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*Migration, displacement and education:
Building bridges, not walls*

ISSUES OF CULTURAL DIVERSITY, MIGRATION, AND DISPLACEMENT IN TEACHER EDUCATION PROGRAMMES

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INTRODUCTION

Among the 258 million of international migrants in 2017, the majority were of working age and their children were most likely to be educated in the host countries' national education systems. This paper examines the extent to which host countries are prepared to meet the learners' needs, by looking at teacher training. Teachers are one of the most important factors in education that can help all learners, including those who are migrants or come from migrant background, to achieve better learning outcomes. However, for teachers to be best able to serve their classrooms, they need support and training.

Teaching in a context of cultural diversity requires specific competencies to impart common fundamental values, communicate effectively with families and students, take an active stand against all forms of discrimination, and conduct psychosocial interventions. In particular this article aims to identify the main topics that are covered and methods used in the training courses (practical vs theoretical approach). The current work focuses on teacher training programmes in five main categories capturing different aspects of cultural diversity, migration and displacement (Box 1).

Among them are: cross-cultural knowledge, sensitivity and awareness of different cultures, intercultural and professional communication skills, culturally responsive pedagogic approaches and psychosocial interventions. Key examples of teacher training programmes in these categories are discussed and recommendations are proposed in order to improve the quality of teacher education and ultimately improve the inclusion and academic success of displaced students and those from a migrant background.

The following sections examine the role of teachers, particularly in culturally diverse settings. Next, the analysis focuses on each of the five main categories of teacher training for cultural diversity. The paper examines if there is a difference in teachers' training courses on offer in low and high-immigration countries respectively. In order to provide better understanding of the content of the courses the paper then presents a few case studies of programmes offered across different countries.

Finally, the paper draws recommendations on how training providers and policy makers can better prepare teachers to deal with cultural diversity.

Box 1: Key definitions

Drawing from UNESCO, we use the following definitions (UNESCO, 2017a, 2017b, 2017c):

Cultural diversity. The term describes an environment with different cultural influences, as opposed to one with homogenous cultural set up. According to the UNESCO Universal Declaration on Cultural Diversity: *“culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations”* (Article 1, UNESCO, 2001). The Declaration also outlines cultural diversity as being guaranteed by human rights, and underlines the need to ensure that all cultures can express themselves and make themselves known (UNESCO, 2001).

Migration. Migration is the crossing of the boundary of a political or administrative unit for a certain minimum period of time. It includes the movement of refugees, displaced persons, uprooted people and economic migrants. Migration can be internal (move from one area to another within one country) or international (move between two nation-states).

Displacement. Displacement is defined as the forced movement of people from their home region, environment, or occupational activities due to armed conflict, environmental issues, famine, or development and economic changes.


THE IMPORTANCE OF TEACHERS IN CULTURALLY DIVERSE CLASSROOMS

According to the United Nations, “the world is witnessing the highest levels of displacement on record”. In addition to the 68.5 forcibly displaced people (UNHCR, 2018), 257.7 million people are currently international migrants (UNDESA, 2017) and 732 million internal migrants (Bernard et al., 2018). This diversity of backgrounds and experiences extends to the classroom, creating both challenges and opportunities for teachers and education systems more broadly.

Despite potential increased access to education, migrant and displaced students are more likely to face linguistic and cultural obstacles, social exclusion, inequalities in terms of access (legal status and absence of citizenship/residence permits); and bullying and alienation once in school (Fazel and Betancourt, 2017; UNESCO, 2019). Additionally, psychological trauma as a result of displacement or migration, gaps in learning achievement, interruptions to their schooling, a complex recognition of diplomas and qualifications, and long delays in access, make them more susceptible to drop out (Dryden-Peterson, 2015).

In this context, teachers play a crucial role. The relationship and interaction between the teacher and the student is a core component of successful education achievement. For migrant and displaced students, teachers can often come to represent the host country, and its culture. The effect of good teaching on migrants lives are multiple. Appropriately trained and motivated teachers can greatly help students advance in their learning (UNESCO, 2019). Beyond, simply transferring knowledge, positive student-teacher relationships, have also shown to have a positive impact on migrant and refugee learners’ outcomes. Limited evidence comparing data on teaching styles and students’ outcomes, shows that student-oriented teaching, which focuses on engaging students in learning, rather than passive transfer of learning can be beneficial for all students (OECD, 2018b).

Beyond teaching, teachers’ expectations and support towards migrant students, as well as the quality of the relationships between teachers and students, also make a difference. Both migrant and non-migrant students who feel that they belong in their school, have been found to perform better on literacy tests. Moreover, where migrant and non-migrant students are more likely to equally feel like



they belong in their schools, their academic performance tends to also be more alike (OECD, 2015). These benefits extend beyond the academics. For instance, a series of studies have found that good teacher-student relationships, are also associated with better migrant mental health outcomes and fewer mental health problems, in China (Sun et al., 2015) and among refugees in several high-income countries (Fazel and Betancourt, 2017).

In order to be able to offer this kind of positive environment to students, all teachers need proper pre-service and in-service training (OECD, 2018b; UNESCO, 2019). OECD's Teaching and Learning International Survey (TALIS), which collected experiences of teachers across more than 30 countries, shows that in many countries this might not be the case. Among TALIS, countries only 16% teachers on average reported having undertaken a training on teaching in a multicultural or multilingual setting (OECD, 2014). Teachers in Latin American countries, reported high need for teacher training in multicultural and multilingual settings, as for 46% of teachers in Brazil, 33% of teachers in Mexico, and 24% of teachers in Chile reporting this need, despite a relatively high provision of this training, in comparison to other TALIS systems (OECD, 2014). This could be due to the multi-ethnic nature of the countries resulting from a diverse indigenous population, as in the case of Mexico and Brazil, as well as from the influxes of international migrants, as is likely in the case of Chile (OECD, 2018a).

Present teacher education is often optional, such as in Europe (Van Briel et al., 2016), inexistent, or included on an ad hoc basis, as in France, Japan and Spain (OECD, 2017). A study of Initial Teacher Education in Europe found that strategies to prepare the latter to teach diversity are scarce (PPMI, 2017). An explicit ITE policy goals on diversity was found in 17 countries (including Germany, Ireland, Italy, Norway and Sweden). In 11 countries/regions there were just indirect references to diversity in education policy goals on ITE (human rights, anti-discrimination, inclusive education, etc.). No reference to ITE for diversity in national education policy goals, lack of operationalisation and lack of focus on ITE were reported in another nine countries (including Albania, Romania and Turkey). The empirical research on diversity among teacher students and their teachers is also limited as it is that on the types of competences teachers should have to do so effectively and much of it come from United States, Canada and Australia (Cochran-Smith et al., 2015).

CATEGORIZATION AND CONTENT OF TEACHER TRAINING PROGRAMMES

To identify and understand teacher support for cultural diversity we examine teacher training programmes that address cultural diversity, migration, and displacement. In practice, however teacher training programmes rarely differentiate between concepts.

Within these broader concepts we identified key search terms and conducted a broad search for programmes and initiatives through search engines (ex.: Google, Bing and Yahoo) and ERIC, an online digital library of education research and information. Keyword searches were completed in English, French and Spanish and included a combination of the following:

teachers' training courses (alternative keywords: teachers' education, pedagogy, instruction and understanding)

initial and ongoing (continuing) training

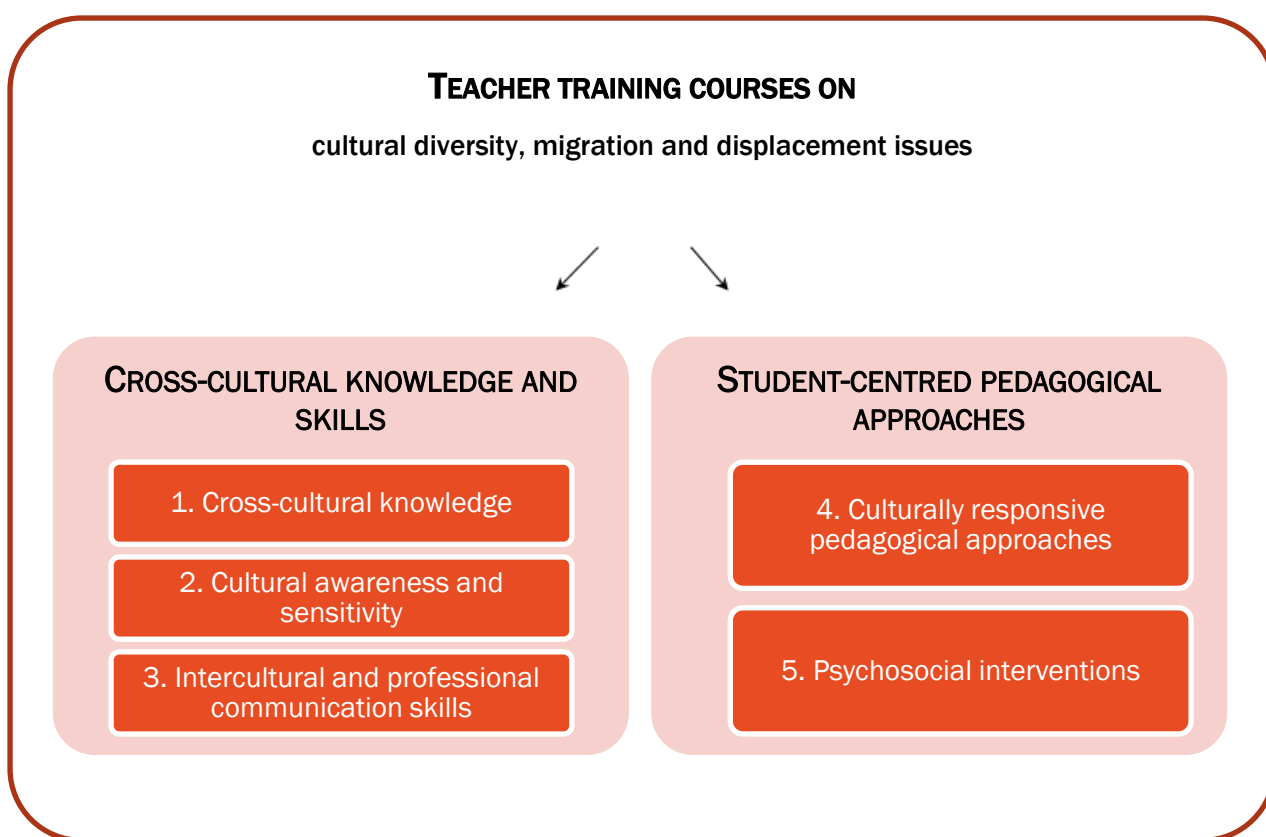
intercultural, multicultural, diversity, pluralism, ethnic, cross-cultural, migration and displacement.

