better prepared to teach diverse classrooms and to teach about diversity in society. Equally important are implementation capacities. These include the capacity of European teacher education systems to understand the challenges and opportunities presented by diversity, and the need to bring consistent and sustainable policy change. Implementation capacities also **include countries'** competence in using appropriate policy tools, as well as their efforts to invest appropriately in building capacity.

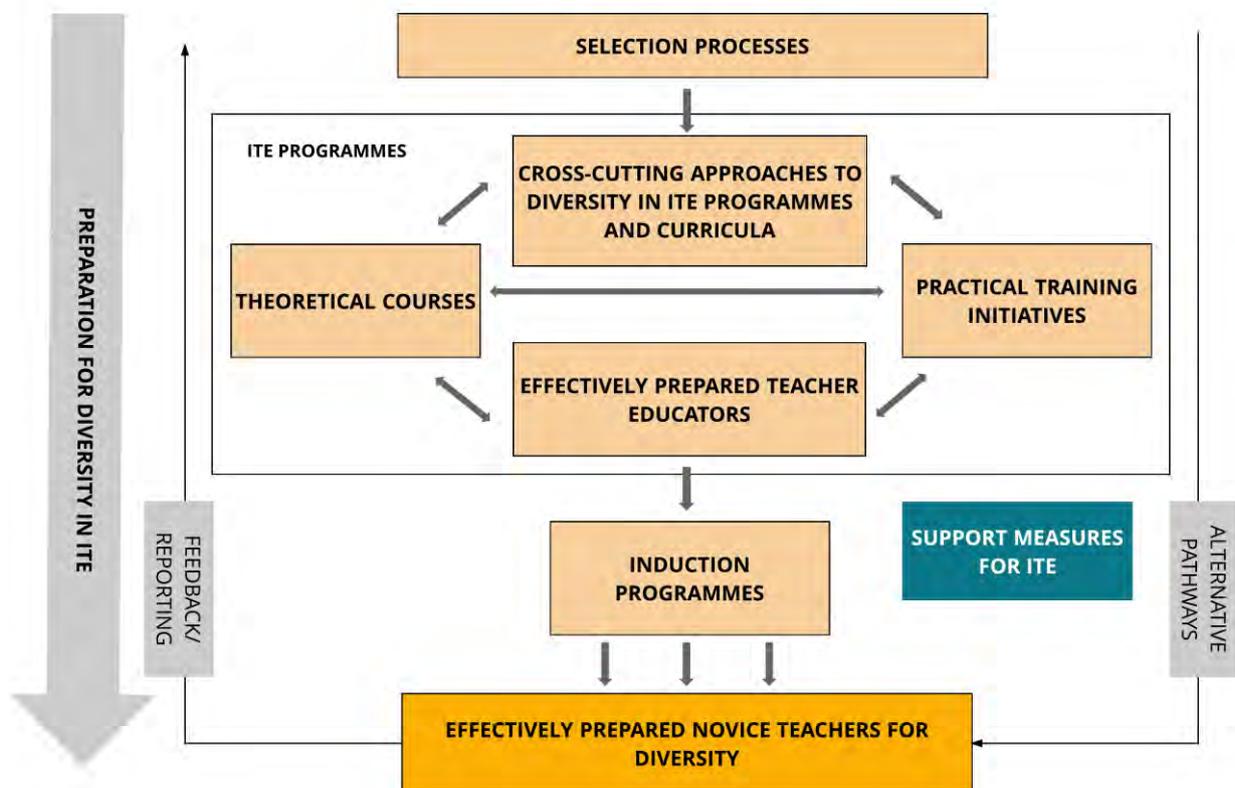
The varying degrees of priority given to diversity among policy goals for ITE demonstrate the political challenge that this phenomenon represents in Europe. The differences in the content, focus and level of detail shown by policy goals in various European countries are comparable to the wide variation of competences observed in the frameworks for teachers and teacher education. A clear definition of policy goals and teacher competences for diversity are important conditions for ensuring the effectiveness of the policy implementation process.

Effective quality assurance plays a key role ensuring that policy goals remain consistent, and that teacher competences and ITE learning outcomes are relevant to the needs of all pupils. Moreover, funding incentives targeted at the governance and key stakeholders of ITE can constitute important levers and success factors. The level of stakeholder engagement, collaboration between ITE providers and schools, and

leadership of relevant authorities, also constitute important contextual factors that define the ability of ITE programmes to embed diversity within education processes.

This chapter looks at how ITE policies for diversity are translated into providing ITE, through conventional programmes and alternative pathways to the teaching profession. It shows how diversity-related issues can be addressed through selection processes into ITE, as well as curricula, requirements for and preparation of teacher educators, induction programmes and alternative pathways. The chapter also provides an overview of support measures aimed at integrating diversity-related issues within ITE, as well as ITE initiatives relating to the recent influx of asylum seekers and refugees in Europe. Figure 8 provides an illustration of the different and interconnected elements of the ITE policy implementation process.

Figure 8. Implementing preparation for diversity at the ITE level



Source: authors.

4.2. Integrating diversity into ITE curricula

4.2.1. Rationale

Several countries across Europe have attempted to shape the content of the ITE curricula to better represent diversity. However, the documents setting out these policies often consist of general recommendations rather than specific requirements and detailed implementation guidelines (see chapter 3). Curricula can play a key influence on ITE (Milner & Tenore, 2010). In a growing number of countries marked by the decentralisation and marketisation of higher education, ITE providers have an increasing role in the design and implementation of curricula (Lindblad & Goodson,

2011; Lindström & Beach, 2015). This can lead to difficulties in ensuring the consistency and quality of curricula across providers. On the other hand, decentralisation in ITE can open up opportunities for greater flexibility and adaptability to local needs.

The mapping of ITE curricular policies showed a wide variation in the extent to which curricula reflect diversity-related issues across European countries, regions and ITE providers. These differences include cross-cutting initiatives; comprehensive programmes; mandatory/elective modules; **single courses at Bachelor's or Master's level**; and different practical implementation modes.

Our review of the literature demonstrates that combining key curricular options can comprehensively prepare teachers for diversity at the ITE level (Banks, 2009; De Neve & Devos, 2016; Luciak, 2010; Severiens et al., 2014; Wolff et al., 2010; Ziegler, 2013):

- Adapted curriculum content on diversity:
 - **specialised programmes, modules and courses**: on diversity, intercultural or multicultural education, multilingualism, etc.;
 - **transversal pedagogical initiatives**: cross-cutting infusion of diversity-related issues throughout the curriculum and existing courses in history, literature, social sciences, cultural anthropology, etc.;
 - **specific ITE methodologies and practices**: innovative practices, methods and tools (reflective practices, video, online journals);
- Diverse teaching practice and supervision:
 - **diverse practical experiences**: school placements in local diverse environments;
 - **international practice**: international professional teaching experiences.

In addition, ensuring the diversity of the student teacher population and effectively preparing teacher educators are two key elements to enhance the way in which diversity is embraced and included in ITE.

Our policy mapping showed that all of the alternatives mentioned above are, to varying extents, currently being practised or explored within ITE systems across Europe. A variety of dedicated degree programmes focus specifically on intercultural education, multicultural education or multilingualism. Many countries provide adapted courses and practical teaching experiences.

However, **the number of initiatives aimed at transversally integrating diversity-related issues through existing programmes and courses is limited** (see Annexes 1 and 2). Transversal initiatives make it possible to effectively infuse diversity through all theoretical and practical elements of the ITE curriculum, to ensure the preparation of all future teachers for diversity.

This section provides an overview and examples of the different implementation modes emerging through our policy mapping and 15 case studies.

4.2.2. Preparation for diversity in dedicated ITE programmes

Several ITE providers across Europe offer degree programmes with a specific emphasis on diversity. These consist mostly of Master's level programmes, which are most often aimed at those intending to teach in upper secondary schools (European Commission/EACEA/Eurydice, 2013). Specialised Master's degrees in diversity teaching, intercultural education, or multilingualism, are offered by numerous ITE providers across Europe (e.g. FI, FR, IE, LT, MK, MT, NO, PL, UK/EN).

The universities of Vienna and Graz in **Austria**, for example, offer a Master's Degree in German as a Second Language. Designed at the national level, this course allows universities the autonomy to adapt it in their curricula. A one-year Master's in Danish as a Second Language is also offered in **Denmark**, at the University of Aarhus. The programme contains four modules: Danish language knowledge; intercultural communication and cultural understanding; second language pedagogy; and the preparation of a Master's thesis.

International Master's programmes can provide opportunities for mobility and expose students to a multicultural environment. In **Finland**, the University of Eastern Finland together with Russia's Herzen State Pedagogical University, offers a two-year joint International Master's Programme in 'Early Language Education for Intercultural Communication,' which prepares student teachers to teach foreign languages in schools. The international Master's in 'Equal Treatment of Diversity' provided at the University of **Latvia** is another good example of such a programme (see case study 9).

Box 13. Case study 9: International Master's in 'Equal Treatment of Diversity' (LV)

In **Latvia**, the 'Equal Treatment of Diversity' (ETD) Master's programme in Education Sciences and Pedagogy aims to provide opportunities for the creation of an interdisciplinary system of knowledge, skills and socio-pedagogical and psychological competences to mainstream diversity in education.

The Programme is organised as a series of e-studies, involving weekly in-person or Skype meetings with professors. Compulsory courses include 'International and comparative frame of educational treatment of diversity;' 'Educational treatment of special needs proceeding from cultural diversity;' 'Management and programmes of educational treatment of diversity;' and 'Guide for practical implementation in educational treatment of diversity.'

According to the programme's recent evaluations, student teachers have the opportunity to enrich their experience by making use of varied sources of information, new technologies and several languages. The course provides opportunities by constructing various previously unfamiliar situations, and promotes students' competences. Intercultural communication positively and significantly affects the quality of student-student and student-staff interactions, as well as the quality of diversity-related experiences through students' participation in problem-solving and information exchange during the e-learning process.

Source: authors, based on case study data (2016).

While many ITE providers offer programmes with a specific focus on diversity only at the Master's level, some institutions also propose study programmes with diversity-related content at Bachelor's level. The examples below show the variety of measures mapped in Europe. The curriculum of the BA programme in Pedagogical Sciences at the Erasmus University of Rotterdam (**Netherlands**) focuses on gender-related, socioeconomic and cultural aspects of diversity. Similarly, the

University of Oulu in **Finland** included a BA level programme of 'Intercultural Teacher Education' in its curricula. The programme is oriented towards primary teacher education and provides competences for teaching in heterogeneous classes. Moreover, the programme is taught in English and includes a period of study and teaching practices abroad, as well as internships in government and non-government organisations.

Some ITE providers also offer special programmes that specifically target students with a minority background. In **Norway**, the University of Oslo offers four-year Bachelor's programmes for students with a minority background, providing them with professional and pedagogical competences to work in schools as subject or language teachers. The University of Thrace in northern **Greece** prepares students with a Muslim background to teach at schools in the region that has a high concentration of pupils from Muslim communities⁸. Furthermore, at the University of Tartu, in **Estonia**, a Master's degree programme has been specifically designed for Russian speaking youth to prepare them to teach in bilingual primary schools (using both Estonian and Russian). The aim of the programme is to provide theoretical knowledge and practical skills for working in classes that implement the principles of early language immersion, Content and Language Integrated Learning (CLIL) and target language learning.

4.2.3. Specific ITE modules and courses on diversity

Apart from dedicated programmes, the evidence collected shows that some ITE providers offer specialised transversal modules within different degree programmes. Research shows that courses focusing on culturally relevant pedagogies, social justice, diversity and intercultural education can improve student teachers' intercultural attitudes, knowledge and competences (Durant-Jones, 2009; Kitano et al., 1996; McDonald, 2003; Severiens et al., 2014). Relevant diversity-related issues can also be effectively addressed through existing courses such as in citizenship education, history, literature or languages (Esterle-Hedibel, 2006; Santerini, 2002).

In the most comprehensive examples analysed, all student teachers have to attend a number of interrelated courses on different aspects of diversity (see case study 5). Horizontal approaches embedding diversity-related issues throughout the curriculum can help to develop student teachers' mutual understanding, intercultural and plurilingual competences (Changkakoti & Broyon, 2013; Larsen-Ostermark, 2009; Pinho, 2015; Troncin, 2011). While evidence shows that student teachers tend to come from native backgrounds and have limited experience with diversity, this approach makes it possible to prepare them all for the challenges of diversity.

⁸ *The Treaty of Lausanne, a bilateral agreement signed in 1923 by Greece and Turkey for the protection of the Greek and Muslim minorities in both countries, safeguards the right and minority status of the Muslim community of Western Thrace (Borou, 2009). The Treaty of Lausanne protects the cultural and educational rights of the Muslim minority in Western Thrace, including the right to receive instruction in the Turkish language (Ibid.).*

Box 14. Case study 5: Module on teaching bilingual children in the ITE curriculum (DK)

In **Denmark**, 'Teaching bilingual children' has been a mandatory module in ITE since 2013. It aims to prepare all student teachers to teach bilingual children and to deal with the identification of second language educational challenges in the teaching of subject knowledge. This aims to favour bilingual pupils' linguistic development and academic attainment in linguistically diverse classrooms.

The module focuses on the development of inclusive educational and didactic practice in which Danish as a second language is a dimension of the learning processes in all subject teaching in primary and lower secondary school education. Based on bilingual children's overall linguistic, social and cultural preconditions and referring to research and development projects on second language teaching and –didactics, **student teachers are supposed to investigate linguistic and cultural diversity as a condition and resource in the school**. Working with bilingualism, second language acquisition and inter language analysis, language as a learning tool in school subjects, language tutoring, intercultural education as well as the analysis of learning resources and evaluation in a second language perspective for student teachers to be able to integrate language didactic reflections in his/her theory and practice when teaching main subjects (VIA University College, 2016).

Although the module has not been evaluated yet, the fact that it has become mandatory is being reported as a positive development, in the context of the growing share of (migrant) children speaking languages other than Danish as their mother tongue in Denmark's increasing multilingual and multicultural classrooms.

Source: authors, based on case study data (2016).

In several countries, some ITE providers offer specialisations that have embedded multilingual or intercultural elements of teacher education.

Research particularly underlines the need and educational benefits to support (student) teachers' multilingual awareness and to bring multilingualism into teacher education and schools (e.g. Auger, 2007; Creese & Blackledge, 2015; Jessner, 2008; Röttger, 2011). In **Finland**, the 'Subject Teacher Education Programme' in English at the University of Helsinki, includes a 60 ECTS Education Minor in Pedagogical Studies. This specialisation module emphasises values related to active citizenship, social equality and intercultural understanding. Malmö University in **Sweden** offers an Education Major in 'Swedish in a Multicultural Society,' which aims to prepare students to teach Swedish as a second language.

In most countries analysed, ITE providers propose mandatory or elective courses that have embedded elements of diversity.

These courses make reference to various themes, including second and/or mother language learning, intercultural and multicultural education, religious and cultural diversity, migration, racism, discrimination, attitudes towards diversity or citizenship and human rights education. However, these courses vary in the extent to which they focus on diversity, as well as the resources mobilised for their implementation.

Some ITE providers offer comprehensive approaches to diversity through well-structured courses (e.g. DE, DK, IT).

In **Luxembourg**, the Bachelor's degree in Education Sciences from the University of Luxembourg involves several mandatory courses related with diversity. These include courses on 'Teaching second/foreign languages in primary school;' 'Relations between school and family and cultural

mediation; 'Education to values on worldviews, ethics, religion and politics;' and 'Inclusive education and schooling for special education needs'⁹. The integration of research activities in dedicated ITE courses or modules on diversity also has the potential to further expand student teachers' knowledge of relevant issues for teaching, especially if these activities are effectively coupled with practical teaching experience (see case study 11).

Box 15. Case study 8: The 'Laboratory in Intercultural Education' of the University of Genoa (IT)

In **Italy**, the Laboratory in Intercultural Education of the University of Genoa is a mandatory activity in the ITE Master's in primary education. Embedded within a course on 'Interculturality and Playing,' the laboratory aims at making student teachers aware of the main issues on integrating children with ethnic background in the classroom; giving students a critical mindset to examine projects and pedagogical approaches; preparing student teachers in planning an intercultural activity in the classroom; and improving students' capacity of learning to learn to further their intercultural preparation and sensitivity. Activities are organised in 3 phases:

- 1. Plenary lessons:** theoretical course on general issues (e.g. intercultural education, human rights, intercultural competences as a learning process); analysis of good practice school projects in intercultural education; courses on the use of storytelling and biography to communicate with migrant pupils.
- 2. Group work sessions:** role-play and other 'emotion-centred' activities in groups; analysis of school projects focused on active citizenship and global education; preparation of the laboratory output (collective school project);
- 3. Groups feedback in plenary session:** presentations of group projects and feedback/discussion.

The laboratory increased student teachers' knowledge in theoretical concepts related to cultural bias, human rights and reciprocal respect. The laboratory made student teachers able to experiment (through the medium of the team work) how interculturality works in an educational setting. The improvement of critical analysis, 'active listening' and observation helped student teachers to develop their intercultural competences. The conciliation of theory and practice is a strong quality of the project: student teachers learn how to give meaning to teaching and how to translate theory into visible and fair behaviour in front of the pupils.

Source: authors, based on case study data (2016).

The policy mapping showed that **countries in which comprehensive examples of ITE courses for diversity are available also adopted explicit policy goals for diversity in ITE, as well as relevant and detailed teacher competence frameworks**. This underlines the importance of political commitment and policy support for the implementation of ITE for diversity.

However, some evidence also shows that even in countries with political support and a comprehensive recognition of diversity, disparities exist across providers. In **Germany**, although all Lander have the objective to include diversity-related content within ITE for primary, secondary and vocational schools, an overview of study content in all ITE providers found that only 44 universities (out of 65) have effectively done so (Monitor Lehrerbildung, 2016). Moreover, in nine out of these 44 universities, courses related to diversity are only offered to a limited number of students, and are not integrated into all programmes. The study concluded that only a small number of universities have taken steps to comprehensively integrate elements

⁹ Curriculum of the Bachelor's in Education Sciences from the University of Luxembourg. Available at: http://www.uni.lu/formations/flshase/bachelor_en_sciences_de_l_education_professionnel/programme/cours_syllabus. Accessed 10.10.2016.

of diversity into their curricula (Ibid.). The University of Hamburg, which made diversity-related issues mandatory in all stages of ITE, is one of them (see case study 4).

The mapping of ITE policies across Europe also showed that available courses on diversity tend to be elective. In **Spain**, in 2006, 63 courses offered curriculum content related to diversity (Essomba, 2006). While only one appeared to be in the core curriculum, 11 were mandatory and the others elective. In **Portugal**, only a handful of courses in Portuguese ITE institutions make any reference to the preparation of their student teachers for diversity. In 2013, Vieira da Silva reported that only 15 courses among 105 in ITE programmes referred to intercultural education or similar concepts (Vieira da Silva, 2013). This suggests that the awareness of and sensitivity to diversity in ITE has only started to gain importance in the country. In **Greece**, only a few pedagogical departments offer mandatory courses with a specific reference to diversity, whereas, in most departments such courses are elective. In **Serbia**, only three public universities (out of six) have courses aimed at preparing teachers for diversity at the Bachelor's level. Moreover, none offer separate diversity-related Master's level programmes and there is only one elective course that refers to intercultural education at this level of studies. In **Poland**, diversity-related issues are either not present at all, or limited to elective courses. Courses on diversity are not common in **Turkey's ITE providers**, according to the nationally designed curriculum, which does not emphasise multiculturalism (Alanay & Aydin, 2016). The Yildiz Technical University for example only proposes an elective Third Cycle course on Multicultural Education for PhD students in Curriculum and Instruction studies.

4.2.4. School placements

Most ITE providers require student teachers to take part in compulsory practical training of varying lengths (European Commission/EACEA/Eurydice, 2013). During their practicum, future teachers may be exposed to a student body marked by a certain degree of diversity, especially if they acquire their first professional experience in areas with a high number of students with a migrant and/or minority background.

Research suggests that complementary field experiences are essential to effectively prepare student teachers for classroom diversity (Almarza, 2005; Ibrahim, 2004; Lenski et al., 2005) (see case study 11). Placements in diverse school environments can be crucial when combined with relevant coursework to improve **student teachers' intercultural sensitivity** (Hollins & Guzman, 2005; Tinkler & Tinkler, 2013). Multicultural practical experiences can help student teachers to change their attitudes about and perception of diversity and knowledge on issues of ethnicity, power, and inequality in education (Hagemann, 2009; Scott, 2012).

Box 16. Case study 11: Module on 'Responding to student diversity in the primary classroom' (MT)

In **Malta**, the ITE module on 'Responding to student diversity in the primary classroom' at the University of Malta has become mandatory in the Master's in Teaching and Learning. The module aims to prepare student teachers to include students with diverse backgrounds in their lessons and to help them blend theory and practice in responding to student diversity. The module has two main components:

- 1. Theoretical component:** In the first semester student teachers are first introduced to issues of student diversity and inclusion and how these can be addressed in the

classroom, including using individual educational planning (IEP). This is done mainly through reflection on one's own background, discussion and group work;

- 2. Practical component:** in the second semester, while student teachers are doing their six-week block teaching practice, they should identify a student who is having some difficulty coping with the learning or social curriculum, and plan and implement an IEP for that student's inclusion in their lessons.

The main strength of the measure is the blending of theory and practice. Student teachers are first prepared on how to recognise difference, how to draw up an IEP, how to modify the classroom environment and lesson content, process and product which they then have an opportunity to implement during teaching practice. An emphasis is put on differentiated theory and practice (Tomlinson, 2014).

The only formal evaluation of the measure undertaken reported several positive impacts including: recognising student diversities; reducing fear of and gaining familiarity with attending to individual student strengths and needs during their classroom teaching; and gaining skills in planning and implementing modifications to their lessons to meet individual student needs.

Source: authors, based on case study data (2016).

Alongside general requirements, some countries and/or ITE providers specifically aim to prepare student teachers for diversity through adapted practical training initiatives. National regulations or ITE providers may require or recommend mandatory field experiences for student teachers in schools marked by a high proportion of socioeconomically disadvantaged pupils, and/or with a migrant/minority background (e.g. BE/Fl., DK, DE, HU, IT, NO, SE, UK/EN). Research underlines the effectiveness of school placements in diverse environments for student teachers' preparedness for diversity, if appropriately supervised by teacher educators and accompanied by adequate courses and reflective practices (see e.g. Almarza, 2005; Duckworth & Maxwell, 2015; European Agency for Development in Special Needs Education, 2010; Wolff et al., 2010). Mandatory placements can be supported by mentorship initiatives that focus on issues related to diversity (e.g. BE, CH, NO) (see case study 1).

Box 17. Case study 1: Nightingale project (CH)

Nightingale is a mentoring project that is part of the ITE curriculum of the University of Teacher Education in Zug, **Switzerland**. It aims to contribute to student teachers' cross-cultural understanding and intercultural learning while supporting pupils' integration.

Student teachers are paired with pupils (8-12 years, mainly but not only with an immigrant background) from a local primary school, and get together for approximately two to three hours per week over a period of seven to eight months. During this period, student teachers are coached individually and in groups in certain theoretical topics (intercultural communication, individual perception, working with parents). As an adult role model in a close relationship with a child, student teachers gain insights into children's lives, an increased intercultural knowledge, understanding and empathy.

A recent study (Leutwyler et al., 2014a) showed that participating in Nightingale has great potential to develop the mentors' teaching-specific competences. However, participating in the mentoring programme does not automatically lead to a specific benefit. Consequently, according to the project coordinators, teacher education needs to specify the learning opportunities and to guide reflections before, during and after the project. Nightingale needs to be more clearly embedded in the teacher education programme, if greater benefits for student teacher mentors are to be achieved.

Source: authors, based on case study data (2016).

Other non-mandatory opportunities to obtain practical teaching experience in a diverse setting include volunteering programmes to engage with pupils from disadvantaged backgrounds (e.g. HU, ME), and opportunities to undertake internships

abroad (e.g. DK, FR). Some research has shown the positive potential of international field experiences for student teachers' plurilingual and intercultural learning¹⁰ (Scoffham & Barnes, 2009). However, these findings are questioned by empirical evidence showing that international exchanges can have a relatively limited impact on the competences of student teachers to teach in a multicultural classroom environment (Leutwyler & Meierhans, 2016).

4.2.5. Implementation challenges

This study does not aim to analyse in detail the content of ITE curricula across Europe. Nevertheless, noteworthy observations emerge on gaps and limitations in the policy implementation process. Our mapping of policies and initiatives highlighted a number of promising examples showing how the preparation for diversity can be included in ITE curricula. Our findings show that ITE providers in most countries tend to offer additional courses or modules on intercultural education or multilingualism in existing ITE programmes. Integrating diversity transversally through all aspects of the ITE curriculum still constitutes an exception, and largely depends on the commitment of, guidance, and political support received by ITE providers (see chapter 5). **Providers across Europe tend to tackle diversity education through isolated elements of the ITE curriculum, from modules and courses, to practical training initiatives.**

Available in more than 15 countries in Europe, specialised ITE programmes to prepare future teachers for diversity remain relevant initiatives. They have the potential to offer interdisciplinary approaches and provide comprehensive systems of knowledge and skills. In particular, they provide student teachers with general and integrated social, psychological and pedagogical competences to mainstream diversity in education (see case study 9).

The policy mapping showed that there is a tendency to include diversity-sensitive topics at Master's level. However, the Bachelor's degree is still the most common minimum qualification required for primary teachers (European Commission/EACEA/Eurydice, 2013). It is also required to teach in general lower secondary education in just less than half of the countries analysed in our study (European Commission/EACEA/Eurydice, 2015). This implies that many future teachers do not have a chance to attend relevant courses related to diversity at Master's level. Research and policy underline the importance of the continuity in pupils' learning process, which shows the need to create a connection between all levels of school education, from early childhood education and care (ECEC) to upper secondary education. Bachelor's degree programmes specialising in diversity should therefore be available to train all teachers for diversity at the ECEC, primary, lower secondary and upper secondary levels.

Many ITE providers continue to offer courses or modules aimed at preparing student teachers for diversity, through elective or mandatory units. Although

¹⁰ See: *Plurilingual and intercultural learning through mobility (PLURI-MOBIL)*, a project of the Council of Europe's European Centre for Modern Languages (ECML). Available at: <http://plurimobil.ecml.at/>. Accessed 10.10.2016.

optional courses could potentially contribute to the preparation of teachers for diversity, mandatory classes that incorporate multiple aspects of diversity are a more effective alternative. In the context of growing diversity throughout Europe, the implementation of mandatory courses at both Bachelor's and Master's level would ensure that all future teachers are effectively prepared.

The creation of ad hoc courses on emerging issues such as multilingualism and diversity, in a tendency to 'add-on' rather than re-think teacher education, tends to fragment the curriculum of ITE. The creation of mandatory courses or modules aimed at preparing all future teachers to teach in increasingly diverse classrooms and to integrate diversity-related issues in all their teachings constitutes an effective way to reform the curriculum (see case study 5).

Moreover, several courses or programmes focused on diversity seem to be provided for a specific group of teachers only. These can concern teachers who are specifically trained to teach children with additional needs, or in particular environments marked by a high number of students with a minority and/or migrant background (e.g. EL, LT, LV). In **Lithuania**, most **Bachelor's and Master's level ITE** programmes do not explicitly focus on diversity. The preparation to work in multicultural environments is one of the learning goals of available programmes and courses in social pedagogy, rather than in the ITE general curriculum. A few ITE providers offer **Bachelor's or Master's level programmes or modules on social pedagogy**, including specialisations in migrant/minority cultural diversity or intercultural education. However, it appears that despite the quality and comprehensiveness of these programmes and courses, most of their graduates do not work as teachers, but rather in civil society organisations or social services (such as in centres for asylum seekers and refugees).

School-placement initiatives focused on preparing future teachers for diverse classroom environments are implemented in several European countries. In parallel with specialised courses or in an integrated way, this emphasis on diversity during **student teachers'** practical experience is an important element of the implementation of ITE curricula.

Diverse practical experiences can be effective for the immersion of future teachers in a new educative and socio-cultural environment. They help student teachers to question their values, attitudes and pre-conceived ideas about diversity, as well as to support the development of specific skills, knowledge and critical understanding of societal and educational issues on diversity in schools. Such practical experiences require the supervision and assistance of teacher educators, notably through accompanying courses on intercultural education and related issues (e.g. ES, MT).

An adequate combination of theoretical and practical knowledge and experiences is a prerequisite for effectively preparing future teachers for diversity. Moreover, mechanisms of feedback, peer group discussions and reflective practices, have been identified as good examples to allow student teachers to constructively use their practical placement to enhance their preparation. Finally, international placements experimented through cooperation initiatives with developing countries (e.g. NO, UK) have demonstrated relatively limited impact, professional and

pedagogical relevance to student teachers, were costly and raised ethical questions. Programmes aimed to practically prepare future teachers in local diverse environments could constitute relevant alternatives.

4.3. Preparing teacher educators for diversity

4.3.1. Rationale

Teacher educators have a decisive role in developing effective and innovative curricula, pedagogical practices and tools thus building the foundation for reflectivity, openness and innovation in ITE (European Commission, 2013c; Lunenberg et al., 2014). Teacher educators are crucial actors in preparing student teachers to deal with and teach about diversity (Alvarez McHatton, 2009; Cooksey, 2002; McDonald, 2003; Rogers, 2012) (see Annex 4). They have the opportunity and challenge to take diversity into account in their multiple professional roles, as teachers of teachers, researchers, coaches, curriculum developers, gatekeepers to the teaching profession, and brokers between schools and ITE providers (Lunenberg et al., 2014). In particular, teacher educators can provide student teachers with targeted knowledge and curricular resources, in creating critical reflective discussions on diversity and equity in education, in proposing diverse school placements, and in preparing them to **communicate and interact with pupils' families**, (Bianchini & Lynnette, 2007; Faez, 2007, McShay, 2009).

The complexity of the profession of teacher educator and the growing challenges it faces to better prepare student teachers for diversity underline the importance of ensuring the quality of **teacher educators'** initial and continuous professional development (CPD) (Assaf et al., 2010). In most European countries, teacher educators generally do not benefit from any initial education, and only limited induction (European Commission, 2013c). Adapted CPD opportunities should therefore be ensured to prepare teacher educators for new developments in (teacher) learning, (teacher) education, the teaching profession, and societal challenges (Ibid.). These opportunities can consist of, among others:

- **new societal and educational developments** such as ICT, second language learning, diversity and inclusion;
- **competences in innovation and change management** (teacher educators can be key actors and targets of educational reforms);
- **courses for school-based teacher educators** and/or mentors on methodology, pedagogy, and didactics of teacher education;
- **programmes engaging teacher educators in practice-based research or volunteering activities** in schools (including in diverse environments) and universities.

Maintaining relevant and rigorous requirements for the selection of teacher educators should also be a priority to sustain the quality of ITE systems and their level of preparedness to prepare future teachers for diversity.

4.3.2. Mapping initiatives to prepare teacher educators for diversity in Europe

Only a few countries have adopted guidelines for the selection of teacher educators or mentors based on their intercultural competences, and/or perception towards diversity. Recommendations, adapted professional development initiatives or dedicated research programmes have been expressed or organised at the initiative of the State, ITE providers or civil society organisations.

In **Germany**, different measures aimed at the qualification of teaching staff enable teacher educators to enhance their competences in inclusive teaching methods (Monitor Lehrerbildung, 2015). National standards offer guidelines for teacher educators' quality, defining specific knowledge requirements such as intercultural, collaborative, supervision and pedagogical competences (European Commission, 2013c). However, in a recent survey, only 19 out of 57 surveyed universities admitted that they considered intercultural competences in recruitment decisions for teacher educators (Monitor Lehrerbildung, 2015). In **Scotland (UK)**, the professional standards for lecturers in ITE recommend that they plan strategies to "promote positive attitudes to social and intercultural diversity" in partnership with student teachers (Scottish Government, 2012).

CPD opportunities can be offered in regional partnerships and cooperation projects for teacher educators (European Commission, 2013c). In **Estonia**, at the University of Tartu, the Master's programme for school mentors includes a course on 'Diversity in Education' (University of Tartu, 2016). Teacher educators should complete at least one course in educational sciences at Master's or PhD level, or in-service training. The Action Plan for Teacher Education 2016-2020 highlights the importance of teachers and teacher educators' competences to manage diversity (University of Tartu, 2015).

In **Greece**, teacher educators preparing future teachers who are participating in programmes on the 'Education of expatriate Greeks,' the 'Education of immigrants and repatriated students,' for 'Education of the Muslim Minority Children in Thrace,' and 'Roma education,' have been able to follow special seminars, in addition to the requirements to hold a PhD and have significant experience in teaching. In **Ireland**, a minimum of a Master's degree is normally required for lecturing posts in addition to teaching experience. Moreover, in the context of the DICE project (see case study 7), support to five ITE institutions was provided to develop and use the capacity and expertise of teacher educators to integrate development education and intercultural education into their ITE programmes. Its training activities mostly target student teachers, as well as teacher educators through CPD initiatives.

The University of Klagenfurt in **Austria** provides CPD courses in language education in a context of multilingualism, where courses on 'Pedagogy and subject didactics' help teacher educators and teachers to build their competences in pedagogy, language didactics, instruction and school development. In **Denmark**, a research programme involving teacher educators from four universities investigated a range of interesting approaches in which the resources of bilingual and multilingual children were used and

addressed in primary and secondary schools, aiming at better preparing teacher educators to teach future teachers to deal with linguistic diversity in the classroom¹¹.

4.3.3. Implementation challenges

The policy mapping and case studies highlighted several structural issues and implementation challenges that emerge from the need for teacher educators to be better prepared for diversity-related aspects of teacher education.

Research and policy underline the importance of adopting a continuous approach to the profession of teacher educator (European Commission, 2013c; Lunenberg et al., 2014). The introduction of clearer qualification requirements could be coupled with the definition and dissemination of adapted competence frameworks for teacher educators, integrating the need to prepare student teachers for diversity. The need to develop relevant CPD initiatives for teacher educators is a key challenge for European ITE systems.

Teacher educators should be better prepared to take diversity into account in their teaching, as well as to appropriately welcome and support student teachers with a migrant/minority background. In **Denmark**, the creation of mandatory ITE modules on 'Teaching bilingual children' showed the importance of the quality of the preparation of teacher educators for the effective implementation of the modules. It highlighted the need to set clear professional requirements for teacher educators, as well as to develop adapted CPD courses at national and regional level. This challenge notably arose following the creation of courses on 'Christianity, philosophy of life and citizenship' (KLM) in 2007 (see case study 5). The broad scope of these citizenship education courses implied that teacher educators most likely focused on ethics and moral education rather than on multicultural issues. In **Malta**, the implementation of a special course unit aimed at preparing student teachers for diversity in the primary classroom raised implementation challenges for teacher educators. Educators reported a need for better preparation and peer-support activities to effectively tackle the challenges that they are faced with in providing both relevant theoretical preparation and supervision of student teachers' school practice.

4.4. Improving ITE selection processes

4.4.1. Rationale

The lack of attractiveness of the teaching profession in many European countries has weakened the profession's status and position in the labour market. This poses severe structural challenges in recruiting and retaining enough teachers (Schleicher, ed., 2012).

Requirements for admission to ITE can be effective incentives to increase the public perception of the quality of teacher education. Admission requirements

¹¹ Research programme 'Signs for language' (Forskningsprogrammet 'Tegn på sprog'). See: <https://ucc.dk/forskning/forskningsprogrammer/didaktik-og-laeringsrum/projektoversigt/tegn-paa-sprog>; and: [https://www.ucviden.dk/portal/da/projects/tegn-paa-sprog--tosprogede-boern-laerer-at-laese-og-skrive\(f3eff205-a2cb-4f72-9032-b0034a8b4845\).html](https://www.ucviden.dk/portal/da/projects/tegn-paa-sprog--tosprogede-boern-laerer-at-laese-og-skrive(f3eff205-a2cb-4f72-9032-b0034a8b4845).html). Accessed 13.10.2016.

can help to select increasingly motivated and competent students so as to increase the quality of the teacher workforce (European Parliament, 2014). They can effectively **integrate requirements related to candidate teachers' motivation to adopt learner-centred approaches for teaching, including sensitivity and concern for pupils' backgrounds, and preparedness to teach about diversity.** Admission criteria can also be effective tools to attract candidates from groups that might not have considered teaching, and can help better reflect the diversity of the student population.

Setting higher requirements for the admission of teacher candidates to ITE is a tool that can be used by education authorities to improve the quality of future teachers (European Parliament, 2014). However, specific selection methods for admission to ITE are not widespread across Europe (European Commission/EACEA/Eurydice, 2013). Most European countries base the admission requirements to ITE on their upper secondary education performance, or on a general entrance examination to tertiary education.

4.4.2. Mapping diversity in ITE selection processes in Europe

ITE providers in around one third of all European countries have introduced specific examination procedures for admission to their programmes, either through specific (written or oral) aptitude tests, and/or an individual interview with teacher candidates. **This highlights the importance of candidates' motivation to become teachers.** Specific admission procedures to ITE can improve the quality of future teachers by admitting only those applicants who demonstrate a sufficient level of adaptation, preparedness and attitudes towards diversity.

In **Austria**, the admission procedure currently tested for the academic year 2016/2017 includes an electronic self-assessment, as well as a three-hour computer-based test on cognitive abilities, linguistic competences and personal resources. **One of the five main criteria tested in the admission procedure focuses on candidates' "openness to new experiences".** During the second phase of the admission procedure, a face-to-face assessment should be passed where the dimension of diversity is integrated in different ways. For instance, applicants are expected to react to specific situations in pedagogical settings in classrooms with a diverse student body.

In **Lithuania**, in addition to the national upper secondary examination results, a motivational test was introduced in 2009/2010 in order to increase the level of initial competences and motivation of those wishing to join the teaching profession (Minister of Education and Science of the Republic of Lithuania, 2011). It consists of a written test and a semi-structured interview, during which the candidate has to describe a situation in which he/she was faced with diversity. The candidate is evaluated in terms of his/her "openness to the varying diversity of people". However, in practice these provisions mostly result in discussing differences in age, gender, personal abilities, as well as bullying (Pukienė, 2011). In **Latvia**, until 2008, the Riga Teacher Education Academy interviewed incoming ITE students (for ISCED levels 0-2) on their teaching-related attitudes, including inclusiveness and non-biased attitudes towards the diversity of pupils. However, admission is now purely grounded on the results of centralised exams and a written essay.

In some countries, admission criteria indirectly refer to testing students'

preparedness for diversity, such as on language proficiencies, or on ethics. In **Finland**, once applicants pass a first round of screening, they are observed in a teaching-like activity, and interviewed. Only candidates with a clear aptitude for teaching, in addition to strong academic performance, are admitted. Similarly, in **Hungary**, an aptitude test serves as an admission criterion which could include informal ways to detect negative attitudes towards diversity, but its implementation seems to depend on ITE providers and their policies towards prejudice and discrimination. **Denmark** also foresees two personal interviews for applicants who did not reach a minimum average score in the final exam of upper secondary education. They are aimed at uncovering **applicants' broader qualities and skills such as "motivation, interpersonal skills and personal ability to illuminate an issue from multiple sides"** (USJE, 2016).

In **Serbia**, in 2009/2010, the Faculty for Teacher Education in Jagodina piloted a new concept for the ITE entrance exam. The concept consisted of a test of basic literacy, reading comprehension and interviews to examine the social skills and ethical sensitivity of candidates (Macura-Milovanović & Starčević, 2010). This adapted entrance exam was abandoned in subsequent years because there were not sufficient resources to organise individual interviews for all student applicants. In **Germany**, the main entry requirement for ITE is a higher secondary school diploma. In the context of a general lack of teachers, universities apply different strategies and specific recruitment programmes. In 2014, 58% of universities surveyed had specific recruitment programmes, and 36% had implemented specific measures to recruit underrepresented groups into the teaching profession, such as students with a migrant background (Monitor Lehrerbildung, 2014).

Most European countries do not include admission criteria based on student teachers' level of preparedness for teaching about diversity or in diverse classrooms. Admission criteria are either based on school graduation results (entrance requirements for tertiary education, e.g. FR, HR, MK, PL, SI, NO, ME) as well as on equivalent level of maturity and knowledge (IS), or relevant work experience in education systems (UK/EN). In some other countries, in addition to upper secondary school graduation, an entrance test is required (AL, CY, ES, IT, LU, NL, CH, TR). Entrance exams to ITE can vary according to individual disciplines and ITE providers (BG, CZ, EE, EL, MT, PT, RO SE, SI).

4.4.3. Implementation challenges

Evidence demonstrates that the integration of diversity-related admission criteria into ITE is not widespread across Europe. However, in addition to a handful of countries where ITE providers have implemented innovative admission criteria assessing student teachers' preparation for diversity, several other countries provide additional entrance requirements through a specific test or a personal interview. These examination procedures could constitute the basis to introduce diversity-focused admission procedures to evaluate the motivations, interests and level of preparedness of aspiring student teachers.

Including diversity-related requirements could support the development of a better equipped teacher to teach diverse classrooms. However, entry requirements for ITE can also constitute structural barriers for students with a migrant

and/or minority background (European Commission, 2016a). There should be a balance between the need to adapt admission criteria to current structural challenges, and to allow an inclusive approach to entry into ITE to ensure that teachers reflect the diversity of the student population.

4.5. Induction programmes for diversity

4.5.1. Rationale

Induction can be defined as “a structured support programme provided for qualified first-time teachers” (European Commission/EACEA/Eurydice, 2015: 42). The induction phase involves additional preparation, personalised support and advice for newly qualified teachers. Research shows that induction can help to reduce the teacher drop-out rate, improve teacher quality, support professionalism in schools, provide feedback and enhance the effectiveness of ITE programmes, and therefore bridge the gap between ITE and CPD (European Commission, 2010). By providing an important link between theory and practice, induction is a crucial period for novice teachers to effectively emerge into practice, by enhancing their skills, improving school and teacher performance. However, despite its recognised effectiveness, induction is not systematically available for new teachers across Europe.

Induction programmes designed to consider diversity can ensure that the complex issues concerning diversity in education are effectively tackled and included in all stages of the continuum of the teaching profession. In European countries characterised by a high proportion of students with a migrant and/or minority background, induction programmes providing adapted preparation and individualised support for beginning teachers could help to smoothen their integration into the profession. In France, in 2011, the proportion of teachers under 30 years old working in schools in socioeconomically disadvantaged areas was two times higher than in other schools (17% against 9%) (Conseil national d'évaluation du système scolaire, 2016). This underlines the need for stronger political support for the development of adapted induction programmes, particularly for young teachers working in diverse classrooms.

4.5.2. Mapping induction programmes for diversity in Europe

Preparing young teachers for diversity at the induction stage has been implemented in several countries across Europe. In **Greece**, induction programmes offer mandatory four-month long intensive training at the local level, aimed at enhancing **newly engaged teachers' preparedness**. **Compulsory training courses** are specifically designed for the induction stage in different fields, including human rights and intercultural education, specifically addressed at teachers who are going to teach in classes with high percentages of students with a migrant background. In **Ireland**, where induction is organised as a compulsory programme, the Teaching Council introduced a new model of school-based induction on a pilot

basis called Droichead¹². The programme is seen to have the potential for newly qualified teachers to seek guidance from their mentors across a number of issues, including diversity.

In **Estonia**, one-year induction programmes are recommended and provided by the universities of Tallinn and Tartu, where diversity-related issues are included in face-to-face or e-training sessions between novice teachers and mentors. In **Spain**, compulsory primary education induction programmes aim to prepare student teachers to teach students with a diverse background, focusing on second language teaching, intercultural competences and special educational needs. Such in-service-learning induction projects are undertaken by several universities, such as in Catalonia and the Basque Country (see case study 6), as specific courses delivered in summer courses, or as part of the University elective curriculum. In **Italy**, newly-employed teachers have to attend a 50-hour course, organised by the local School Directorate under the **Ministry's guidelines**. In 2015, the Ministry pointed out eight priority topics for ITE and induction which still need to be practically implemented by ITE institutions, including special educational needs, fighting early school leaving, social inclusion and intercultural dynamics (Ministry of Education, Universities, and Research of Italy, 2015).

While induction has been recognised as an effective measure for supporting young **teachers' smoother integration** into the teaching profession (and could constitute an effective tool to further prepare teachers for diversity), it is still not widespread across Europe (European Commission/EACEA/Eurydice, 2015). When induction (or mentorship) programmes are available for newly graduated teachers, they rarely seem to be designed to consider the preparedness of future teachers for diversity in classrooms.

4.6. Support measures to improve ITE for diversity

4.6.1. Rationale

To enable teachers' preparedness for teaching in classrooms with a diverse student body, various support measures at different levels of ITE systems have been implemented across Europe. Many of these measures aim to assist ITE providers with pedagogical resources and state-of-the-art research on the most pressing issues related to diversity, intercultural education, citizenship education or multilingualism. By providing external expertise, organisational, operational and/or financial support, they reveal the importance of coherent strategies to deal with and embrace the emerging societal issues in ITE.

4.6.2. Mapping support measures for diversity in ITE in Europe

There are a variety of support measures dedicated to enhancing the way diversity is tackled in ITE. These are provided by several different actors, including

¹² See: <http://www.teachingcouncil.ie/en/Teacher-Education/Droichead/Droichead.html>. Accessed 10.10.2016. See also: Smyth et al. (2016).

national institutions, advisory bodies, NGOs or ITE providers themselves, for example through networks and collaboration activities.

Centres of expertise

Centres of expertise that specialise in education for diversity and aim to enrich teacher education can be effective actors when adequately supported

by national or regional authorities (see case study 13). In **Estonia**, special Centres of Excellence in both Tallinn and Tartu universities provide guidance on how to implement the inclusive approach to learning outlined in the Estonian education strategy. The Centre for Languages (*Österreichisches Sprachkompetenz Zentrum, ÖSV*) in **Austria** is a scientific hub for the development of materials or courses for language-sensitive subject instruction and the framework for language education for all teachers. The Federal Centre for Interculturality, Migration and Multilingualism (BIMM) develops learning strategies related to multilingualism as well as to the equity, cultural and religious elements of education for diversity.

France's Centres for the schooling of newly arrived allophone and Traveller children (*Centres Académiques pour la Scolarisation des Nouveaux Arrivants et des enfants du Voyage, CASNAV*) are regional centres of expertise providing support to schools, teachers and educational staff (*Ministère de l'éducation nationale, de l'enseignement supérieur, et de la recherche, 2012*). They provide expertise on the organisation of schooling and pedagogical support, work as cooperation and mediation platforms, and provide educational resources and CPD with a specific focus on proficiency in French and academic learning.

Box 18. Case study 13: The National Centre for Multicultural Education (NAFO) (NO)

The National Centre for Multicultural Education (NAFO) in **Norway** works on research and developmental projects in collaboration with several education stakeholders, including ITE providers. According to its mandate, NAFO aims to (NAFO, 2010):

- contribute to the **implementation of quality development actions related to subject didactic activity** in cooperation with schools and ITE providers;
- provide **advice and assistance to ITE providers** in their effort to implement national priorities/commitments that promote competence development in primary and secondary education;
- act as a **resource and cooperative partner for the other national centres**, HE-sector/teacher education and other national actors in their work dealing with diversity and multicultural education.

NAFO has established regional multi-stakeholder collaboration networks which discuss competence development, experiences and collaborative projects. The network benefits ITE as a source of information about the practice field (school owners, kindergartens and schools). NAFO is cooperating in the form of meetings, sessions and conferences, courses and in-service training; collaborative projects; development and spreading/dissemination of information and guidance material, including examples of good practice; and presentation of results from research and development activities (Aamodt et al., 2014). **Some of NAFO's recent or current most important competence building activities for ITE include:**

1. **Education for newly arrived youths** (2013-2016): project in 26 municipalities in seven counties led by local teacher education institutions aimed at strengthening collaboration with the HE sector, enhance consciousness-raising and increase the competence of school managers and teachers to deal with newly arrived youths (often residing in refugee reception centres) (NAFO, 2016; Eriksen, 2014).
2. **Knowledge of Roma/Tatars (travellers) in teacher education** (2015-2016): targeting HE institutions, aiming to ensure that the theme of national minorities is

included in ITE programmes. A particular course will be tried out at one ITE institution. The final version will be extended to all universities and university colleges/TE-institutions.

3. **Inclusion and education for refugees** (2018-2020): conferences aimed at strengthening access to education and other services for the great inflow of refugees, involving both NAFO and HE institutions (NDET, 2016). NAFO may, on invitation from individual TE institutions, provide inputs and courses for the teacher educators.

The Centre receives positive feedback from participants from ITE providers involved in projects, networks, and conferences, including teacher educators (Aamodt et al., 2014). Although multicultural issues are embedded in the national framework for ITE, the quality and depth of dealing with the theme varies greatly in ITE providers. Providers cooperating with NAFO and benefiting from its support via particular projects have become more conscious of giving more attention to diversity and including it in the actual teaching than before.

Source: authors, based on case study data (2016).

Working groups and networks of expertise

Working groups and networks of expertise aim to provide guidance and inform the implementation of ITE for diversity (e.g. AT, BE/FI., CY, CZ, DE, MK, NL) (see case study 7). These networks aim to connect different stakeholders and often differ in terms of the themes they cover (from inclusion, multilingualism, intercultural education, to diversity in general), as well as the type of support they provide (resource centres, support to ITE, research activities).

In **Germany**, a working group on diversity and teaching development (*Arbeitsstelle für Diversität und Unterrichtsentwicklung - Didaktische Werkstatt*) at the University of Frankfurt aims to connect all stages of teacher education through research-oriented learning in cooperation with the Ministry of Education of Hesse. The Working Group develops strategies of optimised inclusive teaching of diverse classes.

Box 19. Case study 7: The DICE project (IE)

The DICE Project in **Ireland** is a collaborative partnership between five ITE providers at primary level, guiding them to develop and use the capacity and expertise of teacher educators to integrate development education (DE) and intercultural education (ICE) into ITE programmes. The strategic aims are to:

- **support ITE graduates to have a good knowledge and understanding of DE and ICE** and to be motivated and equipped with the pedagogic skills to teach DE and ICE effectively;
- **influence the DE and ICE policy agenda and practice in Ireland**, including the implementation of the National Strategy on Education for Sustainable Development;
- **explore opportunities for synergies and coherence with post-primary level education** within the new institutional configurations for ITE;
- **enhance the sustainability of DE and ICE in ITE** across all public providers.

The main activities centre around **providing instruction to student teachers at primary level** on a range of issues within broader spheres of development and intercultural education. Other activities include raising the visibility of development and intercultural education within ITE institutions; engagement with policy-makers; provision of CPD for staff in all institutions; proactive engagement with various key stakeholders; holding various events and summer schools for student teachers and teacher educators in DE and ICE.

One of the key features of the programme is the cross-curricular approach used within the centralised Primary School Curriculum. The DICE lecturing staff works collaboratively with colleagues from a broad range of disciplines. Opportunities for professional development of teacher educators from other disciplines are offered through seminars, conferences and collaboration with DICE lecturers. DICE runs seminars each year in the partner institutions based on identified professional development needs – for example, in 2015-2016 seminars were offered on education for sustainable development, as well as on the use of

picture books for exploring development and intercultural issues. DICE lecturers may also collaborate with colleagues to co-develop resources and carry out research.

The capacity building among staff across the partner institutions has contributed to the wide reach of DICE and to its penetration within a broad range of ITE modules. With the support of Irish Aid, each college of education has now appointed its own dedicated part-time lecturer for DE and ICE. That teacher provides relevant information to other teacher educators.

The main result of the DICE project is that it is integrated into ITE programmes (at both BA and MA level) for primary school teachers across all HEIs offering ITE at primary level (except one private ITE provider). Other results include strengthened relationships and engagement with key stakeholders, emphasising the value and relevance of DE and ICE to the primary curriculum to create active global citizens.

Source: authors, based on case study data (2016).

These networks often offer specific professional development for student teachers, practising teachers or teacher educators (see case study 3). For example, the Education for a Culture of Peace in **Cyprus** provides educational staff with relevant materials including lesson plans, guidance and training on the teaching methodology related to culture. Whereas the so-called subject teacher societies in **Denmark**, provide courses in a subject of a particular society. Among other subjects, both practising and student teachers can become a member of a society of either foreign or Danish language teachers and participate in the related courses. The Local Forum (*Lokaal overlegplatform*) in **Belgium (Flanders)** mobilises local educational providers to promote equal opportunities and undertakes research, formulation of advice and mediation.

The Mercator Institute (*Mercator Institute für Sprachförderung und Deutsch als Zweitsprache*) at the University of Cologne in **Germany**, focuses specifically on linguistic issues, and serves as a collaboration platform between the three key players in education – policy-makers, practitioners and administrators. It develops methods and courses for teaching student teachers throughout all stages of teacher education about teaching German as a second language in all subjects. The Children Identity and Citizenship in Europe develops measures, study materials and tools specifically related to the area of effective citizenship education in **FYROM**.

Box 20. Case study 3: The 'Life is Diversity' project (DE)

The Life is Diversity network (*Leben ist Vielfalt*) in **Germany** came into existence as the result of an initiative by a group of student teachers and teachers with and without a migration background in cooperation with the network of teachers with a migrant background in North Rhine-Westphalia (*Netzwerk Lehrkräfte mit Zuwanderungsgeschichte NRW*) and the Centre for Education Research and Teacher Education (*Zentrum für Bildungsforschung und Lehrerbildung, PLAZ*). Located at the University of Paderborn, the network (from 2011 to 2016) and university group (since 2016) aims to appropriately prepare student teachers for teaching in diverse classrooms. Specifically, it aims to¹³:

- help student teachers to **develop intercultural sensitivity**;
- inspire ideas for intercultural practices in schools through their activities;
- act as a **network for student teachers who are interested in interculturality**;
- act as a forum for discussion and exchange about challenges of teaching in diverse

¹³ See: <http://plaz.uni-paderborn.de/lehrerbildung/besondere-angebote/mitarbeit-in-projekten-und-netzwerken/hochschulgruppe-leben-ist-vielfalt/>. Accessed 01.10.2016.

classrooms that teachers and former members are confronted with.

The group exchanges information and experience about teaching in intercultural settings, and organises support measures for refugees, including German language classes. Other activities include:

- Practice days, lectures and workshops on 'Intercultural Classroom Management'; 'Interculturality and Language Support in School'; 'Multilingualism in German Language Teaching'; 'Training for Arguing Against Prejudices'; 'Representations of Islam in Books for Children and Young People'; Intercultural Competences and their Relevance for Students and Professionals'; etc.;
- Information Events on Teacher Internships
- Excursions to Islamic Mosques
- Cooperation events with the Language Department of the University of Paderborn on language teaching and identifying potentials, and with the Centre for Education Research and Teacher Education (*Zentrum für Bildungsforschung und Lehrerbildung*) on issues of interculturality; and further cooperation activities with local NGOs;
- Tutoring for refugees and part-time activities for children¹⁴

The Life is Diversity network enables an exchange with intercultural sensibility, mutual learning and knowledge gain, enables interculturality and the dismantling of prejudice. It also contributes to the design of schools of the future and to more equality and equity in the education system¹⁵ (PLAZ, 2013).

Source: authors, based on case study data (2016).

Collaboration mechanisms can help bridge different ITE or HE institutions working in (initial) teacher education and diversity. Support measures can facilitate collaboration initiatives and ensure coherence between the activities of different actors. Some of these initiatives offer joint training programmes on issues related to education for diversity, such as the joint network of the Universities of Bremen, Oldenburg, Giessem and Dortmund (*Entwicklungsverbund zur Lehrerbildung – Diagnose und Förderung heterogener Lerngruppen*) in **Germany**, which prepares student teachers in 'MINT' (Mathematics, Informatics, Natural science and Technology) for heterogeneous classroom settings.

One of the main tasks of the special Section for Multicultural Education at the social pedagogics department of the Masaryk University of Brno (**Czech Republic**) is to bridge all activities dealing with multiculturalism at all faculties. In a similar vein, the 'Participatory Development of Inclusion and Multilingualism' (*Impuls - Inklusion und Mehrsprachigkeit partizipativ entwickeln – universitäre*) is a project in **Germany** that established a special team of professionals from all faculties in order to ensure the interdisciplinary implementation of issues related to multilingualism and inclusion.

Other type of support measures

Teachers' preparation for classroom diversity can be supported through the expansion of knowledge about education for diversity by **funding various research projects**. Across countries, local (e.g. ES, FR) or regional (e.g. BE/FI.) authorities have initiated such projects, whereas in others, ITE providers are themselves responsible for their implementation and funding (BE, CH, ME, SE). Research projects can also be supported by international actors such as the Council of Europe and the European Commission.

¹⁴ See: <https://www.facebook.com/LebenistVielfalt>. Accessed 01.10.2016.

¹⁵ See: <https://www.uni-paderborn.de/nachricht/49611/>. Accessed 01.10.2016.

In some countries, special screening instruments enable ITE providers or individual teachers to assess their level of preparedness to deal with diversity. In **Belgium (Flanders)**, an online screening instrument on diversity in teacher education (*Omgaan met diversiteit binnen de lerarenopleiding*) enables ITE providers to screen their policies in relation to identified good practices. In contrast, another online tool in **Spain** (*Una Guía para aplicar la educación intercultural en la escuela*) enables in-service and pre-service teachers to review their own beliefs about diversity and helps them put into practice resources to deal with diversity in schools.

4.6.3. Support measures in ITE in the context of the refugee crisis

The civil war in Syria has forced millions of people out of their homes and hundreds of thousands of them have sought asylum in Europe in the last few years. Joined with arrivals from other regions of the world in socioeconomic and political distress (e.g. Afghanistan, Eritrea, Sudan), the integration of newly arrived migrants and refugees has posed a major challenge to European education systems. This implies mobilising schools, school staff, teachers and teacher educators to adapt to emerging educational and organisational challenges. Support measures in (initial) teacher education aimed at better preparing teachers to teach refugee and newly arrived migrant pupils have multiplied in European countries. In particular, they include the preparation of specialised materials for schools and teaching staff, the mobilisation of expert support teams, the organisation of support courses for foreign speakers, and CPD activities for practising teachers.

European countries that have reacted to the refugee crisis at the education level have tended to provide emergency support responses for the education of newly arrived refugee and asylum seeker pupils (AT, BE/FI., DE, DK, EL, FR, LV, MT, NO, SE, SI, TR). The new support measures have mostly targeted affected schools in order to improve preparation of their staff to provide schooling for the newly arrived pupils. A wider systemic response focused on CPD initiatives for practising teachers. The ITE level has so far been generally ignored by the sense of urgency created by the refugee crisis. Examples are provided in Box 21 below.

Box 21. Examples of support measures targeted at the increase of refugee arrivals in Europe

In **Belgium**, the **Flemish** government and supporting institutions reacted rather quickly to the recent refugee inflow. Flanders adapted its existing legislation on 'reception education for non-Dutch speaking newcomers in mainstream education' (*Onthaalonderwijs voor anderstalige nieuwkomers*, OKAN), which facilitates the work of schools to organise education for newly arrived migrants and refugees. The teacher population for OKAN classes has been greatly enlarged since 2015. From November 2015 to March 2016, at least 28 applications for subsidised organisation of OKAN classes were submitted (Flemish Advisory Board on Education, 2016).

In **Germany**, the refugee crisis has highlighted the increasing need for additional preschool and school teachers (Migration in Germany, 2015). The education of refugees and consequences for teacher availability and (initial) teacher education have been subject of multiple debates in the last few years at the national (Deutschlandfunk, 2016) and regional level (Der Tagesspiegel, 2015). The Association for Education and Training (*Verband Bildung und Erziehung*) published policy recommendations for responses to refugees regarding education (Verband Bildung und Erziehung, 2015) including calls to provide more support to teacher education. In some Lander

(e.g. in Bavaria) there are debates about the discrepancies between teacher demands, especially German language teachers, and employment rates of new teachers (Bayerischer Philologenverband, 2015). At the same time, other Länder (e.g. Baden-Württemberg) support universities in the intensified qualification of student teachers for teaching German as a second language to teach in integration courses and in schools (Ministerium für Wissenschaft, Forschung und Kunst Baden-Württemberg, 2016).

The large arrivals of refugees and asylum seekers to **Greece** in 2015 and in 2016 have challenged the educational system to respond to the urgent needs for the education and socialisation of refugee children. Created in January 2016, the Committee for 'Intercultural Education and Intercultural Schools' aims to reconstruct current educational measures and policies that have been developed in connection with intercultural education addressed to immigrant students. In March 2016, the Ministry of Education in Greece established a special committee named 'National Council for Refugees' which aimed to record the exact number of refugee children, their country of origin as well as to provide supportive educational measures for their inclusion.

In **France**, a circular published in 2012 redefined the missions and organisations of the CASNAV centres in which refugee children are placed into separate teaching units for newcomers among other non-Francophone newly arrived pupils (*Unités pédagogiques pour élèves allophones arrivants*, 'UPE2A') before being fully integrated into mainstream classes. Any volunteer teacher may be assigned to a teaching unit for newcomers but those with additional certification in French as a second language or an academic background in French as a second language are given priority. Following the recent influx of migrants, asylum seekers and refugees, the French government has supported the creation of additional separate UPE2A classes, such as in 50 primary schools and 75 secondary schools in Paris¹⁶.

In **Sweden**, there are recurring debates about diversity in education and the education of newly arrived at both local and national level such as through various teaching and research networks. The National Agency for Education (*Skolverket*), has issued various documents to support teachers in schools and initiated different exchange possibilities for teachers within the Erasmus+ programme. One of the more challenging developments relates to a new challenge for rural schools. Previously facing threats of closure, merger and class re-composition, some schools in the country's most sparsely populated regions are facing an influx of children with a multilingual, multicultural and/or refugee background, which creates challenges.

Slovenia has started implementing a two-phase approach for the inclusion of refugee children into the educational system¹⁷, including Slovenian language classes and a personal plan of inclusive learning for every migrant learner that involves additional learning support. The Ministry of Education has also launched a project for the enhancement of professional staff ('Enhancement of social and civic competence for teachers'¹⁸). This project aims at empowering practising teachers in different aspects of inclusion through CPD.

In **Turkey**, at least 150,000 displaced Syrian children are currently accommodated in state-run schools (Yeni Akit, 2015), and around 70,000 students are receiving education in refugee camp schools administered by local municipalities, governorships and NGOs. However, at least 250,000 still do not have access to any formal education (Ibid.). Aside from language issues and limited access to basic necessities, these children are often profoundly traumatised and in need of comprehensive psychological support. For those students who have been enrolled in Turkish public schools, much of the responsibility for managing these concerns falls on school

¹⁶ 'L'éducation nationale se mobilise pour la scolarisation des jeunes migrants', *Le Monde*, 14.09.2015. Available at: http://www.lemonde.fr/education/article/2015/09/14/l-education-nationale-sonne-la-mobilisation-generale-pour-la-scolarisation-des-jeunes-migrants_4756807_1473685.html. Accessed 10.10.2016.

¹⁷ Ministry of Education, Science and Sport; MIZŠ. See: http://www.mizs.gov.si/si/vkljucevanje_priseljencev_v_sistem_vzgoje_in_izobrazevanja/postopek_vkljucevanja/. Accessed 13.10.2016.

¹⁸ Project call: http://www.mizs.gov.si/si/medijsko_sredisce/novica/article/55/9598/906a6616bac44f88941ea333cfac1730/. Accessed 01.10.2016.

administrators, school counsellors and classroom teachers (Ibid.), pointing to an urgent need to prepare them to cope with the growing crisis.

Source: authors, based on policy mapping data (2016).

Other support measures have particularly targeted the preparation of migrant and refugee students to enter the teaching profession. In Denmark, Preparatory Courses for Refugees and Migrants (*Forberedende kursus for flygtninge og indvandrere*, FIF) are organised at university colleges in order to increase the number of students with a migrant background. The University College Copenhagen and the University College in northern Jutland, provide one-year non-degree preparatory courses for migrants and refugees who have already obtained a degree in their native country.

The availability of well-designed and sufficiently funded support measures can have a decisive role in the effective implementation of ITE to better prepare student teachers for diversity. The role of public authorities can be key in the creation of or support to initiatives such as national or regional centres aimed at providing expertise and resources development to ITE providers, or through networks and collaboration activities between ITE providers and other actors. This demonstrates the importance of political commitment at the highest level to give political impetus and sustainable support, notably through the adoption of ambitious, specific policy goals and competence frameworks for teachers and ITE.

For example, in **Norway**, the NAFO Centre allows several good practice initiatives on ITE for diversity across the country to be supported (see case study 13). As an important political factor, the country has strengthened multicultural perspectives as mandatory parts of ITE programmes in the new four-year differentiated teacher education programme introduced in 2010. Most universities and university colleges in Norway also provide optional, CPD programmes, ranging from short, one-to-five day-long training courses to full Master's degrees in multicultural understanding and multicultural pedagogy (Følgjegruppe, 2013).

It also implies the importance of **working on enhancing countries' implementation capacities**, to support their understanding of the logic and importance of curriculum reforms, the competent use of appropriate policy tools, and investment in capacity building (Caena, 2014b). Finally, in the context of pressing societal challenges such as the ongoing refugee crisis, European countries have focused on the creation of support measures for CPD and, so far, largely neglected ITE. This reveals the lack of a continuous and integrated approach to supporting all stages of the teacher career.

4.7. Providing alternative pathways to the teaching profession

4.7.1. Rationale

Alternative pathways to the teaching profession alongside traditional ITE models are offered in only a few countries (European Commission/EACEA/Eurydice, 2013). Alternative routes to the teaching profession often consist of flexible, short-term opportunities, which provide mostly employment-based training (Ibid.). They can be useful tools for alleviating the declining numbers of

applicants in ITE across Europe, compensating teacher shortages and responding to urgent recruitment needs.

Alternative pathways can have a key role to include diversity in the teaching profession, and in the development of specific competences for diversity for future teachers. Notably by allowing the entry of various professional profiles into the teaching profession, alternative pathways constitute a relevant opportunity to attract future teachers with a particular experience of diversity, and/or with a diverse background. The recognition of qualifications as well as training needs of migrants and refugees constitute challenges that many European countries are faced with, notably in order to help fill skill shortages (OECD, 2016a).

4.7.2. Mapping examples of alternative pathways to ITE focused on diversity in Europe

Our mapping identified several relevant initiatives aimed at including diversity in teaching. In **Belgium (Flanders)**, an overview of the quality assurance commission underlined that centres of adult education make successful efforts to turn this diversity in an advantage, like preparing their students for differentiated teaching for diverse learner groups (Flemish Council of Universities and University colleges, 2015b). These centres also have a more diverse student population than universities (both in terms of previous education and in terms of socioeconomic background). However, ITE programmes organised by adult education centres have shown great variety in the quality of the teacher education. A recent ministerial concept note (Crevits, 2016) suggested that adult education centres as providers of teacher education should be phased out.

There are no recognised alternative pathways in **Greece**, however a few NGOs provide specific courses to student teachers or unemployed teachers who support these programmes with their volunteer work. Such programmes promote cultural awareness and empathy towards refugee children by offering teaching services, entertainment activities, and music events (e.g. the NGOs Action Aid Hellas and **Child's Smile**). In **Latvia**, an alternative pathway to the teaching profession is proposed by the NGO 'Mission Possible'¹⁹, whose primary focus is to provide all pupils with opportunities to fulfil their potential. Mission Possible is an innovative and inclusive programme, offering a one-year short track ITE followed by regular professional development sessions and supervision. It targets successful college or university graduates from **other fields**. Although ITE institutions are offering certain specific courses on 'handling' diversity, Mission Possible focuses on a learner-centred approach to schooling, where every professional teacher should take into account the multiple identities of any learner instead of focusing on socially defined differences. In **Lithuania**, the NGO initiative 'I Choose to Teach' (*Renkuosi Mokyti!*) provides an innovative model of recruitment, selection and professional support of young teachers. It was found to prepare teachers with good classroom management skills and the ability to apply an individualised approach to teaching (Lithuanian National Agency for School Evaluation, 2012).

¹⁹ See: <http://www.iespejamamisija.lv>. Accessed 13.10.2016.

Other alternative initiatives to access the teaching profession target potential teachers with a migrant, refugee or minority background. In **Estonia**, the 'Youth to School' two-year programme provides an alternative route to becoming a qualified teacher. It offers participants extensive coursework, professional development and practical application of teaching and management skills. The programme combines school-based ITE with volunteer coaching, networking opportunities and a leadership skills development programme. The programme collaborates with Tallinn University in providing ITE for young teachers and in awarding teacher qualifications to graduates of the programme. In 2015, the programme has particularly targeted participants from the Russian community, even though their proportion is still relatively low (less than 10% from a total of 107 participants). A high proportion of those who have successfully completed the programme continue working as teachers (European Commission, 2016a).

In the **Netherlands**, the 'Mobile Educator' initiative provides an alternative pathway for Syrian refugee teachers into the teaching profession, although they are only allowed to teach in refugee centres. Mobile Educator is a joint initiative of Dutch Academic Services and ICLON, Leiden University Graduate School of Teaching²⁰. Similarly, in **Finland** some universities (e.g. Turku and Helsinki) offer courses in pedagogy for immigrants who have teacher qualifications in their country of origin. In **Turkey**, there are several NGO-led professional development programmes informing Syrian teachers about Turkish educational standards. The purpose of this training is to help volunteer Syrian teachers (who are working with students in informal schooling settings) understand the Turkish school system, so that they can better prepare Syrian students to integrate into Turkish mainstream schools²¹.

