

ACCORD - Attain Cultural integration through CONflict Resolution skill Development

Good practices and opportunities
for teachers' skills development



Project: ACCORD - Attain Cultural integration through
Conflict Resolution skill Development

Program: Erasmus +, EACEA/05/2016, Social inclusion
through education, training and youth, 2017-19

Project number:
580362-EPP-1-2016-1-IT-EPPKA3-IPI-SCO-IN

Date: November, 2017

Document title: D.3.1. Good practices and
opportunities for teachers' skills development

*This project has been funded with support from the
European Commission. This publication reflects the views
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1. Introduction

Context

In recent years, Europe undergoes massive demographic and cultural changes featured by important population flows. EU societies have become immigration countries, and the proportion of young people with different sociocultural backgrounds increases. In this context, the education sector plays a central role to prevent social exclusion and discrimination, as well as to foster mutual understanding and respect societal values (European Commission, 2015a).

The ACCORD project

The ACCORD project (Erasmus + EU Programme, “Social Education through Education, Training and Youth”) has the aim to train teachers in handling conflict resolution and intercultural communication awareness, help them to constructively manage conflict, create positive learning environments, and develop students’ conflict competence and social skills. With the idea that, if teachers boost awareness and experiences on the dynamics of conflict resolution, they are able to support students in developing both knowledge and skills around this domain, to help students in creating a safe, caring and constructive community that enhances the teachers’ ability to teach and the students’ ability to learn, as discussed in the recent book *Promoting Social Skills in the Inclusive Classroom* (Wilkerson et al, 2013). The main objectives of ACCORD can be described as follows:

- to exploit, upscale and disseminate the results of already existing ICT tools and psycho-pedagogical practices, in order to produce and test an easily accessible and flexible e-learning platform and training system that could facilitate the enhancement of conflict resolution skills development at a low cost;
- to overcome both geographical and resource obstacles that often hinder the access to professional training and assessment schemes in intercultural communication and conflict resolution by exploiting ICT practices, especially within the educational sector;
- to promote and evaluate the acceptance of Serious Games and Game-Based Learning (GBL) approaches in teacher education, in order to derive observations and best practices from comparative analysis in various EU Countries;
- to adapt, upscale, and generalise through the implementation and analysis of extensive testing the positive results obtained by the project *ENACT: Enhancing Negotiation skills through on-line Assessment of Competencies and interactive mobile Training* (A project funded by EACEA under the Lifelong Learning Programme - Key Activity 3) in integration with *EMMA, the European Multiple MOOC Aggregator* (A project funded by the European Union's Competitiveness and Innovation framework Programme).

The ACCORD project will be implemented by seven core partners in five EU countries: (Italy – University of Naples Federico II; Fondazione Mondo Digitale, Spain (University of Barcelona), Austria- University of Vienna, Germany - University of Erlangen-Nuremberg and Belgium- University of Antwerp).

Within the project, Work Package 3 (WP3) sets ACCORD pedagogical framework. It aims to identify the current status of intercultural education in Europe, as well as to define the project’s approach for developing, assessing and validating teachers’ competences in terms of inclusion of disadvantage learners (particularly with migrant background), prevention of discriminatory practices, as well as management of conflicts and diversity. In the context of WP3, we conducted national surveys in all project countries in order to collect insight regarding secondary school teachers’ multicultural personality and conflict management styles. Furthermore, we organized national focus groups in order to gather teachers’

perspectives on intercultural conflict management, identify the conflicts at stake in their local educational contexts, as well as to elicit their training needs.

About this document

The present deliverable (D3.1 - Report on good practices, opportunities for teacher' and educators' skills development) reports findings of the activities conducted within in WP3, with a specific focus on (i) current practice for soft-skill development and assessment for teachers and educators in Europe; (ii) current practices in the regions and countries involved in the field trials; (iii) characteristics of target organizations and populations; (iv) training and assessment needs.

Section 1 presents a state of the art on cultural diversity in EU education systems. Afterwards, Section 2 describes the methodology employed to highlight teachers' needs towards intercultural education and conflict management training, i.e. national surveys (Task 3.1). Section 3 analyses the results of study, and Section 4 offers an integrated discussion, which clarifies the general needs of target populations, as well as highlights some recommendations for the design of ACCORD MOOC, serious game and intercultural conflict scenarios.

2. State of the art: cultural diversity in EU education systems

In order to depict the context of the ACCORD project, the present section reviews the status of cultural diversity in European education system. We first depict the background situation in relation to the status of migration in Europe, and the impacts in the education sector. Afterwards, we analyse the current practices carried in Europe with regards to the integration of cultural diversity in the education sector, especially in terms of teacher education.

2.1. Background, challenges and needs

2.1.1. The status of migration in Europe

Immigration constitutes an essential characteristic of European societies (Council of Europe, 2008), and the majority of member states have long been featured by their cultural diversity (European Commission, 2017). Nevertheless, Europe recently undergoes increased international migration and intra-EU mobility flows, and immigration has become the principal factor of demographic growth (European Commission, 2009).

December 21, 2015 constitutes a symbolic milestone in recent EU history: more than one million refugees entered the European territory. This account strongly relates to the Syrian crisis (half of the country's pre-war population was forced to leave their homes, with many also leaving the country), as well as other conflicts in Afghanistan, Iraq, Libya, Somalia and Sudan. Europe is among the most popular destinations for migrants, asylum seekers and refugees (European Commission, 2017; UNHCR, 2017). Eurostat data shows that Germany, Italy, and Austria alone account for about the 50% percent of all asylum applicants in the EU.

Such demographic processes are not reversible in the foreseeable future. As a result, ethnic, cultural and religious diversity has turned into a stable structural feature of the European society (European Commission, 2017). This phenomenon implies both opportunities and challenges for state members' societies (Van Driel, Darmody & Kerzil, 2016). Hence, it is of paramount interest to prepare a suitable response in various sectors.

The education sector is specially challenged to develop strategies to adapt to this context of growing diversity. Indeed, the entire EU education system has to face the increasing proportion of students with a migration background. Furthermore, education plays an essential role for supporting the social inclusion of individuals with diverse backgrounds, as well as for facing discrimination and promoting civic responsibility (European Commission, 2017). Among educational institutions, the school constitutes a key-institution for spreading values of openness and difference, as well as developing the necessary competences for living in culturally diverse society (Van Driel, Darmody & Kerzil, 2016). The successful scholar integration of migrant students is fundamental for a positive and integrated future in Europe.

2.1.2. Challenges and opportunities for the education system

Due to the aforementioned migration processes, the proportion of young people with an immigrant background is constantly increasing in Europe (NESSE, 2008). In various member states, 15% of pupils were born in another country (European Commission, 2009). Evidently, the increased presence of migrant students involves a range of challenges at the level of the classroom, the school and the entire educational system.

First, diversity leads to educational disparities, mainly between dominant cultural groups and marginalised students (Bishop, 2010). Indeed, students with an immigrant background often face challenges in the

learning process and have a significantly lower academic achievement (European Commission, 2017; Janta & Harte, 2016), mainly because of socioeconomic disadvantages, segregations, cultural and linguistic differences, as well as the failure of education systems to provide quality education for all. Hence, students with a migrant background face a higher risk of leaving school early than native students (European Commission, 2017b). Also, PISA reports (Programme for International Student Assessment) display a consistent level of underachievement from students with a migrant background, as well as lower performance in schools with high concentrations of migrant pupils. 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 addition, phenomena of intolerance, exclusion and ethnic discrimination increase in schools, with some migrant groups experiencing feelings of isolation, exclusion, or prejudice (Janta and Harte, 2016). Such feelings may lead to social separation, extremism and violence. Within a vicious circle, young Europeans increasingly support far-right parties and show negative attitudes towards migrants and refugees, while social exclusion may lead immigrant students to resist integration (European Commission, 2017). If educational systems do not effectively address diversity, social cohesion in EU societies will be at risk (Van Driel, Darmody, Kerzil, 2016).

Finally, teachers tend to develop negative attitudes towards students with diverse cultural backgrounds (Agirdag, Loobuyck & Van Houtte, 2012; Coronel & Gómez-Hurtado, 2015). They tend to adopt lower expectations for those students (Glock & Krolak-Schwerdt, 2013), as well as to apply discriminatory grading methods towards them (Sprietsma, 2013) (preparing teachers for diversity). Teachers' attitudes have proven to influence students' learning outcomes, progress and well-being (Van Driel, Darmody, Kerzil, 2016; Gay, 2010).

On the other hand, when adequately addressed, diversity represents an opportunity for EU societies. Indeed, it can contribute to increasing productivity, creativity and efficiency (Van Driel, Darmody, Kerzil, 2016). As applied to education, diversity constitutes a rich learning resource, by promoting intercultural interaction and peer-learning (European Commission, 2017).

To enjoy the benefits of cultural diversity, and to promote the integration and educational success of immigrant students, schools need to focus on the individual needs of pupils, integrate intercultural education into the curricula, as well as develop teachers' competences for dealing with multicultural environments (NESSE, 2008; EC, 2009, 2015).

2.1.3. A need for preparing teachers to cultural diversity

Although the EU educational classroom becomes multicultural, the level of diversity of the teaching workforce mainly comes from a mono-cultural and homogeneous background (Van Driel, Darmody, Kerzil, 2016; European Commission, 2016). Increasing diversity within the teaching profession is a potential response to the challenges involved by the multicultural feature of learners' population. One proposed strategy was to employ a higher number of teachers with immigrant backgrounds, so to decrease the cultural distance between migrants and schools. However, such solution only addresses part of the problem; it is also necessary to consider native teachers, and to find sensible and cost-effective means for endowing them with the necessary competences for addressing multicultural learning environments.

Educators are dealing with new populations of students and parents, about whom they have obtained little information in their time of training. Preparing them for educating those new groups, and enjoying the opportunities offered by diverse educational environments, should be part of teacher training in all European countries (European Commission, 2017). Nevertheless, teacher education programs do not seem

to address this new reality, and teachers generally feel ill-prepared to teach students from diverse backgrounds (European Parliamentary Research Service, 2016; OECD, 2014), and their ability to effectively include intercultural education content appears to be limited (Agirdag, Merry & Van Houtte, 2016).

In order to adapt to diverse school environments, there is a need, for EU education systems, to acquaint teachers with intercultural competences, including valuing and adapting to diversity, being culturally self-aware, better understanding the world and its cultures, building bridges with migrant communities, as well as developing empathy and reflexion towards their own beliefs, cultural and socioeconomic differences (European Commission, 2017). As argued by the Council of Europe (2008), “teacher-training curricula need to teach educational strategies and working methods to prepare teachers to manage the new situations arising from diversity, discrimination, racism, xenophobia, sexism and marginalisation and to resolve conflicts peacefully” (p. 32).

2.1.4. A focus on conflict management

As explained in the NESET II report (Van Driel, Darmody, Kerzil, 2016), teachers encounter challenges when dealing with heterogeneity and intolerance in the classrooms. Nevertheless, the educational sector, and in particular schools, can provide a place where young people learn the skills and competences that will help them resolve conflicts in a peaceful manner (Van Driel, Darmody, Kerzil, 2016). Hence, the report formulates the recommendation to develop sustainable educative programmes that aim to improve empathy among students and learning and applying conflict resolution skills.

Several studies have demonstrated that Conflict Resolution Education (CRE) programmes contribute to creating a positive classroom climate, enhance academic learning, as well as encourage supportive and nurturing relationships between teachers and students (e.g. Lane-Garon & Richardson, 2003; Stevahn, Johnson, Johnson, & Schultz, 2002). Furthermore, students’ social and emotional competence fosters their academic performance (Zins, Weissberg, Wang, & Walberg, 2004). When both teacher and students are self-aware and emotionally connected, they can focus on achieving academic success in a safe and supportive environment.

Conflict resolution, negotiation and mediation are essential for teachers to fulfil the new mandate required by the Paris Declaration, i.e. foster the inclusion of disadvantage learners - including persons with a migrant background, as well as prevent and combat discriminatory practices. Nevertheless, teacher education programs do not sufficiently focus on conflict resolution, as seen from global European report () and communication so to adequately prepare teachers.

2.2. Current practices for integrating diversity in education

2.2.1. EU and world-wide policies and initiatives

Policies worldwide have increasingly aimed to equipping teachers and school staff with the necessary competences to face diversity, as well as to improve the integration of migrant and minority students in schools, and to prevent the growth of radical ideologies (European Commission, 2017). Below we highlight some initiatives.

In 1948, the United Nations proclaimed the Universal Declaration of Human Rights and stated that education should “promote understanding, tolerance and friendship among all nations, racial and religious groups and shall further the activities of the United Nations for the maintenance of peace” (Article 26).

In this line, the United Nations created the UNESCO, with the objective to “contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information”. The organization prepared Guidelines on Intercultural Education, so to provide fundamental guiding principles for an intercultural approach to education.

The Council of Europe

Created in 1949, the COE is an initiative aiming at “living together in a Europe without dividing lines and ensuring deep security”. The organization has conducted a number of initiatives to promote intercultural education. For example, the *White Paper on intercultural dialogue* (Council of Europe, 2008) considers education as a key-sector for furthering intercultural dialogue, developing human rights and democratic citizenship. Part of the COE, the PESTALOZZI Programme organizes teacher training activities related to democratic citizenship, human rights and the promotion of intercultural understanding.

The European Commission

The EC also promotes intercultural education through mobility and exchange programmes, like ERASMUS for university students. In 2008, the “European Year of Intercultural Dialogue” aimed to promote cultural diversity and intercultural dialogue in Europe, through a number of initiatives which gathered different communities and social groups.

The most recent European Commission Green Paper, entitled ‘Migration and mobility: challenges and opportunities for EU education systems’, highlights the education policy for children with migrant backgrounds, the related policy challenges, and how these challenges can be tackled at national and European levels.

The Paris declaration

Following the terrorist attacks and extremist actions which took place in the last years across Europe, the Paris declaration aims to promote the fundamental values of the European Union through education, i.e. citizenship, freedom, non-discrimination and tolerance. It covers the 28 EU Member States and other members of the Eurydice network. The declaration targets the development of students’ social, civic, critical thinking and media literacy competences, as well as intercultural dialogue, the resistance to discrimination and indoctrination, the education of disadvantaged children and young people.

2.2.2. Teacher education

The OECD argues that diversity should be part of the core pedagogical training of all teachers and should be included in all teacher training subjects at all stages of teachers’ development (OECD, 2010).

Initial teacher education (ITE) is essential for acquainting future teachers with relevant competences (European Commission, 2017). Most EU member states’ teacher competence frameworks mention awareness of diversity as a competence which future teachers have to acquire (European Commission, 2017). Nevertheless, the NESET II report highlights that EU teacher education programmes give a low priority to intercultural education, which is generally addressed in optional courses. As a result, EU teacher

education programmes generally fail to acquaint teachers with the required competences to handle diversity issues.

Research and policy also indicate the importance of CPD as a means of adapting to and utilising this continuously changing environment (European Commission, 2015b). CPD programmes in Europe have introduced topics relating to teaching and learning in multicultural and multilingual settings. Support measures focused on refugee and asylum seekers students' education have mostly focused on CPD initiatives (European Commission, 2017).

2.2.3. Policies and initiatives for the integration of diversity in education in ACCORD project countries (Austria, Belgium, Germany, Italy, and Spain)

In **Spain**, according to data from the Spanish Ministry of Education, Culture and Sports (MECD, 2016), the number of students with an immigrant background has considerably increased in the last ten years in the compulsory secondary education stage. In the 2016-17 school year, there was a total of 715,409 foreign students. The Spanish legislative system includes some organic laws, like the Organic Law 1/1990 of General Regulation of the Educational System (LOGSE) which mentions some principles of attention to diversity. The Organic Law of Education 2/2006, Education (LOE) integrates explicit references to diversity and intercultural education. After the approval of the LOMCE in 2013, the subject of Education for Citizenship and Human Rights was eliminated from the curriculum, while new subjects appeared: Cultural and Social Values and Ethical Values. Regarding attention to diversity, the LOMCE, does not introduce specific measures (Verdeja, 2017).

In Catalonia, the “projecte de convivència” (Coexistence Project) from the Catalan government (Generalitat) aims to prepare students and the other actors from the school community for coexistence and for the positive management of conflicts. The Department of Education offers an online course in order to introduce teachers to the intercultural perspective. In addition, the community Service promotes students' engagement in civic actions, active exercise of citizenship, and encourage them to put their capacities at the service of the community at stake. Finally, the Department of Education develops the project “promoció escolar del poble gitano a Catalunya”, which supports students from the Gypsy population in achieving full schooling through prevention against absenteeism, social-occupational promotion, visibility and values of the Gypsy culture in the school curriculum. As for other initiatives, the Jaume Bofill Foundation conducts projects related to immigration and education, cultural diversity and school exclusion. The School of Culture of Peace - UAB offers educational resources and guides on conflict education and intercultural education.

In **Italy**, the Guidelines on the hospitality and integration of foreign pupils published by the Ministry of education, university and research in 2014, stated that foreign minors “are first of all people” and thus they have rights and obligations, no matter what their origins are. Accordingly, to this principle, there are no legal requirements for refugees or newly arrived migrant minors to access education, they can be enrolled even without ID documents, as irregularity cannot prevent right to education, and the right to education does not imply regularisation both of pupils and their parents.

The relevant themes included in the Guidelines regards:

- Reception
- Strategic importance of Italian as L2
- School guidance

- Teachers and school heads CPD

Reception. The enrolment can be done also during the school year, even without the necessary anagraphical, school and health documents – foreign pupils per class cannot exceed 30% of the total number of pupils. Here the Guidelines refer to legislation already in place, in order to balance the distribution of pupils with non-Italian citizenship between schools of the same territory. However, this percentage may increase if foreign students have adequate knowledge of Italian or be reduced in case of inadequate language proficiency.

Strategic importance of Italian as L2. There is the reinforce acquisition of language tools during upper secondary education to study and fight early leaving. This accordingly to full the integration of immigrant pupils at school and for intercultural education as a transversal dimension and a common background to all subjects and all teachers, and integration begins with the acquisition the ability to understand and communicate and with a good knowledge of Italian as L2.

As introduced earlier in the last ten years there has been an incising number of participation of foreign students in secondary education. At this scholastic level the knowledge of talking language as L2 is a fundamental skill for foreign students, as it makes able to study, and understanding the contents of the subjects and more in general, favours integration (linguistic difficulties are the main reasons of school failure).

School guidance: involvement of parents at pre-primary, primary and lower secondary levels; discourage “educational segregation” (around 70% in technical/vocational education). In Italy, about 70% of foreign students choose technical and vocational education. The choice of the school is a further problem for immigrant families. The guidelines recommend that a network of schools, local authorities, regional education offices, training institutions and other stakeholders promote training initiatives for teachers and school leaders. These initiatives should aim at the acquisition of organizational skills and provide tools for teaching methods useful for overcoming the criticalities of the schooling of foreign students and for developing intercultural education.

Teachers and school heads CPD: organisation skills and methodological tools for teaching to meet critical issues of scholarisation and develop intercultural education

The guidelines provide guidance for operational/actionable pathways based on best practices and experiences of easily transferable schools and are, therefore, a tool for school leaders, teachers, parents and stakeholders. A strong novelty of these guidelines, compared to the previous version of 2006, is the introduction of the topic of schooling at higher secondary level and the distinction between the needs of students with non-Italian citizenship born in Italy, so called “of second generation”, and the needs of newly arrived migrant pupils.

Over the last 10 years, the number of foreign students with non-Italian citizenship (born in Italy but with both non-Italian parents) has highly increased, at all different levels of education. In 2005/2006 their number exceeded just 400,000; In 2014/2015 it was almost doubled, reaching about 830,000. The increase has been constant and covers all levels of education. It is worth to highlight the rapidly growing number of accesses to high secondary schools due to the gradual stabilization of most of the immigrant population with the consequent gradual transition to the next degree Education of foreign students who attended the primary and secondary schools.

According to data provided by the MIUR Statistical Service, the Countries of origin of foreign pupils were Romania, followed by Albania, Morocco, China, the Philippines, Moldova, India, Ukraine, Peru, and Tunisia. Romania (157.153), Albania (108.331), Morocco (101.584), China (41.707), The Philippines (26.132), Moldova (24.865), India (24. 526), Ukraine (19.406), Peru (18.253), and Tunisia (17.996).

In 2014 the MIUR set up the National Observatory for the integration of foreign students and for intercultural, with the aim of identifying solutions for an effective adaptation of school integration policies to the real needs of an increasingly multicultural society, in constant transformation. The Observatory has advisory and monitoring tasks, with the objective of promoting policies for the integration of foreign pupils and monitoring their implementation; it is led by the Minister of Education and includes representatives from research institutes, associations and relevant bodies in the field of integration of foreign students and intercultural students, as well as experts from the Academia, cultural and social contexts and school leaders. In September 2014, the Observatory drew up the document "Different from whom? Recommendations for the integration of foreign students and for interculture", a handbook with recommendations and operational proposals derived from the best school practices, for a more effective and correct organization of reception and integration of pupils with non-Italian citizenship. The recommendations follow the Guidelines in underlining the importance of learning Italian as L2 also for the so-called "second generations" and recommend the institution in schools of permanent linguistic laboratories animated by teachers specialized in teaching Italian, able to coordinate the work of linguistic simplification of the contents of the various disciplines and to facilitate the learning of the specific languages of the study disciplines. This implies a systematic commitment to the training of teachers, but not only to Italian teachers, as the responsibility for learning the language of instruction cannot be delegated to them alone.

In **Belgium**, education is organised by three Communities (Flemish, French and German), with three separate educational systems and distinct characteristics (Geyer, 2009).

The Belgian constitution guarantees in article 24(3) a right to education for everyone. This includes every child resident – legally or illegally – in Belgium and is respected in all three educational systems. The Communities consider the fundamental right to education higher than the residence status of the child.

The **Flemish-speaking community** offers reception classes for non-Dutch speaking 'newcomers' (since 1991) in order to enable them to follow mainstream teaching. The reception period in principle lasts one year and is organised within mainstream education.

Pupils are considered newcomers if they meet the following criteria: a) aged under 18, b) not of Belgian or Dutch nationality, c) not born in Belgium or the Netherlands, d) not have Dutch as their mother tongue, e) not have sufficiently mastered the class language to be able to follow lessons easily, and f) have not yet completed a full academic year in education at a school with Dutch as their mother tongue.

Also, since 1991 there exists an 'educational priority policy' that aims at fostering integration of deprived ethnic minority pupils. To tackle segregation and avoid disproportionate numbers of pupils from ethnic minorities in schools, in 1993 a non-discrimination declaration was signed by the Flemish minister of education and other education organisations. Under European influence in 2002 this was made part of an 'equal educational opportunities policy', that is broader in scope and addresses disadvantaged pupils at large, where immigrant students are an important target group; this to avoid stigmatisation based on an ethno-cultural background. This policy established a principal right of pupils and parents to be enrolled in the school of their choice, irrespective of descent, origin, religion, sex, nationality, ethnicity or colour of skin provided that the general admission requirements are met. Legality of residence is no admission criterion and enrolment cannot be refused on the grounds that the pupil or parents are found to be irregular residents. The schools with a large number of disadvantaged pupils are, under this policy, free to allocate extra teaching periods according to their specific situations within the following schemes: a) prevention and remedying of development and learning advantages, b) language skills education, c) intercultural education, d) progression and orientation, e) socio-emotional development and f) pupil and

parent participation.

