

# **ACCORD - Attain Cultural integration through CONflict Resolution skill Development**

Pedagogical framework,  
competency model and  
user requirements



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**Authors:** Mario Barajas, Frédérique Frossard (University of  
Barcelona)

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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, 2015).

## The ACCORD project

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 intercultural conflict management and inclusive education.

The main objectives of ACCORD can be described as follows:

- to exploit, upscale and disseminate the results of already existing digital 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 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).

Within the project, Work Package 3 (WP3) sets ACCORD pedagogical framework. It aims to identify the current status of inclusive education in Europe, as well as to define the project's approach for developing and assessing 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.

## About this document

The present deliverable (D3.2 - Pedagogical framework, competency model and user requirements) presents the ACCORD pedagogical framework. On the basis of the user needs analysis performed in D3.1, we draw the training objectives, conceptual dimensions, approaches and tools (Section 1). Furthermore, we define a set of competences for inclusive education and conflict management which will be developed through the training (Section 2). Finally, we draw a set of training requirements, i.e., curriculum, pedagogical strategies and materials, and online environment.

## 2. ACCORD pedagogical framework

This chapter defines the pedagogical framework of the ACCORD project. It first presents the training focus and dimensions, namely intercultural literacy, pedagogy and conflict management. Afterwards, it describes the pedagogical approaches and tools through which the project aims to teach teachers about inclusive education and conflict management.

### 2.1. Training focus

As elicited in D3.1, teachers represent the key-actors and focal points of the complex system composed by the different members of the educational community. Nevertheless, they generally feel ill-prepared to teach students from diverse cultural backgrounds and to effectively include intercultural education content in their teaching practices. In this context, ACCORD intends to prepare teachers to take an active stand discrimination and racism, to deal with diversity and handle intercultural conflicts, so to create positive learning environments.

To tackle the challenges highlighted in Section 1, the ACCORD project aims to develop, implement and validate an online training course for preparing educators to effectively deal with cultural diversity and related conflicts that might emerge in the classroom.

Given the wide breadth of intercultural conflicting dynamics in schools, to narrow the scope and make it feasible and effective, it was decided to focus the training on conflicting interactions between teachers and students, and to explore the many levels in which intercultural clashes in this interaction may affect the two actors, as well as the overall classroom dynamics. For this reason, the training and the need analysis reported in this document, was solely focused on teachers, and specifically on the characteristics of multicultural personality and conflict management styles of teachers from secondary schools, both lower and upper secondary. Such target was chosen considering preliminary reading and experiences among the partners, by which in primary schools, being the students very little, the degree of conflict based on cultural grounds between teachers and students was judge small in comparison with potentially similar conflicts with other subjects, such as parents (Oliver, 2016; Desforges and Abouchaar, 2003). On the contrary, older students in secondary schools tend to show a prominent and more developed cultural personality, as well as a more confrontative and challenging approach toward teachers (to add citation).

It is interesting that secondary education is considered as "the crossroads of life" (Delors, 1998). As Delors stated in "Learning: the treasure within", secondary education must be seen a crucial point in the life of individuals: it is at this stage that young people should be able to decide their own futures, in the light of their own tastes and aptitudes, and that they can acquire the abilities that will make for a fully successful adult life. Education at that level should thus be adapted to take account both of the different processes whereby adolescents attain maturity – processes that differ from one individual and one country to another – and of economic and social needs. This is an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies. The rationale behind this statement supports that secondary education at this stage of learners' personality development, should even more insist on an approach that includes learning to know, to do, to live together and to be (Haggis 1991; UNESCO, 2001).

If education is a fundamental human right, the key to sustainable development and peace and stability within and among countries, this process - initiated in the primary education - should be supported at this stage where the connection between social, emotional, cognitive dimensions can be treated, developed and experienced effectively in order to positively impact and transform our society that is affected by rapid globalization.

#### *A focus on CPD*

Considering the general agreement that, for teachers, the acquisition and development of competences needs to be viewed as a career-long endeavour, ACCORD aims to harmonise, at the European level, the requirement and provision of a unified teacher's CPD trajectory, and for enhancing teachers' commitment, identity and job satisfaction. Hence, ACCORD mainly targets in-service teachers, who may face cultural diversity in their educational contexts. Nevertheless, the ACCORD training can be as well introduced within the basic curriculum to be followed by teachers in formation (ITE contexts).

#### *Targeted countries*

Most EU member states face similar concerns regarding the initial and continuous formation of teachers with respect to social and cultural integration of students with a immigrant background. This conclusion is suggested by the convergent analysis of both EU documents and independent reports, as elaborated in the previous sections. For this reason, the ACCORD training will be applied in the different partner Countries, as well as extended to other EU

countries, thanks to the partners' networks. It is worth noting that partners include countries which are traditionally final destinations of European migratory fluxes.