Initial search results found 150 teacher training programmes, implemented between 2001 and 2018, across 60 countries. In refining our sample, we put aside programmes that had vague descriptions as well as general training programmes on citizenship education that did not specifically cover cultural diversity, migration or displacement issues. Additionally, we focused on training courses as a "system response" to immigration, and, therefore, courses targeted at refugees and asylum seeker teachers were excluded. Our final sample included 105 programmes from 49 countries. Using the ranking established by UNPD (2015) are low-immigration countries, 6 middle-immigration countries and 20 high-immigration countries¹.

¹ According to UNPD (2015), low immigration countries are those with an international migrant stock of less than 3% in 2000; medium immigration countries are those with an international migrant stock between 3% and 10% in 2000; high immigration countries are those with an international migrant stock greater than 10%.

From the review of programmes, five main themes emerged which can be further categorized into those that focus on imparting cross-cultural knowledge and skills and pedagogical approaches which are more student centred (see figure 1).

Figure 1. Content to cover in the teacher training courses on cultural diversity, migration and displacement issues



Following the identification of themes, programmes in the sample were classified into one of the five categories. As one programme can cover many topics, programmes can appear more than once in the table (for limitations to this approach and the broader analysis see Annex A). Multiple coders were used to help us develop a common meaning of each code/themes, and ensure more accurate classification (Miles and Huberman, 1994). A random sample of five programmes were independently coded by two researchers. Each programme could be coded into one of the five themes, eliciting a

total of 25 potential agreements. Initial intercoder reliability calculated using the formula: number of agreements ÷ (total number of agreements + disagreements) reached 68% research suggests that, upon the first round of coding, one cannot expect intercoder reliability to be above 70% (Miles and Huberman, 2003).

Table 2. Intercoder reliability

Programmes	Number of agreements	Intercoder reliability
Diversity as an Opportunity (Austria); Intercultural Training (EU) (United Kingdom); Diversity and Inclusion in Adult Education (Germany); Teachers Facing Traumatized Refugee Children and Young People (Germany); Together We Can (Italy)	17/25	68%

This coding required adjustments, particularly with regard to code splitting and merging. After discussions, the number of agreements between coders reached 92%. Finally, we calculated the intracoder reliability using the first 15 programmes from Appendix B (15 x 5 themes = 75 potential agreements). The same coder analysed the collected transcripts twice within a few days to verify internal consistency over time, which concluded at 90% intercoder reliability (see table 3). The lead author then coded the remaining programmes using the refined coding scheme.

TABLE 3. INTRACODER RELIABILITY

Programmes	Number of units	Dates of the first and second codings	Number of agreements	Intracoder reliability
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Programmes 1 to 15	75	March April 19 th	26 th	67/75	89.33%
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To better illustrate the type of topics covered in the included training programmes, the sections below more fully detail each of the five themes. The first three - cross-cultural knowledge, cultural awareness and sensitivity, and intercultural and professional communication skills –convey the basic attainment of knowledge and intercultural skills. The final two - culturally responsive pedagogical approaches and psychosocial interventions – cover more student-centred pedagogical approaches in which learning is determined by the learner, who must be considered in the teaching and learning processes. In such programmes teachers incorporate personal and adapted questions, discuss authentic problems and put the emphasis on fulfilling the needs of learners. Students are active and responsible of their own learning.

Cross-cultural knowledge

Cultural knowledge aids teacher’s consciousness of similarities and differences between cultural groups through a comprehensive educational foundation of different cultures. Teachers develop objective and factual information. In some cases, when training courses are more practical, experiential knowledge is acquired by being involved in the culture. Content in training courses and initiatives that focus on cross-cultural knowledge includes, but is not limited to:

cultural world views and current state of affairs

theoretical and conceptual framework (eg. difference multiculturalism and interculturalism).

needs and challenges of diverse groups

behaviours, actions, values and beliefs of diverse groups

history of emigration of diverse groups

overview of foreign educational systems

study of migration policies

culture and art in foreign countries (cultural heritage, emigration and immigration literature, visual arts)

tacit cultural knowledge

There is a difference between knowing, understanding and applying the facts. The next two areas demonstrate deeper understanding through the application of this knowledge.

Cultural awareness and sensitivity

At a deeper level, teachers define their own frame of reference through an understanding of how a person's culture may shape their values, behaviour, beliefs and assumptions. It requires a strong understanding of the personal culture and a deep acceptance of other cultural framework. Similarly, cultural self-awareness aims to situate your own culture in relation to others during cross-cultural interactions. It allows teachers to acknowledge their own learning and teaching styles, strengths, weaknesses, biases, and emotions and to value their own culture. Upon reflection, **cultural sensitivity** fosters a profound understanding of the emotions surrounding the intercultural interactions and of the ways that cultures may be perceived. It recognizes differences as an asset and minimizes value judgements. Cultural awareness and sensitivity require teachers to be open and flexible with other values, beliefs, and perceptions. Content in training courses and initiatives that focus on cultural awareness and sensitivity includes, but is not limited to:

reflection on teachers' own views, values, beliefs and perceptions and their effect on students

identification of cultural bias

identification of the micro-dynamics inherent in cultural interactions

identification of processes that lead to all forms of discrimination

the influence of preconceptions

ways to impart common fundamental values (trustworthiness, integrity, responsibility, understanding, tolerance, inclusion, equity, nationwide cooperation, solidarity, conciliation, empathy respect to diversity, freedom, humility, honesty, justice, and sustainability) to prevent all forms of discrimination

Intercultural and professional communication skills

In order to develop intercultural communication skills, teachers need first to understand the different cultures involved in interactions (see 2.1.1.1 and 2.1.1.2). This allows them to be aware of the barriers to communication, including ethnocentrism and stereotypes, and of the cultural impact that come from inappropriate communications. In this sense, building intercultural communication skills is an ongoing and recursive process.

Intercultural and professional communication skills aim to prevent miscommunication in culturally diverse classrooms, through fostering collaboration and valuing linguistic diversity. They improve understanding of how people from diverse cultures behave, communicate and perceive the world around them. Content in training courses and initiatives that focus on intercultural and professional communication skills includes, but is not limited to:

communication styles

context-based communication

non-verbal communication

small talk and taboo topics

complexities of working across languages

communication with parents

techniques for teaching/learning local languages

Culturally responsive pedagogical approaches

Culturally responsive teaching is the first of two more student centred approaches described here. It is defined as the use of “cultural knowledge, prior experiences, frames of references and performance style of ethnically diverse students to make learning encounters more appropriate and effective for them; it teaches to and through the strengths of these students” (Gay, 2010, p. 31). In addition, culturally responsive pedagogical approaches allow teachers to achieve greater inclusion and to offer full and equitable access to education for students from all cultures.

Thus, teachers are prepared to include - and empower - migrants and refugee students with diverse needs in the classroom (so they can welcome them in age-appropriate and regular classes). They use cultural referents to impart knowledge, skills and attitudes. Content in training courses and initiatives that focus on culturally responsive pedagogical approaches includes, but is not limited to:

bringing native languages and a community culture into the classroom

building bridges between home and school

adaptation of the curriculum, of teaching practices and evaluation practices

inclusion of students' cultural references in all aspects of learning (topics related to the students' background and culture)

the use of a variety of instructional strategies that are connected to the different learning styles

Psychosocial interventions

Psychosocial interventions refer to the actions taken by teachers in order to promote good mental, emotional, social and spiritual balance of students (here, from a migrant background). This includes primary prevention activities.