Alternative pathways can constitute a potentially relevant route to the teaching profession. In their approach to schooling, notably by focusing on different and innovative pedagogies, such as learner-centred approaches, or by targeting student teachers or practising teachers with a migrant and/or minority background, **they offer an interesting approach to tackling diversity in teacher education.** However, the lack of a common approach and the limited number of available alternative pathways to teaching in European countries undermines their sustainability.

5. Effectiveness and transferability of selected ITE initiatives and measures

Key findings

- Very few initiatives dealing with the preparation of student teachers for diversity have been comprehensively evaluated. There is an overall lack of systematic monitoring of ITE policies for diversity and their impact.
- Nevertheless, some evidence indicates that focusing on diversity-related issues within **ITE positively impacts student teachers' intercultural and linguistic sensitivity and critical reflection**, as well as ITE and education systems overall.

²⁰ See: <http://mobile-educator.org/>. Accessed 13.10.2016.

²¹ See: http://muftah.org/educating-syrian-refugees-turkey/#.VOWIn_nRiUk. Accessed 13.10.2016.

- Key success factors of the effectiveness of ITE policies for diversity include: political and institutional support; grass-roots commitment and strong partnerships; good governance at all levels; adequate funding; well-prepared implementation staff; and continuous in-built monitoring.
- The programmes and initiatives will sustain if the continuity of policy, resources, governance and collaboration is ensured and if a supportive culture for change is developed.

In this chapter, we present the evidence gathered on the effectiveness and transferability of initiatives targeting ITE for diversity. The chapter starts with an **overview of the existing research on the impact of ITE programmes on teachers' preparedness for diversity**. It is followed by an analysis of the evidence gathered from the primary research carried out for this study, particularly via the 15 case studies (full case study reports can be found in Annex 2). The chapter provides an overview of the effectiveness and sustainability of particular measures and initiatives, their key success factors and existing limitations, as well as a review of the conditions for their successful implementation and transferability.

5.1. Evidence on effectiveness of ITE programmes from the literature

There is a wide overview of various, yet interconnected competences that a 21st century teacher should acquire to address the needs of every child in the classroom, and of challenges posed by an increasingly diverse Europe (see chapter 2) (see e.g. Bennett, 2012; Council of Europe, 2016; Deardorff, 2009; Lindsey et al., 2005; UNESCO, 2013). However, until now this has led to **little empirical research on how and to what extent students in ITE are gaining those competences**. Research tends to focus on what teachers currently lack to be better prepared to teach about and manage diversity in the classroom, rather than focusing on effective measures and methods to better support and prepare them. Furthermore, the research on how teachers apply the competences gained during ITE, and how this **impacts pupils' learning outcomes is nearly non-existent**.

The systematic literature review demonstrated that most of the evidence on the effectiveness of specific programmes comes from non-European countries (more specifically, the US, Canada and Australia). Most of this literature focused on the characteristics of programmes that support the incorporation of diversity-related content in ITE. It also focused on the impact these programmes have on the development of required specific competences and skills for future teachers to deal with diversity. Evidence shows that practices such as cooperative learning, service-learning, peer tutoring, research projects, real-life classroom experiences and critical reflection (e.g. reflective journaling, videos, etc.) have positive effects on student **teachers' perceptions and attitudes towards diversity, and on the development of their cultural awareness** (Bianchini et al., 2007; Caruthers & Smith, 2006; Haddix & Price-Dennis, 2013; Masakazu, 2012). In addition, the use of a culturally sensitive curriculum, such as incorporating multicultural literature as part of the core curriculum **and thematic units of instruction, helps to broaden student teachers' understanding of diversity** (Kitano et al., 1996). Evidence also shows the positive impact of specific courses or programmes focusing on culturally responsive and relevant pedagogy on **improving student teachers' knowledge of instruction methods and practices that they**

could use when teaching diverse classrooms (Egby, 2012; Gambhir, 2015; Sharma, 2013; Whitehead, 2007).

At the same time, research emphasises a number of obstacles that can limit the effectiveness and capacity of specific ITE measures and programmes to bring about the necessary change. The ad hoc and inconsistent nature of the diversity-related content in ITE curricula and field placements seems to be the main limiting factor to **achieving a greater impact on teachers' perceptions and attitudes** (Goebel, 2005; Shelley & Vanderhaar, 2008). Research often emphasises that teacher education programmes lack a general link between theory and the reality of teaching, which also **makes it difficult to challenge student teachers' cultural experiences** (Lehmberg, 2008; Sassi et al., 2012). The relatively short time available for student teachers to engage in the multitude of topics that encompass multicultural education is also found to be an issue. As such, a single, stand-alone course as part of a teacher preparation programme is insufficient (Esposito, 2011; Grossman et al., 2008; Ibrahim, 2004).

Despite efforts to diversify the students, faculty, curriculum and instruction methods, **ITE providers do not always have the knowledge and experience necessary to provide students with relevant skills to deal with the wide range of cultural, linguistic, and socioeconomic diversity** in the classroom and society (Kitano, 1996; Shelley & Vanderhaar, 2008). Providers tend to lack a clear conceptual framework to identify and categorise different multicultural approaches when designing the curricula.

The European literature reviewed also drew attention to how teachers, most often coming from middle class majority backgrounds, can be challenged by the complexity of diversity. This can constrain their capacity to conceptualise, understand or adequately react to diversity. The research also explores what ITE approaches could help in addressing these challenges. While various authors describe a wide range of approaches to engage teachers with diversity-related issues (referring to intercomprehension, service-learning mentoring, exposure to diverse practical experiences, etc.) they also highlight significant risks and limitations of these approaches (Dagkas, 2007; Duckworth & Maxwell, 2015; Pinho, 2015). Evidence **focuses on teachers' access to short-term** multicultural experiences, where the issue of diversity is seen as something supplementary to ITE rather than a core subject. This literature tends to be critical of the existing conceptualisation of diversity, and the ways that the dominant social norms and organisation limit the attitudes and behaviour of teachers.

The integration of diversity in ITE poses issues in terms of how prominently related content should feature in programmes. This also raises questions on whether the student teachers who would most benefit from having their attitudes challenged are participating in any diversity-related provision in ITE. Gazeley and Dunne (2013) argue that diversity teaching tends to be fragmented within professional studies courses. ITE can provide a space for student teachers to move beyond individualised understandings of diversity and race, and develop more confident and critical approaches. That also implies offering more structural solutions and implementation options to learn about diversity. However, there seems to be a focus on developing the technical skills that teachers need, rather than engaging with critical approaches to diversity. Some studies also highlight that when diversity preparation and

intercultural education is presented as a non-compulsory course, “it supports the idea that intercultural concerns are indeed optional” (Hagan & McGlynn 2004: 250). Harris and Clarke (2011) argue that “there is little evidence to support the idea that explicit units on diversity within an ITE programme are more effective than a programme infused with diversity and vice versa” (2011: 173).

Even though there is too little empirical and comprehensive research on the effectiveness and impact of ITE programmes on teaching practices, **fragmented evidence demonstrates that intercultural competences can be learned in ITE**. This can happen by systematically expose student teachers to diversity-related content and to engage them in self-reflection linked to the new knowledge and experience gained in multicultural settings. The next sections aim to present additional findings on the effectiveness of ITE initiatives from the 15 case studies carried out in the context of this study.

5.2. Effectiveness and impact

The in-depth analysis of the 15 case studies²² carried out in the framework of this study has made it possible to explore the effectiveness and impact that various measures and initiatives can have in their context. Most of the initiatives analysed during the case study stage directly targeted the introduction of diversity-related content in ITE programmes and/or the development of diversity-related competences among student teachers (e.g. specific ITE courses or programmes – CY, DE, DK, IT, MT, LV, practical training initiatives – ES, CH; national support centres – NO; collaboration projects – IE; or networks engaging different stakeholders – DE, NL).

Several case studies were broader in scope and aimed to analyse the implementation of specific national policies with the view to creating conditions for ITE and education in general to address the growing diversity of society (i.e. accreditation policy of study programmes in Slovenia; reform of the school curriculum aimed at the introduction of multicultural education as a cross-cutting theme across subjects in Slovakia; quota policy for ethnic minority students to enter higher education programmes in FYROM).

In this section, we first briefly describe the overall availability of evaluation and monitoring of the effectiveness of different initiatives analysed, and provide an in-depth overview of the key results and impacts of the policies and initiatives.

5.2.1. Availability of evaluations

Out of 15 case studies, only a few measures have been officially evaluated by external quality assurance bodies or other mechanisms. The **Danish Module ‘Basic Professional teacher skills: General education’** (*Lærergrundfaglighed: Almen dannelse*) (case study 5) aimed at preparing teachers to deal with diversity in general²³ was externally evaluated by the Danish Evaluation Institute in 2011. In

²² The process for selecting the case studies, as well as the methodological approach for case study analysis is presented in Annex 5.

²³ The stated aims of the module is to prepare all future teachers in Denmark to be able to deal with the ‘interpretation of public school purposes, the development of professional ethics and the handling of complex challenges in teaching in a globalised society characterised by cultural , value-based and religious

Latvia, the **Master's programme 'Educational Treatment of Diversity (ETD)'** (*Dažādībaspedagoģiskierisinājumi*) (case study 9) was also officially evaluated by the Council of Higher Education in 2013, which resulted in further accreditation of the programme. The Norwegian **National Centre for Multicultural Education** (*Nasjonalt senter for flerkulturell opplæring*, NAFO) (case study 13) uses annual reporting, through which it assesses the achievement of objectives and areas for further development. In the Netherlands, although no official or formal evaluation of the initiative aimed at bringing together migrant parents and student teachers took place, the **National Council of Migrant Parents in the Netherlands** (*Platform Allochtone Ouders en Onderwijs*, PAOO) (case study 12), which implemented this initiative among others, was evaluated comprehensively. Similarly, the implementation of the **Hamburg concept for the integration of migrants** (*Hamburger Handlungskonzept für die Integration von Zuwanderern*) (case study 4), which among other activities aimed at preparing (student) teachers for cultural, linguistic and religious diversity and integrating these issues into ITE programmes, is constantly monitored, feeding continuous development of ITE programmes.

Most of the examined initiatives are still undergoing internal evaluation processes or have self-evaluation mechanisms, which are used to monitor the achievement of the stated objectives and measure their impact on the beneficiaries, at least to some degree. In some cases, monitoring is systematic, while in others it is more informal. A range of different indicators has been used to measure their effectiveness. For instance, to evaluate the **Tandem project** in Spain (*Proyecto Tándem*) (case study 6) the coordinators look at the participants' satisfaction levels and social impact of the initiative on the integration and development of pupils. However, the interviewees also mentioned that these indicators are not clearly operationalised. Similarly, the Cypriot **MIDE project** (*Multiperspectivity and Intercultural Dialogue in Education*) (case study 2) used the following indicators to measure its impact: mainstreaming of the use of supplementary material on multiperspectivity in ITE training modules; and increased appreciation among the general public of multiperspective approaches. The **study unit for primary school teachers 'Responding to student diversity in the primary classroom'** in Malta (case study 11) systematically uses self-evaluation forms and feedback from students taking the course to measure its effect on their professional development.

The impact of some measures has also been assessed through research projects covering the topics initiatives are working on. The evaluation of the **Nightingale mentoring project** (*'Nightingale' – Mentoring- und Integrationsprojekt*) in Switzerland (case study 1) looked at the effect of the project on the development of **student teachers' competences and attitudes**, as well as participants overall learning experiences with the aim of improving the scheme. The evaluation was conducted in the form of a qualitative research study and no specific evaluation indicators were used. The evaluators also emphasise the challenges connected with the assessment of the impact of ITE initiatives, as often learning and obtaining specific competences can

diversity' in order for ITE students and future teachers 'in a nuanced and reflective way, ...to relate to ethical, political, democratic and religious challenges associated with education, parent involvement and school in a globalised society' (Government of Denmark, 2013, Annex 1).

be a rather implicit process. Similar to the Swiss case, the Irish **DICE project** (case study 7), Italian Laboratory of Intercultural Education (*Laboratorio di educazione interculturale*) (case study 8) and Slovak **strategy 'Multicultural education as a cross-cutting theme in education'** (*Multikultúrna výchova ako prierezová téma vo vzdelávaní*) (case study 15) have also been assessed through small-scale research projects, rather than a systematic evaluation process.

The remaining measures examined in the study have not been evaluated. **Scholarships for Roma undergraduate students** (*Stipendii za studenti Romi na dodiplomski studii*) (case study 10) in FYROM were only introduced during the 2016/2017 academic year. Similarly, an evaluation on the impact of the **Module 'Teaching bilingual children'** (*Undervisning af tosprogede*) (case study 5) is planned. However, it has not been conducted yet, since the module was only introduced in 2013. The **accreditation system of ITE study programmes** in Slovenia (case study 14) does not foresee a monitoring process. German University Group **'Life is Diversity'** (*Leben ist Vielfalt*) (case study 3), has not been assessed systematically either, except for informal feedback from the participants of the group.

Not all of the initiatives and policies examined in the study have been the object of a formal external evaluation. Overall, most of the case study interviewees reported a lack of systematic monitoring mechanisms with clearly defined indicators.

5.2.2. Outcomes and impacts

The initiatives examined in this study set out a good basis for the analysis of the possible outcomes and longer-term impacts that the current ITE systems have on the preparedness of student teachers for diversity. In this section, we describe a set of immediate outcomes for student teachers and educators, general potential impacts on ITE and education systems as a whole, as well as likely longer-term impacts.

However as previously mentioned very few initiatives have been evaluated systematically. The analysis of the outcomes for student teachers and teacher educators, and longer-term impact in particular is based on participants' perceptions and informal feedback, as well as anecdotal evidence coming from the interviews conducted during case studies.

Immediate outcomes for student teachers

At the most immediate level, the case studies illustrated a number of direct impacts on beneficiaries participating in the ITE initiatives for diversity. Participants mainly included student teachers and teacher educators. In some particular initiatives aimed at integrating diversity into practical training, practising teachers and school pupils were among the target groups as well. Some of the main direct outcomes for individuals are set out below.

- **Improved intercultural sensitivity and multiperspectivity.**

In many programmes and initiatives examined in the case studies, one of the main goals was to develop student teachers' intercultural competences, and to raise their awareness about cultural and/or linguistic diversity. Through informal feedback and a perceptions' survey, student teachers reported that participating in the **network 'Life is Diversity'** (case study 3) enabled them to become more sensitive to the issues of diversity and interculturality, and to reduce their prejudices against different cultures.

The network coordinators reported that the project increased the attractiveness of the topics of diversity and widened the range of students participating in its activities. Some students considered the activities of the network to be more effective in developing intercultural sensitivity than the seminars they attended at university. Similarly, participants in the integrated ITE programmes provided by the **University of Hamburg** (case study 4) also felt that they were sufficiently prepared for diversity. However, these competences refer to overall understanding and sensitivity towards diversity, rather than specific skills and knowledge, such as teaching the language of schooling.

Interviews with participants in the **Danish mandatory module 'Basic Professional teacher skills: General education'** (case study 5) confirmed that the module was fundamental for their development as teachers able to deal with diverse cultural encounters, an inclusive classroom and to cooperate with parents from various cultures and ethics. However, at the same time many university college teacher educators still considered the general teaching professional skills as insufficient for the preparation of future teachers (Danmarks Evalueringsinstitut, 2011).

- **Improved understanding of diversity-related concepts.**

According to Fitzgerald (2007) the participants in the Irish **DICE project** (case study 7) were more likely to consider the delivery of a global dimension in ITE as **'very important'** after participating in the modules. According to the 2008-2010 and 2011 evaluations of the Latvian **Master Programme 'ETD'** (case study 9), it provided opportunities to obtain intercultural communication skills. Intercultural communication positively affects the quality of student-student and student-staff interactions, as well as the quality of diversity-related experiences through students' participation in problem-solving and information exchange during the e-learning process. According to the programme coordinator, "graduates have developed a scientific mind to approach a problem." MA students also emphasised that "the programme gave them an understanding of the different concepts used in inclusive education, when talking about diversity and also gave them the opportunity to learn about the historical development, about concepts and understanding of diversity at national and international level."

- **Increased confidence and self-esteem among future teachers.**

Increase in self-esteem and self-confidence in being a modern teacher was highlighted repeatedly. For instance, informal feedback on the **network 'Life is Diversity'** (case study 3) demonstrated that the measures helped to provide student teachers with orientation and self-confidence, diminish their fears and make knowledge and information available for concrete application in the classroom. Students of the **Module 'Teaching bilingual children'** (case study 5) in Denmark also reported that they became more confident in their future work with bilingual students and learned the techniques, hands-on training and practical tools to implement their own teaching in a multilingual and multicultural classroom. The evaluation of the Maltese study unit for primary school teachers **'Responding to student diversity in the primary classroom'** (case study 11) highlighted that the unit helped student teachers to reduce their prejudices about diversity in the classroom. It allowed them to become familiar with individual pupils' strengths and needs during their classroom teaching,

and to gain skills for planning and adjusting their lessons to meet individual student needs.

- **Critical reflection about teachers' own practices.**

The case study on the Cypriot **MIDE project** (case study 2) reported the importance of the project's attempt to reform history teaching towards the direction of critical thinking and reconciliation. Thus, the material produced encouraged multiperspectivity, and a critical and historically-sensitive engagement with different voices and perspectives. The **Laboratory in Intercultural Education** in Italy (case study 8) emphasised the development of intercultural competences of future teachers through the improvement of critical analysis and observation skills. One of the main benefits of the laboratory is that it allowed student teachers to experiment (through the medium of team work) how interculturality works, and what it can achieve in an educational setting.

Some projects also emphasised the importance of blending theory with practice to enable critical reflection on the concepts used, such as social and cultural diversity, environment integration, links between school and society (e.g. **Tandem project** in Catalonia (case study 6) and **study unit for primary school teachers 'Responding to student diversity in the primary classroom'** in Malta (case study 11).

Effects on ITE systems' sensitivity to diversity

Evaluations of policies and measures promoting ITE for diversity also reported a range of positive impacts on the overall sensitivity of ITE systems for diversity. Some of the key findings are set out below.

- **Greater awareness about diversity among teacher educators**

Several initiatives analysed had positive effects not only on student teachers participating in the programmes, but also on teacher educators, increasing their awareness of diversity and its importance for teacher education. The case study on the network **'Life is Diversity'** (case study 3) reported that speakers and lecturers invited to the network activities used the issues raised during group discussions as inspiration and inputs for seminars after becoming aware of the importance and relevance of themes raised by the students. The network also had an indirect influence on the content of the programmes offered at the University of Paderborn, by offering flexible thematic courses. The annual reports of the Norwegian **National Centre for Multicultural Education** (NAFO) (case study 13) emphasise that those institutions cooperating with NAFO have become more conscious of paying more attention to diversity and inclusion in teaching than before. According to the coordinator of the Irish **DICE project** (case study 7), the initiative has been very effective, especially in integrating development and intercultural education into the programme frameworks of the Bachelor of Education and Professional Masters in Education qualifications.

- **Access to knowledge and material**

The abundant material and knowledge produced because of the initiatives analysed represent the major benefits for ITE systems of infusing their practices with diversity-related content. For instance, the supplementary education material produced because of **the MIDE project** (case study 2) includes new perspectives and reflections on common Cypriot history and up-to-date cutting-edge methodology for history teaching. This aims to cultivate skills related to a principled evidence-based historical

inquiry, critical historical thinking, as well as the development of historical empathy and understanding²⁴. However, the use of this material and approaches is limited to individual professors due to the lack of political and institutional support. There is anecdotal evidence that the ideas are transferred to the policy level as well, however, this is done in informal ways.

In Norway, participation in the regional and national networks established by **NAFO** (case study 13) provides ITE institutions with access to knowledge about how diversity is dealt with in practice. Furthermore, NAFO's digital portals have also been important tools for increasing consciousness and enhancing competence in the multicultural area for the HE sector. The centre has received positive feedback from ITE providers who have participated in projects, networks and conferences. Teacher educators who have been in contact with NAFO reported that they are satisfied with the assistance they received (Aamodt et al., 2014).

- **Improved links between theory and practice.**

An important outcome of several activities analysed was bridging the gap between theory and practice. For instance, to strengthen the connection between theoretical teachings, research and practical implementation, the **University of Hamburg** (case study 4) organised research workshops, during school internships. These workshops aimed to create themes about different research-related aspects of diversity. Students are encouraged to develop their own research project including a literature review, empirical assessments, piloting and implementation in schools. Similarly, according to the internal evaluation of the **network 'Life is Diversity'** (case study 3) in the University of Paderborn, network activities such as practice days, scientific workshops and discussions involving teacher educators, student teachers and practising teachers, strengthen the linkage between theory and practice.

Furthermore, service-learning programmes like the **Tandem Project** (case study 6) in Catalonia, also help to bridge the gap between theoretical instruction and practice through reflective partnerships between ITE students, pupils, university educators, social actors and schools. In a similar vein, regional collaboration networks (the so-called NAFO-wheel) established by **NAFO** (case study 13) are an important source of exchange and reflection on the work of ITE providers, schools and municipalities and create coherence between practice, theory and research.

- **Increased enrolment of students with a migrant/minority background into higher education**

The main results from the **'quota' measure in FYROM** (case study 10) were the increase in the number of Roma students and students from other smaller communities in ITE and higher education in general, and the improvement in the quality of their education. In comparison to the period when quotas started to be implemented – when only one or two Roma finished higher education annually, 32 Roma finished their undergraduate studies in 2014 (State Statistical Office of the Republic of Macedonia, 2015). This result led to some of them being recruited to the

²⁴ For more information about the approach of the Supplementary Educational Material see Councill et al. (2013). For a manifesto of AHDR vision about history education see AHDR (n.a.). For a discussion of this approach in relation to peace and reconciliation, see Makriyianni & Psaltis (2007).

education sector. There was a notable increase in the number of Roma teachers in elementary and secondary education, as well as in the NGOs working in the educational field. According to unofficial figures from the Ministry of Education and Science²⁵, around 200 Roma are currently enrolled in higher education, half of them in ITE.

Wider impact

An analysis of the selected policies and initiatives has also shown that they are likely to bring wider and longer-term impacts. However, the findings presented below are **based on participants' and coordinators' perceptions and reflection on the potential impacts of the selected initiatives**, as no empirical research has been conducted to date.

- **Promoting equity in education**

Most stakeholders consulted during the case study were positive about the broader **impacts that the student teachers' network Life is Diversity** (case study 3) could bring to ensure equity in education. According to PLAZ²⁶ assessment, the network contributes to the design of schools of the future, and to more equity in the education system, as university graduates are more prepared to deal with diversity (Zentrum für Bildungsforschung und Lehrerbildung, 2013). As a result of the **Nightingale** project (case study 1), pupils paired with mentors were integrated at school, and the practice had a positive effect on their learning situation, exchanges and cooperation with school classmates. Pupils acquire a role model that enables them to discover new ways of life and access otherwise unknown educational opportunities and benefit their language abilities.

In Malta, student teachers in the study unit on **'Responding to student diversity in the primary classroom'** (case study 11) have to report on the impact of their project on an identified student, and on their own professional development. Student teachers report varying levels of success in helping the identified pupils to achieve the set learning targets. They also report important **collateral impact on the pupils' increasing engagement in academic learning, interaction with peers and development of a greater sense of belonging to their classroom.**

- **Contributing to the shift towards cultural sensitivity in education systems**

The case study reflections indicated that several of the selected initiatives could contribute to gradual systemic change in education systems, helping them to become more inclusive, more culturally sensitive and ultimately more effective for all. In **Slovakia**, the evaluation study of the implementation of human rights education as a transversal objective, and in particular multicultural education as a compulsory cross-cutting theme for ISCED 0-3 (case study 15), has shown positive results in the general perception of diversity in schools (Ondrášová, 2015). Teachers reported the "development of communication skills, increased tolerance to the opinions and

²⁵ According to the Law on protection of personal data from 2005, faculties are not allowed to collect data on ethnicity. There is no figure on the distribution of quotas on ethnicity, because no institution is collecting such data from the faculties.

²⁶ The Centre for Educational Research and Teacher Education in the University of Paderborn (Zentrum für Bildungsforschung und Lehrerbildung).

attitudes of other people, less critical view of the differences” (Ondrášová, 2015: 16) among their students. The students themselves reported improvements in terms of being able to discuss and get quality materials regarding human rights, including a few cases of practical examples and exercises (Ibid.).

However, the evaluation study demonstrated that results of the multicultural education initiative in Slovakia are highly dependent on individual teachers, and on **whether they promote the goals of the subject outside the classroom** (Ondrášová, 2015). Pupils tend to reflect on attitudes and narratives expressed in the public discourse, which underlines the influence of policy-makers/parents/teachers when discussing diversity-related issues such as immigration and asylum. This constitutes a key contextual factor for the effectiveness of cross-cutting multicultural education initiatives in the country.

- **Empowering immigrant parents and communities**

According to the internal project feedback, as a result of the initiative by the **National Council of Migrant Parents in the Netherlands** (PAOO) (case study 12), parents with a migrant background indicated that they became more critical of the manner in which their own children were being educated. According to project leaders, the guest lectures helped the parents become more empowered and vocal. The initiative also helped mobilise migrant communities around education issues and build relationships between ITE providers and communities. The evaluation of the **Nightingale project** in Switzerland (case study 1) also reported positive results for the parents as the ITE student mentors acted as important cultural mediators.

- **Promoting inclusive policy-making**

The case study analysis also demonstrated some effect of the initiatives on overall policy development; however, this was mainly due to the personal dedication and connections of programmes coordinators. For instance, some of the core team members of the Cypriot **MIDE project** (case study 2) were working at the Ministry of Education, which allowed them to contribute to the promotion of critical historical thinking in the discourse of the Ministry. Although indirectly, the work developed during the four years of the project has become influential in the design of future education policies. In Hamburg, the co-founder of initiative **Multilingualism in teacher education** (case study 4) **used to work as the Commissioner for Foreigners’ Affairs**, which allowed her to reach out to several policy-makers and gain policy support for the implementation of the initiative.

- **Social impact**

The case study analysis also provides some indications of the potential social contribution of projects aimed at integrating cultural diversity into teacher education and learning materials. For instance, interviewees report that the main contribution of the **MIDE project** (case study 2) was to legitimise the discourse on peace and reconciliation within Cypriot educational debates in the north and south. It has also created a safe space and community within which these practices could be discussed meaningfully and purposefully, and has prevented public debates from sliding down towards nationalism, prejudice and hostility.

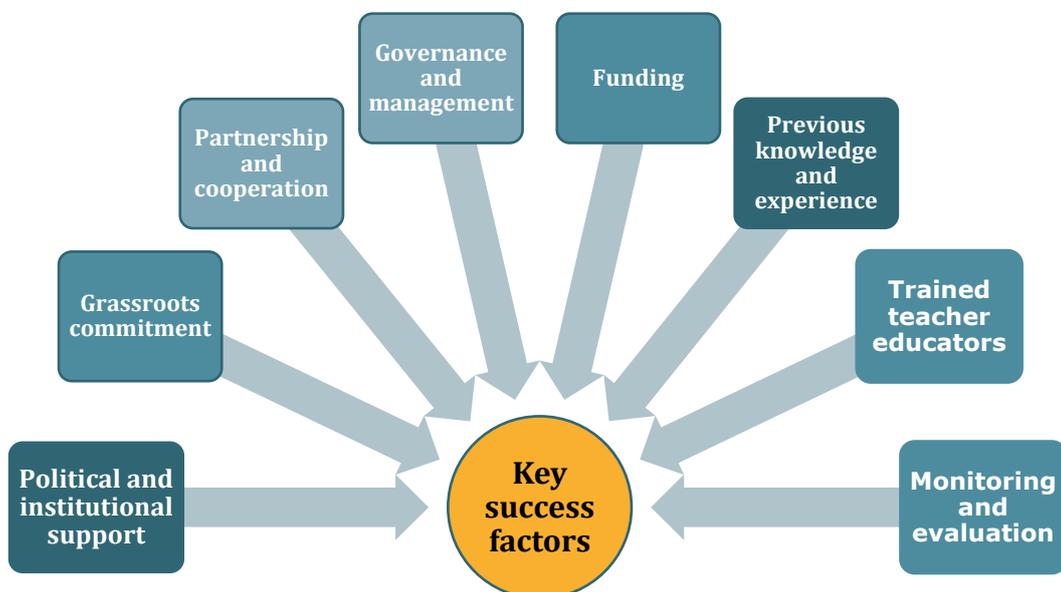
5.3. Enablers for success

In this section, we consider the key success factors for the implementation and sustainability of the policies and initiatives examined. These also include areas for further development, which could improve the analysed policies' and initiatives' effectiveness and impact, or serve as lessons for the design and implementation of similar initiatives.

5.3.1. Key success factors

In analysing the interview data and evaluations evidence, the following factors were considered crucial for the effective implementation of the initiatives examined in this study.

Figure 9. Overview of key success factors



Source: authors (based on case study analysis).

- **Sustained political and institutional support and commitment.**

Political and institutional support was identified as one of the most critical factors for effective implementation of the measures aimed at teacher education for diversity. The case study on **Multilingualism in teacher education** (case study 4) at the University of Hamburg emphasised that the creation of the Hamburg Commission for Teacher Education (*Hamburger Kommission Lehrerbildung*) and its work since 2000 was a central factor for the introduction of the measure. The political commitment and awareness of the importance of ITE for diversity were necessary for the systematic introduction and implementation of the curricula that integrates diversity as a transversal issue (see Box 22 below).

Box 22. Political support for the implementation of the 'Multilingualism in teacher education' initiative (case study 4)

Even though the University of Hamburg, in particular its department on 'Diversity in Education Research,' is responsible for the development, design and implementation of the measure, the introduction of Multilingualism in teacher education was made possible due to the favourable

political climate in the region. The implementation of the measure was guided by:

- The 'Standards for teacher education: education science' (*Standards für die Lehrerbildung: Bildungswissenschaften*) of the Standing Conference of the Laender (2004) and their recommendations on dealing with cultural and social diversity as well as diagnostic skills as key competences for teachers. The need for the federal state to include and further develop intercultural education in ITE was further emphasised by the new edition of the KMK recommendations on Intercultural education and training in the school (*Interkulturelle Bildung und Erziehung in der Schule*) in 2013.
- The 'Hamburg concept for the integration of migrants' (*Hamburger Handlungskonzept für die Integration von Zuwanderern*) of 2007, which calls for intercultural education to be included in ITE. This was reinforced by the Hamburg concept for the integration of migrants of 2013 that makes provisions for the systematic qualification of school staff to deal with cultural, linguistic and social diversity as the main task for realising the concept of a diverse school.

In 2006, while reforming ITE in accordance with the recommendations of the Hamburg Commission for Teacher Education (2000), the Senate of Hamburg decided to implement the 'Dealing with cultural and social diversity' initiative as one of three priority themes obligatory in ITE (University of Hamburg, 2014; 2016).

Source: authors, based on case study data (2016).

Similarly, the establishment of **NAFO** in Norway (case study 13), or the introduction of a **quota system** to ensure places and scholarships for student teachers with a minority background in FYROM (case study 10), were the result of political support and recognition of multiculturalism and diversity in society. In FYROM, however, this political commitment did not bring the ITE policy forward in terms of re-conceptualising the content of curricula. In Norway, on the other hand, the **government's explicit focus on teacher education creates an important** opportunity to develop a new teacher education framework that explicitly addresses the needs of immigrant pupils within mainstream teaching in school (Følgjegruppe, 2014). Projects initiated by grass-roots stakeholders similarly need policy support to mainstream practices at the national level and ensure their continuity. For instance, the changing political climate was detrimental for the take-up of such initiatives as **MIDE project** in Cyprus (case study 2) or **National Council of Migrant Parents in the Netherlands** (PAOO) in the Netherlands (case study 12), and eventually caused the discontinuation of the projects, despite positive evaluations on their potential impact.

On the contrary, **lack of clear operationalisation of national goals and priorities** limits the effective implementation of the policies. For instance, the introduction of diversity-sensitive **criteria for the accreditation of study programmes for teachers** in Slovenia (case study 14) did not really translate into practice, due to the unclear conceptualisation of diversity and broad formulation. Achieving a high **consensus on the measure between the Ministry (MIZŠ) and the faculties that provide** ITE programmes is a crucial step. This could be achieved by establishing a dialogue between the government, experts, teachers and getting feedback on what policy mechanisms and instruments they have or lack to be able to deal with cultural diversity in classrooms and schools.

- **Grass roots commitment and dedication.**

High levels of dedication and commitment of project coordinators and participants were found to be an important success factor in most of the initiatives examined. **Stakeholders of the students' network 'Life is Diversity' at the University of Paderborn** (Germany) (case study 3) underlined the strong dedication and motivation

of student teachers who initiated the creation of the network. Together with university lecturers and participating schools, they supported the activities aimed at developing intercultural sensitivity among education stakeholders and inspiring intercultural practices in schools. Moreover, the measure was implemented with very limited financial resources (e.g. some funds available for external speakers), while student teachers and university professors would contribute to the network without payment. Such dedication and perseverance led to the establishment of the formal university group **'Life is Diversity' (in place of the informal student network) with some university funds being allocated for its activities.** The importance of such commitment was also underlined by the stakeholders of the **Master programme 'Educational Treatment of Diversity (ETD)'** at the University of Latvia (case study 9). The interviews revealed that readiness for change and openness towards innovation among teaching staff, as well as the enthusiasm of new programme directors, were significant conditions contributing to the creation and successful implementation of the **ETD Master's.**

- **Strong partnerships and cooperation.**

The effective collaboration between relevant partners and stakeholders appeared to be a crucial factor for the successful implementation and outreach of initiatives on ITE for diversity. Depending on the design and scope of the measures, the partnerships included teacher education institutions, universities, education authorities/ministries at national or regional level, representatives of migrant/minority groups, NGOs and schools. For instance, the successful implementation of the **Tandem Project** (case study 6) depended on close collaboration between the University of Rovira I Virgili and the Government of Catalonia, which ensured the participation of primary and secondary schools, vocational and training centres in the city of Tortosa and its suburbs. The success of **NAFO** in Norway (case study 13) is due in part to the multi-level networks and its integrated approach connecting educational levels, from kindergarten institutions to colleges and universities (Aamodt et al., 2014). In the case of the **MIDE project** in Cyprus (case study 2), international partnerships with distinguished international advisers increased both the quality and the value of the materials produced and the trainings delivered.

The Irish **DICE project** (case study 7) aimed at introducing a cross-curricular approach towards intercultural education within the centralised Primary School Curriculum. The project emphasised that in order to successfully achieve these goals, the designated DICE lecturing staff must work collaboratively with colleagues from a broad range of disciplines (when co-developing and co-delivering lectures and carrying out research). Stakeholders highlighted that capacity-building among staff across the partner institutions has contributed to the wide reach of DICE and to its penetration within a broad range of ITE modules.

- **Good governance and management.**

Good planning and effective management at national, local and ITE provider level were also emphasised as important success factors by several stakeholders. Multi-level networks and partnerships need strong coordination to be successful. In this light, beneficiaries of **NAFO** projects (case study 13) highlighted that the good management and planning of NAFO initiatives were crucial for their success. At the same time, the stakeholders valued the non-bureaucratic mode of working and the

flexibility of the centre. Smooth governance of the **DICE project** (case study 7) was also mentioned as one of the project's strengths.

- **Effective funding mechanisms.**

Most interviewed stakeholders agreed that appropriate levels of funding were essential to implement ITE initiatives effectively, and to expand them where possible. The voluntary nature of the engagement of teachers and teacher trainers in the **Nightingale project** in Switzerland (Zug) (case study 1) and the network '**Life is Diversity**' (case study 3) was highlighted as one of the weaknesses of the projects. This had implications for their effectiveness and expansion, as it limited the time and commitment the participants could spare for the project activities.

More specifically, some stakeholders emphasised the necessity for diversification of funding sources. However, this can either result in certain instability, if the initiatives depend on short-term project funding (e.g. some projects coordinated by **NAFO** (case study 13) in cooperation with ITE providers) or the opposite, make the project less dependent on central funding, the level of which can fluctuate as a result of changing political climate (as happened to the **National Council of Migrant Parents and in the Netherlands and Dutch Institute for Multicultural Issues** (case study 12).

- **Effective monitoring and evaluation.**

Lack of sufficient monitoring and/or evaluation of the initiatives makes it difficult to build a case for further funding, or to assess the success of different strands of the measure and adjust the activities accordingly. The **Tandem project** (case study 6) stakeholders emphasised that external evaluation is required to understand the way the projects meets the objectives in terms of ITE and to have the social objectives established in the programme. Evaluators of the **Nightingale project** (case study 1) emphasised the need to strengthen internal evaluation and feedback to better match the goals of the projects and activities of the mentors. With structured and supported reflections before, during and after the project – both in the group and individually – those difficulties could be tackled to obtain an even greater benefit for the mentors (Leutwyler et al., 2014a).

- **Previous experience and knowledge.**

Some stakeholders emphasised that the experience gained, as well as public and policy awareness on the benefits of interculturalism, represented important factors for successful implementation of new initiatives. For instance, the most crucial element showing **NAFO's (case study 13) influence in enhancing ITE institutions' involvement** can be seen by the fact that diversity is included in the national ITE curricula. Similarly, the existence of a national framework recognising diversity was laying a foundation for the development of ITE study programmes incorporating multilingualism as a transversal issue in Hamburg (case study 4). Diversity and multilingualism-related seminars had already been offered before the official implementation of the policy at the **University of Hamburg**. The expertise of different departments of the university that contributed to the design and implementation of the measure, the establishment of the respective provisions in official regulations and documents of the University of Hamburg made the measure successful. The **Tandem project** (case study 6) also showed that the longer tradition of socio-educational work in the region (Catalonia) with regards to other parts of Spain, has created a favourable environment for the introduction of the programme.

Interestingly, some stakeholders highlighted the role of increased research evidence on raising awareness about the need to pay more attention to heterogeneity (case study 3 on the network 'Life is Diversity').

- **Well-prepared teacher educators.**

In line with the findings discussed in chapter 4, well-prepared teacher educators and mentors were mentioned as important key success factors, in particular for the measures focusing on ITE curriculum content. In **Denmark** (case study 5), some initiatives foresee the supervision and training of teacher educators at university colleges by university professors and lecturers, or by arranging content-specific conferences. This aims to help teacher educators be up-to-date on the latest research knowledge within their field of teaching. In Malta, teacher educators involved in the **study unit for primary school teachers 'Responding to student diversity in the primary classroom'** (case study 11) must be experts in inclusive education, and particularly in culturally responsive education and differentiated teaching, to be effective in preparing student teachers.

5.3.2. Sustainability of examined initiatives

The explorative interviews conducted for this study suggest several conditions for ensuring the sustainability of practices and initiatives on ITE for diversity. These four elements of continuity are summarised in the text and in Figure 10 below.

Figure 10. Conditions for sustainability



Source: authors, based on case study analysis.

- **Continuity of policy**

Continuity of political commitment and the uninterrupted nature of policy development is a key condition for sustainability of ITE for diversity. As examples from case studies show, the existence and effectiveness of specific initiatives are highly dependent on the political climate. Interviewees in Norway mentioned that as long as multicultural education was a high-stake issue in society at large, the university colleges would welcome all initiatives from **NAFO** (case study 13). Similarly, in **Denmark**, political

interest in maintaining the programmes on learning how to teach bilingual pupils can serve as an argument for the sustainability of the modules (case study 5). Despite some political parties and part of the public discourse opposing migration to the country, the number of migrant children in primary school and lower secondary school (in total 12%) seems to warrant that many officials in the Danish governmental system are aware that there is a need for coherent policies to address these challenges (Danish Ministry of Education, 2015; SFI, 2012).

- **Continuity of governance**

Coherent planning and coordination of the projects, as well as continuity of governance of initiatives, were also identified as an important factor of their sustainability. According to the evaluation of the **National Council of Migrant Parents** in the Netherlands (PAOO) (case study 12), the ad hoc and spontaneous nature of the lectures provided by migrant parents prevented them from impacting ITE traditions and culture on a more sustainable basis. In addition, the project was designed as a temporary intervention and was not continued after the funding was stopped. While the fact that the informal students network **'Life is Diversity'** (case study 3) was registered as a university group considerably contributes to the projects' sustainability, the high fluctuation of its members, as well as frequent change of the board (once per year) limits the continuity of its activities.

At the policy level, coherence in the implementation of newly introduced initiatives is crucial for its sustainability, as we have also seen in chapters 3 and 4. For instance, even though the introduction of **multicultural education as a cross-cutting issue** in Slovakia (case study 15) was formally supported by the Ministry of Education, it did not comprehensively translate into school and ITE curricula due to the lack of necessary supporting policies. Sustainability should be ensured through the establishment of structures and definitions of concepts in policy documents to guarantee that the continuation of the measure does not depend on individuals, but has an institutional basis (Ondrášová, 2015).

- **Continuity of partnerships**

Limited collaboration with relevant partners, particularly, the involvement of policy-makers, was another factor limiting sustainability of the initiatives coordinated by NGOs. For instance, close collaboration with the central educational authorities in the **MIDE project** in Cyprus (case study 2) would allow effective dissemination of the material, mainstreaming of the use of the material produced, organisation of extensive teacher trainings, widening the participation of teachers, etc.

- **Continuity of resources**

The availability of funding was identified as a key success factor for the effective implementation of the measures. The uninterrupted nature and stability of funding overtime is an important condition for the sustainability of implemented initiatives. However, many initiatives examined in this study do not have stable funding, which creates some uncertainty. In Norway, **NAFO** (case study 13) receives a basic grant annually which only covers part of the annual budget. Most of the funds are transferred throughout the year and are connected to external assignments and projects. This leads to uncertainty and unpredictability for longer-term planning. The **National Council of Migrant Parents in the Netherlands** (PAOO) (case study 12) was a three-year project that was totally dependent on government funding. Political

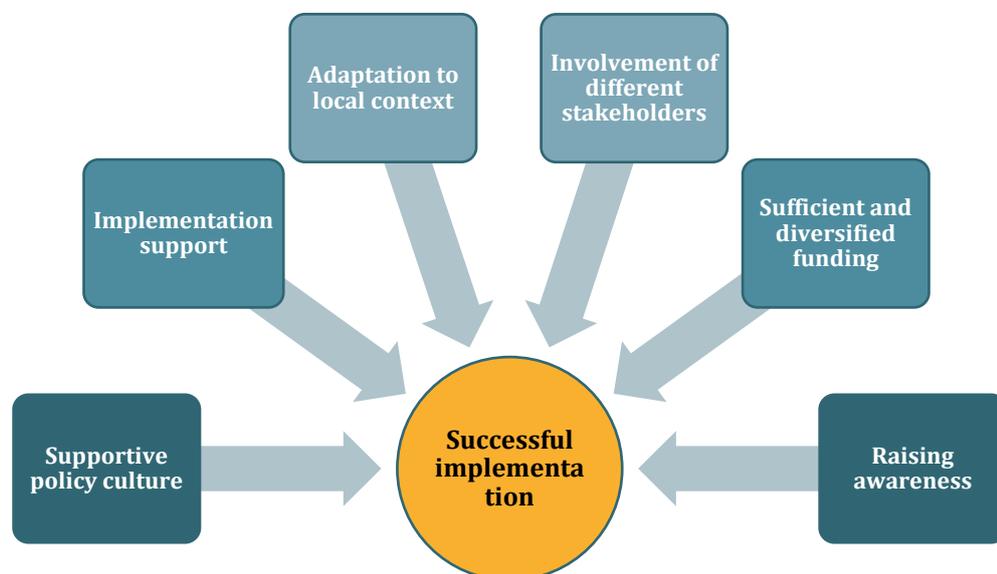
will to fund the measure disappeared with the changed political climate. Since there was too little grass-roots initiative and community buy-in to survive funding cuts, this resulted in the discontinuation of the measure. Similarly, national budgetary restrictions can limit opportunities for expanding the measure (e.g. increasing the number of **quotas and scholarships** for study programmes for teachers in FYROM (case study 10).

Supportive culture for change, building on appreciation of diversity is highlighted as a transversal element necessary for successful implementation and mainstreaming of inclusive practices across all contexts. For instance, the fact that overall policy discourse and societal practices encourage stereotypes, the introduction of formal subjects on intercultural education in Slovak schools, was not effective (case study 15). For successful change, a national education programme with a focus on intercultural education should be further infused into teacher education (both initial and continuous) as well as other cross-sectoral policies (such as social, media, non-discrimination policy).

5.3.3. Transferability

Even though the empirical evidence is scarce, the analysis of key success factors for the effective implementation of the initiatives and policies, allowed the potential for transferability of these policies to be explored. A cross-analysis of the measures selected for the study highlights a number of conditions required for their successful implementation (see Figure 11 below).

Figure 11. Conditions for transferability



Source: authors, based on case study analysis.

- As discussed before, a **supportive policy culture** is an important precondition for the effective implementation of policy or grass-roots initiatives. In many cases, such support ensures the availability and stability of funding, and delivers a message on the importance of the policy to all stakeholders.

- However, the formal introduction of a specific initiative at the policy level risks being ineffective if there is no **delivery system** in place. As the case of Slovakia demonstrated, the formal requirement to infuse intercultural education into the school curriculum will not have much impact on the intercultural sensitivity of the population if the rest of the education policies and overall policy discourse promotes segregation and stereotypes. This example also highlights the need for effective mechanisms for teacher education and school support to challenge these perceptions.
- **Adapting to the local context and needs** is a crucial step in preparing and implementing initiatives on ITE for diversity. Due to different regulations and ITE structures existing between countries, and often between regions of one country, replicating a specific measure would only be possible through individualised models that match the local regulations and involvement of local stakeholders. However, small-scale initiatives coordinated by teacher educators or student teachers can be more easily replicated in different contexts due to their flexibility and sometime informal structure. This makes them easily adaptable to the local needs and priorities.
- To be effectively implemented, policies and initiatives on ITE for diversity require **sufficient resources**. At the same time, **diversifying funding sources** is crucial so as not to be dependent on governmental funding, which can be easily reduced in times of crisis or changing political climate.
- As seen earlier, **involving various stakeholders and creating effective partnerships** ensures effective implementation and dissemination of successful measures, making it possible to tailor the activities to different needs. As multiple case studies demonstrated, the collaboration between ITE providers, policy-makers, schools, social actors, NGOs and experts is crucial for the implementation and expansion of the policies and initiatives on developing ITE for diversity. To facilitate policy learning across different contexts, stakeholders emphasised the added value of trans-national working groups. This helps to adapt specific models or programmes to the needs of the country/region they are being transferred to. Participants also underlined the need to work towards a **culture of collaborative governance for ITE, by opening ITE to all relevant education stakeholders**.
- **Raising awareness among stakeholders on the relevance of ITE for diversity is crucial**. The case study analysis demonstrated that the main limitations for transferability derive from the real opportunities and mechanisms for cooperation among diverse institutions, specifically local or national authorities and universities. Other limitations include resistance to transforming traditional methodologies developed in ITE. Therefore, it is crucial to raise awareness among all educational stakeholders, including ITE providers, to change the perception of the need to prepare teachers to address diversity in their classrooms. Collaboration with NGOs and research on teacher education for diversity were mentioned as some of the effective approaches to raise public awareness.

6. Conclusions and recommendations

6.1. Conclusions

This study has helped to consolidate existing knowledge, and gather new evidence on the way student teachers are prepared to deal with diversity in the classroom and to teach about diversity in society. This final chapter draws together a summary of the major research findings to present the key conclusions and recommendations emerging from the study. The research data point to the following conclusions:

6.1.1. National education policies in Europe need a paradigm shift in their approach towards diversity

European countries have been increasingly realising the need to adapt ITE systems to prepare student teachers to embrace and teach about diversity-related issues in the classroom. The study detects a growing tendency to recognise the benefits that cultural, linguistic, religious and social diversity can bring to schools and to society. Nevertheless, deficit-based approaches still prevail in many countries.

Several limitations constrain European education systems from sustainably changing the way in which diversity is perceived at the policy and institutional level. There is overall lack of consensus and clear definitions of diversity-related concepts in ITE and education policy overall. Some European countries respond to the diversity of their student population by strengthening the promotion of values such as equality of opportunities, secularism and the fight against discrimination. While these concepts relate to key and fundamental European values, they focus the societal discourse on the perceived deficits of pupils with a migrant and/or minority background. Furthermore, in most countries there is a tendency to focus on assimilation and acculturation, rather than integration as a two-way process. This approach fails to recognise the added value of the linguistic, cultural, and religious diversity these pupils bring to European societies and schools, which could result in lost learning opportunities for all.

Nevertheless, **numerous countries analysed in the study adopted specific policy goals that aim to steer ITE systems in a more inclusive way, which highlights a growing political focus on diversity.** At the same time, the integration of policy goals on ITE for diversity does not yet guarantee their effective implementation at the provider level, as policy mapping demonstrated. Various case studies pointed that strong and sustained political commitment, followed-up with implementation support in some countries (such as Germany, Norway or Denmark) was crucial for comprehensive integration of diversity-related issues into ITE policy.

6.1.2. Competence-based ITE systems are more likely to effectively prepare student teachers for diversity, provided competences for diversity are well-defined

Policy-makers are increasingly focusing on defining the teacher competences for diversity, despite a lack of consensus on what these competences should be. Nevertheless, these definitions rarely include specific learning outcomes in terms

of knowledge, understanding and skills. This creates limitations in the way teachers can be effectively prepared.

Providing clear definitions of specific competences and requirements/guidelines for ITE programmes to develop these competences

contributes to their effective interpretation by teacher educators and student teachers. Countries that include direct references to competences for diversity in their competence frameworks for teachers and ITE also tend to see diversity and multiculturalism as an asset, and adopt relevant specific objectives for diversity in ITE.

Effective external evaluation of the quality of ITE is increasingly recognised as a key component of ITE governance in Europe.

However, most quality assurance mechanisms do not take diversity-related aspects into account when evaluating ITE programmes and curricula. Furthermore, existing quality assurance systems are rarely linked to the competences and learning outcomes to be acquired by student teachers. In evaluating, accrediting, and providing recommendations for ITE systems, quality assurance can constitute a key tool to better promote the inclusion of diversity from the policy to the provider level.

6.1.3. Transversal and comprehensive curricular approaches help to better prepare student teachers for diversity

The study reveals that initiatives which integrate diversity content in ITE curricula in a cross-cutting and mandatory way are rare in Europe.

Instead, diversity-related content is either available through specific ITE programmes, or ad hoc courses and workshops occasionally integrated into the learning process. When designed as mere 'add-ons' to the curriculum in response to pressing societal issues, ad hoc courses on diversity-related issues risk fragmenting the curriculum and compromise the implementation of a comprehensive pedagogical approach to diversity throughout ITE.

The introduction of mandatory courses aimed at better preparing teachers for diversity

is a necessary step to making the curriculum more relevant to all learners, but is more effective when accompanied by an integrated curricula approach. Introduced within all ITE degree programmes, transversal modules on multiple aspects of diversity such as multilingualism, or citizenship education, represent an integrated way to infuse diversity throughout the curriculum (e.g., Germany (Hamburg) and Denmark (Aarhus)). This approach helps to make diversity a common issue, without limiting it to an ITE pathway or a separate group of teachers.

Evidence shows that the need to combine theory and practice in ITE is necessary to effectively prepare student teachers for diversity.

Practical experiences in diverse environments can have a positive impact on student teachers, when accompanied by appropriate courses, effective supervision of teacher educators and mentors, and adequate reflective opportunities. By questioning and putting into practice their values and attitudes, practical experiences in diverse environments support the strengthening of trainee teachers' skills, knowledge and critical understanding of societal and pedagogical issues with respect to diversity in schools and society.

Induction or mentorship programmes can also constitute effective tools to further prepare teachers for diversity. However, there is limited availability of induction programmes designed to take diversity into account, notably for young teachers starting their career in socioeconomically and ethno-culturally diverse schools. ITE providers and schools need to be supported with adapted knowledge and expertise in developing relevant programmes that adequately supervise novice teachers in diverse classrooms and school environments.

6.1.4. Well-prepared teacher educators are key for effective ITE for diversity; however, there are very few initiatives in Europe to prepare them appropriately

The preparation of teacher educators is one of the key challenges that ITE systems face when integrating diversity-related issues into curriculum. A lifelong learning approach towards the preparation of teacher educators, including effective continuous professional development with respect to diversity is not yet a reality in many countries. The apparent lack of preparedness of teacher educators underlines the need to develop enhanced and clearer professional requirements. This should be coupled with the adoption of competence frameworks for teacher educators, integrating the need and capacity of ITE to better prepare student teachers for diversity. However, while competence frameworks make a relevant contribution, they are not a solution as such to improve the quality of ITE. Guiding principles as well as dialogue and a shared understanding between stakeholders in teacher education are needed: among teacher educators, between teacher educators and policy-makers, schools, students, as well as civil society organisations.

6.1.5. Several support measures and initiatives are being implemented across Europe to help current ITE systems adjust to the needs associated with classroom and societal diversity

Additional measures such as **centres of expertise, collaborative working groups, research projects and networks can provide additional support for the preparation of student teachers with respect to diversity.** In the context of the ongoing influx of refugees into Europe, many European countries have focused on providing some level of support to the (teacher) education system. However, support measures focused on refugee education have mostly focused on CPD initiatives rather than ITE.

Alternative pathways to the teaching profession can play a role in valuing the qualifications of teachers with a migrant, refugee or asylum seekers background, as well as in supporting the development of specific competences relating to diversity for future teachers. Some of these initiatives focus on alternative and innovative pedagogical principles, such as the provision of learner-centred schooling approaches that value the diversity of pupils' backgrounds and identities.

6.1.6. There is a need for a supportive culture for change to be developed at all levels for policies on ITE for diversity to be successfully implemented

Key success factors for the effective implementation of ITE for diversity include: political and institutional support, combined with ground level commitment; links between theory and practice; strong partnerships with relevant education stakeholders, good governance, continuous monitoring and evaluation, sufficient and diversified funding and effective dissemination.

The transferability of the various initiatives identified is determined by the level of political and financial support, careful adjustment to the local context, personal commitment and willingness of ITE providers to transform their practices, networking with relevant stakeholders, and a certain degree of autonomy with strong coordination of the development and implementation of the initiative.

6.2. Recommendations

6.2.1. Recommendations for national policy-makers and ITE providers

1. Policy-makers in European countries should **recognise the diversity of their societies as an asset, and not a deficit**.
 - The multiplicity of socioeconomic, ethno-cultural, and linguistic backgrounds should be embraced in national and regional policy documents as providing societal benefits to valorise and utilise in pedagogical initiatives at the ITE provider level.
 - Agreement is needed regarding the definition of key terms such as 'intercultural education' to ensure that ITE programmes are rooted in basic agreed upon principles (see chapter 3).
 - Political support and clear national strategies need to be ensured for effective and sustainable implementation of ITE policies and initiatives (see chapter 5).
2. Policy-makers at the national or regional level should **develop ITE strategies that adopt ambitious and detailed goals with respect to effectively integrating diversity issues into the preparation of future teachers**.
 - Strategies regarding ITE should be developed using a collaborative approach, in consultation with all relevant stakeholders. Dialogue and a shared understanding of key issues between stakeholders in the area of teacher education should be promoted among teacher educators, policy-makers, schools, students, civil society organisations.
 - Implementation strategies should also include rigorous evaluations involving output, result and impact indicators to measure progress.
 - Policy goals for diversity in ITE should include specific objectives, and specific actions to reach these objectives.
 - These goals should lead ITE providers to adjust their practices accordingly in theoretical courses and practical training initiatives.

3. Policy-makers and ITE providers should **adapt or reform where necessary the competence frameworks for teachers and ITE in order to integrate a wide range of competences that take societal and classroom diversity into account.**
 - National policy-makers should make use of available, well-elaborated frameworks that are evidence based and easily adaptable to local contexts (e.g., Arnesen & Simonsen, eds., 2010).
 - Competence frameworks should be detailed and include a definition of expected learning outcomes, knowledge, understanding, and related skills that future teachers should acquire.
 - Competence frameworks should be designed or adapted in a clear and explicit way, considering the way in which competences will be taught and used at the ITE provider level by teacher educators and student teachers (see chapter 3).
4. Policy-makers and quality assurance agencies should **ensure that quality assurance systems in ITE include diversity-related issues as a key criterion for evaluation and accreditation** of programmes and institutions.
 - Internal and external evaluation mechanisms should be reformed where necessary to better address diversity-related issues in existing programmes, from available courses to competences and learning outcomes to be acquired by student teachers.
 - A culture of quality and compliance should be promoted by education authorities and ITE providers to strengthen programmes in such a way that they better address the specific challenges that diversity brings to European education systems.
5. **Funding incentives targeting ITE stakeholders should be reinforced and promoted** as a tool to support diversity-related reforms in the preparation of future teachers.
 - A wide range of different funding strategies and mechanisms should be used to promote the development of modules, extra-curricular initiatives, and research networks, or to identify and attract student teachers with a migrant/minority background (see chapter 3).
 - Financing specific research and networking projects, ensuring collaboration between ITE providers on diversity-related issues and their inclusion into curricula is crucial for improving ITE capacity to address lack of teacher preparedness for diversity.
6. **ITE curricula need to better reflect the needs of diverse classrooms and a diverse society.**
 - ITE curricula should address societal diversity-related issues. This should be done by adapting existing programmes and incorporating diversity throughout curricula (see chapter 4).
 - In parallel, specially designed mandatory and specialised elective courses on diversity-relevant theoretical and methodological issues should be introduced, for example on intercultural education, differentiated

instruction, multilingual education as well as education about religion and belief systems.

- At the same time, ITE curricula should transversally address issues of tolerance and prejudice, social justice, awareness of linguistic issues and human rights through such courses as history, geography, citizenship education, ethics education, religious education, language courses, literature, as well as in mathematics, physics, or biology.
7. In addition to a transversal approach to target diversity, ITE providers should **design programmes that effectively combine mandatory courses covering multiple theoretical and pedagogical aspects of diversity with school placement initiatives.** These should allow student teachers to gain experience in diverse classroom environments.
- Theoretical courses and practical preparation in schools should be associated with continuous support from teacher educators.
 - Support provided should include the opportunity for student teachers to engage in practices that allow them to reflect on their work placement. They should include training in whole school environments, environments with service learning components that include work in minority communities. It will acquaint new teachers with school environments that are effective in promoting respect for diversity.
 - It is crucial that school placements are organised in schools with strong ethos of respect and human rights.
8. **Teacher educators should be better selected and prepared to teach student teachers for diversity.**
- A lifelong learning approach should be adopted when defining clearer professional requirements for potential teacher educators. Teacher educators should gain the insights and the capacities to educate future teachers within competence frameworks that include competences for diversity, and teacher educators should be provided with continuous professional development opportunities that devote significant attention to diversity (see chapter 4).
 - Research projects and initiatives should be supported in order to increase the knowledge base around diversity-related issues and to support teacher educators' professional development.
9. **Selection processes for ITE should include admission criteria testing candidate teachers' motivation and attitudes towards diversity.**
- Selection processes should aim to attract larger numbers of highly motivated and diversity-sensitive candidates.
 - Existing examination procedures in a number of countries could constitute a basis to introduce more diversity-focused admission questions to **evaluate candidate teachers' motivations, interests and level of preparedness.**
10. Policy makers and ITE providers should **design mandatory induction programmes that contain a strong diversity-related component.**

- Continuous support provided to young teachers during the first months of their career is an effective measure to help their smoother integration into schools (see Chapter 4).
 - Induction programmes should particularly integrate continuous methodological and practical support from teacher educators and mentors with respect to key pedagogical and methodological issues pertaining to diversity. At the same time, induction programmes should be flexible enough to reflect local diversity issues as well.
 - Adapted induction procedures can serve to help young teachers reflect and grow through the professional and pedagogical challenges they encounter in their diversity-related experiences in the classroom and society, particularly in countries where young teachers have a greater chance to start their careers in socioeconomically disadvantaged and/or multicultural areas.
11. National authorities should **provide additional support measures to improve the provision of ITE for diversity.**
- Additional measures outside the provision of ITE can effectively complement the work of universities and university colleges of teacher education (see chapter 4). These can include centres of expertise on different diversity-related issues, networks of experts, teacher educators, teachers or student teachers, research projects, or mentoring initiatives.
 - It is important to ensure continuity of the support measures and complementarity with integrated ITE curricula.
 - Support policies and initiatives should also open alternative pathways to the teacher profession and so allow talented individuals with different professional backgrounds enter the teacher profession, including those with an immigrant, asylum seeker or refugee background.
12. **Policies and initiatives in ITE for diversity should be more closely monitored and evaluated.**
- There is a lack of evaluation of existing policies and initiatives. Evaluations of public policies and initiatives should be systematic, involving rigorous methodologies (see chapter 5).
 - Evaluations should also be made publicly available to facilitate learning and dissemination of good practices to other practitioners and policy-makers.
13. ITE for diversity can only be effective if there is **political and institutional support, combined with commitment and engagement of ITE providers, the teaching community and society at large.**
- It is important to develop a culture of collaborative governance for ITE, by opening ITE to all relevant education stakeholders.
 - This can be achieved through: research projects, involving local authorities, parents, NGOs and universities; national networks of ITE providers, facilitating research, knowledge exchange and curricula design; collaboration of ITE providers, schools and NGOs, encouraging cooperation across borders, etc.

14. Effective replication of successful approaches is possible but requires careful adjustments.

- Good practice examples need to be adapted to the local context and rely on the personal commitment and willingness of ITE providers and local/national policy-makers to transform existing practices. These also rely on a certain degree of autonomy and strong coordination in development and implementation.

15. ITE provides students with opportunities to reflect on their own beliefs and attitudes regarding diversity-related issues.

- However, it can only be effective if combined with relevant continuous professional development opportunities and well-designed induction practices, bridging the gap between theory and practice.
- The continuum of the teacher education for diversity should be ensured.

6.2.2. Recommendations for EU-level stakeholders

1. EU stakeholders have a key role to play in raising awareness on the importance of effectively preparing student teachers for diversity in Europe.

- EU institutions, bodies and agencies, as well as civil society representatives at the EU level should increasingly bring this issue forward in debates on the future of teacher education in Europe. The role of ITE for diversity should also be discussed in debates on immigration, asylum, integration and social inclusion policies.
- The EU should promote societal diversity as an asset that applies to school-related diversity. Education policy-makers across the EU should be encouraged to see how they can best take advantage of the diversity in their schools.
- Good practices in ITE for diversity should be proactively disseminated across EU Member States by the European Commission, notably via the School Education Gateway²⁷, including practical recommendations on the transferability of relevant policies/initiatives emerging from the present study (see chapter 5).

2. The European Commission should encourage Member States to develop relevant policies and initiatives aimed at reforming ITE.

- The Commission should promote the adoption of relevant and detailed policy goals, comprehensive teacher competence frameworks, and effective quality assurance mechanisms with respect to the need to better integrate diversity issues into ITE.
- The Commission and other relevant EU stakeholders should also support the development and implementation of programmes, curricula, and

²⁷ See: <http://www.schooleducationgateway.eu>. Accessed 13.10.2016.

induction programmes to better prepare future teachers for diversity in schools and in society.

- The Commission should share evidence from researchers and practitioners on available approaches to better include diversity in ITE and lessons learnt on successful (and less successful) implementation.

3. The European Commission should continue to provide targeted funding to support the development and implementation of policies and initiatives to prepare student teachers for diversity.

- Erasmus+ (e.g. eTwinning) and Horizon 2020 programmes should continue efficiently support collaboration activities between ITE providers and schools, and research projects on ITE for diversity.
- Support for collaboration and fundamental research activities at the EU level could improve the evidence base and help better assess effective policy making.
- Funding could also support the organisation of peer learning activities via the Open Method of Coordination (OMC), regular events to share learning and good practices on initial teacher education for diversity in different Member States, and bring the expertise of high-level experts in this field.

6.2.3. Recommendations for improving the evidence base

1. Efforts should be made to improve the empirical evidence on the role of ITE to prepare student teachers for diversity in Europe.

- Additional research is needed on multiple key aspects that the preparation of future teachers for diversity entails. These could include the design of relevant and detailed competence frameworks, the content and role of specific programmes, curricula and practical training initiatives, the role and preparation of teacher educators, or on the relevance of induction programmes for diversity.

2. Long term empirical research should be ensured on the wider impacts of specific ITE systems on the promotion of equity and inclusion in education.

- Efforts need to be made to gather evidence and gain understanding on what policies and practices make a difference.

3. Policy-makers at the national and EU level should create opportunities for action-research projects in the field of ITE for diversity.

- These should be targeted at both student teachers and teacher educators (based in universities, university colleges and schools) to participate in knowledge creation and enhance their preparation.

4. Research should make efforts to produce comparable data to improve the evidence base and analysis in the area of initial teacher education for diversity.

- Relevant data in this area, notably on the diversity of the student, student teacher and teacher population, as well as on learning outcomes, should be

produced more systematically at the national level and made available at the European level.

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Preparing Teachers for Diversity: the Role of Initial Teacher Education

Annex 1: Country fiches

Written by:



EUROPEAN COMMISSION

Directorate-General for Education, Youth, Sport and Culture
Directorate B – Youth, Education and Erasmus+

Unit B.2 – Schools and multilingualism

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Preparing Teachers for Diversity: the Role of Initial Teacher Education

***Annex 1 to the Final Report to DG Education,
Youth, Sport and Culture of the European
Commission***

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1. Albania

Background Information

Diversity of the learner and teacher population

- Share of learners with Greek or Macedonian as mother tongue¹: 0.24% and 0.04%.
- Share of teachers with a minority background²: 0.24%.

Attractiveness of the teaching profession

- Teacher salaries are among the lowest in Europe³.
- The teacher workforce is ageing while the profession features gender imbalance⁴.
- ITE programmes do not attract high-achieving students: the minimum entrance score for teacher education is the lowest among 289 study programmes⁵.

Organisation of ITE

- Higher education, teacher qualification, and specialisation in a particular subject or level of education is necessary to enter the profession;
- ITE for pre-school teachers and primary teachers is offered only at the regional universities: Bachelor's (180 ECTS) and Master's (60 ECTS) degrees required;
- Lower and upper secondary degrees have to obtain a Master's degree (120 ECTS) in addition to Bachelor degree (180 ECTS);
- Albania does not have training programmes for teacher educators, but they are required to have a minimum of 10 years of experience in teaching.

Understanding diversity in the national education policy

Albanian education policy documents only broadly refer to classroom diversity and do not highlight it as a priority issue. The 'Description of Curriculum for Primary, Basic and Secondary Education' and other curricula documentation in Albania accentuate the awareness of building relationships with others, society and other cultures, as an important citizenship competence⁶. It also highlights the importance of tolerance towards religious and cultural diversity, and seeks to integrate these concepts into subject areas such as history. The Law on Education, as well as general teaching plans stipulate that local municipalities should guarantee national minorities the right to receive schooling in their native language⁷. The most important national-level document in terms of policies and practices for teachers to work in diverse social and cultural environments is a working document. 'Mapping policies and Practices for the preparation of Teachers for Inclusive Education in Context of Social and Cultural Diversity' provides recommendations for teacher competences for inclusion, teacher and preservice preparation⁸.

Education policy goals on ITE for diversity

Teacher preparation for diversity has not been explicitly defined as one of the educational policy goals in Albania in long-term or other policy documents. The 'Draft Strategy for the Development of Pre-University Education' specifies four broad policy goals for the Albanian education system: a) to improve the level of governance, leadership and management capacities of pre-university resources; b) quality and inclusive learning; c) quality assurance of achievements based on standards compatible with EU countries; d) preparation and contemporary professional development of teachers and school principals⁹. Apart from this draft strategy, there is no approved document on ITE in Albania.

Teacher competences for diversity

Albanian policy documents make an indirect reference to diversity-related competences. The main teacher competences are outlined in the ordinance of the minister of Education and Science: General Standards of Teachers¹⁰. Among these standards, there is a single diversity-related competence under the category of

ethics and behaviour: 'the ability to cultivate respect toward individual differences and ethnicity of other nations'. Albania does not have a description of the requirements regarding working in diverse environments.

ITE quality assurance framework and focus on diversity

The Albanian quality assurance mechanism does not use any diversity-related criteria. ITE quality assurance criteria in Albania do not require providing courses dealing with cultural, ethnic, linguistic or religious diversity. This applies to both internal and external evaluation, as required at the accreditation process¹¹. Consequently, evaluation reports on teacher education programmes rarely discuss the issue of preparing student teachers for diversity.

Admission criteria and focus on diversity

ITE programmes do not have explicit admission criteria related to students' preparedness for diversity or their attitudes. In general, Albanian higher education institutions (HEIs) have no specific selection methods for admission into ITE in place, in addition to the assessment of the State Matura examination results. The examination was introduced in 2005-2006 in order to increase the level of initial competences and motivation of those wishing to study at HEIs based on a merit-preference system¹². According to the Description of the Procedure of State Matura examinations, all applicants applying to educational study programmes are subject to the same examination, which consists only of a written test¹³. There are no specific assessment criteria to the preparedness for teaching in minority classrooms in this examination.