## 2.2. Conceptual dimensions

In order to reach the project objectives, we address three different conceptual dimensions, namely intercultural literacy, conflict management and pedagogy.

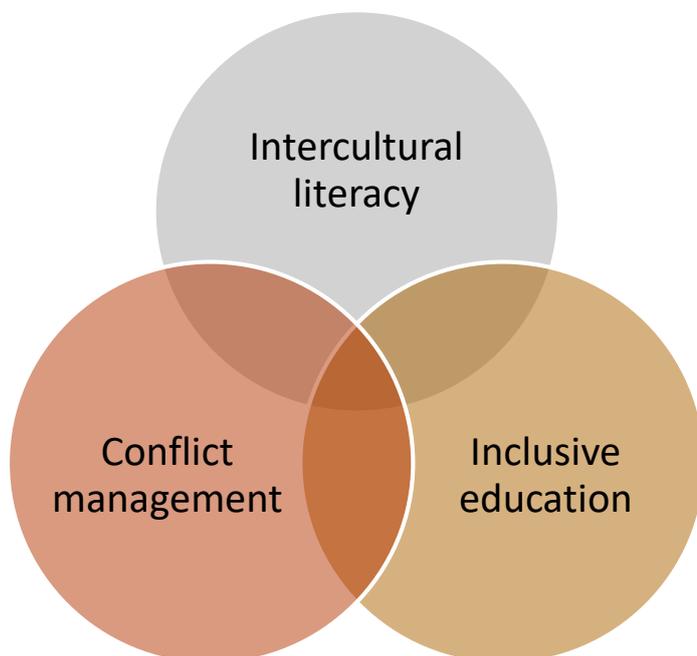


Figure 1 – ACCORD conceptual dimensions

### Intercultural literacy

To understand the concept of intercultural literacy, it is necessary to define a number of related terms. First of all, *culture* can be defined as “the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses, not only art and literature, but lifestyles, ways of living together, value systems, traditions and beliefs” (UNESCO, 2001). Furthermore, it is critical to consider the dynamic aspect of culture, which openly evolves according to societal changes in society and individual developments (COE, 2012). In this line, cultural literacy, defines the possession of basic information needed to thrive in the modern world (Hirsch, 1987).

The adjective *multicultural* refers to “the natural state of society that cannot but be diverse, namely multilingual, multi-ethnic, multireligious, etc.” (Council of Europe, 2012, p. 23). In contrast, *intercultural* is used when members of two or more different cultural groups (of whatever size, at whatever level) interact or influence one another in some fashion, whether in person or through various mediated forms (UNESCO, 2013).

There are numerous terms and theories which address intercultural abilities. Within ACCORD, we selected the concept of *intercultural literacy*, which is widely used in the field of education. Through this dimension, we aim to develop teachers' ability to function, adapt and effectively interact in culturally diverse contexts. Intercultural literacy can be defined as the “ability to interpret documents and artefacts from a range of cultural contexts, as well as to effectively communicate messages and interact constructively with interlocutors across different cultural contexts” (Hockly, Dudeney and Pegrum, 2014). Heyward (2004) highlights the multi-dimensional aspect of the concept: “understandings, competencies, attitudes, language proficiencies, participation and identities which enable successful participation in cross-cultural setting” (p.50)”. To the author, intercultural literate individuals can “read” a second culture, interpret its symbols and negotiate its meanings in a practical day-to-day context” (Heyward, 2004, p.51).

### Inclusive education

There is a strong relation between education and conflict, and education proves to play an essential role in peacebuilding (Bird, 2009; Bush and Salterelli, 2000; Smith and Vaux, 2003). When it is inclusive in nature, education has the potential to prevent conflicts, as well as to contribute to peace through increasing by reducing inequalities,

promoting tolerance, justice and non-inflammatory language (UNESCO, 2012). There exist various educational processes for learning how to live together (Delors, 1996).

Peace education aims to develop knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable students to prevent conflict and violence, to resolve conflict peacefully, and to create the conditions conducive to peace; it includes the development of a learning environment that models peaceful and rights-respectful behaviour in the relationships between all members of the school community, as well as the demonstration of principles of equality and non-discrimination<sup>1</sup>.

In the same line, intercultural education aims to develop intercultural competence in learners of all ages in all types of education as a foundation for dialogue and living together<sup>2</sup>. It deliberately creates situations of exchange, mutual influence and cultural cross-fertilisation, so to enhance diversity and complexity through a constant cultural dynamism (Council of Europe 2003:28). Hence, intercultural education does not only aim to enhance migrant students' integration, but also targets majority culture students to adopt less prejudiced behaviours. To Gundara (2003), intercultural education is defined through the full development of human personality, the strengthening of respect for human rights and fundamental freedoms, the promotion of understanding, tolerance and friendship among all nations, cultural and religious groups for the maintenance of peace (Golz, 2005). Unesco (2006) highlights three basic principles on intercultural education, i.e., (a) respect the cultural identity of students through the provision of culturally appropriate and responsive quality education; (b) provide every student with the cultural knowledge, attitudes and skills required to achieve active and full participation in society; and (c) foster respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations.