Even though the psychosocial environment is intangible, it powerfully affects student learning and its effects last longer than the classroom's physical environment. Indeed, learners who feel safe and

secure (they know what is expected, feel protected and trust others) are more willing to participate actively, initiate interaction with the teacher, and enter new learning situations with confidence. Content in training courses and initiatives that focus on psychosocial interventions includes, but is not limited to:

understanding the main disorders or conditions more common in migrant and refugee students

understanding, anticipating, and applying skills to resolve cross-cultural conflicts

developing skills in handling cross-cultural disruptions within a group

identification of the main resources for support (ex.: psychologist, social workers...)

understanding basic treatment approaches for suffering students (ex.: trauma-affected students)

GENERAL CHARACTERISTICS OF TEACHER TRAINING PROGRAMMES

Before exploring common patterns in content area coverage across training programmes we examine general characteristics of the 105 programmes considered in this paper to better understand who was providing the training and how it was carried out (see Annex B for full list).

Among the programmes analysed, 30 were included as part of initial training (28.57%), 47 as part of in-service training (44.76%) and 28 are provided in both contexts (26.66%). Learning formats comprise: topic-specific online resources, toolboxes, conferences, apps for teachers, action-researches, learning modules, seminars, theoretical and practical courses, workshops, immersive training courses, fast-track training courses, small-scale projects, coaching processes (train-the-trainer courses), implementation of core groups for coaching and networks to develop resources to advise and to support members, case studies, critical incidents, problem-solving activities, and lesson planning.

Out of 105 programmes and initiatives, 30 are provided, funded or supervised by governments, which include Ministries of Education and state-supervised training programmes (funding provided by governments to school boards, districts, public schools and governing councils). The majority of teacher support programmes is provided by universities, teacher unions, NGOs and private organisations. Indeed, 29 programmes or initiatives are offered by universities - which include action-

research projects and courses –, 10 by teachers' trade unions and 40 by NGOs and private organisations. Some training programmes are operated by a combination of providers.

Eighteen training programmes (17.14%) are theoretical; 6 are practical (5.71%) and 80 use both methods (76.19%). In most training courses, teachers are expected to go back to their respective schools and organise a class to reinvest the content, or teachers are invited to reflect and discuss their practices and share the best ones.

Nineteen percent (n=20) of all training programmes identified are mandatory. Among the mandatory programmes, 85% (n=17) are in initial training, 5% in ongoing training (n=1) and 10% in initial or ongoing training (n=2). Nineteen out of 30 training programmes (63.33%) organised by governments are mandatory. Some training programmes are based on teachers' competencies frameworks; that is the case in Australia, Brazil, Canada, Finland, New Zealand and United States.

CONTENT COVERAGE OF INCLUDED PROGRAMMES

Across the 105 programmes, student-centred topics (culturally responsive pedagogy approaches and psychosocial interventions) are relatively less covered (see figure 2). Indeed, they are covered in only 59% and 20% of training programmes respectively. In other words, a minority of programmes prepare teacher to anticipate and resolve intercultural conflicts, and to be familiar with psychological treatment and referral options for students in need. By contrast, cross-cultural knowledge is the most commonly covered topic, included in 80% of programmes. This is followed closely by training on cultural awareness and sensitivity in 74% of programmes. When disaggregating countries by level of immigration, not statistically significant differences were found ($p < .05$).

ILLUSTRATIVE EXAMPLES OF TEACHER TRAINING PROGRAMMES

To better understand how teacher training courses for cultural diversity operate we selected seven illustrative case studies, with at least one focusing on each of the five identified content areas. Selection criteria included the following:

Programmes illustrate one of the five content areas

Programmes refer to:

- different providers
- initial and ongoing types
- different countries and education systems

Evidence of impact of the programmes from the academic literature (where possible).

Case Study: Cross-cultural knowledge

Eighty percent of training courses focus on transmitting cross-cultural knowledge. This section discusses the initiative “Teachers for Migrants’ and Refugees’ Rights” supported by the federation of unions, Education International (EI) (see Case Study 1).

Case study 1

Initiative: **Portal “Teachers for Migrants’ and Refugees’ Rights”**

Countries: **Belgium (head office) and worldwide**

Provider: **Education International (EI)**


Type: **Initial and ongoing**

Method: **Theoretical and practical**

Key objective: **To support unions and teachers in their efforts to promote migrants’ and refugees’ rights**

Partners: **Council of Global Unions; ILO; UNHCR – Education Sector; INEE; ECOSOC; UNESCO; UNICEF; OECD; The Commonwealth; Global Forum on Migration and Development (GFMD); Amnesty International Human rights Friendly Schools Programme.**

Website: **<https://www.education4refugees.org>**



The Portal is an initiative of Education International (EI), the world's largest federation of (teachers) unions, representing 32.5 million educators and professionals (from early childhood to university) in about 400 organisations across 171 countries. Among its aims, EI promotes education that respects diversity for open, democratic, multicultural and inclusive societies.

The Portal Teachers for Migrants' and Refugees' Rights aims to support unions and (pre and in-service) teachers in their efforts to promote migrants' and refugees' rights, by sharing evidence, information, local experiences, resources and leading practices from around the world. The website provides a toolkit to help teachers promote the right to education for refugee and migrant children. Therein, teachers can find information material, a list of training programmes and their reviews and a collection of teaching resources. In addition, in order to advocate for the right to education, the toolkit includes information about unions' positions, funding resources, special programmes and research evidence. Finally, the toolkit present different examples of inspiring mobilization (work with families, social campaigns, and alliances). Education resources (checklists and country profiles) are added continuously.

Along the same lines, the Portal supports teachers who plan to teach abroad and answers questions about labour and social rights and settling in a new country. Teachers can search for teachers unions worldwide.

The Portal is a well-suited initiative considering the significant challenges faced in the field of international migration. However, among those highlighted by the federation of unions is the absence of a comprehensive national legislative framework about international migration. Thus, effective national formal social dialogue on labour and migration remains rare. Manifestations of intolerance, racism and xenophobia increasing in times of economic, political and environmental crisis (and of increased migration) in some countries, affect governments' willingness to work collaboratively with unions and teachers to ensure a right-based appropriate response. Finally, many teacher unions still lack appropriate knowledge and policies to act actively in the field of migration.

The Portal takes into account different specificities and local contexts. Each local and national union and each pre and in-service teacher can benefit from the shared and spread expertise. Also, the

research component (through national and local case studies) provides a range of examples that collectively can help identify main themes and challenges. To date, the impact of this support and toolkit for teachers has not been studied in the academic literature.

Case Study: Sensitivity and awareness of different cultures

Seventy-four percent of programmes focus on sensitivity and awareness of different cultures. We discuss below the involvement of the Ontario Human Rights Commission in Canada with regard to training programmes based on the core value of respect to cultural diversity (see Box 2). Then, we present the project INSETRom, which offers a teacher-in-service training addressing the issues of sensitivity and awareness for Roma communities, a population that has been socially marginalised for centuries (see Case study 2).

Research on teachers of Roma students, Roma parents and Roma children at primary and secondary schools (Luciak and Liegl, 2010; Rosinský and Hrebeňárová, 2012) point to the need for teachers to acquire knowledge on the culture of the minority its history. However, a balance is needed between background knowledge (on anthropological and historical content) and practical skills to produce changes in attitudes and in teaching practices.

Box 2. The involvement of Ontario Human Rights Commission in teacher training programmes in Ontario, Canada.

In Ontario, Canada, the initial and ongoing training programmes for teachers on cultural diversity, inclusion, equity and culturally relevant pedagogy are based on the 'Inclusive Education Strategy'. This governmental strategy aims to help the education community address discriminatory biases and systemic barriers to support the achievement and well-being of all students, including migrants and refugees (Flynn, 2014). The anti-racism and human rights training programmes are based on core values of responsibility, equity, justice and respect for diversity.

It appears that many teachers and boards pursue their learning by proactively approaching the Ontario Human Rights Commission. They request the opinion of the Commission to ensure that their processes are fair, equitable and transparent. Even if they showed initial resistance, they now value the Strategy and associated training (Flynn, 2014) recognized that. As a demonstration of their commitment, the stakeholders that showed initial resistance now form their own equity committees to make further progress in implementing the Strategy. This helped to align policies, training programmes and practices, and to implement fundamental values.

Case study 2

Programme: **INSETRom**

Countries: **Austria, Cyprus, Greece, Italy, Romania, Slovakia and United Kingdom**

Type: **Ongoing training programme**


Method: **Theoretical and practical training programme**

Duration: **2007-2009**

Partners: **European University-Cyprus; Università di Torino; International Association for Intercultural Education (IAIE); Pedagogical Department of Elementary Education is a part of the University of Ioannina; Universität Wien; Faculty of Psychology and Educational Sciences University of Sunderland, School of Education and Lifelong Learning; Roehampton University; Univerzita Konštantína Filozofa V Nitre.**

Key objective: **To increase teachers' intercultural, socio-psychological and educational skills and teachers' awareness of Roma culture.**

Website: <http://www.iaie.org/insetrom/>



In seven countries (Austria, Cyprus, Greece, Italy, Romania, Slovakia and United Kingdom) the project INSETRom offered a teacher-in-service training that addressed the issues of sensitivity and awareness with regard to Roma communities. The project, provided with the support of the European Commission within the framework of the Lifelong Learning Programme, aimed to bridge the gap between Roma and non-Roma communities and improve the academic success of Roma children. To do so, the programme intended to increase teachers' intercultural, socio-psychological and educational skills and teachers' awareness of Roma culture. To improve the relationship between schools and the Roma community was another of its aims. As such the programmes is meant to improve engagement with Roma parents, supporting their role as active agents in their children's education.