Schools may also choose between investing in three areas: a) remedying of developmental and learning disadvantages and realisation of learning gains, b) enhancing pupils' language skills and c) enhancing a positive self-image and social competence among pupils.

The 'equal educational opportunities policy' allows for organising minority language teaching. Two possibilities exist: 20% of available lessons are used for teaching in another language (supportive model) or up to 50% of available lessons are used for teaching in another language (bi-cultural model). In addition to the above that applies to mainstream education there exists an 'educational priority policy in special education', aiming at migrant children who have learning and development difficulties or risk becoming educationally disadvantaged because of their ethnic origin and their social, cultural and economic circumstances.

Moreover, the following criteria are laid down by law: a) the maternal grandmother has not been born in Belgium and does not have Belgian or Dutch nationality and b) the mother has at most attended school till the end of the school year in which she turned 18 years of age.

Extra teaching periods are allocated to the schools to meet the demand of the children. These can be used for a) intercultural education, b) Dutch language teaching, c) specific prevention and remedying learning and development problems and/or d) parent participation. It is furthermore worth mentioning that in 1996 the Flemish government approved a Strategic Plan on Minority Policy that aimed at creating the conditions enabling legally resident ethnic and/or cultural minorities to participate in Flemish society as full citizens; education and training being part of the general objective. Another important step was taken with the adoption of the Minorities Decree in 1998, which provides legal basis and regulates the co-ordination and organisation of the Flemish minorities' policy.

In the educational systems of **French-speaking community** special support measures are granted to so called: 'primo-arrivants' that are considered children aged between 2.5 and 18 who are new to the education system and meet the following conditions: a) seeking or being granted asylum or refugee protection, or b) seeking or being granted the status of a stateless person, or c) native of a developing country, or d) native of a country in transition which is officially supported by the OECD Development Assistance Committee and who have been resident on Belgian territory for less than a year.

They receive special supervision in transitional classes within mainstream education that last between one week and six months depending on the needs of the pupil. In exceptional cases teaching in transitional class may be extended to a maximum of one year. On the other hand, pupils are not required to attend these classes; they may also complete all or part of their timetable in mainstream class. Transitional classes may be organised at every schooling level. Intensive French-language tuition is one part of teaching, the overall aim, however, is to enable the pupils to adjust to the socio-cultural and educational system. Concerning minority language teaching a 'Charter for Partnership' was signed and entered into force on January 2001 between the French Community and representatives of countries with a relatively large immigrant population: Greece, Italy, Morocco, Portugal and Turkey. Classes of the language and the culture of these countries are organised according to this Charter. The French-speaking Community has adopted a decree establishing a system of positive discrimination, aiming at ensuring equality of chances and social emancipation in education. Under this system extra funds are allocated to schools that welcome pupils from disadvantaged backgrounds due to social, economic, cultural or pedagogical reasons.

In the **German-speaking community** the 'primo-arrivants' (called '*neuankommende Schüler*', the requirements are the same as in the French-speaking system). Only these immigrant pupils are subject to special support measures.

A decree on regulation of immigrant pupils is dated 2001 (due to a low number - never more than 1%- of immigrant pupils in this community). This decree foresees that *neuankommende Schüler* should receive special support from an additional teacher, that is responsible for German-language teaching and practical help in day-to-day life. The special support may be provided in transitional classes (Schools need permission to establish them) within mainstream education that last between one week and one year. While in transitional class the immigrant pupils may spend all or some of their time in mainstream education of their school or of other schools. Minority language teaching is not provided in the education system, due to low percentage of immigration. Because of the socio-economical structure in the German-speaking area, immigrants often move further and don't stay for long. Given that there is a discussion if keeping providing reception classes of German teaching, as this knowledge does not help immigrants to integrate into the two other Belgian language communities.

In the German-speaking Community where 2016 has been dedicated to intercultural and interreligious dialogue in every policy sector, a steering committee has been appointed to develop and promote it within the education system through the following actions at school level: supporting educational staff with pedagogical and didactic materials, guiding schools in the development of projects and providing standards for intercultural and interreligious learning. At pre-primary level, prospective staff of early childhood education and care institutions will be supported in the development of their intercultural and interreligious competences.

All educational systems that exist in the Belgian state strive to provide equal opportunities, combat discrimination and prevent school failure (Geyer, 2009). The European policies, namely its anti-discrimination policy, have had an influence on recent educational reforms. The differences in the approach in the three communities have differing reasons. On the one hand, could be due to a pragmatic nature, like in the German speaking Community, where due to a small demand not too many measures have been taken, although the provision of the necessary educational facilities exists. On the other hand, reasons for differing might be due to a conceptual nature, as French and Flemish Communities traditionally have different approaches towards integration. While the French Community seems to follow a model labelled 'assimilative' (known from France), not officially recognising the existence of different ethnic groups, the Flemish Community seems to follow a model closer to the Netherlands or the U.K. recognising the specificity of an immigrant's population and addressing specific measures towards it. The analyses of educational policies supports sees these traditional models of integration no longer exist: in fact while the Flemish speaking Community extended (in 2002) the scope of its equal educational opportunities policy from deprived ethnic minorities towards disadvantaged pupils at large, the French Community complemented its general positive discrimination policy from 1998 with specific measures aiming at migrant children in 2001 (Charter for Partnership) and 2006 (reception classes for primo-arrivants). However, certain aspects suggest that in spite of recent developments, the old integration model still has an influence on integration policies in the two Communities. As stated by Geyer (2009), this is illustrated by a comparison of the pupils eligible for reception classes in the French and the Flemish Communities. The notion of *primo-arrivants* in the French Community is in fact rather limited and based on rather legalistic elements: asylum-seekers, stateless persons, native of developing country. In contrast, the Flemish concept of newcomer is mainly based on nationality and language. Therefore: a child of Canadian nationality, for example, who speaks neither French nor Dutch and whose parents are newly arrived in Belgium in order to work, would only be able to benefit from reception classes in the Flemish schooling system, although the need would be the same.

Germany is still the main destination country in Europe with 28% of all asylum applicants in the EU. In the 3rd quarter of 2017, that are mainly from Syria, Iraq, Afghanistan, Iran and Eritrea and recently also from

Turkey and Nigeria. First-time applicants for asylum were as follows: in 2013: 109,580; in 2014: 173,072; in 2015: 441,899; and from January to August 2016: 564,506 (data by Federal Office for Migration and Refugees).

German school systems differ in the country's 16 states (Länder), with additional discretion at city or school level. Therefore, it is not possible to give a comprehensive overview of a German approach towards the integration of refugee children and youth. Education authorities in the different states have devoted considerable efforts to defining and supplying good education to refugees. However, on the basis of the above identified challenges, several central areas of actions can be identified (Vogel and Stock, 2017).

The Guiding principles of the Measures for the Integration of Refugees in the German Education System (Eckhardt, 2017) declaim that:

1. Education is of central significance for the integration of young refugees in society
2. Integration means participation in education, culture and society
3. The most important fields of action are language support and the conveyance of basic values

The Measures define:

- Language support
- Support for traumatized refugees
- Vocational training assistance
- Evaluation and recognition of foreign qualifications
- Language and subject-related support at HEIs
- Procedure for the verification of higher education entrance qualifications

The Measures of the Federation comprise:

- Enable access to education and vocational training - language support - competence evaluation - supporting integration in vocational training
- Enable access to higher education - recognising skills and qualifications - language and subject-related preparation - supporting integration at HEIs

Access to education must be granted by state governments and realised by local schools. In order to improve access to education for all Vogel and Stock (2017) consider the following points as vital:

- The right to education – whether schooling is compulsory or not and regardless of a minor's residential status – has to be realised in all states at all levels.
- Classes in preliminary reception centres need to be strictly limited (to a maximum three months according to international law) and improved in quality with regards to curricula and staff if they serve as substitutes for access to regular schools.
- Education International Research
- Comprehensive information on access to education in different languages should be developed, regularly updated and disseminated to parents, community activists and counsellors in services for migrants and youth.
- Access to education for young adults must be improved through targeted programmes for young adults – preferably until the age of 27 – so that they are enabled to catch up on missed subject contents.

The **Austrian** constitution stipulates that state schools be accessible to all pupils, regardless of their origin, sex, race, class, language or religious belief. School attendance is compulsory for all children who have their permanent residence in Austria, regardless of their nationality. Permanent residence is accorded to those pupils who express the intention to stay for at least one semester (six months); this includes children of asylum seekers, since the asylum procedure usually takes longer than six months, and children whose residence status is unclear. Ideally, pupils are immediately admitted by the local school.

According to the OECD- Organisation for Economic Co-operation and Development Report (<http://www.oecd.org/edu/migration/countrynotes>) successes and challenges for migrant education regards that around 16% of students in Austria speak a language other than German, that immigrant students read less well than native students in primary school and by age 15, and only one quarter of immigrant students reach the OECD average in reading: second-generation immigrants (i.e. those born in Austria) perform even worse than first-generation students. Moreover, immigrant students are more likely to go to general than academic secondary schools.

Austria has introduced measures to promote equity in education and support the language development of immigrant students both in German and in their mother tongue. The policy to improve migrant education outcomes regards the following points:

- Strengthen language support offered in compulsory education and mainstream language support across all school subjects.
- Provide diversity training to both teachers and school leaders and in particular, in-service training for current teachers and school leaders.
- Reinforce co-operation between schools and immigrant parents and communities and provide additional learning opportunities outside regular half-day school.
- Clarify responsibilities for implementation of national strategies and ensure that different levels of education co-operate to provide consistent support.
- Make the education system more inclusive reducing the concentration of immigrants in certain school types.
- Develop the evaluation culture to monitor both student progress and the effectiveness of support policies.

3. Methodological approach for user needs analysis

To inform the design and development of the ACCORD Learning and Training Programme for intercultural communication and conflict resolution skills a systematic investigation and analysis of the training needs (TNA) of teachers and educators across five partner areas; Italy, Spain, Austria, Germany and Belgium was conducted. This section describes the methodological approach, tools and processes used to elicit teachers' training needs regarding intercultural education and conflict management. Multiple methods of data collection were utilised within the TNA. The methods undertaken in the completion of the task included:

- **The completion of an online national survey comprising of two instruments:** the MPQ (short form) and the Rahim ROCI II (Form B) to explore respectively individual adaptation to multicultural contexts and personal style for handling conflicting situations.
- **The organization of national focus group:** undertaken across all five partner areas involving teachers of secondary educations so to elicit views and gain useful insights and provided nuanced opinions on the training needs related to intercultural conflict and communication.

In this deliverable will be reported relevant national survey findings. The analysis of the national focus group findings will be reported in detail within the deliverable D.5.

The main steps of the user need analysis methodology are summarised in Table 1.

| Task | Objectives | Timeline |
|-----------------------|--|----------------------------|
| National surveys | <ul style="list-style-type: none">• To collect insight regarding secondary school teachers' multicultural personality and conflict management styles | May-June, 2017 |
| National focus groups | <ul style="list-style-type: none">• To gather teachers' perspectives on intercultural conflict management• To identify the conflicts at stake in their local educational contexts)• To elicit their training needs | October-November, 2017 |
| User needs analysis | <ul style="list-style-type: none">• To merge the results of national surveys and focus groups so to analyse the needs of teachers regarding training on intercultural education and conflict management• To formulate a set of training requirements for the ACCORD | December 2017-January 2018 |

Table 1 - Methodological steps of the user needs analysis

3.1. National surveys

National online surveys were organized in the five project countries (Austria, Belgium, Germany, Italy and Spain) to gain insight regarding current intercultural competences and conflict management styles of secondary school teachers.

The survey included two internationally known questionnaires related to multicultural personality and conflict management styles, as described below. It also included open and close-ended items addressing demographics and factual information.

The questionnaires - open and answered on a voluntary basis- were translated into the different project languages, made available online and widely diffused through partners' teachers and secondary schools networks.

3.1.1 The Multicultural Personality Questionnaire (MPQ)

Successfully dealing with multicultural environments involves more than professional and intellectual skills (Kealey & Protheroe, 1996); indeed, personality traits appear to play an essential role for multicultural success (see e.g. Arthur & Bennett, 1995; Ones & Viswesvaran, 1997; Ward & Chang, 1997). The concept of multicultural personality determines one's perspective on multicultural contexts and ability to adequately act in such interactions (Van der Zee et al., 2013).

To this purpose we used the short form of the Multicultural Personality Questionnaire (MPQ) as an instrument to assess teachers' personality traits related to multicultural effectiveness, as well training needs towards intercultural education. This focus allowed us to identify their propensity to address cultural diversity.

The MPQ allows for describing individuals' behaviour when interacting with people from different cultures. It measures five personality dimensions which are most closely related to multicultural effectiveness:

- **Cultural empathy:** the ability to empathize with the thoughts, feelings, and behaviours of other individuals with different cultural backgrounds;
- **Open-mindedness:** the ability to hold an open and non-judgmental attitude towards individuals from other cultural groups, who may have different values and norms;
- **Social initiative:** the tendency to actively approach social situations, and the ability to take initiative.
- **Emotional stability:** the propensity to remain calm in stressful situations;
- **Flexibility:** the ability to adapt to new, unknown situations.

The MPQ may be used as an instrument for the selection of expatriates or as a diagnostic tool for assessing further training needs (Van Der Zee & Van Oudenhoven, 2000). It is viewed as an important assessment tool to predict individuals' adaptation to multicultural contexts (Popescu, Borca & Baesu, 2014). A wide range of studies have supported its validity (e.g. Leone et al., 2005; Van der Zee et al., 2013; Van der Zee & Brinkmann, 2004; Van der Zee & Van Oudenhoven, 2000).

The MPQ constitutes a 91-item instrument. In order to adapt to teachers' time constraints, we chose to use the short form version (Van der Zee et al., 2013), which consists of 40 items.

3.1.2 The ROCI-II questionnaire

Exploring personal ways of handling conflict can provide indications regarding which area and aspects to concentrate training and, consequently, the contents and dynamic to be developed with learning scenarios that may be able to impact on effective way of managing conflicts in class and, more in general, at school. The Rahim Organizational Conflict Inventory–II (ROCI–II) has been designed by Rahim (1983 a,b) for measuring independent dimensions of the five styles of handling interpersonal conflict, identified by the author: integrating, obliging, dominating, avoiding, and compromising. The instrument consists of 28 statements on a 5–point Likert scale by using self-reports for measuring the styles of handling interpersonal conflict of an organizational member with his or her supervisor(s) (Form A), subordinates (Form B), and peers (Form C) (Rahim, 1983b). The five styles of handling conflict are measured by seven, six, five, six, and four statements: 7 statements for Integrating (IN), 6 statements for Obliging (OB), 5 statements for Dominating (DO), 6 statements for Avoiding (AV), and 4 statements for Compromising (CO). The subscales have adequate reliability and validity. A higher score represents greater use of a conflict style.

Sample items of the instrument are reported as follows:

- (Integrating): *I try to investigate an issue with my supervisor/subordinates/peers to find a solution acceptable to us.*
- (Obliging): *I generally try to satisfy the needs of my supervisor/subordinates/peers.*
- (Dominating): *I use my influence to get my ideas accepted.*
- (Avoiding): *I attempt to avoid being “put on the spot” and try to keep my conflict with my supervisor/subordinates/peers to myself.*
- (Compromising): *I try to find a middle course to resolve an impasse.*

A summary of the 5 styles of handling conflicts is reported below:

The **Integrating style**, also known as Problem Solving, indicates high concern for self and others. It involves collaboration between the parties that are willing to reach a mutual and acceptable solution through openness, exchange of information, examination and exploration of differences for arriving to a constructive solution that goes far beyond personal and limited visions of the problem. Rahim highlights the two distinctive elements of this style suggested by Prein (Rahim, 2011): 1) confrontation that is characterised by open communication, clarify misunderstanding, examining the underlying causes of conflicts; 2) and problem solving. Confrontation is considered as prerequisite of problem solving that implies the identification of appropriate solutions aiming to provide maximum and reciprocal satisfaction of concern of parties involved.

The **obliging** style, also known as accommodating indicates low concern for self and high concern for others. An obliging person neglects and sacrifices personal concern so to satisfy the concern of the other party. This style is associated with a non-confrontation element characterised by the attempt of minimising differences and emphasizing commonalities to satisfy the concern of the other party. As suggested by Rahim this style may take the form of selfless generosity, charity, or obedience to the party's order. An obliging person can be defined as a “conflict absorber” terms describing a reaction of low hostility or even friendliness to a perceived hostile act.

The **dominating** style, also known as competing, indicates high concern for self and low concern for others. A dominating person stands up for own rights and ignore others' needs and expectation; try to defend personal positions that he believes being as correct and right. This is a win-lose style expression of a forcing behaviour in order to win one's position.

The **avoiding** style, also known as suppression, indicates low concern for self and others. Therefore an avoiding person fails to satisfy personal concern as well as the concern of the other party. It has been associated with withdrawal, buck-passing, sidestepping situations. As suggested by Rahim this style may take the form of postponing an issue until a better time, or simply withdrawing from a threatening situation. This style often reflects little concern toward the issues or parties involved in conflict, and the attitude to refuse or denying to acknowledge the existence of a conflict in public. The compromising style indicates intermediate concern for self and others. The style sees both parties involved in give and-take or sharing solutions, whereby both parties accept to give up something to make mutually acceptable decisions.

The **compromising** style may involve splitting the difference, exchanging concession, or seeking a quick, middle ground position. A compromising person or party gives up more than a dominating but less than an obliging person or party. Similarly, a compromising person or party addresses an issue more openly than an avoiding person or party but does not explore alternative solutions as an integrating person or party.

The subscales of the ROCI II have satisfactory retest and internal consistency reliability coefficients, and they are relatively free from social desirability response bias. Confirmatory factor analysis of the 28 items of the instrument was computed in the national sample, which provided evidence of convergent and discriminant validities of the scale. Further evidence of convergent and discriminant validities of the five styles and their factor invariance across the three forms, organizational levels, and four samples were obtained in seven non-random samples. Evidence of these validities together with the evidence reported in other field and experimental studies provides support for the construct validity of the instrument. These instruments can be used in organizational diagnosis, management training, teaching, and research (Rahim, 2001)

In a work with Psenicka, Rahim found that scores from the ROCI–II can be utilized to construct the integrative and distributive dimensions (Psenicka & Rahim, 1989):

- Integrative Dimension (ID) : Integrating Style - Avoiding Style
- Distributive Dimension (DD) Dominating Style - Obliging Style

Since the ROCI–II measures the five styles with a 5-point scale, the scale for ID and DD dimensions ranges between + 4 and - 4. A positive value for the ID indicates a party's perception of the extent to which the concerns of both parties are satisfied. A negative value indicates a party's perception of the extent to which the satisfaction of concerns of both the parties are reduced. Whereas a score of + 4 represents maximum satisfaction of concerns received by both parties, a - 4 score represents no satisfaction of concerns received by both parties as a result of the resolution of their conflict. A value in the DD indicates a party's perception of the ratio of satisfaction of concerns received by self and the other party. A value of + 4 indicates maximum satisfaction of concerns received by self and no satisfaction of concerns received by the other party. A value of - 4 indicates no satisfaction of concerns received by self and maximum satisfaction of concerns received by the other party.

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4. National surveys results

In total, 589 responses were collected. Table 2 details the survey responses per partner country.

Table 2 - Survey responses for each partner country

4.1. National surveys analysis

4.1.1 Socio-demographic characteristics of the population

As shown in Table 3, overall, 589 teachers (Female = 70.6 %, $N = 416$; Male = 29.4 %, $N = 173$) completed a questionnaire composed by Socio-demographic characteristics, the form B of the Rahim Organizational Conflict Inventory-II (ROCI-II; Rahim & Magner, 1995) and the short form of the Multicultural Personality Questionnaire (MPQ; van der Zee & van Oudenhoven, 2000; Van Der Zee & Brinkmann, 2004). Considering the age of participants, 26.1 % ($N = 154$) of the teachers were Under 35 years old; 24.5 % ($N = 144$) were between 35 and 45 years old; and 49.4 % ($N = 291$) were Over 45 years old.

Furthermore, considering the length of working experience, 22.1 % ($N = 130$) of the teachers had Under 5 years of experience; 20.5 % ($N = 121$) had between 5 and 10 years of experience; and 57.4 % ($N = 338$) had Over 10 years of experience.

Finally, considering the country, 18.5 % ($N = 109$) of the teachers were from Austria; 19.7 % ($N = 116$) were from Belgium; 7.1 % ($N = 42$) were from Germany; 36.2 % ($N = 213$) were from Spain; and 18.5 % ($N = 109$) were from Italy.

Information on Teachers' and Institutions' characteristics were also assessed. Considering participants' working position, 531 out of 589 (90.2%) were teachers; 18 (3.0 %) were school directors; and 40 (6.8%) covered other positions (e.g., teachers in training, tutors, policy makers).

Considering the training courses, all participants declared that they followed an intercultural training in relation to the following topics: Inclusive Education ($N = 90$; 15.3%), Intercultural Education ($N = 50$; 8.5%), Conflict Management ($N = 107$; 18.2%). Moreover, 121 (20.5%) participants reported that they have followed more than one training course, whereas 221 (37.5%) did not specify the type of training course they took part.

| Characteristics | Value | p value |
|-----------------------------|--------------|---------|
| Gender | | |
| Female | 416 (70.6 %) | < 0.001 |
| Male | 173 (29.4 %) | |
| Age in years [n (%)] | | |
| Under 35 | 154 (26.1 %) | < 0.001 |
| 35-45 | 144 (24.5 %) | |
| Over 45 | 291 (49.4 %) | |
| Experience in years [n (%)] | | |
| Under 5 | 130 (22.1 %) | < 0.001 |
| 5-10 | 121 (20.5 %) | |
| Over 10 | 338 (57.4 %) | |
| Country | | |

| | | |
|----|--------------|---------|
| AU | 109 (18.5 %) | < 0.001 |
| BE | 116 (19.7 %) | |
| DE | 42 (7.1 %) | |
| ES | 213 (36.2 %) | |
| IT | 109 (18.5 %) | |

Table 3 - Socio-demographics of participants (N = 589)

Considering the geographical location of their main teaching institution, 276 (46.9%) participants indicated to work in a Metropolitan Area; 134 (22.7%) in a Medium-sized city; 156 (26.5%) in a Small-sized city; and only 23 (3.9%) in a Rural Area.