Intercultural education is closely related with Education for Democratic Citizenship (which defines pedagogical practices and activities which aim to prepare young people and adults to play an active role in democratic life and exercise their rights and responsibilities in society, UNESCO, 2015<sup>3</sup>) and Human Rights Education (which intends to build a universal culture of human rights and enact the skills needed to promote, defend and apply them in daily life<sup>4</sup>).

A potential approach to prevent conflicts in the classroom are restorative practices. Indeed, their focus is twofold, i.e., (a) preventing and reducing the possibilities of conflicts by building relationships and developing community, and (b) restoring positive relationships when there has been conflict, by repairing harm and restoring community (Gregory, Clawson, Davis & Gerewitz, 2016, Kane et al. 2007; Morrison 2007). Restorative practices provide opportunities for affective communication, social connection and community-building (Gregory et al., 2016). Example of techniques include the "Proactive Circle" (a structured group discussion where the teacher fosters meaningful exchanges among students who sit in a circle), "Affective Statements" (students' expression of their emotional reactions to negative or positive events in the classroom) "Restorative Questions" (the use of specific questions to address negative behaviours). Numerous studies report the positive and continuing impact of applying such practices in schools (Skinns, Du Rose & Hough, 2009; Lloyd & McCluskey 2008; Kane et al. 2007; Wong, 2008).

By addressing those dimensions, ACCORD will lead teachers to promote welcoming and safer learning environments which favour integration and diversity acceptance. We start from the assumption that improving teacher-student relationships may produce a positive impact at the micro-level, by favouring a positive educational environment that will, in turn, help to promote better mutual understanding and integration.

### Conflict management

Conflict is a fact of life (UNESCO, 2012). A conflict defines an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities (i.e., individual, group, organization, etc.) (Rahim, 2002). It differs from a dispute or divergence, as a conflict involves an opposition of interests, needs or values, where the satisfaction of one's needs is not compatible with the satisfaction of the needs of the other part (Gascon, 1995). Conflicts are usually featured by three major phases (Gascon, 1995), i.e., the original moment of expression of unsatisfied needs; if those needs are not met, the conflict enters into a second phase, characterized by the shock of

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<sup>1</sup> <https://www.unicef.org/education/files/PeaceEducation.pdf>

<sup>2</sup>

[https://s3.amazonaws.com/academia.edu.documents/31096123/DICE.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1518731697&Signature=xXHAc5XUySFQRzBlcNoK%2BiTmZ40%3D&response-content-disposition=inline%3B%20filename%3DDDeveloping\\_Intercultural\\_Competence\\_thro.pdf](https://s3.amazonaws.com/academia.edu.documents/31096123/DICE.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1518731697&Signature=xXHAc5XUySFQRzBlcNoK%2BiTmZ40%3D&response-content-disposition=inline%3B%20filename%3DDDeveloping_Intercultural_Competence_thro.pdf)

<sup>3</sup> Curriculum Development and Review for Democratic Citizenship and Human Rights Education

<sup>4</sup> Council of Europe (2010), Charter on Education for Democratic Citizenship and Human Rights Education, Recommendation CM/Rec (2010)7 of the Committee of Ministers, section I, para. 2.

these needs with other needs or interests, with the intervention of elements such as mistrust, fears and misunderstandings; the situation eventually reaches a third phase, described as a crisis which manifests itself in an open and violent confrontation.

Conflicts are often perceived as negative. Nevertheless, their impact may engender positive consequences associated with increased innovation and improved relationships between the actors involved (Dimas, 2007; Fragoso & Lucio-Villegas, 2010). Rahim (2002) distinguishes between two processes of handling conflicts, namely resolution (the reduction, elimination, or termination of conflict) and management (the process of limiting the negative aspects of conflict, while enhancing its constructive aspects). The latter maximizes the constructive functions of conflict in order to enhance learning.

As applied to education, the challenge for teachers is to channel conflicts into constructive responses (UNESCO, 2012). In ACCORD, we consider conflicts as opportunities for stimulating relations between groups, defending interests and moving towards group cohesion. Hence, we aim to promote a conflict management approach, which aims to enhance the constructive aspect of conflicts instead of eliminating them.

To Tschannen-Moran (2001), conflict management defines “a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives.” Conflict management processes intend to prevent the emergence of destructive conflict, move from violent towards spoken conflict, and transform conflicts to lasting peace by addressing its root causes. They include a wide range of practices, including communication, problem solving, dealing with emotion, understanding positions (Brett, 2001; Pondy, 1992; Putnam & Poole, 1987), as well as negotiation (discussion between parties in order to reach a mutual agreement) and mediation (where one or more outsiders, or third parties, assist the parties in their discussion) (Carnevale, 1992).