Alternative pathways

As stipulated in the 'Regulated Teaching Profession' order and the Law on Higher

Education, professional teacher qualification in Albania can only be obtained through formal ITE (university, graduate school, college or academy-based)¹⁴. Graduated students from ITE institutions work as teachers for one year, receive professional support under the guidance of a mentor, and have the possibility to attain a teacher qualification through state examination.

Focus on diversity in the ITE curriculum and induction programmes

There are no programmes focusing on diversity or providing practical training on diversity related issues. Most of the study programme descriptions or available study modules do not explicitly refer to diversity. In general, there are a few courses for developing multicultural competences in ITE (see Box 1). In most cases institutions do not offer elective courses due to the lack of trained staff and financial resources. The responsibility for developing teacher competencies in the area of inclusive education primarily falls on lecturers preparing specific study modules. The curricula of ITE programmes have some similarities among universities but do not follow any national level document. Therefore, there are no specific requirements regarding teacher preparation in general, and for diversity in particular. Teacher education programs at the faculties of education have some courses which introduce inclusive practices at school (see Box 1 below).

In Albania, there are no official requirements for structured induction programmes for beginner teachers. There is a lack of regulations on various support measures for novice teachers, such as mentoring or assistance. Schools have the autonomy to decide which types of support they will provide, which may be detrimental to the amount of support that new teachers receive under the guidance of certified mentors. Induction programmes for beginner teachers do not exist.

Box 1. Example of curriculum content related to diversity

Courses in Initial Teacher Primary Education

Preparation for diversity is mostly provided in the field of educational psychology, child development psychology, rather than in teacher education for general curricula subjects. Only faculties of education in Elbasan and Durrës have mandatory modules: Inclusive education (3 ECTS) and Diversity and multicultural education (4 ECTS) are available for ITE in primary education. These courses enable students to develop intercultural competences, and ability to work in a multicultural and diverse environment.

Teacher education programmes at the faculties of education have some courses which introduce the development of inclusive practices at school, and make possible to make students aware that diversity is more widespread among them than they initially thought. Some of the courses are: Inclusive education, Diversity and multicultural education, Children rights, Human rights.

Support measures

There were no additional initiatives identified in Albania supporting the integration of diversity-related issues into ITE.

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2. Austria

Background Information

Diversity of the learner and teacher population

- Share of learners with a foreign background (2013-2014)¹⁵: 27% (ISCED 1); 23% (ISCED 2); 17% (ISCED 3 general).
- One out of 15 students in college-based ITE institutions holds a foreign citizenship¹⁶.

Structural challenges of the teaching profession

- Expected teacher shortages: half of teacher workforce expected to retire in the next 15 years¹⁷.
- To avoid teacher shortages, there was a sharp increase of student teachers within the last years¹⁸.
- No obvious decline in the prestige of the teaching profession in the general public but teachers' unions highlight its diminishing image¹⁹.

Organisation of ITE

- Teachers of compulsory education (ISCED 1-2) obtain qualification in teacher education colleges, while teachers for academic track of ISCED 2 and upper secondary schools (ISCED 3) obtain their qualifications in universities.
- Universities have greater autonomy than teacher education colleges.
- Student teachers can start teaching with a Bachelor's degree, but have to complete a Master's within 5 years.
- ITE curricula are developed by teacher education institutions in consultation with members of Quality Assurance Committee and other stakeholders following the guidelines from the Ministry of Education.
- Requirements for teacher educators in Austria align to the standards which apply to all scientific university staff.

Understanding diversity in the national education policy

The Austrian government has adopted a comprehensive definition of diversity by including a number of categories starting with gender and disability reaching to socio-economic status and religion. When targeting linguistic or cultural diversity, education policy documents mainly use those categories which are defined as triggering additional resources for schools:

- 1) Linguistic minorities (as defined in the law with the term 'Volksgruppe');
- 2) 'Extracurricular pupils': pupils with insufficient German proficiency;
- 3) Pupils speaking another language than German at home;
- 4) Pupils with a migration background.

For triggering additional resources (teacher hours, specific personal, specific instruction, specific school organisation) only category 1-3 are relevant.

Education policy goals on ITE for diversity

Austrian policy documents outline policy goals on ITE for diversity in an explicit and comprehensive manner. The law on

teacher education in Austria defines inclusive education and intercultural competences as necessary for teacher education and training curricula²⁰. The handbook on curriculum development for teacher education institutions highlights a number of diversity-related aspects as compulsory competences of teachers: interreligious competences, basic competences for inclusive language education as well as intercultural education and pedagogy of migration²¹.

Teacher competences for diversity

Austria defines a broad range of teacher competences directly related to diversity. The Quality Assurance Committee describes four competences as goals for teacher education in primary²² and secondary education²³: general pedagogical competence, subject and didactical competence, diversity and gender competence, social competence. Within the category of diversity the following competences are mentioned (Braunsteiner et al., 2014):

- Individualisation;
- Inclusive approach;

- Well-founded scientific knowledge on how to deal with diversity in a holistic concept for the institution;
- Capability to create productive learning situations using all the diversity of languages, cultures, socio-economic status, family background, etc.;
- Approach to every competence as a resource and potential;
- Understanding the negative impact of stereotyping and counter-action as well as reflection on the issue;
- Knowing social and cultural contexts in order to estimate on opportunities and limitations of teachers' actions.

Diversity in the ITE quality assurance framework

The Austrian quality assurance framework follows quality assurance criteria based on teacher competences. One of the outlined competence groups which higher education institutions (HEIs) have to apply in their teaching is diversity related skills. As of August 2016, the new teacher education curriculum is developed and being implemented. Due to its novelty, there are no evaluation reports available yet.

Admission criteria

Austrian HEIs include diversity-related criteria in the admission procedure for teacher candidates. Starting from 2016/2017, the admission procedure has become universal for all ITE providers. After an electronic self-assessment which applicants can administer online, they have to take a three-hour computer-based test at the ITE institution where they want to study. They have to pass on cognitive abilities, linguistic competences and personal resources. One of five criteria tested in the admission procedure is the openness to new experiences. In addition, candidates have to pass a face-to-face assessment in areas where the dimension of diversity is integrated in different ways. For instance, applicants have to react to specific situations in pedagogical settings in classrooms with diverse student body²⁴.

Alternative pathways

Alternative Pathways to ITE at university colleges of teacher education are currently being developed, such as supplementary study programmes for 'lateral entrants', with credits awarded for subject-related and pedagogical competences²⁵. In the context of the expected shortage of teachers in Austria, some universities are also elaborating qualification models and add-on study programmes for graduates of other university-based studies than teacher education²⁶.

Focus on diversity in the ITE curriculum and induction

According to the new law for teacher education, primary school teachers can obtain a multilingualism specialisation amounting to 60-80 ECTS out of a total of 240 ECTS, while secondary school teachers have a right to a 90-100 ECTS specialisation²⁷. The Styria Teacher Education College in Graz is an example of such case. **For Master's studies, the possibility of choosing a specialisation in multilingualism is mentioned in the law²⁸** (see examples of specific courses in Box 2). In addition to specific courses, diversity-sensitive teaching is included as an integral part of regular courses such as introductory courses, pedagogical psychology for schooling and instruction. However, as the new teacher education is currently being implemented (since 2016), it is not clear in which way objectives will be pursued in practice.

Diversity in ITE could be better addressed with growing professionalisation in the field, **such as through Master's studies in German as a second language, professorship on German as a second language, Master's on heritage languages, centres for intercultural learning or multilingualism or interreligious learning in more teacher education institutions especially at University level.**

In Austria, teacher education institutions enjoy a high level of autonomy. It is hard to assess if and how teacher educators are

implementing cross-cutting topics such as language-sensitive subject teaching or intercultural education. The importance of

those topics in the overall curriculum depends on the leadership in the institutions and related educational staff.

Box 2. Examples of curricula content related to diversity

Master in German as a second language, University of Vienna and University of Graz

This Master's programme prepares to teach German to pupils in primary and secondary education levels who have a first language other than German. It has been designed at the national level, but universities have the autonomy to offer it in the curricula.²⁹ The Universities of Vienna and Graz are offering the programme in two years (120 ECTS) and both one (60 ECTS) or two years (120 ECTS) options, respectively. Most of the teachers of German as a second language are graduates of this programme.

Language development and diversity

Offered since 2015/16, the Minor in Language development and diversity (60 ECTS) at the University College of Teacher Education Styria (Pädagogische Hochschule Steiermark) is suitable to both primary and lower secondary teachers but mostly focuses on primary education. This is the only specialisation for a comprehensive support of language development and intercultural learning in multilingual and multicultural classrooms in the Austrian ITE system³⁰.

Framework model for language sensitive teaching in all subjects (*Rahmenmodell Basiskompetenzen Sprachliche Bildung für alle Lehrenden*)

Based on the multilingualism curriculum (see box on the right for more information), this framework elaborates on ways to implement the basis for language sensitive teaching with precise competences in different areas³¹. It was developed by the Austrian Centre for Language Competences (ÖSZ), introduced in 2014 and amounts to 6 ECTS. It represents a very basic introduction for all teacher educators, therefore the chance to reach a higher share of audience is greater than in case of more time consuming training.

Multilingualism curriculum (*Curriculum Mehrsprachigkeit*)

The Austrian Competence Center for Languages (*Österreichisches Sprachenkompetenzzentrum, ÖSZ*) was commissioned by the Ministry for Education to develop a course for teacher educators on the basis of a 'Multilingualism Curriculum'. This course is directed at all student teachers, and aims to train teacher educators as well. The 'Multilingualism curriculum' supports the development of language awareness, the ability to reflect one's own linguistic situation. It also aims to prepare student teachers and educators to acquire knowledge about languages and their significance to people, necessary for a comparative understanding of languages, various learning strategies, and for the development of self-confidence in using languages³². The course targets both primary and secondary education and should serve as an important base to prepare all teacher educators in Austria.

Support measures

Diversity is addressed explicitly in Austrian policy documents. In addition, there are a large number of initiatives to help teachers and schools to address diversity by ITE providers or grass roots organisations. Some of the implemented Austrian measures include are detailed on the next page.

Federal Centre for inter-culturalism, migration and multilingualism (BIMM)

The Federal Centre for inter-culturalism, migration and multilingualism (*Bundeszentrum für Interkulturalität, Migration und Mehrsprachigkeit*, BIMM) coordinates the network of teacher education colleges, universities, ministries and all other education actors in order to develop strategies in the field of diversity, equity, languages, cultures and religions in schooling. The centre aims to combine all know-how, competences and resources for diversity-related opening up of educational institutions, professionalisation and innovation. In pursuit of this objective, it organises conferences, exchange between teacher education institutions, a network of schools engaged in multilingualism, a website and participate in international cooperation³³. Since 2013, BIMM has been working in the areas of pre-primary, primary, secondary and vocational education. In addition to the regular staff consisting of three people, there are one or two key experts in each teacher education college. It represents an effective hub for experts in each college of teacher education, and helps to build a virtual community and gather all the necessary and relevant information. As it is a basic structural tool for national and regional policy development, it could be easily transferred to any other setting.

Austrian Centre for Language Competences (OESZ)

The Austrian Centre for Language Competences is a unit funded by the Federal Ministry of Education to provide teachers and ITE providers with material and professional development for the multilingual reality of Austrian classrooms. Among many other things, they develop training courses for teachers based on the Multilingualism Curriculum, courses on language-sensitive subject teaching for specific subjects and basic courses on language education for all teachers³⁴.

Recruitment of students with a migrant background

This action involves teacher educators from the Teacher Education College Salzburg in school visits with the aim to encourage 17-18-year old high school pupils to choose the teaching profession. In particular, the initiative selects schools with high shares of migrant pupils and tries to explain the importance of becoming teachers. It has been organised since 2014 and focuses on teacher education for primary and lower secondary teachers.

Pathways to academic 'text competence' - writing for reflexive professionalisation

This is a tool to diagnose and support student teachers' writing abilities and to develop reflexive teaching. The starting point to develop this tool was the observation that multilingual students oftentimes lack academic writing competences (in what is their second or third language), but also mono-lingual students who are from low socioeconomic background benefit specifically from that approach. So far teacher educators did not have adequate tools at hand for teaching academic writing competences. Even though there is no evidence on how often it is being used, it is an innovative tool for teacher educators who have to deal with insufficient writing competences of their students³⁵.

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3. Belgium (Flanders)

Background Information

Diversity of the learner and teacher population

- Share of pupils with a foreign background at ISCED 0, ISCED 1, ISCED 2 and ISCED 3 (2015)³⁶: 19.8%; 17.3%; 13.7%; and 8.9%
- Share of teachers with migrant background (2009)³⁷: 1.27%

Attractiveness of the teaching profession

- The enrolment rates in ITE programmes are high, and represent around 18% of total population of students in university colleges³⁸.
- Most teachers in Flanders are satisfied with their job while less than a half think it is a valued profession in the society³⁹.
- Flanders is expected to experience a teacher shortage in the next five years⁴⁰

Organisation of ITE

- Standard integrated ITE in university colleges for pre-primary, primary and secondary levels takes three years.
- Special ITE for secondary education subject teacher follows a one-year programme at universities, university colleges and centres of adult education, of which a half is the professional training
- The ITE institutions are autonomous to organise their curricula within the requirements of the Flemish government.
- Teacher educators follow the same requirements as the teaching staff in higher education.

Understanding diversity in the national education policy

The concept of diversity is one of the key topics in education in Flanders. However, education policy documents do not provide a clear definition of what it means in this context. A Flemish government Decree of 2002⁴¹ outlines the target groups for equal education on basis of equal opportunity indicators:

- Families receiving income replacement;
- Both parents belong to a Traveller community;
- Low maternal education level (ISCED 2 or lower);
- Children temporarily or permanently living outside the family;
- Speaking another language than Dutch at home (parents are non-native Dutch).

The concept of '*allochtoon*' is often used by policymakers to represent Belgian residents who have at least one grand-parent that was born outside of Western-Europe. They also tend to have a more disadvantaged socioeconomic background⁴². Nevertheless, an emerging tendency in the political and public discourse tends to avoid to explicitly focus on ethnic diversity and to speak about the "metropolitan context" to refer to the

characteristics of its population, including its ethno-cultural diversity.

Education policy goals on ITE for diversity

A reform of ITE programmes proposed in 2016 indirectly considers diversity as a growing issue for ITE. The reform contains few concrete and practical policy goals concerning diversity, and remains limited to a general statement underlining that ITE institutions should focus on the "metropolitan context" (and thus on its diversity in the Belgian context) in order to adapt their programmes accordingly⁴³. However, ITE providers remain autonomous to organise most of their curriculum and have the responsibility to assure that student teachers acquire the necessary competences. A commission has been assigned to concretise the reform into basic competences for teachers and ITE. It is expected to send its conclusions by January 2017.

Teacher competences for diversity

Flemish education policy documents separately outline basic competences for nursery, primary and secondary school

teachers in an annex to the 15 December 2006 Flemish government decree on teacher education⁴⁴. These competences extended the framework of 1997 in order to better adapt to the actual teaching context, in which cultural and linguistic diversity is a fundamental characteristic.

In the basic competence of “the teacher as a guide in learning and development processes”, several detailed skills and definitions of supporting knowledge relate to diversity:

- The teacher should be able to create a **provision that links with the pupils’** social environment and motivation, using the diversity, including the social, cultural and linguistic diversity within the group. In the supporting knowledge that goes along, reference is made to good practices about dealing with multilingualism. For teacher students preparing for secondary education, considerations about diversity have been reduced to the linguistic context;
- The teacher should be able to handle the diversity of the group. This implies to adjust the educational learning process to the specific needs and potential of pupils by responding to the differences, providing adjusted and individual learning assistance, offering aids to achieve an objective and replacing learning objectives that constitute an important obstacle with feasible or specific objectives. It also implies to take into account the socio-cultural and language background of pupils, including the metropolitan context. Supporting knowledge includes characteristics of the metropolitan context and of various social cultures.

The basic competence of “the teacher as educator” also relates to diversity:

- The teacher should be able to create a positive social climate for pupils in the group and at school by, among other things, responding to pupils’ **feelings** with respect for their individuality and diversity.

Diversity in the ITE quality assurance framework

The Flemish Council of Universities and University colleges (*Vlaamse universiteiten en hogescholen raad*) is the quality assurance agency for higher education institutions in Flanders. It underlines the importance to implement diversity-related measures on different levels, such as by attracting students with a migrant and/or minority background, via the construction of the curriculum and the organisation of the professional training⁴⁵.

The council considers diversity as a transversal component playing a role in almost all basic competences. It underlines the importance of up-to-date information about scientific work on multiculturalism, social and linguistic heterogeneity on student outcomes, and its implications for the teaching practice. Specifically, the members of the council pay special attention to the language instruction in all (non-language) courses, language proficiency of teachers, and attitudes towards and openness for diversity.

Admission criteria

Currently, the Flemish education system does not apply any additional formal admission criteria for ITE programmes, except for necessary diplomas and language proficiency. In a recently published Ministerial concept note on teacher education, it was suggested to implement an obligatory, but non-binding entrance test to better orientate candidate student teachers⁴⁶. It remains yet unclear whether this entrance test would include questions **about teacher candidates’** preparedness for or attitudes towards diversity.

Alternative pathways

Different entrance criteria apply in educational institutions across the Flemish academic system. ITE providers can autonomously include binding entrance tests (for example on language proficiency). Another difference between educational

institutions is the composition of the student teacher group. For instance, centres of adult education have a more diverse student population than universities. In a general overview from the quality assurance commission, providers were considered successful in turning diversity into an advantage, like preparing their students for differentiated teaching for diverse learner groups⁴⁷.

Focus on diversity at the ITE curriculum and induction levels

ITE providers have the freedom to organise their curriculum on the basis of the basic competences that students should have at the end of their studies. As basic competences include a specific focus on diversity preparedness, higher education institutions are taking action to better

prepare their students teachers for diverse learner populations. An initiative from the University of Leuven (KU Leuven) offers optional diversity internships in which students get trained in particularly challenging contexts. Moreover, all students are obliged to fulfil at least 4 ECTS in educational contexts that are listed as diversity internships (see Box 3 below). The ITE programme at Vrije Universiteit Brussel includes a specific course entitled 'Diversity and Metropolitan Contexts'. In line with the newly formulated vision of the Belgium's 'Catholic pillar' of education promoting interreligious competences and interreligious dialogue, several educational institutions (mostly university colleges) include non-Christian religious courses for future religious teaching⁴⁸.

Box 3. Example of curricula content related to diversity

Diversity internship

With the diversity internship, the ITE programme of KU Leuven aims to better prepare its teacher students for teaching in diversity settings⁴⁹. All students are obliged to take upon 4 ECTS extra points for professional training in a diversity setting together with a mentorship that is focused on diversity. In the project indigo, students fulfil the normal professional training in a diversity context, with the additional 4 ECTS points that every student has to devote to diversity training in the same educational institution. In total, there 30 students participate in the project each year.

Support measures

The policy mapping identified additional initiatives at the ITE provider level in Flanders. These measures are either supported nationally, or by NGOs aimed at diversity-related issues and opportunities. Some of these examples are provided below.

Screening test: Diversity in teacher education

The goals of the online screening instrument by Steunpunt Diversiteit & Leren at the University of Gent are twofold. First, it allows providers of teacher education programmes to "screen" their diversity policies on their value for diversity promotion. Second, it offers examples and good practices that can inspire diversity policies of organising institutions⁵⁰.

POTENTIAL - Power to teach all

The research project 'POTENTIAL - Power to teach all' at the University of Gent focuses on the question about how teachers can create inclusive learning environments and how they can turn diversity of the learner population into a benefit. The focus lays on inclusive learning environments and materials; and collaboration between school, parents, and school community⁵¹.

Commission diversity of VELOV

This knowledge network on diversity themes on ITE programmes gathers teacher educators about three times per year and communicates findings during a full day conference⁵².

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³⁷ Minderhedenforum, *Ethnic diversity amongst education professionals in Flanders, 2014*. Available at: <http://www.sirius-migrationeducation.org/wp-content/uploads/2014/04/Presentation-Sanghmitra-Bhutani.pdf>. Accessed 18.10.2016. In European Commission, *Study on the Diversity within the Teaching Profession with Particular Focus on Migrant and/or Minority Background*. Annexes. Luxembourg: Publications Office of the European Union, 2016.

³⁸ Flemish Ministry of education, *Statistics student population higher education 2014-2015 [Statistieken schoolbevolking, Hoger Onderwijs 2014-2015]*. Brussels : Departement Onderwijs en Vorming, 2015.

³⁹ European Commission/EACEA/Eurydice, *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union, 2015.

⁴⁰ Flemish Ministry of education, 'Future labour market for educational personnel in Flanders 2015-2025' [Toekomstige arbeidsmarkt voor onderwijspersoneel in Vlaanderen 2015-2025]. Brussels: Departement onderwijs en vorming, 2015.

⁴¹ Flemish decree on equal opportunities in education [Decreet gelijke onderwijskansen] (2002).

⁴² Brans, M; Jacobs, D., Martineillo, M., Rea, A., Swyngedouw, M., Adam, I., Balancier, P., Florence, E., van Der Straeten, T. *Recherche et politiques publiques, le cas de l'immigration en Belgique*. Onderzoek en beleid : de gevalstudie van immigratie in België. Gent, België: Academia press, 2004.

⁴³ Crevits, H., *Concept nota aan de Vlaamse regering: Lerarenopleidingen versterken* . Brussels, 2016.

⁴⁴ Available at: <http://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=13952>. Accessed 24.10.2016.

⁴⁵ Flemish council of Universities and University colleges (2015b). *Quality assurance visit specific ITE programs short procedure [De onderwijsvisitatie specifieke lerarenopleiding, verkorte procedure –books 1 to 4]*. Brussels: Raad Vlaamse universiteiten en hogescholen.

⁴⁶ Crevits, H. (2016). *Concept nota aan de Vlaamse regering: Lerarenopleidingen versterken* . Brussels

⁴⁷ Flemish council of Universities and University colleges, 'Quality assurance visit specific ITE programs short procedure' [De onderwijsvisitatie specifieke lerarenopleiding, verkorte procedure –books 1 to 4]. Brussels: Raad Vlaamse universiteiten en hogescholen, 2015b.

⁴⁸ See: <http://www.vub.ac.be/opleiding/specifieke-lerarenopleiding/programma>. See: Module 4 - Diversiteit en grootstad). Accessed 24.10.2016.

⁴⁹ See:

<https://ppw.kuleuven.be/home/onderwijs/opleidingen/slo/MapDocumenten/StagevademecumMentor20160922.pdf>. Accessed 18.10.2016.

⁵⁰ See: <http://www.screeningdiversiteitlerarenopleiding.be/>. Accessed 18.10.2016.

⁵¹ See: <http://www.diversiteitleren.be/onderzoek/potential-power-to-teach-all>. Accessed 18.10.2016.

⁵² See: <https://velov.wordpress.com/themagroepen/supervisie/>. Accessed 18.10.2016.

4. Belgium (French Community, Federation Wallonia-Brussels)

Background Information

Diversity of the learner and teacher population

- Share of pupils with a foreign nationality (2014/2015)⁵³: 12%.
- Share of non-Belgian students in the ITE programmes (2014/2015)⁵⁴: 9%.

Attractiveness of the teaching profession

- According to a 2015 McKinsey & Company study on the Schooling system, the teaching career is not considered as a particularly attractive profession in Belgium's French community⁵⁵.
- There is a noticeable evidence of early career drop out among new teachers⁵⁶.
- The issue of employability of young teachers and their professional career has become an important issue during the last 15 years.
- Although, there is a lack of aggregated data concerning diversity in the teaching profession, research studies have highlighted that ethnic minorities are under-represented in ITE partly because of the image and perceptions of the teaching profession.⁵⁷

Organisation of ITE

- ITE for pre-secondary and lower secondary education follow the concurrent model, while upper secondary education teachers receive training through both the concurrent and consecutive models.
- At primary and lower-secondary education levels, a Bachelor's degree from Pedagogical High Schools is required while future teachers of upper-secondary school have to obtain a (second cycle) degree delivered through universities, and also available in certain Pedagogical high schools and in the Colleges of the Arts. It takes two forms: the aggregation of higher education for secondary education (AESS) and the teaching Master's (*Master Didactique*). Aggregation of higher education for secondary education is available to holders of a master's degree dealing with other subjects.
- To teach professional practice' technical courses in secondary education, a Certificate of teaching proficiency (CAP) is necessary which can be secured following a short training cycle within higher education "Social Promotion Schools".
- A reform of ITE, which is currently under review, will aim to allow the current institutions of ITE to extend collaboration between them; to develop an ITE model structure covering 5 years of studies and review curricula content.
- Requirements of the trainers of pre-secondary and secondary student teachers depend on the courses they are teaching.

Understanding diversity in the national education policy

Official policy documents and legislation related to education in the French community does not acknowledge diversity in explicit terms. However, the education system in the French community articulates a twofold commitment to teaching diversity and to the "neutrality of public teaching", as schools and teachers are expected to ensure that:

- Facts are exposed and commented, whether orally or in writing, with the greatest possible objectivity;
- Truth is sought with a constant intellectual honesty;
- The diversity of ideas is accepted, the spirit of tolerance is developed and each individual is prepared for his role as citizen in a pluralistic society;

- Schools have the duty to convey to students the knowledge and methods that allow them to exercise their freedom of judgment⁵⁸.

Education policy goals on ITE for diversity

The government of the French community proposes to continue providing initial and continuous training of teachers of modules on gender issues, the promotion of interculturalism and the management of cultural diversity⁵⁹.

The legislative Decree of 24 July 1997 defined the priority tasks of primary and secondary education and detailed the objectives pursued by the teaching and schooling system in the French community:

- Promote self-confidence and the development of the person of each student;
- Bring all students to acquire a level of appropriate knowledge and skills that make them able to learn life and take an active role in the economic, social and cultural life;
- Prepare all students to be responsible citizens able of contributing to the development of a democratic, pluralist society and open to other cultures;
- Ensure equal opportunities for social emancipation of all students.⁶⁰

Teacher competences for diversity

The Legislative Decree of 24 July 1997 also referred to the frameworks of competences which apply to the primary and secondary education levels⁶¹. Those frameworks of competences do not refer specifically to diversity, but include transversal competences, defined as a set of interactive skills, mental approaches, ways of learning and inter-personal attitudes used directly in the construction of knowledge.

Diversity in the ITE quality assurance framework

The AEQES (*Agence pour l'Evaluation de la Qualite dans l'Enseignement Superieur*) evaluates the quality of higher education in the Wallonia - Brussels (FWB) Federation. It pursues two main missions: to ensure the quality of higher education, and to work for its continuous improvement. The evaluation follows three phases: self-assessment, the external evaluation carried out through the provision of a committee of independent experts (including an on-site visit, the publication of reports prepared by the experts) as well as the publication and implementation of an action plan.

The Agency also publishes transversal analyses of the quality of the teaching degrees. A transversal evaluation of the **Bachelor's degree for primary teachers** in 2014 aimed to evaluate the quality of the degree from the perspective of content,

adequacy with the legislative decree and formal framework of competences, as well as series of other criteria⁶². However, no diversity-specific quality assurance criteria featured in the report.

Admission criteria

ITE providers in the French community do not apply specific admission criteria related to students' preparedness for diversity. They only require a certificate of secondary education and an examination of proficiency in the French language for those who do not have a relevant diploma.

Alternative pathways

Higher education institutions or non-governmental organisations in the Belgium French community do not offer any alternative pathways to the teaching profession.⁶³

Focus on diversity at the ITE curriculum and induction levels

The ITE legislative decrees (and their annexes related to the list of courses) constitute the legal basis which ITE providers have to comply with for the development of curricula and teaching courses (see Box 4).

Each higher education institution has pedagogical autonomy concerning the organisation of the practical training of student teachers. Most of them encourage training placements in different socio-cultural school settings to better prepare students for the multiple realities they will have to face as future teachers.

Pedagogical dossiers and teaching units of the Certificate of Teaching Proficiency (CAP) include objectives related to neutrality and to some extent diversity and citizenship, as ITE is expected to define and explain concepts of active neutrality, citizenship, private versus public, secularism, tolerance, etc.⁶⁴

Box 4. Examples of curricula content related to diversity

Kindergarten, poverty and cultural diversity. Preparing future preschool teachers to support children from diverse and precarious backgrounds

This three-part project is the result of research on the subject by institutional actors and actors from the educational field. It relies particularly on projects developed by the 13 high schools offering the Bachelor of Kindergarten teacher - pre-school projects⁶⁶. The recommendations of the working group were targeting two types of beneficiaries: policy makers, and institutional actors from the educational community, including current and future kindergarten school teachers. This initiative was funded by the King Baudouin Foundation and the Wallonia-Brussels Ministry of Higher Education in 13 higher education institutions in the French community, and implemented by the University Saint-Louis, in Brussels.

Philosophy and citizenship Course⁶⁵

The Philosophy and citizenship education course first featured in the academic year 2016/17. It is organised around a framework of competences in order to:

1. Build independent and critical thinking;
2. Develop philosophical knowledge and questioning;
3. Take reasoned positions, develop better self-awareness and open up to the other;
4. Develop emotional independence;
5. Be open to the plurality of cultures and beliefs, to build citizenship in equality in rights and dignity;
6. Understand the principles of democracy;
7. Recognise oneself and others, as subjects of rights, to engage in social life and the democratic space⁶⁷.

References:

⁵³ Statistics provided by Federation Wallonie Bruxelles, for the calendar year 2014-2015- Administration générale de l'Enseignement. Service général du Pilotage du Système éducatif, Service des indicateurs de l'enseignement, September 2016.

⁵⁴ Statistics on total student enrollment 2014/2015 – provided by ARES - Académie de Recherche et d'Enseignement Supérieur, Études et statistiques, 2016.

⁵⁵ Contribuer au diagnostic du système scolaire en FWB" Rapport à la Vice-Présidente, Ministre de l'Education, de la Culture et de l'Enfance, 10 Juin 2015, Pacte enseignement et excellence, McKinsey & Company.p 8

⁵⁶ Ibid.

⁵⁷ Huyge et al., 'Het beroep van leraar doorgelicht - Samenvatting van het onderzoeksproject OBPWO 06.02' (The teaching profession investigated, research Summary OBPWO 06:02), 2012. Available at: http://www.ond.vlaanderen.be/obpwo/projecten/2006/0602/Samenvatting_lerarenrapport.pdf. Accessed 01.11.2016. Quoted in : European Commission, Study on the Diversity within the Teaching Profession with Particular Focus on Migrant and/or Minority Background-Annexes. Brussels: Directorate-General for Education and Culture, 2016.

⁵⁸ Communauté Française, Décret définissant la neutralité de l'enseignement de la Communauté D. 31-03-1994 M.B. 18-06-1994 (paru au moniteur Belge en 1994).

⁵⁹ "Fédérer pour Réussir"- 2014-2019- Fédération Wallonie Bruxelles.

⁶⁰ Communauté Française, Décret définissant les missions prioritaires de l'enseignement fondamental et de l'enseignement secondaire et organisant les structures propres à les atteindre D. 24-07-1997 M.B. 23-09-1997 (paru au moniteur Belge en 1997).

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⁶² Évaluation du cursus Instituteur primaire en Fédération Wallonie Bruxelles, 2014, AEQES.

⁶³ In service training can further create opportunities for teachers to develop additional skills and knowledge delivered by other stakeholders (e.g. NGOs). But this is dependant from the partnerships which might be created by each of the school networks with stakeholders external to the school environment in the context of their programme of in service training.

⁶⁴ Decree of the Government of the French community of May 15, 2014, on the teaching units of social promotion institutes. Available at: http://www.gallilex.cfwb.be/document/pdf/40726_001.pdf. Accessed 24.10.2016.

⁶⁵ *The creation of a didactic teacher training programme leading to a teaching certificate in philosophy and citizenship should be operational by 2020. The course of Philosophy and Citizenship is to be implemented in the primary schools starting during the academic year 2016/2017 and in the secondary schools during the next academic year 2017/18*

⁶⁶ See: <https://www.kbs-frb.be/fr/Virtual-Library/2014/310248>. Accessed 24.10.2016.

⁶⁷ See: <http://www.enseignement.be/>. Accessed 01.11.2016. Fédération Wallonie Bruxelles (2016), *Cours de philosophie et de citoyenneté, « Guide pratique pour les enseignant-e-s »*, Bruxelles, juin 2016 - 1re édition.

5. Bulgaria

Background Information

Diversity of the learner and teacher population

- The two largest minority groups are Roma and Turkish, each representing around 10% of total population⁶⁸.
- Less than 2% of the overall school population studied in other language than Bulgarian⁶⁹.

Attractiveness of the teaching profession

- A trend of ageing education staff has been noticed in recent years⁷⁰.
- The proportion of young teachers decreased from 15% in 2007 to 9.9% in 2013⁷¹.
- Fewer teachers are entering the profession and are doing it at increasingly later age⁷².

Organisation of ITE

- ITE is organised through both concurrent and consecutive models.
- State institutions outline mandatory requirements while education institutions can shape curricula under academic autonomy.
- After completing courses according to compulsory minimum curriculum and practical training, prospective teachers have to pass the state exam.
- Teacher educators working in higher education institutions are required to have a PhD in pedagogy.

Understanding diversity in the national education policy

The Bulgarian government does not include preparation for diversity in the classroom among its education policy documents but mentions ethnic minorities and pupils with a migrant background as focus groups. There are specific measures and integration strategies aimed at migrant and minority students. The 'New Law on Pre-school and secondary school education'⁷³ defines the right to study in another language than Bulgarian and include minors seeking protection under the 'Law on Asylum and Refugees'⁷⁴. In 2010, the Bulgarian Ministry of Education updated the Strategy for the Educational Integration of Children and Pupils from ethnic minorities by outlining priorities related to diversity: integration of Roma children through desegregation of kindergartens and schools, ensuring equal access for ethnic minorities' children and strengthening intercultural education as an integral part of modernised Bulgarian education system⁷⁵.

Education policy goals on ITE for diversity

National policy goals for ITE do not include diversity in particular but provide indirect references among a

broader spectrum of policy goals. The 'Strategy on the Educational Integration of Children and Students with an ethnic minority background' recognises the insufficient number of teachers with Romani and Turkish language knowledge, and cultural understanding of Bulgaria's main minority groups⁷⁶. Among the main goals, the 'New Law on pre-school and school education' includes: formation of tolerance and respect for ethnic, national, cultural, linguistic and religious identity as well as formation of tolerance and respect for the rights of pupils. The National Report on Teacher Education presents official documents which set goals related to cultural and linguistic diversity as well as religious minorities⁷⁷.

Teacher competences for diversity

Several Bulgarian policy documents defining competences for teachers and ITE make indirect references to diversity. Entered into force in September 2016, Ordinance No. 12 on the status and professional development of teachers, directors and other pedagogical specialists describes in detail the positions, functions and professional competences of the different pedagogical specialists⁷⁸. Article 8.1 of the Ordinance states that teachers should develop skills for teamwork and build a positive organisational climate, to encourage pupils' skills of communication. It also

underlines that teachers should support **pupils' integration in school and social environment** by presenting themes related to global, civil, health, and intercultural education.

Moreover, the Ministry of Education and Science describes requirements for projects aimed at strengthening the capacity of pedagogical specialists to work in a multicultural environment⁷⁹. These goals include ensuring the specific qualification of pedagogical specialists to work in a multicultural environment; implementing a strategy for teacher training and preparation for multicultural environment, particularly working with bilingual children. **The 'Strategy for Educational Integration of Children and students from ethnic minorities' features five main objectives and specific activities.** These are directly aimed at intercultural diversity, including the preparation of new assistant teachers in ethnically diverse schools for the teaching of mother tongue⁸⁰. However, gaps exist between the way policy goals are defined and the way they are implemented, including delays in the implementation of the **strategy's objectives and activities**, and lack of supportive funding resources.

ITE quality assurance framework and focus on diversity

The quality of ITE programmes is ensured by the National Evaluation and Accreditation Agency (NEAA) which **does not include quality assurance criteria related to diversity in ITE**. It contributes to the quality of higher education through cyclical institutional and programme evaluation, and accreditation of higher education in Bulgaria. An expert committee carries out institutional and programme accreditation. In December 2015, it started to comply with the criteria system of NEAA based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Admission criteria and focus on diversity

Bulgarian higher education institutions (HEIs) do not follow any specific

admission criteria related to diversity for future teachers. Teacher qualification is awarded upon completion of university or college programme: in total, Bulgaria has seven universities for pre-school, primary and secondary education and pedagogues training. Every pedagogical faculty has a unique curriculum which defines the preparation of pedagogues and specific aspects of admission procedure. Four universities (Sofia, Blagoevgrad⁸¹, Shumen⁸² and Veliko Turnovo⁸³) offer a separate programme related to intercultural education. In Veliko Turnovo, three **Master's degree** provided are related with diversity – Education in Multicultural Environment⁸⁴, Civic and intercultural education⁸⁵, in Faculty of Education and Intercultural communication⁸⁶ at the Faculty of philology.

Alternative pathways

The Bulgarian policy on ITE is defined at national level and only allows certified HEIs to provide teacher qualification. National policy for ITE defines key requirements while universities and specialised institutes for teacher training are autonomous in curricula and governing matters. Various other institutions such as NGOs or foundations offer a number of thematic courses aimed to **improve teachers' qualification but are not an alternative path to the teaching profession.**

Focus on diversity at the ITE curriculum and induction programmes

The 'Strategy for the Educational Integration of Children and Pupils from ethnic minorities for 2015-2020' **analyses national policies and educational integration principles, strategic goals and activities needed to implement the strategy**⁸⁷. The strategy aims to promote intercultural education as an integral part of the modernised Bulgarian educational system, include cultural traditions of different ethnic groups to the curricula of intercultural education programmes and courses, improve the educational content with elements of **ethnic minorities' culture and history by emphasising their cultural achievements, and**

contributions to Bulgarian culture and development of community. Also, it highlights the importance of intercultural competences by including intercultural education as a compulsory course to the curricula of all pedagogy programmes (see Box 5 below).

Bulgaria recently changed the rules applying to the induction period for newly trained teachers. Ordinance No. 12 of 01.09.2016 on the status and professional development of teachers, directors and other pedagogical specialists describes the functions, obligations and professional competences of mentors and newly trained teachers. The document regulates the induction period for

newly graduated teachers, which should last between 2 and 4 months, connected with the state practice of graduate students in pedagogical specialties. According to article 39.2 of Ordinance No. 12, during the induction period, the teacher mentor is notably expected to support the young teacher to⁸⁸:

- demonstrate/use interactive and innovative methods of teaching and pedagogical interaction;
- preparation and consultation with pupils taking into account the age characteristics and their individual educational needs.

Box 5. Examples of curricula content related to diversity

MA in Civil and Intercultural Education
The Master's programme in Civic and Intercultural Education from the Konstantin Preslavsky University of Shumen has been taught since school year 1999/2000. It is aimed at bachelor graduates from pedagogy, special education, social pedagogy or preschool and primary or similar programmes. It prepares civic education specialists in schools through the system of social services and NGOs and especially for working with children with a minority background. Courses introduce students with the theoretical and didactic foundations of civil and intercultural education, philosophical, ethical, legal and economic aspects. Students receive training in educational communication, social psychology, pedagogical rhetoric, political science, cultural studies, as well as in the field of quantitative and qualitative research methodologies in pedagogy. They acquire the necessary qualifications to lead programmes and training in civic education and intercultural education ⁸⁹ .

MA Education in Multicultural Environment
The Master's in Multicultural Environment offered at the St. Cyril and St. Methodius University of Veliko Turnovo provides professional training and knowledge in areas of civic education, intercultural education, and philosophy of intercultural influences ⁹⁰ . Systematic training in geographical, historical and philosophical aspects supports these approaches. Basic courses prepare students to work in multicultural environment and enable them to acquire knowledge and experience through profiled and specialised training. The university included this programme in 2014.

MA Intercultural education in kindergarten and elementary school
The Master's programme Intercultural education in kindergarten and elementary school from the University of 'St. Kliment Ohridski' in Sofia is organised into part-time training for three semesters.
The Master's programme aims to develop specific pedagogical competence in nursery and primary school teachers to be oriented towards the

MA Intercultural education
The main goal of the Master's programme in Intercultural education from the South-West University 'Neofit Rilski', Blagoevgrad is to prepare a new type of teachers to work 'in conditions of postmodernity', which sets new paradigms in the philosophy of education in multiculturalism:
<ul style="list-style-type: none"> • Education should be based on a number of different values; • Knowledge that is given to the result of values

education of children from different cultural and ethnic backgrounds. Besides educational parameters, the Master's programme also includes social and psychological components associated with adequate adaptation of children from various minority groups to educational institutions while maintaining the socio-cultural identity⁹¹.

and cultures is dynamic;

- Have different formations, not just a modification of the prevailing trend;
- Postmodern pedagogy is a pedagogy of diversity - it is based on various ethical discourses, it is the specific pedagogy;
- Combining these discourses is the fight against inequality, injustice and expansion of basic human rights.

The preparation for the specialist 'Master of Intercultural Education' provides mastering addition to teaching, but also intercultural competencies that will allow teachers to be more effective in cultures other than his own⁹².

Support measures

Diversity does not feature in Bulgarian policy documents as a key issue, and there are very few ITE related initiatives to help teachers and schools address diversity. Only one additional support measure was identified in Bulgaria:

Diversity Without Borders Project

The project aimed to improve the situation and integration of minority groups at a disadvantage with a special focus on Roma⁹³. This EU-funded project was implemented in 2008 at the Konstantin Preslavsky University of Shumen. A number of measures supported the main goal and included the provision of additional qualification for kindergarten, pre-school and school teachers for working in a multi-ethnic environment.

It was planned, that in total, 200 young Roma secondary school graduates would receive support in order to participate in high quality universities or college preparatory courses for university entry exams. In addition, the Diversity Without Borders project intended to provide additional qualification for representatives from the central, regional and local administration dealing with the integration of minorities, and training for police officers for work in a multi-ethnic environment.

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6. Croatia

Background Information

Diversity of the learner and teacher population

- Share of minorities of total population (Croatian Bureau of Statistics, 2011): Serbian (4.36%), Bosnian (0.73%), Italian (0.42%), Albanians (0.4%), Roma (0.4%), Hungarians (0.33%)
- A total of 4,161 (out of 322,998) pupils attended the classes conducted in the languages of ethnic minorities: 287 in Czech, 1,617 in Italian, 185 in Hungarian, 95 in German and 1,977 in Serbian in 2014/2015 (Croatian Bureau of Statistics)
- Share of teachers working in minority languages: N/A.

Attractiveness of the teaching profession

- Ratio of candidates and vacant places in various ITE programmes varies from 3 to 22⁹⁴.
- Teacher training college is rarely a first choice programme of the applicant for higher education⁹⁵.
- Within the first year after completing the programme, 74.11% of teachers manage to find work in elementary school⁹⁶.
- Low quality of teacher education programmes according to student evaluation⁹⁷

Organisation of ITE

- Different teacher education faculties prepare teachers for early childhood education and care and 'basic education' (integrated primary and lower secondary) school levels.
- Subject teachers for the secondary level are prepared at teachers' faculties. When completing the study programme, they have to pass educational sciences and teaching methodologies state exams in order to receive a teaching qualification.
- The length of ITE varies from 3 years for teaching at ISCED 0 to 5 years (Master's) for teaching at ISCED levels 1, 2 and 3.
- Teacher training faculties do not have any specific requirements on scientific degree of the lecturers.

Understanding diversity in the national education policy

The Croatian 'Constitutional Act on Rights of National Minorities' (Official Gazette 155/02) ensures the right to be educated in one's mother tongue. The 'Guide for integration' defines diversity by including asylum seekers, foreigners under subsidiary protection, repatriates and children of foreign workers in Croatia⁹⁸ as explicit target groups. Nevertheless, the number of education policy measures differs for each of these categories of pupils with national minorities receiving the most attention in policy documents. Approach to diversity in Croatian policy documents excludes people of migrant, ethno-cultural, religious and linguistic background and focuses predominantly on national ethnic minorities.

Education policy goals on ITE for diversity

ITE for diversity is not one of Croatia's specific education policy goals. However,

related issues are covered in courses on inclusive and intercultural education available in some of these countries' ITE faculties⁹⁹.

Teacher competences for diversity

There is no reference to diversity-related competences in the competence framework or similar documents. The Croatian Qualification Framework, which determines the whole qualification system on all academic educational levels, based on learning outcomes, is still being developed. The closest link to diversity-related criteria is outlined in the Croatian National council for education's 'Framework of national qualifications standard for teachers in elementary and secondary schools'¹⁰⁰. It includes the competence to "introduce new and contemporary socially relevant topics", such as sustainable development, lifelong learning, social responsibility and respecting difference, and, therefore could imply diversity-related teaching. However, this framework was a proposal from February 2016 by the National Council for education, and has not yet been accepted. It has

therefore not been accepted, included in the qualifications framework nor implemented

ITE quality assurance framework and focus on diversity

There are no diversity-related criteria in the Croatian quality assurance mechanism. Requirements on providing courses to deal with cultural, linguistic or religious diversity are not included in ITE quality assurance criteria. The evaluation report of the Faculty of Teacher Education of the University of Zagreb for the academic year 2013/2014¹⁰¹ provides no information on whether the ITE prepares students to work with diversity¹⁰¹. Within the teacher education colleges, the Office for quality management conducts evaluations of various aspects¹⁰² of the study programme which are assessed on a 1-5 scale, indicating better quality or higher satisfaction.

Admission criteria and focus on diversity

ITE programmes in Croatia do not have diversity-related admission criteria. Students enrol to ITE colleges according to the results of the state exam with no specific admission criteria which would point out preparedness for diversity.

Alternative pathways

In Croatia, ITE is exclusively provided by higher education institutions with no

alternative pathways available. NGOs such as Step by Step provide short term teacher education programmes addressing topic of inter-culturalism and diversity. However these programmes are targeting in-service teachers only¹⁰³.

Focus on diversity at the ITE curriculum and induction programmes

Croatia does not have any policy/strategy which would require including diversity training in specific subject areas. According to the Bylaw of The Faculty of Teacher Education of the University of Zagreb, institutions are responsible for the development of ITE curricula.¹⁰⁴

According to the published syllabuses of academic subjects taught in 2012/2013 in the teacher education college in Zagreb, the course of 'Sociology of education' is the only one that mentions national minorities. This course aims to provide fundamental knowledge about sociological theories, social functions and to empower students to apply gained knowledge for better understanding of school and educational processes. It includes educational outcomes which cover national minorities, as student teachers learn about national minorities and education in Croatia. Other courses that refer to intercultural competences are mainly connected with languages or European studies (see Box 6 below).

Box 6. Examples of curricula content related to diversity

Intercultural learning and German language literature 1 & 2¹⁰⁵
This course aims to prepare student teachers to identify prejudice and stereotypes in situations of cultural contact, develop self-reflection, tolerance and ability to change perspective as preconditions for successful intercultural communication.

Multiculturalism and European Identities
The course 'Multiculturalism and European Identities' at the University of Zagreb aims to raise students' sensitivity on multiculturalism and multilingualism issues in Europe as well as foundations of European identity. Although these academic subjects do not explicitly define specific groups for which students teachers are prepared to work with, they bring important competences to work with diversity.

Support measures

Diversity receives little focus in Croatian education policy documents. No additional good practice initiatives regarding diversity as a specific goal for ITE have been mapped in the context of this study.

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¹⁰⁰ Okvir nacionalnog standarda kvalifikacija za učitelje u osnovnim i srednjim školama. [The framework of the national qualification standards for teachers in primary and secondary schools]. Available at:

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¹⁰² These aspects include: participation in field class; giving advice to students on their future career and employment; ratio between the price of the study and the benefit of the study; possibility to participate in activities that develop a sense of belonging to the Teacher training college; demandingness of the study; employment after finishing college; level of preparedness for work in schools.

¹⁰³ Korak po korak [Step by step]. See: <http://www.korakpokorak.hr/hr/seminari/9/>. Accessed 19.10.2016.

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7. Cyprus

Background Information

Diversity of the learner and teacher population

- Share of learners with a migrant background (2014)¹⁰⁶: 13.8%.
- Diversity of teachers is very limited in Cyprus, the majority of teachers being Greek-Cypriot.

Attractiveness of the teaching profession

- The teaching profession is rather attractive in terms of salaries, prestige and favourable work conditions, despite recent changes and budget cuts¹⁰⁷.
- The average teaching hours are low compared to other EU member states (average 18 teaching hours and 31 hours of presence in school per week)¹⁰⁸.
- The government recently changed the system to enter ITE to exams on pedagogy and knowledge of specific subject as entry criteria¹⁰⁹.

Organisation of ITE

- Pre-primary and primary education teachers need a Bachelor's degree, while secondary education teachers have to attend a nine-month preservice training course after completing a subject-related Bachelor's programme.
- Practical work in schools is a compulsory component of ITE for future secondary education teachers.
- The induction period begins with teachers' permanent appointment, with the first two years considered a probationary period with regular evaluations of an inspector.
- Teacher educators have a doctoral degree and experience in academic teaching and research in related areas.

Understanding diversity in the national education policy

The main criterion of diversity in the official discourse of Cypriot education policy appears to be language. The most predominant term for describing the diversity of the student population in Cyprus is: "other-language students"¹¹⁰. This definition tends to exclude second and third generation migrants, as well as Greek-speaking national minorities, such as the Armenians, Latins and Maronites¹¹¹.

- Make teachers aware of students' diversified needs and levels of readiness to work in mixed ability classes;
- Ensure teachers' readiness to respond positively to their students' difference and to offer equal opportunities;
- Prepare teachers to recognise and support the cultural and linguistic pluralism of Cypriot schools.

Education policy goals on ITE for diversity

In 2007, the Cypriot Parliament¹¹² transferred the responsibility of ITE for secondary school teachers from the Pedagogical Institute of Cyprus (a branch of the Ministry of Education) to the University of Cyprus¹¹³. As a result, the Educational Service Commission produced a document with information about the new arrangements¹¹⁴. This document does not represent the national curriculum, but it describes the aims of this ITE Programme, which also include the following objectives related to diversity:

Teacher competences for diversity

Cypriot education policy does not have a specific competence framework for teachers. However, the objectives of the University of Cyprus ITE programme serve as a model for the programmes at the private universities¹¹⁵. These objectives also included diversity-related competences, as listed above.

ITE quality assurance framework and focus on diversity

No official quality assurance mechanism is in force for either the initial teacher education organised at the University of Cyprus or the courses at the Pedagogical

Institute of Cyprus. Evaluation of the programmes offered is done internally. According to the law, these institutions must have an internal evaluation committee which must evaluate programmes periodically, at least every 5 years. This is done through the use of evaluation questionnaires distributed to participating teachers at the end of each course. According to a report of the Scientific Committee under the Ministry of Education and Culture, “there is no system for the complete evaluation of these programmes, which could record and indicate the influence on students’ learning outcomes, as well as the way this new knowledge is used in teaching practice¹¹⁶”.

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DIPAE), established in 2005, is responsible for ensuring the quality of higher education in Cyprus by evaluating new programmes. However, it does not apply to the pre-service teacher training programme as it does not lead to a university title.

Admission criteria and focus on diversity

State higher education institutions do not have any additional admission criteria apart from university entry exam scores or the average of the final secondary school year. Interviews are not part of the entry process for ITE for secondary education, although in the case of primary and pre-primary education, some private universities (e.g. the European

University) interview candidates for undergraduate BA courses. However, there is no information on whether they touch upon the diversity topic.

Alternative pathways

No alternative pathways to the teaching profession are available in Cyprus beyond the Ministry of Education and the University of Cyprus.

Focus on diversity at the ITE curriculum and induction programmes

In the curriculum of ITE for secondary school teachers for the academic year 2015-2016 there were no specific courses on diversity, intercultural education or inclusion in the available course outline¹¹⁷. ITE for teachers of primary and pre-primary education, compulsory modules include a course on ‘Introduction to Inclusive Education’, while primary education student teachers had another compulsory course related to diversity and inequalities entitled as the ‘Sociology of Education’¹¹⁸.

Cypriot higher education institutions do not offer any courses on teaching Greek as a second language. Such courses are available in the in-service training programme of the Pedagogical Institute for teachers but they remain optional.

Support measures

Cypriot policy documents mostly consider diversity in linguistic terms, while main ITE providers require some diversity-related competences. A couple of examples of diversity-related networks of expertise in the country are described below.

Education for a culture of peace as a vehicle for reconciliation in Cyprus

The aim of this network is to encourage the implementation of a culture of peace within the school curricula, thus transforming the current status-quo through a bottom-up approach by engaging educators, young people, parents, community members, and civil society in an educative and transformational process¹¹⁹. The initiative is important because of the on-going conflict between Greek-and Turkish-speaking communities in Cyprus. This networks specifically aims to engage educators from both communities in a dialogical process where the needs for implementing peace-building initiatives will be identified and analysed; provide opportunities for educators to apply 'Education for Peace' methodology in their educational settings; produce joint educational material, including lesson plans and a guide on the methodology of 'Education for a Culture of Peace', for immediate use in classrooms (a trilingual manual to be distributed to all public and private schools in Cyprus).

The project, initiated on July 6th 2014, is being co-implemented by the POST Research Institute (POST RI) and the Association for Historical Dialogue and Research (AHDR). It is financially supported by the European Commission through the Civil Society in Action IV Programme opened for the Turkish Cypriot Community.

Multiperspectivity and intercultural dialogue in education (MIDE) (see case study)

From 2009 to 2013, this project aimed to address the needs of educators, student teachers, practitioners and others engaged in examining the linkages between education and intercultural dialogue, multiperspectivity and cooperation in the context of Cypriot history teaching and learning.

Multiperspectivity is an approach in understanding, which takes into account multiple perspectives and demonstrates a willingness to regard a situation from diverse points of view. It represents a valuable tool for promoting historical understanding and critical thinking, and an essential precondition for all citizens that live in a multicultural society. The project looked at new methods and approaches to teaching history, through a number of initiatives (e.g. research, creating public awareness, creating an archive with resources offering different historical perspectives). A strong module of this project was teacher education, aiming to create opportunities for educators to be exposed to, and equipped with the latest approaches to history teaching. The project also produced supplementary education materials, fostering multiperspectivity, historical understanding and critical thinking in social studies. In the end, a series of teacher training workshops were organised in order to familiarise teachers with this material and with the new teaching approach¹²⁰.

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¹⁰⁶ See:

[http://www.mof.gov.cy/mof/cystat/statistics.nsf/All/4A240F088B34155BC22577E4002C70CD/\\$file/EDUCATI ON-12_13-131115.pdf?OpenElement](http://www.mof.gov.cy/mof/cystat/statistics.nsf/All/4A240F088B34155BC22577E4002C70CD/$file/EDUCATI ON-12_13-131115.pdf?OpenElement). Accessed 19.10.2016.

¹⁰⁷ See: <http://www.paideia-news.com>. Accessed 19.10.2016.

¹⁰⁸ Eurydice (2015). *The teaching profession in Europe*.

http://www.refernet.org.cy/images/media/assetfile/Teaching%20Profession_EL.pdf. Accessed 19.10.2016.

¹⁰⁹ See:

http://www.moec.gov.cy/archeia/2014_nees_protaseis_paideia/2015_03_23_protasi_neo_schedio_diorismo_n_ekpaidefsi.pdf. Accessed 19.10.2016

¹¹⁰ Theodorou, E. (2014). "Constructing the Other: Policies of Intercultural Education in Cyprus." In Vega, L. *Empires, Post-Coloniality and Interculturality: New Challenges for Comparative Education*. Rotterdam: Sense Publishers. 251-272.



¹¹¹ Armenians, Maronites and Latins are "religious groups" officially recognised by the Constitution of the Republic of Cyprus. They enjoy the same privileges, rights and benefits as the members of the Greek Cypriot community, including voting rights, eligibility for public office and election to official government and state positions at all levels. As part of the Greek Cypriot Community, they also elect one Representative to the Cyprus House of Representatives in the country's parliamentary elections. See: Ministry of Foreign Affairs of Cyprus (2013). *The Maronites of Cyprus*. Available at:

[http://www.mfa.gov.cy/mfa/highcom/highcom_pretoria.nsf/all/3AF861EE6C2042E0C2257A4D0037CD2B/\\$file/MARONITES%20eng%202013%20for%20web%20low.pdf?openelement](http://www.mfa.gov.cy/mfa/highcom/highcom_pretoria.nsf/all/3AF861EE6C2042E0C2257A4D0037CD2B/$file/MARONITES%20eng%202013%20for%20web%20low.pdf?openelement). Accessed 21.12.2016.

¹¹² See: http://www.kypros.org/MOEC/nomos/kdp382_97.htm. Accessed 19.10.2016.

¹¹³ See: <http://www.ekt.org.cy/?pageid=75>. Accessed 19.10.2016.

¹¹⁴ See: <http://www.eey.gov.cy/LinkClick.aspx?fileticket=a9DKUnVsawU%3D&tabid=76&mid>. Accessed 19.10.2016.

¹¹⁵ World Bank (2014). *Analysis of the Function and Structure of the Ministry of Education and Culture of the Republic of Cyprus*. Poverty Reduction and Economic Management Unit. Available at:

<http://media.philenews.com/PDF/education.pdf>. Accessed 19.10.2016.

¹¹⁶ See:

http://www.moec.gov.cy/archeia/2014_nees_protaseis_paideia/2015_03_23_protasi_epangelmatiki_mathis_i_ekpaideftikon.pdf. Accessed 22.10.16.

¹¹⁷ The course outline for different specialties is available here:

http://ucy.ac.cy/proypiresiaki/documents/programma/%CE%A9%CE%A1%CE%9F%CE%9B%CE%9F%CE%93%CE%99%CE%9F_%CE%A0%CE%A1%CE%9F%CE%93%CE%A1%CE%91%CE%9C%CE%9C%CE%91_%CE%9C%CE%91%CE%98%CE%97%CE%9C%CE%91%CE%A4%CE%A9%CE%9D_%CE%9B%CE%95%CE%A5%CE%9A%CE%A9%CE%A3%CE%99%CE%91.pdf. Accessed 19.10.2016.

For the elective courses on this Pre-service Training Programme (none on diversity) see:

http://ucy.ac.cy/proypiresiaki/documents/programma/%CE%A0%CE%B5%CF%81%CE%B9%CE%B3%CF%81%CE%B1%CF%86%CE%AE_%CE%BC%CE%B1%CE%B8%CE%B7%CE%BC%CE%AC%CF%84%CF%89%CE%BD_%CE%A0%CE%95.doc. Accessed 19.10.2016.

¹¹⁸ See:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Cyprus:Initial_Education_for_Teachers_Working_in_Early_Childhood_and_School_Education&printable=yes#Alternative_Training_Pathways

¹¹⁹ See: <http://www.e4cp.org/en/about-the-project>. Accessed 19.10.2016.

¹²⁰ See:

http://www.cy.undp.org/content/cyprus/en/home/operations/projects/action_for_cooperation_and_trust/multipectivity-and-intercultural-dialogue-in-education--mide.html. Accessed 19.10.2016.

8. Czech Republic

Background Information

Diversity of the learner and teacher population

- Share of foreign learners (2014/2015)¹²¹: 2.0% (ISCED 0), 1.9% (ISCED 1), 2.0% (ISCED 2-3).
- The government of the Czech Republic does not collect data on the share of teachers with a foreign background.

Attractiveness of the teaching profession

- Prospective students consider the teaching profession in the Czech Republic to be unattractive¹²².
- The teaching profession offers limited career progression and is seen as lacking sufficient opportunities for self-realisation and social recognition¹²³.
- Ageing and a growing gender imbalance among the teaching staff have been observed during recent years¹²⁴.

Organisation of ITE

- Teachers of primary and secondary education (of **general subjects**) are required to obtain a Master's degree in specific ITE programmes
- Faculties of Education are free to determine the content and organisation of studies: study programmes, assessment, entrance examination, etc.
- ITE integrates theoretical and practical aspects of studying, including learning through practical exercises, and workshops. Pedagogical practice should amount to 15-30 ECTS.
- Universities are free to regulate qualification requirements for teacher trainers.

Understanding diversity in the national education policy

The Strategy of Education 2020 defines three main priorities, including the reduction of inequalities in education¹²⁵.

It seeks to ensure that none of the social groups face a disadvantage accessing school education and educational opportunities. It also aims to minimise the impact of factors such as gender, socioeconomic status, region, nationality or cultural background on learning outcomes.

The Czech Republic implements support measures aimed at the integration of foreigners. The programmes of the Ministry of Education, Youth and Sports are open to participation to schools, NGOs as well as other organisations engaged in the education of foreign pupils. Schools can receive support from assistant pedagogues. According to the government regulation, schools are free to use this service for socio-culturally disadvantaged students who use another language at home¹²⁶.

Education policy goals on ITE for diversity

The current three-year action plan considers the development of teachers'

skills to be crucial in practical implementation of the inclusive education.

The Action Plan 2016-2018 includes the following priorities¹²⁷:

- Setting the conditions for equal opportunities in education for all;
- Supervision mechanisms in the field of inclusive education;
- Records and statistics of pupils educated in inclusive environments;
- Inclusion in preschool education.

The Strategy of Education 2020 mentions the importance of creating the conditions to enable future teachers to develop teaching skills that are necessary to work in diverse classrooms.

Teacher competences for diversity

Higher education institutions providing ITE in the Czech Republic are free to decide on the competence framework for teacher students.

As there is no national teacher competence framework, the Ministry of Education, Youth and Sports only formulates general key competences for teachers¹²⁸. The ministry does not list preparedness for diversity and related skills among them.

ITE quality assurance framework and focus on diversity

The Accreditation Commission is responsible for the quality of higher education in the Czech Republic. It is one of the bodies that carry out comparative evaluations of particular areas of study in all faculties of education. According to the Framework Concept of the Accreditation Commission, student teachers should face a diverse body of pupils (in terms of social, ethno-cultural background, health, level of ability, etc.) during their practical training¹²⁹.

Admission criteria and focus on diversity

The entrance exams in the Czech higher education institutions vary across disciplines. Each faculty of education providing teacher education has the right to determine the content and organisation of studies, including study programmes, study and assessment regulations, the requirements for state final examinations, as well as the selection methods for the admission to ITE.

Some of the Faculties of Education organise interviews, motivation, practical or aptitude tests. However, there is no evidence that any of these admission criteria consider candidate teachers' preparedness for diversity.

Alternative pathways

Student teachers can attend pedagogical education courses at nine faculties of state HEIs and three private universities. Teacher education for general subjects follows the

concurrent model, while ITE for technical/vocational subjects usually features the consecutive model. There was also a specific alternative pathway for teacher assistants at the NGO level but it is no longer available. (See the Support Measures).

Focus on diversity at the ITE curriculum and induction programmes

The Faculty of Education at Masaryk University offers a Multicultural Education course where students learn about tolerance, racism and violence, migration and national minorities as well as world religions¹³⁰. The situation of the Roma minority in the Czech Republic receives special attention. The course prepares student teachers to work in diverse classrooms and to be able to individualise education during their practical training in ITE¹³¹.

In 2002, the special pedagogical department of the Faculty of Pedagogics at Palacký University in Olomouc started to work in the field of multiculturalism. It organised a **Course for Education of Immigrants' Children**, particularly aimed at teachers in refugee facilities as well as for the workers in children centres at the asylum facilities. The university provides education for pedagogues who will work with socio-culturally disadvantaged children and carries out research in the field of special pedagogy. There are over 180 specific outputs, methods, recommendations and research reports of the System Support of Inclusive Education project realised in 2013-2015¹³²

Support measures

Czech education policy documents mostly relate to diversity in terms of language (students with other than Czech mother tongue) and pay limited attention to diversity among national policy goals for ITE. Our policy mapping identified some diversity-related initiatives in the country organised by both non-governmental and governmental institutions (see on the next page).

The 'New School'

Since 1996, the 'New School' supports inclusive education for minorities, foreigners, and socially or culturally disadvantaged children and youth¹³³. Their main target groups include socially disadvantaged children and youth, as well as educators and the general public. The New School has since introduced Roma teaching assistants in primary schools and continues to support assistants through their accredited courses and projects. A significant part of their activity (the tutoring programme) is possible because of volunteer work¹³⁴.

The New School's 'Latitudes' (*Rozlety*) programme aims to reduce the dropout rate of disadvantaged children through tutoring. Its objective is to help children to reach secondary education level. The programme offers support education in Czech, English and mathematics classes and prepares for the transition to the secondary education level. Volunteers (high school and university students) provide group instruction and individual tutoring to students and act as mentors. There is also a special club that functions as space for leisure activities and shared experiences (e.g. visits to theatres, sport events and day trips).

Foreigners as Assistants to Teachers programme

The association META provides teachers with counselling and methodical support to educate students with different mother tongue languages (DMT, foreign pupils) at primary and secondary schools¹³⁵. As a part of the association's activities, the project 'Foreigners as Assistants to the Teachers' recruited assistant teachers in primary schools in Prague. The entire target group obtained specific training (e.g. individual job counselling, individual and group training in communication presentation skills). The initiative offered an accredited course for 20 teacher assistants and subsequent training in working with foreign pupils. Despite the fact that the initiative is over, META still continues to support foreign pupils with the help of voluntary workers.

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¹²² *Strategie vzdělávání 2020*, Available at: <http://www.msmt.cz/ministerstvo/strategie-vzdelavaci-politiky-2020>. Accessed 20.10.2016.

¹²³ *Ibid.*

¹²⁴ *Ibid.*

¹²⁵ *Ibid.*

¹²⁶ Act No. 73/2005 Coll. about education children, pupils and students with special educational needs and talented students as stated in Act No. 147/2011 Coll.

¹²⁷ *Akční plan inkluzivního vzdělávání na období 2016 – 2018*. Available at:

http://www.vzdelavani2020.cz/images_obsah/dokumenty/apiv_2016_2018.pdf. Accessed 25.10.2016

¹²⁸ the Act on Pedagogical Staff (ACT No. 563 of 24 th September 2004 on Pedagogical Staff and on the Amendment to Some Other Acts. Available at: <http://www.msmt.cz/areas-of-work/skolstvi-v-cr/act-no-563-the-act-on-pedagogical-staff?lang=2>. Accessed 25.10.2016. Last version of the act is available at: <http://www.msmt.cz/dokumenty-3/skolsky-zakon-v-konsolidovanem-zneni-ucinem-od-1-9-2016>).

¹²⁹ *Rámcová koncepce přípravného vzdělávání učitelů základních a středních škol* (The framework concept of initial teacher education in primary and secondary schools). Available at:

https://www.akreditacnikomise.cz/attachments/article/546/RamcovaKoncepceUcitelskePripravy_10_2015.pdf. Accessed 20.10.2016.

¹³⁰ Available at: <http://katedry.ped.muni.cz/kmv/vzdelavani/multikurturni-vychova> Accessed 24.10.2016.

¹³¹ Available at:

https://www.akreditacnikomise.cz/attachments/article/546/RamcovaKoncepceUcitelskePripravy_10_2015.pdf. Accessed 24.10.2016.

¹³² See: <http://www.VYSTUPY.inkluze.upol.cz>. Accessed 24.10.2016.

¹³³ See: <http://novaskolaops.cz>. Accessed 24.10.2016.

¹³⁴ See: <http://www.novaskolaops.cz/co-je-to-za-spaliky-no-prece-kubb>. Accessed 21.10.2016.

¹³⁵ See: <http://www.meta-ops.cz/en/>. Accessed 21.10.2016.

9. Denmark

Background Information

Diversity of the learner and teacher population

- Share of pupils with migrant background in municipal primary and secondary schools (2015)¹³⁶: 12%
- Share of teachers with migrant background (2009)¹³⁷: 3.3%

Attractiveness of the teaching profession

- The number of teachers in primary and lower secondary schools (*Danish Folkeskole*) is declining, partly due to the decreasing number of pupils¹³⁸.
- According to the Danish Teachers' Union, the popularity of the teaching profession decreased because since 2013 teachers have less time for team work, cooperation with parents and for the preparation¹³⁹.
- Despite the fact that Danish teachers are among the best-paid in the Nordic countries the remuneration and career opportunities are not sufficiently competitive in comparison with other areas¹⁴⁰.

Organisation of ITE

- ITE typically takes place at one of 8 state appointed legal providers of ITE – university colleges.
- Pre-primary pedagogues and school teachers study in different educational programmes, both of which, however, follow the concurrent model
- The duration of the professional Bachelor's programme at primary and lower secondary level is four years. The programme alternates between theoretical teaching at the college and a total of 24 weeks of teaching practice¹⁴¹. A Bachelor's is required to teach at primary and lower secondary level, while a Master's Degree is mandatory at upper secondary level.
- The Ministry of Science, Innovation and Higher Education drafts the ITE curriculum which is followed by all university colleges¹⁴². However, in addition to the mandatory modules based in the Order on Bachelor's Degree Programme in Education, university colleges are allowed to organise their own modules in connection with the compulsory modules.
- Teacher educators at university colleges have to obtain a university Master's Degree in their subjects at a Danish university or in other ways have gained equivalent knowledge¹⁴³. In the Order, it is stated that teacher educators overall must have a level of education that is higher than the degree they have to teach.