Finally, considering the percentage of students with an immigrant background (e.g., students born abroad, second-generation immigrants), 169 (28.7%) participants reported the presence of less than 5 % of students with an immigrant background; 169 (28.7%) between 5 and 15 %; 100 (17.0%) between 16 and 30 %; 63 (10.7%) between 31 and 50 %; and 88 (14.9%) more than 50%.

Countries specificities were reported in Table 4.

| | AU (N = 109) | BE (N = 116) | DE (N = 42) | ES (N = 213) | IT (N = 109) |
|--|--------------|--------------|-------------|--------------|--------------|
| Working Position | | | | | |
| Teachers | 95 (87.2 %) | 110 (94.8 %) | 30 (71.4 %) | 194 (91.0 %) | 102 (93.6 %) |
| School Directors | 1 (0.9 %) | 1 (0.9 %) | 3 (7.2 %) | 8 (3.8 %) | 5 (4.6 %) |
| Other | 13 (11.9 %) | 5 (4.3 %) | 9 (21.4 %) | 11 (5.2 %) | 2 (1.8 %) |
| Intercultural Training | | | | | |
| Inclusive Education | 3 (2.8 %) | 14 (12.1 %) | 5 (11.9 %) | 32 (15.0 %) | 36 (33.0 %) |
| Intercultural Education | 10 (9.2 %) | 7 (6.0 %) | 5 (11.9 %) | 16 (7.5 %) | 12 (11.0 %) |
| Conflict Management | 22 (20.2 %) | 16 (13.8 %) | 10 (23.8 %) | 54 (25.4 %) | 5 (4.6 %) |
| More than one Training | 16 (14.6 %) | 22 (18.9 %) | 7 (16.7 %) | 46 (21.6 %) | 30 (27.5 %) |
| Not Specified | 58 (53.2 %) | 57 (49.2 %) | 15 (35.7 %) | 65 (30.5 %) | 26 (23.9 %) |
| Geographical Location of Institution | | | | | |
| Metropolitan Area | 69 (63.3 %) | 44 (37.9 %) | 13 (30.9 %) | 83 (39.0 %) | 67 (61.4 %) |
| Medium-sized city | 21 (19.3 %) | 27 (23.3 %) | 17 (40.5 %) | 53 (24.9 %) | 16 (14.7 %) |
| Small-sized city | 14 (12.8 %) | 42 (36.2 %) | 11 (26.2 %) | 63 (29.6 %) | 26 (23.9 %) |
| Rural Area | 5 (4.6 %) | 3 (2.6 %) | 1 (2.4 %) | 14 (6.5 %) | 0 (0.0 %) |
| | | | | | |
| Students with Immigrant background in the Classroom | | | | | |
| Less than 5% | 23 (21.1 %) | 31 (26.7 %) | 4 (9.5 %) | 74 (34.7 %) | 37 (33.9 %) |
| 5-15 % | 27 (24.8 %) | 21 (18.1 %) | 15 (35.7 %) | 68 (31.9 %) | 38 (34.9 %) |
| 16-30 % | 16 (14.7 %) | 16 (13.8 %) | 14 (33.3 %) | 30 (14.1 %) | 24 (22.0 %) |
| 31-50 % | 14 (12.8 %) | 18 (15.5 %) | 6 (14.3 %) | 20 (9.4 %) | 5 (4.6 %) |
| More than 50% | 29 (26.6 %) | 30 (25.9 %) | 3 (7.2 %) | 21 (9.9 %) | 5 (4.6 %) |

Table- 4 Characteristics of target organizations and population according to Country

| | MPQ | | | | | ROCI-II | | | | |
|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | CE | OM | SI | FL | ES | IN | OB | DO | AV | CO |
| | <i>M (±SD)</i> | <i>M (±SD)</i> | <i>M (±SD)</i> | <i>M (±SD)</i> | <i>M (±SD)</i> | <i>M (±SD)</i> | <i>M (±SD)</i> | <i>M (±SD)</i> | <i>M (±SD)</i> | <i>M (±SD)</i> |
| Gender | | | | | | | | | | |
| Female | 4.19 (±0.54) | 3.78 (±0.53) | 3.81 (±0.58) | 2.78 (±0.67) | 3.26 (±0.61) | 4.15 (±0.54) | 3.37 (±0.50) | 2.48 (±0.70) | 2.80 (±0.76) | 3.68 (±0.59) |
| Male | 4.05 (±0.57) | 3.81 (±0.55) | 3.72 (±0.58) | 2.73 (±0.69) | 3.27 (±0.59) | 4.04 (±0.60) | 3.43 (±0.54) | 2.62 (±0.72) | 2.80 (±0.69) | 3.61 (±0.66) |
| <i>F</i> | 7.13* | 0.31 | 2.68 | 0.81 | 0.05 | 4.67* | 1.64 | 4.43* | 0.00 | 1.89 |
| Age | | | | | | | | | | |
| Under 35 | 4.22 (±0.47) | 3.75 (±0.47) | 3.81 (±0.47) | 2.47 (±0.62) | 3.19 (±0.63) | 3.99 (±0.57) | 3.44 (±0.51) | 2.60 (±0.65) | 2.79 (±0.67) | 3.74 (±0.63) |
| 35-45 | 4.14 (±0.53) | 3.82 (±0.49) | 3.79 (±0.49) | 2.75 (±0.62) | 3.27 (±0.57) | 4.13 (±0.50) | 3.37 (±0.53) | 2.61 (±0.72) | 2.84 (±0.84) | 3.66 (±0.61) |
| Over 45 | 4.11 (±0.60) | 3.80 (±0.59) | 3.77 (±0.59) | 2.93 (±0.67) | 3.30 (±0.61) | 4.18 (±0.57) | 3.36 (±0.50) | 2.44 (±0.72) | 2.79 (±0.72) | 3.62 (±0.60) |
| <i>F</i> | 1.92 | 0.57 | 0.27 | 25.42** | 1.58 | 5.82* | 1.11 | 4.27* | 0.24 | 1.84 |
| Experience | | | | | | | | | | |
| Under 5 | 4.15 (±0.52) | 3.71 (±0.50) | 3.76 (±0.60) | 2.55 (±0.58) | 3.21 (±0.58) | 4.01 (±0.53) | 3.47 (±0.46) | 2.58 (±0.63) | 2.78 (±0.74) | 3.73 (±0.59) |
| 5-10 | 4.19 (±0.51) | 3.84 (±0.46) | 3.84 (±0.61) | 2.76 (±0.76) | 3.20 (±0.55) | 4.08 (±0.56) | 3.38 (±0.56) | 2.57 (±0.72) | 2.81 (±0.81) | 3.66 (±0.64) |
| Over 10 | 4.13 (±0.58) | 3.80 (±0.57) | 3.77 (±0.56) | 2.85 (±0.66) | 3.26 (±0.61) | 4.18 (±0.56) | 3.35 (±0.51) | 2.48 (±0.73) | 2.80 (±0.71) | 3.64 (±0.61) |
| <i>F</i> | 0.43 | 2.00 | 0.75 | 9.12** | 1.85 | 4.57* | 2.72 | 1.36 | 0.04 | 1.19 |
| Country | | | | | | | | | | |
| AU | 4.25 (±0.45) | 3.74 (±0.46) | 3.84 (±0.57) | 2.71 (±0.62) | 3.22 (±0.62) | 4.09 (±0.55) | 3.54 (±0.46) | 2.59 (±0.67) | 2.45 (±0.67) | 3.64 (±0.71) |
| BE | 4.09 (±0.47) | 3.66 (±0.46) | 3.77 (±0.57) | 2.40 (±0.63) | 3.38 (±0.69) | 3.90 (±0.51) | 3.16 (±0.46) | 2.56 (±0.66) | 2.73 (±0.61) | 3.71 (±0.57) |
| DE | 4.10 (±0.46) | 3.72 (±0.38) | 3.82 (±0.62) | 2.62 (±0.64) | 3.23 (±0.43) | 4.15 (±0.50) | 3.58 (±0.47) | 2.71 (±0.73) | 3.13 (±0.93) | 3.76 (±0.56) |
| ES | 4.08 (±0.65) | 3.85 (±0.62) | 3.79 (±0.58) | 2.83 (±0.61) | 3.17 (±0.57) | 4.19 (±0.56) | 3.41 (±0.52) | 2.49 (±0.74) | 2.85 (±0.75) | 3.66 (±0.53) |
| IT | 4.25 (±0.51) | 3.90 (±0.52) | 3.71 (±0.59) | 3.13 (±0.68) | 3.35 (±0.61) | 4.23 (±0.56) | 3.35 (±0.53) | 2.41 (±0.70) | 3.00 (±0.69) | 3.60 (±0.71) |
| <i>F</i> | 3.09* | 3.88** | 0.76 | 19.87** | 3.10* | 6.99** | 10.21** | 1.99 | 11.46** | 0.71 |

Table 5 - Differences in MPQ and ROCI-II dimensions scores by Gender, Age, Experience and Country; Notes: ** $p < 0.001$, * $p < 0.05$

As indicated in table 5, it is interesting to highlight how differences in MPQ and ROCI-II dimensions scores by Gender, Age, Experience and Country showed significantly higher levels of Cultural Empathy and Integrating styles and lower levels of Dominating style in female teachers. Additionally, increasing age and years of experience were associated with significantly higher levels of Flexibility and Integrating styles; increasing age was also significantly associated with lower levels of Dominating style. Significant differences in levels of Cultural Empathy, Open Mindedness, Flexibility and Emotional Stability, as well as in levels of Integrating, Obliging and Avoiding styles were also found considering the different Countries. More details will be provided in D.5.

4. 2 MCQ and ROCI II Findings

| | ACCORD | | NORMATIVE DATA | |
|----------------------------|--------|------|----------------|------|
| | Mean | SD | Mean | SD |
| MPQ dimensions | | | | |
| <i>Cultural Empathy</i> | 4.15 | 0.55 | 4.24 | 0.45 |
| <i>Open Mindedness</i> | 3.79 | 0.54 | 3.54 | 0.51 |
| <i>Social Initiative</i> | 3.78 | 0.58 | 3.45 | 0.70 |
| <i>Flexibility</i> | 2.76 | 0.67 | 3.67 | 0.62 |
| <i>Emotional Stability</i> | 3.26 | 0.61 | 2.91 | 0.69 |
| ROCI-II dimensions | | | | |
| <i>Integrating</i> | 4.12 | 0.56 | 4.26 | 0.39 |
| <i>Obliging</i> | 3.38 | 0.51 | 3.21 | 0.49 |
| <i>Dominating</i> | 2.52 | 0.71 | 2.94 | 0.67 |
| <i>Avoiding</i> | 2.80 | 0.74 | 2.78 | 0.68 |
| <i>Compromising</i> | 3.66 | 0.61 | 3.31 | 0.69 |

Table - 6 Descriptive Statistics of MPQ and ROCI-II dimensions

Table 6 shows means and standard deviations of Multicultural Personality Questionnaire (MPQ) and the Rahim Organizational Conflict Inventory-II (ROCI-II) dimensions with respect to both the teachers participating in the ACCORD survey and the corresponding normative data (Rahim, 2001; Van Der Zee, K. Van Oudenhoven, J. P., Ponterotto, J. G. Fietzer, A. W., 2013).

4.2.1. The Multicultural Personality Questionnaire – Short Form (MPQ-SF)

The Multicultural Personality Questionnaire – Short Form (MPQ-SF; Van Der Zee et al., 2013) was used to assess the presence of five personality traits considered of particular relevance to intercultural success, that is Cultural Empathy, Open-Mindedness, Social Initiative, Flexibility, and Emotional Stability. Afterward, a qualitative comparison between mean scores that emerged from our survey and those reported in the validation study (Van Der Zee et al., 2013) was carried out (Table 6).

Cultural Empathy: Overall, the participants of our survey revealed the highest mean scores on Cultural Empathy ($M = 4.15$; $SD = 0.55$), suggesting an adequate general sensitivity towards feelings, opinions and behaviours of people belonging to different cultures. Nevertheless, surprisingly, when compared with the normative data ($M = 4.24$; $SD = 0.45$), teachers seem to show a slightly lower tendency to display this personality trait. However, considering the growing need to adapt to the multicultural school environment and the rapidly challenging school context, cultural empathy should be considered as a personality characteristic strongly requested and recommended. Therefore, these data supported the necessity to develop training focused on improving the enhancement of cultural empathy in school teachers.

Open Mindedness: Teachers showed a satisfactory open attitude towards the visions, values and habits of other cultural groups, as well as a good ability to be unprejudiced, and Open Mindedness scores reported by teachers ($M = 3.79$; $SD = 0.54$) were even higher than those emerging in the normative study ($M = 3.54$; $SD = 0.51$). Open Mindedness is a fundamental trait required to work in the scholastic context, which may have a strong influence on student development (Hare, 1985; Oulton et al., 2004). However, it seems

important that this attitude does not overlap with a "naive egalitarianism" (Causey, Thomas, & Armento, 2000), which implies the risk of denying significant cultural differences (Finney & Orr, 1995). Therefore, targeted training should aim to explore in depth the meaning of openness of mind, encouraging critical thinking and constructive exploration of individual and cultural differences rather than denying them.

Social Initiative: In the same fashion as to Open Mindedness, and also higher than the normative data ($M = 3.45$; $SD = 0.70$), teachers revealed a good tendency to easily interact in social situations, actively approaching to their context and taking initiative (Social Initiative: $M = 3.78$; $SD = 0.58$). The social competence is one of the traits to be enhanced in the school staff (Penuel et al., 2009). The improvement of this tendency should be considered in line with the objectives of the new international context which promotes a boundary-free perspective, stimulating the creativity and the development of social networks. In particular, teachers operate in a globalized community which requires more and more to develop social skill and competencies to promote good practices, to arouse student's interest and their sense of community, with no space for rigid, conservative and change-resistant views.

Flexibility: Despite teachers participating in the ACCORD survey revealed approximatively higher scores on Flexibility scale ($M = 2.76$; $SD = 0.67$) when compared to the normative study ($M = 2.67$; $SD = 0.62$), data revealed a still inadequate presence of this fundamental trait. The low presence of flexibility characterises people with the tendency to perceive new and unknown situations as a risk and that possess fewer competencies to deal with unexpected situations. However, the importance of having this characteristic is quite clearly defined as a fundamental requirement to promote adaptation to the new cultural environment (Leone et al., 2005). Consequently, increasing flexibility in teachers should be considered as an imperative, to be considered the basis of training project development.

Emotional stability: In the same direction, even if higher than the normative data ($M = 3.36$; $SD = 0.41$), overall teachers displayed low levels of Emotional Stability ($M = 2.91$; $SD = 0.69$), revealing a poor ability to efficiently deal with stressful events and to operate in challenging environments, remaining calm when facing demanding situations. However, working in a multicultural context requires a good level of emotional stability (Van Der Zee & Van Oudenhoven, 2000). Therefore, these data gave clear indications to define training focused on the development and the promotion of teachers' resilience and their ability to deal with stress.

4.2.2. The Rahim Organizational Conflict Inventory-II (ROCI- II)

In our survey we adopted the Form B of the ROCI II, for measuring the styles of handling interpersonal conflict of teachers with their students. Regarding the results of the ROCI II we confronted our data with the normative group values, as provided by Rahim: normative data styles of handling interpersonal conflict refers to subordinates collected on the ROCI-II (Form B) from 363 executives, considering different organizational level, functional area, and education (Rahim 2001, pp. 126-127). This target population has been used to capture the asymmetric relationship between teachers and students in school context. See table 6.

It is interesting to highlight how within the Integrative dimension, confronted with the normative group values, shows that the integrating style resulted to be as an approach to conflict to be further developed ($M 4.12$ vs $M 4.10$; $P 35$). The avoiding style, instead, resulted to be slightly higher (Mean 2.80) with respect to the normative group values ($M 2.75$; $P 52$). In continuity with this dimension, compromising style (Mean 3.66) resulted higher than the normative group values (Mean 3.65; $P 69$).

As introduced earlier, the integrative dimension (integrating–avoiding) represents the extent (high or low) of satisfaction of concerns received by self and others. In the integrative dimension, the integrating style

attempts to increase the satisfaction of the concerns of both parties by finding unique “new creative” solutions to the problems acceptable to them. The avoiding style leads to the reduction of satisfaction of the concerns of both parties, as a result of their failure to confront and solve their problems.

In our case, this means that there is a need to slightly reduce the avoiding approach so to move toward more functional integrative-style solutions. Moreover, very interestingly it emerges a need of moving the Integrative dimension more toward the integrative style and less toward the compromising approach to handling conflicts. As Rahim (2001) stated, a compromising person or party addresses an issue more openly than an avoiding person or party but does not explore alternative solutions as an integrating person or party. In our study this means to favour solutions that could maximise both parties’ interests, and not only look for a middle ground position. The result may be similar in term of conflict resolution although the solution itself may be qualitatively different. Indeed, sometimes although a compromising solution move the resolution of conflict toward an integrative direction, may lock people into more easy solutions or habitual patterns of thinking, with the risk to become blinded to the grater possibilities that creative thinking might offer.

It is interesting to note in this respect, how Rahim (2001) suggested that it would be possible to get more insights if using the taxonomy of game theory for reclassifying the five styles of handling interpersonal conflict: integrating style can be reclassified to a positive-sum or nonzero-sum style, compromising to a mixed style, and obliging, dominating, and avoiding to zero-sum or negative-sum. Although he indicated this possibility he warns on the risk of using the taxonomy “win” and “lose” used by the game theory for this reclassification. This may be misleading, as matter of fact, Rahim highlights that each of the five styles of handling interpersonal conflict may be appropriate, depending on the situation, therefore considered as a situation dependent “winning style”.

The distributive dimension (dominating–obliging) represents the ratio of the satisfaction of concerns received by self and others.

With regard to the distributive dimension, the obliging style resulted to be higher (M 3.38) then the normative values (M3.35; P 65); while dominating lower (M 2.52) than the group values (M 2.45; P 30). In the distributive dimension, whereas the dominating style attempts to obtain high satisfaction of concerns for self (and provide low satisfaction of concerns for others), the obliging style attempts to obtain low satisfaction of concerns for self (and provide high satisfaction of concerns for others

A number of studies have shown that cooperative styles, such as integrating, obliging, and compromising, are correlated with positive outcomes, and noncooperative styles, such as dominating and avoiding, are correlated with negative outcomes (cf. Burke, 1969; Korbanik, Baril, & Watson, 1993; Johnson, 1989).

It also true that along the distributive dimension and considering that the styles are situational, this could be red that in certain conflicting situations (where the use of one of the two styles may be appropriate) both approaches move to the satisfaction of concerns for others, and that this may lead on one hand to ignore own needs and on the other hand in failing in supporting the concern of less experienced colleagues or taking into account needs of the class or the whole context, as the school.

For example, in a conflict situation characterized by low decision quality and acceptance, the dominating style may be justified. In the reverse condition (high decision quality and high decision acceptance), the integrating style is the most appropriate to use. In another example given by Rahim, a person can neglect his or her “own concern” only in the sense that he or she does not insert his or her own idiosyncratic values into the leadership’s decision process (this means that he can still provide his or her superiors with information about her or her own needs, say, for interesting work, for a healthy physical environment, for fair pay, and so on). The obliging style should, therefore, be decreased as it may be interpreted as little

interest and engagement in the class needs, and consequently be correlated with positive outcomes, and cooperative style.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------------------|---------|--------|---------|---------|--------|---------|--------|--------|-------|----|
| 1 Cultural Empathy | 1 | | | | | | | | | |
| 2 Open Mindedness | 0.64** | 1 | | | | | | | | |
| 3 Social Initiative | 0.41** | 0.51** | 1 | | | | | | | |
| 4 Flexibility | -0.03 | 0.16** | 0.16** | 1 | | | | | | |
| 5 Emotional Stability | 0.13** | 0.28** | 0.35** | 0.29** | 1 | | | | | |
| 6 Integrating | 0.45** | 0.46** | 0.28** | 0.08 | 0.11** | 1 | | | | |
| 7 Obliging | 0.26** | 0.24** | 0.09* | -0.04 | -0.10* | 0.42** | 1 | | | |
| 8 Dominating | -0.16** | -0.07 | -0.03 | -0.17** | -0.09* | -0.28** | -0.02 | 1 | | |
| 9 Avoiding | -0.06 | -0.03 | -0.15** | -0.10* | -0.06 | -0.02 | 0.12** | 0.15** | 1 | |
| 10 Compromising | 0.26** | 0.23** | 0.12** | -0.03 | 0.03 | 0.49** | 0.38** | -0.10* | 0.10* | 1 |

Table – 7 Correlations between MPQ and ROCI-II dimensions. Notes: ** $p < 0.001$; * $p < 0.05$

Data from correlations between MPQ and ROCI-II dimensions (Table 7) revealed that Cultural Empathy, Open Mindedness, and Social Initiative significantly positively related to Integrating, Obliging and Compromising styles, while Emotional Stability positively related only to Integrating style.

Furthermore, Cultural Empathy negatively related to Dominating style; Social Initiative negatively related to Avoiding style; Flexibility significantly negatively related to Dominating and Avoiding styles, while Emotional Stability negatively related to Obliging and Dominating styles.

These findings gave preliminary indications for the development of ACCORD game, mainly suggesting the importance of promoting Integrating and Compromising styles above all.

5. National focus groups results

This section analyses the data gathered in the context of the national focus groups organized by each partner. First, we describe teachers' perspectives towards the ACCORD training methodology, including the pedagogical approaches, training tools and topics.

5.1. Teachers' perspectives towards the ACCORD training

As described in the next paragraphs, participants across all the partner countries considered the ACCORD training methodology interesting and innovative, as well as appropriate for their profiles and educational contexts.

5.1.1. Pedagogical approaches

The focus of ACCORD on digital education was positively valued by participants. Indeed, the MOOC would provide the necessary flexibility to match teachers' professional and time constraints (Spanish teachers), and because it makes the material easily accessible (Belgian teachers). Indeed, they expressed their need to set up their own learning objectives, self-manage their learning time, as well as decide on the location of the study process and access learning resources openly. No technical concerns (e.g. Internet access or technical specificities) have been raised.

The Game Based Learning approach proposed by ACCORD was highly valued across the project countries: Spanish teachers, for example, stated that "the use of the game allows a better understanding of abstract concepts in a safe simulation application". Belgian teachers claimed that the "game tool make as the power to make real-life experiences really visual, thanks to the use of e-characters"; Italian teachers compared the game to "a gym where to get hands-on experience on the dynamics of intercultural conflict".

In all countries, the scenario-based approach appeared to constitute a powerful resource for teachers. Belgian teachers consider those real-life experiences as a powerful reflection tool which fosters discussion and encourages opening up about their doubts regarding intercultural conflicts. Spanish teachers argued that they allow for contextualizing concepts in real situations, as well as highlighted their need to address more practical cases of intercultural conflict scenarios, and to be shown different manners of solving them.