Aside conflict management, John Burton developed the concept of *conflict prevention*, in contrast with *prevention*. The former intends to prevent the conflictive event, i.e. to deny it and avoiding its effects, thus reinforcing its negative character. The latter, in contrast, aims to create the necessary conditions to face, address, discuss and solve the conflict. John Burton and Paco Cascón consider prevention as an intervention to be conducted before the conflict's crisis, through the deployment of abilities, attitudes and competences which allow for controlling and eliminating its sources. Among the conflict prevention abilities, we highlight the following:

- Create a trustful environment within the group (for example, a feeling of belonging to the class, school, town, country, world, and an identification with the values of the Universal Declaration of human rights);
- Encourage communication (easy and sincere communication channels, build common codes, practice an active listening ...);
- Making decisions by consensus;
- Work cooperation;
- Addressing prevention does not mean that conflicts will arise. Hence, it is important to learn to analyze, negotiate and find creative solutions which satisfy for all the parties involved.

Intercultural conflict defines the implicit or explicit emotional struggle or frustration between individuals of different cultures over perceived incompatible morals, values, norms, face concerns, goals, scarce resources, processes, and/or outcomes in a communication situation (Ting-Toomey, 2005, 2011). They often originate in the perceived or actual incompatibility of moral values or “incommensurate moral orders” (Pearce and Littlejohn, 1997, p. 51), and usually imply cultural membership factors like rooted worldviews/morals, cultural values, ethnic/racial, religious, and/or language (Dorjee, Noorie Baig & Ting-Toomey, 2012).

### **2.3. Pedagogical approaches**

In order to teach teachers about inclusive education and conflict management, ACCORD will adopt three main pedagogical approaches, i.e., digital education, game-based learning and scenario-based learning.

#### Digital education

The rationale for ACCORD is that of addressing this need by bridging social skills enhancement and assessment with the smart agenda proposed in the Europe 2020 strategy, which encourages the use of digital technologies for extending the accessibility of resources and rebating their implementation and running costs.

As negotiation and conflict resolution is identified as the main theme of this proposal, the use of digital technologies is fundamental in reaching more people and making it available as a freely accessible learning and assessment tool. Negotiation, and especially intercultural communication and negotiation training programmes today, are largely restricted to MBA programs and in courses for major corporations. Similarly, conducting assessment for soft-skills,

such as negotiation, is extremely expensive and only large companies can afford the cost of it. This financial constraint prevents many beneficiaries, such as schools or universities, where teachers are formed, to take advantage of the same assessment methods that large companies can afford. This clearly constitutes a major limitation, as it restricts their ability to better prepare educational staff on the basis of both their technical and social competences.

Moreover, it should be noted that supporting people of different ages and social groups in fostering and enhancing transversal competences, such as intercultural communication and negotiation is also a key priority within the whole Erasmus+ Programme, together with a better and more cost-effective use of digital resources.

In this context ACCORD project will provide a structured and innovative platform for the provision of pedagogy and assessment methods for helping teachers and educators to enhance and (self-)assess their intercultural competences and negotiation abilities based on recent psychological modelling through the application of current ICT research (e-learning, mobility, internet, artificial intelligence). Indeed, extending the use of online and ICT resources into education is a major priority for Europe (Digital Agenda in Education) and for the countries involved in the project.

ACCORD aims to address teacher training and self-development by offering a unified approach to teacher self-development that can be accessed online, by therefore minimising the costing of the delivery thanks to the implementation and design of a MOOC (Massive Open Online Course) and by giving the teachers the opportunity, through an innovative methodology exploited from the project ENACT, to test and improve their skills.

On the other hand, this new role of teachers is clearly acknowledged by the European Commission with the document Supporting teacher competence development: “the roles of teachers and schools are changing, and so are expectations about them: teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use digital technologies for teaching effectively, engage in evaluation and accountability processes, and involve parents in schools” (European Commission, 2013).

#### Game-based learning

For a long time, research has identified a relation between playing and learning (Malone and Lepper, 1987; Rapeepisarn, Wong, Fung and Khine, 2008), and various authors have demonstrated the potential of digital games for educational purposes (e.g. Aldrich, 2005; Gee, 2005; McClarty et al., 2012; Prensky, 2001; Rapeepisarn et al., 2008). Indeed, games are featured by several qualities which can enhance learning processes. Particularly, they are considered to be an ideal medium for learning in the 21st century (Ulicsak & Williamson, 2011). The most cited argument for applying games to education is their potential to foster intrinsic motivation, so that learning occurs almost without students realising it (Gee, 2003; Ulicsak & Williamson, 2011; Whitton, 2008). They also include various qualities which may foster the learning objectives targeted by ACCORD, as described below.