Understanding diversity in the national education policy

In addition to migrants, refugees and asylum seekers, Danish policy documents, orders and laws on pre-primary, primary, lower and upper secondary education often refer to the term bilingual (*tosproget*) which is used as a common concept for bi- and multilingual pupils, adolescents and adults.¹⁴⁴ The understanding of diversity in Danish policy documents historically and currently is primarily linked to an understanding of linguistic diversity. Particular emphasis is put on the understanding of the differences of Danish as a mother tongue and Danish as a second language.

In comparison, the understanding of diversity in cultural terms is not so common. Most Danish education policy documents and acts regarding pre-primary and secondary schools broadly describe knowledge about Danish culture, history and other countries and cultures as part of the main goals of education.

Education policy goals on ITE for diversity

Preparation to teach bilingual children and in particular teaching Danish as a second language has been defined as a goal in acts (Act, 2006¹⁴⁵) and orders (Order, 2013¹⁴⁶; 2014) in ITE during past decades, starting from the mid-1990s. The 2006 Act on Teacher Education stipulated that only teachers who had finished the specific subject 'Danish as a second language' during ITE are allowed to teach the subject¹⁴⁷. The 2013 Order on ITE included a 10 ECTS module entitled 'Teaching bilingual children' that replaced the 'Danish as a second language' subject introduced in 2006. The new module introduced in 2013 deals with "the identification of second language educational challenges in the teaching of subject knowledge" and "favouring bilingual pupils" linguistic and academic development in the linguistically diverse classrooms' is compulsory for all student teachers¹⁴⁸.

Teacher competences for diversity

Teacher competences for diversity are explicitly defined in Danish policy documents. The abovementioned Order (2013) outlines two general main sub-areas as compulsory¹⁴⁹:

1. **Pedagogy and teacher skills:** includes four mandatory modules or fields of competence.
 - a. Knowledge about Students' learning and Development;
 - b. Knowledge about didactics and teaching;
 - c. Special Needs education; and
 - d. Teaching bilingual children.
2. **General Culture:** Christian studies, philosophy of life and citizenship (KLM)

The competence of teaching bilingual children includes skills to:

- assess whether second language acquisition is promoted in [student's] own and other's teaching;
- support the interlanguage development of the bilingual pupil;
- plan lessons that promote bilingual pupils' subject knowledge and their academic and professional language development;
- involve bilingual pupils' linguistic abilities in the classroom;
- identify second language pedagogy challenges of teaching;
- cooperate with Danish as a second language teachers and other teachers of the class regarding the bilingual pupils' language and subject knowledge and their academic and professional development.

The General Culture (KLM) competence deals with the interpretation of public school purposes, the development of professional ethics and the handling of complex challenges in the teacher work regarding cultural, value-based and religious diversity. The goal of this competence is to prepare the student "to relate to ethical, political, democratic and religious challenges associated with education, parent involvement and school in a globalized society".

Diversity in the ITE quality assurance framework

The ITE quality assurance and the accreditation of ITE carried out by Danish Accreditation institution (*Danmarks Evalueringsinstitut*), did not require providing courses dealing with cultural, linguistic or religious diversity in 2012¹⁵⁰. In 2016, the institution plans to carry out a range of new accreditations of university colleges. The accreditation process include several visits from the Danish Accreditation institution, a panel that has to investigate various parts of the education (educators' education; curricula; how curricula is carried out; research and teaching development; user satisfaction), self-evaluation, interviews¹⁵¹.

As mentioned, the module in 'Teaching bilingual children/pupils' became mandatory only since 2013 for all ITE students. Future quality assurance criteria will probably mirror this development. However, no quality assurance or accreditation has been carried out regarding the 2013 ITE programme yet.

Admission criteria

Danish admission criteria into ITE do not explicitly focus on applicants' attitudes to diversity. In Denmark there are three possibilities to enrol into ITE programmes:

1. Based on academic achievement requirements: a minimum average score of 7 in final exams from upper secondary education¹⁵²;
2. Students with less than a minimum average score of 7 in final exams from upper secondary education and foreign students having acquired upper secondary education can apply for ITE programmes. Admission criteria are documentation of exams, and admission interview;
3. If a person does not meet the official entry requirements but has skills that can be equated with these, a person can apply for admission with special permission (an individual evaluation of competences and skills and admission interview).

The first personal admission interview uncovers the applicant's broader qualities and skills such as interpersonal skills¹⁵³. It

does not pay explicit attention to diversity but required qualities and skills are necessary to work in a multicultural classroom.

Alternative pathways

According to the Order on the Bachelor's Degree Programme in education, professional teacher qualification can only be obtained through formal ITE at university colleges, or through supplementary teacher programmes (Merit Teacher programmes)¹⁵⁴.

According to the 'Merit Teacher Programme', there are two other pathways to the teaching profession:

- 1) Individuals who have already obtained a **Bachelor's Degree and/or a Master's Degree** at a university or at a university college (**Bachelor's degree**); or
- 2) Individuals who in other ways have obtained knowledge and experience equivalent to this may pass a 150 ECTS points programme in order to be accredited as a 'Merit teacher'.

Focus on diversity at the ITE curriculum and induction levels

Since 2013, all ITE students are obliged to pass a 10 ECTS module in 'Teaching bilingual children'. Furthermore, all future teachers must include teaching of bilingual children and in particular Danish as a second language training and awareness as part of all subjects taught in the Danish Folkeskole¹⁵⁵ (school).

Since the 1990s – apart from the mandatory modules in ITE (Act, 2006; Order, 2013) – a lot of preparation courses have been set up for (student) teachers in order to prepare them for teaching bilingual children and to manage diversity in the classrooms (see examples in Box 7 below).

Furthermore, some University colleges in Denmark, such as University College Copenhagen (UCC)¹⁵⁶, and at the University College in Northern Jutland (UCN)¹⁵⁷, have organised one-year preparation courses for migrants and refugees in order to increase the percentage of migrants in ITE.

Preparatory courses for refugees and migrants for ITE have been organised since the 1980s, and are currently offered at several institutions providing ITE. The majority of graduates have been reported to have enrolled in ITE afterwards¹⁵⁸.

Box 7. Examples of curricula content related to diversity

Master's degree on Danish as a Second language, Aarhus University¹⁵⁹

This year-long programme includes subjects amounting to 60 ECTS and covers 4 modules (15 ECTS points each):

1. Danish Language knowledge;
2. Intercultural communication and cultural understanding;
3. Second Language Pedagogy;
4. Master thesis.¹⁶⁰

The University of Aarhus offer this teacher education programme in both Aarhus and Copenhagen campuses. It is aimed at teachers in language schools, teaching adult migrants and foreigners, consultants working with bilingual

Education as a teacher of Danish as a second and foreign language for adolescents and adults

It is a 60 ECTS mandatory programme for teachers, who teach Danish to migrant adults/adolescents at language schools in Denmark. It covers 4 modules (15 ECTS points each):

1. Danish Language knowledge;
2. Intercultural communication and cultural understanding;
3. Second Language Pedagogy;
4. Second language Acquisition research and theory¹⁶¹.

Most adult migrants and refugees living in Denmark have attended Danish as a second language classes at language schools since the education was first

children as well as teacher educators at University Colleges.

established in the 1990s. Aarhus University and Copenhagen University offer this programme.

Support measures

Apart from integrating diversity-related content into ITE curricula, there are a number of additional initiatives implemented at the ITE provider level, supported nationally or by NGOs, aimed at understanding diversity and mainstreaming this awareness across ITE. Some of these examples are provided below. There are also a number of initiatives at the CPD level, which is considered as continuum of ITE in Denmark, and reported to bring the biggest difference when combined with ITE modules¹⁶².

Research programme 'Signs for language'

The 'Signs for language' research programme started in 2008 and will continue to address and pilot linguistic diversity in primary and secondary schools until 2017. The research project has already investigated a range of approaches in which the resources of bi-/multilingual children are used and addressed. Participants of the initiative have published a number of publications and reports. Teacher educators are able to involve their ITE students, but there is no specific data on this aspect. In total, five teacher educators of four University Colleges have been providing inputs for the project with School of Education in Aarhus University being the lead research institution. In addition, five multilingual classes from five Denmark's largest cities have been taking part in the initiative. Each year, starting from 2008 a yearly status report was published and described all aspects of the project, including migrant children's learning. Reports (in Danish) are available on the website¹⁶³.

Preparatory course for refugees and migrants for teacher education

This one-year length preparatory course for migrants, migrant children and refugee aim to improve their participation in the ITE¹⁶⁴. According to the report, the course in University College (Copenhagen or Northern Jutland) has a positive impact on migrant participants in the ITE. Between 2006 and 2008, the number of migrant ITE candidates increased from 21% to 50%¹⁶⁵.

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¹³⁷ European Commission (2016a). Study on the Diversity within the Teaching Profession with Particular Focus on Migrant and/or Minority Background. Annexes. Luxembourg: Publications Office of the European Union.

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¹⁴¹ European Commission (2016a). Study on the Diversity within the Teaching Profession with Particular Focus on Migrant and/or Minority Background. Annexes. Luxembourg: Publications Office of the European Union.

¹⁴² Order (2013). Order no 231 from 08/03/2013 on the Bachelor's Degree Programme in Education. [Teacher in primary and lower secondary schools] / Bekendtgørelse nr. 231 af 08/03/2013 om uddannelsen til professionsbachelor som lærer i folkeskolen. Available at:

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10. Estonia

Background Information

Diversity of the learner and teacher population

- The languages of schooling reflect the ethnic composition of the student body: 80% of pupils are learning in Estonian; approximately 19% of school children attend Russian/bilingual primary and secondary schools; 0.5% have a native language other than Russian or Estonian¹⁶⁶.
- In 2015, there were 400 new immigrant children and returnee pupils, of which 31% came from Finland, 24% from Russia, and 5% had a refugee background¹⁶⁷.
- The share of teachers with a migrant/minority background is of 23% in ISCED 0; 21% in ISCED 1; 22% in ISCED 2; and 21% in ISCED 3¹⁶⁸.

Attractiveness of the teaching profession

- Despite recent increases in teachers' salaries, the attractiveness of the teaching profession remains low in Estonia: only 4% of high school graduates are interested in become a teacher¹⁶⁹.
- The profession is characterised with gender imbalance and ageing workforce¹⁷⁰.
- The enrolment rates in ITE have been diminishing: In 1995, 10% of student population were in teacher education programmes, but only 6.3 % in 2015¹⁷¹.

Organisation of ITE

- The main components of ITE are: (1) studies in general education; (2) study related to a specific subject(s) or a specialty; (3) professional studies (60 ECTS, including educational sciences, psychology and subject didactics and pedagogical traineeship at least 10 weeks); and (4) final thesis or examination of the relevant higher education level that includes pedagogical research.
- For pre-school teachers and vocational education teachers, a bachelor's degree is the minimum requirement; all other teachers should have a master's degree or its equivalent.
- Teacher educators should complete at least a 6 ECTS course in educational sciences in postgraduate or doctoral level or in-service training for at least 160 hours total¹⁷².

Understanding diversity in the national education policy

There is a lack of clarity and consistency in definitions of key terms, and lack of clear conceptual framework to address the diverse student body in Estonia.

Overall, the Estonian education policy tends to understand diversity in terms of special needs. The term refers to students with talent, learning difficulties, health status, disability, behavioural and emotional disorders, long-term absence from schooling, or insufficient proficiency in language of instruction of school learners with a different mother tongue¹⁷³.

In the Estonian education policy context, the understanding of diversity also encompasses ethnic minorities and immigrants. When using the term 'ethnic minorities' education policy document tend to refer to children of people who immigrated and settled in Estonia during the Soviet Era (1940-1991), mostly pupils with a Russian cultural and linguistic background¹⁷⁴. Immigrant pupil are further acknowledged by the use of the terms – 'newly arrived immigrant pupil' and 'returnee pupil' in official statistics, in the Estonian

Education Information System¹⁷⁵. The former refers to children who have legally immigrated and lived in Estonia less than five years, whereas the latter refers to Estonian children, who have emigrated and came back to their country of birth or with which they have historical ties.

Education policy goals on ITE for diversity

Education policy in Estonia has not set any goals on how ITE should prepare future teachers for diversity. There is only a brief reference in the 'Life Long Learning Strategy 2020', which notes that an educational research programme dedicated to diversity should be launched and financed via the EU Structural and Investments Funds¹⁷⁶. In addition, there is a specific support measure – centres of excellence in both ITE universities in Tallinn and Tartu – which aims to assist universities in the implementation of the goals set out in the Strategy.

Teacher competences for diversity

The teacher competence framework in Estonia includes indirect diversity-related competences. The Government of Estonia has included requirements related to preparedness for diversity in the Teacher Professional Standards, which provide a list of skills, knowledge and attitudes, i.e. competences necessary for successful performance in teacher's work¹⁷⁷. The Standards specify compulsory competences, which make only an indirect reference to diversity. For example, it states that a teacher should:

- Recognise special educational needs and contacts a support specialist in order to change the conditions of the learning environment, and if necessary; prepares a development interview;
- Draft individual curriculum, development plan in cooperation with other specialists, and if necessary, gives overview of the process of support to a learner with special needs;
- Create mentally and emotionally safe, cooperative and mutually understanding learning environment supporting development and creativity, proceeding from the needs of learners and following human rights, the Estonian constitution and children's rights;
- Collect data about the development and motivation of the learners, provides feedback; notices differences and special needs of the learners (e.g. learning styles, capabilities, learning problems, cultural peculiarities) and involves parents.
- Have knowledge about legislation related to the field of education and operating principles of a society (Estonian, European and global cultural space, principles of public order and sustainable development etc).

Diversity in the ITE quality assurance framework

Diversity-related criteria do not feature explicitly in the quality assurance mechanisms of ITE and are not able to influence institutional accreditation. International expert group evaluates quality of

universities based on four broad criteria – organisational management and performance, teaching and learning, research and development work, and service to the society – none of which make specific reference to diversity or related issues¹⁷⁸.

Admission criteria

Student teacher recruitment and admission policy do not make reference to diversity or related issues. All persons with a secondary education or equivalent foreign qualifications have an equal right to compete for a place in ITE higher education institution¹⁷⁹. All prospective student teachers have to pass teacher professional aptitude tests. Professional aptitude is assessed on the basis of a written essay and on the basis of discussion or a teamwork¹⁸⁰. There are no uniform diversity-related criteria for evaluating professional aptitude.

Alternative pathways

Besides formal pathways there is an alternative route to becoming a qualified teacher in Estonia. Such initiative has been taken by a private programme 'Youth to School' based on the example of the British 'Teach First' programme¹⁸¹. This two year programme offers participants an extensive coursework, training and practical application of teaching and management skills. It combines school based initial teacher training with volunteer coaching, networking opportunities, and a leadership skills development programme. The programme collaborates with Tallinn University in providing the initial education for young teachers and in awarding teacher qualifications to the graduates of the programme.

In 2015, the programme has sought to involve more participants from the Russian community. However, only less than 10% from a total of 107 participants have a Russian ethnic background. A high proportion of those who have successfully completed the programme continue working as teachers¹⁸².

The participants, working in schools of Ida-Viru County (mostly Russian speaking region) will receive additional EUR 1,000 in the form of scholarship each year of the programme¹⁸³. This scholarship aims to facilitate the participants' departure to the region where their contribution is the most needed (Noored kooli, 2016).

Focus on diversity at the ITE curriculum and induction levels

Estonian policy documents do not require introducing courses that prepare future teachers for the diversity in their classroom. Moreover, every ITE university has autonomy in designing the curriculum according to the national regulation, which does not make explicit reference to the issues related to diversity. Although focus on diversity is rather limited within national policy documents, ITE universities follow two international frameworks that provide the basis for the inclusion of diversity related content into ITE curricula¹⁸⁴. In particular, these frameworks are:

- the 'Profile of Inclusive Teachers', developed by the European Agency for Development in Special Needs Education¹⁸⁵; and
- the 'Framework of teacher competences for engaging with diversity', developed by the Council of Europe¹⁸⁶.

The analysis of the content in Tallinn¹⁸⁷ and Tartu¹⁸⁸ Universities indicate that, in practice,

these universities and some of the associated colleges offer programmes and specific courses that address diversity and inclusion related issues. The foundation courses of special needs education are compulsory in all ITE programmes and examine both theoretical and practical perspectives. All curricula for teachers of foreign languages include short courses about language immersion. Some programmes also offer compulsory and/or elective courses on multicultural education. (See more in Box 8)

Moreover, the practical preparation during the school placement is considered as a priority in the development of the ITE. Nevertheless, diversity-related issues are weakly integrated into student teachers' school placement because the learning outcomes do not refer to diversity.

The induction stage also reflects diversity-related issues within face-to face, or e-training sessions between novice teachers and mentors¹⁸⁹. ITE providers offer specific training programmes or courses for mentors, for instance:

- at the University of Tartu, the MA programme for school mentors includes the 3 ECTS course 'Diversity in Education'¹⁹⁰;
- the Tallinn University offers a 4 ECTS course for school mentors and international school leadership programme Education 4 Future (strategic partnerships, school culture, communication with parents, digitalisation of the leaning process)¹⁹¹.

Box 8. Examples of curricula content related to diversity

MA programme for Primary School Teacher in Multilingual School	Induction year programme
<p>This is a specially-designed Master's programme for Russian speaking youth to prepare them to be primary school teachers in multilingual schools. The Programme is implemented at the Narva College (regional college of University of Tartu) and aims to provide theoretical knowledge and practical skills for working in classes that implement the principles of early language immersion, content and language integrated</p>	<p>Since 2004, induction programmes are provided by the Universities of Tallinn and Tartu. The aims of the induction programme are: (1) to support the adjustment of novice teachers to schools as organisations; (2) to further develop the competences acquired in ITE; and (3) to provide support in solving problems caused by a lack of experience. In the model, two approaches are combined: learning and development in the school</p>

learning (CLIL) and target language learning. The programme introduces the characteristics and principles of how to create and support a learning environment.

The following advantages of the curricula are highlighted in the Self-Evaluation Report of the Narva College: the structure of curricula ensures strong connection between theoretical, practical and methodological courses; and the presence of multicultural component in education, which allows prospective teachers to successfully work in multilingual environment. Various languages are used as the medium of instruction (Russian, Estonian, and English), various courses deal with the problems of multiculturalism (Intercultural Communication, Multicultural Education, Cultural History of Estonia, Cultural History of Russia, etc.), practice in the speciality is done in multicultural educational institutions (language immersion schools and kindergartens, etc.)¹⁹².

setting and the regular seminars of novice teachers. Diversity issues are included to the following activities during the induction: case studies about handling sociocultural diversity in the classroom are discussed in face-to-face sessions; flexible and open e-learning platforms are used (for example, e-Didacticum in Tallinn and Moodle in Tartu), where young teachers can present their knowledge, skills and personal characteristics to analyse intercultural learning process, to give and get feedback, and to plan their professional development.

All novice teachers who have participated in this programme perceived positive developments in their professional skills during the induction year. Similar evaluation of the professional skills of the novice teachers was given by the mentors as well. The programme increased their self-efficacy at the end of the year¹⁹³.

Support measures

The policy mapping identified one additional initiative with the potential to help teachers and schools address diversity in the classroom.

Network of Innovation Schools

The Network of Innovation Schools is a new model of traineeship to build a stronger collaboration network of schools and teacher education institutions. The model specifies four dimensions of collaboration between the network of schools and universities: traineeship, professional development, team teaching, research and development. The network facilitates training for diversity because it includes a variety of different school types (bilingual, schools for pupils with special needs, secondary school with International Baccalaureate (IB) programme, etc.).

This initiative yielded positive results on various levels. In particular: (1) for university staff members, it has improved awareness of practice-related problems and solutions; (2) for school teachers and principals, it has improved scientific thinking and active involvement in educational research; and (3) for student teachers, it has facilitated better integration of theory and practice, more integrated studies, new technical possibilities¹⁹⁴.

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11. Finland

Background Information

Diversity of the learner and teacher population

- Share of foreign nationals (2016)¹⁹⁵: 6%, of which Estonians (21%), Russians (13.4%), Swedish, Chinese, Somalian, Thai and Iraqi (3.5% each) are the largest groups
- Share of non-nationals in preservice teacher education: N/A. ITE applicants are asked to have adequate Finnish or Swedish skills which limits access to ITE for minority teacher candidates

Attractiveness of the teaching profession

- ITE programmes are exceptionally attractive in Finland with 10 candidates to every place in primary school teacher education¹⁹⁶.
- Teacher salaries are slightly higher than the national average¹⁹⁷.
- The teaching profession has high social prestige and professional autonomy in schools¹⁹⁸.

Organisation of ITE

- All teachers are required to hold a Master's degree (making overall length of education 5-6 years).
- After certain theoretical studies, students take part in teaching practice for 5-6 weeks.
- All eight universities providing ITE have their own teacher education strategies and curricula that are coordinated nationally to ensure their coherence.
- The requirements for teacher educators working in ITE institutions include MA qualifications and advanced Education studies (at least 90 ECTS).

Understanding diversity in the national education policy

Immigration policies in Finland aim to provide people moving to Finland with opportunities to function as equal members of Finnish society and guarantee immigrants the same educational opportunities as other Finns. Concerning education, the objective is to support the pupils' balanced development and integration into Finnish society and to give them the necessary skills to enable them to attend education¹⁹⁹. The National Core Curriculum sets the overall objective of the education system of equality in all areas of education, meeting pupils' needs and supporting wellbeing and other prerequisites for learning as well as awareness of different languages and cultures. The Core Curriculum emphasises respect for other cultures, while diversity is considered as a strength and pathway to understanding global world and multiculturalism²⁰⁰. The 'National Core Curriculum for Instruction Preparing Immigrants for Basic Education' (2009) aims to ensure participation in education of students with an immigrant background.

The concept of inclusive education ensures that the education is organised in a way that

every pupil (including students with foreign background, immigrants, refugees) gets an adequate and well-timed support to her/his learning and growth. The development of the system as well as school culture and pedagogical methods promote the success of all pupils in their studies²⁰¹.

Education policy goals on ITE for diversity

There is no specific national strategy or guidelines on preparing student teacher for diversity in Finland. However, many of the objectives of the National Core Curriculum and of teacher education programmes across the country explicitly refer to intercultural competences and culturally responsive teaching. The ultimate goal is that prospective teachers are trained to meet the learning needs of all students, regardless of their origin, language and religion²⁰². All ITE programmes offer both obligatory and selective courses on differentiation and identification of special support needs to achieve this goal.

Teacher competences for diversity

Finland does not have a national teacher competence framework but documents related to ITE, higher (vocational) education, professional development or school compulsory education refer to intercultural competences for teachers.

Such approach has gained strength in Finland as a tool allowing implementation of multicultural education. Many of the objectives both in the National Core Curriculum and teacher education programmes referring to intercultural competences symbolise the capacity “to see relationships between different cultures – both internal and external to a society”²⁰³. The updated Finnish national core curriculum (2016) further emphasises the necessity for all teachers to be aware of linguistic diversity. Teacher education in Finland is strongly research-based. The new phenomena-based curriculum introduces similar approaches with an aim of creating multicultural understanding²⁰⁴.

ITE quality assurance framework and focus on diversity

Finland does not have any diversity-related criteria in the quality assurance of teacher education programmes.

Admission criteria and focus on diversity

There are two phases in the selection process for primary school teacher education. First, a group of candidates is selected according to the matriculation examination results, high school diploma, and relevant records of out-of-school accomplishments. In the second phase candidates complete a written exam on assigned books on pedagogy and engage in an observed clinical activity replicating school situations, where social interaction and communication skills come into play. This situation may include aspects of diversity. Finally, top candidates are interviewed and asked to elaborate on their motivation.

Alternative pathways

Finland does not have any alternative pathways to obtain teacher qualification apart from university studies. Some universities (e.g. University of Turku and Helsinki) offer pedagogy courses (60 ECTS) for immigrants who have teacher qualifications in their country of origin. In addition, the University of Helsinki provides an upgrading course for subject teachers in English.

Focus on diversity at the ITE curriculum and induction programmes

The basic structure of the teacher education curriculum is mostly common across the country although there are some differences between the universities. All eight universities offering ITE have their own teacher education strategies and curricula which ensure coherence but also encourage local initiative in primary teacher education. ITE also contains a significant amount of guided and supervised practical training. These measures support the goal to prepare teachers for diverse needs of the entire student population, regardless of the background of the student. In the Finnish education system, diversity is embedded in the Core Curriculum which is adapted and applied at municipal and local level. The curriculum is also a tool for developing **teachers’ pedagogical thinking and forming their own pedagogical praxis.**

All universities offer courses of 1-5 ECTS on inclusive and multicultural education. All students in the Department of Teacher Education must attend a course on ‘General Pedagogy’, which familiarises them with the ideology, theory and practices of inclusion. Finnish as a Second Language (S2) as well as multicultural education can be chosen as an elective course in most teacher education units. Furthermore, every ITE offers practical training in multicultural schools. However, there is regional disparity on how diversity-related content is integrated into curricula

across universities (see examples in Box 9 below).

In accordance with the principles and aims of equity, all this aims to train teachers who

have competencies to meet the diverse needs of the entire student population.

Box 9. Examples of curricula content related to diversity

Intercultural Teacher Education, University of Oulu

The degree of Bachelor of Arts (Education) in Intercultural Teacher Education offers basic competences for prospective educational professionals and provides the basis for the **Master's studies. The degree is oriented towards primary teacher education and provides competences for teaching in diverse classes.** Period of study abroad encompasses teaching practices and internships in governmental and non-governmental organisations. Global education studies (peace and conflict research, equity and human rights, environment) are a part of the programme. The Intercultural Teacher Education programme in the University of Oulu is a unique programme in Finland as it is the only English teacher education programme with a focus on education, globalisation, diversity and ethics²⁰⁶.

STEP- Subject Teacher Education Programme in English²⁰⁵

STEP (Subject Teacher Education Programme in English) is an Education Minor in University of Helsinki. After completing the studies, the teacher will have competences for various teaching and studying environments in primary education. The programme emphasises values related to active citizenship, social equality, and intercultural understanding. In 2011, STEP admitted 20 students with either Arts or Science major of whom eight were Finnish and 12 had foreign background. According to a survey, Finnish student teachers acknowledged the benefit of learning about different approaches of people from different backgrounds and disciplines.

MA in in Early Language Education for Intercultural Communication

The two-year (120 ECTS) International Master's Degree Programme in Early Language Education for Intercultural Communication prepares students to teach foreign languages to children with the emphasis on early age intercultural communication competence. It is a transnational programme between University of Eastern Finland and Herzen State Pedagogical University of Russia²⁰⁷.

Pedagogical studies for teachers with immigrant background

The pedagogical studies (60 ECTS) programme is aimed at primary and secondary education immigrant teachers with academic degree but no **teacher's qualification**.²⁰⁸ It is provided by the University of Turku (School of Applied Educational Science and Teacher Education together with Department of Nursing Science).

Professional Intercultural Competence

Professional Intercultural Competence programme aims to enhance students' knowledge and skills in intercultural area in working life and other professional settings. It is offered by School of Applied Educational Science and Teacher Education together with Department of Nursing Science²⁰⁹. University of Eastern Finland also offer each of five modules (5 ECTS) of the programme (25 ECTS in total) separately.

Support measures

Diversity in Finland receives a lot of focus in national policy and ITE curricula areas. Considering the decentralised nature of the Finnish ITE system, an important number of local diversity-related initiatives are implemented at municipal and school levels.

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12. France

Background Information

Diversity of the learner and teacher population

- Share of 15 year-old students with a migrant background (2012)²¹⁰: 14.8%. The majority are children with a (second-generation) migrant background from Portugal, Algeria, Morocco, Tunisia, and Turkey²¹¹.
- Data on the diversity of teachers is not available due to French personal data protection rules (according to the Act 78-17 of 6 January 1978)²¹².

Structural challenges of the teaching profession

- Declining prestige and stagnating salaries of the teaching profession in recent years²¹³.
- Increased level of requirements for academic qualifications, and introduction of a system based on an **ITE Master's degree resulted in shortage of candidates** in 2012, particularly in several fields of secondary education subjects²¹⁴.
- The teaching profession continues to attract many candidates at the pre-primary and primary levels.

Organisation of ITE

- In 2010, the reform of ITE raised the level of academic qualification required for the recruitment of **teachers in primary and secondary levels from Bachelor's to Master's degree**.
- In 2013, the government launched the Higher Schools for Professorship and Education (ESPE - *Écoles Supérieures du Professorat et de l'Éducation*), teacher education institutions attached to universities.
- ESPEs are responsible for the initial and continuous training of all education staff (teachers and other education staff).
- Professors and associate professors with a PhD as well as teacher educators teach at the ITE level, while teacher educators usually teach most of the classes at the CPD level.
- Since 2015, at least 5 years of experience as a schoolteacher in primary or secondary level are required to become a teacher educator, as well we to pass an aptitude test.
- To be recruited, teachers of pre-primary, primary and secondary education must go through a **competitive examination at the end of the first year of their Master's (MEEF)**.

Understanding diversity in the national education policy

Since the 2013 broad school education reform²¹⁵, issues related to cultural diversity are addressed in the curriculum starting from pre-primary education (ISCED 0), notably through new 'moral and civic education' courses. They focus on the transmission of Republican democratic values, the openness to others, respect for differences and the fight against discrimination. These courses feature in all levels of primary and secondary education. In addition, educational institutions renewed the support in teaching languages of children with a migrant background attending school, as well as regional languages, through elective courses.

Moreover, diversity in education policy can refer to pupils whose first language is not French, Traveller children as well as children with special needs. Two circulars from the Ministry of Education published in 2015 tackle the organisation of education for "newly arrived non-native speaker students and children from itinerant and Traveller

families", notably through dedicated academic centres (*Centres académiques pour la scolarisation des enfants allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs*, CASNAV), created in 2002)²¹⁶.

Education policy goals on ITE for diversity

Every year, ministerial circulars set the main priorities for the national continuous teacher education plan. For 2015/2016, one of the priorities was to educate against racism and anti-Semitism. Furthermore, the topics for the national training plan directly relate to the priorities set in the circular for the beginning of the school year. The official circular for the start of the 2016 school year affirms that the prevention of all forms of discrimination should be a priority, by fighting all forms of expression and related **violence "inspired from sexism, racism and homophobia"** in education²¹⁷. It also aims to "educate again racism and anti-Semitism" in all teachings, educational activities and "all

concrete situations in school life”²¹⁸. The circular specifically highlights that educative programmes must combat prejudices and stereotypes.

Teacher competences for diversity

The French competence framework for teachers and educational professionals includes diversity-related concepts, but does not provide specific details²¹⁹. However, it includes common competences for all teachers and educational staff that can serve as a foundation for building specific competences on diversity:

- No 1. Share the values of the Republic: to know how to transmit and share the principles of democracy and the values of the Republic: liberty, equality, fraternity; secularism (*laïcité*); the rejection of all forms of discrimination.
- No 2. Integrate the activities of teachers and educational staff in the framework of the fundamental principles of the French education system, including freedom of expression, neutrality of education, secularism, and mandatory education.
- No 4. Take into account the diversity of students: adapt teaching and educational activities to the diversity of students, track and monitor signs of early school leaving.
- No 6. Act as a responsible educator and according to the ethical principles: (...) **get involved and engage students against stereotyping and discrimination of all sorts, promote gender equality, contribute to students’ well-being, safety and security, prevent and manage school violence, identify any forms of exclusion and discrimination.**

Diversity in the ITE quality assurance framework

Higher Schools for Professorship and Education (ESPE) are as autonomous as universities, and follow the same form of institutional evaluation as universities. In France, universities have to conduct self-assessments every five years. An independent administrative authority, the High Council for the evaluation of Research

and Higher Education (*Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur*, HCERES) is responsible for overseeing these evaluations and giving accreditations²²⁰.

The ITE Master’s programmes (*Métiers de l'enseignement, de l'éducation et de la formation*, MEEF) launched in 2013 will be evaluated individually in detail in 2016/2017. The framework for self-evaluation is already available and requires to provide detailed info on courses in each ESPE. Nevertheless, **courses on ‘diversity in students’ do not feature in the guidelines for self-evaluation**²²¹.

Admission criteria

The only admission criteria to enter MEEF Master’s degree is to have previously obtained a Bachelor’s degree.

Alternative pathways

Students joining the formal ITE pathway only for the last year of training (when they have passed the aptitude test) have a highly different educational background. However, attending the last year of the MEEF is mandatory for all, and each ITE institution provides classes on ‘diversity in students’ (at the first and second year of the Master’s degree). It can slightly differ depending on who is teaching the class²²².

Several NGOs, such as France Terre d’Asile or the ASSFAM also offer training courses related to the diversity in schools. Although those trainings are open to teachers and student teachers, they are unlikely to succeed in reaching the latter group unless they build a strong partnership with academies or ESPES.

Focus on diversity in the ITE curriculum and induction

The core curriculum of the MEEF Master’s degree has to include mandatory topics such as: taking into account diversity, particularly in reference to students with disabilities,

teaching the values of the Republic (particularly the principle of secularism), the culture of gender equality and the fight against discrimination.

Each ESPE must follow a framework provided by the French Ministry of Education, Higher Education and Research, but they are independent regarding courses' organisation and content. One of the courses that are mandatory for all students in the first and second year of the MEEF Master's is an eight to 12 hours course on diversity among students, including special needs and diversity in learning (each ITE provider defines the content of the class and the framework is not specific regarding linguistic or religious diversity).

While only a few ESPE provide details about **courses' contents on their websites**, the content of the courses relate to the particular competences and interests of the educators delivering them.

Linguistic diversity and diversity in learning capacities are a great part of the common core in all the ESPE. For instance, in the ESPE of Dijon, the common core mostly focuses on diversity in learning capacities, and also **includes information about 'Priority education networks' (Réseaux d'éducation prioritaire, REP – former Zones d'éducation prioritaire, ZEP)**, in which future teachers may have to teach at least once in their career, most probably in the first years ²²³. Priority education schools often concentrate a high

number of pupils with a migrant background, and have been criticised for failing to reduce high levels of "social and migratory inequalities"²²⁴.

The policy mapping revealed interesting initiatives at the local level initiated by some ESPEs, although their impact has not yet been measured. To cite a few, the ESPE of Bordeaux, Strasbourg and Lille provide training that address issues related to student diversity, either by theoretical approaches or by means of international internships (See Box 10). The approach developed by Nathalie Auger proposes classroom activities for practising teachers based on a comparison between French and the languages of newly arrived children²²⁵. This CPD material, which could constitute a relevant resource for ITE providers, is based on a video tool²²⁶ that is mostly aimed at teachers of French language in special classes for newly arrived children (such as 'initiation classes', CLIN). **This intercultural approach is based on the use and comparison of newly arrived pupils' knowledge of their mother tongue as a tool to learning and teaching French. It aims to raise pupils' motivation and involvement by utilising, valuing and developing their communication competences, knowledge and experiences in languages and cultures.**

Box 10. Examples of curricula content related to diversity

Master's degree in International Cooperation and School Education	Master's degree in International exchange for internships in schools for ISCED 0-3 and VET teachers
<p>This Master's degree aims to prepare student teachers for teaching in culturally diverse environments, including abroad. It focuses on the education of future pre-primary and primary teachers. The ESPE of Lille has been offering this programme since 2013²²⁷.</p>	<p>The ESPE of Bordeaux offers various opportunities for student teachers to discover other education systems through schools' internships in different countries²²⁸. The internship includes classroom observation, conducting an educational session, the discovery of the local education system and participation in the school life. The ESPE of Bordeaux as well as several Universities in Europe, Canada and Mexico are among those offering this programme for future teachers in pre-primary, primary and secondary education. It was established in 2013 and has approximately 15-20 participants every year.</p>

Support measures

French policy documents address diversity in broad terms, but there are many initiatives to help teachers and schools to address diversity led by ITE providers or grass roots organisations. Some of the implemented French measures are described below.

JEDI project - Youth and Educators in the 'Democracy of Identities'

This project, based on researchers' collaboration, aims to produce and disseminate useful knowledge related to diversity in teacher education by means of seminars, conferences and publishing a book²²⁹. Two research teams of the University of Bordeaux (France) and Concordia (Quebec, Canada) tackled ISCED 0-3 education levels from 2014 to 2016.

Centres for the Education of Newcomers and Travellers people (CASNAV)

CASNAV centres provide expertise on the organisation of schooling, educational resources and teacher education for allophone students and traveller children. One of their activities aims to participate in reflections on language policy with a focus on French proficiency and academic learning. Moreover, they prepare ISCED 0-3 level teachers for additional certification in French as a second language²³⁰. CASNAVs are a permanent initiative launched in 2002.

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13. Germany

Background Information

Diversity of the learner and teacher population

- Share of 15-year old students with a migrant background (2012)²³¹: 13.1%
- Share of teaching staff with a migrant background in ISCED 0-1: 7.3%; ISCED 2-3 (2009)²³²: 4.7%

Attractiveness of the teaching profession

- The main challenge for the teacher population is the ageing of the teaching staff. With 48% of school teachers being 50 years old and older, within the next 10 to 15 years, nearly half of the teaching staff will retire²³³.
- The teaching profession is not lucrative due to low wages in comparison to other professions with equal qualification²³⁴.
- The social prestige of the teaching profession has been discredited²³⁵, while expectations for teachers as well as cases of students' social disorder increased in the recent years²³⁶.

Organisation of ITE

- German federal states hold the responsibility for the education policy and teacher training.
- Across the country, ITE uses the concurrent model with teachers entering the profession after tertiary level education²³⁷.
- ITE has two stages: theoretical higher education including periods of practical training, and practical training in school settings.
- Lecturers and heads of department are responsible for the training at ITE institutions. They have special scientific and practical expertise and have time off from their own lessons to teach at the colleges, or work in a teacher-training college full-time for a limited period.
- The duration of teacher training varies among states and universities. Studies take between eight and 10 semesters in most universities with 13th semester as the upper limit of study duration

Understanding diversity in the national education policy

In the field of education, some federal states have recently begun to consider diversity in their agenda. However, there had not been any coherent national approach before 2015. In March 2015, the Standing Conference and the **German Rectors' Conference (HRK)** published a joint recommendation entitled **'Teacher training for a school of diversity' (Lehrerbildung für eine Schule der Vielfalt)**, on the topic of inclusion²³⁸.

This recommendation conceptualises diversity in a comprehensive sense by including disabilities, language, social living conditions, cultural and religious orientation, gender, as well as special abilities and talents. It recommends the concept of inclusive teaching for schools in the context of diversity. The document also aims at the inclusion of people with different academic achievement levels with particular attention for learners who are at risk of marginalisation, exclusion and underachievement²³⁹.

Education policy goals on ITE for diversity

The 2011 German National Action Plan for Integration sets out the state-wide strategy for the integration of people with a migrant background across a range of policy areas. In the area of education, the strategy features the following targets²⁴⁰:

- Improve the framework conditions for equal access and participation in education;
- Improve transitions within the education system and increase flexibility of the education system;
- Improve individual support and foster talents and potentials of young people with migrant backgrounds;
- Improve quality control and reporting on education issues in Germany;
- Increase the share of personnel with a migrant background in education and social work. It provides the general framework for activity in this area and links specific measures and instruments to indicators of success;

- Engage people with a migrant background as mentors in educational institutions;
- Foster parental involvement in education;
- Include targeted migrant-specific programmes in educational institutions.

Teacher competences for diversity

HRK's recommendation on 'Teacher training for a school of diversity' includes the development of ITE courses as preparation for diverse classrooms²⁴¹. The German Rectors' Conference recommends that²⁴²:

- Teachers should have knowledge, skills and perceptions towards diversity which are based on theory, practice, reflection and experience;
- Teachers should have basic competences in dealing with diversity, in particular in regard of pedagogical diagnosis and the development of targeted support measures;
- Teachers should have more than basic skills in special pedagogy;
- Teachers should have the ability to know their own professional limits and those of colleagues.

Diversity in the ITE quality assurance framework

Germany does not have any national quality assurance framework or institution monitoring the functioning of ITE providers. Quality assurance criteria and evaluation are in the hands of the federal states. For example, specific state agencies in North Rhine Westphalia prepare a report on the development and quality in teacher education and training to the state parliament. In particular, the previous report discussed the implementation of the new law on teacher training from 2010 to 2015. In regard to diversity, this law made provisions for compulsory modules on 'German for students with a migration background' and 'Diagnosis and support'. The report gives evidence of these elements being included in teacher training by universities, discusses obstacles such as financial limitations and staff competences to teach new subjects.

Furthermore, the report recommends to ensure the availability of teachers who are able to teach bilingually²⁴³. Several other states publish comparable reports on the quality of teacher training.

On the national level, the 'Quality strategy for teacher training' (*Qualitätsoffensive Lehrerbildung*) covers six fields of action, including the development of teacher training in order to qualify teachers for the demands of diversity and inclusion within all stages of teacher training²⁴⁴. The measures implemented through this strategy funding are subject to evaluation. Since the strategy only started in 2014, evaluation reports are not available yet.

Admission criteria

The main entry requirement to ITE is a secondary school diploma. Universities apply different strategies to find suitable candidates. In 2014, 58% of surveyed universities had specific recruitment programmes, while 36% of universities had specific measures to recruit underrepresented groups in the teaching profession, such as men and people with a migrant background²⁴⁵. Moreover, 19 of 57 surveyed universities applied diversity-related criteria when hiring teacher trainers²⁴⁶.

Many universities apply specific measures to assess the suitability of candidates, including online self-assessment, consultation, assessment centre, internships for self-reflection, portfolio. All states and universities apply different methods. However, since most assessment tools are not compulsory, their content seems of minor relevance.

Alternative pathways

There are no alternative pathways to become a school teacher in Germany, as only universities are entitled to provide initial teacher education.

Focus on diversity at the ITE curriculum and induction levels

Federal states outline the elements of the courses for teaching profession in study regulations (*Studienordnungen*), training regulations (*Ausbildungsordnungen*), examination regulations (*Prüfungsordnungen*) or corresponding legal frameworks.²⁴⁷

Universities in Germany are situated at different levels of preparing students for inclusive teaching, with only a small number of universities taking comprehensive steps. In 2014, 57 out of 65 surveyed universities had implemented or are planning to implement inclusion in the areas of teaching science, didactics and educational science.

The majority of teacher training universities provide the opportunity for students to collect practical experience in inclusive teaching through teaching at diverse schools.

In 2014, 19 of the surveyed universities had implemented at least one of three following measures: (1) compulsory modules on inclusion for all teacher students; (2) inclusion as an overreaching topic in the areas of teaching science; and (3) teaching didactics and educational science). Four universities had implemented two of the three measures and no university had implemented all three measures²⁴⁸. (See Box 11 below).

Box 11. Examples of curricula content related to diversity

The working group on diversity and teaching development – didactical workshop

The working group on diversity and teaching development – didactical workshop (*Arbeitsstelle für Diversität und Unterrichtsentwicklung - Didaktische Werkstatt*) at the University of Frankfurt, in cooperation with the Hesse Ministry of Education, aims to connect all stages of teacher training through the principle of research-oriented learning. In teams of student teachers, teachers, teachers in practical training, teacher educators and students, the working group develops strategies for optimised inclusive teaching of diverse classes²⁴⁹.

The network for teacher education – diagnosis and support of heterogeneous learning groups

The Network for teacher education – diagnosis and support of heterogeneous learning groups (*The Entwicklungsverbund zur Lehrerbildung – Diagnose und Förderung heterogener Lerngruppen*) is a network of the Universities Bremen, Oldenburg, Gießen and Dortmund. It aims to better prepare student teachers of the MINT subjects to support diverse learning groups, in particular increasing the ability to diagnose potentials and support needs. The network also contributes to related research and was the winner of a competition of the Telecom Foundation on MINT teacher training²⁵⁰.

Multilingualism in teacher education

The University of Hamburg made a provision which makes elements of multilingualism, diversity as well as multicultural and multi-religious aspects compulsory in all stages of teacher education for the teaching of all subjects²⁵¹.

Sinti and Roma Cooperation Model

The Centre for Teacher Training at the University of Marburg initiated the Sinti and Roma Cooperation Model in order to develop and network qualification modules for teacher education. Through seminars and exercises with didactical and education scientific content, since 2005 teacher students learn about the history and culture of Sinti and Roma. The programme also contains teacher CPD²⁵².

Teaching of newly arrived students

Since November 2015, The University of Duisburg-Essen provides an extracurricular module for in-service teachers and student teachers. It focuses on intercultural skills and competences for teaching German as a second language in all subjects. It stems from the 'ProDaz - German as a second language in all subjects' programme, which was supported by the Education Ministry of North Rhine Westphalia and the Foundation Mercator²⁵³.

The Quality strategy for teacher training

The 'Quality strategy for teacher training' (*Qualitäts Offensive Lehrerbildung*) covers six fields of action which include the development of teacher training in for diversity and inclusion within all stages of teacher training. The programme is a joint initiative between the German federal states and the national Ministry of Education. Selected projects at Universities responding to the criteria of the programme can receive the funding²⁵⁴. Currently the initiative is in its first stage (2014-2019) followed by the second stage in 2019-2023.

Support measures

German policy documents address diversity explicitly, and there are a large number of initiatives to help teachers and schools to address diversity by ITE providers or grass roots organisations. Some of the implemented German measures are described below.

Participatory Development of Inclusion and Multilingualism - bringing teacher education close to schools

The project received funding from the Ministry of Education for 2016-2018 in the framework of the 'Quality Strategy of Teacher Training'. It aims to enrich teacher training by elements of multilingualism and inclusion by forming a team of professionals of all faculties working with teacher training in the University of Regensburg. Team members mostly work on the interdisciplinary implementation of the two issues in teacher training: the construction of a data pool of good practices of multilingual teaching and general inclusive strategies²⁵⁵.

Life is Diversity

The students' network Life is Diversity launched in 2011 and turned into a registered University of Paderborn group in 2016. The group, composed of student teachers and teachers, is a result of the cooperation with the Network of teachers with a migrant background (NRW). The group initiates exchange of experience about teaching in intercultural settings in order to better prepare for their future teaching in diverse classes. The group organises support measures for refugees, including German language classes²⁵⁶.

Qualified preparation and professional supervision of student teachers for language education of refugees

During this project of the University of Göttingen, student teachers learn how to teach German as a second language to refugees, gain knowledge about them and their languages, as well as intercultural and multilingual competences. The initiative started in 2016 and will finish in 2018 while students receive study credits if they participate in the project²⁵⁷.

Sinti and Roma - Education councillors at schools in Hamburg

'Sinti and Roma from Hamburg' qualify as 'education councillors' to support the education, cooperation with parents, and mother-tongue teaching of Sinti and Roma children, especially in primary schools in Hamburg²⁵⁸. In the 2011-2012 academic year the initiative launched by the Ministry of Schools and Vocational Training Hamburg and Institute for Teacher Training and School Development had 15 participants.

As a result of the action, school attendance and performance improved at schools where education councillors are present, school processes function easier, cooperation with the parents and cultural understanding have improved. In addition to that, the coordinators noticed the further need for qualification of teachers²⁵⁹.

Mercator Institute for Literacy and Language Education

The Mercator Institute for Language Education and German as a Second Language (*Mercator-Institut für Sprachförderung und Deutsch als Zweitsprache*) at the University of Cologne develops methods for teaching student teachers throughout all stages of teacher training on teaching German as a second language in all subjects. The institute provides analyses on this issue, develops courses, initiates projects and collaborates with different stakeholders and policy makers²⁶⁰. It intends to serve as an interface between the three key players in the field of education – policy-makers, practitioners and administrators – and to bring about lasting improvements in language training in German schools. The Mercator Foundation established the institute in June 2012 and continues to fund it²⁶¹.

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14. Greece

Background Information

Diversity of the learner and teacher population

- Share of pupils with immigrant background²⁶²: 12.3%.
- Share of teachers with foreign background in preservice teacher education: N/A.

Attractiveness of the teaching profession

- Teacher salaries in Greece continued to decline as a consequence of the economic crisis, but the profession has a high degree of job security²⁶³
- Less than a fifth of university candidates choose teaching as one of their first preferences²⁶⁴
- **Strict monitoring, bureaucracy and control of teachers work have a negative impact on teachers' motivation**²⁶⁵

Organisation of ITE

- ITE takes four years and is organised at universities' departments of education for primary school teachers and respective disciplines for secondary teachers
- ITE in Greece follows the concurrent route and combines theoretical learning and practical training
- Practical training is provided since the first year of undergraduate studies or during the last two years depending on the institution
- Induction programmes feature short-term intensive training at local level
- The minimum requirements for teacher educator are a doctoral degree and the relevance PhD thesis or research/scientific work of the candidate

Understanding diversity in the national education policy

Diversity in Greek education policy refers to "students with specific language and cultural background" such as immigrant, Muslim, Roma students, or other ethnic or linguistic minority groups (Law 2413/96)²⁶⁶ and students with special needs. These student groups are targeted by the Greek Ministry of Education through the national programmes that have been implemented in Greece in different phases since 1996. Examples of these programmes include 'Education of Expatriate Greeks', 'Education of immigrant and repatriated students', 'Education of the Muslim Minority Children in Thrace' (See Box 1). Moreover, education policy documents and

with several national programmes targeting these children specifically in ITE institutes. The main objectives of the Ministry of Education concerning teacher education in Greece are: to provide teachers with relevant knowledge for teaching different school subjects/courses and to make them competent in order to understand the learning, language and cultural capital and experiences of each student and maximise his/her potential.

Education departments of universities in Greece do not follow any national standards or regulations on teachers' preparation for diversity. In general, teacher education and preparation for diversity follows specific curricula and specific lists of courses offered at each Education Department, through which the aforementioned objectives of the Ministry of Education have been taken into consideration.

Education policy goals on ITE for diversity

Greek policy does not define ITE for diversity as a specific goal in a policy document. However, education and integration of migrant and repatriated Greek children is **indirectly presented as one of the policy priorities** at the national level

Teacher competences for diversity

The teacher competence framework in Greece includes indirect diversity-related competences. The only national provision for obtaining teacher qualifications is compulsory training related to the

induction phase, i.e. intensive brief training courses in different fields of Education. Teachers who are going to teach in classes with a high share of immigrant students are required to have attended Human Rights and Intercultural Education preparatory courses during their undergraduate studies.

ITE quality assurance framework and focus on diversity

The quality assurance framework in Greece does not have any specific references to diversity-related requirements. The Hellenic Quality Assurance Accreditation Agency for Higher Education (HQAA) and an internal quality assurance office within each university ensure the quality of higher education. Since 2012, a team of invited peer-review committees of international experts carries out the external evaluation of the education departments according to HQAA requirements.

Admission criteria and focus on diversity

ITE providers in Greece do not acknowledge diversity-related competences as one of admission criteria at education departments. In general, institutions in either main urban areas or diverse border cities only consider the results of national exams when accepting school graduates. The threshold of admission varies between education departments and competition in specific year.

Alternative pathways

Greece has a single pathway to the teaching profession through education departments of national universities. A special provision by the Ministry of Education focuses on the education of teachers working in Minority Schools in Thrace. Similarly, the School of Teachers for Minority Programme (STMP) in Alexandroupoli is affiliated to the Department of Primary Education of the University of Thrace. Only members of the Muslim Minority in Thrace graduating from ITE in Primary Education are eligible to register at the STMP. In this regard, the programme serves as an important qualification for Muslim teachers before they can get employed in schools.

Focus on diversity at the ITE curriculum and induction programmes

Teacher education and preparation for diversity follows specific curriculum and courses at each Education Department. Education departments in two largest urban areas (Athens and Thessaloniki), and in rural areas approach curricula and intercultural courses differently. ITE providers in main urban areas have a more traditional orientation-direction, while departments in rural areas offer more courses (based on their syllabus-curriculum in Greek language). (See more in Box 12)

Intercultural education modules are obligatory in the curricula of only a few pedagogical departments. As a result, just a share of students become acquainted with the philosophy and principles of intercultural education. Thus, in many cases, this means that the majority of future teachers have no experience, or knowledge of diversity in the classroom as they begin their career.

Box 12. Examples of curricula content related to diversity

The School of Teachers for Minority Programme (STMP) for Minority Education in the University of Thrace²⁶⁷

Recently, the Law 4310/2014 (articles 63, 68 for Minority Education) established this postgraduate programme which should start to function in 2016 after the Ministry of Education approves the process. At earlier stage, from 1968 the Special Pedagogical Academy of Thessaloniki (EPATH) organised the Education and Training of Muslim Teachers in Thrace. STMP stopped receiving new student teacher candidates in 2011 and stopped functioning in 2014.

During the school year 2013-2014 there were 274 teachers with a Muslim background who were working as permanent teachers at minority schools and 61 teachers with temporary annual contract, who had graduated from EPATH.

Master Programme in Bilingual Special Education

The first two semesters of this innovative programme in the University of Western Macedonia include courses on Special Education and Bilingual Education (60 ECTS), while during the third semester students are writing a thesis (30 ECTS)²⁶⁸. It is compulsory in order to complete successfully their studies. The programme requires students' physical attendance and participation but also uses the long distance learning/ asynchronous e-learning for some lectures. International students who do not speak the Greek language can attend the programme as well. The importance and innovation of this master programme was mentioned at the 2015 international evaluation of the Department.

Established in 2010, it provides special education and training in the fields of Special Education and Bilingual Special Education, particularly as a qualification for teachers' engagement in special education classes.

Joint Master programme in Education and Human Rights

The National Capodistrian University of Athens and the University of London²⁶⁹ established the joint Master programme in 1994 as Comparative Education and Human Rights. It aimed to constitute human rights as a central focus in education. Students of the Institute of Education in Greece spent two terms of their first year at the University of London. In the academic year 2001-02 the programme was officially recognised as a transnational initiative.

Master Programme in Psychopedagogy of Inclusion: a school for all

This joint master programme is provided by the Department of Early Childhood Education, Philosophy and Pedagogy of Aristotle University (Thessaloniki) and the Department of Sciences of Early Childhood Education and Educational Design of the University of Aegean²⁷⁰. Established in 2007, it provides special education and training in two directions: Psychopedagogical dimensions of special education needs, b) Psychopedagogical dimensions of multiculturalism.

Support measures

Diversity in Greek policy documents is addressed indirectly, but receives substantial attention at the ITE curriculum level. In addition, since 1992 Regional Training Centres offer a diversity-related induction initiative (see below).

Regional Training Centres (PEK)

Regional Training Centres offer short-term intensive training at local level to newly engaged teachers. Through this formal and mandatory induction training for all graduated student teachers, they aim to **improve teachers' preparation**²⁷¹. In addition, PEKs also offer training courses or seminars to more experienced teachers who would like to acquire new knowledge and get informed about new trends in educational issues. A few of these seminars and courses are related to diversity and intercultural education issues²⁷². The Ministry of Education established these centres in 1992 in order to improve the qualification of primary and early childhood as well as secondary education teachers. These programmes are offered by the Institute of Educational Policy (IEP), the National Centre for Public Administration (EKDD) or the Regional Educational Directorates.

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15. Hungary

Background Information

Diversity of the learner and teacher population

- Share of all youth (under-15s) that have a foreign background (2012)²⁷³: 1.7%
- According to estimates, 10-12% of the total student population are Roma²⁷⁴. No data exists on migrant students²⁷⁵.
- Around 1-2% of teachers are Roma.

Structural challenges for the teaching profession

- While there are too many teacher candidates in ITE for ISCED 1, the admission rate is high in ITE for ISCED 2 and 3²⁷⁶.
- Around 20% of teaching graduates choose another profession, and many students (with or without diploma) leave Hungary to work in other countries²⁷⁷.
- Around 60 to 70% of students finishing in teacher education for ISCED 1 start working in schools²⁷⁸.

Organisation of ITE

- Teachers in ISCED 1-3 obtain qualification in state or religious (state-funded) teacher education institutions (universities or colleges).
- Hungary offers two types of teacher education both of which dedicate their final year to individual teaching practice²⁷⁹.
 - Primary school ITE is provided in four-year programmes at Bachelor's level (240 ECTS).
 - Secondary school ITE is provided in five-year programmes (10 semesters), supplemented by a two-semester traineeship²⁸⁰.

Understanding diversity in the national education policy

Ministerial Decree No. 8/2013 on 'Common requirements of ITE and the programme and outcome requirements of ITE qualifications' ('KKK' in Hungarian) features diversity-related concepts. It mentions children "with a disadvantaged background", "multiple-disadvantaged children" ('HHH'), and children with special educational needs. It also underlines the need for teachers to accept diversity, "with special regard to ethnicities and minorities"²⁸¹. The 'Higher Education Strategy' from 2015 does not explicitly refer to diversity.

Hungarian law prohibits the collection of any data about Roma students in the national census. To address this issue, in 2003 the government introduced a new category to target "multiple-disadvantaged children" (HHH). This includes the majority of Roma children. Government agencies offer additional services and financial support to schools whose populations mainly consist of disadvantaged and/or Roma children. Teacher education aims to change pedagogical methodology and approach in order to reduce the rate of Roma children's failure at school. As the HHH category is also

a social category, there is a double discourse on issues faced by Roma children.

Education policy goals on ITE for diversity

The teacher education chapter in the Higher Education Strategy from 2015 does not mention diversity or any related concepts. However, it mentions that one of the goals of the education system is to widen access to higher education and reduce student dropout.

Diversity receives attention in the KKK, which outlines the importance of recognising and fighting prejudice and discrimination, as well as supporting equality and social sensibility. The KKK also mentions multicultural education, but presents no specific recommendations on how it could be implemented by autonomous ITE providers

Teacher competences for diversity

Ministerial Decree 8/2013 ('KKK') establishes requirements for the learning outcome and qualifications provided by ITE programmes. It includes competences such as "basic psychological, pedagogical and sociological

knowledge on the development and individuality of personality, on socialisation, personalisation, on students of disadvantaged background, on personality disorder, on the causes of behavioural disorder”²⁸². The KKK states that student teachers should be capable of “identifying, effectively educating and differentially treating learners with special educational needs, disadvantaged, and multiple-disadvantaged students”. It also provides that qualified teachers should have “knowledge of societal and community processes, of the operation of democracy, enculturation and multiculturalism”. Finally, this key policy document underlines that teachers should accept the diversity of values, respect and be open to the opinions of others, “with special regard to different ethnicities and minorities”²⁸³.

Diversity in the ITE quality assurance framework

Before launching ITE programmes, higher education institutions (HEIs) must record them in the Educational Authority’s official registry, the Higher Education Information System Institutional Register. In the context of this procedure, the Educational Authority asks for the opinion of the Hungarian Higher Education Accreditation Committee (HAC) which can refuse registration if requirements are not met. The accreditation of the HAC needs to be based on the level in which competences are fulfilled within programmes. The HAC assesses the extent to which student teachers graduating from ITE effectively acquire the competences described in Ministerial Decree 8/2013 (KKK), including competences related with diversity.

The Hungarian Act on Higher Education (CCIV/2011) also introduced the requirement for the licences and programmes of HEIs to be regularly reviewed. Every five years, the Educational Authority, aided by the HAC, examines HEIs and their programmes to ensure that all running programmes fulfil the

competence criteria set out in the ministerial decree. To meet the accreditation criteria of the HACHEIs in Hungary must operate an internal quality assurance system in order.

Admission criteria

ITE for primary, lower and upper secondary education includes an aptitude test for admission. It does not focus on attitudes towards diversity, or on knowledge of multicultural education.

Alternative pathways

State and religious ITE providers are the only certified institutions to prepare teachers in Hungary.

Focus on diversity at the ITE curriculum and induction levels

Diversity-related concepts feature in a number of ITE courses and curricula.

Courses in pedagogy and psychology emphasise diversity on a broader scale, particularly in the subject blocks dealing with individual or/and group treatment of children. The importance of these issues can vary between different institutions. In contrast, practice is prescribed nationally in the KKK for schools with children from different social backgrounds, including Roma.

Within teacher education, the departments of education and social sciences are those most prepared to teach courses on diversity. Some include special subjects on Roma minority issues, while others organise courses on multiculturalism. Most often, these courses are not compulsory.

The Hungarian teacher education system focuses on the teaching of subject matter. It places less emphasis on psychological and pedagogical skills. For more examples of curricula content in Hungary see Box 13.

Box 13. Examples of curricula content related to diversity

Equal Opportunity and Integration Project	The community practice programme and Social Justice Responsibility university volunteer programme
<p>The aim of this project was to:</p> <ul style="list-style-type: none"> • improve the performance of pupils with multiple disadvantages in education; • increase their pre-school enrolment; • reduce school segregation; • prevent the unjustified categorisation of socially disadvantaged children as having learning disabilities; • improve access to high quality education; and • promote equal opportunities objectives in the financing of local development projects²⁸⁴. <p>The activities of the programme were aimed at student teachers, but teacher educators eventually also took part in the initiative from 2007 to 2009. The approach of this programme helped participants to deal with diversity in teacher education and in schools²⁸⁵.</p>	<p>The mandatory community practice programme for student teachers of the University of Miskolc focuses on activities relating to the most vulnerable children: seriously ill children staying in hospital; children living in the protection system who have been taken away from their families; and Roma children who live in segregated areas.</p> <p>The initiative enables student teachers to work directly with diverse pupils. It is linked to a volunteer programme that can be joined by all university students. The two programmes help to sensitise students, reduce prejudices, and enable them to gain experience of diversity among children. Within the framework of a 30-hour community practice programme, students participate in 20 hours of working as a classroom assistant and 10 hours of preparatory classes. During the practice, students contribute to an online reflective blog and write a reflective essay at the end of the course²⁸⁶. This measure is aimed at student teachers for ISCED 0-3 levels.</p>

Support measures

Hungarian education policy documents feature diversity and related concepts. In addition, a few initiatives exist, led by ITE providers or grassroots organisations, to help teachers and schools to address diversity. An additional support measure is described below.

Equal opportunities for disadvantaged children in the education system

The educational programme 'Pedagogical System of Integration' (IPR) covers a number of diversity-related topics in teacher education: differentiated student assessment; drama pedagogy; cooperative learning; methods to promote success at school for multiply disadvantaged students; the impact of inequality on child development; relationships between parents and teachers; pedagogical practices aimed at promoting inclusion; multicultural content; intercultural education; transition between kindergarten and school; project pedagogy for integration; differentiation in class; activity-centred pedagogy; effective learning techniques; and a mentoring system.

The IPR defines several elements, some of which are compulsory. A share of elements are specific to integration issues (compulsory integration within schools, emphasising multicultural content, etc.), but most elements aim to provide quality education for all children. Among other things, the IPR focuses on modern, competence-oriented and student-centred educational methods; effective classroom management; effective organisation of school; and improving the relationship of the school and its environment²⁸⁷. The programme helps to deal with diversity in the teacher education and school context. It represents a basis for teachers to teach children with diverse backgrounds²⁸⁸.

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16. Iceland

Background Information

Diversity of the learner and teacher population

- In 2013, the share of 16 year-old and older students with a migrant background was 5.7%²⁸⁹.
- In 2013, children aged 5-19 years old with foreign citizenship in Iceland were mostly from Poland (48.8%), Lithuania (9.4%), Germany (3.5%), Latvia (3.8%), Philippines (3.5%), Denmark (3.5%), and Thailand (3.5%)²⁹⁰.
- Share of teachers with a migrant/minority background: N.A.

Attractiveness of the teaching profession

- In the academic year 2014/2015, the dropout rate in the Faculty of Educational Studies at the University of Iceland (UI) programmes was 47.5%, and 33.0% at Bachelor's and Master's levels, respectively²⁹¹.
- The attractiveness of the teaching profession in Iceland is decreasing as forecasts indicate a shortage of skilled teachers in the future²⁹².
- The remuneration for the teaching profession is low compared to other similar qualification career paths after five years of higher education studies²⁹³.
- The teaching profession is a highly secure career path in Iceland.

Organisation of ITE

- In spring 2008, a new legislation increased teacher education requirements from three years to five years of higher education.
- Teacher students attend ITE at the university level, and receive teacher certificate after 5 years of education and training at Master's level.
- The government is funding the institutions which provide ITE in Iceland.
- Teacher trainers follow the same requirements used for academic teachers in general.

Understanding diversity in the national education policy

All Icelandic compulsory education pupils with other mother tongue than Icelandic and with permanent resident status have the right to special language education. The national curricula of 2007 highlights the importance of maintaining one's own mother tongue and aims that foreign language students would be actively bilingual. A more recent focus on this issue comes from the national curriculum from 2011²⁹⁴. The focus on multicultural society is one of its six key pillars.

special educational needs²⁹⁶. This specifically applies to the pupils who have other mother languages than Icelandic and study in Icelandic schools.

Education policy goals on ITE for diversity

Inclusive education has been the main guideline in the educational policy of the compulsory school system since 2000, and is the official education policy goal in Iceland²⁹⁵. An inclusive school policy aims that every school, and therefore every teacher, would be prepared to welcome all students and educate them properly, regardless of any disadvantage, disabilities, impairments or

Teacher competences for diversity

The Icelandic competence framework requires that teacher acquire a readiness for diversity and skills in inclusive and multicultural environment²⁹⁷. Students graduated from pre-school programmes should have gained knowledge and understanding of international agreements and the school-political context of education and learning, the organisation of school practices, human rights and children's diversity. ITE should also prepare them to organise a learning environment for a diverse group of children.

Diversity in the ITE quality assurance framework

Iceland does not have a formal quality assurance framework for ITE. It relies on a general internal and external evaluation and quality assurance for all higher education.

The evaluation neither takes in account diversity or related criteria, nor provides specific recommendations or requirements on the issue. However, teachers and school managers regularly advise that diversity-related issues need to receive more attention²⁹⁸.

Admission criteria

The Icelandic higher education system does not have any admission criteria related to **students' preparedness for, or attitudes towards diversity**. Rules for admission differ between academic programmes. The Higher Education Institution Act²⁹⁹ states that students are required to complete matriculation examination from an upper secondary school or equivalent final examination. Higher Education Institutions (HEIs) can accept students who possess an equivalent level of maturity and knowledge as assessed by the respective HEI. In this case, applicant has to prove completion of a similar amount of secondary school courses as required for the matriculation examination. ITE institutions must ensure that the admission requirements and study standards correspond to those required in certified HEIs within the similar fields in other countries.

Alternative pathways

Students can only achieve certified ITE through University education, currently at the University of Iceland and at the University of Akureyri.

Focus on diversity at the ITE curriculum and induction levels

According to the national educational policy, the role of compulsory schools is among other responsibilities to aim at adapting to the individual needs of students and support the overall development, wellbeing and

education of each and every student. This specifically applies to the students who have other mother tongues than Icelandic. In preschool, primary and secondary school teacher education, there are mandatory **courses in both Bachelor's and Master's level studies that feature diversity as a theme**.

One of the seven programmes in Bachelor's level is **'Inclusive Learning and Teaching in multicultural society'**³⁰⁰. The courses of this programme amount to 40 ECTS and are included in the primary teacher education program with an emphasis on adapting and meeting the needs of the individual student. The seminar focuses on diversity-sensitive teaching in inclusive schools with special emphasis on the learning and teaching of children with special needs, following values of human dignity, democracy and social justice. It also features a special discussion on teaching in diverse groups and teaching students whose mother tongue is not Icelandic.

The courses in the Compulsory School Teacher Programme focus on the cultural diversity and language teaching, where students can choose English and Danish languages. There are also courses on the methods of language and multicultural teaching that aim at teaching students with a diverse background, different needs of students and their background³⁰¹.

Teacher students who prepare to teach in the upper secondary level schools (60 ECTS) can choose up to 20 ECTS from a range of courses on the subject of multicultural **diversity and teaching**. In **Master's level studies** student teachers can specialise in Icelandic as a second language, bilingual students and reading skills, teaching methods for students with Icelandic as a second language, as well as teaching in diverse groups. (See Box 14).

Box 14. Examples of curricula content related to diversity

Master of Compulsory School Teacher Education with the specialisation of Learning and Teaching in an Inclusive School in a Multicultural Society	The Course of Bilingual development and literacy
<p>Students of this Master's degree programme at the School of Education of the University of Iceland specialise in a school subject or an educational field (40 ECTS), and have an open selection of 10 ECTS. They are required to complete a practical training of 20 ECTS, which is included in the courses on educational theory and the field of specialisation. In case of a specialisation in Learning and Teaching in an Inclusive School in a Multicultural Society, students attend specific relevant courses³⁰². The programme is targeted at future teachers for primary and lower secondary education.</p>	<p>The goal of this course at the School of Education of the University of Iceland is to introduce students to the main theories of bilingualism and to evaluate them as well as the research developments of bilingualism and their effects on reading³⁰³. The course aims that the students would:</p> <ul style="list-style-type: none"> • be able to explain bilingualism in the research context and theories linked to speech development; • have fundamental knowledge of the speech development; • understand the development of different languages, the effects of bilinguals on reading and what grammar and social related matters affect them; • be able to utilise research conclusions to evaluate and argue their choice of learning material, reading comprehension methods, and the educational evaluation to meet the needs of bilingual children.