Besides those approaches, teachers in all countries highlighted the importance to share intercultural classroom experiences and debate with other educators involved in similar situations, like it was done during the focus groups, as well as learning from experts. For example, Belgian teachers highly valued the opportunity to discuss and debate around the topic of intercultural conflicts, as it allowed them for opening about their insecurities and for reflecting about their teaching practices. They mentioned the idea of "making a team of teachers/others who work around these subjects, a space where teachers can share their experiences and, most importantly, a place where they are not afraid to share missteps and mistakes, a space of trust which creates an open climate".

5.1.2. Training topics

The main topics of ACCORD, i.e. inclusive education and intercultural conflict management appeared to be relevant and of critical interest for the participating teachers in all countries. For example, German teachers stated that there is a need for such a training, as they feel unprepared to deal with intercultural issues and often are unable to solve conflicts. Similarly, Belgian teachers mentioned that the exiting training opportunities in terms of intercultural conflict management do not fit the school context.

More specifically, participants suggested to address the following topics in the ACCORD training:

- Racism (Austria);
- Cultural diversity (Austria, Spain);
- Group and conflict management in educational contexts (Italy);
- Cultures and religions of other continents, such as Africa and Asia, e.g. Muslim culture (Austria, Belgium, Italy, Spain);
- Comparison of different practices in different European Countries (Italy);
- Intercultural education, mediation and dialogue (Italy);
- Conflict as a learning opportunity (Spain).
- Intercultural tensions (Belgium).

5.1.3. Examples of training resources

Aside the ACCORD serious game and scenarios, the participating teachers suggested some learning resources as useful for the ACCORD training:

- Protocols related to the different steps of intercultural conflict management;
- Good practices, i.e., examples of scenarios experienced by other teachers and possible responses;
- Resources to be used with students, e.g., short films, documentaries and role.

5.2. Teachers' expectations in participating in ACCORD

Regarding their expectations in participating in the project and training, the participants pointed at:

- Be given opportunities for reflecting on their teaching practices (Belgium);
- Update their methodologies to manage diverse classrooms in the context of the global society (Italy, Spain);
- Practice and experience negotiation and mediation dynamics, as well as personal styles of handling conflict at school through an engaging tool (Italy);
- Develop knowledge and practical skills in terms of conflict management and intercultural education (Spain, Belgium, Italy, Austria);
- Get to know techniques of creative management of intercultural conflicts and intercultural mediation (Italy);
- Exchange and contrast opinions and perspectives with other teachers and educational professionals (Spain);
- Get to know the cultural aspects of the intercultural conflicts' management in the different project partners' countries (Italy);
- Respond in an adequate manner to intercultural conflicts (Spain);

Promote inclusive teaching in the classroom (Italy);

5.3. Training needs and requirements

On the basis of the results of the focus groups, this section formulates a set of training needs and requirements that the ACCORD project should be aiming for.

a) A need for flexible learning opportunities

Due to their professional constraints, teachers expressed the need for open, flexible learning environments which would allow them for monitoring the learning process in a self-paced manner, as well as freely access learning resources and activities.

Training requirement: the ACCORD training platform should provide a flexible learning environment where teachers can freely access Open Educational Resources (OERs) resources and activities and monitor their own learning process.

b) A need for practical training resources and activities on conflict management

Teachers showed positive dispositions towards intercultural diversity and diplomatic conflict resolution. Nevertheless, they clearly tackled a need for practical learning resources (e.g., protocols related to the different steps of intercultural conflict management) and hands-on activities so to develop their conflict management skills and become confident in conflict situations.

Training requirement: the ACCORD training platform should make available a set of practical resources and activities related to mediation, negotiation, group management and restorative practices.

c) A need for good practices

Teachers clearly highlighted their need to access more examples of real-life conflict situations faced by other teachers, as well as different possible solutions for solving them.

Training requirement: besides of the games' scenarios, the ACCORD training should allow participants for sharing their good practices for inclusive education and intercultural conflict management, including their testimonies and the ones of their students.

d) A need for exchange with teachers and experts

Teachers expressed their critical need for sharing their experiences in relation to intercultural conflicts, as well as debating with other educators involved in similar situations about the ways of solving conflicts. Furthermore, they need to establish contact with experts in intercultural education.

Training requirement: the ACCORD project should foster the creation of a community of practice among the teachers participating the training. To do so, the ACCORD training platform should integrate a set social networking tools (e.g. forums, blogs, shared repositories) which would allow teachers for sharing experiences, practices and resources. We also recommend the intervention of intercultural education experts. Furthermore, ACCORD should provide opportunities for face-to-face encountering.

e) A need for pedagogical resources for developing students' intercultural competence

In order to address cultural diversity within their teaching methodologies, teachers expressed their need to access pedagogical resources that they can incorporate in the classroom, e.g., examples of classroom activities, lesson plans, short films, documentaries, role games.

Training requirement: the ACCORD training should include a repository of pedagogical resource related to inclusive teaching practices (e.g., peace education, intercultural education, EDC/HRE, restorative practices) to be applied in the classroom.

f) A need for reflecting on their teaching practices

Teachers tackled their need for reflection tools which would allow them for critically evaluating their teaching practices and its impact on students.

Training requirement: the ACCORD training should provide reflection tools which allow teachers for appraising and comparing educational practices across different European Countries.

g) A need for understanding the different cultures present in the teaching environment

Teachers highlighted the need to acquire knowledge in relation to the key-elements of which feature their students' cultures (codes of conduct and manners, value systems and beliefs, religions, communicative conventions), especially the ones of other continents, such as Africa and Asia (e.g., Muslim cultural aspects).

Training requirement: the ACCORD training should provide OERs related to the different cultures present in the teaching environment, such as documents and artefacts from these cultures.

7. Conclusions

The ACCORD training aims to prepare secondary school teachers to constructively manage intercultural conflicts which may arise in the classroom, as well as to create positive learning environments and to address intercultural diversity in the classroom. To do so, the project will develop, implement and validate an open online learning platform providing pedagogical resources and activities based on game-based learning and scenario-based learning

The aim of WP3 - Needs analysis and pedagogical framework - is to lay the foundations of the project, by identifying the current status of intercultural education in Europe, highlighting teachers' training needs and defining the project's approach for developing teachers' competences in terms of inclusion of learners with an immigrant background, prevention of discriminatory practices, and intercultural conflict management.

This deliverable – D3.1 - Report on good practices, opportunities for teacher' and educators' skills development – reviewed the status of cultural diversity in the EU education system, as well as current practices towards inclusive education. It also described the results of a study that was conducted in five countries, with specific focus on the national surveys and, part of the findings obtained during the focus group events organised across all the partners' areas involving secondary school teachers (Finding of focus groups will be described in detail in D.4 and D.5).

The national survey, that collected data from 589 teachers in Europe, enabled to obtain information to a broader level, with regards to teachers' multicultural personality traits and skills (MPQ), as well as conflict management styles (ROCI II, Form B).

More specifically with respect to the MPQ data supported the need to develop training focused on improving the enhancement of cultural empathy in school teachers and explore in depth the meaning of openness of mind for our group teachers, in the direction of encouraging critical thinking and constructive exploration of individual and cultural differences and avoid any tentative of denying them. Moreover, it has emerged the need of increasing flexibility and emotional stability in teachers that is ability to effectively manage unexpected situations and deal with and stressful events and to operate in challenging environments, remaining calm when facing demanding situations, promoting teachers' resilience.

With regards to the ROCI II has emerged that, within the Integrative dimension, training should enable the development of the integrating style and dissuade the use of the avoiding style so to promote effective ways to deal with conflicting situations. Regarding the distributive dimension, it emerged that the obliging style should be reduced as it may represent little interest and engagement in the class needs and the dominating style should be increased instead. In our case the need of increasing a dominating approach to manage conflict may be as a need of increasing assertiveness in proposing possible solutions to conflict. So that a person using an integrating style need to be assertive in her attempt to seek a win-win solution in which both parties' goals are completely achieved.

As a result, we could formulate a set of training needs and requirements that the ACCORD project should be aiming for, with regards to methodology and tools, competencies and intercultural topics. We could also identify the targeted audience's specific characteristics and needs. More specifically, teachers have positively valued the ACCORD training approach (ICT and MOOC) as the definition and use of a training platform is considered as a flexible learning environment where teachers can openly access resources and activities and monitor their own learning process.

Teachers have expressed the need of the creation of a community of practice (opportunities of face-to-face meeting and use of social networking tools).

It also emerged that the ACCORD training should provide a range of intercultural conflict scenarios that may enable real-life examples and good practices so to develop key competencies promoting effective ways to deal with cultural diversity, and manage intercultural conflicts (e.g. empathy, Adaptability, effective communication, positive conflict resolution ...). The topics considered relevant for the teachers, around which the learning scenarios should be developed are considered as following: ethnic discrimination in the classroom and the educational community, and between minorities; defence of ethnic identity, and stereotyping; integration of students with an immigrant background in the school community; as well as dialogue and integration of the family context with school context; confrontation of cultural beliefs (religion included); teenagers' problematic in general (use of social networking tools, personal and social responsibility, bullying, addictions); racism.

This deliverable also represents the first stone step in the definition of “Psychological modelling of conflict resolution” (WP4), “Adaptation and integration of technologies” (WP8) and “MOOC design and implementation” (WP9).

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Annex 1 – National survey (English translation)

National survey - ACCORD project - EN

In recent years, Europe undergoes massive demographic and cultural changes featured by important population flows. EU societies have become immigration countries, and the proportion of young people with different sociocultural backgrounds increases. In this context, the education sector plays a central role to prevent social exclusion and discrimination, as well as to foster mutual understanding and respect societal values (Paris Declaration, 2015).

The ACCORD project (Erasmus Plus EU Programme, "Social Education through Education, Training and Youth") aims to prepare educators to take an active stand against all forms of discrimination and racism, to deal with diversity and handle conflicts that might emerge, as well as to promote inclusive education practices. Through a free, open online training course built on game-based learning methodologies, teachers from all over Europe will have the chance to develop their competences in terms of conflict resolution, intercultural communication and inclusive education.

In the framework of the ACCORD project, the following survey aims to collect information regarding teachers' current intercultural competences. For this reason, the survey includes two internationally known questionnaires related to multicultural personality and conflict management styles.

The survey addresses secondary school teachers. Your participation will allow us for designing the project pedagogical framework and build the ACCORD training course. As an educator, your help is more than needed!

The survey will take 15-20 minutes to complete. RESULTS ARE ANONYMOUS.

If you would you like to receive information regarding ACCORD results and further activities, please provide your details at the following link:

<https://goo.gl/forms/yFFPUOL9Vnwdd7Eq2>

Gender

- ☐ Male
- ☐ Female

Age range

- ☐ Less than 25
- ☐ 25-35
- ☐ 36-45
- ☐ More than 45

Teaching context

Teaching position

- ☐ Teacher
- ☐ Teaching assistant
- ☐ School director
- ☐ Other: _____

Other teaching responsibilities

- ☐ Organization of extra-scholar activities
- ☐ Administrative tasks
- ☐ Socio-psychological support
- ☐ Educational technology support
- ☐ School supervisor
- ☐ Other: _____

Discipline(s) taught

- ☐ STEM (experimental science, mathematics, technology and other related subjects)
- ☐ Social studies (e.g. history, geography, languages)
- ☐ Creative expression (e.g. music, graphic arts)
- ☐ Other: _____

Teaching experience

- ☐ Pre-service teacher / teacher in training
- ☐ Less than 5 years
- ☐ 5-10 years
- ☐ 11-20 years
- ☐ More than 20 years

Training courses you have followed in relation to the following topics:

- ☐ Inclusive education
- ☐ Intercultural education
- ☐ Conflict management

Do you consider these training courses useful to help you deal with conflicts which may occur in your teaching contexts?

- ☐ Yes
- ☐ No

Geographical location of your main teaching institution

- ☐ Metropolitan area (population over 250,000)
- ☐ Medium-sized city (between 50,000 and 250,000)
- ☐ Small-sized city (population between 2,500 and 50,000)
- ☐ Rural area (population under 2,500)

To your knowledge, what is the average percentage in your classroom(s), of students with an immigrant background, i.e. students born abroad, born in the resident country but whose parents have been born abroad (second-generation immigrants), or members of cultural / ethnic minorities.

- ☐ Less than 5%
- ☐ Between 5 and 15%
- ☐ Between 16 and 30%
- ☐ Between 31 and 50%
- ☐ More than 50%

To your knowledge, what is the average percentage in your main teaching institution, of students with an immigrant background, i.e. students born abroad, born in the resident country but whose parents have been born abroad (second-generation immigrants), or members of cultural / ethnic minorities.

- ☐ Less than 5%
- ☐ Between 5 and 15%
- ☐ Between 16 and 30%
- ☐ Between 31 and 50%
- ☐ More than 50%

MPQ Short Form-40

To what extent do the following statements apply to you? *(Please circle the answer that is most applicable to you)*

| | | totally not applicable | hardly applicable | moderately applicable | largely applicable | completely applicable |
|----|---|---------------------------|----------------------|--------------------------|-----------------------|--------------------------|
| 1 | Sympathizes with others | 1 | 2 | 3 | 4 | 5 |
| 2 | Tries out various approaches | 1 | 2 | 3 | 4 | 5 |
| 3 | Finds it difficult to make contacts | 1 | 2 | 3 | 4 | 5 |
| 4 | Is reserved | 1 | 2 | 3 | 4 | 5 |
| 5 | Likes routine | 1 | 2 | 3 | 4 | 5 |
| 6 | Sets others at ease | 1 | 2 | 3 | 4 | 5 |
| 7 | Takes the lead | 1 | 2 | 3 | 4 | 5 |
| 8 | Is often the driving force behind things | 1 | 2 | 3 | 4 | 5 |
| 9 | Is looking for new ways to attain his/her goal | 1 | 2 | 3 | 4 | 5 |
| 10 | Makes contacts easily | 1 | 2 | 3 | 4 | 5 |
| 11 | Keeps calm when things don't go well | 1 | 2 | 3 | 4 | 5 |
| 12 | Has a feeling for what is appropriate in a specific culture | 1 | 2 | 3 | 4 | 5 |
| 13 | Seeks contact with people from a different background | 1 | 2 | 3 | 4 | 5 |
| 14 | Has fixed habits | 1 | 2 | 3 | 4 | 5 |
| 15 | Likes to imagine solutions for problems | 1 | 2 | 3 | 4 | 5 |
| 16 | Is insecure | 1 | 2 | 3 | 4 | 5 |
| 17 | Wants to know exactly what will happen | 1 | 2 | 3 | 4 | 5 |
| 18 | Enjoys other people's stories | 1 | 2 | 3 | 4 | 5 |
| 19 | Starts a new life easily | 1 | 2 | 3 | 4 | 5 |
| 20 | Is under pressure | 1 | 2 | 3 | 4 | 5 |
| 21 | Gets upset easily | 1 | 2 | 3 | 4 | 5 |
| 22 | Leaves the initiative to others to make contacts | 1 | 2 | 3 | 4 | 5 |
| 23 | Pays attention to the emotions of others | 1 | 2 | 3 | 4 | 5 |
| 24 | Looks for regularity in life | 1 | 2 | 3 | 4 | 5 |
| 25 | Is nervous | 1 | 2 | 3 | 4 | 5 |
| 26 | Functions best in a familiar setting | 1 | 2 | 3 | 4 | 5 |
| 27 | Is a good listener | 1 | 2 | 3 | 4 | 5 |
| 28 | Works according to plan | 1 | 2 | 3 | 4 | 5 |
| 29 | Is inclined to speak out | 1 | 2 | 3 | 4 | 5 |
| 30 | Has a broad range of interests | 1 | 2 | 3 | 4 | 5 |
| 31 | Is apt to feel lonely | 1 | 2 | 3 | 4 | 5 |
| 32 | Enjoys getting to know others profoundly | 1 | 2 | 3 | 4 | 5 |
| 33 | Takes initiatives | 1 | 2 | 3 | 4 | 5 |
| 34 | Is not easily hurt | 1 | 2 | 3 | 4 | 5 |
| 35 | Works mostly according to a strict scheme | 1 | 2 | 3 | 4 | 5 |
| 36 | Notices when someone is in trouble | 1 | 2 | 3 | 4 | 5 |
| 37 | Senses when others get irritated | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 38 | Worries | 1 | 2 | 3 | 4 | 5 |
| 39 | Works according to strict rules | 1 | 2 | 3 | 4 | 5 |
| 40 | Is a trendsetter in societal developments | 1 | 2 | 3 | 4 | 5 |

Scoring directions for the Multicultural Personality Questionnaire

Short Form-40 (MPQ SF-40)

(Van der Zee, Van Oudenhoven, Ponterotto, & Fietzer, 2013,
Journal of Personality Assessment, 95 (1), pp. 118-124)

All MPQ forms/versions are copyrighted © by K.I. Van der Zee and J. P. Van Oudenhoven

Introduction

The MPQ SF-40 is a 40-item Likert-type self-report measure of multicultural personality. Users of the MPQ SF-40 should read the development and validity studies on the MPQ SF-40 cited above before use.

Scoring

To score the MPQ SF-40, tally each item to obtain a total score. Score range is from 40 to 160, with higher scores indicating that an individual has a disposition towards successfully navigating personal adjustment, professional effectiveness, and intercultural interactions in unfamiliar cultures. When tallying the scores, twelve items need to be reverse-scored. Reverse scoring means that each if a respondent circles a “1” they should receive five points, a “2” four points, a “3” three points, a “4” two points, and a “5” one point. The following items should be reverse scored:

3, 4, 5, 14, 16, 17, 20, 21, 22, 24, 25, 26, 28, 31, 35, 38, 39.

The MPQ SF-40 consists of the same five subscales as the MPQ. The subscales are listed below with their attendant items (items in parentheses should be reversed scored):

- Cultural Empathy: 1, 6, 18, 23, 27, 32, 36, 37
- Flexibility: (5), (14), (17), (24), (26), (28), (35), (39)
- Social Initiative: (3), (4), 7, 8, 10, (22), 29, 33
- Openmindedness: 2, 9, 12, 13, 15, 19, 30, 40
- Emotional Stability: 11, (16), (20), (21), (25), (31), 34, (38)

ROCI-II Form C

Please check the appropriate circle after each statement, to indicate how you handle your disagreement or conflict with your peers. Try to recall as many recent conflict situations as possible in ranking these statements.

Strongly Disagree 1 2 3 4 5 Strongly Agree

- 1) I try to investigate an issue with my peers to find a solution acceptable to us.
- 2) I generally try to satisfy the needs of my peers.
- 3) I attempt to avoid being "put on the spot" and try to keep my conflict with my peers to myself.
- 4) I try to integrate my ideas with those of my peers to come up with a decision jointly.
- 5) I try to work with my peers to find solution to a problem that satisfies our expectations.
- 6) I usually avoid open discussion of my differences with my peers.
- 7) I try to find a middle course to resolve an impasse.
- 8) I use my influence to get my ideas accepted.
- 9) I use my authority to make a decision in my favor.
- 10) I usually accommodate the wishes of my peers.
- 11) I give in to the wishes of my peers.
- 12) I exchange accurate information with my peers to solve a problem together.
- 13) I usually allow concessions to my peers.
- 14) I usually propose a middle ground for breaking deadlocks.
- 15) I negotiate with my peers so that a compromise can be reached.
- 16) I try to stay away from disagreement with my peers.
- 17) I avoid an encounter with my peers.
- 18) I use my expertise to make a decision in my favor.
- 19) I often go along with the suggestions of my peers.
- 20) I use "give and take" so that a compromise can be made.
- 21) I am generally firm in pursuing my side of the issue.
- 22) I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.
- 23) I collaborate with my peers to come up with decisions acceptable to us.
- 24) I try to satisfy the expectations of my peers.
- 25) I sometimes use my power to win a competitive situation.
- 26) I try to keep my disagreement with my peers to myself in order to avoid hard feelings.
- 27) I try to avoid unpleasant exchanges with my peers.
- 28) I try to work with my peers for a proper understanding of a problem

Annex 2: Focus groups guidelines

ACCORD - Attain Cultural Integration through CONflict Resolution skills Development

T3.2. Guidelines for the organization of national expert workshops

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Date:

26/09/2017

About this document

Within the ACCORD project, the objectives of WP3 (Need analysis and pedagogical framework) are the following:

- To identify the current status of intercultural education in Europe;
- To define the project's approach for developing, assessing and validating teachers' competences in terms of intercultural education, the inclusion of disadvantage learners, particularly with migrant background, prevention of discriminatory practices, as well as management of conflicts and diversity.

Information will directly feed into WP4 (Psychological modelling of conflict resolution), WP8 (Adaptation and integration of technologies) and WP9 (MOOC design and implementation), in order to understand the characteristics of beneficiary groups and specifically to tune and customize software design and features. WP3 will also help to determine the overall desired training outcomes and expected information from the software assessment tool.

Within WP3, Task 3.2 - National expert workshops - will be organized in each project country (i.e. Austria, Belgium, Germany, Italy and Spain). They will gather different actors, i.e. local educational policy makers, teachers' representatives (in-service, secondary education), research stakeholders, NGO representatives, etc. The aim of the workshops is to introduce and define the ACCORD competence framework, to gather insights on the status and role of intercultural education in partners' local contexts, as well as to identify teachers' attitudes towards ICT and game-based learning. They also intend to refine the input collected through the online surveys (Task 3.1). Workshops aim at active participation and contributions from experts from different fields. They will take the shape of focus groups, gathering a small number of people so to enhance exchange of opinions among participants and collect in-depth information about their perspectives.

The consortium has decided that workshops would be organized during the period of **October-November, 2017**. Approximately, we aim to reach about **50 participants (i.e. 10 in each country)**. Partners will be responsible for organizing and hosting the workshops, presenting the addressed topics, facilitating activities and discussions, as well as collecting and reporting results.

This document - Guidelines for the organization of national expert workshops - aims to provide a generic framework that will serve as a basis for the organization of the workshops. It intends to guide ACCORD partners in planning their workshops following a homogenous basis.

First, the document describes the workshops' organization: it elicits the target group, the event diffusion and registration processes, as well as the settings in which workshops should be organized (space, time and facilitators). Afterwards, the document proposes a structure which elicits the different steps to follow and the thematic areas to cover.

The document is part of a *workshop kit* which also includes annexes, i.e. template documents and tools for guiding partners in setting their events. **This framework is flexible, i.e. partners are invited to adapt and localize contents to the specific target groups, contexts and needs of each participating country.**

1. Organization

With a view towards homogeneity, this section presents the way national expert workshops should be organized: it elicits the actors who should participate, as well as the way they should be approached by the project's partners. Moreover, the settings in which workshops should be organized (space, time and facilitators) are being described.

Target groups

The workshops will include in-service teachers of secondary education, as well as experts situated at the school level (e.g. school directors, psychologists). Furthermore, partners are free to involve other key actors in the fields of intercultural education and conflict management (local policy makers, research stakeholders, representatives of local NGOs / associations and others interested actors of the local communities, like parents associations).

As the workshops consist of focus groups which aim at stimulating active discussion among the different actors, we recommend that they involve **8 to 12 participants**. If more participants show interest in participating, a second workshop could be organized.