Digital games promote learner-centred methodologies, by offering a learning path which adjusts to learners’ pace and performance: following a scaffolding system, games allow for personalized learning processes which adapt to learners’ profiles, learning styles and level of skills (Gee, 2003; McClarty et al., 2012). In the context of ACCORD, such self-paced learning processes are particularly suited for teachers, given their professional and time constraints.

In addition, digital games are interactive objects which give feedback and present new problems dialogue; hence, they provide players with a real sense of agency and control over their actions (Gee, 2005). They also provide meaningful learning experiences by simulating highly interactive scenarios where learners face real-world problems (Perrotta et al., 2013; Ulicsak & Williamson, 2011); as a result, learning occurs in a situated context which makes sense to them. This interactive quality seems adapted for the ACCORD training, which aims to reflect real-life intercultural conflict scenarios.

Games constitutes virtual worlds featured by freedom and exploration (Gee, 2009): they offer short feedback cycles, which allow learners for testing their hypothesis through trial and error processes (Gee, 2005; Ke, 2009). In addition, they offer the chance to try out different roles and identities (Gee, 2003); such immersive experience support deep learning processes where students learn through concrete experiences. Hence, games present risk-free environments where learners can try out various options without suffering the consequences of failure in real life (Perrotta et al., 2013). Rather, failures are considered positive in games, as they enable to understand new patterns and progress towards the goal. In this context, failure naturally shapes the learning experience (Gee, 2005, 2009; Ke, 2009; Klopfer et al., 2009; McClarty et al., 2012). In the context of ACCORD, this characteristic of game allows teachers for experiencing intercultural conflicts from different points of view, in a safe and controlled settings.

## Scenario-based learning

Scenario-based Learning (SBL) constitutes a pedagogical approach of situated learning<sup>5</sup> embedded in the constructivist learning paradigm<sup>6</sup> (Duffy & Jonnasen, 1991). Situated learning approaches provide meaningful learning experiences by engaging students in authentic learning environments based on real world experiences (Brown, Collins & Duguid, 1989). In such contexts, knowledge can be transformed to competences of action<sup>7</sup>.

Erol, Jägera, Holda, Otta, Wilfried and Sihh (2016) define SBL as the use of scenarios, structured descriptions of real-world problems and related instructions to support active learning<sup>8</sup>. To the authors, they constitute a starting point for students to immerse in a real-world problem and a subsequent solution finding process. Students are provided with a storyline embedded in a real life context, and are required to play a key role for reaching a specific objective (Schank & Cleary, 1995; Schank, Fano, Jona & Bell, 1994). In this context, they take an active stance to learning, (Donnelly and Fitzmaurice, 2005), applying prior and new knowledge as they solve challenges presented in the scenario (Kolb and Kolb, 2005). Hence, SBL moves from a content-focus to a context-focus<sup>9</sup>.

SBL has proved to support reflective practices in teacher educators' professional development contexts (Naidu, Menon Gunawardena, Lekamge & Karunanayaka, 2005) and professional training (Errington, 2010). Furthermore, its application to digital environments enabled learners to find solutions to real-world problems, and to meaningfully apply knowledge (Chu, 2007; Karunanayaka & Naidu, 2009; Mery & Blakiston, 2010). Nevertheless, it is a complex task to design of rich, authentic scenarios and adequately integrate them in digital environments to stimulate reflective learning practices (Naidu, Menon Gunawardena, Lekamge & Karunanayaka, 2007).

## **2.4. Training tools**

The ACCORD training will be supported by different online tools, as described below.

### The ENACT game

ENACT's fundamental aim was to contribute to the development of innovative ICT-based content, services, pedagogies and practices. In particular, it had the objective to provide free, flexible, innovative teaching and assessment methods for improving negotiation and communication skills in formal and informal educational contexts. The objective of the project was twofold. On one hand, to design and realise an innovative and diverse training methodology, in the form of an online "game", suitable for use as both a stand-alone tool for self-learning and in conjunction with traditional training methodology. ENACT's pedagogy emphasizes practical skills by exploiting an innovative technology that uses autonomous agents as virtual interlocutors (bots) for the user. Learners are free to play the role-play games whenever they like, while immersivity in the game will be assured by use of modern interactive technology. On the other hand, to develop an innovative and scientifically sound assessment methodology, in the form of an intelligent tutor, capable of providing reliable analysis of the user's negotiation and conflict resolution competences and communication style.