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17. Ireland

Background Information

Diversity of the learner and teacher population

- By 2011, foreign nationals represented 12 per cent of the overall population, coming from 199 countries. Immigrant children represent 8% of all children in Ireland³⁰⁴.
- The percentage of students, who speak a language other than English or Irish at home, has increased from 0.9% in 2000 to 3.6% in 2009³⁰⁵.
- Data from the Department of Education and Skills (DES) on entrants into primary schools in 2014-2015 academic year indicates that 5% came from outside Ireland³⁰⁶. Considering those who are already going through the system the share is higher. It is difficult to give a precise estimate as data on immigrant status and country of origin is not systematically collected.
- Share of non-Irish students enrolled in initial teacher education courses (2014-2015)³⁰⁷: 0.8%

Attractiveness of the teaching profession

- There is high demand for places in ITE, resulting in strong competition³⁰⁸
- Teacher salaries and profession prestige are high³⁰⁹
- Students enrolled in Education courses are among the most likely to complete their first year³¹⁰

Organisation of ITE

- The Teaching Council of Ireland (TC) has the responsibility for establishing and monitoring the requirements for entry to the teaching profession
- With effect from September 2012, in order to retain their professional accreditation from the Teaching Council, all concurrent (undergraduate) programmes of initial teacher education, must be of four years' duration (240 ECTS credits). With effect from September 2014, all consecutive (postgraduate) programmes of initial teacher education must be of two years' duration (120 ECTS credits).
- **The ITE providers design their own courses. However, the Teaching Council's Criteria and Guidelines for Initial Teacher Education Providers³¹¹ are quite specific/prescriptive regarding Learning Outcomes, Areas of Study and time allocations for different programme elements. They are the blueprint for all ITE providers and programmes are accredited only if they are in line with these Criteria.**
- Teacher educators are required to have a qualification which is higher than that which the student is expected to attain. Ideally, the majority of HEI Placement Tutors should be registered teachers who have current or recent experience as teachers in the relevant sector.

Understanding diversity in the national education policy

Various education policies in Ireland focus on strengthening equity and quality of education. Strategy on 'Delivering Equality of Opportunity in Schools 2005'³¹² has been functioning as a national policy for educational inclusion, while 'Intercultural education strategy 2010-2015'³¹³ was developed to support diversity. In addition to these documents, 'The Traveller Education Strategy 2006' addresses the education of the Traveller community from pre-school through tertiary education within the context of lifelong learning. This strategy aims to develop more inclusive education practices and environment, based on the principle of resource provision related to individual educational needs for all children rather than just for children with a Traveller identity³¹⁴.

The policies put forward in these and other documents aim to provide equal opportunities for all children irrespective of their socio-economic background, gender, disability or ethnicity. In initial teacher education, new teachers are prepared to teach in increasingly diverse classrooms in line with the mentioned objectives. At the same time less attention has been paid to date to increasing diversity within the teaching force³¹⁵.

Education policy goals on ITE for diversity

Teacher preparation for diversity is one of education policy goals in Ireland. In the Irish school context, the concept of 'diversity' relates to language, ability, culture or social difference³¹⁶. In Ireland the provision of ITE is overseen by the Teaching Council, whose role it is to ensure equity and

quality of teaching in schools. Teaching Council guidelines for ITE programme providers advise to establish 'cross-curricular links and themes including citizenship; creativity; inclusion and diversity; initiative and entrepreneurship; personal, social and health education; and ICT'³¹⁷. Overall, the focus in ITE is on holistic education of students and assisting them in becoming self-directed life-long learners.

Teacher competences for diversity

Teacher competences for diversity are explicitly defined in Irish education policy documents. The Code of Professional Conduct for Teachers by the Teaching Council requires teachers to 'be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds'³¹⁸. Irish universities exercise a good deal of academic autonomy regarding the nature of initial teacher education and are very pro-active in ensuring that teacher education courses are responsive to change³¹⁹. Teaching Council ensures that ISCED1-3 teachers are prepared and able to work in inclusive educational settings teaching pupils with a range of diverse needs. ITE preparation should help new teachers to 'apply knowledge of the individual potential of pupils, dispositions towards learning, varying backgrounds, identities, experiences and learning styles to planning for teaching, learning and assessment'³²⁰. The learning outcomes or competences, set out by the Teaching Council, encompass the standards of teaching, knowledge, skill and competence together with the values, attitudes and professional dispositions which are central to the practice of teaching.

ITE quality assurance framework and focus on diversity

In Ireland, each ITE provider is responsible for designing their own ITE

courses, which need to be accredited by the Teaching Council. Each university is responsible for the quality of its own teaching and learning, and for putting in place procedures to ensure this³²¹. The autonomy of each university to determine its own quality assurance procedures under the Universities Act 1997 encourages an emphasis on quality improvement and facilitates the development of procedures free of the bureaucracy³²². A pro forma³²³ is used by HEIs in submitting further education programmes for accreditation. It includes mandatory areas, such as inclusive education. The accreditation criteria are included in 'ITE Criteria and Guidelines for Programme Providers'³²⁴.

HEIs cooperate with each other to share expertise. There is also significant collaboration in this area with universities and experts in other countries of Europe, the USA, and elsewhere. Irish universities make extensive use of external evaluators from leading universities and relevant bodies outside Ireland³²⁵.

Admission criteria and focus on diversity

Ireland does not have a common national framework for including ethnic or cultural diversity into university admission criteria. The Teaching Council of Ireland (TC) has the responsibility for establishing and monitoring the requirements for entry to the teaching profession at primary and post-primary level, and within specific areas of the further education sector³²⁶. Entry to undergraduate primary and post-primary ITE is largely done through a centralised procedure, relying on Leaving Certificate grades. Procedures for entry to postgraduate courses vary across the HEIs, some including interviews, portfolios, motivation letters etc.

Alternative pathways

Initial teacher education in Ireland is only provided by higher education institutions, all but one of which are state

funded. HEIs provide both concurrent (undergraduate) and consecutive (postgraduate) ITE programmes. Where an applicant for registration as a primary teacher has completed a programme of teacher education outside Ireland, an Irish Language Requirement (ILR) condition normally applies to his/her registration. The applicant can either complete an Aptitude Test (SCG – An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge) or an Adaptation Period (OCG – Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge), which confirms the applicant's competence to teach the Irish language as well as a range of primary school curricular subjects through the medium of Irish.

Focus on diversity in the ITE curriculum and induction programmes

According to the Teaching Council, ITE should ensure that teachers are aware of the impact of pupils' backgrounds and identities on learning and the need to provide for the holistic development of the learner³²⁷. Pupils are considered active agents in their own learning while themes are to include citizenship, inclusion and diversity.

Third level institutions providing courses in initial teacher education have autonomy in designing their own courses. Hence the extent to which diversity is addressed in different subject areas may vary (particular examples on curricula content related to diversity are provided in the Box 15). **School placement is a part of ITE and gives students a real hands-on experience in real classroom environments.**

It is assessed over the course of both years, by at least two university personnel each year. However, this is not implemented everywhere at the moment. Typically students can expect at least four visits per year in their school placement. Students must pass the school placement aspect of the programme in Year One in order to progress onto Year Two.

There are no specific guidelines related to student teachers' preparedness for diversity at the induction level. Teacher induction pilot programme Droichead is seen to have a **potential for newly qualified teachers (NQTs) to seek guidance from their mentors across a number of issues, including diversity**³²⁸. However, this can be problematic since many experienced teachers have not received 'diversity training' in their ITE. Induction is compulsory and usually is provided in the first year after qualifying as a teacher. The Teaching Council also established procedures and criteria for the probation of newly qualified teachers. To register fully, all primary teachers must complete a probationary process involving a minimum teaching service requirement (100 days) and incidental visits from a Department of Education and Skills Inspector, who prepares a report on the suitability of the teacher³²⁹.

Box 15. Examples of curricula content related to diversity

Master of Intercultural Education, Marino Institute of Education	Master in Equality Studies, University College Dublin
<p>Master in Education Studies (Intercultural education) is provided by the Marino Institute of Education in Dublin, Ireland. This programme includes 'Schools and diversity', 'inclusion and intercultural education', 'Teaching English as an additional language', 'Religious diversity and intercultural education' and 'Human rights, human rights' education and interculturalism' among its courses³³⁰. The programme takes two years and could be easily transferrable to other contexts as its modules are highly relevant for all HEIs engaged in teacher education and professional development. It is particularly relevant to students interested in social justice, equality and diversity.</p>	<p>Master in Equality Studies in Equality Studies Department of University College Dublin focuses on a wide range of equality, human rights and global justice issues³³¹. The course takes one or one to two years to complete if attended on full time or part time basis, respectively. The programme is transferrable as many issues addressed by the course may be relevant for newly qualified or qualifying teachers. However, a more focussed programme would be more beneficial specifically to the teaching profession. Possible career choices after graduation from this programme is very broad and include educators, community activists etc.</p>

Support measures

To support the integration of diversity into ITE curricula, there are additional initiatives by the state and/or ITE providers in Ireland. Example of such initiatives is a partnership project to help teachers and schools address diversity and network to support teacher educators:

DICE Project

The DICE project is a national strategic educational partnership, supported by Irish Aid. The overall aim of the DICE project is to provide support to the five partner institutions (Coláiste Mhuire, Marino, Dublin; Church of Ireland College of Education, Dublin; Froebel Department of Early Childhood and Primary Education, Maynooth University; St. Patrick's College, Drumcondra and Mary Immaculate College, Limerick) to utilise, develop and further extend staff capacity and expertise in integrating development education and intercultural education into existing ITE programmes³³². This interesting ongoing example of cooperation between ITE providers includes various events which target student teachers and teacher educators.

Ubuntu Network

At post-primary level, the Ubuntu network³³³ provides training and support for action research for teacher educators within education departments at 13 Higher Education Institutions. The network is supported by grants from the Irish Aid. The Ubuntu Network was established in 2006 to support the integration of Development Education into post primary Initial Teacher Education (ITE) in Ireland. It is made up of teacher educators from Higher Education Institutions, NGO representatives and partner organisations with a commitment to education for social justice, equality and sustainability. The Ubuntu Network actively promotes that Development Education be embedded into post-primary Initial Teacher Education (ITE) in Ireland. The aim of the network is to support teacher educators and student teachers to engage with local and global development issues, to see how they are relevant to their subject areas and disciplines, and to understand the value that such perspectives bring to teaching.

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18. Italy

Background Information

Diversity of the learner and teacher population

- Share of learners with foreign background³³⁴: 9.2%, of which Romanians (19.5%), Albanians (13.4%), Moroccans (12.6%); Chinese (5.2%) and Filipino (3.2%) are the largest groups.
- Share of non-nationals in initial teacher education³³⁵: 1.2%.

Attractiveness of the teaching profession

- Since 2012, teachers' remuneration has been decreasing in comparison with average national wages³³⁶, while professional tasks and responsibilities are increasing.
- Constant changes in professional schools discourages new graduates to pursuit hard track in ITE³³⁷.

Organisation of ITE

- Pre-school and primary school teachers complete a five-year programme during which they follow four-year long curricular traineeship (400 hours per year).
- Secondary school teachers should obtain a five-year degree in the subject matter taught, a one-year specialisation and a compulsory year-long training.
- Support teachers working with special educational needs pupils have to complete a one year-long additional training.
- ITE providers recruit teacher educators through public competition. Part-time teacher educators have to complete their service in schools (11 hours per week).

Understanding diversity in the national education policy

The concept of cultural diversity appeared for the first time in 1994 in Italian education law³³⁸. The key principle was to consider intercultural education as the pedagogical answer to cultural pluralism. It should neither be a subject to be taught nor a mere compensatory activity, but rather as the 'integrating background' of all the school education.

The key official document on diversity in the country is a Circular Letter issued by the Ministry of Education, University and Research in 2006. The 'Guidelines for the first reception and integration of foreign students'³³⁹ refer to 'integration' and 'intercultural interaction', and invites schools to carry out intercultural education programmes, including partnerships with non-profit organisations as well as local services and authorities. This document was amended in 2014³⁴⁰, by adding recommendations for VET and adult education for adult immigrants.

Another Circular Letter from 2010³⁴¹ aimed at setting the limit of foreign students with limited Italian linguistic skills to 30% for each class. This approached aims at maintaining a certain level of heterogeneity among schools

and classrooms as an indispensable condition for a good level of integration and intercultural dialogue. However, this approach appeared to be inefficient as the concentration of non-native students in schools is a complex issue that cannot be overcome with a single 'de-segregation' strategy, and without taking into account the multiple mechanisms which underpin it (housing, matching job demand/supply, discrimination at the local level, classroom formation's criteria).

Education policy goals on ITE for diversity

Italian policy documents express goals for diversity in education, although they are not directly related to the governance and organisation of ITE. Plurilingualism is a recent goal of education policy even though diversity management in the classroom is not considered as a fundamental competence of the teacher.

The Directorial Decree No. 6 of 16 April 2012 requires a C1 level in foreign language for teachers to use Content and Language integrated learning (CLIL). These documents confirm the interest of the Ministry of Education to improve students' level in

foreign languages, but do not explicitly target ITE.

Teacher competences for diversity

Italian education documents address diversity with indirectly related competences. No unified teacher competence framework exists in Italy except the requirement for CLIL teachers to have at least a C1 level in foreign language. The Ministry of Education, University and Research does not provide a list of basic competences for teachers as it considers the certificates requested, and passing of the national exam to be sufficient³⁴².

However, since 2010 efforts have been done to measure the basic professional skills of newly-employed teachers such as group management in the classroom, ICT abilities and B1 level in foreign language. The Ministerial Decree DM No. 249 regulates the Degree for Primary and Secondary education Teachers. It defines key objectives that must be achieved by student teachers, including **teacher's ability to "possess relational and management skills so as to make the classroom work beneficially for each child, facilitating the co-existence of different cultures and religions"**³⁴³.

Holding a certificate to teach Italian as a second language is not compulsory for fulltime teachers. However, CLIL is compulsory since 2010³⁴⁴ in *Language Liceums* (ISCED 3) in one foreign language (starting from the third year), and in a second language (starting from the fourth year). In other types of lyceums and technical institutes, CLIL is compulsory in one foreign language during the fifth year only. Although CLIL is regulated by Law, the little training so far provided to teachers makes CLIL still experimental and meets some "unresolved issues"³⁴⁵.

ITE quality assurance framework and focus on diversity

Italy does not have a national quality assurance framework for ITE. Quality Assessment of ITE is indirect only: student

teachers are evaluated as other students, while academic institutions must meet governmental standards in order to be financed by the State³⁴⁶. Inspections within the academic course are rare or non-existent.

Admission criteria and focus on diversity

Admission requirements for ITE do not include any requirements related to student teachers' preparedness for diversity.

Alternative pathways

ITE in Italy is provided by public academic institutions following National curriculum standards and other dispositions from the Ministry of Education. There is some evidence of ITE initiatives for diversity offered in cooperation with or in private educational institutions.

Focus on diversity at the ITE curriculum and induction programmes

ITE providers do not offer the same courses on inclusion, diversity or intercultural education across the country (see Box 16 below). The Ministry of Education decides on general topics, training approaches, objectives and references/materials used to carry out ITE courses. Universities are not required to include specific diversity-related courses into ITE, and have the autonomy to **articulate the Ministry's objectives, following the recommendations of Decree No. 249**³⁴⁷.

The Ministry's Notification No. 36167 from 2015 provides new national standards for mandatory induction in ITE, and foresees plenary sessions/lecturers as well as active learning (online activities, laboratory group works, individual learning and material preparation)³⁴⁸. Social inclusion and intercultural dynamics are included among eight priority topics for the induction stage. In Italy, induction is a one-year long form of in-service training for newly graduated teachers. Newly-employed teachers have to attend a 50-hour course, organised by the

local School Directorate under the Ministry's guidelines (see Box 16). The assessment board of the institution evaluates the

performance of newly-employed teacher at the end of the induction period³⁴⁹.

Box 16. Examples of curricula content related to diversity

Specialist Training on CLIL Methods

Since 2012, 30 Italian universities provide specialist courses in the CLIL methodology, amounting to 60 ECTS. The Ministry's General Directorate for the School Regulation and Autonomy aims to ensure professional training for teachers or student teachers with C1 foreign language certificate in order to use CLIL methods in upper secondary education. In total, 500 additional teachers start to learn CLIL each year since 2012/13. Those who do not have the C1 level required to enter university-based CLIL courses can attend other foreign language improvement courses (to achieve C1)³⁵⁰.

Induction for newly-employed teachers

The school reform L. 107 was introduced in 2015, co-ordinated by the INDIRE (National Institute for Innovation, Didactic & Research) and organised by each Local School Directorate. According to the new rules on induction programmes in Italy, local school boards provide a 50-hour training based on an inquiry about newly-employed teachers' needs. It tackles primary and secondary education. Eight basic skills for future teachers have been identified accordingly, including "knowledge of intercultural dynamics"³⁵¹.

Mandatory laboratory in Intercultural Education (see case study)

The Course in Playing and Interculturality (10 ECTS) in the third year of primary education programme at the University of Genoa features the Mandatory laboratory in Intercultural Education³⁵². The mandatory laboratory was first launched in the 2012/13 school year after the university renewed its curriculum. It takes a 16-hour active learning in groups of maximum 25 students. Attendance is compulsory to complete the course. Following practical activities, each student teacher has to build an 'intercultural teaching' plan for children in pre-primary and primary education. The Laboratory is an autonomous initiative of the University of Genoa (within national standards for the Degree's curriculum).

Support measures

One additional initiative focusing on teaching Italian as a second language has been identified in the context of this study (see below).

Teaching Italian as a second language to immigrant adults

Since 2012, the ISMU Foundation³⁵³ supported Lombardy region and Ministry of Internal Affairs and Directorate of School for Lombardy in the implementation of an EU funded project which addressed teaching Italian to migrant adults. As 'integration contract' requires certification in the language of the host country it is crucial to provide support. Teachers of Italian as a second language have been very important prior to the specific courses for migrants as well. The projects 'Living in Italy', and 'Certify your Italian', developed for 4 years, were supported by an inter-institutional and scientific board. One of the target groups are in-service teachers and volunteers/student teachers or part-time teachers who cannot apply on regular competition to get a full time job. In total, there are 150 teachers every year who improve their linguistic level and widen their professional perspective. The initiative is highly effective and transferable as the project recruits teaching staff on a voluntary basis.

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For low and high secondary schools: *Decreto del Presidente della Repubblica 19 del 14 febbraio 2016 - Regolamento classi di concorso (Decree of the President of Republic 14th February 2016 and correspondence between certificates and chairs)*.
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19. Latvia

Background Information

Diversity of the learner and teacher population

- Share of learners with a minority background (mostly Russian, small number of Ukrainian, Jewish, Lithuanian, Estonian, Polish, and Belarusian)³⁵⁴: 27.4%.
- Share of pupils with migrant background (Eurostat, 2015): 0.61%.
- Share of teaching staff in schools (ISCED 1-3) with a different language of instruction: 17.6% Russian and 0.9% with other languages of instruction for ISCED 1-3³⁵⁵.

Attractiveness of the teaching profession

- The prestige of the teaching profession is low due to uncompetitive remuneration³⁵⁶, low public perception as well as uncertain career progression³⁵⁷.
- Flat pay scale implies a low-status profession unlikely to attract best graduates or to retain motivated workforce³⁵⁸.

Organisation of ITE

- ITE is provided by the state and a few private universities.
- Education for prospective teachers takes 2 years (ISCED 0) or 4 years (ISCED 1-3).
- Practical placements at school are compulsory and correspond to 39 ECTS out of 240 ECTS.
- **Teacher educators in Latvia need a Master's degree or sufficient length of practical service relevant to the subject.**

Understanding diversity in the national education policy

Education policy documents in Latvia define diversity as a deficit rather than opportunity. They make a reference to ethnic minorities, third country nationals, refugees, returnees, persons with special learning needs, persons at risk for social exclusion, as well as the most talented persons. According to the Latvian Education Development Guidelines for 2014-2020, inclusive education should be implemented in practice by identifying children and youth in the educational institutions at risk of social exclusion³⁵⁹.

Education policy goals on ITE for diversity

Latvian policy documents make indirect references to diversity among education policy goals on ITE. They define tolerance-promoting and informative measures in order to reduce bias and stereotypes in society regarding children and youth at risk of social exclusion, including ethnic minorities³⁶⁰. One of the ways to achieve this goal is to prepare methodological materials for educational institutions and ensure professional competence development of teachers.

Teacher competences for diversity

Teacher competences in Latvia are not directly linked with diversity or intercultural capabilities. However, some of the recommendations and requirements on skills and knowledge for teachers can be attributed to diversity related competences³⁶¹:

- Proficiency in two foreign languages;
- Promotion of socially shared values and development of virtues in learners;
- Differentiation and individualisation of the pedagogic process in respect to the needs, abilities and interests of learners;
- Ability to help pupils to cope with a new environment.

ITE quality assurance framework and focus on diversity

Requirements on providing courses to deal with cultural, linguistic or religious diversity are not included in the ITE quality assurance criteria. State Education Quality Service also does not include diversity as a criterion for its legal review on implementation of ITE programmes. In general, quality assurance of ITE programmes in Latvia is executed by the Quality Agency for Higher Education (QAHE)

which leads and administers the licensing and accreditation processes of Bachelor's and Master's programmes³⁶².

Admission criteria and focus on diversity

ITE programmes do not have explicit admission criteria related to students' preparedness for or attitudes towards diversity. It is also not addressed in specific selection admission methods observed in ITE programmes such as music, dance or sports teachers³⁶³. In general, education institutions only require graduation certificate from secondary school (*vidusskola*), results of centralised compulsory education exams and a written essay, which is evaluated according to formal requirements.

Alternative pathways

The main ITE pathway in Latvia is provided by state universities in addition with a few private providers. In total, they offer 21 programmes. Alternatively, since 2008 Latvia has an alternative ITE pathway provided by 'Mission Possible' NGO³⁶⁴. Part of the 'Teach for All' network, it aims to promote social mobility among pupils with low achievements, and ensure equal educational opportunities for children regardless their background and social economic status. The main difference between public the ITE model and this pathway is the focus of 'Mission possible' as an individual-oriented programme. It aims to develop professional teachers who regard multiple identities of any learner instead of focusing on socially-defined differences between specific groups.

Focus on diversity at the ITE curriculum and induction programmes

National regulations on preparing teachers to deal with diversity at the ITE and induction level are not explicit in Latvia. The main actor which works on competence-based curriculum is the National Centre for Education. Its evaluation process sees the inclusion of human rights issues into the content of teaching materials and methodological materials as a mandatory criterion for teaching materials to comply with national education standards. The study course 'Minority language and literature' is mandatory according to the State general education standards, while schools which implement minority educational curricula are encouraged to organise elective courses aimed at acquiring ethnic cultural knowledge.

After the year of the EU Intercultural dialogue in 2008, many teacher education universities and colleges introduced courses on intercultural dialogue, including themes of Ethno- psychology, Cultural Psychology, Cultural Anthropology, Intercultural Communication, Conflict Resolution to the ITE programmes. Some of these courses are still taught by education institutions. The Riga Teacher Training and Educational Management Academy provides a Bachelor mandatory course on Intercultural Communication for all teacher students (ISCEDO-3 levels). The University of Latvia offers a professional Master's programme with links to diversity (see Box 17).

Box 17. Examples of curricula content related to diversity

Master's Educational Treatment of Diversity (see case study)

The MA programme 'Educational Treatment of Diversity' was established in 2007 by a consortium of four universities: National University of Distance Education (Madrid, Spain), Charles University in Prague (Prague, Czech Republic), University of Latvia (Riga, Latvia), and Ludwigsburg University of Education (Reutlingen,

Professional Master's Study Programme 'Teacher'

In 2013 the University of Latvia has integrated an interdisciplinary approach to cultural diversity embedded in the Professional Master's Study Programme, 'Teacher'. The Programme aims to ensure the personal well-being and coherent development of society by encouraging the development of both interdisciplinary pedagogical

Germany)³⁶⁵. The programme provides opportunities to gain knowledge, skills and generic, general, and integrated socio-pedagogical, psychological and special pedagogical competences. These areas help students to be prepared for diversity at the workplace or/and to create new workplaces in the field of educational research on pedagogical treatment of diversity. The programme aims at both bachelors in Pedagogy, as well for education practitioners willing to improve their intercultural competences. The programme amounts to 120 ECTS and takes 2 to 2.5 years to complete. Studies follow an innovative approach of virtual learning with weekly in-person or Skype meetings with lecturers. Students can receive Erasmus Mundus scholarships for this study programme.

'Educational Treatment of Diversity' evaluation for the 2008-2010 period and for 2011 has shown that each student had an opportunity to enrich their experience by making use of varied sources of information, new technologies, and several languages to reach programme's goal³⁶⁶. It also highlighted a chance to experience various unfamiliar situations in the context of transcultural communication and to promote **students' capacities in this area. The high quality of diversity-related experiences through students' participation in problem-solving and information exchange during the e-learning process contributed to the assessment of the programme as a best practice example among Master's-level programmes in Latvia.**

competence and sustainable development oriented pedagogy and research. In relation to the diversity related competences, after the programme students **should be able to: "demonstrate skills of examining features of development of holistic personality and clearly and convincingly communicating information to the target audience in a specific way; to evaluate one's professional competence, planning and directing self-education towards harmonised development of the society"**³⁶⁷

The Master's programme is oriented towards cross-disciplinary and inter-disciplinary teaching activities and relates to personality development and professional career. Diversity management, conflict resolution, intercultural communications are included in the content of the module 'Education for Personal and Sustainable Wellbeing and Coherent Development of Society'.³⁶⁸

The evaluation concluded that programme participants get knowledge and skills for sustainable education and human development in culturally diverse settings³⁶⁹. The programme is an example of holistic, competence-based ITE, with an emphasis on global education, and interculturality (variety of languages, personalisation and intercultural content of studies).

Support measures

Latvian education policy for ITE only has indirect links to diversity, while related issues are covered more explicitly in a few academic courses and programmes. A relevant NGO-based initiative aims to improve inclusion of various pupils (see below).

Mission Possible (*Iespējamā misija*)

The primary objective of 'Mission Possible' (MP) is to change the traditional, teacher-centred approach to teaching, and to provide all pupils with opportunities to fulfil their potential. MP is an innovative and inclusive programme both in terms of pedagogies applied, as well as in terms of the approach used in teacher education³⁷⁰. Teacher educators work to facilitate different approaches towards learners, as well as emphasise personalised teaching. Participants (around 12-18 per year) are selected in a competition among recent university graduates and immersed in intensive short-track training (summer classes and permanent weekly supportive and educational supervisions) in school pedagogy.

According to the evaluation, skills development among pupils reflects the effectiveness of MP educators: argumentation skills have developed among 81% of respondents, critical analysis of information, deconstruction of biases (69%), ability to follow and meet individual learning goals (93%), self-directed

learning has spread among 61% of respondents. In addition to these aspects, cooperation and problem-solving skills have developed for 63% of participants, while 65% preferred collaborative learning. Heterogeneous schools executed this internal evaluation in 2014³⁷¹.

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20. Lithuania

Background Information

Diversity of the learner and teacher population

- Share of learners whose main language of instruction is not Lithuanian (2014-2015): 7.8% in primary and secondary education. Among these, 4.2% were taught in Russian, 3.4% in Polish, and 0.3% in other languages³⁷².
- Share of immigrant learners in the Lithuanian education system from both EU and third countries (2015-2016): 0.3%³⁷³.
- Number of schools at primary and secondary levels where one or more than one language of instruction than Lithuanian is used (2015-2016): 127 (which represents 10.6% of the total of general schools in Lithuania)³⁷⁴.
- In 2015-2016, there were 299 mother tongue teachers teaching another language than Lithuanian, e.g. Polish or Russian. They represented 1.2% of the total teacher population³⁷⁵.

Attractiveness of the teaching profession

- Declining overall number of teacher: about 20% decrease from 2009/2010 (40,745) to 2014/2015 (32,243)³⁷⁶;
- Ageing teacher workforce: In 2014/2015 about 47% of the total teacher population was 50-64 years old and only 9% was below 34 years old³⁷⁷.
- The profession is marked by gender imbalance: in 2014, 94% of teachers in ISCED 1, 84% in ISCED 2, and 83% in ISCED 3 were women³⁷⁸.
- The teaching profession does not attract high achieving students³⁷⁹ and teacher salaries are among the lowest in Europe³⁸⁰.

Organisation of ITE

- There is no official requirement for structured induction programmes.
- Minimum length of in-school placement for teacher students (ISCED levels 1, 2 and 3) is 800 hours (30 ECTS)³⁸¹.
- Minimum required level of ITE: Bachelor's level for primary, secondary and upper secondary teachers.
- At least 30% of teacher educators in universities should have practical pedagogical experience of at least three years: teacher educators should update their scientific and/or pedagogical competences regularly³⁸².

Understanding diversity in the national education policy

Lithuania has not adopted a comprehensive and clear definition of diversity to guide the education system yet. Education policy documents only sporadically mention classroom diversity and do not highlight it as a priority issue. Despite the lack of general reference to diversity, policy documents in Lithuania do characterise three major target groups: minority pupils (children belonging to national minorities); immigrant learners (foreign citizens coming from both EU and third countries); and returnee pupils (returning immigrants who either have Lithuanian citizenship or are ethnic Lithuanians)³⁸³.

Education policy goals on ITE for diversity

Preparation for diversity features as an explicit policy goal in Lithuania. In particular, the government has introduced diversity-related goals within the quality assurance mechanism of ITE higher education institutions (see below).

Teacher competences for diversity

Teacher competences for diversity are explicitly defined in Lithuanian education policy documents. In 2007, the Ministry of Education and Science developed the Specifications of Teachers' Professional Competence, which points out diversity-related competences that all teachers should obtain³⁸⁴. In particular, it highlights the importance to value learners' diversity and

supporting all learners by emphasising professional competencies such as:

- Respect the social, cultural, language and ethnic identity of learners;
- Value the role of home environment as well as differences in family values when communicating with pupils and their parents;
- **Recognise pupils' different approaches** to learning by developing learning opportunities;
- Develop tolerance and cooperation in promoting the environment in which the student has the ability to show initiative, act independently and find like-minded friends;
- Participate in the development and implementation of integrated special needs education (learning) programmes.

Besides general professional competence, the document also distinguishes specific intercultural competences that teachers should have and lists the following requirements:

- Protect and develop the multifaceted Lithuanian culture enriched by the experiences of national minorities;
- In assessing the impact of the European Union's cultural diversity on Lithuania, integrate the knowledge of world history, geography, and culture.

Diversity in the ITE quality assurance framework

Diversity-related criteria explicitly feature in certain parts of the Lithuanian quality assurance mechanism for ITE. In particular, the Description of the Study Area of Education and Training prescribes ITE for primary education to prepare teachers whose pupils are able to operate in multicultural environment³⁸⁵. It further stipulates that any field of study in education and training (including the 60 ETCS in pedagogical training) shall encompass teaching about multicultural aspects of education studies. It shall also take into account the diversity of learners, and the context of pupils with special learning needs, as well as

capable/gifted children. This document also foresees specific diversity-related learning outcomes that the ITE curricula should facilitate. Among such learning outcomes are the abilities to:

- recognise and adapt to the individual differences of learners stemming from differences in gender, language, culture, ethnicity or social environment;
- develop a tolerant and collaborative learning environment;
- foster tolerance for others;
- apply a multicultural approach in solving educational issues.

Despite explicit requirements, internal and external evaluation reports on specific study programmes almost never discuss the issue of preparing for diversity. One exception is the General Report on Colleges and Universities, published in 2013 by the Centre for Quality Assessment in Higher Education)³⁸⁶.

Admission criteria

In Lithuania, prospective student teacher's attitudes towards diversity feature as admission criteria into higher education institutions. However, in practice this initiative adopts a narrow understanding of diversity. Since 2009, in addition to the assessment of the national Matura examination results, students seeking to secure state financing for their studies should undertake a mandatory motivational examination³⁸⁷. The exam consists of a written test and a semi-structured interview³⁸⁸. It aims to assess **candidates' motivation in terms of openness to diversity** by asking them to describe a situation in which they faced diversity. Although the description of this measure broadly focuses on diversity, in practice it mostly results in discussing differences in age, gender, personal abilities, as well as issues of bullying in the school environment³⁸⁹.

Alternative pathways

Professional teacher qualification can only be obtained through formal (university or college-based) ITE in Lithuania³⁹⁰. However, there are initiatives that enable young individuals to teach in schools and support them to attain professional qualification. 'I Choose to Teach!' (*Renkuosi Mokyti!*) is an initiative administered by the Centre for School Improvement (*Mokyklų tobulinimo centras*) (see below for further details).

Focus on diversity in the ITE curriculum and induction

Lithuanian policy documents do not explicitly require ITE universities and colleges to introduce courses that prepare future teachers for diversity. National provisions for ITE curricula stipulate that prospective teachers should be able to develop a tolerant learning environment, as well as to adapt to the individual differences of learners stemming from the differences in gender, language, culture, ethnicity or social environment³⁹¹. Moreover, the national competence framework for teachers highlights the importance of teachers' intercultural competences, including those

related to ethnic/national identity of learners. However, ITE institutions have academic, administrative and financial autonomy. This means that they have considerable leeway in translating these provisions into courses and programmes³⁹².

In practice, ITE curricula across Lithuanian universities and colleges do not explicitly seek to develop multicultural competences, while teacher preparation for diversity at the provider level primarily depends on individual lecturers responsible for specific study modules³⁹³. As a result, specific diversity-related courses are, in most cases, not mandatory, while relevant elective courses are also lacking³⁹⁴.

Across Lithuanian ITE universities and colleges, preparation for diversity can mostly be found in the field of social pedagogy (see Box 18), whereas in teacher education for general curricula subjects, it is mostly missing. Some notable cases include a **Master's programme on Intercultural Education and Mediation** at the University of Šiauliai and **Cultural Diversity course** at the University of Applied Sciences (see Box 18).

Box 18: Examples of curricula content related to diversity

Modules on Initial Teacher Education in Alternative Education	MA Intercultural Education and Mediation
<p>One of the measures for the programming period 2007-2013 administered by the European Social Fund in Lithuania was 'Alternative education in the system of education' (VP1-2.3-ŠMM-02-V). This programme encompassed the implementation of alternative education measures in schools and the development of different models of alternative (non-traditional) education. Within its scope, the project 'Alternative education in the educational system' (Education Supply Centre, 2009-2011, 2011-2015) was carried out, which included provisions for ITE.</p> <p>Within the remit of this project, the Education Development Centre (<i>Ugdymo Plėtotės Centras</i>) and Mykolas Romeris University (MRU) developed four training modules for ITE, aiming to help prepare future teachers for applying</p>	<p>The Master's programme available at Šiauliai University lasts for two years (120 ECTS). The MA programme was designed to expand students' intercultural competence by preparing specialists who are able to creatively teach in a changing multicultural educational environment, effectively deal with social and cultural issues, and apply intercultural mediation in pedagogical work. Programme graduates can work as international mediators in educational institutions, children and youth leisure institutions, NGOs, and other entities in which intercultural competence are required. Courses include 'Intercultural psychology' (6 ECTS), 'Intercultural consulting' (5 ECTS), among others.</p> <p>Until 2013, 31 students graduated from the programme³⁹⁵. External evaluation found that the students enrolled in this programme were satisfied with the standard of teaching, their communication</p>

individualised, non-traditional/alternative methods and techniques in schools. The module titled 'Development of favourable learning environments in the context of alternative education' (undergraduate course, 7 ECTS) is concerned with, among other things, recognition of differences in value systems of pupils and their families, development of intercultural competences, sociocultural education, and cultural identity.

The modules were made available online via the Digital Learning Environment at the Mykolas Romeris University (MRU). One module was also included in the curriculum for Social Pedagogy at the university.

with teachers and the feedback they receive from professors. However, it also concluded that there was room for improvement in terms of compatibility between the programme, its learning outcomes, content and the qualification offered. The evaluation recommended to ensure greater visibility of the mediation component in the curriculum.

Cultural Diversity Course

In 2013, a course on 'Cultural Diversity' was included into the curriculum of the Bachelor's programme of Social Pedagogy of the University of Applied Science of Vilnius (Vilniaus Kolegija³⁹⁶). This course is the result of the cooperation with the Social Studies Faculty at the Zuyd University of Applied Sciences (the Netherlands). The course uses innovative methods such as video of lectures provided by lecturers from the Zuyd University. Students from Zuyd and Vilnius share examination and evaluation processes as well as course tasks and literature.

An interesting initiative of the Cultural Diversity course is a journal on diversity-related topics. The journal focuses on most of the issues presented during the course. Students contribute to the journal with their own articles on selected themes. Students are free to choose and analyse topics which are particularly interesting to them. This is one of the key tasks for students during the course and constitutes part of the final grade. The journal often has a specific key theme of the issue. For instance, the issue published in January 2016 focused on refugees, migrants as well as their integration into Europe and, specifically, Lithuania. Some of the issues are available on the university's website³⁹⁷.

Support measures

Some NGO-based initiatives in Lithuania aim to ease the formal pathway into the teaching profession and improve schooling for pupil. The 'I Choose to Teach' initiative promotes an individualised approach to teaching, which is characteristic to successful teaching in diverse environments.

I Choose to Teach! (Renkuosi Mokyti!)

'I Choose to Teach' is an NGO-based initiative, which provides an innovative model of recruitment, selection and professional support of young teachers. The initiative attracts young, active, creative and motivated people to teach in primary to secondary schools throughout the country, with a special focus on rural schools and individualised learning. After an extensive selection process, young professionals work as teachers for two years, and have the possibility to attain a teacher qualification through formal training. The project thus allows people who do not have a degree in educational studies to enter the teaching profession and subsequently attain leadership positions in education sector. The initiative is based on the 'Teach For All' model implemented throughout the world.

The National Agency for School Evaluation found that the quality of teaching was higher among participants in this programme than the average quality of teaching across the country. The Agency concluded that the participants were able to organise the study process well, apply innovative teaching methods, effectively motivate young learners, manage relationships within the classroom, and help improve the educational performance of their pupils³⁹⁸.

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21. Luxembourg

Background Information

Diversity of the learner and teacher population

- Share of learners with a migrant background (2014/15)³⁹⁹: 46.5% (ISCEDO), 50.4% (ISCED1), 21.6%/45.7% (general/technical secondary education).
- There is no specific data available on teachers' background in Luxembourg. As teachers are required to possess full mastery of Luxembourgish, French and German, it is assumed that the majority of teaching staff is native.

Attractiveness of the teaching profession

- The teaching profession in primary and secondary education is a highly attractive profession.
- Teacher status in Luxembourg offers high security with low possibility of dismissing as well as high remuneration level. Teachers in Luxembourg have the highest salaries among all OECD countries⁴⁰⁰.
- Teachers' union in Luxembourg gives teachers high power to protect their position: in recent years, the opposition of teachers to policy reforms resulted in a situation of status quo.
- Relatively high level of autonomy, particularly for secondary school teachers.

Organisation of ITE

- Ministry of Education organises ITE jointly with the University of Luxembourg.
- Future primary education teachers follow a four year Bachelor's programme, while prospective secondary education teachers have to obtain at least a four year Bachelor's degree in the subject of their choice.
- Successful candidates follow a three-year training period (*stage pédagogique*) – a combination of teaching at school with parallel attendance of secondary school teacher education programme.
- Luxembourg has three different categories of teacher educators to ensure the principles of the dual training system: tutors (civil servant teachers of secondary schools authorised to train), trainers (staff at secondary schools or university), and subject coordinators for each discipline.

Understanding diversity in the national education policy

Luxembourg education policy documents do not explicitly refer to diversity. Most attention within diversity management goes towards teaching and learning of at least three languages, which are seen the prerequisite of school success.

Target groups are traditionally defined in terms of the largest immigrant groups by their origin – e.g., Portuguese, ex-Yugoslavian, Cape-Verdean, etc. Due to many origins, smaller groups are combined into larger geographical categories, e.g. Asia, Latin America, and Africa.

Education policy goals on ITE for diversity

Education policy goals on ITE for diversity include a number of different aspects. The capacity to teach in multilingual classes and other skills for diversity (as stipulated below) explicitly

feature as learning objectives and expected skills for ITE in Luxembourg⁴⁰¹.

Teacher competences for diversity

Learning outcomes (*compétences escomptées de l'apprentissage*) for future teachers in Luxembourg explicitly state several diversity related skills⁴⁰²:

- Learning to teach in multilingual and multicultural contexts;
- Understanding learning and teaching processes; considering sociocultural and individual resources of learners;
- Regulating learning processes in a formative perspective, considering the pupils' diversity;
- Making use of school-related and socio-cultural information concerning the pupils in a multilingual and intercultural perspective

ITE quality assurance framework and focus on diversity

ITE aims to prepare teachers to teach in multilingual and multicultural contexts but the quality assurance framework does not require to include courses explicitly dealing with diversity.

Luxembourg does not have a regulated system of ITE evaluation⁴⁰³. The Agency for School Quality at the Ministry of Education founded in 2004 works closely with schools in preparing individual school development plans and school achievement plans. However, it is not involved in the evaluation of ITE programmes.

The University of Luxembourg revises the curriculum of the Bachelor's in Education Sciences every year. This process involves a working group of teaching personnel of the University, teachers with work experience in schools, as well as student teachers.

Admission criteria and focus on diversity

ITE providers in Luxembourg do not apply any additional diversity-related admission criteria. The entry exams into ITE regularly include tests in mathematics, science, and three languages: Luxembourgish, French, and German⁴⁰⁴.

Alternative pathways

The Ministry of Education of Luxembourg strictly regulates the entry into the teaching profession. There are very few options for alternative paths into the teaching occupation. Primary school teachers can start with the probationary four-week period at school followed by the language test of all three languages. Successful candidates receive a certificate which allows them to work as supply teachers on temporary basis⁴⁰⁵.

Secondary school teachers can become teaching assistants after finishing a

Bachelor's programme. During the first year, they are required to complete in-service training, which allows them to receive qualification certificate and be added to the national reserve of teaching assistants under permanent working contract as public employees.

Focus on diversity at the ITE curriculum and induction programmes

The Bachelor's programme in Social Sciences at the University of Luxembourg offers a number of mandatory diversity-related courses (See Box 19). During the first and second years of the programme's three-year practical training, teachers participate in the 'Luxembourg, a multilingual society' and 'Learning in a multilingual classroom' courses⁴⁰⁶.

There is no explicit requirement for young teachers to pass their placement training in diverse schools. Most schools are very diverse in Luxembourg, and school placement takes into account the teacher's preference for a specific school, e.g. their own place of residence.

The curriculum of the Master's in Education Sciences at the University of Luxembourg includes classes in educational sciences, educational sociology and psychology to provide students with the necessary skills to understand and face the challenges of teaching in a multicultural and multilingual school system.

The programme puts a special focus on issues specific to Luxembourg such as multilingualism, multiculturalism and integration, and equips students with the needed pedagogical tools and methods to address them adequately⁴⁰⁷.

Box 19. Examples of curricula content related to diversity

Teaching second/foreign language in primary school

Future teachers are expected to develop language teaching skills for French and German languages both independently and in cooperative environment, analyse and choose appropriate methods and materials, reflect on own language attitudes and experiences in teaching a second language. Future teachers are encouraged to **adapt "learning by teaching" method, with more autonomy in terms of didactics.**

Inclusive education and schooling for special education needs

Apart from focusing on methods and didactics of teaching for children with special needs, the course aims at supporting future teachers to provide positive learning environment, be open to dialogue, helping students to be part of society. Student teachers attend this course during the third year of studies.

Relations between school and family and cultural mediation

Apart from evident goal to prepare future teachers for importance and ways of communication with parents, the course has a specific sub-section that deals with communicating with parents of immigrant origins and intercultural mediation. Student teachers attend this course during the fourth year of studies.

Values education: worldviews, ethics, religion and politics

This course should help future teachers to handle the complexity of ethical and philosophical, religious, socio-political questions. It focuses on preparing teachers to understand identity formation in children and their anxieties. Furthermore, it aims to help children to become active citizens, self-reflective individuals in Luxembourgish society, Europe, and world in general. Student teachers attend this course during the second and fourth years of studies.

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22. Former Yugoslav Republic of Macedonia (FYROM)

Background Information

Diversity of the learner and teacher population

- Out of 20,440 first-graders in the 2015/16 academic year, 65.8% (13,455) learn in Macedonian; 30.9% (6,332) in Albanian; 2.8% (578) in Turkish; 0.4% in Serbian (38) or Bosnian (42)⁴⁰⁸.
- Roma population: 2.7% (or 53,879) of the total population⁴⁰⁹. According to some NGOs, Roma population is likely to be higher, estimated at up to 6% of the total population.
- At the Pedagogical Faculty in Skopje, for the academic year 2015/16, out of 223 students enrolled in first year, 48% (107) learned in Albanian, 44% (98) in Macedonian, and 8% (18) in Turkish⁴¹⁰.

Attractiveness of the teaching profession

- Salaries of Macedonian teachers are among the lowest in Europe: approximately EUR 360, net⁴¹¹.
- **In the Pedagogical Faculty in Skopje, the biggest teachers' faculty in the country, there is a significant decrease in enrolment rate: from 506 in 2008/09, to 223 in 2015/16⁴¹².**

Organisation of ITE

- To be recruited, teachers of pre-primary, primary and secondary education (from ISCED 0 to ISCED 3) need to finish four-year university level education (240 ECTS).
- Universities are autonomous to develop curricula and employ teaching staff.
- **The Government is reforming the current ITE system: to have a teacher's license, every current and future teacher will need to enrol in a special 'teacher academy' for a period of eight to 12 months after finishing higher education studies⁴¹³.**
- The new reform provoked public resistance: protesters mainly call on possible lack of transparency in enrolment, high entry exams, and suspicions about centralised and dictated employment of teachers.

Understanding diversity in the national education policy

The understanding of diversity within the education policy of the Former Yugoslav Republic of Macedonia (FYROM) reflects the national Law on Prevention and Protection from discrimination⁴¹⁴. It prohibits any form of direct or indirect discrimination on the basis of gender, race, skin colour, ethnicity, language, citizenship, social origin, religion or religious beliefs, other beliefs, education, political membership, disability, age, and other characteristics. In its interventions, the Ministry of Education particularly emphasises ethnic minorities, and aims to create conditions for students with various ethnic backgrounds to learn together in the schools. Alongside ethnic minorities, education policy documents emphasise the concept of inclusive education and link diversity with students with disabilities.

Despite targeted measures to tackle the segregation of ethnic minorities, the situation on the ground remains severe. All large ethnic/linguistic communities are taught in their mother tongue separately, which creates segregation in education along ethnic lines.

Textbooks and curricula are highly ethnocentric, showing no sufficient sensitivity for the heterogeneity of the population⁴¹⁵.

Education policy goals on ITE for diversity

Despite the general requirements to respect human rights and to act in the best interest of the child derived from the Constitution and education-related laws, no specific goals in ITE-related legislation or strategic documents **relate to teachers' preparedness for diversity** (or teaching about diversity).

Teacher competences for diversity

There are no direct references to the competences needed to teach in classrooms with a diverse student body in ITE-level policy documents. However, education authorities have developed special standards for teachers' Continuing Professional Development, which include diversity-related competencies. New Standards require teachers to hold:

- competences for inclusive educational practice;

- competences related to respect of human rights and the rights of child; and
 - competences related to cultivating and respecting diversity.
- are no diversity-related admission criteria in FYROM.

The initiative is not yet in force as these standards will become obligatory for teachers in the academic year 2017/18 only. Policy documents related to the initiative recommend ITE faculties to consult the new Standards during the curriculum development process.

ITE quality assurance framework and focus on diversity

Given that ITE providers are autonomous in developing curricula, accreditation of ITE programmes is based on proscribed requirements for the staff (relevant diplomas) and material conditions. These requirements do not include any criteria related to diversity. As a result, diversity-related elements are not reflected in evaluation reports on ITE programmes.

Admission criteria and focus on diversity

Enrolment into ITE programmes is only based on academic achievements at schools. There

Alternative pathways

There are no different pathways to the teaching profession in FYROM. Individuals can become teachers only after graduating from specific ITE faculties.

Focus on diversity at the ITE curriculum and induction programmes

There is no systemic approach at the ITE level to prepare student teacher to teach in diverse classroom. Nevertheless, diversity-related elective courses are available in all three universities that provide ITE programmes, such as:

- The Pedagogical faculty in Skopje has elective courses in 'Intercultural Education and Religious Systems'⁴¹⁶;
- The Pedagogical faculty in Bitola has a course in 'Comparative Religious Systems'⁴¹⁷;
- Pedagogical faculty in Stip has courses in 'Multicultural Education' and 'Inclusive Education'⁴¹⁸.

Support measures

Diversity receives little focus in education policy documents in FYROM. There are very few ITE initiatives to help teachers and schools address diversity. One additional support measure was identified:

Quotas and scholarships for minority groups into Higher Education

Quotas to enter into higher education institutions in FYROM have been implemented since 1997. They benefit the members of the ethnic communities who do not have access to higher education in their own language. Quotas are defined according to the Law on Students' Standard from 2013, but the percentage of the quotas is defined by the Government every year. Quotas usually represent 10% out of the total number of undergraduate students who are enrolled at all public faculties.

Scholarships supporting students in higher education are targeted at several categories: 50% for students from socially vulnerable background, 30% for students with most advanced academic achievements, and 20% for students applying for study programmes which Government consider that have a high importance for societal development, such as electro-technical, machine constructions, biotechnical, medicine, mathematics and natural sciences. For this corpus of scholarships, ethnicity is not a determinant. Since the academic year 2015/16, Roma students are granted guaranteed scholarships.

The main aim of introducing quotas was to improve the quality of education and educational inclusion of minority ethnic groups through increasing their enrolment rate. The main aim of introducing scholarships was to increase inclusion of Roma students in teacher faculties (and at higher education in general), to improve their financial security, to improve the retention of students in the studying process, and finally to increase the number of quality Roma teachers.

The main results of the introduction of quotas in higher education are the increase in the number of Roma students and students from other smaller communities into ITE and higher education in general, and the improvement in quality of their education. According to officials from the Ministry of Education (data based on ethnicity is not publicly available), there was an increase in the number of Roma teachers in elementary and secondary education since the introduction of the measure, as well in the NGOs working in the educational field.

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23. Malta

Background Information

Diversity of the learner and teacher population

- Share of students with a non-Maltese background in ISCED 1, ISCED 2 and ISCED 3 levels (2013-2014)⁴¹⁹: 6%, 3.6% and 4.4%.
- **Data on teachers' background is not available as Maltese personal data protection rules does allow to collect data based on migrant or minority background.**

Attractiveness of the teaching profession

- Education continues to attract sufficient numbers of teachers to meet the demands of schools every year⁴²⁰.
- Application and graduation rates for teachers have been falling due to the extended variety of graduate courses and matching employment opportunities⁴²¹.
- In some subject areas, such as Maltese and Italian, qualified teachers sometimes do not find employment immediately as graduates in these areas outnumber the demand⁴²².

Organisation of ITE

- The Faculty of Education at the University of Malta is the sole provider of ITE for primary and secondary teachers.
- The government funds the institutions but they have their own systems and general autonomy for determining development of curricula and courses
- **Until October 2016, a Bachelor's degree was sufficient for teachers of all levels. In October 2016, the system was reformed into two-year professional Master's in Teaching and Learning (MTL) programmes for primary education (grades 1- 6), primary & secondary education (for specific subjects taught in secondary as well as primary level) and for secondary education.**
- Teacher educators usually possess a doctoral degree.

Understanding diversity in the national education policy

The National Curriculum Framework (NCF) of 2012 is the most recent national policy document for curriculum development in Malta. The NCF attempts to mainstream most diversity-related issues, including those of disability, minority culture groups, and of levels of ability under one approach and one strategy⁴²³. In the second principle on 'Diversity', there is a more specific attempt to acknowledge Malta's increasingly multicultural population. According to the NCF, it acknowledges Malta's growing cultural diversity while upholding the values, history and traditions of its people.

An intercultural issue that the NCF has formally raised is that of religious diversity. However, the NCF does not address the issue of how to be culturally fair in dealing with a wide variety of religious symbols and customs.

Education policy goals on ITE for diversity

The Education policy goals are stated in the NCF (2012). As one of its main tenets, it states the promotion of "initial teacher education and further opportunities for training and support in the use of pedagogies that are inclusive in nature and cater for diversity".

Teacher competences for diversity

Given that the University of Malta is the only teacher education institution, the standards or competences required for teacher qualification are defined by the university itself. The Council for the Teaching Profession has only established a 'Teacher code of ethics' that does include respect for diversity as a separate 'Key Principle' with the following recommendations related to diversity⁴²⁴:

- Demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, race, religion, sexual orientation, appearance, age, language or different needs or abilities;
- Contribute to the creation of a fair and inclusive school environment by

addressing discrimination, stereotyping and bullying.

The Faculty of Education at the University of Malta has recently updated its set of competences, while a final more detailed list of competences is still in preparation. It also links to specific theoretical units and to teaching practice. Issues of intercultural competences and respect for diversity are **included mainly in the 'dispositions' dimension.**

Despite the presence of diversity-related competences, the new **Master's in Teaching and Learning** programme puts a lower emphasis on the development of these competences, as specific units previously dedicated to diversity have been reduced. Currently, the input on diversity issues within subject methodology depends on the different subject specialists, and greatly varies across subjects.

Diversity in the ITE quality assurance framework

Internal quality assurance applies to the new courses while each Faculty is subject to an external Periodic Programme Review by a foreign expert team every five years. The Faculty of Education has gone through a Periodic Programme Review in 2016, but no information as to whether the review is using the diversity of staff or the preparation for diversity as a criterion is available.

Admission criteria

The requirements for admission include academic qualifications, the Police Conduct Certificate and no history of offences against minors. In addition, the new MTL has introduced a requirement that may allow to assess approaches to diversity. Candidates have to present their reflections on an Educational Encounter⁴²⁵, which includes a minimum of forty hours of experience in an approved educational setting as well as non-assessed reflections on their educational responsibilities.

Alternative pathways

The Faculty of Education at the University of Malta is the only pathway to become a teacher in compulsory education. However, **those who obtain the 'Higher Diploma in Advanced Studies in the Early Years' in the Malta College of Arts Science and Technology** can join the present BA of Education and BA in Early Years programmes starting from the third year.

Focus on diversity in the ITE curriculum and induction

The new MTL at the University of Malta does not include specific diversity-related courses into the curriculum of the ITE programme. Some of the offered courses closely relate to the challenges which arise in the diverse contexts (See Box 20).

The **'Themes in education'**⁴²⁶ course includes consideration of schools as communities of learning, social and cultural diversity, classroom climate, student-teacher relationships, classroom and school policies of respect and tolerance, and parental involvement.

Another set of courses on 'Education contexts' discuss 'Learners and learning'⁴²⁷ and **'Contexts, conditions and communities of learners'**⁴²⁸. Participants consider different learning processes and theories, child development and particularly an understanding of who the learner is and how the learner is constructed to function within particular educational contexts. Attention is focused also on the different backgrounds where students live and grow, and where learning takes place, and how economic, environmental, social, cultural and linguistic diversity form the learner and contribute to her flourishing as a person and as a member within a community. Psychological, sociological and philosophical knowledge, together with inclusive theory, will help the student-teachers question, inquire and re-think some of their understanding of learners and learning and of communities, schools and classrooms.

Box 20. Examples of curriculum content related to diversity

Teacher training for Ethics Curriculum	Taught Master in Access to Education (Culturally Responsive Education - CRE)
<p>In 2012, the National Curriculum Framework proposed 'Ethics' as a separate subject for students whose parents do not wish them to be educated in the Roman Catholic Faith. In 2014, there were 1,411 students who were not attending religious lessons. Preparations to launch the new subject started with the offer of a specific PGCE programme for the training of teachers of ethics. The programme had 42 graduates in February 2015. The government will extend the offer of ethics classes to all primary and secondary education classes from 2016-17⁴²⁹.</p>	<p>The first part-time Master's in Responding to Student Diversity was offered in 2008. In 2013, this was replaced by the Master's in Access to Education (Culturally Responsive Education). It consists of 90 ECTS (three-years, part-time), of which 30 ECTS is a dissertation on a CRE issue, and 10 ECTS are observations and practice of CRE⁴³⁰. The first six students have completed their dissertation at the end of June 2016.</p> <p>The teachers following this Master in Access (CRE) have strengthened their understanding of social justice and discrimination in education. These students are expected to have an impact on staff sensitivity to issues of discrimination faced by minority groups in education.</p>

Support measures

Maltese policy documents recognise diversity concept explicitly, but only a few initiatives that help teachers and schools to address diversity at the ITE level have been identified in the context of this study.

Initiating student teachers in responding to learner diversity in the Primary classroom

Within the regular ITE curriculum for primary education, second year student teachers can attend a course which responds to student diversity and includes a project during teaching practice. Students develop inclusive attitudes and develop an Individual Education Plan (IEP) for a particular child. Then they have to implement the plan during teaching practice, observe of the strengths and needs of a pupil with special needs and target one of those needs during the other five weeks of the placement⁴³¹.

The course helped the student teachers to change their attitude from one of 'fear' of diversity to one that embraced it as an opportunity that can enhance teachers' competences. At the same time, student teachers widely appreciated the practice-oriented content and assignment of this module and asked for even more field related training. Though the task was to develop one IEP for one child, many pointed out the fact that the module led them to become more open to the many individual needs within their classroom, and to the variety of ways in which they can address these individual needs.

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- ⁴²¹ *Ibid.*
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- ⁴³¹ A course description of this University of Malta Faculty of education Unit is provided in <http://www.um.edu.mt/educ/studyunit/PRE2806>. Accessed 17.10.2016. An account of the content of the taught part of the unit is given in the publication: *Responding to student diversity: Teacher's Handbook* - https://www.researchgate.net/publication/236618492_Responding_to_Student_Diversity_Teacher's_Handbook. Accessed 17.10.2016. An account of how to run it is given in the booklet: *Responding to student diversity - Tutor's Manual* https://www.researchgate.net/publication/29750792_Responding_to_student_diversity_tutors_manual. Accessed 17.10.2016.

24. Montenegro

Background Information

Diversity of the learner and teacher population

- Share of minority groups in total pupil population at different ISCED levels (2015/16)⁴³²:
 - ISCED 0: Albanian – 1.7% (276); Roma – 0.17% (27).
 - ISCED 1 and 2: Albanian – 4.2% (2786); Roma – 2.05% (1438)
 - ISCED 3: Albanian – 0.41% (1220); Roma – 0.03% (99)
- Share of largest minority groups in total teacher student population⁴³³: Albania – 0.63% (158); Roma – 0.08% (20)

Attractiveness of the teaching profession

- Enrolment rates in all ITE programmes (2015/16)⁴³⁴: 474 students
- Average number of applicants in all ITE programmes is less than 2 candidates per available place⁴³⁵

Organisation of ITE

- Students in ITE have practical training only on last academic year of BA programmes
- There are no specific requirements to induction of graduate teachers and there is no link to ITE
- There is no specific process of preparing teacher educators and the only criterion is to hold a PhD degree in an adequate field

Understanding diversity in the national education policy

The General Law on Education in Montenegro provides a broad understanding of diversity and stipulates that citizens are equal in their right to education, regardless of nationality, race, gender, language, religion, social background or other personal attribute⁴³⁶. In addition, the National Council for Education attributes particular importance to linguistic minorities and implements an adapted curriculum for those pupils whose mother tongue is not Montenegrin⁴³⁷.

that ITE should focus more on pedagogical, psychological, didactical competences and knowledge of inclusive education, global dimension of education and education policy. In a similar vein, the Strategy for the Development of General Secondary Schools⁴³⁹ states that a teacher needs to possess the competences to teach in the context of social and cultural diversity.

Education policy goals on ITE for diversity

Montenegro does not have education policies towards diversity, and defines related goals in the development strategies for different levels of education system. These policy documents provide sporadic and general reference to the concepts related to diversity and only indirectly set ITE for diversity as a policy goal. The education policy neither operationalises these goals further nor sets out detailed action plans on how to achieve them.

In particular, the Strategy for the Development of Primary Education⁴³⁸ makes a single related recommendation and notes

Teacher competences for diversity

Montenegrin policy documents do not have any direct references to the competences needed to teach in diverse classrooms at the ITE level. The government adopted standards for teachers and assigned them to teachers' professional promotion. The standards serve as a mechanism to motivate teachers and strengthen their further professional development⁴⁴⁰. It applies to four promotion levels/ titles – Teachers with experience (after induction); Teacher-Mentors, Teacher-Researchers; and Teacher-Counsellors. There are several standards for teachers related to diversity. In particular, teachers should:

- Know and understand prescribed curricula and connected programs and activities, which are defined in national strategies and action plans for the improvement of the overall

development of children and youth (e.g. Roma education initiative);

- Understand children’s development, and how their age, culture, ethical and other factors influence children’s advancement and their overall wellbeing;
- Conduct teaching which corresponds to curricula, engage and activate all pupils, take responsibility for diversity and promotion of accessibility, equity and inclusiveness in everyday teaching practice.

ITE quality assurance framework and focus on diversity

At the end of each academic year, in compliance with the statute of the University of Montenegro – the University conducts the self-evaluation concerning study programmes, teaching, and working conditions. The final accreditation of the curricula is the responsibility of the Council for Higher Education⁴⁴¹. **Accreditation criteria of ITE programmes do not include requirements on preparing teachers to deal with cultural, linguistic or religious diversity in classrooms.**

Admission criteria and focus on diversity

The admission policy of high school graduate students into ITE programmes does not include a unified approach to diversity.

Alternative pathways

University of Montenegro is the sole provider of ITE in the country and there are no alternative routes to teaching profession.

Focus on diversity at the ITE curriculum and induction programmes

ITE departments at the University of Montenegro have considerable autonomy in the initial design of the curricula. Faculty Council and Senate of the University approve the design before the Council for Higher Education accredits it. In line with the general lack of attention to diversity at the policy level, ITE curriculum content related to diversity at the provider level is also scarce.

Only four departments (Pedagogy, Psychology, Preschool teachers, Primary school teachers) of the Faculty of Philosophy offer a mandatory course in ‘Intercultural Pedagogy’. The Course aims to cover all diversity-related competences and pursues the democratisation of the teaching process, individualisation, human and child rights, rights of minorities, refugees, Roma, interreligious education, and bilingual education.

The Faculty also offers Civic Education as a non-formal course for all students but does not include it in the official curricula; therefore, students do not receive study credits for participation. In general, most ITE departments that are mostly focused on training subject matter teachers have not yet incorporated diversity-related content into the curricula.

Box 21. Examples of curricula content related to diversity

Student volunteerism in Primary and Secondary Schools

The main objective of this initiative is to begin the social and academic integration of 250 Roma pupils of the Bozidar Vukovic Podgoricanin segregated branch school. Organisers pursue this aim through volunteer work of ITE students who support Roma pupils in strengthening and stimulating their overall psychological and pedagogical capacities for current education. The

Intercultural Pedagogy (Faculty of Philosophy of University of Montenegro)

The Faculty of Philosophy of the University of Montenegro established this compulsory course in 2006 for the three ITE programmes: Pedagogy, Pre-school education, and Primary education. This course aims to provide students with profound knowledge of the pedagogical-didactic and psychological principles as a necessary precondition for the realisation of multiculturalism in the

action also aims to continue further education by working with Roma parents to encourage their motivation to take a more active role in the education of their children. The initiative started in September 2011 and continues to take place in primary and lower secondary schools as well as VET.

The following activities support the aim of the project:

- Improving the quality of the educational process to respond to the current needs of Roma children in both branch and main schools;
- Encourage the desegregation process through better preparation of pupils for the process of integration in other school environment;
- Building the professional capacity of teachers and future professionals to work in multicultural and intercultural school communities.

Actors involved in the design and delivery of this measure include: the Roma Education Fund, the University of Montenegro, Faculty of Philosophy, the Bureau for Educational Services, the NGO Pedagogical Center of Montenegro, and the Primary School "Božidar Vuković Podgoričanin" Podgorica.

educational process. In addition, students are expected to get acquainted with the basic features and specifications of children belonging to different ethnic, confessional and social groups. Lastly, the course focuses on the introduction of basic methods and strategies for the establishment of multiculturalism in the educational process⁴⁴².

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25. Netherlands

Background Information

Diversity of the learner and teacher population

- Share of learners with non-Dutch mother tongue (2015)⁴⁴³: 11% (ISCED1), 23% (ISCED2-3)
- Share of teacher students with a minority background (2011)⁴⁴⁴: 6.1% (primary level) and 12.7% (secondary level) at Bachelor's level, and 5.5% at Master's level (secondary level)^a
- Share of teaching staff with a non-Western background (2011)⁴⁴⁵: 3.7% (ISCED1), 4.7% (ISCED2-3)

Attractiveness of the teaching profession

- Remuneration for teachers is high but the profession is not considered a highly attractive career⁴⁴⁶
- Dropout rates in ITE are relatively high, both after one year (18%) and after three years (26%), 2012⁴⁴⁷
- Disproportionate levels of dropout among newly graduated pre-service teachers with a minority background⁴⁴⁸

Organisation of ITE

- Both Vocational Universities (*hogescholen*) and Research Universities (*universiteiten*) provide ITE at Bachelor and Master level
- Secondary education teachers have to obtain Master degree while Bachelor degree is sufficient for primary teachers
- Curriculum content is shaped by ITE providers while teacher competences are defined at national level
- There are no statutory competence requirements or specific training courses for those wishing to teach in higher education. HEI have their own individual requirements for teaching staff, though they have undertaken to make possession of a master's degree a minimum requirement for all teaching staff in the short term.

^a Old data. With the shutting down of FORUM, this is no longer reported on.

Understanding diversity in the national education policy

Education policy in the Netherlands does not differentiate target groups on the basis of ethnicity or religion.

Key Dutch policy documents currently focus on the promotion of a cohesive society and social integration in a general sense. Schools are expected to foster the so-called 'basic values' of Western societies among all pupils⁴⁴⁹. In 2006, the law on 'active citizenship and social integration' came into effect and established the obligation of schools to contribute to the integration of all pupils in the Netherlands⁴⁵⁰. Inclusion policy 'Appropriate Education' (*passend onderwijs*) does not define diversity education in terms of ethnic or cultural inclusion and aims to improve the realisation of education for every pupil with special educational needs⁴⁵¹.

(ITE). Even though teacher education for diversity is not a policy goal as such, Dutch education system is infused with targets within key subject areas pertaining to the promotion of understanding, respect and critical thinking, incorporating aspects of citizenship education into education. According to the principle of freedom of education, schools and teachers have a vast autonomy in how they realise the official goals of citizenship education. However, there is a common national requirement to learn about the main features of the most important religious belief systems in the Netherlands. All ITE students preparing to be primary school teachers are expected to have the professional competence of teaching such topics⁴⁵². Similar targets exist for secondary education teachers.

Education policy goals on ITE for diversity

Education policy in the Netherlands does not set explicit goals on preparing teachers for diversity through initial teacher education

Teacher competences for diversity

Dutch teacher competence framework refers to competences for diversity only indirectly.

Interpersonal competence, understood as to be able to create a pleasant learning and work environment and to stimulate cooperation among students, feature among seven competences in the framework for teachers in primary and

secondary education⁴⁵³. Gaining these competences forms the approach in which ITE programmes are set up in the Netherlands⁴⁵⁴. Recently the Ministry of Education, Culture and Science (OCW) appointed the professional body for the teaching profession (*Onderwijscoöperatie*) representing teacher unions and professional associations to lead the revision of competence framework. Other stakeholders such as organisations of school boards and parents have to approve proposals for revised requirements. All teacher organisations and school boards have been actively engaged in the revisions which are expected to go into effect in early 2017⁴⁵⁵.

ITE quality assurance framework and focus on diversity

The Netherlands has no diversity-related criteria in its ITE quality assurance framework. Dutch and Flemish governments established NVAO (Dutch-Flemish Accreditation organisation) in 2005 as an independent bi-national accreditation and assessment organisation. Its objective is to provide a professional and objective assessment of Higher Education institutions in the Netherlands and Flanders. Even though it does not outline any specific standards related to diversity, ITE providers have to provide NVAO inspectors with the information on how they are meeting the needs of individuals with special needs⁴⁵⁶. The Netherlands Quality Agency also assesses and advises Institutes of Higher Learning in the Netherlands with respect to the quality of educational content. Further quality assurance of ITE programmes relies on basic requirements for teachers. The competence framework is regularly evaluated involving clear definitions of roles and responsibilities of stakeholders⁴⁵⁷.

Admission criteria and focus on diversity

Admission criteria in the Netherlands do not feature any requirements on attitudes towards diversity. In 2014,

Dutch government implemented stricter criteria for students in ITE and included entrance exams to improve the quality of enrolling future teachers⁴⁵⁸. The exam covers the subjects of geography, history and the natural world. It does not anyhow have links to diversity issues.

Alternative pathways

Alternative pathways are not common in the Netherlands; however, there are opportunities to enter teaching profession for those who do not have a degree in ITE⁴⁵⁹. Those who have a University Degree, have received their Master's Degree in the last 5 years (connected to physics, math, chemistry, Dutch, English, German, French, Classical languages, Economics or Information Science), can seek teaching career through the Education Trainee Programme (*Onderwijs Traineeship*)⁴⁶⁰. This is a two-year pathway which allows starting immediately as a paid teacher in a secondary school. However, there are no indications that this pathway offers more opportunities to gain diversity-related competences than regular ITE. Recently, an initiative 'Mobile Educator' has been introduced, which provides opportunities for Syrian Refugee Teachers to enter teaching profession in the Netherlands (see Box below). However, graduates of the programme are only allowed to teach in refugee centres⁴⁶¹.