Event diffusion

Workshops should be announced in advanced in order to reach the targeted number of participants. To do so, we recommend that partners prepare a mailing including a short introduction to the project and the workshop objectives, as well as an invitation poster highlighting the addressed thematic areas (a template is provided in Annex 1). Partners can also state that participants will receive a certificate of participation.

Participants' registration process

Interested participants will be requested to fill in an online registration form (provided in annex 2), using *Google Form* or any other similar tool. We suggest that partners keep a list of all interested participants, so to involve them in further project activities, and for reporting matters.

From those who filled in the registration form, partners will select the workshop(s)' participants. Selected participants will be notified by e-mail and receive an agenda of the event, as well as an introductory document (including the project outline and the first version of the competence framework provided in Annex 7).

Settings

The workshop should take place in a room equipped with a projector and an Internet connection. A Powerpoint presentation, as well as web-based demonstrations, will be given. The space should be rather informal, in order to participants' stimulate active discussion.

Workshops are expected to be **2 to 2,5 hours**, including a presentation of the project's main concepts, as well as practical sessions on intercultural conflict scenarios and the ACCORD competence framework.

At least **two researchers** should monitor the workshop: one will present the project, facilitate practical sessions and discussions, while the other one will take notes and pictures, as well as collect materials created by participants. The event should be recorded (audio and / or video) in order to enable a quality data collection.

Facilitators should circulate a list of participants (template available in Annex 3) that each attendant will fill in and sign.

2. Structure

This section aims to provide partners with a common structure to conduct their national workshops. It proposes an agenda which elicits the different stages to follow and the thematic areas to cover. All stages are reflected in a Powerpoint presentation (provided in Annex 4), that partners may translate, edit and use to guide their workshop.

A. Introduction

After a short roundtable in which participants will present themselves, the facilitator will present the workshop's outline, objectives and agenda.

B. Presentation of the ACCORD project

The facilitator will introduce participants to the following points:

- The consortium, context, focus, objectives, expected results and activities;
- The status of intercultural education and related policies / initiatives at EU and local levels (optional);
- The ACCORD training methodology, i.e. game-based learning, Information and Communication Technology (i.e. use of a MOOC and other ICT-based resources).

C. Intercultural conflict scenarios

This stage will consist of familiarizing participants with some possible intercultural conflict scenarios, as well as collecting their perspectives regarding the conflicts at stake in their local educational contexts.

The scenarios are available in Annex 5. Partners will present and discuss **3 to 5 scenarios**, selecting the ones that best match their local contexts. For each scenario, they will follow the steps described below:

- Presentation of the scenario: the facilitator will project the slide of the scenario.
- Emotional scales: the facilitator will distribute the two scales (Annex 6) to participants.
- Group discussion: once participants have filled out the scales, the facilitator will raise a discussion around the following questions:
 - *Do you think this is an intercultural conflict? Why? Why not? By whom?*
 - *What kind of feelings would you experience if you were the teacher involved within this scenario? What could be your first thoughts if you were the teacher involved within this scenario?*
 - *What kind of feelings do you think that the student has experienced within this scenario? What kind of thoughts do you think that the student has experienced within this scenario?*
 - *What would be the way you would do/act/interact within this scenario/or you would manage?*
 - *Are these scenarios recognizable to your educational contexts? Do you or your colleagues experienced similar situations?*
- Presentation of the theoretical foundations: the facilitator will eventually present the theoretical aspects related to the scenario.

D. Design of a localized scenarios

The facilitator will divide participants into groups of 2-3 persons. Each group will imagine and write down a new scenario (and possible solution) representative of their local educational context, that will be shared with all participants afterwards.

As an outcome of this stage, we will obtain a set of scenarios specifically adapted to participants' local educational contexts. These scenarios will directly feed WP4 (Psychological modelling of conflict resolution).

E. Competence framework

This stage aims to collect participants' feedback on the first version of the ACCORD competence framework. It will consist of the following steps:

- Group work - matching the framework with the created scenario: the facilitator will distribute the ACCORD competence framework to each group (the framework is available in Annex 7). They will reflect on and select the competences referenced in the framework which are required by teachers to manage the intercultural conflict at stake in the scenario they created in Stage E. Furthermore, they will eventually write down any competence which is missing in the framework.
- Group discussion: each group will share their perspectives on the relevance of the framework elements (i.e. competences, knowledge, skills and attitude) to their scenarios. The facilitator will stimulate discussion among participants.

F. Debrief and close

At the end of the workshop, the facilitator will sum up what has been done during the workshop, explain what will be done with the data collected, as well as elicit the next steps of the project. Participants will fill in the event evaluation questionnaire (provided in Annex 8).

Partners will report their workshops following the template provided in Annex 9, to be provided to the UB team by December 10th, 2017.

List of annexes

This document is part of a *workshop kit* which also includes annexes, i.e. template documents and tools for guiding partners in organizing their events. Annexes are flexible, i.e. partners are invited to adapt and localize contents to the specific target groups, contexts and needs of each participating country.

- **Annex 1: Diffusion poster template**
- **Annex 2: Online registration form**
- **Annex 3: List of participants**
- **Annex 4: Template Powerpoint presentation**
- **Annex 5: Intercultural conflict scenarios**
- **Annex 6: Emotional scales**
- **Annex 7: ACCORD competence framework (first version)**
- **Annex 8: Event evaluation questionnaire**
- **Annex 9: Reporting template**

Annex 3: Workshop reports

Austria – University of Vienna

| 1. WORKSHOP ORGANIZATION | | |
|--|--|--|
| Country | Austria | |
| Organizing partner | University of Vienna | |
| Date | 06.11.2017 | |
| Settings: address, room and equipment | 1010 Wien, Universitätsring 1, Hauptgebäude 2. Stock, Hörsaal 48 | |
| Duration | 3 hours | |
| Number of participants | 11 teachers | |
| Description of participants: positions, institutions, etc. | Nikolaus Kirstein -Vienna Business School Hamerlingplatz | |
| | Fatma Sürmeli -VS Brühlgasse 18 1160 Wien | |
| | Bülent Dinler -OVS Herzmanovky-Orlando-Gasse 11 | |
| | Fatma Göksu-Aslan -NMS Max Winter Platz | |
| | Suna Orcun - Superar, Verein zur Förderung der Musik | |
| | Martha Ross -Amadeus International School Vienna | |
| | Jelena Šuškić - Instut für Bildungswissenschaft | |
| | Muhtaziye Güclü - VS Leystraße 34 1220 | |
| | Esther Wratschko - HLW 19 and Superar | |
| | Mariana Dos Santos - Superar | |
| | Hannes Schögggl - Superar Vienna | |
| | Nurten Aksakal Acar - Dunantgasse 2, 1210 Wien | |
| | Facilitators: name and position | |
| Agenda: different stages of the event | Introducing the ACCORD project Intercultural conflict scenarios Competences for intercultural education and conflict management Debrief and close | |
| 2. INTERCULTURAL CONFLICT SCENARIOS (STAGE C) | | |
| Scenario 1 | 1st scenario | |
| • Title of the scenario | A boy of Ethiopian descent caught the attention of the teacher during class | |

| | |
|--|--|
| <ul style="list-style-type: none"> ● Participants' perspectives on the intercultural conflict ● Way participants would feel, as teachers, in the situation ● Way participants would feel, as students, in the situation ● Solutions proposed to solve the conflict ● Does the scenario reflect participants' specific educational contexts? | <p><i>because he was making too much noise. Despite several warnings of the teacher, the student and the teacher get caught up in a verbal conflict. At some point during the conflict the boy screams to the teacher that 'history still lingers on' and 'white people still treat people of colour as slaves'.</i></p> <p><i>An answer from the teacher A: I think it is not an intercultural conflict. May be a white boy is making noise and the teacher says that he has to be quiet – it's the same. So, I think the scenario is not a problem of interculturality.</i></p> <p><i>An answer from the teacher B: I think that the scenario is a kind of an intercultural conflict. It is about what happened in the past. The boy has his perception of his history and he feels that the teacher thinks of him as a kind of a slave. So he can explain the situation and why the teacher is yelling to him. So he uses what happened in the past, may be still today, to use (stress) it in this special situation that's happening in the classroom.</i></p> <p><i>An Answer from the teacher C: Obviously there is a conflict. From the side of the teacher, there is not an intercultural conflict, but from the side of the boy there may be an intercultural conflict. There will not be an intercultural conflict if a white boy would show the same reaction to the teacher.</i></p> <p><i>An explanation from the researcher: The white boy could not use the argument obviously. As far as I understood, the boy uses the argument in the discussion, but it is not the core conflict. The core conflict is just a behaviour in the classroom and he is picking whatever arguments comes through.</i></p> <p><i>An Answer from the teacher D: I do not think that there is an intercultural conflict between the teacher and the Ethiopian student. The teacher has to warn the student because of the (repeated) noise. But the kid had already that opinion in his mind (they are treating me like a slave). He thinks that the act of the teacher is because of his colour. So the teacher's warning is very normal. However, the kid thinks that it is because of the teacher's unconscious mind. Thus, there is an intercultural conflict in this situation.</i></p> <p><i>An Answer from the teacher E: I was also thinking that on one hand it does not have to be an intercultural conflict at the beginning, but it can become one. The boy has a very different perception about what is interrupting his behaviour than the teachers has.</i></p> <p><i>He is perceiving negatively, it might not be the case, but maybe the teacher is perceiving negatively on purpose. The boy however might be using it to get away with this behaviour. So, the problem is an intercultural conflict as a perception.</i></p> <p><i>An Answer from the teacher H: We are experiencing many case like that in schools. The problem is minority and majority culture, that is the psychology of</i></p> |
|--|--|

belonging to minority or majority. It plays a great role having this kind of conflict. It is not the question if it may be or not be... (refer to the teacher E) but it is a case of the psychology of this child behaving in a wrong way because it does not belong to the majority culture. It seems the conflict is because he does not belong to the majority culture. Because of that we can also say that the conflict is not caused by the teacher's behaviour in the classroom, but because of the psychology of children and how they perceive the situation. So it is an intercultural problem.

An answer from a teacher: If I had this experience, I would look at myself and do some self-evaluation. I would do self-criticism and ask myself why the kid has this kind of feeling. Is it because of my behaviour? I would question myself why I warned him - because of his noise making or because of his colour? Did I warn him because of behaviour in the reality or because of my inner perception about him. Henceforward the kids use the sentence 'white people still treat people of colour as slaves'. Thus I would check myself if I warned him due to his colour. I would question myself whether I would ignore the noise or give less response to another kid.

Answer from the teacher F: This is a question of proficiency of the teacher. Is this a first or a second year situation? I have to explain myself: This might be a "new class problem" or a "new teacher problem". Noise problems are common and have been difficult for me as a new teacher. But after some years I got used to it and the building up of a relationship between me and the students. This is my understanding and normally I have to see my class very often. In every class boys and girls are speaking up in a discriminative way. But after some months they know me and I know them. They will never say this kind of thing than. As a professional, I was not trained for this situations, but after some years it gets routine. So I think that this is quite a good example for training teachers. We get such situations all the time and they sometimes show a radicalisation which we had in our school. And they are feeling like that anyway. Even today just saying this because he is black – well, I am glad he could say that in his classroom and he actually said that. On the other hand there are always stress feelings. And I would have to work on the relationship with this child.

Answer from the teacher E: My suggestion is asking student: "Why did you react like this, what might you feel discriminated?" I think this might be the best way. If it comes to the skin color, it is the very best way to listen to the children, what they think about it. It is not the best way to just say nothing, because silence can be understood wrong since silence can be understood as racism.

Question: If you were the student - what would your reaction look like if a teacher asks you "why did you react like that"?

An Answer from the teacher: It depends on the situation, maybe another child makes noise next to me and the teachers did not say anything to him.

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| <p>Scenario 2</p> <ul style="list-style-type: none"> ● Title of the scenario ● Participants' perspectives on the intercultural conflict ● Way participants would feel, as teachers, in the situation ● Way participants would feel, as students, in the situation ● Solutions proposed to solve the conflict ● Does the scenario reflect participants' specific educational contexts? | <p><i>ICT Senario</i></p> <p><i>An answer from a teacher: During an ICT-Class, a boy of Italian descent forwards an e-mail with a picture enclosed to his classmates. Suddenly, the whole class starts laughing. The picture shows a selfie of two monkeys wearing sunglasses and has a text which says: "this is a picture of us during our holidays in Brazil." He shouts: 'Sam's holidays picture [boy of African descent].'</i></p> <p><i>All of the participants thought that it is an intercultural scenario.</i></p> <p>An answer from a teacher: I was just thinking that: Is this a really intercultural conflict?</p> <p>An answer from a teacher: For me it is a race conflict. It is more about racism, conflict between two cultures.</p> <p>If racism automatically intercultural conflict, then I mean it can be intercultural conflict.</p> <p><i>An Answer from a teacher:</i> For me an intercultural conflict is a misunderstanding that derives from two different perceptions or understanding connected to different cultural backgrounds ... but here I would say this is a racist attack and the Italian guy was not aware that it was a racist attack.</p> <p><i>Answer from a teacher:</i> On the professional level, I would be very aware of what is happening and observe the children carefully. I would observe if it is just a trying or if it is racism and I will argue that this kind of e-mails should not be allowed at school. I would have it banned.</p> <p><i>An answer from a teacher:</i> I cannot say that this is an intercultural conflict. From my point of view, an Italian child could be imitating his friend a monkey because of his behaves, eating habits or any other reasons; but I do not think because he is Brazilian. If we think that there is an intercultural issue, then I feel that I would be in the racist side.</p> <p><i>An answer from a teacher:</i> I am confused, I am not sure whether it is cultural. I just do not know and I am thinking what the best is.</p> <p><i>An Answer from a teacher:</i> I struggle with the titles. Because it was not a joke. The title is saying "humour", but it is not a joke. Because on the one hand the kids are making joke, on the other hand it is not funny. It is important to evaluate the place of the other child (Brazilian kids feeling) or at least to try to do so. I think it is a dangerous problem for the teacher. In the classroom sometimes humour can be very unkind. What the other child is doing is trying to show respect to friends in a very unkind way.</p> |
| <p>Scenario 3</p> <ul style="list-style-type: none"> ● Title of the scenario ● Participants' perspectives on the intercultural conflict | <p><i>Homosexuality</i></p> <p><i>The class watched a movie that tackled the theme of sexuality. One of the topics during the movie was about homosexuality. After the movie a discussion in class takes place. A Muslim boy of Turkish descent feels disgusted and shouts that two boys kissing shouldn't be allowed and is completely unethical. The</i></p> |

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| <ul style="list-style-type: none"> ● Way participants would feel, as teachers, in the situation ● Way participants would feel, as students, in the situation ● Solutions proposed to solve the conflict ● Does the scenario reflect participants' specific educational contexts? | <p><i>other classmates react and say that 'the Turkish is a backward culture and the Islam is not a religion of modern times.'</i></p> <p><i>An answer from a teacher:</i> This can be a really starting point of a conflict. People have their own choice. We should not care about what people want to be with; men or women. That is their own choice. It is a wrong way to make a conclusion with only one person that "Turkish society is backward". There should not be a generalization. So that is really a starting point of a conflict. It is not a good thing to make criticize without knowing.</p> <p><i>An answer from a teacher:</i> I think the whole scenario is full of stereotypes. The kids have some kind of opinion of each other. It seems that the Turkish boy has a lot of stereotypes about homosexuality. This depends so much about the classmates' response . So they are full of not talking each other but talking away from each other.</p> <p><i>An answer from a teacher:</i> I think it might be useful to ask the Turkish boy what he thinks exactly about homosexuality, what is the bad thing he knows about it. And ask more details and ask the other one what do you know about Turkish society and what do you know about Islamic religion. So go more into details in order to learn more about each other.</p> <p><i>An answer from a teacher:</i> I am sure there is much more interest in these types of relationships. Two boys or two girls kissing is something to care about. I am sure there would be much more children who are curious about that .</p> <p><i>An prompt from a researcher:</i> In the classroom the kids always react irritating to homosexuality. Even in Vienna and of course homosexuality, in most countries, is different in between big cities and countries, so I know Vienna has astonishing experience about homosexuality.</p> <p><i>An answer from a teacher:</i> Definitely, it is a big thing in every class for 16 year old boys because they are building up their identity and we have big problems and hard issues about homosexuality and about gay boys. Saving class and to get the class accepted and they do not to leave the ,,,, so it is a very big issue.</p> <p>But I never had this kind of cross cultural homosexuality confliction connected with religion. Religion is connected with culture and homosexuality. So the example is a really strange mixed of culture and religion.</p> <p><i>An answer from a teacher:</i> We are learned that how we teach our children is important. We have to explain them we have a gay people, we have transgender people.</p> <p>It is a bit difference. Maybe they are going to accept it is normal. I think they won't react like this.</p> <p><i>An answer from a teacher:</i> I think we are talking about an ideal situation, but this is a real situation. The problem is how we will react to this situation. If they see two man kissing each other, I think our children in tenth district or twenties district - some of them Turkish boys - would say "oh it is not good, it is not accepted in our society and our religion". They would say this. This is a real situation. We are experiencing this kind of situation in our school.</p> |
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| | <p>An answer from a teacher: One question with the class this kind of talkable you can talk and it is not an emotional way. I discussed with the boys “what would be imagine your son will be gay”. What would you do? “what is your..” and then Many said I would kill him, I would be sending away and it is true overall culture</p> <p>Than I can begin the reflection, than I would all the media pictures where homosexuality is kind of normal and it is acceptable. So just it does not work in every situation.</p> |
| 3. ACCORD COMPETENCE FRAMEWORK (STAGE E) | |
| <ul style="list-style-type: none"> ● Competences required to manage the intercultural conflict at stake in the created scenarios ● Participants’ perspectives on the relevance of the framework elements (i.e. competences, knowledge, skills and attitude) | <p>Researcher: Do you think that it is an important aspect of intercultural education conflict management to motivate the students to engage in collaborative learning activities? Or would you say that engaging in collaborative activities is a usual teaching method anyway? No matter of the diversity of intercultural conflicts so it is not the special problem of diversity and intercultural problem for conflict resolution classrooms to motivate students to engage collaborative activities. So do you usually use collaborative activities like group work and students’ projects in your classes?</p> <p>A Response: I think this is a very interesting question. As one of the international schools in Vienna, we have 160 nationalities. Do you imagine how many cultures are represented in 160 nationalities in a school? And the curriculum is always related with different perspectives; using different languages and sometimes referring to different cultures.</p> <p>I think the second part of the question is the intention. I understand you are hoping to increase understanding of others perspectives. But I have agree with you there is no teacher training that is common and encourages teachers to do this. But I think a problem for teachers is that nobody is helping us for going to classroom. We are with the children and need help them to develop intercultural understanding.</p> <p>Have you got the understanding of students? It is sometimes questioning of own will. I think some time this make teachers anxious.</p> <p>Are you aware of teacher training for intercultural conflicts and competencies? Are there any teacher training courses anywhere that help teachers do you know? So you should help us and then we could help us the children.</p> <p><i>The answers are: Most of them require assistance to manage the intercultural conflict at stake in the created scenarios.</i></p> |
| 4. RESULTS OF THE EVALUATION QUESTIONNAIRE (STAGE F) | |
| <p>Summary of participants’ perspectives towards:</p> <ul style="list-style-type: none"> ● The ACCORD training methodology ● Training contents | <p>1. I feel that the project can help my proficiency</p> <p>2. Yes, especially game you talked about. This way I can share my experience with my colleagues.</p> <p>3. Perfect.</p> <p>4. Yes, it is.</p> |

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| <p>and resources needed to learn how to manage intercultural conflicts in school context</p> <ul style="list-style-type: none"> ● Expectations in participating in the project and training | <p>5. It was super</p> <p>6. yes it was a good opportunity to reflect on my teaching.</p> <p>1. I think that meeting with new perspectives is a best way to reduce conflicts in classroom. I expect an anthology explaining the experience of other as the projects' outcomes.</p> <p>2. I would like to read more books about this topic and more discussion about the scenarios.</p> <p>3. Racism and Religion</p> <p>4. It is very hard to explain this question in a few lines.</p> <p>5. Religion, Racism and diversity</p> <p>6. I would prefer speaking with other teachers</p> <hr/> <p>1. To have the outcomes of the project that will include other teachers' experiences about managing intercultural conflict all over the world.</p> <p>2. To develop my skill to manage and to reduce the conflicts in the classroom</p> <p>3. to developed my ways of thinking about this topic by listening other people's experiences, prepositions, solutions. Above all expect to learn how to deal with diversity because no one has ever teach us this in school.</p> <p>4. It was awaiting to hear about new approaches and perhaps evaluation.</p> <p>5. I am interested in more examples from secondary schools.</p> <p>6. To get a broader view of everyday conflict.</p> <p>Further Comments</p> <p>1. It was very useful for me to hear other more experience people opinion and experiences</p> <p>3. Overall in the workshop the general problems were addressed. But there is need to address different topic. We already aware of this types of conflicts. We would have given examples for other conflicts. My expectation is learning to conflict management strategies to find our own solution. I would like to learn about what we can do.</p> <p>6. too short for a one time workshop</p> <p>Evaluation for the first scenario from the evaluation papers.</p> <p><i>Some of the participants did not wanted to filled out the evaluation form. Some of them have added some notes to the evaluation paper.</i></p> <p>S2: Because I am not sure what is the best way to react and it is one of the most possible situation in classroom, something that we are facing everyday and I am not sure what are the best reaction and solution.</p> <p>S4: The scenario is about I would say that our topic is your making noise not</p> |
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| | <p>your ethnic identity.</p> <p>S5: I think there is lack of information in this situation. We do not know the background of the situation. That is why we cannot say too much about it.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Participants' satisfaction with the event (mean values) <ul style="list-style-type: none"> • Duration • Location • Infrastructure • Overall organization • Relevance of the topics • Contents • Presentation given • Provided materials • Opportunities to interact with participants • Overall assessment of the workshop | <table> <tr> <th></th><th>S1</th><th>S2</th><th>S3</th><th>S4</th><th>S5</th><th>S6</th><th>MEAN</th></tr> <tr> <td>Duration</td><td>5</td><td>5</td><td>3</td><td>2</td><td>5</td><td>2</td><td>4</td></tr> <tr> <td>Location</td><td>5</td><td>5</td><td>5</td><td>1</td><td>5</td><td>5</td><td>4</td></tr> <tr> <td>Infrastructure</td><td>4</td><td>5</td><td>4</td><td>2</td><td>5</td><td>5</td><td>4</td></tr> <tr> <td>organization</td><td>5</td><td>5</td><td>5</td><td>4</td><td>4</td><td>5</td><td>5</td></tr> <tr> <td>Relevance</td><td>5</td><td>5</td><td>4</td><td>2</td><td>3</td><td>5</td><td>4</td></tr> <tr> <td>Contents</td><td>5</td><td>5</td><td>3</td><td>2</td><td>3</td><td>4</td><td>4</td></tr> <tr> <td>Presentation</td><td>5</td><td>5</td><td>3</td><td>4</td><td>5</td><td>4</td><td>4</td></tr> <tr> <td>materials</td><td>3</td><td>5</td><td>3</td><td>4</td><td>5</td><td>4</td><td>4</td></tr> <tr> <td>Interaction</td><td>5</td><td>5</td><td>3</td><td>3</td><td>4</td><td>2</td><td>4</td></tr> <tr> <td>Overall</td><td>4</td><td>5</td><td>4</td><td>4</td><td>4</td><td>5</td><td>4</td></tr> </table> | | | | | | | | S1 | S2 | S3 | S4 | S5 | S6 | MEAN | Duration | 5 | 5 | 3 | 2 | 5 | 2 | 4 | Location | 5 | 5 | 5 | 1 | 5 | 5 | 4 | Infrastructure | 4 | 5 | 4 | 2 | 5 | 5 | 4 | organization | 5 | 5 | 5 | 4 | 4 | 5 | 5 | Relevance | 5 | 5 | 4 | 2 | 3 | 5 | 4 | Contents | 5 | 5 | 3 | 2 | 3 | 4 | 4 | Presentation | 5 | 5 | 3 | 4 | 5 | 4 | 4 | materials | 3 | 5 | 3 | 4 | 5 | 4 | 4 | Interaction | 5 | 5 | 3 | 3 | 4 | 2 | 4 | Overall | 4 | 5 | 4 | 4 | 4 | 5 | 4 |
| | S1 | S2 | S3 | S4 | S5 | S6 | MEAN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Duration | 5 | 5 | 3 | 2 | 5 | 2 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Location | 5 | 5 | 5 | 1 | 5 | 5 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Infrastructure | 4 | 5 | 4 | 2 | 5 | 5 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| organization | 5 | 5 | 5 | 4 | 4 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relevance | 5 | 5 | 4 | 2 | 3 | 5 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contents | 5 | 5 | 3 | 2 | 3 | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation | 5 | 5 | 3 | 4 | 5 | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| materials | 3 | 5 | 3 | 4 | 5 | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interaction | 5 | 5 | 3 | 3 | 4 | 2 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 4 | 5 | 4 | 4 | 4 | 5 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Conclusions and general comments | <p>The workshop were announced four weeks before to reach the target number of participants by mailing a short introduction to the project and the workshop objectives. Out of the 12 online registered participants, 11 were attended to the workshop. One of them were excused because of the illnesses.</p> <p>Overall the focus discussion, we have a conclusion and general comments on the following statements:</p> <ul style="list-style-type: none"> • Teachers were shown willingness to participate the focus group discussion • All of them have actively participate to the discussion. • On the workshop, three of the scenarios were covered to discuss. These scenarios are entitled as majority and minority cultures; stereotyping and ethnic humour; gender and sexuality. • According to participants perspectives about intercultural conflict, most of the participants have concluded while the scenario of majority and minority cultures is slightly related with an intercultural conflict, the other two scenarios are completely stressed intercultural conflicts. • Most of the participants were agreed that they need an intercultural conflict training for their proficiency. • Most of the participants agreed that emotional scale should have been prepared for each scenario and stakeholders. So they had struggled to complete the emotional scales. They agreed that the items were not fit all the scenarios. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

- Most of the participants were willing to participate to further steps of the projects.