The negotiation model adopted in ENACT is based on the five styles of handling conflict proposed by Rahim (Rahim and Bonoma, 1979). This model differentiated the styles of handling interpersonal conflict on two basic dimensions: concern for self and concern for others and identify five specific styles of handling conflict: integrating, obliging, dominating, avoiding, and compromising. The choice of this model is motivated by the fact that it stresses the learning process and the idea of enabling people to learn the appropriate use of the conflict styles depending on situations and it comes with an inventory, the Rahim Organizational Conflict Inventory-II (Roci II), for assessing the 5 styles of handling interpersonal Conflict (Rahim & Bonoma, 1983, 2001). The ROCI II is the most widely and rigorously tested assessment instrument used by many researchers through the years and is available in many languages. The validation conducted during the project consisted of a correlation study between Enact software outcomes, Rahims test, and a series of other tests. Results, reported in the publicly available deliverables of ENACT show that an alternative way of assessing psychological dimensions (in particular, conflict management styles) through rich interactive systems is not only feasible but, for the ease of use and visual appeal demonstrated, can also be deemed desirable for developing the next generation of psychological assessment tools. Validation results from the two trials performed with 723 people in 4 different countries are still not conclusive on the reliability and validity

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<sup>5</sup> J. Lave and E. Wenger, *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press, 1991.

<sup>6</sup> Duffy, T. M., & Jonassen, D. H. (1991). *Constructivism: New implications for instructional technology?* 30(10), 7-12.

<sup>7</sup> M. Schar, "Scenario Based Learning - Designing Education Lab," *Scenario Based Learning - Designing Education Lab*, Dec2015.

<sup>8</sup> [https://publik.tuwien.ac.at/files/PubDat\\_250804.pdf](https://publik.tuwien.ac.at/files/PubDat_250804.pdf)

<sup>9</sup> <https://files.eric.ed.gov/fulltext/EJ1149180.pdf>

of the entire scales within ENACT, as the project has just finished. However, 3 out of 5 scales in the second version provides reliable results, and few more work is still needed on the other 2 scales.

The ENACT game is a role-playing game developed to be a web application accessible through the browser and playable from the most used desktop and mobile platform, in order to maximise diffusion. It is organized in scenarios, each independent from the others, where the user will play a different character and will negotiate with various virtual agents. Virtual agents are implemented as a virtual 3D bot inside a game based scenario and interact dynamically with the user. They can express a range of basic expressions using verbal cues, as vocal tone and structure of the sentence, and non-verbal indicators, as facial expression, eye contact, body posture and gestures. The user is also represented by a 3D character inside the scenario. The bot-player interaction is organized into states, which include one turn of speech for each party. In every state, the user can choose one among a number of possible sentences, each of which is correlated to a gesture and/or facial expression and a gibberish speech that the user character will execute. After the player's answers, the artificial agent computes his answer using one of the sentences provided for that state consistently to the state of the internal variables. The non-verbal expressions of the agent are coded with movement scripts. The interface is designed to be as intuitive as possible. The game is fully cross-platform and it is accessible on the ENACT game website: [www.enactgame.eu](http://www.enactgame.eu).

Users can play the game in English, Italian, Turkish and Spanish and includes different situations and different roles for the user. Enact game provides several independent scenarios inspired by everyday life situations where the user can play a different character and negotiate with various artificial agents represented by 3D avatars. Figures below show some of the interface characteristic of the game:

- An introduction of the situation in which the negotiation or conflict takes place, the two parties involved (one will be the user). Avatars are designed to represent different age ranges and physical traits to reproduce different ethnic characteristics and will represent the user's gender set at the registration phase.
- The user and the artificial agents interacts according to the choice of the user and the artificial intelligence of the bot.



Figure 1 - Screenshots of the ENACT game

## The EMMA platform

UNINA is also leading the consortium EMMA (European Multiple MOOC Aggregator), a network of 12 universities, research centres and 8 European countries companies operating in the digital education market. The platform Federica Web Learning and the European counterpart EMMA provides an efficient infrastructure consisting of a digital platform and a wide range of services and e-content products.

Since September 2015, Federica Web Learning is also a University Centre for innovation, experimentation and dissemination of multimedia teaching that is unique in the Italian academic landscape. Federica exploits the increasing popularity of new formats based on alternative and non-formal approaches developed for lifelong learning. In this realm, Federica Web Learning push towards innovative line of development of MOOC courses: Massive Open Online Courses. The MOOC challenge is at the centre of the national launch of a new channel, [www.federica.eu](http://www.federica.eu), open to contributions from other universities and corporate or institutional partners, on an intensive web learning model characterized by: (a) Extensive use of text elements in lectures through descriptive and argumentative slides; (b) organization of lectures in teaching units, introduced by a video presentation of the teacher; (c) wide range of in-depth material link available online; and (d) offering multi-disciplinary core course interoperability and synergy with qualified electronic publishing.

The interfaced on [www.federica.eu](http://www.federica.eu), which allows easy navigation through simultaneous texts, videos, notes and sharing tools, is at the forefront in the international panorama of multimedia teaching and the widespread usage and production of MOOC testifies the goodness and effectiveness of the project. More than 40 MOOCs, covering a wide range of subjects have been already produced and made available for free to the Italian and European public.