The training course for in-service teachers followed a strict curriculum based on the results of empirical research and consultation with experts. The course includes modules on culture and enculturation; stereotypes and prejudice; Roma history, Roma Culture, and culture of schools; intercultural education; classroom management and methodology; curriculum design and development; and teacher-parent communication.

The researchers also considered the opinions, attitudes of teachers, parents and students to define the problem and analyse the different needs. The coordinating institution of the project has published a handbook – in seven languages – available online on the INSETRom website (http://www.iaie.org/insetrom/1_materials_handbook.html). The handbook provides information on the Roma groups (who participated in the studies). Other sections focus on: self-identification; academic achievement and attendance; bullying, marginalization and cultural misunderstandings; teaching methodologies; collaboration with Roma assistants, mediators and Roma organisations.

The project INSETRom has been selected as one of 20 “best practice” EU projects in favour of the Roma communities. It is considered an excellent example of transnational educational programme of teachers' good training practice in Europe: “such training schemes might be used as tools for dissemination of inclusive practices for teaching ethnic minority groups of students like the Roma” (Georgiadis and Zisimos, 2012, p. 53). The project led to better academic achievement and attendance, less bullying, marginalisation and cultural misunderstandings, better knowledge to

integrate Roma history, culture and language into the curriculum, and a stronger collaboration of teachers with Roma assistants, mediators and organisations. Finally, the project helped to counter prejudices and stereotypes.

Case Study: Intercultural and professional communication skills

Approximately 56% of programmes focus on intercultural and professional communication skills. One such programme, currently in place in Canada, is the initiative “Éveil aux langues et ouverture à la diversité linguistique” (see Case study 3).

Case study 3

Programme: **Éveil aux langues et ouverture à la diversité linguistique (ELODIL)**

Country: **Canada**

Provider: **ELODIL**

Type: **Ongoing training programme**


Method: **Theoretical and practical training programme**

Partners: **Université de Montréal**

Key objectives: **To develop positive attitudes towards linguistic and cultural diversity; to develop thinking skills on languages (metalinguistic abilities); to recognise and legitimise allophone immigrant children’s languages of origin; to increase the awareness towards the French language, as the common language.**

Website: <http://www.elodil.com/>

The Canadian programme “Éveil aux langues et ouverture à la diversité linguistique” (ELODIL), facilitated by the University of Montréal, is an example of an action-research training programme that focuses on language and communication.



ELODIL offers training programmes and support plans for current and future teachers in Montreal, Québec, Canada and in rural regions (Armand, 2014). The training programme is funded by the Québec Ministry of Education's programme Chantier 7, which aims to support universities in the design, deployment and evaluation of professional development programmes carried out in partnership with the school community.

The programme enables teachers to adopt best practices that facilitate student learning and promotes their commitment to recognise student's linguistic and cultural background as a resource, not as an obstacle (Armand, 2014). The programme has been found to increase the likelihood teachers develop and experiment with efficient teaching practices, which in turn:

helped students develop positive attitudes towards linguistic and cultural diversity and thinking skills on language (metalinguistic abilities);

created a multi-ethnic environment;

facilitated the recognition and legitimisation of the different immigrant children's languages of origin;

helped the learning of French and the awareness of the social and identity role of French as a common language (Armand, 2014).

Lastly, the programme for preschool and primary education teachers and special education teachers at the Faculty of Educational Sciences of the University of Montreal includes mandatory courses about teaching French as a second language and multilingualism.

Case Study: Culturally responsive pedagogical approaches

Fifty-nine percent of training programmes focus on the implementation of culturally responsive pedagogical approaches to achieve greater inclusion. This section presents the Intercultural Teacher Education (ITE) programme - which aims to equip pre-service primary teachers with culturally responsive teaching competencies – (see Case study 4) and the initiative Erasmus Plus - which provides international exchanges and training programmes about intercultural classroom management in a context of cultural diversity (see Case study 5).

Case study 4

Programme: **The Intercultural Teacher Education (ITE) programme – bachelor degree and master degree**

Provider: **University of Oulu, Faculty of Education**

Country: **Finland**

Type: **Initial training programme**

Method: **Theoretical and practical training programme**

Key objective: **To respond to the challenges posed to the teaching profession by multiculturalism and globalisation**

Website: **http://www.oulu.fi/edu/intercultural_teacher_education**

The Intercultural Teacher Education (ITE) aims to equip pre-service primary teachers with culturally responsive teaching competencies. To do so, the pedagogical formula is versatile, including lectures (also given by guest lecturers from other countries), seminars, a period of study abroad, and internships in government and non-government organisations. The bachelor programme, which focuses on education, globalisation, diversity and ethics, covers different topics that are student-centred, such as teaching in a heterogeneous classroom and teaching practices abroad and in international schools. Other courses cover early childhood education, human development and learning, teaching and educational interaction, educational philosophy and ethics, and inclusive and special needs education.

ITE provides a number of learning and reflection tasks which aim to develop cultural skills, sensitivity and awareness. This includes courses on: history, social studies and religion/ethics, Nordic education, education abroad, studies of global matters and international relations, global education studies (peace and conflict research, equity and human rights, and environment), and study of overseas development policy. The main language of instruction is English. Also, students have to take 15 credits in language, communication and orientation studies. This includes a professional English class, Swedish classes (on written and oral skills) and a Finnish class. The Master's programme in primary

teacher education provides courses on global education and development, educational leadership and administration and a pedagogical seminar. The impact of this training programme has not been studied in the academic literature.

Case study 5

Programme: **Erasmus+**

Countries: **Europe**

Type: **Ongoing training programme**

Method: **Theoretical and practical training programme**

Partners: **European Commission**

Key objective: **To exchange experiences between students and teachers from European countries.**

Website: **https://ec.europa.eu/programmes/erasmus-plus/about_en**

Erasmus' primary goal is to exchange experiences between students and teachers from European countries. In this regard, Erasmus Plus - an EU's programme which aims to support education, training, youth and sport in Europe - offers short-term international exchanges and training programmes about intercultural classroom management in a context of cultural diversity. Grants cover the courses' fees, accommodation and travel costs. For more than 30 years now, Erasmus Plus has supported 4.4 million higher education students, 1.4 million youth exchanges programmes, 1.3 million vocational training learners, 1.8 million education staff and youth workers, 100,000 European volunteers and 100,000 Erasmus Mundus students and staff (European Commission, 2017).

The course "Facing Diversity: Intercultural Classroom Management" offered in Italy for teachers, teacher trainers, head teachers, principals and managers of schools is a concrete example of a training programme that puts a special emphasis on migrant and refugee students' inclusion through culturally responsive pedagogical approaches. This one-week course explores intercultural educative practices and solutions to plan activities aiming at meeting newcomers' needs "without interrupting the regular

didactic flow". Concretely, this course covers issues such as the creation of a syllabus that is suitable for both native and non-native students and the challenges linked to communication, differentiation, and inclusion.

Some research suggests that success of Erasmus Plus programmes is demonstrated by the continual engagement of project participants in the years following their initial participation (Kugiejko, 2016).

The Erasmus Plus programmes seem to:

allow international cooperation;

offer a chance to learn about new solutions which can be applied to local teaching methods;

create communal teaching programmes;

promote the sharing of good teaching practices;

develop teaching staff's knowledge about the diversity of cultures and languages;

reinforce the quality and scope of EU educational system (Kugiejko, 2016).

Case Study: Psychosocial interventions

Just twenty percent of training programmes focus on psychosocial interventions. As a case study we have chosen the Little Ripples programme - which has the objective of training and employing teachers to support the social-emotional, cognitive, and physical development of refugee children (see Case study 6).

Several initiatives of the teacher union Gewerkschaft Erziehung und Wissenschaft (GEW) to support teachers facing traumatised refugee children and young people with special psychological needs are also presented (see Case study 7).

Case study 6

Programme: **Little Ripples**

Country: **Chad**

Type: **Initial training programme**

Method: **Theoretical and practical training programme**

Partners: **Local communities**

Key objective: **To train and employ refugee women to support the social-emotional, cognitive, and physical development of children ages 3 to 5 through play-based learning.**

Website: <https://www.iactivism.org/impact/little-ripples/>

Due to the War in Darfur that began in February 2003, 300,000 Sudanese refugees are currently living in twelve camps in eastern Chad (each with a population of 15,000 to 27,000). The camps are all located several miles from the closest village and are still in desperate need of quality early childhood development (principally with a focus on play-based and social-emotional learning, positive behavior management, and mindfulness) (UNHCR, 2017a). In fact, in refugee camps in eastern Chad, 30% of the population is under five years old yet, only 34% attend preschool.

Little Ripples, a refugee-led programme working in the field of early childhood development, aims to (Dallain and Scott, 2018):

- improve the social-emotional, cognitive and physical health of refugee children, ages 3 to 5;
- build the capacity of refugee women to provide early childhood education in an emergency or protracted refugee context;
- create a safe environment for children to learn, grow, and heal from trauma;
- create an early childhood education model that is sustainable, replicable and scalable.