Focus on diversity in the ITE curriculum and induction programmes

Dutch policy documents do not require introducing courses that prepare future teachers for diversity in their classroom. ITE institutions have autonomy to develop such courses/programmes as they wish. Even though policies to promote diversity education have existed in the past, presently there are no national basic guidelines or requirements relating to

teaching in multicultural classrooms due to the shift in policy priorities.

In practice, the curricula of several teacher training institutes include courses which focus on supporting the learning process of pupils with foreign background while others target more general competences, such as promoting mutual understanding (see Box 22)⁴⁶². Interestingly, several ITE providers and institutes that prepare youth workers include courses on interculturalism and have significant institutional experience⁴⁶³.

Similarly, with the taught component, ITE providers have a great amount of freedom in setting the length and content of practical training and their criteria.

The Netherlands does not have any formal induction period for newly trained teachers, but schools often design their own induction or mentoring procedures. There is no indication whether diversity receives systematic attention during the induction process.

Box 22. Examples of curricula content related to diversity

Bachelor Programme in EUR

The concept of diversity is a main theme in the curriculum with focus on gender, socio-economic milieu and cultural background. Bachelor's degree programme in Pedagogical Sciences at Erasmus University Rotterdam emphasises the transfer of expertise with regard to child upbringing and education in a multi-ethnic and multicultural (school) population⁴⁶⁴.

Dutch as a second language

Amid the refugee influx to the Netherlands post-Bachelor certificate programme NT2 (Dutch as a second language) has become highly popular. NT2 course certificate allows teachers to teach Dutch in refugee centres and in 'international bridge' classes in schools, mostly in primary education settings⁴⁶⁵.

Citizenship and Multiculturalism

According to the amendment to the Secondary Education Act (WVO) in 2009 primary and secondary education should 'stimulate active citizenship and social integration'. Accordingly, in 2009 issues such as multicultural society and the mutual appreciation of differences in language, culture and religion featured in the curriculum of Citizenship and Integration course developed and facilitated by the Association of Dutch Teacher Educators (VELON). It ceased to exist as a national policy but Hogeschool Utrecht continues to include the course in its teacher education process. The course focus on the global citizenship and diversity and tackles different education levels, including ISCED 1, 2, 3 and 5.

Education Minor 'Diversity and Critical Citizenship'

Education minor of Diversity and Critical Citizenship in Hogeschool Ipabo focuses on active citizenship, diversity and inter-religious aspects. In total, 20-25 Dutch and international students are studying in the programme annually and can select their specific profile in the third year. In the second year, all students participate in the 'cultural diversity week'. The course or its specific aspects can be easily transferred to other institutions. University of Applied Sciences iPabo is interconfessional and requires a high level of autonomy in learning skills.

Support measures

Even though diversity in the Netherlands is not explicitly covered in the education policy documents, there are a number of initiatives to help teachers and schools address diversity by ITE providers or grass-root organisations. Some of the implemented Dutch measures include:

Mobile Educator for Syrian Refugee Teachers

Mobile Educators is a joint initiative of Dutch Academic Services and Leiden University Graduate School of Teaching (ICLON). The action provides Syrian Refugee Teachers with alternative pathway to the teaching profession in Primary and Lower Secondary education levels. 16 teachers graduated in 2016 and are currently allowed to teach in refugee centres.

Platform for Immigrant Parents and Education

Platform for Immigrant Parents and Education (Platform Allochtone Ouders en Onderwijs) was an initiative to increase participation of immigrant parents in education, including communication with ITE students. A joint effort of FORUM, National organisations for parents in education, National discussion forum for Minorities and the Islamic School Board Organisation this national action was implemented from 2006 to 2010 and covered ISCED 0, 1, 2, 3 and 5 levels. This innovative example provided a vehicle that facilitated parents of immigrant children visiting ITE institutions, where they conversed with future teachers in order to share their insights, concerns and expectations.

ITE providers website on Multicultural Education

A joint website of five Amsterdam-based ITE providers is a platform to share their practices and experiences of issues and possibilities raised by multiculturalism. The initiative informed university students from 2010 to 2014 but ceased to function due to lack of funding from the government.

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26. Norway

Background Information

Diversity of the learner and teacher population

- Share of students speaking a minority language⁴⁶⁶: 15.2% (ISCED 0), 14.3% (ISCED 1-2), 16% (ISCED 3)
- Largest minority groups in Norway: Polish, Lithuanian, Swedish and Somali⁴⁶⁷
- Share of individuals with a minority/migrant background in the total student teacher population⁴⁶⁸: 2.2% (ISCED 1-3)

Attractiveness of the teaching profession

- Norway will face a shortage of 3,500 teachers by 2020⁴⁶⁹
- The number of qualified applicants per place in ITE programmes was 1.7 in 2016⁴⁷⁰
- The retention rate of young teachers within the teaching profession is 67% within first five years of work⁴⁷¹

Organisation of ITE

- The Ministry of Education and Research provides a National framework for ITE (for levels ISCED 0, 1, 2 and 3)
- General academic studies in ITE take up 75% of the programme while practice in various schools represent 25%.
- A four-year (Bachelor+ one year) degree is required to start working as a primary and secondary teacher⁴⁷²
- **There are no national requirements for teacher educators in ITE institutions apart from a Master's degree as a minimum** (however, ITE institutions usually require additional pedagogical competence or offer basic studies of pedagogy for their staff).

Understanding diversity in the national education policy

The 'Education Act Relating to Primary and Secondary Education and Training' mentions the following target groups: pupils from language minorities, Sami pupils, pupils from Kven-Finnish background, pupils with learning difficulties, students who need teaching in sign language, braille or who require alternative and supplementary communication (ASK)⁴⁷³. The Core Curriculum for primary and secondary education mentions variations in pupils' aptitudes, and diversity in the classroom⁴⁷⁴.

The principles in the curriculum framework for primary and secondary education include⁴⁷⁵: the diversity of pupils' backgrounds, aptitudes, interests and talents, as well as 'Social and cultural competence'. In addition, it stipulates that regardless of gender, age, social, geographical, cultural or language background, all pupils shall have equally good opportunities to develop through working with their subjects in an inclusive learning environment.

Education policy goals on ITE for diversity

Norway's education policy defines teacher preparation for diversity and teaching about diversity as one of its goals. This goal is set in:

- The Education Act Relating to Primary and Secondary Education and Training;
- The Curriculum Framework for Primary and Secondary education;
- The National Framework Curriculum for Teacher Education.

The Education Act Relating to Primary and Secondary Education and Training states that "education and training shall provide insight into cultural diversity and show respect for the individual's convictions". Sami students are discussed in a special chapter.

Teacher competences for diversity

Teacher competences in Norway follow the requirements of the Education Act, National Curriculum and other regulations. Diversity-related competences feature in the areas of knowledge and skills. According to the

National Curriculum Regulations for Differentiated Primary and Lower Secondary Teacher Education Programmes⁴⁷⁶, the teacher should:

- have knowledge about children's and young people's learning, development and education in different social, multicultural and multilingual contexts;
- have knowledge about children's and young people's childhood environment, equality and identity work;
- be able to adapt his/ her teaching to the pupils' different abilities and talents, interests and socio-cultural backgrounds, motivate them to learn by clarifying the learning objectives and using varied working methods so that the pupils are able to achieve the objectives;
- be able to contribute to the enhancement of international and multicultural dimensions of the work done in school and contribute to an understanding of the Sami people's status as an indigenous people.

The Framework Curriculum for Practical-Pedagogical Teacher Education (for teachers at lower and upper secondary school) outlines less diversity-related competences rather focusing on broader requirements⁴⁷⁷.

ITE quality assurance framework and focus on diversity

The Norwegian Agency for Quality Assurance in Education (NOKUT) is responsible for assessing the quality in higher education. They operate within five quality dimensions on admission, infrastructure and information, programme description, academic outcome and relevance to society. The quality assurance system adapts to these dimensions in every institution. There are no particular criteria with requirements for courses on cultural, linguistic or religious diversity.

Admission criteria and focus on diversity

There are no particular admission criteria regarding diversity for ITE programme

candidates. The requirements feature academic achievements (particularly in Norwegian and mathematics).

Alternative pathways

The Norwegian education system offers two pathways to the teaching profession through seven university and college-based ITE programmes. The four-year ITE programmes (for ISCED 1 and 2) are mainly taught at University colleges while five-year programmes at the universities target upper-secondary and post-secondary education. There is a one-year practical-didactic teacher education for graduates of academic or vocational studies who want to enter the teaching profession. In general, no differences between the different pathways persist and there are no private ITE institutions, nor institutions run by NGOs.

Focus on diversity at the ITE curriculum and induction programmes

The Norwegian education system has specific provisions to make sure that teachers gain required diversity related competences:

- The competences shall underpin the curricula at the local level, at the individual teacher education institutions;
- The organisation of mandatory courses/study periods as part of ITE programmes (both academic and field work/practice) with a focus on diversity, adapted and multicultural education;
- Particular courses on diversity;
- Some ITE institutions have bachelor and master programmes on intercultural, multicultural diversity, inclusion and special education. They contribute to a particularly qualified staff on diversity, and generate more research activity in these fields, having an impact on the ITE programmes.
- The ITE institutions are free to make their own programmes, courses and field experience in order to prepare

student teachers to teach students with a diverse background.

For instance, the five-year teacher education programme (Nordic studies) at the University of Oslo dedicates 60 ECTS on Norwegian language, of which 10 is a mandatory course on Norwegian as a second language⁴⁷⁸. Several ITE providers in University colleges provide mandatory interdisciplinary programmes focussing on multicultural and multilingual issues and pedagogy. At Oslo and Akershus University College part of the second year of the 4-year general teacher education programme is organised as a

multidisciplinary work with Pedagogy and knowledge of students as the central subject, around the themes of adapted teaching, student diversity, cultural and lingual diversity, class management, and professional ethics⁴⁷⁹. This period also includes field work and practice in schools with a high share of minority language students (40 – 80 %). The students have supervised practice in class teaching and the follow-up of students. The University College also offer an ITE programme for bilingual teachers and master program of multicultural education (See more in Box 23).

Box 23. Examples of initial and further studies related to diversity

ITE education for bilingual teachers

This four-year part-time programme provides students with professional and pedagogical competences to work in schools as subject teachers or teachers of mother-tongue⁴⁸⁰. In total, nine University Colleges across the country organised this programme. A high share of teachers received diplomas from the study and continued their studies in order to get a general teacher degree, some of them with support of the scholarship for language minority students.

Master of Multicultural and International Education

Since 1997, the Master of Multicultural and International Education⁴⁸¹ at the Oslo & Akershus University College for Applied Sciences aims to provide knowledge and competences on the Norwegian multicultural school and work related to education and development in an international context. Students choose an area of specialisation, either the multicultural school or education and progress in the developing countries. The basic entry requirement is a Bachelor's degree in education, or another Bachelor's degree in relevant social science disciplines.

Support measures

Norwegian policy documents address diversity explicitly, and there are a large number of initiatives to help teachers and schools to address diversity by ITE providers or grass roots organisations. Some of the implemented Norwegian measures identified during the policy mapping are described below.

The National Centre for Multicultural Education

The National Centre for Multicultural Education (NAFO) was established in 2004 as one of the steps of the **governmental strategic plan ('Equal Education in Practice! A strategy for better learning and greater participation by language minorities in kindergartens, schools and education 2004-2009')**. After the strategic plan period ended, NAFO continued working with competence-building, networking and implementing developmental projects. They aim to promote inclusive and equal education for linguistic minorities in kindergartens, schools and institutions of adult education. Focus-schools and focus-kindergartens within the education system are NAFOs central partners.

NAFO has established regional collaboration networks (the NAFO-wheel), national level networks for focus-kindergartens focus-schools and school-owners, competence-building programs for work within, and leadership of, institution involved in the education of linguistic minorities and for the development of inclusive multicultural learning communities in Norway. The main target groups of the centre are the owners of day-care centres, kindergartens, schools, and adult-education centres as well as administrators of schools and kindergartens, teachers, staff of the pedagogical psychological counselling services and professionals at universities and university colleges⁴⁸².

There are 5850 participants from 26 pre-primary, 45 primary/lower secondary and 19 upper secondary schools as well as 19 institutions for adult education appointed as focus schools. They cooperate with all Universities and University Colleges, more closely with 7 involved in projects of competence building. NAFO has reported satisfying results in 2015 as various learning resources have been produced and used in kindergartens and schools, in addition to several national conferences and continuing meetings with participants across the country⁴⁸³.

Scholarships for language minority students

This initiative which was launched in 2004 supports language minority teachers in order to acquire formal competence for teaching in Norwegian schools. The provision concerns teachers who teach in other languages than Norwegian, Sami, Danish, Swedish, English, French and German. The municipalities or counties (school owners) organise and coordinate applications for this project while NAFO (Oslo & Akershus University College of Applied Sciences) is the key administrative organisation. Teacher education institutions provide the courses within their ordinary programmes⁴⁸⁴.

The Measure to Strengthen Mapping and Competence Building

This initiative has been approved by the Norwegian Parliament in 2016 and will aim to provide refugees and other individuals who have a degree from a foreign country and/ or work experience, to acquire formal competences as teacher or nurse to get accredited in Norway⁴⁸⁵.

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27. Poland

Background Information

Diversity of the learner and teacher population

- Share of pupils with a minority background (2015): around 2%⁴⁸⁶
- Share of student teacher in ITE with foreign citizenship: 2.5%⁴⁸⁷

Attractiveness of the teaching profession

- ITE is one of the most popular areas of study in Poland due to relatively good employment opportunities, high level of legal protection, and strong trade union organisations.
- Financially, the teaching profession is not attractive. The minimal salary for a teacher (PLN 2,265 at the start of a career – approx. EUR 530; and 3,109 PLN at an advanced level of teacher's career – around EUR 720) is lower than the average salary (4,067 PLN – approx. EUR 949)⁴⁸⁸.
- ITE has high graduation rates (67% of 'day students' and 51% of 'extramural students'⁴⁸⁹) and the drop-out rate is one of the lowest in Poland⁴⁹⁰.

Organisation of ITE

- ITE for pre-primary and primary schools (ISCED 0 and 1) takes 3 years, and is carried out by public and private universities, as well as pedagogical academies granting Bachelor's in pedagogy.
- ITE is framed by two ministries: the Ministry of Education – controlling the compliance of graduates' qualifications; and the Ministry of Science and Higher Education – controlling the compliance of ITE curriculum with the National Framework of Qualifications.
- After obtaining a Bachelor's degree in pedagogy, graduates may optionally continue their studies in other pedagogical specialisations at the Master's level.
- The legislation lays down general requirements for teacher educators, which consist of academic credentials for teaching specific subjects and practice in school⁴⁹¹.

Understanding diversity in the national education policy

Education policy in Poland employs a broad understanding of diversity.

Related policy documents perceive 'diversity' in terms of the ethnic, cultural, national, linguistic and religious backgrounds of pupil, representing groups such as immigrants, refugees, asylum seekers, religious communities, as well as indigenous, cultural, and ethnic minorities. The concept also encompasses children of repatriates, as well as children with various dysfunctions and disabilities.

Education policy goals on ITE for diversity

ITE policy documents in Poland do not set explicit goals on preparing teachers for diversity. However, this issue is acknowledged indirectly through dedicated initiatives. In particular, a specific project on 'global education' in schools makes reference to (1) the increasing ethnic, cultural and religious diversity of contemporary societies; and (2) to an urgent

necessity of developing intercultural competencies both among teachers and students⁴⁹².

Teacher competences for diversity

The existing teacher competence framework in Poland only includes broadly defined diversity-related competences. The model of teacher competences that should be developed during ITE is framed by the National Framework of Competencies (*Krajowe Ramy Kwalifikacji*). This framework makes reference to intercultural competences in a very general way. In particular, it broadly stipulates that student teachers "have to understand cultural background and determinants of education and socialization", as well as that students teachers "have to understand the educational needs of various groups of pupils".⁴⁹³

Diversity in the ITE quality assurance framework

There are no diversity-related criteria in the quality assurance mechanism of ITE institutions in Poland. The quality of education is supervised by the State Accreditation Committee. Each university department also has an internal system for ensuring quality, which is supervised by the academic committees on education quality. Neither external nor internal evaluation stresses the issues related to diversity.⁴⁹⁴

Admission criteria

Student teacher recruitment and admission policies in Poland do not make reference to diversity or related issues. Admission to ITE takes place according to the general conditions of admission to academic studies.⁴⁹⁵ It is based on the competitiveness of a prospective student's high school achievement certificates. There are no interviews or tests exploring the candidates' motivation.

Alternative pathways

There are no alternative pathways to the teaching profession in Poland.

Focus on diversity at the ITE curriculum and induction levels

The Ministry of Science and Higher Education controls the standards and the content of ITE. The Scholarly Committees establish the ITE curriculum while the self-governing Department Councils approves it. It covers three groups of topics:

- 1) general (IT, foreign languages, sports);
- 2) basic (philosophy, sociology, psychology etc.); and

- 3) core (general pedagogics, contents of primary Education organisation and methodology, development of students' interests as well as internships in education institutions).

The Polish education system does not organise induction programmes related to diversity. Only courses offered by Education Development Centres are formally supervised.

Depending on the decisions of the university authorities, diversity-oriented courses feature as a compulsory or elective part of the programmes. Teachers can obtain diversity-related competences during ITE courses at the Bachelor's level, pedagogic Master's studies other than ITE as well as postgraduate studies. A few Polish higher education institutions offer specialised courses, such as on 'Introduction to Intercultural Education' at Warsaw University⁴⁹⁶, or on 'Dealing with culturally diverse students' at Warsaw University of Life Sciences⁴⁹⁷. (See Box 24)

Teachers can also develop their competences to work with diverse classrooms during courses and trainings provided by various governmental agencies or NGOs, such as:

- 1) 'Intercultural Education for Teachers', at the Lublin Teacher Training Center⁴⁹⁸;
- 2) 'Cultural diversity at Polish schools': workshops by the Helsinki Foundation for Human Rights⁴⁹⁹;
- 3) 'How to deal with culturally diverse students?': workshops at the West-Pomeranian Teacher Training Center⁵⁰⁰.

The majority of these courses include theory as well as workshops on developing practical skills.

Box 24. Examples of curricula content related to diversity

Regional Dimension in Education, University in Białystok	Educating Students of Different Cultures, Warsaw University of Life Sciences
<p>The programme aims to prepare school pedagogical advisors in pre-school, primary and lower secondary levels to support the social integration of foreign students into the Polish school environment⁵⁰¹. In total, 93 students participated in the programme from October 2010 to September 2014.</p>	<p>The programme prepares students of pedagogy to work with culturally diverse classrooms⁵⁰². It was launched in October 2014, when 210 future students of pre-primary, primary and secondary education registered.</p>
<p>Regional dimension in education</p> <p>The College of Education and Psychology at the University in Białystok offers a programme preparing students to identify cultural diversity at the local level as well as to design curricula including specific aspects of the local cultural context⁵⁰³.</p>	

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⁵⁰¹ See: <http://wns.sggw.pl/pedagogika/>. Accessed 20.10.2016.

⁵⁰² Ibid.

⁵⁰³ See:

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28. Portugal

Background Information

Diversity of the learner and teacher population

- Share of pupils with foreign citizenship in ISCED 1-2 and ISCED 3 (2012/2013)⁵⁰⁴: 4.2% and 6.5%.
- Share of teachers with foreign citizenship in ISCED 1 and ISCED 2-3 (2012/2013)⁵⁰⁵: 1.1% and 0.9%.

Attractiveness of the teaching profession

- Low salaries and the instability of the teaching profession implies mobility across the country, which made the profession less attractive, especially for non-secondary education teachers⁵⁰⁶.
- The economic crisis and austerity measures aggravated the situation of teachers in Portugal. In 2012, **the teachers' unemployment** rate was of 22.5%⁵⁰⁷.
- In 2013, 6,000 (half of the amount in 2003) student teachers graduated from higher education institutions⁵⁰⁸.

Organisation of ITE

- ITE for pre-primary, primary and secondary education is the responsibility of universities and colleges.
- **Students obtain professional teaching qualifications via Master's level programmes**⁵⁰⁹.
- Institutions are autonomous to create study programmes. The curricula across HEIs are similar but usually adapted to the local context.
- No specific and organised structures to prepare teacher educators are in force. Most often, future biology, geology etc. teachers attend subject courses in the faculties of sciences while faculty of education provides pedagogical training.
- Most teacher educators are required to have a doctoral degree or specialised training in teacher education.

Understanding diversity in the national education policy

Education policy documents in Portugal consider diversity in terms of migrant, minority, ethno-cultural, religious and linguistic background. Portuguese education policy explicitly targets recently arrived migrant students through support policies for the acquisition of Portuguese as a second language in primary and secondary education⁵¹⁰.

Education policy also makes a reference to ethnic minorities (such as Roma communities). The National Strategy for the Integration of Roma Communities aims to ensure the integration of these communities in Portugal in urban areas and social deprived areas, formal, informal as well as non-formal contexts⁵¹¹.

that place schools in the centre of education policies⁵¹².

The Portuguese legislation guides the engagement of all teachers to support students who have difficulties in learning, or involvement in school because of cultural, social or economic reasons⁵¹³. Specifically, these measures can consist of individual monitoring and development plans.⁵¹⁴

In Portugal, ITE (at Master's level) is ruled by a recent Decree-law (79/2014), which defines the four main areas that every ITE course/programme should take into account: specialisation area; general science of education; didactic; initiation to professional practice. It remains within the autonomy of each ITE provider to design the content of the programmes, which should be in line with these four areas.

Education policy goals on ITE for diversity

Teacher preparation for diversity and teaching about diversity are not among explicit education policy goals. The main education policy goal is to improve education reach and success (eliminate illiteracy, school failure and drop-out), and create measures

Teacher competences for diversity

The 'Necessary Conditions to Obtain Professional Qualification for Teaching' (Decree-law No. 43/2007) establish the standards for ITE⁵¹⁵. This document provides **specific areas such as 'Cultural, Social and Ethics Education'** (freedom of expression and religion, respect for ethnic minorities and

values of gender equality; extension to different knowledge areas; awareness of ethic and civic dimensions of teaching activity). In this area, some ITE institutions provide courses on diversity and cultural differences.

The Qualifications for Teaching in Pre-school, Primary and Lower Secondary Education stipulate that teachers should identify and respect cultural and individual differences of students, value different cultures and fight against exclusion and discrimination⁵¹⁶.

Diversity in the ITE quality assurance framework

In Portugal, ITE accreditation is the responsibility of the Higher Education Assessment and Accreditation Agency (A3ES). The A3ES is a public agency with scientific and technical capacity to ensure the quality of higher education according to requirements set by the Ministry of Education.

Higher education institutions have discretion to decide on the plan of studies for each teaching degree, which is the accredited by A3ES. Every 5 years, the A3ES also evaluates the quality of the programmes. However, it does not use any specific criteria looking at how diversity-related issues are integrated into the study content⁵¹⁷.

Admission criteria

The admission criteria for ITE programmes depend on the institutions. Usually, they use an average of final marks in secondary education and the result from national exam in the subjects depending on the area of expertise (Math, Portuguese, Biology, etc.).

Alternative pathways

The Portuguese education system offers only two pathways to the teaching profession:

- Training at colleges (institutes) for primary and lower secondary education teachers;
- Training at the universities for pre-school, primary and secondary education teachers.

Focus on diversity in the ITE curriculum and induction

Each HEI decides on the plan of studies for each teaching degree, which should be in line with the four areas defined by the ITE legislation (Decree-law 79/2014). Depending on ITE providers and specific teacher educators, cultural diversity and inclusion is either not present in ITE, feature only as a topic in a course or feature as an elective course (see Box 25).

The National Council of Education has promoted several debates and recommendations on the importance of including issues such as citizenship education or diversity into ITE, and tackle the lack of such knowledge among teacher educators⁵¹⁸.

During teaching practice, student teachers usually experience diversity in the classroom. However, there are no practices to deliberately place student teachers in the settings with a higher presence of pupils from diverse backgrounds. During this period, student teachers are often responsible for one or two classes together with their school-based supervisor. The focus on diversity in this practical experience depends on the awareness of educators or student teachers themselves.

Box 25. Examples of curricula content related to diversity

Programme in Basic Education	Curriculum and Evaluation course
<p>The Viana do Castelo Polytechnic Institute started a Basic Education programme aimed at pre-primary and primary teachers in October 2007. It provides future teachers with the opportunity to learn how to work with diversity in specific courses, such as Psycho-pedagogical Aspects of Inclusion and Didactic of the Social Environment. The courses aim to prepare students for different cultures in the school and variety of contexts in their future practices, respectively.⁵¹⁹</p>	<p>In the University of Lisbon, the courses 'Curriculum and Evaluation', 'Didactics, Curriculum and Evaluation in Languages' and 'Pluralist Didactic Approaches' are organised around themes such as:</p> <ul style="list-style-type: none"> • Education for (Global) Citizenship (which is a cross-curricular area and an umbrella term in the Portuguese curriculum for, amongst others, intercultural education or peace and human rights education); • Pedagogical Differentiation, where the role of language (pluri/multilingualism) in content subject-matters is one of the sub-items, and; • Pluri/multilingual education and teaching approaches.⁵²⁰

Support measures

Although there is no articulated national policy that aims to include issues of linguistic and cultural diversity into ITE degrees in Portugal, these issues can be included into the content of ITE programmes. There are a number of local level initiatives to improve ITE for diversity, coming from specific teacher educators. For instance, in addition to specific courses, teacher educators can organise groups specifically interested in plurilingual and intercultural education in the field of language teaching (e.g. at the University of Aveiro), or promote university-school partnerships in developing plurilingual and intercultural education that combines in-service teacher education with context-based research (University of Lisbon, Institute of Education).

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29. Romania

Background Information

Diversity of the learner and teacher population

- Share of learners with a minority background (mostly Hungarian, Roma and German): 10.39% (ISCED0); 6.39% (ISCED1-2); 4.68% (ISCED3)⁵²¹.
- Share of teachers working in minority languages⁵²²: 8.3% (ISCED0), 6.7% (ISCED1-2).

Attractiveness of the teaching profession

- Very low graduation rate of students in pedagogical programmes (80.35% did not graduate in 2009-2012)⁵²³.
- Lack of qualified candidates in rural and disadvantaged communities⁵²⁴.
- Low prestige and salaries within the teaching profession deters from a career in teaching⁵²⁵.

Organisation of ITE

- ITE programmes are divided into two modules (30 ECTS each): the first module is necessary to teach in ISCED 0, 1 and 2, while an additional second level module is necessary to teach in ISCED 3-8.
- ISCED 0-1 qualification for specific subjects can be obtained in Teachers Training while qualification for teaching mainstream curriculum is awarded in university.
- Mentors supervise new teachers for the first 3 years as well as provide assistance and advice in classroom.
- The Ministry of Education accredits mentor teachers after a complex examination (portfolio and 2 practical examinations) and after fulfilling a set of criteria (specific additional training, leadership competences, publications, participation in international projects, practical pedagogical skills- especially the capability to motivate, empathy, and organisational skills)⁵²⁶.

Understanding diversity in the national education policy

Romanian education policy does not define the concept of diversity, and does not define separate ethnic groups in legal terms. However, the National Law of Education stipulates that nationally recognised minorities have the right to education in their language. The National Law on Education defines how education for national minorities should be organised: "each village/city organises and operates educational units or formations of study with Romanian teaching language and/or, where appropriate, with teaching in the languages of national minorities, or ensure education for each student in his native language in the nearest village where possible"⁵²⁷.

Education policy goals on ITE for diversity

Teacher preparation for diversity does not feature explicitly as one of the educational policy goals in Romanian policy documents. The 'National Strategy for Education and Professional Training 2016-2020'⁵²⁸ (adopted in 2016) only mentions that there should be equal access to

education and training for all, and that the system should facilitate access to professional training for vulnerable groups. The document focuses on adapting the education system to economic demands.

The 'Strategy for Romanian Citizens belonging to the Roma Minority 2014-2020'⁵²⁹ aims to increase the set of indicators regarding Roma children participation to and inclusion in education (ECEC, primary, secondary, and tertiary education). Most measures refer to financial support and counselling. The strategy mentions the need to prepare teachers in the topics of Roma culture, language and inclusive education principles, but only mentions how many teachers should be prepared in 2016 (252), and that the training programme for non-Roma teachers (Romanipen) should be continued (however, without specifying goals for 2020).

Finally, the 2016 'Strategy to reduce early school leaving in Romania'⁵³⁰ mentions that language diversity should be valued by teachers to help pupils improve their language skills in order to enhance their learning experience. The strategy also mentions that initial and continuous education should be provided for Roma

teachers working with Roma pupils, as well as suggests “financial incentives” for teachers working in “rural and disadvantaged” environments⁵³¹.

Teacher competences for diversity

The Romanian national qualification framework provides a set of competences and standards for each profession but makes no reference to diversity-related competences. The standards for the teaching profession were approved in 1999 and have not changed since⁵³². One of the competence fields refers to the development of a desirable social behaviour, which could be linked to diversity-related issues in the classroom. However, there are no specific competences directly related to the respect for diversity or multicultural approach to education.

ITE quality assurance framework and focus on diversity

The National Quality Assurance Evaluation Guidelines do not provide specific criteria or standards regarding the preparation to deal with diversity in the ITE programmes⁵³³.

Admission criteria and focus on diversity

ITE programmes do not have diversity-related admission criteria. According to the ministry ordinance, admission to ITE programmes is decided during an interview, which must be non-discriminatory⁵³⁴. The criteria, as well as other examination requirements are defined by the university. The national regulation does not specify additional requirements for the criteria.

Alternative pathways

Professional teacher qualification in Romania can only be obtained through formal university-based programmes.

The educational system does not have alternative pathways to the teaching profession.

Focus on diversity at the ITE curriculum and induction programmes

The Romanian Ministry of Education and Science decides on disciplines, number of hours and ECTS for ITE programmes, while education provider can only define contents of each subject. ITE providers can offer content related to diversity if teacher educators or the administration decides to focus on these aspects.

Student teachers in the Pedagogical Module Level II (Master’s level) can choose a course on ‘Intercultural Education’ or a similar optional course depending on their availability (See Box 26). There are no courses related to diversity at Bachelor’s level.

The National curriculum for civic education mentions the promotion of tolerance and respect for people and groups and supports their values, views and different beliefs⁵³⁵. For the third and fourth grades, it mentions the competence to encourage a positive relation with each other and suggests “role-play that values their relationships and has positive impact on children who come from various ethnic, cultural or social groups”⁵³⁶. There are no other regulations on preparing teachers to deal with diversity at the ITE and induction levels.

Box 26. Example of curricula content related to diversity

Courses on applied pedagogical methods for teaching Romani language (for Roma teachers and student teachers)

From 1999 to 2015, the Romanian Ministry of Education in collaboration with UNICEF organised intensive courses and summer schools on how to teach the Romani language. It provided courses on applied pedagogical methods and Romani culture (*romaniped*) aimed at Roma in-service and student teachers. The programme initially aimed to recruit unqualified Roma students and trained them at university level in special programs⁵³⁷. Between 1999 and 2014, 1,200 students took part in the *romaniped* summer schools. In 2000-2010, around 700 completed distance learning university courses for Romani language and primary education pedagogy in order to become qualified teachers. This initiative proved to be efficient in increasing the education quality for pupils belonging to Roma minority. By taking courses about a minority culture and language, teachers can help to improve integration in the educational system.

Support measures

Romanian policy documents include diversity in broad terms in national policy goals for ITE and teacher competences. The policy mapping revealed an additional relevant initiative in teacher education aimed at Roma inclusion (see below).

Teach for Romania

Teach for Romania (TFR) is a national programme which aims to provide quality education in disadvantaged communities by training and financially motivating teachers (teachers or teacher educators training graduates). This initiative is relevant as most of the disadvantaged communities have high share of Roma minority pupils. The training programme also has a special curriculum which includes dealing with cultural diversity⁵³⁸. Participation has been growing every year since the launch in 2014, with 50 teachers in the recruitment process for the summer of 2017. Teach for Romania is a non-governmental organisation that receives support from the Ministry of Education to implement this action.

Motivated Teachers in Disadvantaged Schools⁵³⁹

The programme 'Motivated Teachers in Disadvantaged Schools' is part of the 'Strategy to reduce early school leaving in Romania' and is financed through the Operational Programme Human Capital. About EUR 137 million are allocated in the first budget line for 'second chance' educational programmes. About EUR 25 million are allocated in the second budget line for attracting, preparing and retaining in the system about 5,000 teachers and education specialists who work with children in special situations (children in hospitals, children in detention programmes and children with high risk of early school leaving – among which Roma children are an important category). The preparation activities are addressed to practising teachers. At this moment there is no official information about how many projects were sent or when the selection results will be published.

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30. Serbia

Background Information

Diversity of the learner population

- Share of learners studying in a language other than Serbian in ISCED1-2⁵⁴⁰: Bosnian (3.4%), Hungarian (3.2%), Albanian (1%), other (around 1%).

Attractiveness of the teaching profession

- Only 20% of teachers perceive their profession as being valued by society⁵⁴¹.
- After the first enrolment period in 2015 only 61.4% of available places were filled in faculties of teacher education⁵⁴².
- Low prestige and salaries within the teaching profession deters from a career in teaching.

Organisation of ITE

- Master's degree is a requirement for prospective teachers in addition to a minimum of 30 ECTS in pedagogical-psychological-methodical subjects, and 6 ECTS in practice.
- ITE for classroom teachers in primary education is organised at faculties of teacher education, while ITE for subject matter teachers (at both primary and secondary level) is organised at faculties of the respective academic disciplines.
- Teacher education curricula are developed by higher education institutions and can vary significantly.

Understanding diversity in the national education policy

Serbian Education Development Strategy does not define the concept of diversity in detail. However, the Government's Action Plan for the implementation of the Strategy for education development until 2020⁵⁴³ underlines the importance to "take into account the individual characteristics of each child and their personality, as well as cultural specificities and diversity among children". It states that in order to develop inclusion and innovation in education, "it is necessary to have knowledge and creativity, flexibility in thinking, tolerance of diversity"⁵⁴⁴. The Action Plan also foresees the education of national minorities in their mother tongue, as well as additional measures such as additional funding for the education of national minorities, measures to increase access to education, developing inclusive bilingual educational institutions and programmes. Moreover, the Law on the Foundations of the Education System and Strategy promotes inclusive approach in schools and in higher education institutions (HEIs)⁵⁴⁵.

Education policy goals on ITE for diversity

Teacher preparation for diversity is not defined as one of the education policy goals in policy documents. The basic

strategic document in the field of education is the Strategy for the Education Development in Serbia until 2020. Although it tackles teacher education, this strategic document does not set teacher preparation for diversity as one of the education policy goals. Diversity-related teaching is also not emphasised in the Action Plan.

Teacher competences for diversity

Diversity-related concepts are included broadly in the Serbian competence framework for teachers. The Institute for the Advancement of Education defines competence standards for the teaching profession and their professional development⁵⁴⁶. The framework does not require teachers to be trained for diversity in the classroom. However, specific competences related to diversity could stem from more generic teaching competences:

- Understanding the social context in education and school, and actively contributing to a multicultural and inclusive approach to education;
- Expressing oneself orally and in writing in accordance with the rules of the Serbian language and the language in which he/she teaches, working on enriching his/her language culture and the language culture of students;
- Showing respect to universal human and national values and encouraging

students to adopt them, supporting mutual understanding and respect, tolerance, respect for diversity, cooperation and friendship.

ITE quality assurance framework and focus on diversity

The Commission for Accreditation and Quality Assurance under the National Council for Higher Education verifies the quality of ITE programmes and does not include any diversity-related criteria. It carries out accreditation and quality control of HEIs and evaluation of study programmes. Requirements for each study programme are defined in twelve standards at first and second level of higher education of which one applies to quality control⁵⁴⁷. ITE quality assurance criteria do not include additional standards to be met by ITE programmes, nor requirements to provide courses linked to cultural, linguistic or religious diversity.

Admission criteria and focus on diversity

ITE programmes do not use diversity-related admission criteria. In order to enrol in teacher education faculty, it is sufficient to pass an entrance examination, which may include a general knowledge test. ITE institutions form student rankings after assessing entrance exams and average high school grades⁵⁴⁸.

Alternative pathways

In Serbia, ITE is exclusively provided by HEIs. However, subject teachers can also obtain qualification through Bachelor's studies at the faculties of respective academic disciplines and via a 'Master programme for Subject Teachers in Serbia' (MASTS) developed within the EU TEMPUS project⁵⁴⁹.

Focus on diversity at the ITE curriculum and induction programmes

Induction in Serbia is carried out by assigning an experienced teacher to beginner teachers, who assists them in planning and implementation of teaching. Mentors should be present in at least 12 classes, analyse **young teachers' progress, and help them in preparing for the exam to obtain the license.** However, according to TALIS 2013 data, only 41% of new teachers participated in formal induction programmes at schools in Serbia⁵⁵⁰.

At the Faculty of Pedagogical Sciences in Jagodina, three courses are related to **diversity: 'Inclusion in Education' (compulsory); 'Intercultural Education' (elective); and 'Childhood and Child Rights' (elective)**⁵⁵¹. The Pedagogical Faculty in Vranje contributes to the education of future teachers through three elective subjects: 'Intercultural Education', 'Civic Education', and 'Family and Modern Society'⁵⁵². The subject of Intercultural Education explicitly aims to prepare student teachers to teach students with a diverse background, while the other two subjects only have diversity-related aspects. At the Faculty of Education in Leposavic, only one subject - Civic Education, contributes to prepare students to work with diversity⁵⁵³ (see Box 27 below).

Bachelor's programmes for subject matter teachers (primary and secondary education) do not contain courses that would prepare students for cultural diversity in the classroom.

In Serbia, there is no special Master's programme to prepare teachers to work with diversity. The Faculty of Education in Sombor is the only ITE provider out of six faculties that educate classroom teachers offering a **course in 'Intercultural Education'**⁵⁵⁴. Additionally, the Master's programme for subject matter teachers, implemented at the Faculty of Philosophy in Belgrade (created within the TEMPUS MASTS project) offers the **optional course 'Intercultural Education'** (see Box 27 below).

Box 27. Examples of curricula content related to diversity

Harmonisation and Modernisation of the Curriculum for Primary Teacher Education

The TEMPUS project 'Harmonisation and Modernisation of the Curriculum for Primary Teacher Education' (HAMOC) helped to harmonise ITE programmes at faculties of teacher education. This was obtained within the compulsory teaching subjects while the specific aspects of each institution are carried out through elective teaching subjects. Three of the six state universities have courses preparing **teachers for diversity at the Bachelor's level, while no particular Master's programme prepares teachers to work with diversity.**

Intercultural Education, University of Kragujevac

Intercultural Education at the Faculty of Pedagogical Science in Jagodina (University of Kragujevac) is an **elective Bachelor's course (5 ECTS) which aims to provide knowledge, skills and attitudes that enable students to contribute to the respect, understanding and solidarity towards ethnic, social and cultural variety of individuals, groups and nations.** The course first featured in the school year of 2008/2009, and up to now focuses on primary education teachers⁵⁵⁵.

Intercultural Education, University of Nis

Intercultural Education at the Faculty of Pedagogical Science in Vranje (University of Nis) **is an elective course at Bachelor's level (3 ECTS) established in the school year 2014/2015⁵⁵⁶.** Main objectives of the subject for primary education include acquiring basic knowledge on multiculturalism and intercultural education, understanding the importance of equal educational opportunities for students from different cultural groups, developing skills for the creation of a multicultural curriculum and a creating a supportive environment for learning.

Intercultural Education, University of Belgrade

'Intercultural education' is an **elective course (4 ECTS) for subject matter teachers, implemented at the Faculty of Philosophy in Belgrade, Centre for Teacher Education (University of Belgrade)⁵⁵⁷.** Intercultural education enables students to understand the importance of intercultural perspectives for reforming the curriculum and educational system and providing equal educational opportunities for students from different cultural backgrounds. The course enables the acquisition of basic knowledge about the various dimensions of cultural differences and the development of intercultural sensitivity.

Support measures

Diversity is not widely recognised in Serbian policy documents. There were no additional measures or initiatives regarding diversity mapped at the ITE level.

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31. Slovakia

Background Information

Diversity of the learner and teacher population

- Share of learners with a minority background (mostly Hungarian and Roma): 8.4%; and foreign-born pupils: 0.37%⁵⁵⁸.
- Share of non-Slovak students in ITE programmes: 9.3% (other than Slovak ethnicity), 2.1% (foreign-born)⁵⁵⁹.

Attractiveness of the teaching profession

- Low average teacher salary and prestige.
- ITE is comparably attractive with number of applications higher than places in ITE programmes.
- Unemployment rate after finishing the programme is quite low (4.24%) but it is gradually becoming more difficult to find a job in the area of studies⁵⁶⁰.

Organisation of ITE

- Initial teacher education for primary and secondary school teachers takes place in universities.
- Students can obtain supplementary teaching qualification after completing studies in a different study field.
- The concurrent model of ITE (Master's degree, 5 years in total) is the only possible route into teaching at all levels of education.

Understanding diversity in the national education policy

Two strategies aimed at national minorities (and in particular Roma people) encouraging the development of intercultural competences were in force until 2013, but were not renewed. In 2005, the Ministry of Education issued the 'Concept of Migration policy in the Sphere of Education', which primary focus was on the education of migrating Roma families as well as children of immigrants, refugees, unaccompanied minors and Slovaks living abroad⁵⁶¹. In addition, the 2011 'Draft Concept of education in preschools, primary schools and secondary schools' presents main goals and problems in the development of education in primary and secondary education from the perspective of EU education development⁵⁶². It specifically addresses the problems of inadequate ITE and education of children from national minorities.

Education policy goals on ITE for diversity

Slovak policy documents on ITE indirectly refer to diversity by defining transversal concepts such as respect for human rights. The 2011 'Draft Concept of education in preschools, primary schools and

secondary schools' mentions the need to integrate training concerning education of Roma children into ITE⁵⁶³. Lack of preparedness of teachers to deal with classroom diversity has been identified as a key issue in the 'Transformation of University Education of Teachers in the Context of the Regional Education Reform'⁵⁶⁴. The document highlights the lack of multicultural or human rights teaching reflected in the curricula for ITE or among teacher competences.

Teacher competences for diversity

There is no standardised competence framework for teachers in Slovakia and diversity does not feature among standards for teachers. Developing multicultural competences in ITE through specific courses is not mandatory. The responsibility for developing teacher competences in the area of multicultural or inclusive education primarily falls on lecturers preparing specific study programmes, as pedagogical faculties enjoy a high degree of autonomy. Therefore, different approaches to ensure teacher competences are not unified by consistent standards of good teaching practices⁵⁶⁵.

ITE quality assurance framework and focus on diversity

The Accreditation Commission under the Ministry of Education of Slovakia does not include diversity-related criteria in its evaluation process. This quality assurance institution is responsible for evaluation and accreditation of universities, departments and individual study programmes and follows the 'Criteria for accreditation of study programs in higher education⁵⁶⁶'. The Academic Ranking and Rating Agency (ARRA) is an NGO that provides external and independent rating and ranking of universities, faculties and other scientific institutions, but it does not reflect on diversity issues as well⁵⁶⁷.

Admission criteria and focus on diversity

ITE programmes do not have explicit admission criteria related to students' preparedness for or attitudes towards diversity. ITE providers can decide on their admission criteria which are most often based on academic achievements and/or a written entry test (knowledge of the specific course of study).

Alternative pathways

Professional teacher qualification in Slovakia can only be obtained through formal ITE in universities or university colleges. After students complete secondary education, there are three different (university or college-based) formal ways to obtain teaching qualification⁵⁶⁸:

- Enrolling at teacher education faculties for Bachelor and Master Degree;

- Enrolling in a different study field and concurrently completing supplementary pedagogical study'
- Completing professional qualification in another field and enrolling in supplementary pedagogical studies afterwards.

Focus on diversity in the ITE curriculum and induction programmes

Multicultural education is included into the Slovak educational system as a cross-cutting theme in very general terms. In 2008, multicultural education was added into the State Educational Program which states a set of goals at induction level⁵⁶⁹. There are no ITE programmes specifically aimed at preparing student teachers to work in minority schools. However, there are curriculum-based academic or practical training initiatives featuring diversity (see Box 28).

The State Pedagogical Institute approved methodical recommendations for the education of minority/immigrant pupils who speak another language than Slovak⁵⁷⁰. Overall, a significant majority of study programmes awarding teacher qualification in Slovakia do not explicitly mention teaching in multicultural environment as one of their learning goals. Slovak education institutions also do not provide study programmes encompassing practical work with children of refugees or immigrants, or developing skills in solving issues faced by people from different countries. Detailed curricula provided by pedagogical faculties on their websites show that diversity-related issues are not always addressed during the training course.

Box 28. Examples of curricula content related to diversity

Intercultural studies in teacher education to promote European citizenship

The primary objective of the programme in Matej Bel University was to integrate information on European citizenship (European studies, European citizenship, intercultural studies) into the preparation of future teachers for primary and secondary education. The programme included 2-week intensive courses for students from pedagogical faculties of nine countries (with mixed groups of 2 students from each country)⁵⁷¹. EU Socrates programme funded the project in 2005-2006 and connected teacher educators from 10 institutions in 9 EU countries.

Innovation of professional training of future teachers

The primary objective of the project was to improve the quality of the professional practical training of future teachers of various school levels⁵⁷². This initiative sought this goal through the development of standards for the teaching practice of students in teacher education programmes. The second objective of the project was to establish a network of training schools with qualified teachers. This project brings relevant suggestions on criteria/standards needed for a good preparation of future teachers. Those criteria also include the ability of teachers to recognise specific educational needs of pupils stemming from their different social or cultural background. To fulfil this criterion, ITE students or teachers must be prepared to teach in culturally diverse classroom.

Support measures

Slovak policy documents include diversity in broad terms in national policy goals for ITE and teacher competences. Our policy mapping identified an initiative of the State Pedagogical Institute to help teachers and schools to include diversity-related topics into teaching (see below).

Multicultural Education as a cross-cutting theme (see case study)

Since the reform of the school system in 2008, the State Educational Programme (general curriculum) includes multicultural education as a cross-cutting theme. The main goal of this initiative is to develop **pupils' knowledge of diverse cultures among pupils**. It also aims to contribute to the acceptance, respect and tolerance towards minorities and migrants⁵⁷³. Multicultural education as a cross-cutting theme is connected with the educational process at ISCED levels 0-3. However, this measure is not being implemented at the level of ITE providers, although some universities provide courses on 'multicultural education' in their ITE curriculum.

The implementation of this cross-cutting measure has raised issues related to planning and design, such as lack of time for preparation, lack of organised seminars for teachers and future teachers to prepare for multicultural education. The lack of structural support from the state and the education system, including continuous professional development opportunities for teachers and links with ITE, represents key implementation limitations (see case study for more details).

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32. Slovenia

Background Information

Diversity of the learner and teacher population

- Country of birth of the foreign-born population in Slovenia (2014): Bosnia and Herzegovina (42.5%), Croatia (20.3%), Serbia (11.4%), FYROM (6.4%), Kosovo (4.7%), and other countries (14.6%)
- No data on the diversity of the student teacher and teacher population.

Attractiveness of the teaching profession

- ITE is a relatively attractive choice as the number of applicants for ITE programmes is higher than the number of available places⁵⁷⁴.
- The remuneration is relatively low, while the quality of work conditions is decreasing (increasing student/teacher ratio)⁵⁷⁵.
- The employment level of graduates of ITE study programmes is very high⁵⁷⁶.

Organisation of ITE

- Initial teacher education for primary and secondary school teachers takes place at universities. Faculties of Education provide ITE study programmes for future primary and secondary school teachers.
- Candidates can attend programmes based on the concurrent model as well: the so-called PAI course (60 ECTS course that offer basic educational/teaching knowledge and skills for candidates/graduates in other study programmes to enter the teaching profession).
- **After graduation in a given subject or discipline, a Master's degree is required since 2010 for all teachers in primary and secondary schools.**
- Study programmes in ITE for future subject matter teachers must include a minimum of 60 ECTS of training in teaching-related courses (psychology, pedagogy, didactics, etc.) and a minimum of 15 ECTS for practical placement in schools before graduation.
- **Teacher educators are required to obtain a Doctoral degree (PhD), while a Master's degree is sufficient for assistants⁵⁷⁷.**

Understanding diversity in the national education policy

Slovenian national education policy embeds basic principles of education for diversity such as developing competences for democratic citizenship, human values, understanding diversity, enhancing tolerance and solidarity in general, and subject specific curricula⁵⁷⁸. The understanding of diversity in the country is based on the knowledge of Slovenian language.

The Slovenian Constitution ensures the rights of ethnic minorities to attend education in Italian or Hungarian languages. However, Italian minority schools use Italian exclusively, while Hungarian schools follow the bilingual principle of instruction⁵⁷⁹. The Roma Community Act tackles issues related to the education of the Roma minority, while migrant children inclusion is principally based on learning Slovenian by providing additional hours of language instruction⁵⁸⁰.

As a consequence of the current refugee influx, the Ministry of education, science and sport (MIZŠ), in cooperation with other public institutions and experts, set up additional

measures to help refugee children and schools in inclusion processes. It adopts a two phase model based on a preparatory phase, followed by an induction phase⁵⁸¹.

Education policy goals on ITE for diversity

Slovenian policy documents on ITE indirectly refer to diversity-related policy goals by defining transversal concepts. For instance, the 'White Paper on Education' which is the conceptual basis of the existing school legislation, encompasses principles of education for diversity through human rights, the promotion of democracy and the plurality of values⁵⁸². The document includes principles of educating for diversity regarding equity and equality into general and subject specific curricula: developing competences for democratic citizenship, human values, understanding diversity, enhancing tolerance and solidarity. One of the general goals in education is to ensure equal opportunities for everyone despite gender, social or cultural background,

religion, ethnicity, nationality, physical or mental ability.

Teacher competences for diversity

Slovenia explicitly outlines diversity-related competences in its teacher competence framework.

Slovenian education policy documents such as the 2011 White paper on Education⁵⁸³ highlight the need for teachers to have the ability to work in multicultural environments, understand and respect cultural differences, and promote human rights. They also underline the autonomy of education in relation to guaranteeing democracy and the plurality of values as key standards for teachers⁵⁸⁴. These standards constitute the generic competences for all graduates of ITE programmes. Study programmes are partly autonomous to define specific competences for teacher candidates.

ITE quality assurance framework and focus on diversity

The Slovenian quality assurance mechanism uses diversity-related criteria among other key aspects (see case study). ITE programmes are accredited by the National Agency for Quality in Higher Education (NAKVIS). They must follow specific criteria for the instruction of competences such as the formation of a positive attitude towards students, understanding their social, cultural, linguistic and religious background and other personal context⁵⁸⁵. These competences are not necessary provided in a form of a specific course, but in a cross-curricular way, including different aspects of theory and practice in education.

Admission criteria and focus on diversity

ITE programmes do not have explicit admission criteria related to students' preparedness for or attitudes towards diversity. Higher education programmes accept students through a central admission

system (VPIS), while enrolment – in the case of subject teachers – is solely based on academic achievement.

Alternative pathways

Professional teacher qualification in Slovenia can only be obtained through formal university-based study programmes.

There are three possible pathways to teaching: full-time students, part-time students, and PAI course students. The latter includes those who already have a degree in a subject area and must take additional 60 ECTS in educational sciences and pedagogy to get a teaching qualification; e.g. VET practical subject teachers with no prior pedagogical training. Teacher education programmes in all three pathways regulate the number of enrolment posts annually.

Focus on diversity at the ITE curriculum and induction programmes

Slovenia is one of the few countries in Europe where induction is recommended.

There are no specific guidelines on diversity in the induction period, as induction is not included in ITE in the Slovenian system. It is considered to be a practise of transition to the labour market.

Education institutions offer ITE study programmes which specialise in different aspects of inclusion, e.g. social pedagogy, special education, etc. Most of them offer competences in diversity and inclusion that are considered general and transversal.

Study programmes on social pedagogy also include compulsory practical training for diversity (related to the concept of social inclusion and exclusion, e.g. traineeship in schools with a higher level of diverse pupils). However, these programmes aim to prepare social pedagogues, rather than primary or secondary school teachers. Other ITE study programmes address the issue of diversity in rather broad and general way, according to the standards for accreditation of ITE study programmes, and the key competences as

defined by the curriculum (see case study 14).

Support measures

Diversity is addressed indirectly in Slovenian policy documents. The policy mapping has not identified specific initiatives at the ITE level to help teachers and schools to address diversity. The case study on diversity-related criteria in the Slovenian quality assurance mechanism provides more details on the extent to which diversity is integrated in the Slovenian ITE system.

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33. Spain

Background Information

Diversity of the learner and teacher population

- Share of learners with a migrant background (2014)⁵⁸⁶: 7.9%
- Share of foreign students in education system grew from 1.4% in 1999-2000 to 10% in 2009-2010⁵⁸⁷
- Share of teachers with foreign place of birth and foreign nationality⁵⁸⁸: 4.2% and 2%
- According to Spanish law, education authorities must guarantee that lessons are taught in Spanish and in the relevant co-official languages in certain Autonomous Communities⁵⁸⁹.

Attractiveness of the teaching profession

- The teaching profession is attractive in terms of personal realisation, work conditions and because of low academic requirements to apply in ITE.
- However, the teaching profession is not attractive in terms of salary and promotion.

Organisation of ITE

- The implementation of national laws is the responsibility of each Autonomous community.
- Education providers define conditions for school-based practical training which represents around quarter of programme credits.
- Future primary teachers have to complete a Bachelor's while secondary education teachers have to obtain a specific Master's degree.
- Teacher educators are required to have a doctoral degree or a Master's in Education

Understanding diversity in the national education policy

The Spanish education system approaches diversity from a special educational needs perspective, and includes a number of different focus groups. The national Law on Education does not explicitly cover cultural diversity or refer to students with migrant, refugee or minority background⁵⁹⁰. It focuses on autochthonous linguistic and cultural plurality and proposes teaching which respects diverse cultures and languages of the Spanish state. Programmes which aim to preserve the language and culture of origin are based on the right to linguistic plurality. In addition, professional teaching training programmes include specific measures for students who do not achieve the educational objectives and are most often aimed at either Roma people, children with migrant background and linguistic groups such as Catalan or Basque.

Education policy goals on ITE for diversity

The Spanish government does not explicitly mention preparation for diversity in classroom or teaching about diversity among education policy goals

on ITE. However, the Law on Education has a reference to the integration of immigrant students among general education goals. Policy documents on ITE do not cover diversity, but most ITE providers often include specific programmes and courses related to the issue as elective courses.

Teacher competences for diversity

The Spanish government includes specific diversity-related competences as standards for future teachers. The description of requirements for ITE programmes features the following diversity related competences⁵⁹¹:

- Efficiently dealing with situations of language learning in multicultural and multilingual contexts;
- Designing and monitoring learning spaces in diversity contexts to increase gender equity and respect of human rights.

The description of requirements recommends to:

- Include readings and critical discussions on texts from different scientific and cultural areas;

- Analyse educational processes in the classrooms and in the school institution;
- Exemplify specific situations in multicultural contexts;
- Critically discuss the main questions about family, schooling and community education;
- Analyse changes on gender relations, intergenerational links, multiculturalism, interculturalism, discrimination, social inclusion and sustainable development.

ITE quality assurance framework and focus on diversity

The National Agency for Quality Assessment and Accreditation (ANECA) evaluates Bachelor's degrees on Primary Teacher Education and Master's for Secondary Teacher Education programmes every four years, and supervises them on annual basis⁵⁹². **Requirements on providing courses to deal with cultural, linguistic or religious diversity are not included in the ITE quality assurance criteria.** ITE quality is evaluated according to the DOCENTIA Programme, which focuses on critical reflection, encouraging didactical and methodological innovation⁵⁹³.

Admission criteria and focus on diversity

Spanish higher education institutions do not require conforming to any formal admission criteria for ITE programmes except for necessary diplomas and language proficiency. No admission criteria consider students' preparedness towards diversity or related aspects. Institutions which provide Bachelor's programmes for elementary and primary school teachers take in account exam scores and achievements in secondary school. Admission to Master's programmes for secondary school teachers requires candidates to have a Bachelor's Degree in the respective field. Future

secondary education teachers most often obtain their Master's degree in a year⁵⁹⁴.

Alternative pathways

The Spanish education system does not offer different pathways to teaching profession. It is a regulated occupation and a university degree of ITE is required.

Focus on diversity at the ITE curriculum and induction programmes

Detailed requirements and guidelines for preparing teachers for diversity do not exist at national or regional level. Each university is free to shape the curriculum, and national institutions do not require diversity training in specific subjects. However, diversity and special needs can emerge as a topic in the admission exam for primary school teachers in public schools⁵⁹⁵. As a result, ITE curricula in universities often include courses on special education and/or diversity education while specific programmes on diversity are rare (see Box 29).

Diversity-related courses at the ITE provider level or during the induction stage focus on second language teaching (both co-official national or foreign languages), intercultural competences, specific educational needs. Whether courses are mandatory or elective depends on the curricula of the university curricula. **Master's programmes** for secondary school ITE have mandatory or elective courses which cover issues of inclusive guidance, learning difficulties, early education and gifted students. All ITE programmes for secondary school teachers include a mandatory course about psychological development and learning⁵⁹⁶. This course usually includes some topics about diversity.

Box 29. Examples of curricula content related to diversity

Master Euro-Latin American on Intercultural Education, UNED (Spanish Distance University)

The goal of the programme is to adapt an intercultural approach to education in order to reach equity and social justice.⁵⁹⁷ It addresses primary and secondary education as well as vocational education and training. The programme is easily transferable to other universities as it has been designed in dialogue with colleagues and students from diverse countries, institutions and linguistic areas.

Tandem Project (*Proyecto Tandem*)

Learning Service (APS) is an educational proposal that combines learning and community service in a single project, in which participants are working on current needs of the environment and aims to improve their preparation.⁵⁹⁸ One of its actions is the Tandem Project⁵⁹⁹ which helps to combine service to the community and learning of content, skills and values as well as promoting reflective practice in the curriculum⁶⁰⁰. The project is based on establishing a tandem between one ITE student and one vocational education student that, together, mentor two children at risk of social exclusion. They design a programme with personalised activities in collaboration with various educational and social agents in the city of Tortosa. Diversity is the focus subject during the project. They adopt an intercultural approach to deal with diversity and consider diversity as normality. Diversity is not associated to deficit and a very strong effort is dedicated to avoid stigmatisation on the basis of nationality, religion or language.

Support measures

Spanish policy documents include diversity in broad terms among national policy goals for ITE, and make explicit references to the concept in the teacher competence framework. The policy mapping also identified a few on-going diversity-related actions in the country organised by both non-governmental and governmental institutions (see below).

Cooperative Action-Research

The Cooperative Action-Research project functions as a tool for teacher education and curricular transformation. It focuses on the identification of needs of teacher education curricula in terms of diversity-related challenges. Also, this initiative proposes to analyse these limitations and designing practices to transform the curricula by cooperative action research (by both teachers and students). This research project focuses on primary and lower secondary education level and involves teacher educators from the University of Barcelona. Due to the action, student teachers have become aware about how diversity influences teaching and learning processes. They have acknowledged themselves to the concepts and tools to transform teaching practices. Moreover, the evaluation report noted increased self-esteem after actively participating in the research process.⁶⁰¹

The INTER Group

The aim of the INTER Group tool is to reflect on education in terms of reviewing our own beliefs about diversity in the schools and to include resources to deal with diversity in the school.⁶⁰² This tool was developed as a Comenius project and addresses ITE as well as continuous professional development (CPD). Since 2000, it has been used in primary and lower secondary ITE programmes at National University of Distance Education (UNED) and other universities and in CPD in some Spanish regions. Users can download **the resource free of charge from the Ministry of Education's website. The tool includes training/a course** which could help future teachers to include specific topics of multicultural education into the education process. Three out of four teachers noticed positive impact such as development of communication skills, greater tolerance towards the opinions and attitudes of others.⁶⁰³

Teacher education for Roma education

This initiative is an alternative pathway to develop competences to prepare teachers working with disadvantaged student populations, mostly including Roma people. The programme is prepared in collaboration between NGOs with delegations in various Autonomous Communities in Spain. They develop resources and promote activities and training sessions open to student teachers.⁶⁰⁴

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34. Sweden

Background Information

Diversity of the learner and teacher population

- Share of pupils with another mother tongue than Swedish in the preschool class (aged 6 years old): around 25%, including Finnish, Arabic (Iraq), Polish, Persian (Iran) and Bosnian⁶⁰⁵.
- Share of pupils in primary and lower secondary education (aged 7-16 years old) with a "foreign background" (2015-2016)⁶⁰⁶: 23%.
- Share of pupils in upper secondary education (aged 16-19 years old) with a "foreign background" (2015-2016)⁶⁰⁷: 27%.
- Share of students in ITE with migrant origin: 5-8%⁶⁰⁸

Attractiveness of the teaching profession

- Enrolment varies from less than 0.5 to more than 3 applicants per place depending on subject areas.
- Currently, teacher education recruitment is experiencing difficulties as the country faces future shortages of various categories of teachers.
- Only 5 % of Swedish teachers find teaching to be a valued profession, while approximately 40% of teachers in grades 4-6 and 7-9 report that they have considered changing their profession⁶⁰⁹.

Organisation of ITE

- ITE is a national responsibility with overarching principles and aims outlined in Government Bills, as well as the Higher Education Act and the Qualifications Ordinance.
- Since a reform entered into force in 2011, ITE is provided via the following main four main degree programmes⁶¹⁰:
 - 1) Degree in preschool education directed at work in preschools (children aged 1-5);
 - 2) Degree in primary school education with three specialisations:
 - a. Degree directed at work in the preschool class (6 year olds) and years 1-3 (7-9 year olds) of compulsory school;
 - b. Degree directed at work in years 4-6 of compulsory school (10-12 year olds);
 - c. **Degree directed at work in 'out-of-school care';**
 - 3) Degree in subject education:
 - a. Directed at work in years 7-9 of compulsory school (lower secondary, 13-15 year olds);
 - b. Directed at work in upper secondary school (16-19 year olds).
 - 4) Degree in vocational education.
- Local Board of Studies for ITE programmes at respective universities are responsible for translating national aims and guidelines to local curricula and syllabi.
- Different higher education institutions choose different ways of preparing and supporting new teacher educators.

Understanding diversity in the national education policy

Sweden has five recognised national linguistic ethnic minorities: Finnish, Yiddish, Meänkieli, Roma and Sami. These exist along other concepts of diversity such as 'Swedish as a foreign/second language', 'Asylum seeker', 'Multilingual children', etc.⁶¹¹ As Swedish education policy considers language a key criterion of diversity, Stockholm University operates a national resource and development centre 'National Centre for Swedish as a Second Language' commissioned by the government, which organises seminars, symposia and workshops for educators and researchers. The centre aims to clarify the significance and role of

Swedish as a second language at all education levels⁶¹².

Education policy goals on ITE for diversity

Swedish education policy explicitly outlines diversity related goals in ITE.

Preparation for diversity and teaching about diversity was one of the education policy goals between 2001 and 2010. The Discrimination Act and the Education Act of Sweden define objectives of teacher preparation for diversity and require education providers at all levels to ensure that no one is discriminated against on the grounds of religious beliefs, ethnicity, gender, sexual orientation or disabilities.

Other overarching policy documents address different aspects of diversity, such as a publication on preventing discrimination in education from the National Agency for Education. This document mentions the concepts of ethnicity and religious beliefs⁶¹³. According to the Education Act, every school and every higher education institution (HEI) should have an equal treatment plan (*likabehandlingsplan*). This should outline how to promote equal rights, prevent discrimination, and the degrading treatment of children and students on the grounds of gender, ethnicity and religious or other beliefs, sexual orientation and disability⁶¹⁴.

Teacher competences for diversity

Swedish legislation on education has a national qualifications framework that defines key requirements for teachers, and includes diversity-related competences⁶¹⁵. Local Boards of Studies at various universities are responsible for transferring their content into courses, curricula and syllabi. The following elements reflect diversity-related competences, which may not be articulated in the same manner across institutions:

- Knowledge about different dimensions of diversity;
- Knowledge of the range of teaching approaches, methods and materials for responding to diversity;
- **Reflection on one's own identity and engagement with diversity;**
- Recognising and responding to the communicative and cultural aspects of language(s) used in school;
- Creating open-mindedness and respect in the school community;
- Dealing with conflicts and violence to prevent marginalisation and early school leave;
- Establishing a participatory, inclusive and safe learning environment;
- In some programmes and project areas: critically evaluating diversity within teaching materials, e.g. textbooks, videos, media.

ITE quality assurance framework and focus on diversity

The Swedish national quality assurance mechanism does not use diversity-related criteria. Quality assurance takes place at different levels, both locally and nationally. The Swedish Higher Education Authority (UKÄ) and HEIs share responsibility for assuring the quality of higher education in Sweden⁶¹⁶. The Swedish government has recently commissioned the UKÄ to develop a new system to ensure the quality of **Sweden's higher education programmes**, including its ITE programmes.

The new model will start to be used by the UKÄ in 2017 and for the following six years⁶¹⁷. There will be four different types of assessments: 1) Appraisals of entitlement to award qualifications; 2) Reviews of the HEIs' quality assurance procedures; 3) Evaluations of programmes; and 4) Thematic evaluations. The panels of assessors will consist of representatives of students, labour market representatives and subject specialists from the higher education sector, but the final decision will be made by the UKÄ on the basis of the reports from the panels of assessors.

However, as ITE providers in Sweden enjoy a large degree of autonomy and the current ITE system has not yet been implemented, it is difficult to evaluate how diversity-related criteria are included into the quality assurance mechanism.

Admission criteria and focus on diversity

ITE programmes do not have diversity-related admission criteria. Swedish universities use certain basic criteria, such as average high school final grades. HEIs do not conduct formal interviews as part of the admission process and do not test diversity-related competences.

Alternative pathways

Professional teacher qualification in Sweden can only be obtained through formal university-based study

programmes. ITE is governed by the state and there are no alternative pathways to an official State teaching qualification, such as teaching licenses offered by NGOs or private providers.

However, due to the large number of migrants, asylum seekers and refugees coming to Sweden, six Swedish universities have launched 'Fast track' (*snabbspår*) programmes. These programmes organise a quicker pathway through the teacher education system helping migrants, asylum seekers or refugees who already hold a teacher degree to benefit from supplementary teacher education in Sweden. This allows them to have their knowledge validated and qualification recognised quicker than before (see 'Support measures' below)⁶¹⁸.

Focus on diversity at the ITE curriculum and induction programmes

Newly qualified teachers in Sweden have an induction period of approximately one year.

The aim of this period is to provide support for professional, personal and social development for the new teacher with the help of a personal mentor⁶¹⁹. As ITE providers possess a high degree of autonomy, it is not possible to provide detailed information about how diversity is included in ITE programmes nationally.

Some universities, such as in Malmö and Södertörn, have courses related to migration, while the University of Stockholm established a Centre for Research on Bilingualism and gives courses to student teachers⁶²⁰. The concept of diversity and related themes are included in various subjects, such as social sciences, history, religion, languages and in interdisciplinary course modules (see Box 30 below). All ITE programmes include training where students face diversity in a very practical way. Depending on the area where the school is located, they are likely to meet a very diverse group of pupils. Diversity is also addressed in the compulsory course readings while students have the possibility to select courses of teaching Swedish as a second language.

Box 30. Examples of curricula content related to diversity

<p>Swedish in a Multi-cultural Society, Malmö University</p> <p>The Swedish in a Multi-cultural Society major prepares future teachers for their work in teaching Swedish and Swedish-as-a-Second-Language⁶²¹. Students develop knowledge about language, literature, media and learning, and become familiar with how this knowledge can be applied in the classroom in ISCED 3 and 4 levels.</p>	<p>Learning and Teaching in Multicultural Schools</p> <p>The aim of this course in University of Malmö is to prepare student teachers for teaching in diverse pre-school, primary and secondary classrooms⁶²². The Learning and Teaching in Multicultural Schools course features different themes and includes theoretical studies and school experiences, such as personal and professional self-awareness, comparative studies of educational systems, strategies and methods for teaching/learning in multi-ethnic and multilingual settings, language and concept development, migration and national/minority group identity.</p>
<p>Primary teacher education with an intercultural profile for grades 4-6</p> <p>The programme prepares students to work in multicultural schools, particularly in grades 4-6. The Södertörn University programme focuses on social relations that include people from different cultural contexts⁶²³.</p>	<p>The learning of new arrivals-reception, inclusion and school success</p> <p>This course gives student teachers a better understanding of newly arrived students' learning conditions. It contributes to the improved organisation of the reception and training of newly arrived students, as well as the conditions needed for social development and academic achievement for these students⁶²⁴. The University of Gothenburg and other HEIs provide the course across the</p>

country.

Support measures

Diversity in Swedish policy documents is addressed explicitly. There are a large number of initiatives to help teachers and schools to address diversity by ITE providers or grass roots organisations. Some of the measures implemented in Sweden are described below.