One MOOC on negotiation, conflict resolution and communication was produced by the coordinator of this project (Prof. Davide Marocco) within the dissemination activities of ENACT project and was followed by over 600 attendees. More editions will be launched and an Italian government institution is about to use the course as part of their internal employees training.

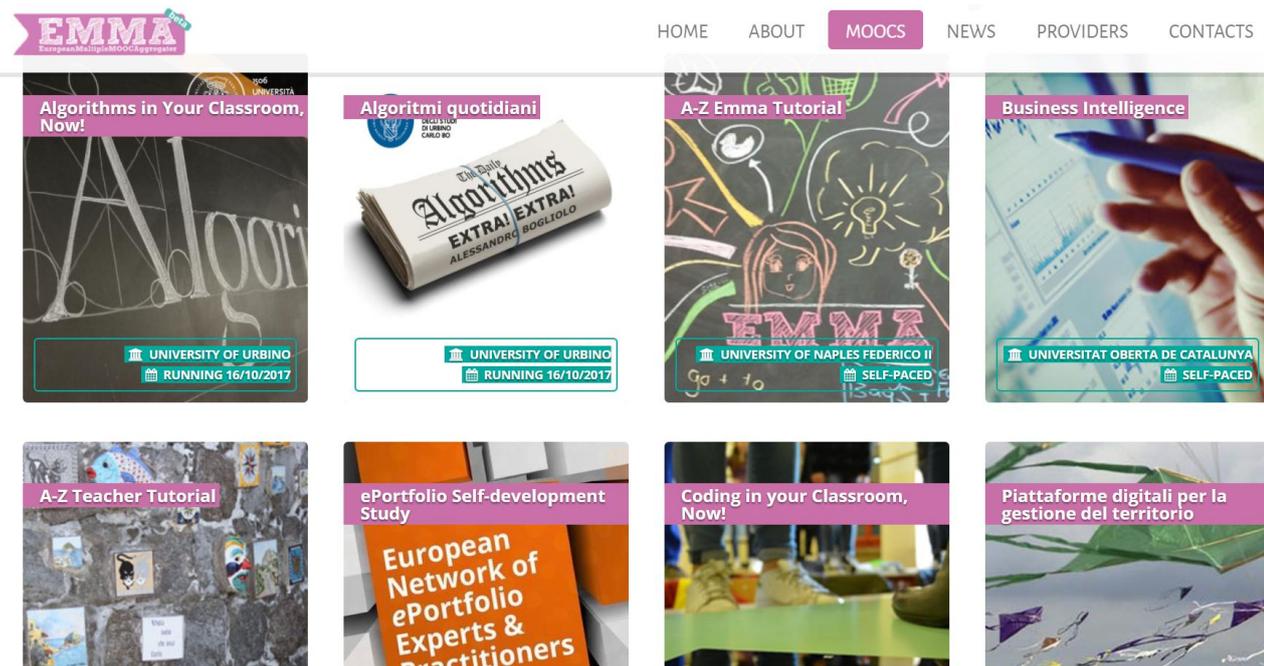


Figure 2 - Screenshot of the EMMA platform

### 3. ACCORD competence framework

This chapter identifies a set of competences that the project training should target. It first defines the concept of competence and describes the methodology used to create the framework. Afterwards, it defines the project approach to collaborative learning. Finally, it formulates a series of recommendations to be applied in the definition of the training methodology.

#### 3.1. The concept of competence

Competence can be defined as “the proven ability to use knowledge, skills and personal, social and/or methodological abilities (attitudes), in work or study situations and in professional and personal development” (European Communities, 2008, p. 11), or as “a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain” (Deakin Crick, 2008). Hence, competences are distinguished from skills, which refer to the ability to perform complex acts with ease, precision and adaptability.

In its guide for supporting teacher competence development (EC, 2013), the EC highlights several characteristics of the concept of competence as applied to education:

- it involves tacit and explicit knowledge, cognitive and practical skills, as well as dispositions (motivation, beliefs, value orientations and emotions);
- it enables teachers to meet complex demands, by mobilizing resources in context and deploying them in a coherent way;
- it empowers teachers to act professionally and appropriately in a situation;
- it allows teachers for undertaking tasks effectively (achieving the desired outcome) and efficiently (optimizing resources and efforts);
- it can be demonstrated to a certain level of achievement along a continuum.

The guide distinguishes between *teaching competences* and *teacher competences* (OECD, 2009): the former focus on the role of the teacher in the classroom, where professional knowledge and skills are mobilized for teaching in action, while the latter refer to a wider view of the teacher profession, in relation to different levels, i.e., the individual, the school, the local community, and professional networks. ACCORD focuses on both types of competences.