In particular, refugee women serve as teachers, camp coordinators, directors or cooks and they are trained and employed to provide quality preschool education to children between the ages of three and five. Little Ripples builds thus the capacity of refugee women to implement and manage in-home preschools (Dallain and Scott, 2018). Empowering them fosters their sense of belonging and ensures that the solution is culturally relevant.

Currently, the first Little Ripples school – opened in camp Goz Amer in May 2013 – serves around 400 children and a second, which opened in 2015, serves more than 90 children in camp Djabal. This second school has shown innovation in using existing homes to reduce the costs of school construction and enables the local community to get involved in the education solution. Little Ripples aims to serve 8,000 children in both refugee camps. Using an evidence-based curriculum, the training highlights social and emotional development, peacebuilding, numeracy and literacy, hygiene practices, and physical development of the child (Dallain and Scott, 2018). In order to adapt the teaching to the social context, teachers complete the syllabus by adding cultural activities related to the local languages, traditions, songs and stories.

Based on internal baseline and one-year follow-up assessments, improvement in the social-emotional, cognitive and health behavior of children has emerged. From the Goz Amer and Djabal refugee camps the benefits of the program spread “to impact primary students and teachers, as the students enter with a foundation of language and interpersonal skills” (Little Ripples, 2018). This happens for instance because, children’s attained knowledge in peacebuilding, sanitation, hygiene and responsible water use will be transferred to families. However, to maximise the impact of this long-term solution on student learning, partnerships between the communities, the private and public sector and humanitarian groups are also required.

Case study 7

Programme: **Workshops about teaching to traumatised refugee children and young people**

Countries: **Germany**

Provider: **Gewerkschaft Erziehung und Wissenschaft (GEW)**

Type: **Ongoing training programme**

Method: **Theoretical and practical training programme**

Key objective: **To offer a theoretical introduction to the life situation of refugees and traumatized people and deal with the psychological effects of migration and displacement.**

Website: <https://www.gew-hb.de/seminare/events/list/>

Refugees face significant emotional pressures. Indeed, even though not all refugee children and families are traumatised, refugees – who can lack social support, have a poor psychosocial resource base or have experienced abuse - are likely to be exposed to depression, fear, anxiety, guilt, mental health issues, and post-traumatic stress disorders.

To support teachers facing refugee children and young people with special psychological needs, such as trauma, the teacher union Gewerkschaft Erziehung und Wissenschaft (GEW) has organised a series of practice-oriented workshops carried out by a psychologist (Julia Fisher-Ortman). These workshops offer a theoretical introduction to the life situation of refugees and traumatized people and deal with the psychological effects of migration and displacement. The workshops answer the following questions: What do trauma, traumatisation and trauma disorder mean? How to recognise trauma? What are the life problems or events that contribute to trauma? What are the problem-solving skills needed? What are the key practices to deal with traumatisation in everyday life? When is psychotherapeutic help required?

Another workshop offered by GEW “Traumapädagogik” and carried out by Sibylle Friedrich, psychologist and expert in traumatization, aimed to define trauma, to explain how it is stored in memory and to identify the psychological consequences and the symptoms. In order to promote the transfer of knowledge, specialists have given space for exchange and networking with each other.

Even if the impact of these workshops has not been yet assessed empirically, it is likely that they have raised awareness about the topic among educators giving plausibly, the confidence in their knowledge and skills.

FINDINGS

This present research offers new insights into the main training opportunities in a given number of countries that prepare teachers to deal with cultural diversity in classrooms.

The current work provides a snapshot of teacher training for cultural diversity in a selected number of low, medium and high-immigration countries. Through a broad review of 105 initial and in-service teacher training programmes on cultural diversity, migration and displacement across 49 countries, results indicate that only 28.5% of the training programmes are supervised, offered or funded by the governments, emphasising initial teacher education. Moreover, only 19% of all training programmes identified are mandatory.

Concerning the topics covered: 80% of the programmes cover cross-cultural knowledge. More particularly, 80% focus on transmitting cross-cultural knowledge, 74% on sensitivity and awareness of different cultures, 56.19% on intercultural and professional communication skills, 59.05% on the implementation of culturally responsive pedagogical approaches to achieve greater inclusion, and only one out of 5 training programmes focus on psychosocial interventions.

The research has also shown that the country immigration-rate does not influence the topics covered. Moreover, key programmes and initiatives improve the quality of teacher education, and contribute to improving the inclusion and academic success of displaced students and those from a migrant background.

RECOMMENDATIONS

From the results, four main policy recommendations for sustainable, effective teacher support stem.

1. Include training on psychosocial interventions in teacher training programs, on pre-service and in-service level, for all teachers

More efforts are required to ensure that training courses cover student-centred topics, and specifically the issue of psychosocial interventions, for student-teachers and teachers already working in schools. The current review shows that much of the in-service training appears to be sporadic, and thus might not serve the needs of teachers in challenging situations, even in high income countries. For instance, in Germany, teachers reported feeling “left alone” and “worried” with the challenge of integrating refugee students and traumatised children into classrooms (Vogel and Stock, 2017). In Turkey teachers

failed to recognise the symptoms of post-traumatic stress disorder among Syrian refugee students (UNESCO, 2019). Bridging the gap in teacher training is crucial, as displaced and refugee students are more likely to have experienced trauma, which can lead to cross-cultural conflicts and disruptions, ultimately affecting teaching and learning process (UNHCR, 2017b).

Teachers cannot replace trained psychologists but they can be of immense help in directing students to support programmes, by being able to recognise the signs of trauma and mental health issues and adjusting their methods to these conditions. Psychosocial interventions can powerfully affect the learning social environment through increasing attendance and expectations, from both teachers and students. In addition, given that trauma can be experienced by students of all background, this kind of training can be beneficial to teachers of all classrooms.

2. Strengthen the links between stakeholders to build better support systems for teachers

As teachers must establish learning environments that respond to the aspirations of the community and to government standards their competencies cannot be developed in a vacuum. It is essential to strengthen the links between providers, schools (and teachers), communities, governments and universities (who can lead empirical research on the impacts of the training programmes and produce comparable data). School leaders play a vital role in facilitating and supporting positive relationships with both: stakeholders within their schools, and those outside. In addition, education support personnel can play a vital role in helping students with diverse backgrounds. Psychological counselors, in particular in schools with large numbers of displaced students, are of vital importance in helping teachers and students deal with trauma which can negatively impact their learning and classroom functioning.

Beyond school communities, the present review highlights the need for governmental and non-governmental actors, such as teacher unions and NGOs, to work together. Out of 21 programmes and initiatives on psychosocial interventions, one is offered by government, two by universities, six by teachers' trade unions, one by a school board, eleven by NGOs and private organisations. This suggests that such important domains are filled by NGOs and private and civil society organisations, which can increase commodification of education and contribute to the maintenance of unequal access to education.

3. Create flexible and adaptable training opportunities, with adequate funding


Training programmes and initiatives must be designed and adapted to the existing competence frameworks. Unions and private organisations have a key role to play to link training opportunities with the peculiarities of the different political and social contexts. In addition, all stakeholders need to make sure that teachers have both the opportunity and the enabling conditions to participate in training programmes. This might involve flexibility in terms of the modes of training, but also restructuring teachers' time and objectives, to make sure that all teachers can effectively participate in training, within their statutory working hours.

In addition, given that all evidence points to the limited nature of training for diversity, additional costs are likely to be associated with expanding training programmes. Moreover, there are increased costs associated with ensuring that more marginalized groups are not deprived of initial or ongoing education. Some of the analysed training programmes cost thousands of dollars to register. In this regard, financing training programmes, action-research projects and networking activities is of the utmost importance to reduce the effects of the commodification of education and foster access to professional training.

4. Develop more comprehensive programmes by combining theory and practice.

To better prepare teachers for working in actual classrooms, training programmes should combine theory and practice. As the current review shows, this is the case in about 76% of analysed programmes. The practical insights can be especially important for pre-service training, to enable student teachers to participate and learn from classroom practices from the very beginning of their education. In addition, practical pre-service training can help build links between teacher universities and schools.

For in-service opportunities, combining theory and evidence-based practice results in more sustainable learning gains. Practical experiences, accompanied by appropriate support and



mentorship, positively influence teachers' practices, skills, knowledge and critical understanding of societal and pedagogical issues linked to cultural diversity. In doing so, teachers can also question and put into practice their knowledge, values and attitudes.

CONCLUSIONS

Along with the 2019 GEM Report, this study is likely to influence agendas and help reshape the international governance of migration and displacement. We did so by providing:


a snapshot of teacher training opportunities in selected countries

examples of training courses that support teacher learning of cultural diversity and that have an impact on education systems

key recommendations on how training providers and policy makers can better prepare teachers to deal with cultural diversity.

The study shows that despite being mentioned as a policy priority, the provision of teacher training in cultural diversity, migration and displacement, is not sufficient to address teacher needs and the reality of 21st century education. All education stakeholders can play a role in improving this situation. This starts with governments and policy-makers who should support measures to provide continuous support to teachers, to help facilitate the transition of new knowledge to their daily practices. Cooperation between teachers, school principals, school district leaders, NGOs, unions and universities, is also needed to increase the provision of adequate teacher training and remove the potential barriers for teachers' participation.