Fast tracking for newly arrived teachers⁶²⁵

The 'Fast Track' (*Snabbspår*) initiative has been developed by six Swedish universities (Stockholm University, the University of Gothenburg, Linköping University, Malmö University, Umeå University and Örebro University). It consists of a fast-track training course for newly arrived teachers and pre-school teachers. The course is targeted at asylum seekers and refugees who hold a teacher or pre-school teacher degree from another country. The programme combines 'supplementary teacher education' at the university, given partly in Arabic and partly in English, studies in Swedish, and a 26-week internship at a school or pre-school. The aim is to employ the programme participants in schools within a year – currently it takes on average four years before they can start teaching. In 2016, 420 newly arrived teachers have benefited from the programme. In 2017, further 720 are expected to benefit from this system. This initiative represents a way to benefit from the experience of migrants in regards to language skills and their cultural experience⁶²⁶.

Open seminar on internships and possible employment at the University of Gothenburg for new arrivals

This seminar is one of a number of similar initiatives (seminars, workshops and conferences) organised in 26 different Swedish ITE institutions. The HEI staff and students address various questions at the seminar, such as "How to remove unnecessary barriers and thus facilitate migrants to gain access to the University of Gothenburg for internship and potential employment?" This seminar is available to university staff working in all faculties of the University of Gothenburg, including educators and students of teacher education.

Centre for Research on Bilingualism

The Centre for Research on Bilingualism at the University of Stockholm offers a wide variety of courses and full PhD programmes⁶²⁷. Bilingualism and second language acquisition is one of the leading research areas at Stockholm University. Research at the centre covers second language acquisition/Swedish as a second language, minority languages, language policy, and language ideology in Sweden.

National Centre for Swedish as a Second Language

The National Centre for Swedish as a Second Language at Stockholm University provides seminars, symposia and workshops for educators and researchers. The centre aims to clarify the significance and role of Swedish as a second language in education⁶²⁸. Moreover, it takes various initiatives and develops networks around important issues at all educational levels.

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35. Switzerland

Background Information

Diversity of the learner and teacher population

- Share of foreign learners (2014/15) in ISCED 0: 27%, ISCED 1: 26%, ISCED 2: 23%, ISCED 3: 20%⁶²⁹
- Share of foreign-language learners (2014/15) in ISCED 0: 31%, ISCED 1: 30%, ISCED 2: 27%⁶³⁰
- Share of teachers with foreign citizenship in ISCED 1, ISCED 2 and ISCED 3 (2013/2014): 3%, 8% and 9%⁶³¹

Attractiveness of the teaching profession

- In the academic year 2014/15, approximately 20,000 students enrolled at a university of teacher education (*Pädagogische Hochschule*, PH), which represents an increase of over 5% compared to the previous year⁶³²
- When it comes to employment rate most of teacher graduates have overcome the initial difficulties of the job search within five years after the completion of studies.
- **The prestige of the teaching profession can be found in the middle of a 'social ranking' with an average of 5.6 to 6.4 points on a social ranking scale of 10 points in total.** The range between 5.6 and 6.4 points correlates with the salary level: Teachers on higher school levels have a higher salary as well as a higher social prestige, while teachers on lower school levels have a lower salary as well as a lower social prestige⁶³³.

Organisation of ITE

- ITE for pre-school level, primary school level, secondary I and II level schools (baccalaureate schools and upper secondary specialised schools), and for special needs education mainly takes place in universities of teacher education (PH).
- Each canton is responsible for the design of the teacher training curriculum leading to differences in the structure of the study courses in different PHs⁶³⁴.
- To coordinate their work at national level, cantons form a political board of 26 cantonal education directors: the Swiss Conference of Cantonal Directors of Education (EDK).
- Depending on the degree programme in which they are teaching, teacher educators should have a subject-related higher education leaving certificate, higher education didactic skills, a teaching degree and teaching experience or a doctorate in subject-related didactics

Understanding diversity in the national education policy

In Switzerland, there is no comprehensive definition of diversity used by the government in the context of federal ITE policy and there was no evidence found that such a definition existed at the cantonal level. Education is mainly a cantonal competence, therefore cantons hosting a university of teacher education are responsible for a strategy regarding teachers' preparation for the diversity in classrooms⁶³⁵. In the canton of Zug for instance, the legal framework defining the mandate of the university⁶³⁶ does not contain a definition of diversity. Therefore, it is the ITE universities themselves that define what they understand under the term diversity.

Education policy goals on ITE for diversity

Teaching about diversity is explicitly mentioned as a policy goal at the national level in Switzerland. In particular, the Swiss Conference of the Cantonal Directors in Education (EDK) notes that for receiving institutional accreditation, a university of teacher education has to include the field of 'intercultural pedagogy' in the curriculum of the educational science⁶³⁷. However, the EDK does not define what should be understood under this term. Therefore, the PHs define this term themselves and translate this requirement into curricula based on their own understanding.

Teacher competences for diversity

There are no federal requirements related to equipping teachers with specific competencies related to diversity during ITE, and there was no evidence found that such requirements existed at the cantonal level. Due to the cantonal autonomy in education, there are no legally-binding documents at the federal level. Moreover, there was no evidence found, which would indicate that specific requirements for teacher competence related to diversity are defined by the regional education authorities. For example, the PH in Zug focuses ITE according to 10 professional standards, which were developed by the university based on the professional standard of the US Interstate New Teacher Assessment and Support Consortium. These standards are formulated on a very general level and contain many aspects that also apply for the development of diversity-related competences such as standards for adequate assessment and support or standards for the facilitation of social cooperation⁶³⁸.

Diversity in the ITE quality assurance framework

The quality assurance framework in Switzerland makes a limited but explicit reference to preparing teachers for diversity. The only quality assurance mechanism for ITE institutions in Switzerland is the EDK document about their institutional accreditation⁶³⁹. During the accreditation process, a university of teacher education only needs to indicate whether they offer a course on 'intercultural pedagogy'. However, the content and quality of such courses are not assessed.

Admission criteria

There are not admission criteria related to students' preparedness for or attitudes towards diversity when young

people are enrolling into ITE programmes. Students having completed secondary level II (Matura, baccalaureate) can enter any university of teacher education without any prerequisite⁶⁴⁰.

For students having completed a professional/vocational apprenticeship there is an introduction level phase and examination before entering the main curriculum⁶⁴¹. However, at the regional level, there was no evidence found in the canton of Zug that the latter two include admission criteria related to students' preparedness for or attitudes towards diversity.

Alternative pathways

For public schools on secondary level I and primary school, the only pathway to teaching profession is through formal ITE institutions.

Focus on diversity at the ITE curriculum and induction levels

Universities of teacher education in Switzerland are required to include the field of 'intercultural pedagogy' in the curriculum. However, they are free to decide what kind of related programmes, courses or field experience they offer their students. In practice, diversity-related curricular content can be observed in different universities across cantons. For example, at the PH of Zug, there is one mandatory lecture, one elective specialisation, and three research projects that cover elements of diversity⁶⁴². By 2016, there were no evaluations on the effectiveness of specific course or programmes done (see Box 31).

The universities of teacher education in Bern and Zürich also include the topic of cultural diversity within their curricula. But both PHs integrate a mandatory small course or part of course on cultural diversity and offer additional elective courses⁶⁴³.

Box 31. Examples of curricula content related to diversity

<p style="text-align: center;">Lecture "Living Environment and Diversity" (Vorlesung "Lebenswelt und Heterogenität")⁶⁴⁴</p> <p>'Living Environment and Diversity' is a mandatory lecture which is held for a semester at the PH Zug. During the course of this lecture, student teachers connect their diversity-related experience to theoretical references and continue to differentiate and challenge their own ideas of 'normality'. This should enable them to develop a scope of action in order to deal with diversity. By the end of the lecture, students should understand childhood as a construction and expression of a cultural and generational arrangement, and thus as a social negotiation process.</p> <p>Furthermore, the lecture aims to familiarise students with various life-worlds of children and their possible impact on their development and their behaviour and skills. It teaches about different values, differentiation between categories and their implications and how can these be related to their own biography. The students will be able to develop options for action for a proper handling of a heterogeneous group of children.</p> <p>This lecture is held once an academic year as a part of the official curriculum of PH Zug. It is compulsory for every student teacher who will be teaching at pre-primary and primary schools (ISCED 0, 1). Every semester approximately 100 teacher students undertake this lecture. The lecture also includes a possibility of study tours to the Republic of Kosovo.</p>	<p style="text-align: center;">Specialised Studies on Cultural Diversity (Profilstudium – ProfiS – Kulturelle Vielfalt)⁶⁴⁵</p> <p>'Specialised Studies on Cultural Diversity' consists of three specialisation courses. The first specialisation course discusses the opportunities and challenges of cultural diversity in the school. In the second specialisation course, the student teachers deepen their intercultural competence. During the specialisation project, the student teachers can choose between a study week in Bosnia-Herzegovina or a school internship offered by the International Office of PH Zug. A self-organised stay abroad is also possible. The third specialisation course discusses the productive dealing with cultural diversity in the faculty of German language, mathematics and Nature-Society (NMG). The acquired knowledge will be implemented in the school project: student teachers design together with the instructors of the integration program of the canton of Zug (I-B-A) project for the whole school. They challenge their own and foreign ideas of normality as well as social positioning to broaden their intercultural competences. Finally the student teachers get insights into different ways of life, experience-background, and professional action logics of people living in a different culture.</p> <p>This specialisation is held once an academic year as a part of the official curriculum of PH Zug. It is not compulsory and is targeted towards student teachers who will be teaching at pre-primary and primary level (ISCED 0, 1). Every semester, approximately 25 student teachers undertake this lecture</p>
<p style="text-align: center;">Research and Development Project for Students studying at partner teacher universities (Forschung und Entwicklungsprojekt für Mobilitätsstudierende)⁶⁴⁶</p> <p>In this study course the student teachers study in a partner university for teacher education for one semester. As part of this course, they develop a concept before their departure, document and process their career-relevant teaching experiences gained during the stay. After their return, the student teachers write a reflection report and present key findings in order to make them accessible to other teacher students and lecturers of the PH Zug.</p> <p>This two-semester project is held as a part of the official curriculum of PH Zug. It is not compulsory and is targeted towards student teachers who will be teaching at pre-primary and primary level (ISCED 0, 1). Every academic year, approximately 15 student teachers undertake the course.</p>	

Support measures

One support initiative identified during the policy mapping in Switzerland has the potential to help teachers and schools address diversity in the classroom.

**Research and Development Project
Nightingale (*Forschung und
Entwicklungsprojekt Nightingale*)⁶⁴⁷
(see case study 1)**

In the Nightingale programme, a student from the University of Teacher Education Zug gets paired with an 8-12 years old pupil (mainly, but not only, with an immigrant background) of a primary school. The mentor and child get together for approximately 2-3 hours a week over the period of two months. During these informal meetings the mentor and child do various activities together.

The main purpose of the programme is to contribute to cross-cultural understanding and intercultural learning. Moreover, the Nightingale is based on the idea of 'mutual benefit' - benefit for both child and student. The mentor acts as a positive role model by establishing a personal relationship with the child. This should help strengthen the child's personal and social confidence. In turn, the student teacher is expected to gain insight into a child's life (and family), increased knowledge, understanding and empathy for people who lead lives completely different to their own.

The Nightingale mentoring programme was established in 1997 at Malmö University. In 2006, Nightingale was implemented in seven European countries through the EU-network 'Mentor Migration', financed by the EU programme Comenius 2.1. The Nightingale mentoring programme has expanded both nationally and internationally to more than 20 sites.

This programme is held once an academic year and approximately 10 student teachers for primary and pre-primary schools (ISCED 0, 1) participate every year. Currently, the Nightingale is funded by the integration programme of the canton of Zug.

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36. Turkey

Background Information

Diversity of the learner and teacher population

- In 2012, the share of pupil with an immigrant background in secondary schools⁶⁴⁸ was: 0.9%.
- In 2015, approximately 50% of the 1.7 million displaced Syrians in Turkey were between the ages of 5 and 18⁶⁴⁹.

Attractiveness of the teaching profession

- Out of all students entering university, 10% choose an education major⁶⁵⁰.
- Active teachers enjoy a high level of job security and receive permanent contracts⁶⁵¹.
- Teachers in Turkey are paid less than many other OECD countries. Raises based on experience and/or seniority are far lower and provided in small increments⁶⁵².
- Academic requirements to enter ITE programmes are less restrictive than most other programmes, thus attracting lower-achieving students to a career in teaching and undermining the overall quality of the teaching workforce⁶⁵³.

Organisation of ITE

- The higher education system (including ITE) is highly centralised and controlled by the Council of Higher Education (*Yüksek Öğretim Kurulu*, YÖK).
- The ratio of pedagogical training to subject area training in ITE is 30%.
- Practical experience is particularly emphasised in the 4th year of the Bachelor's programme.
- **Bachelor's degree** is the minimum required to teach in primary (ISCED 1) and lower secondary (ISCED 2) education – **Bachelor's degree; upper secondary (ISCED 3) teachers – Master's degree**
- Teacher educators of all areas are required to hold a doctoral degree (including ISCED 0 and ISCED 1)

Understanding diversity in the national education policy

Education policy in Turkey does not acknowledge the diversity of its population. Cultural and ethnic differences do not receive official recognition. As a result, no **differentiation is made in terms of learners'** individual characteristics, and all pupils are taught according to the same curriculum. The **government's approach is to standardise** teaching for all students.

This is especially evident when considering the strategy of the Ministry of National Education, which aims to respond to the increasing influx of refugee children from neighbouring Syria. Although displaced Syrian children with sufficient skills in Turkish language are allowed to enrol in public schools, as with other minority groups, they are subjected to the same standardised curriculum as all other Turkish students⁶⁵⁴. Syrian children who lack the necessary language skills are generally taught by fellow Syrians in non-formal educational settings, where they have limited opportunities to interact with Turkish pupils.

Education policy goals on ITE for diversity

Education authorities in Turkey have not set explicit objectives in general education strategies and specific ITE policy documents on how ITE should better prepare future teachers for diversity. They also have not acknowledged this issue as one of the key challenges for ITE in other policy documents (e.g. by introducing diversity-related concepts and/or targeted initiatives).

Teacher competences for diversity

Policy documents shaping teacher competences in Turkey make no references to specific diversity-related competences. National standards and competences for teachers in all subject areas are specified by the Ministry of National Education, which controls and oversees the entire public education process at the primary and secondary levels⁶⁵⁵. The Ministry outlines general competences for teachers that include content knowledge based on subject area, pedagogical knowledge, and skills relating to planning, as well as moral/ethical values.

Diversity in the ITE quality assurance framework

Requirements for teacher education programmes are determined by the Council of Higher Education, a separate governing body that controls the entire higher education process. The Council does not set out any diversity-related criteria for ITE higher education institutions.

Admission criteria

Admission to all higher education programmes, including teacher education, is also controlled at the national level by **Turkey's Council of Higher Education**⁶⁵⁶. University placement is determined solely on **the basis of prospective students' scores** on standardised national exam administered by the Student Selection and Placement centre. The exam scores are the only criteria for university enrolment, issues such as preparedness for and/or attitudes toward diversity are not taken into account.

Alternative pathways

An additional path to teacher candidacy is available to graduates of programmes other than faculties of education. Individuals who have completed a four-year program may enrol in a teacher certification course, in which they receive intensive instruction in the pedagogical aspects of the standard ITE

programmes⁶⁵⁷. Upon completion of their initial teacher training, all candidates should take a test in the respective subject area. Successful candidates are then placed in teaching positions on the basis of their exam scores.

There are also a number of NGO-led training programmes informing Syrian teachers about Turkish educational standards. The purpose of this training is to help volunteer Syrian teachers (who are working with students outside of formal schooling settings) to understand the Turkish school system so that they can better prepare these students to integrate into Turkish mainstream schools⁶⁵⁸.

Focus on diversity at the ITE curriculum and induction levels

The centralised nature of the Turkish educational system and the lack of any diversity-related policy directives severely limit the ability of individual institutions or programmes to prepare future teachers to deal with such issues in the classroom. **Although Turkey's Council of Higher Education permits the inclusion of elective courses – designed by individual programme coordinators – the content of these courses are also subject to the Council's approval**⁶⁵⁹. As a result, diversity-related preparation is largely absent at both ITE and induction levels.

Support measures

Diversity receives little focus in Turkey's education policy documents. No additional good practice initiatives regarding diversity as a specific goal for ITE have been mapped in the context of this study.

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37. United Kingdom (England)

Background Information

Diversity of the learner and teacher population

- Share of minority ethnic origin (MEO) pupils (2016)⁶⁶⁰: 31.4% (Primary) and 27.9% (Secondary).
- Share of ethnic minority students enrolled in ITE (2014)⁶⁶¹: 12%.

Attractiveness of the teaching profession

- In 2015, the number of Postgraduate ITE students was 28,418, and Undergraduate was 5,440, achieving 94% of the Teacher Supply Model for Primary and Secondary Education⁶⁶².
- Although the teaching profession remains attractive to new graduates in the UK, there is a national teacher shortage.
- Teacher recruitment and retention have become problematic in a positive economic climate, particularly subject specialists in Science, Technology, Engineering and Mathematics (STEM).

Organisation of ITE

- Since 2010, a school-led ITE system has been in place, with ITE taking place mostly in schools with different models of school/university partnerships for undergraduate and post-graduate programmes.
- Accreditation of providers is managed by the National College for Teaching and Leadership (NCTL) while funding is provided by the Higher Education Funding Council (HEFCE), where students are responsible for their tuition fees.
- The English ITE system does not apply general regulations on minimum qualification requirements for teacher educators, but they are expected to have a Bachelor's degree and a teaching qualification.

Understanding diversity in the national education policy

England has a very diverse student population with various ethnic and cultural backgrounds. Diversity is embedded in all aspects of education policy and overall strategy, at all stages.

It results in comprehensive national education policies which aim at inclusion by targeting specific groups: Special Education Needs (SEN) Code of Practice⁶⁶³, and other equalities legislation for Lesbian, Gay, Bisexual and Transgender groups, and for Black, Asian and Minority Ethnic groups. The Pupil Premium is allocated to support individual pupils' needs (SEN, EAL, poverty, disadvantage, and low attainment).

Education policy goals on ITE for diversity

Diversity is one of the policy goals in education policy documents for ITE in England. The National Curriculum for Key Stages 1-4 sets out the long-term aims for education in England. Teaching Standards in England set the requirement that teachers will be able to demonstrate their competences with regard to "pupils of all backgrounds, abilities and dispositions"⁶⁶⁴.

There are two sets of standards - Teaching, and Personal and Professional Conduct. According to the Standards on Personal and Professional conduct, teachers are expected to show tolerance of and respect for the rights of others.

Teacher competences for diversity

In England, the Teachers' Standards define the main competence requirements for teachers. The Standards define the minimum level of practice expected of trainees and teachers to reach the Qualified Teacher Status (QTS)⁶⁶⁵. The Standards apply across ITE and to the end of the one year statutory Induction for recently qualified teachers. They are used to assess the performance of newly qualified teachers, and subsequently define the level of practice at which all teachers are expected to perform. The Standards must be taken into account in ITE curricula development and in the Induction phase. Trainee teachers are expected to:

- Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an

additional language, those with disabilities;

- Be able to use and evaluate a range of distinctive teaching approaches to engage and support them.

The Standards are generic, but form the basis for Higher education institutions (HEIs) and schools to develop their own training programmes in response to diversity. They are underpinned by British legislation regarding equality, diversity and inclusion.

ITE quality assurance framework and focus on diversity

The quality assurance in England takes place through the Office for Standards in Education⁶⁶⁶, the National College for Teaching and Leadership (NCTL), and external moderators, none of which explicitly includes diversity among their criteria. The Teaching Standards provide benchmarks for all those who obtain Qualified Teacher Status (QTS) (across the 3-18 age range in maintained schools). Teacher trainers in HEIs must hold a teaching qualification. Funding can be withdrawn from providers, or the number of ITE places reduced, depending on the outcomes of Ofsted inspection reports.

The 2015 Ofsted Annual report indicates the responsibility of schools and ITE providers for promoting fundamental British values, which includes understanding, tolerance and respect⁶⁶⁷. The report indicates that these are being delivered through Citizenship, Personal, social, health and economic (PSHE) education, and Religious Education (RE) in programmes designed by schools, and by ITE providers.

Admission criteria and focus on diversity

Entry requirements for all Key Stages include competence in English and Mathematics, and relevant subjects at Advanced Level for undergraduate entrants. Post-graduate entrants require a Bachelor's Degree in a subject area related to the National Curriculum subjects.

Entry requirements for ITE programmes in England do not specifically assess or require preparedness for diversity. Entry is granted according to academic qualifications at undergraduate and postgraduate levels. Attention is given to work experience in education systems within and beyond the UK as evidence of preparedness for and commitment to teaching.

Alternative pathways

The English education system does not offer any alternative pathways to the teaching profession. All the ITE routes (School Direct, Teach First, SCITTS, University-led) share the same formal requirements that they are responsible for enabling students to demonstrate and meet the Standards.

Focus on diversity in the ITE curriculum and induction programmes

Teaching about diversity is not incorporated explicitly as goals or learning outcomes in the National Curriculum of England. The Citizenship curriculum (Key Stages 3 and 4) focuses on understanding democracy, government, and the rights and responsibilities of citizens. The content of RE is not specified in the National Curriculum, other than schools must make provision for a daily act of collective worship, and must teach RE at every Key Stage.

Teachers are free to select some content, while the curriculum content can be designed and delivered by schools, and it is here that attention to issues of diversity and social justice may be covered. The National Curriculum forms part of the wider school curriculum, so there is scope for teachers to develop their own approaches, based on the school's ethos and values.

For example, the University College, Institute of Education, London identifies a range of strategies to prepare trainees for teaching for diversity: placing students in challenging inner-city schools with a high percentage of pupils reflecting ethnic and linguistic

diversity; focused lectures on understanding diverse contexts and pupils; a lecture on individual learning needs; lectures delivered by head teachers in partner schools;

opportunities for trainees to be placed in Pupil Referral Units and Special Schools/Units.

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Preparing Teachers for Diversity: the Role of Initial Teacher Education

Annex 2: Case study summaries

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Preparing Teachers for Diversity: the Role of Initial Teacher Education

***Annex 2 to the Final Report to DG Education,
Youth, Sport and Culture of the European
Commission***

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Case Study 1: Switzerland – ‘Nightingale’ – a Mentoring and Integration project

Context

The Nightingale¹ mentoring programme was inspired by the Perach project, founded in 1972 in Israel, and was established in 1997 at the University of Malmö in Sweden. In 2006, Nightingale was implemented in seven European countries through the EU network ‘Mentor Migration’, financed by the EU programme Comenius 2.1. Since then, the Nightingale programme has expanded both nationally and internationally to more than 20 sites. To facilitate the cooperation between all Nightingales in Europe, the ‘Nightingale Mentoring Network’ was initiated in 2010.

Since 2007, Nightingale has been part of teacher education at the University of Teacher Education in Zug (*Pädagogische Hochschule, PH Zug*). It is financed by the Integration Programme of the Canton of Zug, as well as by the cantonal educational department (*Stadtschulen Zug*) and PH Zug itself. Nightingale takes part in the second year of the teacher education programme.

The main purpose of Nightingale is to contribute to the development of **student teachers’** cross-cultural understanding and intercultural learning through mentoring socially and ethnically diverse children. It also seeks to facilitate contacts between university students and school children, linking the gap between theory and practice in teacher education.

Short description

In the Nightingale programme, a student from the PH Zug (11 participants in 2016/2017) gets paired with a 8-12 year-old child from a primary school with a large number of children with a migrant and/or minority background. The mentor and the child get together for approximately two to three hours per week over a period of seven to eight months. During these informal meetings, the mentor and the child participate in everyday activities together (e.g. go to the zoo, the cinema, do sports together).

Nightingale is based on the idea of ‘mutual benefit’ – for both children and student teachers. The mentor acts as a positive role model by establishing a personal relationship with the child. **This in turn helps strengthen the child’s personal and social confidence. The overall aspiration** of the project is that mentor and children are able to make marked progress both inside and outside of school, and that a broader range of young adults will apply for higher education.

Nightingale provides future teachers with a unique opportunity to get to know an individual child (and his/her family) outside the classroom. During the whole duration of the programme, there are five meetings where the students are taught certain theoretical topics (such as intercultural communication, individual perception, working with parents, etc.).

Since 2007, there have been around 12 ‘tandems’ each year joining Nightingale, including around 80 students and 80 children having participated up to now.

Evidence on effectiveness

The Nightingale programme was found to have the potential to develop **student teachers’** teaching-specific competences (Leutwyler, 2014a). Interviews with former mentors show that being a mentor had a great influence in their cross-cultural understanding and teaching style. However, participating in the mentoring programme does not automatically lead to specific benefits. Teacher education needs to specify the learning opportunities and to guide reflections before, during and after the project, in order to embed it more clearly in the teacher education programme (Leutwyler, 2014a).

¹ See: www.nightingalementoring.org. Accessed 01.11.2016.

Another programme evaluation (Leutwyler et al., 2014b) showed that the one-to-one setting (one mentor with one child) is unique and very valuable for the mentors. The mentors explained the importance of this learning setting with reference to the exclusive focus on the child and its development in an extracurricular context. However, the data also showed that there was no consistent strategy on how mentorship should perform, and sometimes student teachers were unsure of their roles as mentors. Following the evaluations, reflective exercises (both written and in the form of discussions) on the development of student teacher professional competences were introduced into the programme.

The following table provides a comparison of three different approaches to capture the benefit of the programme for the mentors.

The mentors' motivation: ascribed potential	Retrospective self-reports: perceived benefits	Hypothetical dilemma situation: Changes in intended reactions
Benefits in terms of social insight		
<ul style="list-style-type: none"> • interest in gaining an insight into an unfamiliar, foreign or new culture; • interest in gaining experiences in dealing with people from a different cultural background than their own 	<ul style="list-style-type: none"> • increased knowledge about unknown cultural and social backgrounds and enhanced intercultural learning; • increased awareness that context matters 	<ul style="list-style-type: none"> • more explicit perception that a specific action can have very different meanings in different contexts
Benefits in terms of social and instructional skills		
<ul style="list-style-type: none"> • motivation to build a relationship with one individual child: better understanding of how children think and what children like to do; • expectation to improve communication skills 	<ul style="list-style-type: none"> • better understanding of the 'children's world', of their perceptions and interests; • broader experience of communicating with parents – especially with parents with different backgrounds than one's own 	<ul style="list-style-type: none"> • stronger and more explicit consideration of the children's perspective
Benefits in terms of self-esteem as future educators		
<ul style="list-style-type: none"> • [no respective developments expected] 	<ul style="list-style-type: none"> • increased confidence to establish a good relationship with children who were unknown and unfamiliar 	<ul style="list-style-type: none"> • clearer position about how to react
Benefits in terms of personal development		
<ul style="list-style-type: none"> • [no respective developments expected] 	<ul style="list-style-type: none"> • increased reflection on one's own approaches and prejudices; • increased openness, tolerance, flexibility, or appreciation of cultural diversity 	<ul style="list-style-type: none"> • [no respective changes visible]

Source: authors, adapted from Leutwyler et al. (2014b).

The interviewees also report the positive impact of the project on school children. Thanks to Nightingale, they integrate more easily in schools. This has a positive effect on their learning situation, socialisation and cooperation with school friends and classmates. Pupils lose their fear of contact with external (beyond the school) facilities, gain confidence and get higher aspirations about their future. They also improve their language skills, as they are supported in a one-to-one setting by the students. The mentor also serves as an important cultural mediator for the parents.

The cooperation with different stakeholders is one of the strengths of the programme. PH Zug works together with a local school and the Nightingale Mentoring Network, which supports

annual conferences and international exchanges.

However, the fact that the programme is not embedded explicitly in the ITE programme, and is not mandatory for all, affects the number of student teachers willing to act as mentors. Moreover, due to the full timetable and a high work-load of student teachers, the tandems sometimes have little time to organise joint activities frequently enough.

Key success factors

Strong partnerships are key success factors for the effective implementation of the programme. Since Nightingale thrives on the relationships of the tandems, a good cooperation and information flow between all partners is important. The regular coaching for the students is also crucial and valuable. The students have to be motivated to reflect their work and process. It takes a dedicated work of the project manager at PH Zug. The coordinator must be available and accessible for questions of the parents, children, teachers and mentors. This emphasises the importance of the commitment and competences of the project implementers. Moreover, good information exchange between the university and school on the profiles of participants help to match mentors and mentees in a better way.

Specifying the learning **opportunities and guiding students' reflections before, during and after** the project were emphasised by the evaluation studies as important factors to ensure an even higher impact on the mentors (Leutwyler et al., 2014a; 2014b).

Transferability

According to the programme coordinators at PH Zug, the programme could be transferred (with small adaptations to the local contexts) quite easily to other institutions, countries, target groups, etc. In Sweden, for example, several variations of the Nightingale programme were developed (e.g., with handicapped children or refugees as mentees, or with seniors as mentors).

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Interviews:

- Former programme manager of the Nightingale mentoring and integration project (2010-2016) at PH Zug, Switzerland
- Principal for all schools of Zug, Switzerland
- School coordinator of the school of Guthirt in Zug, Switzerland. The School of Guthirt is the cooperating partner of the Nightingale mentoring project in Zug.

Case Study 2: Cyprus – ‘Multi-perspectivity and intercultural dialogue in education’ (MIDE)

Context

The project was designed by a bi-communal² team of history educators and historians working for the Association for Historical Dialogue and Research³ (AHDR), an NGO created as a result of an inter-communal grassroots initiative for promoting critical historical thinking.

Funding came from UNDP-ACT (Action for Cooperation and Trust) and USAID (with partial support from the European Commission with regards to the project’s research component) (Councell, et al. 2013).

The project targeted educators⁴, school students, policy makers and academics from all communities of Cyprus. It lasted 27 months and was discontinued in July 2013 when the funding period ended.

Short description

The MIDE project aimed to “address the needs of educators, practitioners and other stakeholders engaged in examining the linkages between education and intercultural dialogue, multi-perspectivity⁵ and co-operation”.

The physical and cultural division of the island since 1974 has reinforced the ethnic homogenisation of the communities, as well as ‘ethnic estrangement’ (Bryant, 2004). This phenomenon encouraged nationalist images and competing versions of history, identity, and intended futures (Papadakis, 2003; 2006). Educational systems have always been separate (Trimikliniotis, 2004), so Greek and Turkish-Cypriot educators never had the chance to be educated together. These separate education structures cultivated ethnic self-containment, and encouraged dependencies on the respective ‘motherlands’ (Greece and Turkey) for policies, orientations, and teaching material (Koutselini-Ioannidi and Persianis, 2000).

History teaching has been one-sided, mono-perspective and monophonic, overemphasising certain events and silencing other (Papadakis, 2006). Accordingly, the pedagogy underpinning these traditional approaches has been conservative and monophonic, favouring the teacher-centred instruction and the transmission of ready-made knowledge without active student inquiry and critical thinking.

To address this gap, MIDE aimed to develop new education material and organise joint teacher education seminars. The educational material produced by the project was designed having in mind all communities of the island. Educational resources were made available in English, Greek and Turkish. For the first time, the material looked at social history and oral history, and the ways in which different ethnolinguistic communities used to live together, interact and collaborate on the island⁶. The material produced encouraged multi-perspectivity, included the approaches of different communities and actors and encouraged a critical and historically

² The two main ethnic communities recognised by the constitution of the Republic of Cyprus (1960) are Greek-Cypriots and Turkish-Cypriots. A bi-communal team consists of members from both communities, from both sides of the divide, south and north respectively.

³ For more information see AHDR’s website: <http://www.ahdr.info/home.php>. Accessed 01.02.2017.

⁴ Although teacher education activities were not especially designed for the purposes of ITE, many of the educators participating in the seminars were either (a) undergraduate students of education departments north and south in their final years of study or (b) graduates from education, history or other humanities and social studies departments that were not working in education yet, but were aspiring for an educational career.

⁵ It defined multi-perspectivity as “an approach in understanding, which takes into account other perspectives and demonstrates a willingness to regard a situation from a different point of view”. See: http://www.cy.undp.org/content/cyprus/en/home/operations/projects/action_for_cooperation_and_trust/multi-perspectivity-and-intercultural-dialogue-in-education--mide.html. Accessed 01.02.2017.

⁶ It is also important to note that the aspects of Cyprus past that were under investigation were not necessarily sensitive or controversial, enabling a first encounter with the approach without tensions.

sensitive engagement with these different voices and perspectives.

Common teacher education seminars were organised for Greek and Turkish Cypriots. These seminars created the opportunity for them to work together in the same sessions and discuss sensitive issues around the teaching of Cypriot history, as well as their own perceptions and difficulties in approaching such topics.

Evidence on effectiveness

The main outcomes of the project were 33 educational booklets⁷; more than 600 teachers trained in all districts of the island; many outreach activities⁸; and a policy forum followed by a Policy Paper on Education⁹.

Educational authorities on both sides seem to have gradually adopted the idea of multi-perspectivity¹⁰, while other educational actors seem to have started using the idea of multi-perspectivity both in the North and South in their rhetoric.

Interviewees emphasised the social contribution of AHDR and the MIDE project. It helped to legitimate the discourse on peace and reconciliation within Cypriot educational debates in the North and South, has created a space and a community of like-minded actors and has prevented public debates from sliding down to nationalism, prejudice and hostility.

However, little has been achieved to mainstream the project booklets for teachers and student teachers due to the lack of collaboration with the Ministry of Education, which would be in a position to legitimate and mainstream the use of the material, fund its production and effective dissemination, and organise extensive teacher trainings. There is hope that with the ongoing peace negotiations, and especially with the establishment of a bi-communal Technical Committee for Education in order to discuss matters of education in a bi-communal federal state, the atmosphere will become more conducive for this kind of material to be embraced by central educational authorities on both sides.

Other factors that limited the effective implementation and mainstreaming of the project results included:

- Limited evaluation of impact: lack of a systematic evaluation of the extent to which the material was used as well as the *ways* in which it was used and the impact it had on changing established practices. The evaluation of the impact of the project would have been more meaningful and effective if it left considerable time for teachers to familiarise themselves and try out the material in their classes.
- Not enough trainers: most of the actors in MIDE and the AHDR Board were already employed full-time and had to work in their free time to prepare the educational material and conduct the training seminars.
- Preaching to the choir: people who are interested in taking part are usually open-minded teachers who have already embraced such ideas, in terms of teaching pedagogy and pro-reconciliation stances.
- **Teachers' resistance:** some of the participating teachers found the material controversial. In addition, mostly because of the traumas from the conflict, they did not feel ready to challenge the dominant narratives and methodologies in their classrooms.
- The role of the teacher trade unions: while in the North the teacher trade unions were

⁷ For a list of the supplementary educational material produced see: http://www.ahdr.info/educational_materials.php. Accessed 08.11.2016.

⁸ See for example <http://www.ahdr.info/viewarticlesub.php?scid=25>; <http://www.ahdr.info/viewarticlesub.php?scid=65>. Accessed 08.11.2016.

⁹ See: <http://www.ahdr.info/viewarticlecat.php?cid=38>; and the video animation <https://youtu.be/HP7zdLMprjU>. Accessed 08.11.2016.

¹⁰ See for example the yearly objectives of the Ministry of Education and Culture for 2016-2017 at: <http://www.moec.gov.cy/stochoi/index.html> and <http://enimerosi.moec.gov.cy/archeia/1/ypp4467c>. Accessed 08.11.2016.

particularly enabling (in terms of recruitment, dissemination, offering venues for events etc.), in the south, they appeared more reluctant.

Although the work undertaken by AHDR was truly innovative and ground-breaking, the successful implementation of such initiatives depends on stakeholders taking seriously into account the context in which the initiatives are to operate.

Research has shown the well-entrenched ‘conflict ethos’ in Greek-Cypriot education (Charalambous 2013, Charalambous, et al. 2016; Zembylas, et al. 2011a; Zembylas, et al. 2011b), which has taken decades to be established and become part of the pedagogic ‘habitus’ of teachers. It may take an equally long time to be undone and deconstructed. For this reason, such initiatives seem to require a more serious and long-term engagement with teachers so that trainings manage to be transformative in terms of beliefs, orientations and practices.

Key success factors

This first organised attempt for reforming history teaching towards the direction of critical thinking and reconciliation was a local grass-root initiative (rather than a top-down measure). The organisers, peace activists from the North and South, became the agents of change. This was important for the relevance of the project to the needs of communities.

The project evaluation and interviews identified the following success factors that helped to achieve the expected results and initiate the dialogue at the policy level:

- Skilled and internally motivated people: all participants recruited for the activities were academically skilled and had a genuine interest both in education and in the peace building process.
- A culture of cooperation and dialogue: good collaboration between the members of the bi-communal team was important for the delivery of the project results.
- Local teachers taking part in the material production: this helped to make the material relevant for the local needs, problems and realities.
- Effective and credible international partners: internationally recognised academics were involved in both the material production and the trainings in order to ensure academic quality, pedagogic effectiveness as well as lack of ideological prejudices.
- Establishment of **the Home for Cooperation: a shared ‘third space’ in the buffer zone** that hosted the activities and provided visibility for the initiative. Furthermore, with the Home for Cooperation, the Association has a permanent and visible presence and continuously offers programs in the area of history and education, which also contributes to the sustainability of the produced results.

Transferability

The project could potentially be implemented at the national level if peace negotiations continue making significant progress and that political solution to the Cypriot conflict is found. Mechanisms are in place with central educational authorities. For example, ITE programmes include courses on history teaching. The MIDE material and the methodology and epistemology that underpins it could be part of these programmes and inform teacher education on history teaching and learning. Educational authorities could collaborate with the AHDR¹¹ to provide continuous professional development (CPD) opportunities to in-service teachers on the principles of the disciplinary approach to history teaching, on the use of the material, as well as on other related issues (e.g. teaching sensitive subjects in education). The ministry also has the funding capacities to reproduce and disseminate the material to schools. Educational authorities could incorporate the ideas and approach of MIDE in the design of the history curriculum and on

¹¹ *In recent years, the ministry has been more open to collaborate with NGOs for the purposes of teacher trainings. See for example collaborations about gender and sexuality with NGOs to provide teacher and student training*

the teaching of sensitive issues at school.

Some local academics in education departments reported that they use the material produced as examples of good practices when they teach units on history teaching, nationalism, or intercultural education to train undergraduate student teachers. One local private secondary school has made use of this material in the design of a course on Democratic Citizenship.

Although the material developed is Cyprus-specific and conflict-specific, the philosophy behind it is based on the latest developments in history teaching and learning, and provides a model for working on cultivating intercultural dialogue in diverse and troubled societies. Other contexts could adapt: 1) the epistemology and methodology of history teaching¹²) the process of material development that goes hand in hand with teacher education seminars, where teachers are active agents; and 3) the way in which the material promotes intercultural dialogue through multi-perspectivity and evidence-based approach to history education. Contexts of conflict could especially take many ideas on how to dismantle a division through transformative historical knowledge in safe spaces of encounter and exchange

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¹² For an introduction to the theory and epistemology underpinning the material (disciplinary approach to history teaching), see http://www.ahdr.info/ckfinder/userfiles/files/MISSING%20PPL_S2.pdf.

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Interviews:

- Current president of AHDR
- Co-president of AHDR, Educational Director of MIDE II, teacher trainer, author of publications
- President of AHDR during MIDE I, author of MIDE proposal, author of publications, teacher trainer.

Case Study 3: Germany – Life is Diversity (*Leben ist Vielfalt*) Students' network

Context

The network 'Life is Diversity' was created in 2011 by a group of student teachers and teachers in cooperation with the 'Network of teachers with a migrant background' in North Rhine-Westphalia (NRW) (*Netzwerk Lehrkräfte mit Zuwanderungsgeschichte*) and the 'Centre for Education Research and Teacher Education' (*Zentrum für Bildungsforschung und Lehrerbildung*, PLAZ). The network, which has become a registered university group since 2016, is located at the University of Paderborn. Some of its activities are not limited to the university and reach out to the community and city of Paderborn.

The main target group of the network is student teachers, but practicing teachers and other relevant groups such as university staff are also targeted. The network was initially intended for student teachers with a migrant background, but it soon shifted its focus towards all students.

Short description

The main aim of the network is to appropriately prepare student teachers to teach in diverse classrooms. Specifically, the network aims to:

- help student teachers develop intercultural sensitivity;
- inspire ideas and promote the implementation of intercultural practices in schools;
- act as a network for student teachers who are interested in inter-culturality and heterogeneity;
- act as a forum for discussion and exchange about challenges and approaches in the teaching in diverse classrooms;
- provide student teachers with specific knowledge and practical experiences.

The group initiates the exchange of information and experience about teaching in intercultural settings, and organises support measures for refugees. Activities performed by the Network include:

- 'Practice days on Intercultural Classroom Management and Inter-culturality and Language Support in School'. During these days, theoretical and practical input is provided, students practice what they have learned in 'real-life' settings and receive feedback from peers and lecturers);
- workshops on 'Multilingualism in German Language Teaching', 'Inter-culturality and Equity in Education in the German School System', 'Training for Arguing Against Prejudices', 'What Teachers Need to Know About Islam', 'Representations of Islam in Books for Children and Young People', 'Intercultural Competences and their Relevance for Students and Professionals', 'Teaching Concepts Against Exclusion', 'Social Work in Schools'. However, these workshops are non-obligatory for students;
- information Events on Teacher Internships;
- excursions to Mosques;
- lectures on Turkish-German Culture Contacts and on Religious Diversity with role models;
- cooperation events with the Language Department of the University of Paderborn on language teaching;
- 'Diversity days' (i.e., days or evenings that are dedicated to learning more about other cultures, exchanging with people of different origins and learning about differences and similarities);
- cooperation events with the Centre for Education Research and Teacher Training (*Zentrum für Bildungsforschung und Lehrerbildung*) on issues of inter-culturality;
- further cooperative activities are conducted with initiatives such as Students for Refugees (*Studies für Flüchtlinge*), Ment4You – Diversity has impact (*Ment4You – Vielfalt wirkt*) and Project Teachers with a Migrant History (*Projekt Lehrkräfte mit Zuwanderungsgeschichte*);
- Tutoring for refugees and part time activities for children.

Students consider the network as an opportunity to enrich the teaching profession through their diverse and intercultural competences (PLAZ, 2011). The idea of the network was born by the

coordinator who quickly found support from the Department of teacher studies.

In 2016, the network was registered as a university group, which allows it to be more independent and visible and attract more students and supporters (University group *Leben ist Vielfalt*, 2016a).

The internal commitment and interest of network members and supporters is noteworthy. Most speakers and lecturers waive their fees, and Professors of the University of Paderborn contribute actively to workshops and lectures without payment. As a University group, some funds are available through ASTA – General representation of students (*Allgemeiner Studierendenausschuss*).

Evidence on effectiveness

The group consists of about 15 members. However, fluctuation of members is high because new members join and others leave when graduating. According to stakeholder opinions, the network has enabled **the development of student teachers'** intercultural sensitivity, and mutual learning. Through preparing future teachers, the network also contributes to the design of schools of the future and to more equality and equity in the education system (PLAZ, 2013). The network enables to raise awareness for issues of diversity and inter-culturality and to reduce prejudice, among both students and university staff. E.g., Speakers and lecturers use the discussion material in their seminars and lectures, beyond the network activities. Furthermore, the network coordinator indicates that the range of students who are interested in topics of diversity and inter-culturality has been widening.

The network has an indirect influence on the content of the programmes offered at the university. The initiative offers courses that can be credited for the profile studies 'Dealing with heterogeneity' (*Umgang mit Heterogenität*) and is relatively flexible in the design of the courses.

Feedback from different informal sources indicates that students consider some of the network activities as more effective for their preparation as a teacher than some of the seminars they attend at university (University group *Leben ist Vielfalt*, 2016b). The network provides them with orientation, increases self-confidence and makes knowledge and information available to be directly applied in the classroom. Furthermore, it strengthens the linkage between theory and practice (University group *Leben ist Vielfalt*, 2011).

Despite the positive results, the interviewees also highlighted some limitations that can potentially hinder the effectiveness of the initiative:

- Students are confronted with time pressure and stress due to the Bachelor/Master system and often lack the time to participate in additional measures;
- According to the **network's** statutes, the board has to change frequently (once a year), which is difficult considering the amount of time invested in establishing the board and its structures;
- The high fluctuation of the members of the network is the main limitation to its sustainability.

Key success factors

The relevance of the network to the needs and interests of the students is important for its success and mainstreaming. The network and its activities are developed by students themselves, they therefore respond directly to their needs and expectations. Furthermore, dedication and commitment of its members and supporters has been crucial for effective implementation of the network activities and attraction of like-minded students.

Besides the local commitment, external support, from the university and Centre for Education Research and Teacher Education (PLAZ) allowed network to be registered as official group and provide high-quality content and professional training. Partnerships, networking and strong cooperation with relevant stakeholders were also highlighted as important success factors.

The new board is working on reaching out and connecting with more stakeholders, especially among other universities. Possible links with policy makers could be established within this process as well. In the future, to improve its impact, the network could offer more thematic events using different formats and invest more resources in dissemination and attracting more student teachers studying difference discipline (until now the main participants of the Network activities were students of German or social subjects).

Transferability

The university group is working towards a stronger cooperation with similar groups from other university, and is pushing for the establishment of such groups at all universities of teacher education in North Rhine-Westphalia. The structures of teacher education differ slightly within North Rhine-Westphalia and even more among the different German federal states, which might complicate the transfer of the concept. At some universities, the network might only be relevant for Master students.

The measure has not directly been transferred to other countries but it could easily be done, especially in countries with a large population diversity.

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Interviews

- Member of University group and director until July 2016
- Member of University group and director since July 2016
- Two members of the University group 'Life is Diversity' (*Leben ist Vielfalt*)

Case Study 4: Germany – Multilingualism in teacher education (*Mehrsprachigkeit in der Lehrerausbildung*)

Context

The department of Diversity in Education research of the University of Hamburg is responsible for the design, development, and implementation of the University's 'Multilingualism in teacher education' module, which has been guided by several key policy initiatives.

At national level, these policy initiatives include the 'Standards for teacher education: education science' (*Standards für die Lehrerbildung: Bildungswissenschaften*) of the Standing Conference of the Laender (*Kultusministerkonferenz, KMK*), and their recommendations regarding cultural and social diversity. They also include diagnostic skills as key competences for teachers (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2004). In 2013, the need for all federal states to include and develop intercultural education in teacher education was re-emphasised by the new edition of the KMK recommendations on 'Intercultural education and training in school' (*Interkulturelle Bildung und Erziehung in der Schule*) (Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, 2013).

At federal level, the 2007 'Hamburg concept for the integration of migrants' (*Hamburger Handlungskonzept für die Integration von Zuwanderern*) calls for intercultural education to be included in teacher education. It also suggests that model on 'German as a second language should' should become obligatory for teacher education (Freie und Hansestadt Hamburg, 2007). This recommendation was reinforced by the 2013 'Hamburg concept for the integration of migrants', which makes provisions for the systematic qualification of school staff for dealing with cultural, linguistic and social diversity. Preceding this, in 2006 the Hamburg Senate also called for 'Dealing with cultural and social diversity' to become one of three obligatory priority themes in ITE (University of Hamburg, 2014; 2016).

The main group targeted by the module are student teachers at Bachelor's and Master's level. The module was introduced gradually between 2000 and 2006, and has been available for all students since the winter semester 2006/07 (University of Hamburg, 2016).

Short Description

The module on multilingualism in teacher education aims to:

- prepare student teachers for their future work in diverse and multilingual classrooms by giving them the opportunity to learn about and deal with diversity and multilingualism in an integrated way;
- develop sensitivity to diversity-related issues;
- educate students about cultural diversity and multilingualism in Hamburg;
- raise awareness among student teachers on migration, the difference between migration and multilingualism, and on the meaning of, and differences between, terms such as 'foreigner', 'migrant', 'student with a migrant background';
- make student teachers develop a positive asses-based perspective on diversity, learn about approaches how schools can value diversity and make it visible;
- raise awareness among student teachers on the relevance of parental engagement and cooperation with parents and about differences in educational attainments and transitions.

The 'Hamburg model of teacher education' (*Hamburger Modell der Lehrerbildung*) includes cultural and social diversity not only in education science, but also in teaching didactics. The issue is covered in four different Bachelor's and Master's courses for primary, secondary and higher secondary school teachers, as well as for special education and vocational education teachers (University of Hamburg, 2016). Student teachers must choose two out of the

following three thematic areas:

- Heterogeneity (about 60% of courses);
- New media (about 20% of courses);
- School development (about 20% of courses).

Currently, efforts are being made to strengthen the area of inclusion (by incorporating the teaching of students with learning disorders).

In order to strengthen the connection between theoretical courses, research and practical implementation, research workshops are available to student teachers during the second and third semesters. The seminar takes place at the same time as student teachers' school internships and focuses on different aspects of diversity.

The module on multilingualism in teacher education was based on the understanding that every student teacher needs to learn about and deal with socio-cultural diversity. It also recognised that isolated seminars are insufficient to fulfil this need. The modules were **gradually introduced into Bachelor's and Master's courses in 2006.**

The University of Hamburg model differs from those found in other universities in its integrated and voluntary character. In most universities, intercultural education and multilingualism are taught in separate modules. The University of Hamburg considers that multilingualism is a key aspect of intercultural education, and therefore teaches the two in conjunction with one another.

Before the systematic introduction of the modules, additional courses that dealt with diversity-related issues (including language) were already available. The multilingualism module was implemented using the budget previously allocated for these courses, therefore, no additional funds were **necessary. Recently, funds from the 'Quality strategy for teacher education' (Qualitätsoffensive Lehrerbildung)** have also been made available.

Evidence on effectiveness

Regular assessments among student teachers reveal that more than 60% of those who have participated in the modules feel that they are sufficiently prepared and trained for issues of diversity. Assessments carried out between 2012 and 2014 yielded the following results:

- 72 % of participants fully agreed, and 23% partly agreed, that they had been introduced to the meaning of linguistic, social and cultural diversity of students in school through their studies;
- 23 % fully agreed, and 50% partly agreed that they were able to enhance their knowledge and competences on the topic of diversity and multilingualism;
- 68 % of students said that getting to know and understand other cultures was very important for their future profession. 27% rated it as important.

However, one of the limitations highlighted is that these competences are of a rather general nature and participation in the model is not obligatory. More specific skills requested by schools, such as teaching German as a second language, are still missing in the study programme. Furthermore, the offer of the module at Bachelor level is weaker. Students **perceive that the intensity of the module is very high during two semesters of Master's studies. They would consider it more effective to start more intensively at Bachelor's level and spread out courses over the four semesters of their Master's studies. Integrating more content into the Bachelor's course would enable them to consider and integrate diversity issues in the internships too.**

Key success factors

From the start of the module, the work of the Hamburg Commission for Teacher Education has been central. The political will, continuous support of and cooperation with the City of Hamburg was necessary for the systematic introduction and implementation of multilingualism in teacher education. Available research evidence on benefits of diversity and societal conditions were

conducive to drawing attention to the need to qualify teachers for diverse classrooms.

Other crucial success factors include:

- research findings that proved that a module of this kind was necessary and effective;
- expertise at the University of Hamburg (where diversity and multilingualism-related seminars had already been offered before the implementation of the module);
- establishment of the respective provisions in the official regulations and documents of the University of Hamburg;
- the practical connections of the module: cooperation with schools, internships in schools.

The impact of the module could be improved in strengthening specialised modules, such as German as a second language, which are requested by schools but are currently not offered due to the integrated nature of the module. Another proposal is to increase the weight of the grades for diversity-related courses in the overall grade, which would create additional incentive for students to attend the relevant courses.

Transferability

A national-level implementation would only be possible through individualised models that match local regulations and structures. However, what applies to all contexts is the fact that there is a close two-way connection between teacher education and politics. The current political landscape in Hamburg, where the need for expertise in issues of diversity in schools is commonly accepted, is considered to be supportive for the implementation of such a module. The module has not been transferred outside of Germany but those who developed it made use of experience gained in the UK, Sweden and the Netherlands in multilingualism in teacher education.

In Germany, regulations for higher education and teacher education differ in each federal state and university. This limitation could be mitigated if universities willing to implement the module would study the Hamburg model in detail and match it with their regulations and structures of teacher education. The module can be easily replicated if the political landscape is supportive enough.

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Interviews:

- Professor emeritus and co-founder of the module on 'Mehrsprachigkeit in der Lehrerausbildung'.
- Current BA student teacher of the University of Hamburg.
- Former student teacher of the University of Hamburg, currently a teacher in Hamburg.

Case Study 5: Denmark – Modules on ‘Teaching bilingual children’ & General education/Christian studies, philosophy of life and citizenship

- Measure 1: Teaching bilingual children (*Undervisning af tosprogede*). Mandatory 10 ECTS point module for Danish ITE teachers, and Merit teachers at all University Colleges in Denmark. Part of the sub-area ‘Pedagogy and Teacher skills’, which is part of the main area ‘Basic Professional Teacher Skills’.
- Measure 2: General education/Christian studies, philosophy of life and citizenship (KLM) (*Almen dannelse/Kristendomskundskab, livsoplysning og medborgerskab, KLM*). Mandatory 10-20 ECTS point module. Part of the main area ‘Basic Professional Teacher Skills’.

Context

Both measures were designed by the Danish Ministry of Higher Education and Science and the Ministry for Education and Research, and funded by the state. The module on ‘Teaching bilingual children’ has been implemented since 2014 (after the 2013 reform of Teacher Education). The module on ‘KLM’ has been implemented since 2007 (following the 2006 reform of Teacher Education). It is intended for all students and subsequently all school children in Denmark in primary and lower secondary schools (including private schools) (Order, 2013).

Short description

The aim of the module on ‘Teaching bilingual children’ is to prepare all future teachers in Denmark to teach bilingual children. The module aims to prepare future teachers to identify educational challenges linked to second (state) language in the teaching of subject knowledge and to favour bilingual pupils’ linguistic and academic development in linguistically diverse classrooms (Order, 2013, Annex 1).

The module on ‘General education/KLM’ aims to prepare all future teacher in Denmark to be able interpret public school purposes, the development of professional ethics and to handle complex challenges in the teacher work in the context of cultural, value-based and religious diversity. It aims for future teachers “in a nuanced and reflective way, (...) to relate to ethical, political, democratic and religious challenges associated with education, parent involvement and school in a globalised society” (Order, 2013, Annex 1).

Both measures are mandatory at all university colleges providing ITE in Denmark. However, due to the autonomy of methodological approaches in higher education, the way the activities and lessons are carried out differ. Module descriptions and lesson plans differ between university colleges and teacher educators.

Bigger university colleges in Copenhagen and Aarhus tend to focus on preparing future teachers to working with bilingual children explicitly (for example second language acquisition, language development of pupils with various mother tongues; language support and awareness in subject disciplines as Math, English, Social Sciences; culture education). On the other hand, university colleges in other parts of the country focus on broader issues, such as parent-teacher collaboration (VIA UC 2016a). According to interviews, this variation is partly due to the autonomy of each university college, to a smaller share of migrant children in rural areas and to lack of teacher staff educated in bilingual teaching in some colleges (Order, 2013).

• Module 1: ‘Teaching bilingual children’

Through lectures, group work, case studies, classroom discussions, hands-on techniques, the module focuses on “the development of inclusive educational and didactic practice in which Danish as a second language is a dimension of the learning processes in all subject teaching in primary and lower secondary school education” (VIA UC 2016a: 15). Linguistic and cultural

diversity is taken as a condition and resource in schools. **The module's objectives are:** to work with "bilingualism, second language acquisition and inter language analysis, language as a learning tool in school subjects, language tutoring, intercultural education" in order for student teachers to integrate language didactic reflections in theory and practice (Ibid.).

Preparation for teaching bilingual children is a goal in teacher education since the mid-1990s. However, findings from evaluations and investigations showed that many teachers working in the Danish schools were not sufficiently prepared for teaching bilingual children (Danmarks Evalueringsinstitut, 2007; SFI, 2012). On that basis, in 2013 it became mandatory for all students in ITE to attend the module 'Teaching bilingual children' (Order, 2013). According to interviews and evaluation reports (Danmarks Evalueringsinstitut, 2007; SFI, 2012), the main resources needed for a good implementation of the module are:

- a) Well-educated teacher educators: since 2016, teacher educators are obliged to have teaching experience;
- b) Support at managerial level at all university colleges in Denmark;
- c) Development of resource materials (according to interviews, no resource book has yet been developed and published);
- d) Teacher educator training courses at regional and national level.

• **Module 2: 'General education/KLM'**

The module is based on lectures, group activities, tutorials, presentations (VIA UC, 2016a). It aims to introduce student teachers to "an analysis of democracy and citizenship in the history of ideas, the formation of theoretical and professional ethical perspective" (Ibid.). The module focuses on students' efforts to deal with the school's values and relate them to the teaching profession with respect for cultural and religious diversity (Ibid.).

In contrast to the module on 'Teaching bilingual children', more resource books are published and available for teachers teaching General Education/KLM (Bogish & Kornholt, 2013; Bækgaard & Bækgaard, 2014). According to interviews, many teacher educators teaching this module are using the same textbook (Bækgaard & Bækgaard, 2014), however, focus on different issues depending on the class needs. The resources needed for are the same as for module 1.

Evidence on effectiveness¹³

While Module 1 has not yet been evaluated¹⁴, Module 2 was evaluated in 2011 by the Danish Evaluation Institute (Danmarks Evalueringsinstitut/EVA, 2011). The evaluation concluded that main intentions had only been achieved to a certain degree. 51 % of teacher educators teaching General Education, (including KLM) perceive the introduction of the subjects as positive or mainly positive, whereas 61 % of other teacher educators perceive the introduction of these subjects as positive (Ibid.). Many university college teacher educators consider the general teaching professional skills in particular (including KLM) as insufficient for future teachers to be appropriately prepared for the teacher profession (Ibid.).

According to an interview with a student teacher from VIA university college who has

¹³ It should be noted that the measures described here, in particular with respect to measure 1, have not yet been evaluated at national level. Neither has a cohort of ITE students finished the newly invented Measure 1 (Order 2013). This means that the evidence of the appropriateness of these two measures for preparing future ITE students for the multilingual classroom is limited.

¹⁴ Measure 1 has not yet been evaluated at the national level due to the relatively new invention of the measure being made mandatory. Furthermore, the teacher educators and students interviewed in this case study are representing an "urban" university college in Aarhus, where the percentage of migrant and refugee children – similarly to the capital Copenhagen – is high. Therefore, the awareness about the necessity of teaching and preparing future ITE students for multicultural classrooms is very high amongst both teacher educators and students. In comparison, at other university colleges in the Northern/Southern part of Denmark where the density of migrant children is smaller, the awareness of the necessity for preparing future ITE students for a multicultural classroom – at a management level – is much smaller (see UCL, 2016; Interviews)

participated in the module 'Teaching bilingual children', it provided her with "huge learning outcome", "hands-on techniques, methods, training and practical knowledge about how to teach bilingual children". Being asked about the module "General culture", mandatory during the first year of ITE, the same student stated that it was "fundamental in developing [herself] as a teacher being able to deal with diversity, cultural encounters, inclusive classrooms, cooperation with parents from various cultures, ethics, etc."

Strengths of the projects:

- Module 1: The mandatory nature of the module is important so that all future ITE student must learn how to take account of the background (linguistically and culturally) of all children in the multilingual classroom.
- Module 2: According to interviews, measure 2 prepares ITE students for future diversity in school in broad and general ways.

Areas for improvement:

- Module 1: Interviews highlighted that a 10 ECTS module is too little for future ITE student/teacher in primary/lower secondary school to be adequately prepared for a multicultural classroom.
- Module 2: According to interviews, the focus on diversity and culture clash/encounters was only one part of the measure, in which ethics, and more general knowledge was also in focus. One weakness might be that individual teacher educators put less emphasis to diversity rather than to ethics and moral education, including Christianity.

There is little evidence on the sustainability of both measures. Although the module 'Teaching bilingual children' has been made mandatory only since 2013, **the module's sustainability** is closely linked to a range of increasing challenges in the Danish primary/lower secondary school, in particular the increasing number of children with different ethnic/migrant background. Despite political parties opposing migration to the country, there is acknowledgement and support from the state regarding the necessity of integrating the existing migrant children in primary school and lower secondary school (in total 12%) (Danish Ministry of Education, 2015; Danmarks Evalueringsinstitut, 2007; SFI 2012).

Most policy in Denmark is based on evaluations and scientific evidence. As teaching bilingual children has been a focus point for many decades, presumably only future evaluations pointing to limitations of the measure could cause changes in this measure.

Key success factors

The following key success factors can be highlighted for both measures:

- a) Well-educated university college teacher educators;
- b) Support at managerial level at all university colleges in Denmark, (not only in the biggest cities of the country, but also in more rural areas);
- c) Development of resource materials for teaching the subject at university colleges;
- d) Teacher educator training courses – at regional and – in particular – national level;
- e) Supervision and training of teacher educators at University Colleges;
- f) Clear professional requirements for university college teacher educators.

The differences in implementation of the mandatory modules in various areas/university colleges of the country limit the sustainability of positive outcomes of both measures nationwide. In particular, the lack of well-educated professional teachers in smaller ITE providers is a limitation. A stronger focus from university college management at all university colleges on teaching bilingual and multilingual children could improve the uptake of the modules nationwide.

Transferability

Module 1 could easily be adapted to other education systems and contexts. The rationale for developing this module is partly based on international research and studies on Second

Language development and acquisition (e.g. in the framework of TESOL). Many European countries have their own national language research studies on this subject. Local researchers on second language acquisition may be used as partners in developing a mandatory module in each country.

Module 2 could be adapted to other education systems and countries with some modifications. As the ideas and thinking in this module are similarly based on a common European research knowledge, it might be possible to adapt this module to a common European context. The specific focus in Denmark on teacher collaboration with parents may be new to many European ITE systems. However, it is very likely that many obstacles can be overcome, if a trans-European working group could be established.

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Interviews

- University College Teacher at VIA University College Aarhus, Denmark. Teacher of Module 1 'Teaching Bilingual Children'.
- University College Teacher at VIA University College Aarhus, Denmark. Teacher of Module 2 'General Education'.
- Current ITE student, 4th year of ITE education at VIA University College Aarhus, who has passed measure 1 and measure 2 at VIA University College Aarhus.

Case Study 6: Spain – Tandem Project. Learning Service Programme (*Proyecto Tándem. Programa de aprendizaje servicio*)

Context

The project is led by a team composed of the Director of Primary Teacher Degree of the University Rovira I Virgili in Tortosa, the chief of the Socio-educative Department of the Generalitat of Catalonia and the responsible of the Socio-educative Service of the Ajuntament of Tortosa. University Rovira i Virgili, Generalitat of Catalunya and Ajuntament of Tortosa are co-responsible for funding the Tandem programme.

The target group of Tandem is university students in the Bachelor degrees of Elementary and Primary Education, and vocational education students in the Degree of Social Integration. The programme is elective for the students. The targets of the service were primary school students with difficulties for integration, especially newcomers from other countries. The Tandem project was first developed in 2010-11. In 2012, it was included in the learning service programme at University of Rovira i Virgili. At that moment, the Learning Service Programme has become a strategic objective for the university, and it was integrated in the Sociology Degree, Psychology Degree, ITE Degree and Socio-Educational Degree. The implementation is undertaken by a 'promoting team' composed of representatives of each of the three institutions involved. It was inspired by the 'Rusignol' Project developed in Girona to enhance the linguistic integration of newly arrived migrants by using diverse resources available at the city (schools and associations, among others).

Short description

The project combines:

- a service aimed at facilitating social and cultural integration as well as personal and educational development of pupils with integration difficulties in schools in Tortosa;
- learning which aims to help ITE students and vocational education students to develop competencies through reflective practices in the area of socio-educational work. The main competences to acquire are: to
 - a) design and implement teaching-learning processes in cooperation with other professionals and community social agents;
 - b) design and evaluate learning spaces on the basis of diversity recognition and focusing on equal opportunities and social justice;
 - c) assume the educational function of the community and the social contest of the students and their families in order to implement meaningful educational experiences.
- reflective practice put into action in each Tandem team composed of a tutor (teacher at the school), the university teacher and the student.

The project's main activities are based on establishing a tandem or partnership between one ITE student and one vocational education student that, together, mentor two children at risk of social exclusion. The tandem is created by the tandem supervisors (University teacher and social agent of the association or school). They design a programme with personalised activities in collaboration with various educational and social agents in the city of Tortosa. The partnership lasts six months (one academic semester). School teachers or social educators and act as tutors for every single tandem. Diversity is the focus subject during the project. The tandem works follows an intercultural approach to deal with diversity and consider diversity as normality resource. A strong effort is made to avoid stigmatisation based on nationality, religion or language.

The cooperation among three institutions: the university, the Council Government and the Government of Catalonia is an important element of the programme. The university provides

the student teachers involved in the project and their knowledge and teaching time; the Council Government and the Generalitat provides the participation of primary and secondary schools, vocational and training centres located at the city of Tortosa and around. There have been 82 mentors (teachers at schools) and 124 ITE students participating in the project. All eight primary schools of the city participate in the project.

Evidence on effectiveness

The main results of the Tandem project include:

- social and cultural integration and personal and educational development of pupils in schools of Tortosa;
- improved skills and competences of ITE students in dealing with pupils from diverse background.

The annual evaluation results show a very high level of satisfaction of students, families, children, mentors and tutors. Three kind of indicators are used to evaluate the project: objectives achievement, personal satisfaction, social impact. Students were motivated and felt they grew professionally. Furthermore, they valued interdisciplinary work (involving collaboration with teachers and social educators), and the link between theory and practice. Teachers at the schools and vocational centres valued the cooperation with the university staff and the opportunity to develop activities in collaboration with other associations and keep reflecting about their own practices.

The main strengths of the project are the high level of involvement of the participants (in the three institutions), the improved competences of ITE students, and the high cost-benefit rate.

The initiative could be improved by including a more systematic evaluation of the ITE students' learning process and results.

The stable priorities and cooperation between partners also positively affects sustainability of the programme. The available resources are integrated in the common budget of each institution and the skills gained by the participants are recognised as part of their teacher profile. Sustainability of the project has been also possible thanks to personal and institutional engagement and political support.

Key success factors

Political support from the local and regional authorities, university management, stable participation of schools and associations were the main success factors. The middle-sized town where the programme has been implemented facilitates contacts and trust among the different actors.

The clear distribution of tasks among the promoting team and the Tandem groups is another crucial element for the effective implementation of the project. The promoting team designs and plans the project, teaches student teachers, contacts and disseminates the project in the schools and vocational centres, provides tutoring to Tandem teams, and evaluates the project. The Tandem teams undertake interviews with the centres and school responsible staff members, establish the agenda and calendar, develop the activities, keep contacts with the families, and participate in the evaluation process.

The impact of the programme could be improved by incorporating new schools, vocational centres and associations in the city. More spaces in the university, grants for students who wish to become mentors in the programme could improve the effectiveness of the project as well. According to the Primary Teacher Education Degree, it would be important to include some others subjects as part of the programme (e.g. a deeper critical reflection about diversity and inequality, equity of opportunities and socio-political context). For the moment, Tandem is just developed in the **subject 'Family, Society and Education', that is compulsory for all students.**

Transferability

The initiative is local but there are diverse examples of similar programmes developed in other Spanish regions. Service learning as a methodology has been incorporated in some universities in Spain (not only for ITE students), and in some secondary schools in collaboration with social agents. There is a national network for Service learning¹⁵, and regional networks in various regions in Spain.

Spanish Universities are autonomous when making decisions about methodology, therefore it would be possible to introduce this practice at the national level. On the other hand, the autonomy of each University limits the possibility of a general implementation. This decision depends on each ITE providers and specifically on each Faculty of Education.

The main limitation for transferability derives from the real opportunities and mechanisms for cooperation among diverse institutions, specifically local or national authorities and universities. Some resistances to transform traditional methodologies developed in ITE still exist in some regions. For the Service learning programmes to be successful it is important to introduce innovative methodologies based on reflective practices and cooperation with other social agents in the community.

These limitations can be overcome by including this programme as part of the strategic objectives of the institutions, and undertaking training programmes for university teachers and responsible staff, to link the experience with other examples (Service learning Network).

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Interviews:

- Director of Primary Education Teacher Degree (University Rovira i Virgili).
- Responsible of Department of Education (Generalitat de Catalunya)
- Director of Pedagogical Service of Baix Ebre (Local Government)

¹⁵ <https://aprendizajeservicio.net/>

Case Study 7: Ireland – The DICE Project

Context

The DICE Project¹⁶ is a collaborative partnership between five Irish higher education institutions (HEIs) providing ITE at primary level: the Church of Ireland College of Education; Froebel Department of Primary and Early Childhood Education, Maynooth University; Marino Institute of Education; Mary Immaculate College, Limerick; and St Patrick's College, Drumcondra¹⁷.

DICE is a national education initiative which promotes and supports the integration of development education (DE) and intercultural education (ICE) within ITE programmes at primary level and across all relevant areas of the primary school curriculum (DICE Project, 2014). It aims to equip student teachers with the skills, knowledge and values necessary to integrate development education and intercultural education into their classroom practice.