List of participants

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| Nikolaus Kirstein | n.kirstein@vbs.ac.at | Vienna Business School Hamerlingplatz | Teacher- 16 years |
| Fatma Sürmeli | fatmasuermeli@gmail.com | VS Brühlgasse 18 1160 Wien | Muttersprachenlehrerin |
| Bülent Dinler | dinlers@aon.at | OVS Herzmanovky-Orlando-Gasse 11 | Teacher |
| Fatma Göksu-Aslan | fga@chello.at | NMS Max Winter Platz | |
| Suna Orcun | suna.orcun@superar.eu | Superar, Verein zur Förderung der Musik | |
| | | Project Development & Coordination | |
| Martha Ross | 58isabi.ross@amadeus-vienna.com | Amadeus International School Vienna | Head of Primary School 25 year of Teaching and Leading in 6 International Schools in Europe and Asia. 8 year of Post Graduate study in International Education and Intercultural Competencies and Learning. |
| Jelena Šuškić | jsuskic@gmail.com | Instut für Bildungswissenschaft | Master studies (Erasmus+ student mobility) Dear Sir/Madam, I finished Faculty of Education in Serbia, University of Novi Sad, (2013- 2017) as a primary school teacher. While I was studying I was focused the most on Pedagogy, Psychology and Inclusive education, and also in practical work in a classroom as a tutor for other students. I have gone through many trainings related to education, social promotion and inclusion of children with disabilities. I was volunteering (since 2014) in Educational |

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| | | | center of Roma where I was working with children who needed support in learning and with their families as a pedagogical advisor. Since 2015, I am a field worker in Red Cross of Serbia (Red Cross of Šid). My job implies protection and (informal) education of children from Siriya, Iraq, Iran, Pakistan and Afghanistan, who live in refugee camps in Serbia. In August 2017, I started working in Primary school, when these children started their formal education in schools in Serbia. I teach class that is made from children from Serbia, Pakistan and Iraq. |
| Muhtaziye Güclü | m.e.guclu@hotmail.com | VS Leystraße 34 1220 Muttersprachelehrerin türkisch | |
| - Esther Wratschko | esther.wratschko@web.de | HLW 19 and Superar | Music teacher and choral conducting 5 years on leading a choir with focus on music of ethnic minorities, since september music teacher at a school with students of a lot of different cultural backgrounds, and a childrens choir with the institution superar |
| Mariana Dos Santos | marianaclari2@hotmail.com | Superar | Woodwind Orchester Clarinet teacher in music schools and NGOs since 15 years ago in in different countries (Spain,Portugal,Brazil,Austria) |
| Hannes Schöggel | hs.schoeggel.han@gmail.com | Superar Vienna | Percussion-Teacher 3 years experience of music-teaching, speccially percussion. Single-lessons and specially group-lessons and workshops with school-classes and other groups of children. |
| Nurten Aksakal Acar | nurtenaksakal@gmail.com | Dunantgasse 2, 1210 Wien | Lehrerin |

Belgium – University of Antwerp

| 1. WORKSHOP ORGANIZATION | |
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| Country | Belgium (Flanders) |
| Organizing partner | University of Antwerp (CeMIS - Centre for Migration and Intercultural Studies) |
| Date | 11/09/2017 (Scenario's only) and 12/12/2017 |
| Settings: address, room and equipment | <p>Workshop/focus group 1 (= EVENT 1)</p> <ul style="list-style-type: none"> - Grote Kauwenberg 14, 2000 Antwerpen - D.014 (University Antwerp) - Hand-outs, A4 paper, Beamer,... <p>Workshop/focus group 2 (= EVENT 2)</p> <ul style="list-style-type: none"> - Lange Nieuwstraat 55, 2000 Antwerpen - Social Room at CeMIS (University Antwerp) |

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| | <ul style="list-style-type: none"> - Hand-outs, flipchart, A4 paper,... |
| Duration | 1h and 30 minutes each |
| Number of participants | EVENT 1: 5 participants EVENT 2: 7 participants <u>13 Participants</u> in total |
| Description of participants: positions, institutions, etc. | EVENT 1 <ul style="list-style-type: none"> - Teachers secondary education (5) – mainly schools with a high concentration of children with a migrant background EVENT 2 <ul style="list-style-type: none"> - Teachers secondary education (5) – mainly schools with a high concentration of children with a migrant background and also a school with a focus on refugee youngsters (reception classes) - Principal and policy coordinator (1) - Student counsellor (2) |
| Facilitators: name and position | <p>Michiel Lippens lead both events (Junior Researcher).</p> <p>dr. Lore Van Praag was present during both events, providing support (e.g. taking pictures, taking notes, making extra comments, etc.) (Post-Doctoral researcher).</p> <p>Prof. dr. Christiane Timmerman was present at the first event (Coordinator CeMIS).</p> |
| Agenda: different stages of the event | EVENT 1 <ul style="list-style-type: none"> - Introduction event (e.g., everybody introduced themselves) - Phase 1: Presentation content ACCORD - Phase 2: scenario's interethnic conflicts (focus discussion) - Phase 3: Summary and closing (e.g., disseminating contact information and thank you e-mails) EVENT 2 <ul style="list-style-type: none"> - Introduction event (e.g., everybody introduced themselves) - Phase 1: Presentation content ACCORD - Phase 2: Scenarios interethnic conflicts (focus discussion) - Phase 3: Competence framework teachers and other school actors (focus discussion) - Phase 4: Summary and closing (e.g., disseminating contact information and thank you e-mails). |
| 2. INTERCULTURAL CONFLICT SCENARIOS (STAGE C) | |
| Scenario 1 <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as | <p>Title scenario: majority vs. minority cultures (Event 1 and 2)</p> <p><i>Labeling Interethnic conflict</i></p> <ul style="list-style-type: none"> - Some participants would not label this as an interethnic conflict as they feel that the pupil 'abuses/misuses' the ethnic different to fight with the teacher. - Another participant added that she would also not label this as an interethnic conflict as it is a sign of deeper underlying problems (e.g., a drama or a hostile family environment). |

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| <p>teachers, in the situation</p> <ul style="list-style-type: none"> • Way participants would feel, as pupils in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p><i>Feelings and impressions</i></p> <ul style="list-style-type: none"> - One participant shared that this was quite common in her school and she labeled it as 'a group phenomenon' in her context. She doesn't really understand it why they do this, because when you look at the individual persons who act like that, they get helped by 'whites' in their daily lives. - Some participants believed the reaction comes out of fear/anger because he/she is afraid of being perceived as different (Researcher remark: racial lines). <p><i>How to act as a teacher</i></p> <ul style="list-style-type: none"> - Some reactions grew out of interest: 'what did I do to make you feel this way?' - Another participant argued that she would not confront the pupil in the classroom, but take the pupil apart during the break to talk about it. - Another participant would use the opportunity to organize a class (in this case she was wondered why some of these pupils are so actively against racism, while they act racist all the time themselves and confirm stereotypes). - Reaction depends on the subject of the class (e.g., one participant said he wouldn't be able to do these type of collective classes as a reaction cause his subject isn't aligned with the subject at hand). - Reaction depends on context (situational). - Some of them would not let the situation escalate and would have 'prevented' the comment from happening in the first place. <p><i>Other comments</i></p> <ul style="list-style-type: none"> - Some teachers argued that the quote of the pupil should be modified to 'you are a racist'. Something that it is more common among pupil-teacher relationships here in Flanders (<-> supra). - In both events, we received the remark that discrimination between ethnic minorities happens more (or at least also happens) compared to between ethnic minority and majority members [Researcher remark: we already incorporated this in the scenarios somehow, but it's a very interesting observation. The theoretical framework of differences between discrimination majority vs. minority and discrimination between ethnic minorities should be incorporated in the MOOC as I do believe there are some crucial remarks to be made around these teacher perceptions. This is also reflected in a remark during event 1, where participants didn't understand why they couldn't use the word 'nigger' when the 'blacks' can use it themselves. They don't think it's fair.] |
| <p>Scenario 2</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the situation • Way participants would feel, as pupils, | <p>Title scenario: gender and sexuality</p> <p><i>Labeling Interethnic conflict</i></p> <ul style="list-style-type: none"> - One of the participants wouldn't label this as interethnic, but rather interreligious. - Another participant remarked that being Moroccan (for example) is very often intertwined with religious lines [Researcher remark: this is a discussion about the meaning of 'ethnicity' and is in line with international literature pointing to the fact that within Europe religion is becoming the new line of dividing (ethnic) groups (we vs. them) rather than culture (e.g. Wekker and Clycq), see also Foner (2012) where he comments on similarities/differences between |

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| <p>in the situation</p> <ul style="list-style-type: none"> • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>race in the US and religion in the EU].</p> <p><i>Feelings and impressions</i></p> <ul style="list-style-type: none"> - The participants felt like these issues were most of the time due to their parental environment. <p><i>How to act as a teacher</i></p> <ul style="list-style-type: none"> - Some teachers chose to avoid these types of discussions. Why discuss it? It only sparks intensive discussion that will become counterproductive. This is the opposite reaction of some other participants and their schools, as they chose to reflect on this with the whole team and look for a solution on the class level. Another reaction was that they chose to ignore the specific topic of homosexuality in separate classes, but they try to incorporate in school theme days with other subjects (e.g., gender theme day). - Another controversial topic is naked bodies in biology classes. Some pupils chose to cover the images (for themselves or for the parents). A participant reacted to this and added that their school decides to only show these type of image class, so that the parents would not see them. Another reaction was discussing it in class but really show them 'our' side. - A participant mentioned that too frequently schools act like they don't have time for this topic as they have to complete their curriculum. Yet she felt like we should promote these type of discussion as this is something that plays a big part in the lifeworld of youngsters aged around 15-16 (e.g., building their (sexual) identity). <p><i>Other comments</i></p> <ul style="list-style-type: none"> - An interesting divide was remark was made by one teacher: the difference of interethnic conflicts in reception classes (e.g., newcomers) and the mainstream education (e.g., newcomers but also 2nd and 3rd generation 'migrants'). They are confronted with interethnic conflicts in different ways (e.g., in reception classes there are pupils who just sit down in the park and start peeing). Although there are similarities, the type of conflicts can differ. |
| <p>Scenario 3 & 4</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the situation • Way participants would feel, as pupils, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>In event 2 we were only able to discuss two scenario's. During event 1 we shortly discussed the scenarios 'stereotyping and ethnic humour' and 'racism is exceptional'. Sadly due to time constraints we weren't able to discuss it in an extensive matter.</p> <p><i>Labeling Interethnic conflict</i></p> <ul style="list-style-type: none"> - As far as ethnic humour goes the teachers thought it should be allowed to a certain extent. It depends on the context and the relationship you have with the respective class and pupils. Therefore they wouldn't label it as an interethnic conflict in every situation. <p><i>Feelings and impressions</i></p> <ul style="list-style-type: none"> - The teachers said the ethnic humour scenario is very common in their context. - Participants also admitted that pupils and teachers alike sometimes (mis)use ethnic humour as a way to mask their behaviour. - In the 'racism is exceptional' scenario two participants said they would be afraid to start the conversation as it would run the risk to get out of hand quite easily. They would prefer to just give their lessons. Most participants of |

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| | <p>the first event said they would avoid sensitive topics all together (e.g., sexuality, antisemitism,...).</p> <p><i>How to act as a teacher</i></p> <ul style="list-style-type: none"> - Two participants laughed with the ethnic humour scenario and said that they would not react to it. - In the 'racism is exceptional' scenario teachers said they would hardly ever ask about ethnic discrimination experiences in a full group, they would keep it for a private conversation with the pupil. Also age plays a role here, they would try to do with the whole group when the pupils were aged 16-18 years old. |
| 3. ACCORD COMPETENCE FRAMEWORK (STAGE E) | |
| <ul style="list-style-type: none"> • Competences required to manage the intercultural conflict at stake in the created scenarios • Participants' perspectives on the relevance of the framework elements (i.e. competences, knowledge, skills and attitude) | <p>Event 1 & 2</p> <p>Due to time constraints we weren't able to go through the whole competence framework. We decided to let the teachers reflect themselves about competences, knowledge,... they think they need to handle interethnic conflicts. The provided list is the result of these discussions:</p> <ul style="list-style-type: none"> - Empathy and being flexible. - Self-reflection (e.g., one teacher mentioned she is 'ethnically blind' therefore she doesn't believe ethnicity is there. She remarked that it may be difficult sometimes for her to deal with these type of conflicts because of that attitude. Another person remarked that being confronted with ethnic minorities on a daily basis makes it sometimes impossible to see those ethnic differences). - They mentioned that, although there's a difference between 'white schools' and concentration schools (= dominated by members of ethnic minorities), all teachers should be prepared to deal with this type of diversity. - Make a team of teachers/others who work around these subjects (e.g., a place where teachers can share their experiences and most importantly a place where they are not afraid to share missteps and mistakes). A space of trust which creates an open climate. Also important for teachers in training. - Knowledge about different cultures (e.g., Muslims don't want to admit lies because of their 'honour' or when pupils do not look in your eyes it might not be a sign of disrespect). - Moderating and counselling competences (e.g., a teacher shouldn't only be a dominant actor who shares the facts). - The relational dimension between teacher and pupils was stressed multiple times. - Importance of the prevailing classroom culture. |
| 4. RESULTS OF THE EVALUATION QUESTIONNAIRE (STAGE F) | |
| <p>Summary of participants' perspectives towards:</p> <ul style="list-style-type: none"> • The ACCORD training methodology • Training contents and resources needed to | <p>EVENT 1 & 2</p> <ul style="list-style-type: none"> - All participants agreed on the fact that the ACCORD methodology would be useful for their context. Another thing they appreciated was that the methodology invites them to go into the discussion around the subject and it invites them to be open about their insecurities regarding interethnic conflicts with pupils. In summary they saw it as an important reflection tool. - Some of them mentioned that there are already some trainings that can help them, but most of them aren't fit or useful for a school context. |

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| <p>learn how to manage intercultural conflicts in school context</p> <ul style="list-style-type: none"> • Expectations in participating in the project and training | <ul style="list-style-type: none"> - The E-learning context is valued, mainly because it makes the material easily accessible. Also the fact that it could make real-life experiences really visual by the use of e-characters was appreciated. - They recognize the use of role-playing games, talking about experiences (like in the focus group/workshops), learning from experts (and other teachers alike), and internships (for teacher in training more specifically) as good methodologies to support them in the subject matter. - Some of the participants really appreciated the tool because it gave real-life experiences to reflect on. Its practicality was valued by multiple participants. The importance of context when the scenario's will be incorporated was stressed. - Their expectations of ACCORD are centered around key words like 'reflection tool', 'knowledge about cultures and different intercultural tensions' and 'good practices'. |
| <p>Participants' satisfaction with the event (mean values)</p> <ul style="list-style-type: none"> • Duration • Location • Infrastructure • Overall organization • Relevance of the topics • Contents • Presentation given • Provided materials • Opportunities to interact with participants • Overall assessment of the workshop | <p>EVENT 1: no standardized evaluation</p> <p>EVENT 2 (one digit after decimal point, on 5)</p> <ul style="list-style-type: none"> - Duration: 3,5 - Location: 4 - Infrastructure: 3,4 - Overall organization: 4,4 - Relevance of the topics: 4,3 - Content: 4,1 - Presentation: 3,5 - Materials: 3,7 - Interaction with other participants: 4,1 - Overall assessment: 3,9 |
| <p>Conclusions and general comments</p> | <p>Overall, we as researchers were satisfied with the course of both events. We did feel like the program was too ambitious for the time we offered them (e.g., we wanted to discuss more scenarios during the second workshop/focus group).</p> <p>We were also surprised by the difference in assessment of the scenarios in between our two groups. During the first event, most participants interpreted the scenario's not in the same way as the researchers, in the sense that they did not necessarily felt the teacher had to change, rather they perceived the scenario's as an insult/threat of their dominant culture and they were interested in a way to even react in a more severe way to restrict them. We should note here that at the first event, we presented slightly adapted versions of the scenario's as this was the test case, and in these scenario's one possible reaction of a teacher was included in each scenario. We felt that the teachers expressed ethnic (religious/racial) discrimination in a very explicit way. During the second event, teachers expressed more subtle forms of interpersonal and institutional ethnic discrimination and seemed to undermine the importance of interethnic conflicts, by believing these issues were more related to power</p> |



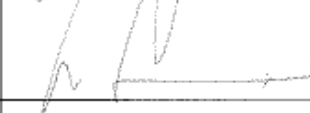
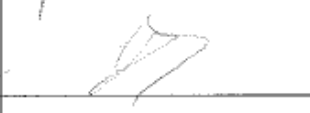



dynamics in the classroom or referring to a particular situation or context. The second group seemed to be able to reflect more on their own position in these discussions (e.g., a colour-blind/ethnically blind perspective). As every perspective has its merits and flaws it makes you realize how complex these issues are. There's not one good solution to these type of conflicts and it seems like the last group was more aware of this observation and willing to negotiate about what they could do to handle these kinds of conflicts. Therefore they stressed the importance of transparency, openness to discuss, team work,...

To explain these differences, we should definitely stress the role of the different levels in a school and their impact on the concrete teacher practices.