Beyond the more traditional pre- and in-service training modes, other measures such as learning communities, action-research projects and networks can also provide additional support for student and in-service teachers with respect to cultural diversity. In contexts of emergencies and sudden influxes of migrant and refugees, specialised international organisations and civil society groups, such



as: Amnesty International, Oxfam, Red Cross, UNICEF and The United Nations High Commissioner for Refugees (UNHCR) can act more quickly than governments and provide teachers' toolkits or teaching resources on cultural diversity, displacement, migration and displacement.

All stakeholders need to strive together to change training formats, examine networking and collaborative opportunities, and rethink how the competencies of teachers can become more effective, by taking societal and classroom diversity into account. Finally, it is only adopting a lifelong learning that encourages on-going professional development that teachers will be prepared to face issues of cultural diversity, migration and displacement.

ANNEX A: LIMITATIONS OF THE APPROACH

Description

The learning outcomes (knowledge, understanding and skills) were not always fully presented online in the descriptions of training programmes. Therefore, when needed, we directly contacted training providers to obtain more details on the methods used and on the content covered. Similarly, teacher training programmes on diversity appeared to be scattered and ill-defined. Often it was difficult to contrast and compare the different programmes because concepts could have diverse meanings in different contexts and countries (eg. inclusion, intercultural vs multicultural).

Access


We did not have a direct access to training courses descriptions presented in languages other than English, French and Spanish. However, we had access to some training programmes originally presented in these foreign languages because they were mentioned and described in scientific articles in English, French or Spanish. Unfortunately, in many cases, we could not find the original programme online and the source remained indirect.

Evidence of impact

It was difficult to find evidence of the impact of the vast majority of the training programmes from the academic literature. Thus, further research will be required to empirically evaluate the effectiveness of the training programmes and innovations. In that respect, quality assurance agencies have also a role to play in ensuring the quality of the training programmes. Among 15 initial teacher education programmes for diversity reviewed for a European Commission report, most lacked formal external evaluations or systemic monitoring mechanisms (PPMI, 2017).

Citizenship education

Many countries (especially low-immigration ones) address cultural diversity through citizenship or civic education. In this regard, Belgium (German-speaking community), Denmark, Germany, Spain, France, Hungary, the Netherlands, the United Kingdom (Wales) and Norway have defined specific competencies linked to citizenship education that all teachers should acquire (European Commission, 2018); these competencies are the foundation for the teachers' training.



However, it is important to distinguish citizenship education and teacher education on cultural diversity/migration/displacement issues. It is probable (but not sure) that citizenship or civic education programmes cover migration and displacement issues. Therefore, we have considered citizenship and civic education in this analysis to the extent that it included migration and displacement-related issues. Finally, the analysis, which was based on some examples of teacher training courses, did not aim to provide a complete overview of all the courses existing in countries.

ANNEX B: TEACHER TRAINING PROGRAMMES AND INITIATIVES RELATED TO CULTURAL DIVERSITY, MIGRATION AND DISPLACEMENT ISSUES

Countries	High , low or medium immigration on country	Initial / Ongoing	Mandatory	Theory / Practice	Programmes and initiatives	Providers	Core objectives					Additional information on the programmes: some references and hyperlinks (last access: 21 September 2018)
							1	2	3	4	5	
Argentina	Medium	O	No	T	Distance learning diploma in “Migrantes y Protección de Refugiados”	Universidad de Buenos Aires	X					http://www.derecho.uba.ar/internacionales/diplomatura-en-migrantes-y-proteccion-de-refugiados.php
Armenia	High	O	No	T/P	Capacity-Building of Local Teachers and School Administrators	COAF Children of Armenia funds				X		https://www.coafkids.org/education/

		I	No	T/P	Youth Workers for More Inclusive Europe (can apply for trainee teachers)	Armenian Progressive Youth (APY); European Commission	X	X				http://www.apy.am/news/youth-workers-for-more-inclusive-europe-training-course-in-yerevan/
Australia	High	O	No	T/P	Forums, partnership with Cisarua Refugee Learning Centre; support to the Global Campaign for Education	Australian Education Union International Trust Fund (ITF)	X	X			X	http://www.aeufederal.org.au/our-work/international
		I	No	T/P	PAPPET Programme	The Peer Alliance for Productive Professional Experience in Teaching (PAPPET)	X	X			X	https://www.rmit.edu.au/news/all-news/2017/sep/aus-and-indian-teachers-join-forces
		O	No	T	Difference Differently and school workshops	Together For Humanity Foundation Ltd; Australian Government Department of Education, Employment and Workplace Relations	X				X	http://www.differencedifferently.edu.au/

Austria	High	O	No	T/P	Programme 2016-2019: Developing Language Awareness in Subject Classes	European Centre for Modern Languages of the Council of Europe	X	X				https://www.ecml.at/News3/TabId/643/ArtMID/2666/ArticleID/1416/ECML-project-on-%E2%80%9CDeveloping-language-awareness-in-subject-classes%E2%80%9D-invitation-for-subject-teachers.aspx
		I	No	T	Language Education in a Context of Multilingualism	The University of Klagenfurt; Education Committee of the City of St. Petersburg, seven schools in St. Petersburg, University of Education Vienna, Finnish National Board of Education (FNBE), St. Petersburg In-Service Teachers Training Academy.	X	X				https://www.aau.at/en ; https://bildungswissenschaft.univie.ac.at/en/ ; https://www.bildungserver.de/institutionen.html?institutionen_id=2022 ; https://euroclio.eu/member/st-petersburg-academy-of-in-service-pedagogical-education/

		I/O	No	T	Diversity as an Opportunity	Kultur Kontakt Austria	X	X	X	X	http://www.kulturkontakt.or.at/html/E/wp.asp?pass=x&p_title=5199&rn=112647
		I	Yes	T/P	Programme to Support Diversity and Multilingualism in Teacher Education and Training in Austria	The Federal Centre for Interculturality, Migration and Multilingualism (Bundeszentrum für Interkulturalität, Migration und Mehrsprachigkeit - BIMM) - 13 universities	X	X	X		https://bimm.at/
Bangladesh	Low	I/O	No	P	Program of Support and Coaching	Teach for Bangladesh	X	X			https://www.teachforbangladesh.org/solution#our-approach
Belgium	Medium	O	No	T	Training programmes and teaching resources	Teachers for Migrants' and Refugees' Rights	X	X	X	X	https://www.education4refugees.org/updates/243-6th-international-summit-on-the-teaching-profession-refugees-take-centre-stage

												https://www.education4refugees.org/refugee-s-education-toolkit	
Bulgaria	Low	O	No	T/P	Teachers Obtaining Competencies for Working with Migrants and Refugees and Helping Them in the Process of Inclusion through Education	Bulgarian Union of Teachers	X				X	X	https://www.education4refugees.org/updates/363-bulgaria-union-seb-trains-teachers-and-school-principals-to-work-with-refugees-and-migrants
Cambodia	Low	O	No	T/P	Multicultural Education Training Workshop: Minority Outreach in Education program.	Kampuchean Action for Primary Education (KAPE) - Provincial Training College	X	X	X	X			http://www.inclusive-education-in-action.org/downloads/033EN-attachment.pdf
Canada	High	I/O	No	T/P	Accueil et intégration des élèves issus de l'immigration : outils de	Ministère de l'Éducation et de l'Enseignement supérieur du Québec	X			X	X		http://www.education.gouv.qc.ca/enseignants/aide-et-soutien/immigration-et-education-interculturelle/accueil-et-integration/

				formation complémentaires								
I/O	No	T/P	Centre d'intervention pédagogique en contexte de diversité : action- research programmes	Commission scolaire Marguerite-Bourgeoys (CSMB)	X	X	X	X	X			http://www.csmb.qc.ca/fr-CA/csmb/enjeux/vivre-ensemble-en-fr/Centre-intervention-pedagogique.aspx
I/O	No	T/P	Éveil aux langues et ouverture à la diversité linguistique (ELODIL)	Éveil aux langues et ouverture à la diversité linguistique (ELODIL)	X	X	X					http://www.elodil.com/
O	No	T/P	Teaching to Diversity: ESL, Learning Assistance, Special Education	British Columbia Teachers' Federation	X		X	X	X			https://bctf.ca/TeachingToDiversity/
I	No	T/P	College Teachers Training for Internationally Educated Professionals - Postgraduate Program	George Brown College			X	X				https://www.georgebrown.ca/r403-2017-2018/

Chad	Low	O	No	T/P	Providing Quality Education to Refugees	Protecting Through Education	X			X	X	http://theret.org/teacher-training-providing-quality-education-to-refugees/
		I	Yes	T/P	Little Ripples	iACT	X	X	X	X	X	https://www.iactivism.org/impact/little-ripples/
Czech Republic	Low	O	No	T/P	KA1 Mobility courses	Prague Training Academy	X		X			http://www.praguetrainingacademy.com/academy-programs/academy-erasmus/
		O	No	T/P	Support for teachers (mainly for English as a second language teachers)	British Council Czech Republic		X	X			https://www.britishcouncil.cz/en/about/british-council-czech-republic
Ecuador	Low	I	Yes	T	Institutos Pedagógicos Interculturales Bilingües del Ecuador' programmes	23 Institutos superior pedagógico educativo; 5 Institutos Superiores Pedagógicos Interculturales Bilingües	X	X	X	X		http://www.flacsoandes.edu.ec/libros/digital/56204.pdf