The project commenced with a pilot phase in 2003, and continued to be funded on a multi-annual basis thereafter with a view to integrating development education and intercultural education into ITE programmes. Phase 1 (2004-2007) focused on assisting colleges of education to integrate and embed development and intercultural perspectives in the preparation of primary school teachers. In Phase 2, the DICE core project was designed as a major step towards embedding development education and intercultural education in ITE. Phase 3 of the project was implemented over four years (2010-14) and included a number of specific objectives (see below) (DICE Project, 2014). The next project stage builds on the previous phases and aims at enhancing the sustainability of DE and ICE in teacher education programmes.

The Project is funded by Irish Aid (DICE Project, 2014). The participating HEIs may have other funding streams to complement Aid. Some funding also comes from the NGO Trócaire¹⁸. Funding is utilised for the administration of the project, in employing DICE lecturers in the partner institutions, in implementing awareness raising and engagement activities, and in research. There are part-time and full-time lecturers employed in each of the five participating institutions. The DICE project is implemented across all state-funded providers of ITE at primary level in Ireland (and one private provider). The partner institutions work towards the same aims and objectives and share common values, however the specific programmes vary in implementation.

Short description

The strategic aims of the DICE project are to:

1. Support students graduating from ITE to have good knowledge and understanding of development education and intercultural education, and to be motivated and equipped with the pedagogic skills to teach these two subjects effectively;
2. Influence the development education and intercultural education policy agenda and practice in Ireland, including the implementation of the National Strategy on Education for Sustainable Development;
3. Explore opportunities for synergies and coherence with post-primary level education within the new institutional configurations for ITE;
4. Enhance the sustainability of development education and intercultural education in ITE across all public providers (DICE Office, 2014).

¹⁶ See: <http://www.diceproject.ie/>

¹⁷ In September 2016, the Church of Ireland College of Education and St Patrick's College Drumcondra will be incorporated into Dublin City University's (DCU) Institute of Education. DCU will become the host of the project.

¹⁸ Trócaire is an Irish charity and the overseas development agency of the Catholic Church in Ireland. They work with partners in over 20 countries in the developing world to empower communities to improve their lives, meet their basic needs and ensure their human dignity. In Ireland, they raise awareness about the root causes of poverty and injustice, and advocate for change.

The main activities centre around providing instruction to student teachers at primary level on a range of issues within broader spheres of development and intercultural education. Other activities include:

- Raising the visibility of development and intercultural education within ITE and broadly;
- Engage with policy makers;
- Provision of continuous professional development (CPD) for staff in all institutions;
- Proactive engagement with various key stakeholders;
- Holding events and summer schools (participants include teachers or teacher educators who are interested in these two broad areas) within the areas of development and intercultural education.

One of the key features of the programme is the cross-curricular approach used within the centralised Primary School Curriculum. In order to successfully achieve this, the designated DICE lecturing staff work collaboratively with colleagues from a broad range of disciplines. Opportunities for professional development of lecturers from other disciplines are offered through seminars, conferences and collaboration with DICE lecturers. DICE runs seminars each year in the partner institutions based on identified professional development needs.

The capacity building among staff across partner institutions has contributed to the wide reach of DICE and to its penetration within a broad range of ITE modules. The professional development of lecturers from other curricular areas is provided by the DICE team who have prepared materials for that purpose.

Education for social justice was developed in collaboration with Irish Aid to assist new teachers in how to address diversity in classrooms and develop skills on how to teach global and intercultural issues appropriately. According to interviews, intercultural education provided a good basis for teachers to extend their learning into exploring broader global issues that are at the heart of development education. All ITE programmes have to be accredited by the Teaching Council. One of the learning outcomes set by the Teaching Council for graduates of ITE programmes is to have sufficient knowledge on inclusion and diversity¹⁹.

In addition to ITE, young student teachers need to go through induction and probation. This determines how prepared they are for taking up teaching. Participation in induction programmes is a requirement for all newly qualified teachers who completed their teacher education qualification²⁰. The DICE project also provides continuous professional development in areas such as development education and intercultural education.

Evidence on effectiveness

The main result of the DICE project is that development and intercultural education are now integrated into ITE programmes (both at undergraduate and postgraduate level) for primary school teachers across all HEIs offering ITE at primary level. Other results include:

1. approximately 8,000 student teachers completed modules in development education and intercultural education since 2013;
2. clear visibility of development education and intercultural education in the programme frameworks of the new 4-year Bachelor of Education (Bed) programmes;
3. the integration of development education and intercultural education across a wide range of curricular areas, including SPHE²¹, Art, Drama, Maths, SESE²², Foundation Studies and Religious Studies;
4. a varied programme of continuous professional development for staff in the participating

¹⁹ See: www.teachingcouncil.ie/en/Publications/Teacher-Education/Initial-Teacher-Education-Criteria-and-Guidelines-for-Programme-Providers.pdf

²⁰ See:

www.teachingcouncil.ie/en/Teacher-Education/Induction-Probation/Induction-Workshop-Programme/Induction-Workshop-Programme.html.

²¹ *The Social Personal and Health Education*

²² *Social, Environmental and Scientific Education*

institutions;

5. increased awareness of DICE across the partner institution campuses, through a wide range of activities and events focused on global and intercultural issues;
6. strengthened engagement with key stakeholders, emphasising the value and relevance of development and intercultural education to the primary curriculum and to creating active global citizens²³.

The DICE Coordinator considers the project to be very effective, especially in integrating development and intercultural education into the programme frameworks of the B.Ed. and **Professional Master's in Education qualifications. All students have to take mandatory modules on development and intercultural education (and possible additional specialised modules).** This ensures that the DICE project has a sector-wide impact.

The ultimate proof of the effectiveness of the programme at ITE level would be to monitor the extent to which new teachers implement the knowledge in their own classrooms once they start teaching. A **small-scale study by Dillon and O'Shea (2009) showed that over 60% of new teachers had implemented these themes in their teaching.** According to Fitzgerald (2007) the participants in DICE were more likely to consider the delivery of a global dimension in ITE as **"very important" after participating in the modules.**

The project has evolved from having some lecturers visiting colleges providing ITE to deliver lectures on development and intercultural education to a sector-wide initiative involving lecturers delivering the compulsory modules in each of the colleges. According to interviewees, the perceived weaknesses of the project arise from funding cycles, which can impact staffing, planning and implementation, other forms of competition with other priority areas (e.g. literacy and numeracy), making it difficult to get more time for DE/ICE work.

The possibility of funding for DICE lecturers being discontinued is another potential risk. Resources in the Irish HE sector are currently very limited; hence, a project like DICE relies heavily on outside funding. **Irish Aid that funds DICE is the Irish Government's programme for overseas development, managed by the Development Co-operation Division of the Department of Foreign Affairs and Trade.** It represents government funding that is not directly meant for ITE. The Department of Education is also supportive of intercultural education, through the Intercultural education strategy²⁴. However, no funding has been available to further develop this area.

Key success factors

While in some ITE providers at primary level, the lecturers involved in delivering DICE modules are permanent; in others, they are part-time – making the delivery of the programme more challenging. Hence, it is essential to deliver CPD to a broad cohort of staff so that there is knowledge of the topic areas among a greater number of people ensuring that the modules are being delivered; rather than relying on one person. However, the **DICE project's emphasis on professional development of lecturers from other curricular areas on the issues of DE/ICE enhances its sustainability, by developing educators' capacity and creating a multiplier effect.**

The collaboration between all the providers of the ITE at primary level, and continued funding from the Irish Aid are also among the key success factors of the project's continuity. The overall governance of the project involves one representative from each institution and one independent Chair; their role is to ensure that all colleges are fully committed to the initiative, to agree the overall strategic direction of the project and to ensure effective governance procedures are in place. According to interviews, an external evaluation of the DICE project will

²³ See: www.diceproject.ie.

²⁴ See: www.education.ie/en/Schools-Colleges/Information/Intercultural-Education-Strategy/mig_intercultural_education_strategy.pdf

be carried out in Autumn 2016.

The DICE network engages with various policy-makers in order to ensure the sustainability of the initiative. The fact that the programme has been funded on a continuous basis for a number of years indicates that its importance has been recognised to the extent that students now have to take mandatory modules in development and intercultural education when preparing to become primary school teachers.

Policy support is an important element that guarantees the sustainability of the initiative. The Teaching Council has provided guidelines for ITE programme providers, which recommend introducing subject knowledge and curriculum process and content on cross-curricular links and themes including citizenship; creativity; inclusion and diversity²⁵.

The relative smallness of the ITE sector in Ireland ensures smooth collaboration between the providers. While continued funding and integration of DICE into the core of ITE education indicate success, a longitudinal impact assessment would be useful to determine strengths and weaknesses of the initiative. Continued funding is essential for the sustainability of the initiative in future.

Transferability

While DICE is a national initiative involving all ITE providers for primary school teachers, the model may be of interest to other jurisdictions. It has been very successful in making sure that the components of development and intercultural education are mandatory within B.Ed. programmes and professional Master's in Education. The structure of the programme framework could potentially be replicated elsewhere in primary ITE. Secondary level is different as students tend to be trained in subject specific areas. In secondary schools, each subject teacher would need a close collaboration with colleagues delivering teaching in other subject areas to ensure cohesive approach to development and intercultural education provision. The nature of DICE means that it is best applied in primary schools where one class teacher teaches all the subjects.

One key aspect is the collaboration between ITE providers in the DICE Network. Collaborative work is carried out in research, resource development, events, exhibitions, preparing policy submissions and other documents, etc. In larger countries, this sector-wide initiative may be more difficult to replicate (DICE Office, 2014).

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²⁵ See: www.teachingcouncil.ie/en/Publications/Teacher-Education/Initial-Teacher-Education-Criteria-and-Guidelines-for-Programme-Providers.pdf.

Interviews:

- Coordinator of the DICE Project
- DICE lecturer in one of the ITE providers at primary level
- DICE lecturer in one of the ITE providers at primary level

Case Study 8: Italy – Intercultural Education Laboratory (*Laboratorio di educazione interculturale*)

Type of the measure

In 2011, the Intercultural Education Laboratory was introduced as a mandatory activity in the course on 'Interculturality and Playing' offered in the Master's Degree in Primary Education, at the University of Genoa.

About 80 students attend this activity every year (during their third year of study). One third already has experience as substitute teachers in public or private school.

The laboratory was first organised in 2013/14. The length of the activity is 16 hours, divided in eight two-hour sessions (two groups of 30-40 students each). Funding is provided from the budget of the Master's programme by the University of Genoa.

Short description

The Laboratory aims to make students aware of the main issues related to the integration of **children with a migrant/minority background in the classroom, and to improve student teachers' intercultural competences and capacity of learning to learn.** It seeks to develop a critical mindset to examine projects and pedagogical approaches carried out by other teachers at school, and to use these reflections for their own professional needs. The Laboratory also prepares student teacher for planning an intercultural activity in their future classrooms.

Activities are organised in 3 phases:

- 1) Plenary lessons (including courses on intercultural education, human rights education, cultural anthropology, social nature of prejudice, intercultural sensitivity), case studies on how to use storytelling and biography to communicate with children of diverse background, etc.);
- 2) **Group work sessions (including role play and 'emotion-centred activities' in group analysis of school projects focused on active citizenship and global education);**
- 3) **Groups' feedback in plenary session.**

The main strength of the measure is its practical nature. In the course of the Laboratory activities **the content of the 'main' course in Intercultural Education articulated around three to four topics (see Portera, 2006; 2007; 2013), is translated into practical formats, confronting these with school projects and reports.** Student teachers are trained to shape their intercultural mind-set through role-plays, team and project works, and public presentation of the output, **which are useful ways to become aware of one's own limits and attitudes.**

Across ITE providers, the Laboratory can be implemented differently. According to Decree No. 249/2010, each university has more autonomy to adjust the study planning. However, the University of Genova is the only one among 30 ITE providers in Italy, where the Laboratory and course on Intercultural Education has been mandatory for Master programmes. The high number of immigrants, refugees and asylum seekers arriving in Liguria in the last decade created a pulse for the creation of the laboratory, supported by the sensitivity of the head of the Master's programme, and the availability of a team of professors trained in 'intercultural studies'.

Evidence on effectiveness

Available evidence indicates that the Laboratory has helped student teachers to work together despite differences. They have acquired knowledge in theoretical concepts related to cultural bias, human rights and reciprocal respect. Furthermore, they have experimented **'active listening' (Sclavi, 2003; 2005) as a basic attitude to develop intercultural education in the classroom.**

Unfortunately, the measure is not well known outside the Module. Nevertheless, tutors of the practical internship (who are in most of the cases in-service teachers) and responsible staff from

the regional office for education (in charge of ITE and/or intercultural projects in schooling) strongly support the implementation of the measure for future teachers, although projects designed by student teachers during the Laboratory have not been implemented in schools so far.

The Laboratory made student teachers experiment how inter-culturality works, and what can it do in an educational setting. **It also enhanced students' critical thinking** and observation skills. Finally, the laboratory helps conciliate theory and practice: student teachers learn how to give meaning to teaching and to translate it into visible and fair behaviour in front of the pupils.

However, the measure has been reported as having scarce or null impact on the practical internship of student teachers. This is due to an organisational weakness, as the regulation of **the Degree/Master (DM 249/2010) foresees that 'knowledge' activities such as lessons and laboratories must operate autonomously from the 'professional' activity, that is, the compulsory internship in schools. In this way, from the student's point of view this creates two parallel streams of learning which often "do not meet each other"**. Courses and internship have different programmes and are linked neither in planning nor in evaluation of the learning activity. Another weakness is the lack of flexibility in the spaces used for the group work and the scarcity of time. According to interviews, the lack of **rigorous assessment of the students' outputs and outcomes** and the size of the group (up to 40 students) represent additional weaknesses.

Key success factors

The high proportion of pupils with a migrant/minority background in Liguria (15%) has become an important contextual factor that pushed for the integration of the initiative within initial teacher education. According to interviewees, the Laboratory challenges certain common thinking in the Italian context that intercultural education is considered a means to teach Italian to foreigners, and not as a tool for the native population to understand multiculturalism better and increase tolerance.

Consolidated experience of pre-schools and primary schools in Liguria in implementing intercultural education through innovative methods has helped to make the content of the initiative more meaningful and adjusted to the local needs. Support from regional authorities is also crucial for sustainability and increasing visibility of the measure. Finally, the motivation and commitment of student teachers constitute another crucial element for the implementation of the Laboratory.

The measure could be improved by involving in-service teachers as witnesses of the multicultural reality of schools **and as ultimate beneficiaries of the students' projects**. The Laboratory could also involve city officers dealing with migrants, refugees and asylum seekers, and principals in schools with a high proportion of pupils with a migrant background. The Laboratory could also be better linked to the practical internship, in building relationship with the internship tutors, who have the duty to assess the acquirement of professional skills at the end of the Master programme.

Transferability

The Laboratory has not been implemented nationally due to the autonomy of higher education institutions in developing these study plans, and to the fact that the Laboratory is not a mandatory requirement in the National Master plan. However, since each university can adapt the Master plan with a given degree of flexibility (20%), more universities could make it mandatory. The same methodology put in place by the Laboratory could easily be transferred to the induction period for newly employed teachers. Moreover, continuous professional development (CPD) initiatives (encouraged by State Reform L. 107/2015) could be enlightened by the suggestions of the Laboratory.

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Interviews

- Trainer of the Laboratory
- Teacher of the Module in Intercultural Education
- Coordinator of the Degree/Master, Genova
- Regional School Office Liguria, Manager of the Office No. III: School regulations and policies
- Coordinator of Tutors for the Internship at the Degree/Master, Genova
- Tutor for the Internship at the Degree/Master, Genova
- Student teacher attending 3rd year of ITE in 2015/16
- Student teacher attending 3rd year of ITE in 2015/16
- Student teacher – Graduated in July 2016
- Regional School Office Liguria, Manager of the CRAS (Resource centre for students with an ethnic background).

Case Study 9: Latvia – Master’s Programme in Educational Treatment of Diversity (ETD) (*Maģistrprogramma Dažādībaspedagoģiskierisinājumi*)

Context
<p>The Master’s programme ‘Educational Treatment of Diversity’ was designed in 2008/09 by a consortium of four universities: National University of Distance Education, UNED, Madrid, Spain; Charles University in Prague, Czech Republic; University of Latvia, UL, Riga; and Ludwigsburg University of Education, Reutlingen, Germany). The programme is implemented, licensed and accredited only at the University of Latvia and at UNED, Spain. Currently, expenses in Latvia are covered by subsidies from the state education budget and students’ fees.</p> <p>The programme is aimed at Bachelor graduates in Pedagogy and education practitioners (kindergarten pedagogues and administrators, school administrators, VET administrators, college and university administrators) willing to improve their intercultural competences. The ETD programme was launched in 2008/2009. First students graduated in 2010. The length of part-time studies is 2.5 years, and 2 years for full time. Studies require 120 ECTS.</p>
Short description
<p>The programme aims at providing opportunities to create an interdisciplinary system of knowledge, skills and integrated socio-pedagogical, psychological and special pedagogical competences to mainstream diversity in education (Maslo, 2015).</p> <p>The programme content consists of two main parts:</p> <ol style="list-style-type: none"> 1. Part A: Compulsory modules (including the research/master’s thesis), including courses on: ‘International and comparative frame of educational treatment of diversity’; ‘Educational treatment of special needs proceeding from cultural diversity’; ‘Management and programmes of educational treatment of diversity’, etc.; 2. Part B: Optional courses, including: ‘Research methodology for educational treatment of diversity’; ‘Work integration and rehabilitation of people with diverse special needs’. <p>The process is organised as e-studies, with weekly in-person or Skype meetings with professors. The programme is structured in modules. Each module includes learning materials to support students in achieving their learning goals; learning activities designed as opportunities to solve a variety of unknown situations in a competent way; a self-assessment of competencies, mid-study assessments, and a final exam for each course (Fernandez, 2015). The programme also involves the exchange of students between UNED and UL. Study grants for students are available from the state budget.</p> <p>Practical activities are grounded in an integrated approach linking academic, professional and research areas. All activities are related to practical situations, for instance, to the real diversity in school. Practical activities involve collaborative work, communication in different languages, transversal skills, as well as self-reflection on implementation processes. At the end of each activity, interviews are conducted with student teachers based on self-evaluation and competence development.</p> <p>Most professors working in the programme are regular university staff. Professors of other participating universities are members of the university lecturer team serving as ‘participative professors’ or ‘co-professors’; they are paid by their universities. Depending on the availability of financial resources (income from the programme), professionals with relevant academic training and practical experience are invited. Currently, 12 professors ensure the implementation of the programme (University of Latvia, 2015). Usually two to three professors are involved in a module, working collaboratively in tandems or teams. The coordinator of the</p>

Master's degree provides continued professional education at UNED. Professors also have good opportunities for professional training in international academic and research networks (Fernandez, 2016).

ETD is a competence-based programme. Moreover, the scope of the ETD programme goes much further than special and inclusive education, as it addresses cultural, linguistic, generational, family, gender, race, religious diversity and other diverse exceptional needs.

Other specific features of the programme include: three languages (English, Spanish, and Latvian); mobility in Baltic countries and South-Western Europe contexts; the model of **pedagogical leadership of 'collaborative multidimensional socio-cultural learning'**; the integration of **students' informal knowledge of ICT**; **pedagogical leadership in tandems**; **formative internal, external and self-assessment of competences**; self-enhancement; personal involvement of teachers and students; supportive social climate; and eagerness for transforming challenges into new learning opportunities (Maslo et al., 2014).

Evidence on effectiveness

In six years (2010-2015) 38 persons have graduated from the programme (University of Latvia, 2015). The Council of Higher Education's 'Evaluation of Higher Education Study Programmes and Proposals for Quality Improvement' rated the programme as **sustainable** and assessed as a **best practice example of Master's-level programmes** in Latvia (Maslo, 2015).

According to programme's implementers, the main results are:

- 1) Changes in the organisational cultures (in favour of social cohesion) of the education institutions where graduates are working;
- 2) Extended understanding of the European framework of qualifications in Latvia;
- 3) Fostering plurilingualism.

According to the 2008-2010 and 2011 evaluations, students gain opportunities to enrich their experience by making use of varied sources of information, new technologies, and several languages. The programme provides opportunities to construct various previously unfamiliar **situations for transcultural communication, which promotes students' capacities**. Intercultural communication positively affects the quality of student-student and student-staff interactions, as well as the quality of **diversity-related experiences through students' participation** in problem-solving and information exchange during the e-learning process. Student teachers reflect upon their own cultural diversity and how it influences their professional teamwork during studies. The programme provides an understanding about different concepts used in inclusive education as well as the opportunity to learn about historical developments, concepts and understanding of diversity at the national and international levels.

The main strengths of ETD are to ensure the high qualification of experts in diversity-related issues in education to become future trainers, programme directors, or leaders in diversity management. The programme supports the development of multilingualism, the international dimension of students and guest lecturers, and competences (pedagogical, intercultural, linguistic, ICT, communicative, management/organisational competences). It also provides high employability prospects (through internship/research practicum) and the possibility of specialisation according to the mobility tracks (special education).

The small number of students (23) represents a weakness that is due to student dropout (**notably caused by student's difficulties to pay the study fees**). Interviews highlighted the need to improve foreign language competences among professors, as well as their time-management skills. According to interviewees, evaluation processes could be improved: self-evaluation and reflection used by students lack the necessary feedback **from the programme's professors**.

The ETD programme has been accredited until 2019. UL is eager to continue the programme, as

well as to introduce some of its elements in ITE Bachelor's programmes. According to the first joint report of the 2012 international expert commission²⁶, the programme was rated as **sustainable and assessed as an innovative best practice example of Master's-level programmes in Latvia**. To make the programme more sustainable, the programme's director started the application process to the Erasmus+ Joint degree programmes competition.

However, **the lack of participating students limits the programme's sustainability**. UL does not support small groups in Master's studies. Interviews highlighted several limiting factors: high programme costs, **lack of scholarships, professors' workload, high overhead costs, limits to access the programme** (high registration costs for foreign students), as well as long-term process for diploma recognition.

Key success factors

Particular institutional conditions contribute to the successful implementation of the ETD:

- Readiness for change and openness towards innovation among teaching staff;
- International cooperation with partner universities;
- Training in ICT at UNED;
- Infrastructure available at the faculty of pedagogy, psychology, and arts;
- **Close collaboration between the university's international and academic departments;**
- Management support;
- Peer and inter-generational learning.

Although the issue of diversity in education is gaining importance in the EU, interviewees noted that it has not yet become a common issue of concern in the Latvian political context apart from ad hoc initiatives supported by some policy-makers.

Crucial elements for further effective implementation of ETD are the sustained uniqueness of the **programme's content, its permanent update and cooperation practices with students** (use of thematic group works of students on different themes and in the framework of different modules), response to the current needs, as well as enthusiasm of the new programme director.

Transferability

The programme was suggested to other universities providing teacher education. However, there was no further implementation, partly due to the lack of support from the UL administration. The vice-rector of UL considers that **the fragmentation of and competition between Masters' programmes is a bad practice in Latvia**. Mechanisms enabling the introduction of programmes at the national level are not in place.

However, the programme's director is developing new partnerships in South America: Mexico, Sonora university, Italian University of Rosario (IUNIR), Argentina; Unilasalle, Brasil; National University of Cuyo, Mendoza, Argentina. ETD is also involved in one ongoing project with the Alexandria University in Egypt.

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Interviews

- Professor, founder and former director of ETD
- Associate professor, director of ETD
- Vice - Rector of University of Latvia
- MS ETD graduate.

Case Study 10: Former Yugoslav Republic of Macedonia (FYROM) – Quotas for students from ethnic communities & Scholarships for Roma students

Context

The government is responsible for the development, funding and implementation of both measures, which arise from rights guaranteed by the Constitution of the Republic of Macedonia. Both measures are implemented nationally. All public faculties in the country are obliged to enrol the prescribed quotas of students. Students from all public and private faculties are eligible to apply for scholarships.

The target groups of the quotas are members of the ethnic communities who do not have access to higher education in their own language. The measure concerns the enrolment of students in higher education, and is foreseen by the Law on Higher Education from 2008. **Quotas are defined according to the Law on Students' Standard from 2013, but the percentage of the quotas is defined by the government every year.** Quotas usually represent 10% out of the total number of undergraduate students enrolled at all public faculties. The measure is implemented continuously since 1997, but the quotas were more precisely defined and extended after the inter-ethnic conflict in the 2001 followed by Constitutional changes.

The scholarships in higher education are targeted at several categories: 50% for students from socially vulnerable background, 30% for students with most advanced academic achievements, and 20% for students applying for study programmes of high importance for the societal development (such as electro-technical, machine constructions, biotechnical, medicine, mathematics and natural sciences). Since the academic year 2015/16, after the Amendment of **the Law on Students' Standard from 2016, Roma students** are included as a specific target group entitled to scholarships. Roma are the only exception based on ethnicity. The number of scholarships and conditions for applying are defined by the Ministry of Education and Science (MES) and announced before every academic year, depending on the budget available. Scholarships for Roma students were introduced for the first time in the academic year 2016/17.

Short description

The main aim of introducing scholarships was to increase the inclusion of Roma students in teacher education faculties (and in higher education in general), to improve their financial security and participation rate in HE, and to increase the number of quality Roma teachers.

Every year, the Ministry announces a call with the conditions and procedure for applying. The application procedure requires documents, which confirm the status of the student, and a **signed 'statement of belongingness to the Roma ethnicity', in addition to evidence of academic achievements.** Students can apply at any stage of their studies. Those enrolled at university in the first year need to provide evidence of their academic achievements in secondary school.

The scholarship amounts to 5,000 MK Denars²⁷ (around 80 EUR – 22% of the **country's** average salary) per month during the whole academic year. For the academic year 2016/17, 32 scholarships were allocated – with more than a half for students enrolled at teacher **education's** faculties.

Financial support for students has long been provided in the country, where socially vulnerable groups are supported by both international NGOs and state institutions. According to the Directorate for Development and Improvement of Education in the Languages of the Minor Ethnic Communities (the Directorate), the action for the scholarship programme for Roma students was intensified after the opening of the only secondary school in the settlement of

²⁷ See: <http://mon.gov.mk/index.php/konkursi/1008-2015-2016-2015-2016-30-o>

Shuto Orizari in Skopje – which is mostly populated by Roma. The school officially started to work in the academic year 2015/16. However, the study programme is provided in Macedonian, with most teachers having a Macedonian ethnic background due to the lack of Roma teachers. This led the Ministry and the Directorate to stimulate the enrolment of Roma students at teacher education faculties.

The main aim of introducing quotas was to improve the quality of education and educational inclusion of minority ethnic groups through increasing their enrolment rate.

All five public universities and numerous faculties are obliged to apply quotas in their enrolment policy, where 10% of enrolled students need to be from the ethnic communities which do not have a study programme in their own language. Students enrolled under this measure pay reduced tuition under a 'state quota fee', which is 200 EUR per academic year. The number of places is defined every year by the Government. Applicants who do not enrol in state quota could enrol in the "co-financing" programme, which is currently 400 EUR.

The main resource for these measures is the relevant political will and support from all policy makers. Misinterpretations of the regulation on quotas are possible, which in turn could be followed by biased distribution of the places guaranteed by quotas. Hence, universities' cooperation is important in the consistent administration of the measure.

Members of minority ethnic communities now have better chances to be included in ITE at teacher faculties, to become teachers and to teach in their mother's tongue. They serve as role models for other members and new generations in their communities, with positive long-term impacts. In addition, teaching staff in schools will be more ethnically mixed, which can foster the fight against prejudices and stereotypes in education and society.

Evidence on effectiveness

The main result from the 'quota' measure in almost two decades is the increase in the number of Roma students and students from other ethnic communities in ITE and higher education in general. In comparison to the period when 'quotas' started to be implemented – when only one or two Roma finished the higher education annually – 32 Roma finished undergraduate studies in 2014 (State Statistical Office, 2015). This result is followed by evidence showing that some Roma are being employed in the education sector. Interviewees noted that there was an increase in the number of Roma teachers in elementary and secondary education, as well in the NGOs working in the educational field.

According to unofficial figures from the Ministry of Education and Science²⁸, around 200 Roma are currently enrolled in higher education, with around half of them in ITE. That is a radical increase in comparison to twenty years ago, when less than twenty Roma were studying at universities annually.

Scholarships tend to secure students' achievements and retention at studies. This measure also helps to bring students closer to the teacher's profession and to improve their teacher competences. In order to improve the scholarship measure, the Directorate and the Ministry of Education and Science aim to improve and extend it with the help of Roma Education Fund's (REF) scholarship programmes²⁹.

However, one of the limitations of the possible impact of these measures is that Romani language is not widely used in Macedonia, and consequently, it is difficult for Roma teachers to teach in this language. Romani is only used as an elective subject in elementary school, while students are taught in the language of instruction of the school where Roma students are

²⁸ Figures are unofficial due to the following: according to the 'Law on protection of personal data' from 2005, faculties are not allowed to collect data on ethnicity. Therefore, Ministry has no precise data on ethnic background of the students. There is no figure on distribution of Quotas along ethnicity, because no institution is collecting such data from the faculties.

²⁹ Roma Education Fund has also scholarship programs for undergraduates in the country.

enrolled (Macedonian, Albanian or Turkish).

There is no evidence yet on the effectiveness of the scholarship programme, but it is expected to have improved teacher education for its main target groups. The implementation of the **measure is heavily dependent on the Ministry's budget. Budgetary restrictions limit the opportunities to increase the number of quotas and scholarships for teachers' faculties. No cost-effectiveness analysis of the measures has been carried out yet.**

Both measures could be improved with providing quality mentorship to Roma students. This measure could be implemented if the Ministry provided adequate budget for coverage of the mentoring classes implemented through the appropriate programme.

Key success factors

The measures are being implemented in the multicultural context of the Macedonian society. Traditionally, the political situation is based on inter-ethnic coalitions and cooperation. This results in political will for such measures and sensitivity for the need to support ITE for minority groups. The main evidence of the sustainability of the measures is the fact that they are public policies.

However, given the intense processes of segregation in education along ethnic lines, in a distant future – when there will be enough Roma teachers to create study programmes in Romani language, there is a risk of increasing educational segregation with separate schools or classes for Roma. Therefore, it is important that financial support be accompanied by the additional measures to counter segregation and improve intercultural sensitivity of communities and teaching staff.

The measures could be improved by extending quotas and the number and amount of scholarships. One mechanism to convince authorities would be to administrate a quality cost-benefit analysis of both measures. Results could show that investments in education bring manifold benefits for the society as a whole. Mentorship programmes for students who need additional support in learning could improve the quality of their education.

Transferability

Although the idea of scholarships for Roma was born at the local level (to meet the needs of the Roma settlement Shuto Orizari), both measures have been implemented nationally since their start.

Given that all European societies are multicultural, especially in neighbouring countries, both measures could be highly transferable. Synchronised actions from the national, regional and EU policy makers supported by good practices and awareness raising campaigns could support successful implementation of the measures.

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Interviews

- Director of the Directorate for Development and Improvement of Education in the Languages of the Minor Ethnic Communities.
- **Head of the Office for Students' Issues at the Faculty of Social Sciences (Faculty of Philosophy)**, one of the teacher faculties and ITE provider.
- Student, beneficiary of both measures: quotas for minor ethnic groups, and scholarship for Roma students.

Case Study 11: Malta – Unit on ‘Responding to student diversity in the primary classroom’

Context

‘Responding to student diversity in the primary classroom’ was first developed in 1996 for primary education teachers, initially aimed at preparing teachers for the inclusion of students with disabilities. However, with a significant increase in immigrant students in Malta since 2002, and through a Comenius Project in 2004-07, it shifted its focus to responding to the increasing students’ ethnic and cultural diversity (Bartolo et al., 2007a; Humphrey et al., 2006).

The unit was first offered as an optional course, and was later made compulsory for second and third-year Bachelor’s student teachers enrolled in primary education programmes at the University of Malta (until recently the only ITE institution in Malta)³⁰. This unit will be offered in 2016/17 to the existing cohort of B.Ed. second year students, but has been integrated in the new Master in Teaching and Learning in October 2016.

Short description

The unit aims at preparing student teachers to teach students with a diverse background, through gaining both theoretical knowledge and practical experience on diversity.

There are two main aspects of the unit’s activities:

1. Theoretical training: In the first semester, student teachers are introduced to the topics of diversity and inclusion, and to approaches on how these can be addressed in the classroom, including through the use of individual educational planning (IEP) (through **reflection on one’s own background, discussion and group work**);
2. Practical training: In the second semester, while student teachers are doing their six-week teaching practice, they have to identify a student who is having some difficulty in **coping with learning and implement an IEP for that student’s inclusion in education process**.

Student teachers can receive support from teacher educators during teaching practice, but direct support within the classroom is rarely provided. According to interviews, it seems difficult to ensure that all lecturers and mentors are prepared to enable students to respond to diversity. However, seminars are intended to be held for all university and school-based mentors.

The unit was developed following the work of two experts in inclusive education, and thanks to the leadership of the Department of ITE for primary education that welcomed the introduction of the unit in the regular ITE curriculum. Over the past ten years, the unit has made use of a **Teacher’s handbook (Bartolo et al., 2007a)**, as well as a **Tutor’s manual (Bartolo et al. 2007b)**, which were developed through a Comenius 2.1 project (2004-07) coordinated by the Faculty of Education of the University of Malta.

Evidence on effectiveness

As part of the unit activities, student teachers have to report on the impact of their project on the school pupil identified and on their own professional development. According to these reports, there were varying levels of success in helping pupils to achieve the learning targets, and engage in academic learning. Furthermore, they reported better interactions with peers and the development of a greater sense of belonging to their classroom.

The only formal evaluation of the measure was undertaken by the lecturer with one of the cohorts of 49 students who reported several positive impacts:

(1) recognising student diversities; (2) understanding and implementing an IEP; (3) reducing fear of and gaining familiarity with learner-centred approach; (4) gaining skills in planning and

³⁰ See: University of Malta, Study Unit Description Pre2806, 2015

implementing modifications to their lessons to meet individual student needs.

The main strength of the measure is that it blends theory and practice. Emphasis is put on differentiated theory and practice, mainly based on the approach by Tomlinson (2014). The main weakness is that the students are not followed-up specifically by the teacher educator during their teaching practice (**apart from having student teachers' reports on their practical assignments**), and rely on other teaching practice supervisors. Ideally, the lecturer would visit the student teachers at least once during their teaching practice.

The unit has been implemented since 1996, but will be transferred from a four-year B.Ed. programme to a two-year post-graduate **Master's programme, following the change of Malta's ITE structure**. Because of this transfer, the unit faced the reduction of ECTS offered. **Furthermore, the unit will become an official part of student teachers' school observations and teaching practice with supervisors or mentors supporting the students to recognise difference and address it effectively during teaching practice.** The practice (observation and participation in teaching) is planned to last during whole year, different issues such as assessment, goal setting, lesson adaptation and practice evaluation will be performed. However, at the same time there are concerns that diffusing diversity into practice placements and in subject pedagogy will cause the current coordinated delivery from specialised teacher educators lose its specific focus on diversity.

The main challenge for the sustainability of this unit is the readiness of the ITE provider to include a four-ECTS unit of this type in the regular ITE curriculum. This is particularly the case in shorter ITE programmes such as one-year post-graduate training, where the input on pedagogy related directly to the teaching of a specific subject takes up most of the programme, while teacher educators may not give priority to diversity.

Key success factors

The factor that helped introduce this unit at national level was the perception by both the education system and ITE providers of the need to prepare teachers to address diversity in their classrooms. This was the result of the development of a movement towards inclusive education through activities from NGOs and lecturers so that, even if not everyone agreed, the Faculty of Education declared itself in favour of inclusive education. This process was also part of a political process in which **Malta's** two major political parties declared themselves in favour of rights of persons with disabilities for equal opportunities and inclusion in mainstream education (Bartolo, 2010). Within this context, it became possible to convince ITE providers that preparing teachers for diversity is a priority, and that it represents both an issue of theory and practice.

Other crucial elements for effective implementation of the unit include:

- Teacher educators must be experts in inclusive education, and particularly culturally responsive education and differentiated teaching;
- The project assignment that students are to implement during their teaching practice should be clearly explained;
- Theoretical sessions should engage students actively and include group and individual exercises on the identification and assessment of student needs, on setting individual educational goals, and on the organisation and resources needed for differentiated lessons;
- Following teaching practice, students should have tutorial sessions in which they present their project and reflect on their experiences.

The Maltese experience suggests that effective measures for educating teachers towards respecting and responding to the various student diversities do not stand on their own. They need to be part of the development of national awareness of the injustice of discriminatory attitudes, of an understanding of the values of dignity and human rights, and of the development of the education system and whole school policies and practices towards more

inclusive education.

Transferability

The unit has been discussed in international seminars (Bartolo, 2008; Bartolo and Mallia, 2011), and the principles of the approach have been described in a text for teacher educators which stresses the importance of teacher educators as well as teachers for self-reflective activities towards the development of an openness to cultural diversity (Bartolo and Smythe, 2008). The **main reading text (Bartolo et al., 2007a)** and **tutor's manual (Bartolo et al., 2007b)** on how to organise the training have been downloaded by scholars worldwide (as recorded on Research Gate) and the text is used for the training of teachers.

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Interviews

- Senior Lecturer and previous Head of Department of Primary Education, Faculty of Education, University of Malta
- Head of Department, Inclusion and Access to Learning, Faculty of Education, University of Malta
- Two responses to a written questionnaire by 2nd and 3rd year B.Ed. students, obtained anonymously, through their Student Representative.

Case Study 12: The Netherlands – Parents with a Migrant Background speak at ITE Institutions (*Allochtone Ouders Spreken op PABO's*)

Context

The initiative to have parents of migrant children speak at ITE institutions was developed and implemented by the National Council of Migrant Parents in the Netherlands (*Platform Allochtone Ouders en Onderwijs*, PAOO), which was part of FORUM (Dutch Institute for Multicultural Issues, created by the Dutch government in 1996). The Government of the Netherlands was responsible for the funding of this initiative, meant to be a 3-year project (2006-2009).

PAOO was implemented in cooperation with national organisations for parents in education (*landelijke organisaties voor ouders in het onderwijs*), the National Consultation Minorities (*Landelijk Overleg Minderheden*) and the Islamic School Board Organisation (*Islamitische Scholen Besturen Organisatie*)³¹. The project was implemented in ITE institutions, targeting student teachers.

Short description

The main aim of PAOO was, through a network platform, to strengthen the involvement of parents with a migrant background in education, especially with respect to the education of their children. Secondary aims were to increase the representation of parents with a migrant background in parental associations and other formal education bodies, as well as to improve school-community relations³². These broader aims led to the initiative to have parents of children with a migrant background give guest lectures and talk directly to student teachers about education issues affecting migrant communities, so that the students would be better informed about the needs of children from these communities.

An additional (indirect) aim of the parents was to strengthen the educational engagement of children by having parents serve as role models. According to the initiators of the programme, speaking to student teachers would raise the status of the parents, raise awareness among migrant communities and their children (through informal conversations at home) and strengthen connections between minority communities and teachers.

Teams of parents (of migrant children) spoke in ITE classrooms, using a standard presentation as a main resource. Role-plays around critical issues were also critical education tools. The parents were first briefed on their role and expectations.

The guest lectures built on the personal experiences of the parents, but focused mostly on:

- expectations about education;
- visualisation of classroom situations and critical incidents;
- language development and multilingualism; and
- gaps with respect to language and maths.

PAOO local initiatives (local platforms) came into existence in 30 counties across the Netherlands³³. Consultation by FORUM with ITE providers, as well as discussions with various stakeholders, led to the conclusion that student teachers, mostly white and middle class, had little experience with diversity in their own lives and in their school careers, partly due to residential and school segregation. According to interviews, they also lacked insight into the

³¹ See: www.defonteinbreda.nl/wp-content/uploads/2015/09/2015-09-20-PAOOalgfolder08.pdf. Accessed 01.02.2017.

³² See: www.nro.nl/wp-content/uploads/2014/11/Ouders-en-innovatief-onderwijs.pdf. Accessed 01.02.2017.

³³ See: www.nro.nl/wp-content/uploads/2014/11/Ouders-en-innovatief-onderwijs.pdf. For instance, the Amsterdam platform consisted of 15 mothers and grandmothers (see: <http://www.onderwijsconsument.nl/lokaal-platform-presenteert-zich/>). Accessed 01.02.2017.

kinds of socioeconomic, religious and cultural diversity they would encounter when they embarked on their teaching career, and especially how to address this in their teaching. National and international research had confirmed that parents of minority children faced **multiple obstacles in entering the 'school culture' of their children and had little voice** (Vincent & Martin, 2002; Smit & Driessen, 2007).

The main inputs for the implementation of this project were:

- government funding;
- time and availability parents;
- cooperation of ITE providers.

Evidence on effectiveness

Since this sub-project took place towards the end of the PAOO project period, only several dozen guest lectures took place before the practice was discontinued³⁴. No official or formal evaluation of this particular sub-initiative took place (though PAOO was evaluated comprehensively and externally), though the external evaluators were aware of this initiative. Both the evaluators of the overall PAOO project, as well as the initiators, indicated this was an especially promising initiative. The initiators of the project pointed to local internal feedback that student teachers had gained a great deal of insight they could never have read about in their textbooks or from their teacher educators. Students had commented that the guest lectures **were 'real'**. **A key presenter and organiser of the guest lectures commented** that it was rare to meet students who had any meaningful contact with Dutch multicultural society. In addition, very few students came from a multicultural background themselves³⁵.

The evaluators of the PAOO project³⁶ indicated that although they felt that the initiative at ITE providers was inspirational and innovative (they did not contest the observations of the organisers), they felt that the implementation of the guest lectures was too ad hoc and poorly planned. According to one external evaluator interviewed, better planning and a more **systematised approach was needed because the guest lectures did not 'fit' into the way** education generally took place at the provider level. There was (and is) no tradition of having parents speak to students directly, or a structure that supported this. According to interviews, presently, the students only watch videos of parents talking. This posed major challenges for sustainability and the cost-benefit aspect of the initiative.

The parents with a migrant background indicated, according to the internal project feedback (to the organisers), that they enjoyed talking to student teachers, but that they also had become much more critical of the manner in which their own children were being educated. According to the project leaders, guest lectures had helped parents become more empowered and vocal. This led to significant criticisms among the parents aimed at educational authorities. This was expressed in opinion papers in newspapers and in meetings with politicians (such as city council members) and educational authorities. In addition, it led to confrontations with more formalised parent associations (with little if any migrants).

Strengths of the project:

- Direct involvement of parents (of migrant children) in educating future teachers, helping them to increase their intercultural awareness;
- Giving students the ability to speak directly to the parents of migrant children;
- Mobilising migrant communities around education issues;
- Building relationships between ITEs and migrant communities; and
- Building a network of parents of migrant children.

³⁴ *Guest lectures took place at ITEs in Deventer, Hengelo and Utrecht.*

³⁵ *An interviewer mentioned that of the 40 students she addressed in Deventer, only one had a minority background (Turkish-Dutch) and only eight had any experience with individuals from a minority background.*

³⁶ *For evaluation of overall project see: <http://docplayer.nl/3843758-Innovaties-in-ouderbetrokkenheid-en-ouderparticipatie-evaluatie-project-platform-allochtone-ouders-en-onderwijs-mei-2009.html>. Accessed 15.11.2016.*

An indicator of the strength of PAOO initiatives is that it received the Alcuin Award in 2008 from the European Parents Organisation (EPA), “considering the relevance of a project to the integration of immigrant children and families to be one of the most important problems of our times, considering the merit of participation by all parents’ associations of the country and considering the quality and execution of the design”³⁷.

Areas for improvement:

- Three-year project only;
- Too dependent on government funding. Political will to fund the measure disappeared with the arrival of a new (more conservative government);
- Too little grassroots initiative and community buy-in to survive funding cuts;
- Too ad hoc, spontaneous and poorly planned to impact ITE traditions and culture on a more permanent basis;
- Failed to anticipate and address the consequences of empowering the parents of migrant children (they became more demanding and critical of policy makers and schools);
- No costs were covered (e.g. travel to school) after measure discontinued – led to dissatisfaction among volunteers.

FORUM initially received an annual budget of several million Euro a year. As an institution, it functioned mostly as a knowledge centre. It organised debates about multicultural issues, published materials, and provided training. Successive Cabinets continued with the support of FORUM but the budget was gradually reduced. FORUM was discontinued in January 2015, because of policy changes that reflected the newly elected more conservative government, which has been less supportive of policies with a specific focus on (ethnic) minorities. Several incidents pertaining to financial spending practices also played a role in shutting down FORUM³⁸.

The evaluators emphasised that because of poor planning (PAOO in general) and limited grass roots (volunteer) initiative the costs were very high, and the benefits limited. This was a key finding in the evaluation report³⁹.

Key success factors

An analysis of the initiative to connect parents with a migrant background to ITE students shows that it is highly needed (too little experience, too little exposure in their education and limited competences among the students), highly valued and that it can be effective. The analysis also shows the importance of community support (as opposed to strong dependence on government funding) and that initiatives arise from ITE institutions themselves. It also shows how political changes in ideology, outlook and priority can affect (the success or failure of) this kind of initiatives.

Important contextual factors included:

- societal and political awareness that such an initiative was needed;
- existence of an institution (FORUM) with the experience to implement the measure;
- significant government funding at the time;
- existing networks – though loose – of parents of migrant children through FORUM and other community organisations;
- research showing gaps in representation between majority and minority community involvement with respect to active engagement in the education of their children; and
- availability and motivation of parents who cared about the educational attainment of their children.
- cooperation of ITE providers.

³⁷ See: www.ioc-ch.nl/index.php?option=com_content&task=view&id=311.

³⁸ See: www.volkskrant.nl/binnenland/ophef-over-salaris-en-declaraties-directeur-forum~a2436618/.

³⁹ See: <http://docplayer.nl/3843758-Innovaties-in-ouderbetrokkenheid-en-ouderparticipatie-evaluatie-project-platform-allochtone-ouders-en-onderwijs-mei-2009.html>

Transferability

Interviews from staff involved in the implementation of the measure as well the evaluation of PAOO noted that the measure was innovative and inspiring, and that it should have been continued, with some adjustments (especially better planning). FORUM no longer exists as an institution (shut down in 2015, mostly due to governmental views on diversity issues) so it would be more difficult to find a coordinating institution at the national level.

Existing networks of ITE institutions and website forums at ITE institutions around diversity issues⁴⁰ could constitute relevant delivery mechanisms (already in place in the ITE system) to introduce this practice at the national level.

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Interviews:

- 2 Evaluators of the PAOO Project
- Chair PAOO and Hengelo Local Coordinator and trainer in the Enschede area
- PAOO Project Director

⁴⁰ See e.g. weblog of HAN in Arnhem and Nijmegen: <https://blog.han.nl/diversiteit/>

Case Study 13: Norway – The National Centre for Multicultural Education (NAFO)

Context

NAFO was established in 2004, and was initially responsible for the implementation of the governmental Strategic plan 'Equal Education in Practice! A Strategy for better learning and greater participation by language minorities in kindergartens, schools, and education 2004 - 2009'. A new mandate, based on the existing design, was outlined in 2010, with extended tasks, such as research and developmental projects and collaboration with universities and university colleges. This did not mean a break with earlier work, but entailed a continuation, with some additional responsibilities, including more cooperation with TE providers⁴¹.

The design of NAFO is based on collaboration with and assistance to multiple target groups in developing good teaching models to deal with diversity in education (The Ministry of Education and Research, 2007; OECD, 2009; NAFO, 2010). NAFO is addressing all educational levels, based on a comprehensive network model. The Centre's target groups are day-care centres, kindergartens, schools, and adult-education centres as well as administrators of schools and kindergartens, teachers, staff of the pedagogical psychological counselling services and professionals at universities and university colleges. This case study summary focuses in particular on NAFO's cooperation with Higher Education (HE)/Teacher education (TE) institutions, and other activities with relevance for TE. NAFO is funded by the Directorate for Education and Training (NDET).

Short description

According to its mandate (NDET, 2010), NAFO's aims, are to:

- Contribute to the national educational policy in a way that will provide children, young people and adults with an equal and adapted education of high quality in an inclusive community;
- Contribute to the multicultural perspective in kindergartens and schools by increasing the educational provisions to linguistic minorities and developing inclusive, multicultural learning communities. NAFO has also been an important partner in designing the curriculum of TE for bilingual teachers.
- Assist the HE sector/teacher education institutions in competence development.
- Take initiative to and contribute to the implementation of quality development actions related to subject didactic activity in cooperation with school owners and the HE sector/TE;
- Provide advice and assistance to university colleges and universities in their effort to realise national priorities/commitments that promote competence development in primary and secondary education;
- Act as a resource and cooperative partner for the other national centres, HE sector/TE and other national actors in their work to deal with diversity and multicultural education.

NAFO has established regional collaboration networks (the 'NAFO-wheel') in all Norwegian counties/regions across educational levels with focus-schools⁴², focus-kindergartens, kindergarten-owners and school-owners, the university/university college sector, and the education department at the county governor's offices. They meet once a year and discuss competence development, experiences, collaborative projects in the respective counties. HEIs mainly share experiences with partners across educational and administrative levels: providing information about what is going on in TE in the field (school owners, kindergartens and

⁴¹ See: <http://nafo.hioa.no/om-nafo/nafos-mandat/>. Accessed 01.02.2017.

⁴² NAFO has appointed focus schools at all levels, which are central parts of the network wheel. They operate as resource schools, often with great expertise and experiences in working with lingual and cultural minorities, which they are supposed to share with other schools in the municipality where they are situated.

schools), projects and conferences, opening up for further contact.

NAFO has also established a national network for school owners⁴³, for school owners in municipalities (kindergarten and compulsory schools) and for school owners in counties (upper secondary schools) in order to present good examples from the practice field, local development work, and exchange of experiences.

NAFO is cooperating with the actors in the networks via meetings, sessions, and conferences, courses and in-service training; collaborative projects; development and spreading/dissemination of information and guidance material, including examples of good practice; and presentation of results from research and development activities (Aamodt, 2014).

According to NAFO, the most important competence-building activities for the HE sector happens through cooperation with development projects, such as:

- **'Competence for Diversity (2013-2016)'**: national programme encompassing 21 municipalities and 7 counties involving local ITE providers for the professional/academic content. Target groups were staff in schools and adult education. The project aimed to prepare the participants for dealing with minority pupils and adults and promote the competence for multicultural education in ITE institutions (Aamodt et al, 2014; Lødding, 2015; NDETa, 2016).
- **'Education for newly arrived youths (2013-2016)'**: project led by ITE providers in 26 municipalities in seven counties including schools and adult centres. This project aimed to strengthen the collaboration with the HE sector, enhance consciousness-raising and increase the competence of school managers and teachers to deal with newly arrived youths (NAFOa, 2016; Eriksen, 2014).
- **'Knowledge of Roma /Taters (travellers) in teacher education 2015-2016'**: targeting HE-institutions, aims to ensure that the issue of national minorities is included in ITE programmes. A particular course will be tried out at one ITE provider and spread to all ITE providers.
- **'Inclusion and education for refugees' (project planned for 2018-2020)**: Day conferences to strengthen access to education and other services for the great inflow of refugees, organised by NDET in autumn 2016, involving both NAFO and the HE institutions (NDEtb, 2016). NAFO may provide inputs and courses for teacher educators on invitation from individual TE institutions.

Evidence on effectiveness

Participation in regional and national networks provides ITE institutions access to and knowledge about how the practice field is dealing with diversity in the classroom. The same apply to focus-schools, and the contact with the HE sector is important in order to keep multicultural issues in focus.

The project collaboration between NAFO and the HE sector has, through project grants, opened up for further research and generated more staff being involved in development work, which is an important pathway to increase the competence in this field in ITE. Furthermore, access to **NAFO's digital portals has also been an important tool** to increase consciousness and enhance intercultural competences in the HE sector. The Centre has received positive feedback from those who have participated from the HE sector in projects, networks, and conferences, including teacher educators (Aamodt et al, 2014).

Despite multicultural issues being embedded in the National framework for TE, the quality and depth of how the theme is dealt with varies greatly across ITE providers. According to interviews, institutions cooperating with NAFO have become more conscious in giving more

⁴³ School owners are those in charge of running public schools; the municipalities are owners of primary and lower secondary level, and the Counties of upper education and training, (headed by Directors of Education).

attention to diversity and inclusion in the actual teaching than before. NAFO (2015) reports an increased demand for and use of its digital resources.

Strengths of the project:

- Networks, which provide a strong foundation at all levels;
- NAFO staff, which represents great professional diversity (including teacher educators), is flexible and effective in taking on new tasks and assignments and carry them out;
- Stability and usefulness of the NAFO network model for establishing strong bonds between schools and ITE providers (mutual benefit by all parties, giving priority by NAFO to strengthen the bonds between partners, and political/public support of the model);
- Funds being allocated to the TE institutions in connection with projects.

Areas for improvement:

- NAFO shall assist the HE sector, but no similar requirement exists for HEIs to cooperate with NAFO. Cooperation often depends on goodwill from individual institutions. But most crucial for their full cooperation is that project funds are available.
- NAFO has no one employed in academic/scientific positions (Aamodt et al., 2014).

Resources, continuity of the contact, mutual trust between cooperating partners and cooperation are important for sustainability. As long as multicultural education is a high-stake issue in society, university colleges welcome all initiatives from NAFO.

NAFO receives an annual basic grant, which covers only part of the annual budget. Most of the funds are transferred throughout the year connected to external assignments and projects. This leads to uncertainty and unpredictability for long-term planning, and is affecting the situation of extra staff being hired to carry out projects.

Key success factors

Norway has strengthened multicultural perspectives as mandatory parts of ITE in the new four-year differentiated programme introduced in 2010. Most universities and university colleges in Norway also provide optional, in-service, supplementary training programmes, (one-to-five-day **training courses to full Master's degrees in multicultural understanding and multicultural pedagogy**) (Følgjegruppe, 2013). However, student teachers report that they do not feel that they had sufficient knowledge of diversity-sensitive pedagogical concepts and practices (Følgjegruppe, 2015).

There are great regional variations between ITE institutions in adapting and implementing the requirements of the National framework curriculum (Følgjegruppe, 2014). Institutions have a high degree of autonomy, both with regard to implementing the national curriculum and priorities given in employment policies (e.g. regarding hiring people with expertise in multicultural issues or not). Some providers have a high profile in the diversity field, other have other themes as high-stake issues. Multiculturalism has to be addressed in all subjects in **teacher education programmes (Følgjegruppe, 2015). The government's focus on TE creates an** important opportunity to develop a new ITE framework that explicitly addresses the needs of immigrant pupils within mainstream teaching in school (OECD, 2009; Følgjegruppe, 2014).

Important factors for NAFO's success include:

- Nationally based and supported;
- Multi-level networks and emphasis on an integrated approach connecting educational levels (Aamodt et al, 2014);
- Stimulating working environment with a dedicated and highly competent staff⁴⁴;
- Functional and accessible home page and digital resources;
- Minimum of internal resources are required to contact persons at the TE institutions with

⁴⁴ NAFO is organised in a way that promotes regional cooperation across educational levels. Each member of staff, is responsible for following up the work in two to three counties, in addition to undertake tasks requiring their particular expertise in particular areas and experience from particular educational levels

responsibility to take part in the network cooperation with NAFO;

- Stability of contact persons at the university colleges is also important;
- External funds from NAFO to undertake projects are crucial contextual factors to secure participation by TE institutions;
- Political support: autonomy of TE institutions (in terms of limiting the direct influence of NAFO), and access to project funds which stimulates participation by TE institutions.

Other crucial elements for NAFO's effective implementation include:

- Diversity included in the national ITE curricula;
- Projects initiated and coordinated by NAFO, are manageable and very well planned;
- NAFO is an easy partner for the TE institutions to cooperate with, particularly due to its non-bureaucratic mode of working;
- Available academic resources, time, and capacity at the university colleges.

However, the lack of funds earmarked for dealing with diversity in TE and participate in development work and research limits the sustainability of NAFO. In order to get more lasting **effects of NAFO's cooperation with ITE providers**, diversity should be prioritised at the policy and ITE level. There is a risk that the responsibility for dealing with diversity still rests with a few particularly dedicated people, rather than being a responsibility for all teacher educators. The cooperation with NAFO has in some cases contributed to increase the chance of getting multicultural themes on the map, and paved the way for inclusion in curricula.

Transferability

The results from activities and projects are delivered through the following mechanisms within the ITE/education system:

- Governmental home pages and national conferences;
- **NAFO's home page;**
- National framework curriculum for teacher education.

Despite the positive experiences with the NAFO network model, communication about interesting activities and results could be improved with more active initiative and help from **school owners (e.g. NAFO's home page, digital material), to improve availability for schools outside the 'wheel'**.

On the international level, NAFO participates in SIRIUS⁴⁵, **the EU's network on education for migrants**. A recent cooperation with Latvia that concerned the development of competences with regard to working with minority lingual families was based on the NAFO model. It was a successful project, resulting in an invitation to undertake a similar project in Estonia.

NAFO is also engaged in a Nordic cooperation on multilingualism in the Nordic countries (*Flerspråklighet i Norden*, FLIN), involving exchange of knowledge and experiences for actors at all governance levels (municipalities, regions, and state). Particular emphasis is on the development of ICT for working with multilingualism in TE and education⁴⁶.

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⁴⁵ See: <http://www.sirius-migrationeducation.org/>

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Interviews

- Teacher educator at Østfold University College
- Leader of NAFO
- Senior advisor and Vice-leader at NAFO
- Principal at a primary school/focus-school in Østfold county.

Case Study 14: Slovenia – Criteria for accreditation of study programmes for teachers (*Merila za akreditacijo študijskih programov za izobraževanje učiteljev*)

Context
<p>This policy on the accreditation of study programmes for teachers was initiated by the Slovenian Ministry of Education. Between 2008 and 2011, there was a need to modernise the pre-existing regulation on the accreditation of higher education programmes, which was unsuitable in relation to the changes that came with the Bologna process. An outline was proposed, debated and aligned on several occasions between the Minister and the deans of Faculties that provide ITE study programmes. In 2011, a consensus was reached and the Slovenian Quality Assurance Agency for Higher Education (<i>Nacionalne agencije Republike Slovenije za kakovost v visokem šolstvu</i>, NAKVIS) formally adopted the Criteria for accreditation of study programmes for teachers⁴⁷.</p>
Short description
<p>The criteria for accreditation of study programmes for teachers aim to support the autonomy of teachers: when they enter the profession, teachers should be able to autonomously use the competences achieved.</p> <p>General competences (Criteria, Art. 5) are divided in to four main categories:</p> <ol style="list-style-type: none"> 1. Efficient education (with 17 sub categories); 2. Cooperation with professional and social environment (three sub-categories); 3. Competence for professional development (three sub-categories); 4. Organisational and leadership competence (five sub-categories). <p>Issues relevant for diversity in the classroom fall under 'Efficient education': providing a safe and supportive environment for learning, respecting personal differences, positive attitude towards students in relation to their social, cultural, language, and religious background.</p> <p>Moreover, the criteria aim at increasing the accountability in ITE provision, following the principles of the Bologna Process. Specific paragraphs and sub-competences that imply the implementation of diversity in ITE were conceived as part of requirements of the Convention on the Rights of the Child. The Criteria are used for (re)accreditation of ITE study programmes by NAKVIS.</p> <p>The measure aims at aligning existing practices with the principles of the Bologna Process and with the national regulation. All study programmes that provide nationally/internationally acknowledged degrees need to be accredited. Initial accreditation or re-accreditation is granted for a maximum period of seven years. The accreditation procedure includes self-evaluation, an assessment and a report prepared by an expert group, and the decision of the NAKVIS.</p> <p>Before the adoption of the founding charter, the founder must obtain a decision on accreditation of a higher education institution, while study programmes become certified upon being granted accreditation⁴⁸. There are additional criteria for ITE study programmes. The competences related to diversity need to be applied in a cross-curricular way, as an integral part of ITE study programmes. However, since the criteria are formulated too broadly, there is a big room for interpretation when it comes to the design of specific ITE programmes.</p> <p>Diversity is still an evolving and new concept in Slovenian education discourses. However, the concept is emphasised in policy, research and practice. Equity and equality, justice and fairness,</p>

⁴⁷ See: <http://www.uradni-list.si/1/objava.jsp?urlid=201194&stevilka=4013>. Accessed 15.11.2016.

⁴⁸ See also: *Criteria for accreditation and external evaluation of Higher Education institution and study programmes* <http://pisrs.si/Pis.web/pregledPredpisa?id=MERI35>. Accessed 15.11.2016.

multiculturalism, inclusion have become part of the dominant discourses in Slovenian debates on education policy.

Evidence on effectiveness

The main result of this initiative is that basic conditions for the development of general competences for (future) teachers are ensured. The measure is part of a regular re-accreditation process. Since it is implemented as an integral part of ITE study programmes, the effects are not measured nationally. They can at least partly be found in results of the TALIS survey from 2008.

Discourses on equity and equality, justice and fairness, multiculturalism, and inclusion have a long tradition in the field of education in Slovenia. However, there is still room for improvement in different areas regarding diversity. Until recently, Slovenia has had a relatively stable profile and flow of migrant population. Most of them were economic migrants from former Yugoslav republics or South East Europe. This is one of the main reasons why Slovenia does not yet have any specific discourse on diversity in education, and why competences regarding diversity have not yet been one of the dominant interests of ITE programmes.

The main strength of this measure is that it is a national regulation, and that it has been implemented at all ITE providers. Its weakness, in relation to the conceptualisation of diversity, is that the measure is currently too broadly formulated. It appears to be more in line with the Convention on the Rights of the Child rather than the concept of diversity in narrower sense – which in Slovenia is not yet defined as such. The Criteria offer possibilities for the implementation and operationalisation of diversity in the classroom, which would require further research, including aiming at assessing the extent to which student teachers do acquire competences for dealing with diversity in the classroom.

Key success factors

The most important condition for the measure to be introduced was a high consensus on the need for new accreditation policy between the Ministry and the faculties that provide ITE study programmes. All the parties had mostly common interest – alignment with Bologna criteria, providing security and autonomy for teachers and study programmes. The measure could be strengthened through reflective, self-evaluation practices of study programmes and individual teachers/subject. This could be done by establishing a dialogue between government, experts, teachers and collecting feedback on what policy mechanisms, instruments they have or lack to be able to deal with cultural diversity in classrooms and schools.

Transferability

The Slovenian national education system and its Quality Assurance Agency are unique and exposed to specific and complex contexts. The question of transferability of the criteria for the accreditation of ITE programmes would need further research and analysis.

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Interviews

- Ministry of Education Science and Sport, Head of the Human Resources Development Office.
- Faculty of Education, University of Ljubljana, Head of the Department of Social Pedagogy
- Slovenian Quality Assurance Agency (NAKVIS).
- Vice-Dean responsible for Quality Assurance, Faculty of Education, University of Ljubljana

Case Study 15: Slovakia – Multicultural education as a cross-cutting theme in education (*Multikultúrna výchova ako prierezová téma vo vzdelávaní*)

Context

The project on 'Multicultural education as a cross-cutting theme in education' was initiated by The Ministry of Education. The State pedagogical institute (SPI) is responsible for the design of the State educational programme (general curriculum) which provides the main goals, activities and background information for the introduction of multicultural education in schools. The multicultural education project was introduced into the Slovak educational system after the school reform in 2008. The national school curriculum was introduced for the school year 2008/2009.

All schools (public, religious, and private), are obliged to implement multicultural education as a dedicated cross-cutting theme. In Slovakia, some topics in education, such as media, personal development, environmental education, or multicultural education, are generally not taught as a separate subject, but should be incorporated into other subjects, or transversally into all subjects.

The main target groups of this measure are pupils in kindergartens, primary and secondary schools, and their teachers. Student teachers have not been involved in the implementation of this measure. However, student teachers receive part of their practical preparation in schools, and some of them teach multicultural education (no data is available on how many of them have been involved in this activity).

Generally, ITE providers are not involved in this process. The main author of the State educational programme is a teacher educator at the Pedagogical Faculty in Bratislava and holds **a course on 'Multicultural education'**. However, multicultural education is not systematically implemented at the level of ITE providers. Universities possess a high degree of autonomy in the design of their study programmes. Nevertheless, some Pedagogical Faculties (Bratislava, Banská Bystrica, Prešov) chose to teach multicultural education.

Short description

According to the national school curriculum, the main aim of multicultural education is to develop knowledge on different traditional or newly emerging cultures and subcultures among pupils. Another aim is to contribute to the acceptance, respect and tolerance towards minorities and migrants. Thanks to multicultural education, pupils have the chance to become familiar with their own culture and reflect upon other cultures and traditions. Pupils learn how to communicate and cooperate with people from different cultures in a constructive way (State educational programme, 2011).

Specific aims of multicultural education include:

- Support the individual consciousness of pupils, teach them how to maintain social and emotional bonds with different people;
- Promote their self-esteem, encourage creativity in interacting with others, especially the disadvantaged pupils;
- Provide appropriate incentives for experience the diversity, encourage curiosity and interest in the environment;
- Learn to acknowledge and respect cultural diversity;
- Learn how to resolve the conflicts in non-violent way, how to cooperate and communicate with people from different cultures in safe environment (State educational program, 2011).

There are no prescribed activities within the multicultural education project. Schools have the autonomy to incorporate multicultural education into their school practice or curriculum. ITE

providers are free to design their own educational programmes and are not obliged to provide courses on multicultural education.

The national curriculum recommends suitable forms or activities for multicultural education, **such as “experience-based methods of education”**, collaboration with relevant stakeholders. Multicultural education is implemented differently across Slovakia, either incorporated into the curriculum of all subjects taught in school, or as a separate subject. Other schools use this measure as an extra-curricular activity after school (Petrasová et al., 2010)

Evidence on effectiveness

Multicultural education is a compulsory cross-cutting theme for ISCED 0-3. A recent evaluation study of human rights and multicultural education has shown positive results in the perception **of diversity amongst students, parents, teachers and directors of schools (Ondrášová, 2015). Teachers reported the “development of communication skills, increased tolerance to the opinions and attitudes of other people, less critical view of the differences” among their students (Ondrášová, 2015: 16). Students themselves reported improvements in the possibility to discuss and get quality materials regarding human rights, including practical examples and exercises, although practical examples are scarce (Ibid.).** However, there seems to be a lack of interest in human rights outside mandatory courses, and teachers showed downward interest in human rights education (Ibid.).

According to the evaluation study results and interviewees, the impact of multicultural education depends on individual teachers and the extent to which they promote multicultural educational goals outside the classroom. In addition, pupils tend to be very sensitive to negative attitudes and narratives towards diversity in the public discourse. The evaluation report does not take into account student teachers, as it only tested the change of attitudes amongst students, parents, teachers, and directors of schools.

However, interviewees underlined that multicultural education as a compulsory cross-cutting subject in the state educational programme represents a progress, particularly in the current Slovak political context, characterised by a growing hostility towards migrants and minorities.

The fact that the implementation of multicultural education highly depends on the willingness of schools and teachers themselves seems to be both a strength and weakness. This implies that there are not enough materials for individual subjects, and that teachers often do not know how to apply it. Interviewees mentioned that there is a lack of concrete materials for its implementation in other subjects (such as history, civics, arts or languages).

In addition, as schools are free to implement multicultural education the way they want to, the topic is sometimes provided in a purely formal way. Interviewees reported examples of schools which **created stereotypical “intercultural afternoons”** (e.g. activities where pupils get to know different cultures through pictures, music or food). Another example occurs when teachers use stereotypical language or racist views against other students (such as Roma or Jewish students at school).

Interviews showed that while multicultural education is formally supported, respect of diversity and human rights is not a key priority when designing the curricula, as educational authorities rather encourage practical subjects that are being tested at schools (such as maths and languages).

Key success factors

Multicultural education was integrated in 2008 in the context of increasing globalisation, migration and intra-European mobility. The proposal of the National strategy for the implementation of European year of intercultural dialogue also included the need for the adoption and implementation of policies, which would focus on managing cultural diversity and stress mutual respect and tolerance among different ethnic groups. This was one of the main

inputs for introducing multicultural education (Petrasová et al., 2010). However, there was not enough time for the preparation of guidelines, curricula or standards for multicultural education, since schools had only two months to prepare. For the measure to be effectively implemented, implementation support and creation of an appropriate delivery system (i.e. initial and continuous teacher education, methodological guidelines, etc.) is needed.

This case clearly shows that the inclusion of multicultural education into national education strategies does not yet guarantee its effective embedding into school and teacher education curricula if there is no follow-up. The introduction of a school subject on multicultural education cannot help to increase tolerance in society when students with a diverse background are segregated into different classrooms, or at schools where teachers and school staff hold racist views and where their attitudes are not challenged by training programmes.

Furthermore, the cross-cutting approach to multicultural education is not sufficient if the political discourse encourages stereotypes, racism, or does not respect differences. In addition to these crucial contextual factors, some interviewees reported that the measure could work more effectively as a subject in itself with less formal activities, rather than as a cross-cutting topic.

Transferability

Interviewees reported that this measure could be adopted in other countries, if adapted to the specific needs of the local contexts. For an effective transferability of this measure to other countries, a more intense preparation, professional development initiatives for teachers and continuous support from the state or other experts would be needed.

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Interviews

- Author of the multicultural education as a cross-cutting subject, Comenius University, Bratislava.
- Student teacher, Comenius University, Bratislava.
- Author of the evaluation study, Ministry of Education, Bratislava.

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