Focus groep "Intercultureel onderwijs en conflict management"

Deelnemerslijst

| Nº | Naam | Achternaam | School | Handtekening |
|----|-----------|------------|--|---|
| 1 | Tichiel | Pippen | UAntwerpen |  |
| 2 | Lore | Van Praag | " |  |
| 3 | Kris | VERHAEGEN | Stedelijk Onderwijs Schoepers instituut |  |
| 4 | Vera | Hendrickx | clw A'pen Het Koepers |  |
| 5 | Therese | Nouws | De Dames |  |
| 6 | Nicky | Feyts | De Dames |  |
| 7 | Karin | Horems | Altenam Anka |  |
| 8 | Catherine | Hoefnagels | IMS |  |
| 9 | Joke | Weckers | IMS |  |

| Naam | Functie en verbonden instutie |
|-----------------------|---|
| Beatrice Knops | Lid H. Pius-X instituut (participant overlegmoment) |
| Marjolein Braspenning | Leerkracht en voormalig lid CeMIS (participant overlegmoment) |
| Bert Leuckens | OKAN-leerkracht Spectrum school (participant overlegmoment) |
| Hilde De Roeck | Leerkracht Sint-Anna College |
| Sofie Van Hout | Leerkracht Sint-Anna College |

| 1. WORKSHOP ORGANIZATION | |
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| Country | Germany |
| Organizing partner | FAU-ILI |
| Date | 17/01/2018 |
| Settings: address, room and equipment | Address: Mohrgasse 3, Mainz, Germany Settings: Office room with one computer and a projector |
| Duration | 3:00 hours |
| Number of participants | 5 |
| Description of participants: positions, institutions, etc. | <p>Five participants took part in the workshop:</p> <ul style="list-style-type: none"> • One female primary education teacher, teaching 1st year and expertise in music, with more than 15 years' experience. • One female secondary education teacher, teaching languages with more than 10 years of experience. • One female primary education teachers, teaching 1st grade. • One female secondary education teacher, with specialisation on History and English, with more than 25 years of experience • One male secondary teacher, at a technical school, with more than 30 years of experience and 20 years as head of school. |
| Facilitators: name and position | Aristidis Protopsaltis, Senior researcher |
| Agenda: different stages of the event | <p>The workshop had the following structure:</p> <ol style="list-style-type: none"> 1. Participants' brief introduction of themselves 2. Presentation of the ACCORD project and the aims of the workshop 3. Intercultural conflict scenarios <ul style="list-style-type: none"> • Presentation of three different scenario • Filling in the emotional scales • Discussion 4. New scenario 5. Presentation of the competence framework 6. Summary and closing |
| 2. INTERCULTURAL CONFLICT SCENARIOS (STAGE C) | |
| <p>Scenario 1</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as | <p>Scenario: Majority vs. Minority Cultures</p> <p>The teachers thought that the scenario has some relevance to what they have experience in the classroom since some of them have has migrant children in their classrooms that seemed to create more noise than the rest of the children. Specifically the two primary education teachers had similar problems related to the distraction of the classroom, with the children interrupting all the time and disturbing the classroom. The difference with</p> |

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| <p>teachers, in the situation</p> <ul style="list-style-type: none"> • Way participants would feel, as students, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>the scenario was that the parents of the children brought up, in a discussion with the teachers, the cultural differences issues. Since the children were very young they did not defend themselves in a manner similar to the scenario. However, the secondary education teachers pointed out that this scenario is more likely to take place at a secondary school environment and more likely with students from the middle east since most of the migrants nowadays in Germany are from that region.</p> <p>However, all teachers considered the incident serious but they thought that the teachers over reacted because, by becoming very upset and sending the students out of the class. They thought that a discussion with the whole class would have been a more effective way in solving the problem and in making the rest of the children aware that such behavior won't be tolerated and that all together are part of a community that they can contribute to the solution of similar problems.</p> <p>Conflict management styles used by participants to solve the situation</p> <p>All the teachers thought that sending the students out of the class does not solve the conflict and the teachers getting very upset sends the wrong signal to the particular students and to the rest of the students. As they said it shows that the students can get "under the skin" of the teacher. They suggested that the best way to deal with the conflict is to start a discussion with all the students (Collaborating style), make the students part of the solution and show them that they can contribute to the solution of the problems arising in the classroom. The teachers suggested that the discussion should involve even other similar incidents (e.g. including other cultures) and make the relation to the way things are done in the culture in the country they live in (Integrating style)</p> <p>Way participants would feel in the situation</p> <p>Teachers would generally feel angry because the behavior compromises their efforts to be effective teachers and they would feel that is unfair since they believe that they would have not given any indication of being disrespectful towards different cultures. One teacher mentioned that she would feel guilt and shame and she will question her practices try to find if she has done something wrong.</p> <p>Participants' perspectives on students' emotions</p> <p>All the teachers mentioned that the student feels anger but they feel that the cultural conflict is used as an excuse, and that is not the real issue. The student might feel excluded in general and maybe by his fellow students in particular and he feels that taking out to the teachers is a way to get noticed.</p> <p>The teachers argued that maybe such a scenario represents the integration difficulties that young people meet when moving to a new country, new environment that is complete different to what might have experienced so far. Also, some of the teachers pointed out those reactions like that might have to do with the difficulties that students like the one in the scenario have face until they reach the destination country.</p> |
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| | <p>Does the scenario reflect teachers' specific educational contexts?</p> <p>Some of the teachers said that they had somehow similar situation in the class but the "excuse" of the differences in cultures was given by the parents and not the students themselves.</p> |
| <p>Scenario 2</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the situation • Way participants would feel, as students, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>Scenario: Good Intentions</p> <p>The teachers thought that the topic of the scenario is relevant to their experiences since they have in their classes Muslim students, due to the large amount of Turkish origins students. However, they felt that this is not a real conflict but rather a difficult situation that the teachers needs to deal in delicate way in order not to offend the students but at the same time to make them participate in the activity.</p> <p>Conflict management styles used by participants to solve the situation</p> <p>The teachers felt that the avoiding style would have been the most appropriate way to deal with the situation, since the topic might be very sensitive to some people. Additionally, try to find an alternative (compromising style) would be another way to deal with the conflict. For example, asking the students to prepare the presentation for another time and include it to a more general religious segment, e.g. religious of our classroom.</p> <p>Way participants would feel in the situation</p> <p>The teachers said that they will not feel surplise since they know that religious topics can be sensitive for some students. At this age students like to fit in and the action of the teachers to single them out make them feel exposed. The teachers said that the best way would have been to ask the students in advance. One teacher mentioned that the problem maybe was not entirely because of the religion but because the students were not prepared and therefore they did not feel confident. She suggested that maybe, if the activity was given in advance and instead of two Muslim students there was a mixture of students with different religions, the result would have been different.</p> <p>Participants' perspectives on students' emotions</p> <p>The teachers felt that the students' emotion would probably be stronger, and they would be feeling shame for being singled out because of their religious beliefs. Also, they though that some of them might have felt anger, especially if they were shy and do not like to talk about their religion.</p> <p>Does the scenario reflect teachers' specific educational contexts?</p> <p>Participants said that the scenario is close to their teaching experiences and that sometimes students do not agree with the activities they might be asked to do. In those situations the teachers try to find alternative activities that fit the students' interest. However, they pointed out that this is not always possible and there are times that the students have to comply with the teachers wishes.</p> |

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| <p>Scenario 3</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the situation • Way participants would feel, as students, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>Scenario: Stereotyping and Ethnic Humor</p> <p>Most of teachers felt that this was an unacceptable comment with racist intent. However, they recognize that students might do jokes like that between them but such an incident is unacceptable in the classroom.</p> <p>Conflict management styles used by participants to solve the situation</p> <p>The teachers thought that avoiding the issues is not appropriate and that the best way to deal with the situation is to discuss all together the incident (collaborating style). The reason for that was that they were not sure if the students could realise the wider implications that such a comment might have and the underline racism. They refer to a current situation that was on the medial with an advertisement of the hoodie that had a black boy and the text referring to the "coolest monkey in the jungle". They argued that the students needed to be made aware that even jokes can be very insulting and that they should be sensitive towards the others feeling and cultural backgrounds.</p> <p>Way participants would feel in the situation</p> <p>The teachers said that they feel anger and shame especially because the whole class laughed about it and none understood the racist underpinning of the joke.</p> <p>Participants' perspectives on students' emotions</p> <p>The teachers felt that most if not all of the students will feel amused and probably Sam will feel anger and shame for being the target of such a joke.</p> <p>Does the scenario reflect teachers' specific educational contexts?</p> <p>Yes, in respect that students very often make offensive jokes towards each other without realising how offensive might be and how much they might heart the other students.</p> |
| 3. ACCORD COMPETENCE FRAMEWORK (STAGE E) | |
| <ul style="list-style-type: none"> • Competences required to manage the intercultural conflict at stake in the created scenarios • Participants' perspectives on the relevance of the framework elements (i.e. competences, knowledge, skills and attitude) | <p>Required competences:</p> <p>C1: Intercultural diversity in the classroom</p> <p>C2: Critical cultural awareness / thinking</p> <p>C4: Intercultural communication</p> <p>C5: Intercultural Classroom management</p> <p>C6: Conflict resolution</p> <p>C8: Address intercultural diversity in the classroom</p> <p>C9: Propose participatory, collaborative, contextualized and practical learning scenarios</p> <p>C10: Integrate intercultural learning scenarios within subjects (cross-curricular)</p> <p>Participant perspectives:</p> |

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| | <p>The participants felt that all the framework elements are very relevant and especially the way they are presented and their relations. Especially the differentiation between knowledge, skills and attitudes, thought that was very useful and it helps them distinguish between different aspects and areas that they need to get informed about.</p> |
| 4. RESULTS OF THE EVALUATION QUESTIONNAIRE (STAGE F) | |
| <p>Summary of participants' perspectives towards:</p> <ul style="list-style-type: none"> • The ACCORD training methodology • Training contents and resources needed to learn how to manage intercultural conflicts in school context • Expectations in participating in the project and training | <p>The participant teachers felt that the ACCORD training methodology is interesting and useful. They stressed that there is a need for such a tool because teachers feel unequipped to deal with such issues and often are unable to solve conflicts especially when they touch sensitive areas. The teachers argued that with knowledge and experience could deal with many conflicting issues in their classes but cultural issues can be very sensitive, especially for younger students and they would like receive appropriate training. However, they pointed out, that class misunderstanding often arise from poor language skills and that often leads to misunderstandings among students and teachers and between students themselves.</p> |
| <p>Participants' satisfaction with the event (mean values)</p> <ul style="list-style-type: none"> • Duration • Location • Infrastructure • Overall organization • Relevance of the topics • Contents • Presentation given • Provided materials • Opportunities to interact with participants • Overall assessment of the workshop | <ul style="list-style-type: none"> • Duration 5 • Location 5 • Infrastructure 5 • Overall organization 5 • Relevance of the topics 5 • Contents 5 • Presentation give 5 • Provided materials 4 • Opportunities to interact with participants 5 • Overall assessment of the workshop 5 |
| Conclusions and general comments | |

ACCORD Experts Workshop – ILI - 17/01/2018

Participation Lis

| No | Name | Surname | School | Role | Signature |
|----|----------|---------|-------------------------------|---|---|
| 1 | Gisela | Srowig | Friedrich Gymnasium | Secondary Education Teacher (History-English) |  |
| 2 | Stefanie | Oswald | Grundschule Umkirch | Primary Education Teacher |  |
| 3 | Olaf | Srowig | Richard Fehrenbach | Head Master |  |
| 4 | Marion | Cronin | Presentation secondary School | Secondary Education Teacher (German) |  |
| 5 | Kerstin | Hammer | Grundschule Am Gautor | Primary Education Teacher |  |

| 1. WORKSHOP ORGANIZATION | |
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| Country | Italy |
| Organizing partner | Fondazione Mondo Digitale |
| Date | November 17, 2017 |
| Settings: address, room and equipment | <p>Via del Quadraro 102, 00174, Rome, Italy.</p> <p>We've used a room with a round table setting providing food and drinks to participants.</p> <p>Equipment: computer and projector</p> |
| Duration | 2 hours |
| Number of participants | 8 |
| Description of participants: positions, institutions, etc. | <p>All participants were teachers or educators with a long experience in the intercultural education. Most of them work with migrants, refugees and Italian students that study to get the secondary-school diploma within the Italian Provincial Centres for Adult Education (CPIA).</p> <p>They can be considered experts in terms of intercultural education and conflicts management because they have several years of experience in the secondary school and in the CPIA working with different nationalities' adults (from 16 years old).</p> <p>They were interested in attending the workshop in order to share with colleagues their knowledge and different modalities to read conflict situations in intercultural contexts.</p> |
| Facilitators: name and position | Alessandra Fratejacci (moderator) and Annaleda Mazzucato (observer) |
| Agenda: different stages of the event | <p>Before the beginning of the Focus Group, the participants have had time to take a coffee, eat some biscuits and talk to each other.</p> <p>At the beginning of the Focus group we've asked to participants to introduce themselves to each others and then we've presented the Accord project and the National experts workshop. After the presentation, we've started to read the first scenario. After the reading, each participant has completed the emotional scale related to the scenario and then we've started the group discussion.</p> <p>We've repeated the same process for three scenarios and then participants, divided into 2 groups, have imagined and written down a new scenario representative of the local educational context.</p> <p>Successively, participants have reflected on and selected the competences which are required by teacher to manage intercultural conflicts and they've filled in the event evaluation questionnaire.</p> <p>At the ending of the Focus group, we've asked them for a short feedback on the workshop and thanked them for their participation.</p> |

2. INTERCULTURAL CONFLICT SCENARIOS (STAGE C)

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| <p>Scenario 1</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the situation • Way participants would feel, as students, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>Title: Majority vs. minority cultures</p> <p>In front of this conflict scenario, participants referred that very often groups of unaccompanied minors coming from Africa arrive in Italy but they don't want to go to the school. The boy behavior in this scenario can be a way to react to a situation he doesn't want to be living and that he feels unable to manage.</p> <p>It is therefore a refusal of teacher's authority and boy reaction isn't linked to a racial issue but it is probably an excuse to avoid work in classroom.</p> <p>The teacher is accused to be privileged and he/she not astonished in front of the situation. Moreover, this type of conflict scenario can occur also in a classroom with social - not racial- differences are present.</p> <p>In this situation, participants as teachers would feel mainly distressed but at the same time interested in the boy's behavior and in some cases also surprised and fearful.</p> <p>Instead, participants as students would be above all angry, fearful and distressed when interacting with the teacher but also they would despise the teacher.</p> <p>Regarding the solution proposed in order to solve the conflict, participants have said that in this situation the teacher has to stop immediately the verbal conflict with the boy and try to strengthen the other students' positive behaviors. At the same time, the teacher could allow the boy to do something he likes during the lesson, even if he doesn't participate in it. In this way, the teacher can meet the boy's needs clarifying in front of the classroom this behavior is not allowed and it won't accepted and tolerated in the future.</p> <p>In conclusion, this scenario reflects participants' specific educational context except for the boy's nationality because from the participants' point of view this situation can happen with a North African boy.</p> |
| <p>Scenario 2</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the situation • Way participants would feel, as students, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>Title: Racism is exceptional</p> <p>Overcoming the prejudice about the headscarf, it is possible to see other aspects of the situation. In this case, the boy goes beyond the mother's headscarf and only in this way he can see the way she acts.</p> <p>Probably the girl understands that her mother is not integrated at all and suffers for that because she desires a mother similar to her Italian friends' ones.</p> <p>In this situation, participants as teachers would feel interested in the girl reaction and in some cases a bit surprised.</p> <p>Instead, participants as students would be above all angry and fearful but also they would be distressed, denigrated and ashamed.</p> <p>Regarding the solution proposed in order to solve the conflict, the teacher should speak with the girl in order to analyze the relationship with her mother and what it would mean for her to wear the headscarf. It would be important to let her understand that she can choose who and how she wants to be without losing contact with her family and her cultural roots. If she does not enhance her culture, she can not integrated herself at all.</p> |

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| | To conclude, this scenario reflects participants' specific educational context and this type of situation has occurred already to the participants. |
| Scenario 3 <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the situation • Way participants would feel, as students, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>Title: Gender and sexuality</p> <p>The situation was expressly created by the teacher that has chosen a movie to watch with the students. In case the teacher had not watched the movie before, and this was a serious mistake. Therefore, the teacher has prepared some activities to manage the situation because he/she has imagined possible reactions such as the one of the Turkish student. Moreover, very often this type of violent reaction in front of this theme not depends on the country of origin but on cultural level and background.</p> <p>In this situation, participants as teachers would feel mainly interested in the boy behavior but at the same time distressed and fearful to have created an "explosive" situation.</p> <p>Instead, participants as students would be above all angry, disgusted and distressed from the situation but also they would despise the movie and the culture that accept the homosexuality. They would feel also surprised to watch a movie that tackled this theme and they would feel ashamed for something they can't accept.</p> <p>Regarding the solution proposed in order to solve the conflict, in this case the teacher is interested in increasing the dialogue, explaining to the classroom that homosexual relationships have always existed in the ancient cultures and for this reason, they are normal and acceptable. In any case, if the situation became excessively violent, the teacher would stop immediately the discussion.</p> <p>To conclude, this scenario can reflect participants' specific educational context but all the participants would not choose a movie on this theme because the situation could become "explosive".</p> |

3. ACCORD COMPETENCE FRAMEWORK (STAGE E)

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| <ul style="list-style-type: none"> • Competences required to manage the intercultural conflict at stake in the created scenarios • Participants' perspectives on the relevance of the framework elements (i.e. competences, knowledge, skills and attitude) | <p>From the participants' point of view, the competences to manage the intercultural conflict at stake in the created scenarios are:</p> <p>C1: Intercultural Diversity in the classroom</p> <ul style="list-style-type: none"> - Knowledge and critical understanding of the different cultures present in the school environment - Understanding of other cultural practices, beliefs and values and relating them to one's own - Understanding how differences can cause conflict - Respect for people who have different cultural affiliations from one's own <p>C2: Critical cultural awareness</p> <ul style="list-style-type: none"> - Multi-perspectivity, i.e. ability to decentre from one's own perspective and to take other people's perspectives into consideration - Flexibility - Tolerance to ambiguity and uncertainty - Reflection on one's identity and engagement with diversity <p>C4: Intercultural communication</p> <ul style="list-style-type: none"> - Critical understanding of communication variability |
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| | <ul style="list-style-type: none"> - Awareness of the influence of personality and cultural traits on intercultural communication and conflict management processes - Listening, observation and negotiation - Ability to create confidence and empathy in other individuals <p>C10: Integrate intercultural learning scenarios within subjects</p> <ul style="list-style-type: none"> - Knowledge of teaching approaches, methods and materials for addressing diversity cultural - View of education as a defense against violence, racism, extremism, xenophobia, discrimination and intolerance <p>To conclude, regarding the participants' perspectives on the relevance of the framework elements, they consider very important all the competences included in the Framework.</p> |
| 4. RESULTS OF THE EVALUATION QUESTIONNAIRE (STAGE F) | |
| <p>Summary of participants' perspectives towards:</p> <ul style="list-style-type: none"> • The ACCORD training methodology • Training contents and resources needed to learn how to manage intercultural conflicts in school context • Expectations in participating in the project and training | <p>All the participants consider the Accord training methodology adapt to their profile and to the context in which they work.</p> <p>The training contents and resources needed to learn how to manage intercultural conflicts are:</p> <ul style="list-style-type: none"> - Practical skills on group management - Theoretical contents related to cultures and religions of other continents, such as Africa and Asia - Techniques of conflicts management in the school context - Comparison of different practices in different European Countries - Theoretical training on the intercultural education and dialogue - Theoretical and practical training on the creative management of the conflicts - Theoretical and practical training on the intercultural mediation <p>Regarding the expectations in participating in the project and training, the participants point at:</p> <ul style="list-style-type: none"> - To know the cultural aspects of the intercultural conflicts' management in the different project partners' countries; - To deep the knowledge of the learning based on the game; - To acquire specific skills to manage the classroom; - To know techniques of creative management of the conflicts; - To know the methodology of intercultural mediation. |
| <p>Participants' satisfaction with the event (mean values)</p> <ul style="list-style-type: none"> • Duration • Location • Infrastructure • Overall organization • Relevance of the topics • Contents • Presentation given | <p>Regarding the Focus Group's evaluation, the average scores of participants' satisfaction questions are:</p> <ul style="list-style-type: none"> - Duration: 4,7 - Location: 4,7 - Infrastructure: 4,7 - Overall organization: 4,7 - Relevance of the topics: 5 - Contents: 5 - Presentation given: 4,7 - Provided materials: 4,5 - Opportunities to interact with participants: 4,5 |

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| <ul style="list-style-type: none"> ● Provided materials ● Opportunities to interact with participants ● Overall assessment of the workshop | <ul style="list-style-type: none"> - Overall assessment of the workshop: 4,7. |
| Conclusions and general comments | Participants would like to keep in touch with each other. |



List of participants

17/11/2017

| Nº | Name | Surname | ID number | Institution | Signature |
|----|---------|-----------|-----------------------|----------------------|-------------|
| 1 | GIULIA | AGUSTO | AR TA 510 2289L | CPIA 7 | [Signature] |
| 2 | ANNA | UTTARO | CA 60196AC | CPIA 7 | [Signature] |
| 3 | MARINA | CAPRINI | CIAX 96102 68 ROHA | CPIA 4 | [Signature] |
| 4 | ITALIA | BARBIERI | CLAV 1791818 | CPIA 4 | [Signature] |
| 5 | ROSALBA | CARDAMONE | - | CPIA 1 | [Signature] |
| 6 | ANDREA | CIRA | C.I. AU 7121984 | ARCI SOLIDARIETA' | [Signature] |
| 7 | CARLA | DEIADA | - | CPIA 7 | [Signature] |
| 8 | ROSALBA | PALERMO | / | CPIA 2 | [Signature] |
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| 1. WORKSHOP ORGANIZATION | |
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| Country | Italy |
| Organizing partner | University of Naples Federico II |
| Date | 9 Nov 2017; 29 Nov 2017; 15 Dec 2017 |
| Settings: address, room and equipment | <p>9 Nov 2017 at I. C. D'Aosta Scura Piazza Montecalvario, 24 – 80134Napoli</p> <p>29 Nov 2017 at I.C. Fiorelli Via G. Fiorelli, 2 – 80121 NAPOLI</p> <p>15 Dec 2017 at I.C. Bovio Coletta Via Carbonara, 31, 80139 Napoli NA</p> |
| Duration | 3 sessions of 2.5/3 hrs |
| Number of participants | 21 |
| Description of participants: positions, institutions, etc. | Teachers of 3 different schools |
| Facilitators: name and position | <p>Prof. Marilia Zurlo</p> <p>Dr. Elena Dell'Aquila</p> <p>2 observers</p> |
| Agenda: different stages of the event | |
| 2. INTERCULTURAL CONFLICT SCENARIOS (STAGE C) | |
| <p>Scenario 1</p> <ul style="list-style-type: none"> Title of the scenario Participants' perspectives on the intercultural conflict Way participants would feel, as teachers, in the situation Way participants would feel, as students, in the situation | <p>Scenario: <i>"A boy of Ethiopian descent caught....."</i></p> <p>Most of the participants does not think that this can be considered as an inter-ethnic conflict as it involves students' discomfort or anger or represents a strategy to justify their own behaviour, as this kind of episodes are quite common with all sort of students in classroom. They think it is important to clarify reasons of rebuke and explore any other issues at personal and social levels (context, communities, families) which may have been responsible of his reaction.</p> <p>They understand that the students may perceive a lack of acceptance and belonging which may be related to their cultural background, but that others are the reasons that must be investigated (self-esteem, discomfort, need of attention). They would talk and listen.</p> <p>Intervention strategies on classroom and individuals.</p> <p>They would listen to their motivations and making him aware that this kind of behaviour would be identical with any other students, regardless of the nationality, and that mutual listening and respect (do not being noisy) are basic</p> |

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| <ul style="list-style-type: none"> • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>rules for being part of a classroom, growing and working together. To do so they would, for example, activate reflective moments, during which highlight real reason of teacher's behaviour. They would focus the question on the behaviour and not the person.</p> <p>It is a scenario that may happen although it does not reflect their specific educational context. It may be a situation that is generalised to any student's strategy, regardless of the nationality, to caught attention.</p> |
| <p>Scenario 2</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the situation • Way participants would feel, as students, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>Scenario: <i>"During an ICT-Class, a boy of Italian descent ..."</i></p> <p>The situation is interpreted as a joke that often involves same dynamics within students regardless of their nationality. However, some of them think that this kind of behaviour may provoke intercultural conflict issue of prejudice and discrimination.</p> <p>Many would downplay it with irony by using the same ironic joke for them. Others would use irony to make students aware that words are powerful (and harmful), and is important to use them with awareness, and organise role-playing (Role exchange/mirroring) to reflect on the dynamics occurred and on potential harmful impact they may activate.</p> <p>Intervention strategies on classroom.</p> <p>Depending on the level of classroom integration student may perceive it as a joke or as discrimination actions, and therefore feel anger, and offended.</p> <p>It is a scenario reflecting their educational context, considering that is a joke often used by students to capture attention, regardless their nationality.</p> |
| <p>Scenario 3</p> <ul style="list-style-type: none"> • Title of the scenario • Participants' perspectives on the intercultural conflict • Way participants would feel, as teachers, in the | <p>Scenario: <i>"The subject of the course today is the exploration of religions..."</i></p> <p>Most of the participants believe that this scenario evokes dynamics that are different from intercultural conflict. They think that the student was subjected to the pressure of the request that was not previously agreed with the teacher, and therefore he would need time to prepare his speech as any other student that is asked to talk to the class of any subjects. Foreigners students are generally really pleased to share their own customs and traditions. Even when they consider that it could be a problem of deny, refuse or embarrassment about talking about one's own religion, they think that the teacher should previously involve and share the request with the</p> |