Estonia	High	I	Yes	T	Course on diversity in Education (Erinevused hariduses) in the Master's programme for school mentors	University Tartu	X	X					https://www.ut.ee/en/admissions/european-encounters-diversity-and-integration-west-east
Finland	Low	I/O	No	P	Preparing Teachers (Practicing and Preservice) in Linguistically and Culturally Responsive Teaching	Action-research project led by Acquah, Alisaari and Commins	X	X	X	X			Article: Finnish Teachers' Knowledge about Linguistically and Culturally Responsive Teaching ; http://www.utu.fi/en/units/edu/units/ok/research/themes/multiculturalism/multicultural-teacher-education/Pages/home.aspx
		I	Yes	T	Intercultural Teacher Education	University of Oulu	X	X	X	X	X		http://www oulu.fi/university/apply/intercultural-teacher-education
France	High	I	Yes	T/P	Master 2 Professionnel : FLE/S, appropriation, diversité et insertion	Université de Tours		X	X	X			https://lettres.univ-tours.fr/departements/sociolinguistique-et-didactique-des-langues/formations/master-2-

												professionnel-fle-s-appropriation-diversite-insertion-267331.kjsp
France, Belgium, Québec (Canada), Switzerland	High	I/O	No	T	Training sessions and support	Réseau international Éducation et diversité (RIED)	X	X				https://ried.hypotheses.org/63
Germany	High	I	Yes	T	Gesamtverzeichnis der Module Bildungswissenschaften	Universität Siegen	X	X			X	https://www.european-agency.org/sites/default/files/Teacher-Education-for-Inclusion-in-Germany.pdf
		I	No	T/P	Diversity and Inclusion in Adult Education	BAMIK	X	X			X	https://www.bamik.de/index.php?page=SEM0302EN
		O	No	T/P	Teachers Facing Traumatized Refugee Children and Young People	Gewerkschaft Erziehung und Wissenschaft (GEW)					X	https://www.education4refugees.org/updates/362-in-france-union-launches-pedagogical-support-to-fight-prejudices-against-migrants

		O	No	T/P	<i>Workshop Interkulturelle Kommunikation</i>	Gewerkschaft Erziehung und Wissenschaft (GEW)			X			https://www.gew.de/	
		I/O	No	T/P	6 th International Summit on the Teaching Profession: Refugee Crisis	Gewerkschaft Erziehung und Wissenschaft (GEW); Verband Bildung und Erziehung (VBE)	X	X			X	X	https://www.gew.de/ ; https://www.vbe.de/
Greece	High	I/O	No	T/P	Human Rights Committee	Greek Pedagogical Institute	X	X			X		http://www.pi-schools.gr/
		I/O	No	T/P	Education of expatriate Greeks	Greek Ministry of Education, Research and Religious Affairs; European Social Fund (ESF)	X	X			X		https://www.osce.org/home/71792?download=true
		I/O	No	T/P	The Education of Immigrants and Repatriated Students	Greek Ministry of Education, Research and Religious Affairs; European Social Fund (ESF)	X	X	X	X			https://www.osce.org/home/71792?download=true

		I/O	No	T/P	Education of the Muslim Minority Children in Thrace	Greek Ministry of Education, Research and Religious Affairs; European Social Fund (ESF)	X	X			X		https://www.museduc.gr/en/
		I/O	No	T/P	Roma Education	Greek Ministry of Education, Research and Religious affairs; European Social Fund (ESF)	X	X			X		https://www.osce.org/home/71792?download=true
		O	No	T/P	Teacher-in-Service Training for Roma inclusion	INSETRom	X	X			X	X	http://sas.lau.edu.lb/institutes/documents/towards a culture of peace.pdf
Guatemala	Low	O	No	T/P	Network and Resources	Aula Intercultural	X	X	X				http://aulaintercultural.org/2004/07/30/culturas-e-interculturalidad-en-guatemala/
		I/O	No	T/P	Educación Multicultural e Intercultural	Sistema Nacional de Formación del Recurso Humano Educativo del Ministerio de Educación	X	X	X	X			http://www.mineduc.edu.gt/recursoseducativos/descarga/padep/educacion_multi e intercultural.pdf

Iceland	Medium	I	Yes	T/P	KEN210F Intercultural education: Development, goals and methods	University of Iceland UGLA	X			X	https://ugla.hi.is/kennsluskra/index.php?tab=nam&chapter=namskeid&id=10538120090&kennsluar=2008
		O	No	T/P	Sensitisation Training Regarding Migration, Racism, Discrimination, Culture and Diversity with Strategies for Teaching these Issues to Diverse Age Groups	InterCultural Iceland		X		X	https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue/detail.cfm?sid=37052
India and Pakistan	Low	O	No	T/P	Our Family, Our Neighborhood, Our World	American India Foundation		X			http://www.educationinnovations.org/program/american-india-foundations-our-family-our-neighborhood-our-world-o3
Indonesia	Low	O	No	T/P	Australia–Indonesia BRIDGE School Partnerships Project	Asia Education Foundation (Australia–Indonesia Institute and Asia Education Foundation)	X	X		X	http://www.asiaeducation.edu.au/programmes/school-partnerships/participating-countries/indonesia

Italy	Medium	O	No	T/P	Facing Diversity: Intercultural Classroom Management	ERASMUS+ CLA.1.IN; Europass Teacher Academic	X	X	X	X	http://teacheracademy.eu/en/teacher-training-centre-professional-development/intercultural-classrooms.html
		O	No	T/P	Intercultural Training	Faculty of Education (Facoltà di Scienze della Formazione) - Catholic University of Milan	X	X		X	https://milano.unicatt.it/facolta/scienze-della-formazione
		O	No	T/P	Together We Can	Education International; IUL Scuola; IRASE; Adult Learning Center of Trapani			X	X	X
Ivory Coast	Low	O	No	T/P	Cross-Cultural Training Ivory Coast	AKTEOS	X	X	X		https://www.akteos.sg/cross-cultural-training-sg/country-specifics-sg/africa/ivory-coast/
		O	No	T/P	The International Seminar in Sion	International Institute for the Rights of the Child (IDE)	X	X			https://www.childsrights.org/en/awareness-raising/international-seminar

Japan	Low	O	No	P	Training to Japanese language teachers through action-research	Ministry of Education, Culture, Sports, Science and Technology (MEXT)		X	X			http://www.mext.go.jp/component/a_menu/education/detail/_icsFiles/afieldfile/2016/01/08/1365869_02.pdf
		O	No	P	Kyoken Program	Ministry of Education, Culture, Sports, Science and Technology (MEXT) and national universities		X	X			http://www.tufs.ac.jp/common/jlc/english/program/program_study.html
Jordan	High	O	No	T/P	Linguistic Awareness of Cultures (seminar)	Anna Lindh Foundation, Royal Institute for Inter-Faith Studies (RIIFS)	X	X	X	X		http://www.annalindhfoundation.org/networks/jordan
		O	No	T/P	How to Use New Teaching Materials on Religious Diversity in the Classroom (workshop)		X	X		X		
Korea	Low	O	No	T/P	Intercultural Communication Training to English-language Teaching	South Korean Government		X	X			Ngai, P. & Janusch, S. (2015). Intercultural communication training for English language teachers: A case study of an immersion program for South Korean Teachers. <i>Journal of Intercultural</i>

Lebanon	High	I	No	T/P	Inclusion Programme: Preparation of Teachers for Inclusive Education	Al-Mabarrat Association	X	X		X	X	http://www.mabarrat.org.lb/
		O	No	T/P	Towards a Culture of Peace through Teacher Education: Teacher Education for Peace in Middle Eastern Countries	Institute for Peace and Justice Education		X			X	http://sas.lau.edu.lb/institutes/documents/towards_a_culture_of_peace.pdf
Luxembourg	High	I/O	Yes	T/P	Teacher training for the course "Vie et société"	Institut de formation de l'Éducation nationale (IFEN); Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse	X			X		http://www.men.public.lu/fr/actualites/grands-dossiers/systeme-educatif/vie-societe/index.html
		I/O	Yes	P	Ouverture aux langues à l'école : vers des compétences plurilingues et pluriculturelles	Gouvernement du Grand-Duché du Luxembourg (Ministère de l'Éducation nationale et de la formation professionnelle)		X	X			http://www.men.public.lu/catalogue-publications/themes-pedagogiques/enseignement-langues/langues-ecole/fr.pdf

Malta	Medium	O	No	T/P	Diversity in Education: Developing Intercultural and Communication Skills	Eti Executive Training Institute	X	X	X	X	http://www.etimalta.com/course/intercultural-and-communication-skills-1-week/
Mexico	Low	I	Yes	T/P	Courses of the “Diversidad interculturalidad” section	Universidad Pedagógica Nacional	X	X			http://www.upn.mx/
		I	Yes	T	Bachelor degree: courses in languages and culture; intercultural communication; sustainable development; intercultural health; intercultural nursing; art and intercultural development	Universidad Intercultural del Estado de Mexico	X		X	X	http://uiem.edu.mx/
		I	Yes	T	Atención a la Diversidad; Atención Educativa para la Inclusión	Subsecretaría de Educación Superior, Dirección General de Educación Superior para				X	https://www.ugr.es/~recfpro/rev61COL4.pdf ; http://www.dgespe.sep.gob.mx/public/