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| <p>situation</p> <ul style="list-style-type: none"> • Way participants would feel, as students, in the situation • Solutions proposed to solve the conflict • Does the scenario reflect participants' specific educational contexts? | <p>student (student should be prepared to it).</p> <p>If they were the teachers involved in the scenario they would organise circle time or talk personally with him to identify the motivations of his refusal. They would respect his refusal, reassure the student and explain that talking about one's own religion is an opportunity to share knowledge and traditions, and experience of mutual growth.</p> <p>Organise activities to approach different religions (not only Islam).</p> <p>The student could feel: embarrassment, fear of being teased, not being understood, being wrong, being judged, and not feeling part of the group.</p> <p>This scenario could apply to their educational context, although not in the terms described in the scenario because on the one hand students are happy to share their own customs, traditions, religions, and on the other it would be the result of a shared task with the student.</p> <p>Intervention strategies on classroom and individuals.</p> |
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3. ACCORD COMPETENCE FRAMEWORK (STAGE E)

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| <ul style="list-style-type: none"> • Competences required to manage the intercultural conflict at stake in the created scenarios • Participants' perspectives on the relevance of the framework elements (i.e. competences, knowledge, skills and attitude) | <p>The competences required to manage the intercultural conflict at stake in the created scenarios regard effective communication, active listening (ask questions, understand different perspectives, and emotions), open mindedness, analysis of the situation to identify real problems behind actions and reactions, making efforts to ensure that conflict does not escalate, and always call yourself into question and confront yourself with new ideas, reactions, and practices.</p> <p>The capability of combining humour with avoidance and integrative behaviours, the use of assertive communication, that is being assertive without aggressions, to activate situation facilitating reflection and understanding seem to be skills and competences successfully related to conflict resolution. Teachers appear to be very proactive and competent in activating Intervention strategies to resolve conflicting situations at different levels, depending on the scenarios: with 1) individual, 2) class group, 3) teaching team, 4) family</p> |
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4. RESULTS OF THE EVALUATION QUESTIONNAIRE (STAGE F)

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| <p>Summary of participants' perspectives towards:</p> <ul style="list-style-type: none"> • The ACCORD training methodology • Training contents and resources needed to learn how to manage intercultural | <p>The ACCORD training methodology is considered as interesting and innovative. They believe that the output of the project could offer an interesting and engaging tool to practice and experience negotiation dynamics and personal styles of handling conflict at school and to promote inclusion (they can't wait to see the ultimate scenarios). Teachers we met were extremely competent in dealing with conflicting situations by providing an accurate reading of the situations proposed, and offering actions and solutions promoting integration and inclusion.</p> <p>They believe that the biggest limitation and problem they have when dealing/first approaching with foreigner students is related to language issues, therefore the support from a linguistic mediator would be helpful in their activities of understanding, integration and inclusion. Organisation of</p> |
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| conflicts in school context <ul style="list-style-type: none"> • Expectations in participating in the project and training | workshops on Intercultural conflict management, and opportunities of sharing ideas with other teachers involved in similar situations would help in better managing intercultural conflicts in school. |
| Participants' satisfaction with the event (mean values <ul style="list-style-type: none"> • Duration • Location • Infrastructure • Overall organization • Relevance of the topics • Contents • Presentation given • Provided materials • Opportunities to interact with participants • Overall assessment of the workshop | <ul style="list-style-type: none"> • Duration 4 • Location 5 • Infrastructure 5 • Overall organization 4 • Relevance of the topics 5 • Contents 5 • Presentation give 5 • Provided materials 4 • Opportunities to interact with participants 5 • Overall assessment of the workshop 5 |
| Conclusions and general comments | |

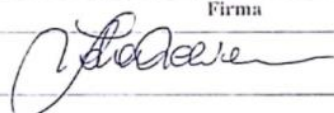
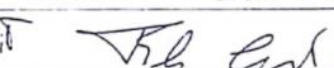
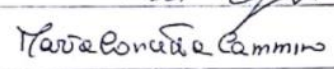


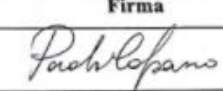
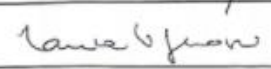
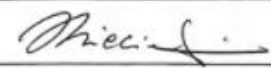
<http://accord-project.eu/it/progetto/>

ICS D'Aosta-Scura, 9 November 2017
 ACCORD Project, NATIONAL WORKSHOP - Need analysis and pedagogical framework

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Spain – University of Barcelona

1. WORKSHOP ORGANIZATION

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| Country | Spain |
| Organizing partner | University of Barcelona (UB) |
| Date | November 23 rd , 2017 |
| Settings: address, room and equipment | <p>Address:</p> <p>Universitat de Barcelona Facultat de Educacion Passeig Vall Hebrón, 171 08035 Barcelona</p> <p>Equipment:</p> <p>One room equipped with a laptop and video projector</p> |
| Duration | 2.30 hours |

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| Number of participants | 12 |
| Description of participants: positions, institutions, etc. | <p>1 secondary school teachers, 1 pre-service teacher and one extra-curricular tutor.</p> <ol style="list-style-type: none"> 1. Mireia Marisol i Obrador: tutor and secondary school teacher (social sciences, Spanish, emotional education) and member of the commission of the mediation project; she works in a school characterized by important Magrebian and Gipsy communities. The school participates in a project which promotes the Gypsy culture in Catalonia 2. Anna Trifonova: extra-curricular teacher of programming and robotics ; 3. Álvaro Ocaña Prieto : secondary school teacher of physics and industrial technologies 4. Mireia Gracia: pre-service teacher, treatment and prevention of childhood violent behaviors in non-formal education 5. Montse Morragues: secondary school teacher in history and social sciences 6. Maria-José Brunet: Pedagogical director in a secondary school 7. Antonio Gregorio Montes : secondary school teacher and head of department of physics and chemistry ; 8. Josefa López Suárez: secondary school teacher of maths and director ; 9. Carmen Plata Luque: secondary school teacher of biology ; 10. Francisco Lapuerta Amigo: secondary school teacher in philosophy, culture and ethics, head of department of social sciences 11. Francesc Royuela: secondary school teacher of Spanish and Latin, head teacher 12. Eva Milla: secondary school teacher of English |
| Facilitators: name and position | <ul style="list-style-type: none"> • Frédérique Frossard, educational researcher • Mario Barajas, professor |
| Agenda: different stages of the event | <p>The workshop was organized according to the following structure:</p> <ol style="list-style-type: none"> A. Participants' presentation and introduction B. Presentation of the ACCORD project C. Intercultural conflict scenarios <ul style="list-style-type: none"> • Presentation of three different scenarios • Emotional scales • Group discussion D. Design of a localized scenarios by participants E. Presentation of the competence framework and related discussion F. Debrief and close |
| 2. INTERCULTURAL CONFLICT SCENARIOS (STAGE C) | |
| Scenario 1 <ul style="list-style-type: none"> • Title of the scenario • Conflict management styles used by participants to solve the situation • Way participants would feel in the | <ul style="list-style-type: none"> • Title of the scenario: Majority Vs minority cultures <p>Most of participants argued that the scenario does not correspond to an intercultural conflict, as the core of the problem does not relate to discrimination, race, ethnic or culture. Nevertheless, the student assimilates his teacher's behavior to his cultural origins. Indeed, they would address the situation in the same manner with any student, from any cultural origin. To them, it is most likely that the Peruvian student raises an intercultural issue as</p> |

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| <p>situation</p> <ul style="list-style-type: none"> • Participants' perspectives on the most appropriate conflict management styles • Does the scenario reflect teachers' specific educational contexts? | <p>an excuse, in order to act as a victim and reach his objective, i.e. win the conflict with his teacher. Participants consider the student's statement as a serious accusation towards the teacher, "without being conscious of it". To one participant, the accusation is based on a false prejudice related to the Hispano-American black legend. To another teacher, this kind of situation does not occur when there is an authentic relationship between teacher and students. Participants concluded that, in an authentic or manipulative manner (this depends on several factors, like the age of the student and the relation teacher-students), the student created the intercultural conflict.</p> <ul style="list-style-type: none"> • Conflict management styles used by participants to solve the situation <p>To most participants, the teacher should not give space or importance to the student's statement during class, in order to not "get into his game" and to "not create a debate around an unfounded argument" (avoiding style). Rather, they find it important to dedicate time and space to have a chat with the student after class, "in cold", "after the scale of conflict and tension went down", so to give him the chance to reflect on and explain his statement (did he really feel discriminated, or did only want to impose his authority?), as well as to make him understand that this statement can be discriminatory towards the teacher (integrating style). Some other participants suggest reacting during the class, so to clarify that the situation does not relate to culture, but to an inappropriate behavior; a possible answer would be: "don't raise the issue of race in this situation". One participant highlighted the importance of addressing the Spanish history and migratory processes with students, so to better understand their feelings and reactions to this regard (integrating style).</p> <ul style="list-style-type: none"> • Way participants would feel in the situation <p>Teachers would generally feel <i>surprise</i> as a first emotion, followed by <i>disgust</i> and <i>interest</i>. Participants explained that <i>surprise</i> is related to the fact that students, including immigrant students, usually do not show such behaviors. <i>Disgust</i> corresponds to the students' manipulative behavior, while <i>interest</i> relates to teachers' will to talk to the student and understand his reaction. Some participants also mentioned <i>anger</i>, in relation to a perception of unfairness. Others also mentioned guilt and <i>shame</i>, questioning and facing the doubt of having done something wrong. One teacher argued that he would not feel anger, but would express some as a strategy to manage the classroom. Another participant stated that, with time and experience, she learnt how to manage her emotions, as a competence, and would not feel them so intensively. As argued by a participant, "in intercultural situations, it is better to not get angry".</p> <ul style="list-style-type: none"> • Participants' perspectives on students' emotions <p>Teachers mentioned that the student certainly feels anger, <i>disgust</i>, and <i>contempt</i>. To one participant, it is obvious that the student uses victimization as an attack to bring the conflict to his advantage. To another participant, the student may have experienced <i>fear</i> of being rejected by his peers.</p> <p>One participant argues that those emotions relate to the student's concern</p> |
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| | <p>with the intercultural topic, and that his behavior is an indicator that integration fails in the school or social environment (he has probably heard this statement at home). In contrast, other participant puts the credibility of the student in question: to them, the student comes up with the intercultural topic as a way of manipulation and provocation, in order to reach his goal, i.e. win against the teacher. To them, such strategies involve <i>disgust</i> and <i>contempt</i> emotions.</p> <ul style="list-style-type: none"> • Does the scenario reflect teachers' specific educational contexts? <p>Most teachers argued that they have not faced this kind of conflict in their contexts, especially not with Latin cultures, which promote respect towards the teacher role. Two teachers who works with Gypsy communities stated that "this type of conflicts happens all the time with Gypsy students" and that "very often when caught for a negative behavior they relate conflicts with their experience as Gypsy". Another teacher experienced a similar situation with a Moroccan student.</p> |
| <p>Scenario 2</p> <ul style="list-style-type: none"> • Title of the scenario • Conflict management styles used by participants to solve the situation • Way participants would feel in the situation • Participants' perspectives on the most appropriate conflict management styles • Does the scenario reflect teachers' specific educational contexts? | <ul style="list-style-type: none"> • Title of the scenario: Good intentions <p>To participants, the scenario does not picture a conflict, but a "tension". They argued that a conflict will occur if the teacher insists. To them, the teacher should know his students well before proposing such activity. Also, he should respect the wish of students of not expressing their religious views. They stated that the European culture promotes expression and sharing of religious beliefs, which may be difficult for other cultures.</p> <ul style="list-style-type: none"> • Way participants would feel in the situation <p>Teachers would generally feel <i>surprise</i> as a first emotion, followed by <i>interest</i> and <i>disgust</i>. One participant stated that he would not feel strong emotions, as students' reaction was predictable. Another participant mentioned "shame and guilt" of not having asked students before the class. Other participants argued that they would feel <i>disgust</i> when receiving a negative answer from their students although they thought having built a situation of trust and collaboration. Participants stated that, with more experience, they would be more careful with good intentions.</p> <ul style="list-style-type: none"> • Participants' perspectives on students' emotions <p>To participants, students' emotions would be stronger, related to the <i>shame</i> of sharing their beliefs and of being different. They would also feel <i>disgust</i> towards the teacher's proposal and lack of empathy.</p> <ul style="list-style-type: none"> • Conflict management styles used by participants to solve the situation <p>The solution would be to switch to another topic in order to not give too much importance to what happened (avoiding style), so to avoid students' discomfort. Another participant suggests insisting in a soft manner to encourage students' expression; to her, students usually talk openly about religion; in those cases, the teacher "only has to shade up and listen". One teacher argued that she would apologize and continue with the class, before proposing to students, in private, to express some aspects of their culture in a</p> |

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| | <p>suitable manner to them.</p> <ul style="list-style-type: none"> • Does the scenario reflect teachers' specific educational contexts? <p>Participants argued that the scenario reflects their teaching contexts, and that in many occasions students do not accept the proposal. In those cases, they respect students' decision and adapt the activities they initially planned.</p> |
| <p>Scenario 3</p> <ul style="list-style-type: none"> • Title of the scenario • Conflict management styles used by participants to solve the situation • Way participants would feel in the situation • Participants' perspectives on the most appropriate conflict management styles • Does the scenario reflect teachers' specific educational contexts? | <p>Title of the scenario: Religion and sexuality</p> <p>To most participants, the scenario presents an intercultural conflict, from all sides, i.e. the teacher, the Muslim student and his colleagues. The conflict rises from the decision of the teacher to show a movie with a sensitive topic without having prepared students, and knowing that there are conflictive students in his class. As for students, both sides are exclusive and closed; they lack tolerance and acceptance towards cultural diversity.</p> <p>In contrast, some participants do not attribute the conflict to intercultural aspects, but to other topics like homophobia, ethics, education and religions. Students' reaction indicates ignorance and a lack of work from the educational centre on the topics of sex and culture.</p> <p>One participant argued that the cultural homophobia of newly immigrated Muslim students sometimes clashes with the ideas of local students, who show criticism towards traditional perspectives on this topic.</p> <p>To another participant, it is more of an interpersonal conflict between a group of students raising against the lone Pakistanis kid. A last participant highlighted the discriminatory comment of autochthon students towards the Muslim religion.</p> <ul style="list-style-type: none"> • Way participants would feel in the situation <p>Some participants argued that they would experience rather extreme emotions, related to <i>anger</i>, <i>disgust</i> and <i>contempt</i>, when observing the closedmindedness of students. Some other participants, in contrast, stated that this kind of reactions can be expected from students when addressing topics related to ethical and subjective values; they highlighted their interest in promoting debate, expression and exchange of opinions among students, in solving the conflict to transform it into a learning opportunity. Another participant mentioned her preoccupation of offending students unintentionally.</p> <ul style="list-style-type: none"> • Participants' perspectives on students' emotions <p>To participants, students would feel strong emotions: both sides would feel <i>disgust</i> towards the contrary opinions; as for the Muslim student, he would feel <i>surprise</i> and <i>disgust</i> when seeing a scene showing an action which is not accepted in his culture, and display <i>anger</i> to defend his beliefs; some participants argued that he may feel <i>fear</i> for change and <i>shame</i> to be contradicted by his colleagues on this intimate topic.</p> <ul style="list-style-type: none"> • Conflict management styles used by participants to solve the situation <p>To participants, it is important to first lower the tension in the classroom, by</p> |

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| | <p>balancing students' emotions, stopping laughs and screams, and normalizing the situation. Afterwards, they recommend organizing a dedicated class "after the storm", in a relaxed ambience, to talk and debate about what happened, about students' feelings and emotions, to address the conflict with diplomacy and respect, as well as to identify the underlying issues of the conflict: "when a student reacts so strong, there is an internal issue". They mentioned the possibility to talk to the school psychologist, as well as to use some existing educational materials for addressing this kind of topics. They highlighted the importance of showing to students that religions have different realities, and that all students' feelings should be respected. Others participants stated that they would be unable to maintain impartiality, and would defend their own cultural beliefs, as well as show that homosexuality is a natural and legal orientation. One participant suggested a role-play in which students would exchange roles and find arguments and then reflect on tolerance, religion and diversity.</p> <ul style="list-style-type: none"> • Does the scenario reflect teachers' specific educational contexts? <p>Some participants stated that the scenario is applicable to their teaching contexts, with or without the intercultural dimension. Other teachers argued that this type of debate usually rises with more respect. It seems to be common that Muslim students show resistance to local ethical standards.</p> |
| 3. ACCORD COMPETENCE FRAMEWORK (STAGE E) | |
| <ul style="list-style-type: none"> • Competences required to manage the intercultural conflict at stake in the created scenarios • Participants' perspectives on the relevance of the framework elements (i.e. competences, knowledge, skills and attitude) | <p>Participants considered all competences as highly relevant. Especially, the following ones were highlighted:</p> <p>C1: Intercultural diversity in the classroom</p> <ul style="list-style-type: none"> • Knowledge and critical understanding of the different cultures present in the school environment: beliefs, values, practices, religions, history and economies • of social and historical contexts on people's behaviours; understanding how differences (i.e. values, attitudes, needs, expectations, viewpoints, and personalities) can cause conflict • Interest and curiosity towards learning about other cultural affiliations and perspectives • Respect for people who have different cultural affiliations from one's own <p>C2: Critical cultural awareness / thinking</p> <ul style="list-style-type: none"> • Reflection on one's identity and engagement with diversity • Critical attitude, reflection and evaluation on one's own teaching methodologies and its impact on students <p>C3: Citizenship and social responsibility in education</p> <ul style="list-style-type: none"> • Promotion of cultural exchanges so to facilitate solidarity in intercultural communication in solving problems affecting the local or the wider community • Awareness of individual and collective responsibility • Willingness to overcome stereotypes and prejudice • Ability to communicate constructively in different social situations <p>C4. Intercultural communication</p> <ul style="list-style-type: none"> • Listening, observation and negotiation |

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| | <ul style="list-style-type: none"> • Sensitivity to cultural differences and resistance to stereotyping • Awareness of the influence of individual differences (age, gender, length of working experience) on intercultural communication and conflict management processes <p>C5. Intercultural Classroom management</p> <ul style="list-style-type: none"> • Awareness of the complexity of empathising with students of different cultures, religions, and political positions, and of related risks • Establish a ground rule and climate of trust, openness and mutual respect in the classroom <p>C6. Conflict management</p> <ul style="list-style-type: none"> • Strategies and methodologies to foster discussion among students, in particular towards controversial issues • Ask significant questions that clarify various points of view and lead to adequate solutions • Managing breakdowns in communication • Ability to express one's frustration in a constructive way <p>C7. Intercultural school community raising</p> <ul style="list-style-type: none"> • Collaborating with colleagues, parents and social service <p>C8: Address intercultural diversity in the classroom</p> <ul style="list-style-type: none"> • Knowledge of the main concepts related to inclusive education, e.g. ethnic and gender equality, empathy in the classroom • Knowledge of stereotypes and prejudice creating discrimination and affecting relationships with and among students (i.e. bullying) • Reflection on one's identity and engagement with diversity <p>C9: Propose participatory, collaborative, contextualized and practical learning scenarios</p> <ul style="list-style-type: none"> • Knowledge of the opportunities offered by technologies for educational purposes • Motivate students to engage in collaborative learning activities <p>C10: Integrate intercultural learning scenarios within subjects</p> <ul style="list-style-type: none"> • Planning and application of teaching approaches to incorporate EDC/HRE knowledge, skills and attitudes |
| 4. RESULTS OF THE EVALUATION QUESTIONNAIRE (STAGE F) | |
| <p>Summary of participants' perspectives towards:</p> <ul style="list-style-type: none"> • The ACCORD training methodology • Training contents and resources needed to learn how to manage intercultural conflicts in school context • Technical aspects of ACCORD training | <ul style="list-style-type: none"> • The ACCORD training methodology <p>All participants positively valued the ACCORD training methodology. They argued that the game-based learning approach will help to better understand concepts in a safe simulation application. Furthermore, they stated that intercultural conflict scenarios allow for contextualizing concepts in real situations. As for the MOOC, it was considered flexible enough to match teachers' professional and time constraints.</p> <ul style="list-style-type: none"> • Training contents and resources needed to learn how to manage intercultural conflicts in school context <p>Some participants highlighted the need to address more practical cases of intercultural conflict scenarios, to be shown different manners of solving them,</p> |

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| <ul style="list-style-type: none"> • Expectations in participating in the project and training | <p>as well as to debate with other educators. Hence, they would like to be provided, in the MOOC, with more examples and possible teachers' responses (good practices).</p> <p>Other participants expressed the need to access teaching and learning resources related to the different steps and strategies of intercultural conflict management and cultural diversity (e.g. protocols, short films, documentaries, role games, students' testimonies, Muslim culture).</p> <p>Other teachers recommended addressing conflicts which may occur within a same culture, in relation to teenagers' problematics (social networks, addictions, relationships, bullying, digital identity, attention to diversity).</p> <ul style="list-style-type: none"> • Expectations in participating in the project and training <ul style="list-style-type: none"> - Complete their knowledge and skills in terms conflict management and intercultural education; - Exchange and contrast opinions and perspectives with other teachers and educational professionals; - Respond in an adequate manner in an intercultural conflict in the future; - Update methodologies to manage classroom which become more and more diverse, in global society. |
| <p>Participants' satisfaction with the vent (mean values)</p> <ul style="list-style-type: none"> • Duration • Location • Infrastructure • Overall organization • Relevance of the topics • Contents • Presentation given • Provided materials • Opportunities to interact with participants • Overall assessment of the workshop | <p>The average scores of participants' satisfaction are the following:</p> <ul style="list-style-type: none"> • Duration: 5 • Location: 5 • Infrastructure: 5 • Overall organization: 5 • Relevance of the topics: 5 • Contents: 5 • Presentation given: 5 • Provided materials: 4 • Opportunities to interact with participants: 4 • Overall assessment of the workshop: 5 |
| <p>Conclusions and general comments</p> | <ul style="list-style-type: none"> • The focus group gathered six participants. In order to reach more participants, as well as to include teachers from other parts of Spain (so to address the diversity of Spanish cultural contexts), we organized, in complement to the workshops, interviews with six teachers. Interviews were conducted face-to-face or by phone. • The scenario's cultures were changed to fit the Spanish context, i.e. Peru and Pakistan instead of Ethiopia and Turkey. • Teachers mentioned that the topic of the Catalanian crisis is very present in schools. |