						Profesionales de la Educación							rc/programas/lepreuib/atencion_educativa_para_la_inclusion_lepreuib.pdf
Netherlands	High	I/O	No	T/P	Intercultural Communication: Diversity in Practice	Cic-Amsterdam	X	X	X			X	http://www.cic-amsterdam.com/english/openseminar.htm
		I/O	No	T/P	TITLA Moodle	Tele-collaboration for Intercultural Language Acquisition	X			X	X		http://www.tilaproject.eu/moodle/
		O	No	T/P	Intercultural Competence Training	University of Groningen	X	X	X				https://www.rug.nl/language-centre/communication-training/intercultural/courses/?lang=en
New Zealand	High	O	Yes	T/P	Supporting Teachers with Community Engagement (Pasifika Families) in the Classroom	Owairaka School	X	X	X				http://nzcurriculum.tki.org.nz/Curriculum-stories/Media-gallery/Community-engagement/Community-engagement-in-the-classroom
		I/O	No	T	Developing an Inclusive Classroom Culture	Ministry of Education	X					X	http://inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/

Panama	Low	I	No	T	Master in Teaching with a Specialization in Intercultural education	Universidad Especializada de las Américas	X	X	X	X	http://www.udelas.ac.pa/index.php/inicio/licenciaturas/87-oferta-academica/220-licenciatura-en-educacion-con-enfasis-en-educacion-bilinguee-intercultural
		I	No	T	Licenciatura en Educación con énfasis en Educación Bilingüe Intercultural		X	X	X	X	http://www.udelas.ac.pa/en/facultades/facultad-de-educacion-especial-y-pedagogia/ofertas-academicas/licenciatura-en-educacion-con-enfasis-en-educacion-bilingue-intercultural/
		I/O	No	T/P	Iniciativa Latinoamericana por la Diversidad Cultural y la Interculturalidad con Equidad en Educación Superior		Instituto Internacional de la UNESCO para la Educación Superior en América Latina y el Caribe (UNESCO-IESALC),	X	X	X	
Peru	Low	I	Yes	T/P	Programas de formación de maestros bilingües	Instituto Pedagógico Bilingüe de Yarinacocha (Pucallpa); Plan Nacional de	X	X	X		http://lanic.utexas.edu/project/etext/llil/lassa/2008/cosi.pdf ; https://www.monografias.com/trabajos

					(Educación Bilingüe Intercultural)	Capacitación a Directores en Gestión Educativa (Planched)						106/educacion-intercultural-bilingue-peru/educacion-intercultural-bilingue-peru.shtml ; http://www.minedu.gob.pe/normatividad/plan_institucional/poa99/poa99.pdf
Philippines	Low	O	No	T/P	Project Citizen Philippines	Philippine Center for Civic Education and Democracy	X				X	http://www.pcced.org.ph/
Singapore	High	I/O	No	T/P	Intercultural Fluency Essentials; Understanding Yourself and Others; multigenerational working; unconscious Bias	British Council (Singapore)	X	X	X			https://www.britishcouncil.sg/english/courses-business/workshops/diversity-inclusion
Slovenia	Low	O	No	T	Trans-Border : International Intercultural Dialogue Programmes	Centre for European Perspective (CEP) (Slovenian Ministry of Foreign Affairs)	X	X				https://www.cep.si/
		O	No	T	Learning Migration, Learning about Migration	Slovenian Migration Institute	X					https://isim.zrc-sazu.si/en/programi-in-projekti/learning-migration-learning-

					and Intercultural Relations in School and Teacher Training							about-migration-and-intercultural-relations-in#v
South Africa	Low	I	Yes	T/P	Multicultural Education course in the Bachelor of Education (Intermediate and Senior Phase)	University of South Africa	X	X	X	X		https://www.unisa.ac.za/sites/corporate/default/Register-to-study-through-Unisa/Undergraduate-&-honours-qualifications/Find-your-qualification-&-choose-your-modules/All-qualifications/Bachelor-of-Education-(Intermediate-and-Senior-Phase)-(02607)
		I	Yes	T/P	Post Graduate Certificate in Education (Senior and Further Education Training Phase)	University of South Africa	X	X	X	X		https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Undergraduate-qualifications/Qualifications/All-qualifications/Postgraduate-Certificate-in-Education-(Senior-Phase-and-Further-Education-and-Training)-New-Curriculum-(03980-%E2%80%93-NEW)

Spain	Medium	O	No	T/P	The Weight of my Backpack	Federación Estatal de Enseñanza de Comisiones Obreras (FCCOO); Teachers' Resource Center of the Generalitat de Catalunya	X		X	X		https://www.education4refugees.org/updates/343-feccoo-spain-supports-integration-activities-for-migrant-children-and-families-in-badalona?highlight=WyJiYWNrcGFjayJd
		O	No	T/P	My School is an Intercultural World Map in Which We All Learn Better	Resource Center of the Generalitat de Catalunya	X	X		X		https://www.education4refugees.org/updates/343-feccoo-spain-supports-integration-activities-for-migrant-children-and-families-in-badalona?highlight=WyJiYWNrcGFjayJd
Sweden	High	O	No	T/P	Interkulturelle Öffnung (IKÖ)	Uppsala Universitet	X		X		X	http://www.educationforequity.eu/bwk-en/intercultural-training/
Thailand	Low	O	No	T/P	Intercultural Train-the-Trainer Course in Bangkok	BAMIK	X	X		X	X	https://www.bamik.de/en/intercultural-train-the-trainer-course/bangkok/
		I	No	T/P	Preparing Teachers for Global Citizenship Education	Korean Funds-in-Trust; UNESCO	X	X				http://bangkok.unesco.org/sites/default/files/assets/article/Teachers%20Education/GCED2015/GCED-SumRpt.pdf

		I	Yes	T/P	Learning Centres	Burmese Migrant Workers' Education Committee	X	X	X	X	X	http://www.educationinnovations.org/program/burmese-migrant-workers-education-committee-bmwec-learning-centres
Turkey	Low	I/O	No	T/P	International teacher training course in Afacan/Turkey	The Teacher Training Department of the Humanistic Association of Germany (HVD) Section Berlin	X	X			X	http://cesie.org/media/Course-info-TTC-Turkey-2015.pdf
Uganda	Low	O	No	T/P	Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries	UNESCO; Government of Japan	X	X	X	X	X	http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Nairobi/agendama-chakos.pdf
Ukraine	High	I	Yes	T	Ethnic Culture of Ukrainian Northern Azov National Minorities -	Berdyansk State Pedagogical University and Mariupol Humanitarian University	X	X	X	X		http://erasmusplus.org.ua/en/partners-search/941-berdyansk-state-pedagogical-university.html ; http://en.mdu.in.ua/

					Bulgarians, Greeks, Germans and others							
		I	Yes	T/P	Teacher's language training courses (in Romanian, Moldavian and others) for schools where educational process is in national minorities' languages	V. N. Karazin Kharkiv National University; Taras Schevchenko National University of Kyiv	X	X	X			http://www.univ.kiev.ua/en/
		I	Yes	T/P	Multicultural Education at Schools	Kharkiv Regional Scientific and Methodical Institute of Lifelong Education	X		X			http://www.univer.kharkov.ua/en/departments/foreign/foreign_about
United Kingdom	High	I/O	No	T/P	Diversity Training (US)	Crossing Borders Education	X	X	X			https://crossingborders.education/purchase/staff-faculty-training/diversity-training/
					Intercultural Training (US)							https://crossingborders.education/purchase/staff-faculty-training/intercultural-training-us/

					Intercultural Training (EU)							https://crossingborders.education/purchase/staff-faculty-training/intercultural-training-eu/
	O	No	T/P	Intercultural Skills Training	York Associate				X			https://www.york-associates.co.uk/course/intercultural-skills-training/
	O	No	T/P	BAMEed coaching and conferences	BAMEed Educators: Black, Asian and Minority Ethnic	X	X			X		https://bameednetwork.com/home/
	I	No	T/P	Support for trainees and NQTs (on why people migrate)	Geographical Association	X						https://www.geography.org.uk/Support-for-trainees-and-NQTs
	I	No	T/P	Human Trafficking and its Immigration Implications for Survivors; Managing Mental Distress & Promoting Well-being for Separated Children; Age Assessing Separated	Refugee Council						X	Refugee Council. (2018). Training for refugees & community organisations. Retrieved from https://www.refugeecouncil.org.uk/training_conferences/training/training_for_refugees_community_organisations

					Children and Young People							
		O	No	P	Refugee Voices and Welcoming Refugee Children to Your School guide	National Education Union	X	X	X	X	X	https://www.teachers.org.uk/equality/equality-matters/refugee-teaching-resources/refugee-voices ; https://www.teachers.org.uk/sites/default/files2014/neu335-refugee-teaching-guide.pdf
United States	High	I/O	No	T/P	Educating Immigrant Students: Attending to Individuals and Their Communities	Harvard Graduate School of Education	X	X		X		https://www.gse.harvard.edu/ppe/educating-immigrant-students
		I/O	No	T/P	European Administrators Program	IREX	X			X		https://www.irex.org/project/european-school-administrator-program

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