#### 3.2. Competence framework design

In order to design the ACCORD competence framework, we followed different steps, as described below.

##### a) Audit of existing competence frameworks

First of all, we identified and analysed a set of existing competence frameworks related to the different dimensions of ACCORD, i.e. Intercultural literacy, pedagogy and conflict management. We also analysed frameworks related to 21<sup>st</sup> Century skills and lifelong learning. In total, we considered 19 frameworks.

##### *Intercultural literacy*

- UNESCO intercultural competences (Deardoff, 2011)
- Recognising Intercultural Competence: What Shows that I Am Interculturally Competent? (Lazar, 2012)
- Multicultural Personality (Van der Zee, & van Oudenhoven, 2000)
- Competences for democratic culture (COE, 2016)
- INCA framework (Kirchberger, 2009)

##### *Inclusive education*

- Developing Intercultural Competence through Education (Barrett et al., 2014)
- Framework of teacher competences for engaging with diversity (COE, 2010)
- How all teachers can support citizenship and human rights education: a framework for the development of competences (Peter Brett, Pascale Mompoin-Gaillard and Maria Helena Salema, 2009)
- Reference Framework of Competences for Teaching European Citizenship Literacy (ELICIT, 2010)
- Guidelines on Human Rights Education for Secondary School Systems (OSCE/ODIHR, 2012)
- Supporting teacher competence development for better learning outcomes (EC, 2013)
- Common European Principles for Teacher Competences and Qualifications (EC, 2010)

- Western Australia Teacher Competency Framework (2004)
- TRANSIT Competency Framework for Teachers (2014)

#### *Conflict management*

- Intercultural Education in the Post-Primary School (National Council for Curriculum and Assessment, 2006)

#### *Other relevant models*

- Partnership for 21st Century Skills (2006)
- Assessment and Teaching of 21st Century Skills (Binkley et al., 2012)
- Key competences for lifelong learning (EC, 2006)

#### b) Extraction of competences

Afterwards, the frameworks were deconstructed so to extract all the competences which they contained (See Annex 1). This process resulted to the identification of 260 possible competences.

#### c) Selection of competences for inclusion in the model

In order to include the most relevant competences, we applied a number of principled criteria: (a) corresponding to the three dimensions of ACCORD; (b) conceptually clear; (c) formulated at a general rather than at a specific level, so to allow users for adapting the general to their specific contexts; and (d) conceptually distinct from other competences (COE, 2016).

#### d) Structuration

Afterwards, we organized the set of competences obtained into a number of descriptors structured in knowledge, skills and dispositions. To do so, we adopted a number of pragmatic considerations proposed by the guide for supporting teacher competence development (EC, 2013). The considerations were that the framework should:

- reflect the culture and context of use;
- be expressed in a way that promotes teacher agency;
- be based on a culture of trust;
- motivate teachers to grow as professionals;
- be of sufficient detail for the intended purpose;
- be dynamic, rather than too fixed, so to ensure further development in line with changing circumstances;
- use language in which teachers can recognise themselves and their school reality, i.e., as concrete as possible, unambiguous, clear, simple, understandable by all users, consistent, empowering, affirming and positive, action-oriented (e.g. can-do statements with examples of concrete applications to teachers' daily work).

Finally, we made sure that all competences included in the model was teachable, learnable and assessable (either through self-assessment or assessment by others).

#### e) Adaptation to the results of the user needs analysis

We adapted the obtained version according to the results of the user needs analysis performed in D3.1. The national focus groups conducted by each partner revealed that teachers considered the distinctive elements of the competence framework as relevant, especially in the way they are presented and their relations, i.e., the differentiation between knowledge, skills and dispositions. Participants highlighted the elements of competences which they considered as more relevant to address intercultural conflict situations. Those were taken into account to adapt the competence framework.

#### f) Expert validation

The framework passed a validation process with an expert in the fields of cultural identity in the school, intercultural education, intercultural mediation and conflict management: Dr. Jaume del Campo, Professor at the University of Barcelona, member of the GREDI research group for intercultural education.

<b>A</b>	<b>Analysis of existing models</b>
<b>B</b>	<b>Extraction and selection of competences</b>
<b>C</b>	<b>Organization in knowledge, skills and dispositions</b>
<b>D</b>	<b>Adaptation to the results of the user needs analysis</b>
<b>E</b>	<b>Expert validation</b>

### 3.3. Presentation of the competence framework

ACCORD competence framework for inclusive education and conflict management consists of three areas which correspond to the ACCORD conceptual dimensions:

- *Intercultural literacy*: the upstream competences required to understand and address culturally diverse educational environments
- *Pedagogical approaches*: the competences needed for providing educational methodologies oriented to an inclusive school, featured by intercultural coexistence and positive approaches towards conflicts.
- *Conflict management*: in case of conflictive situations, the required competences to carry peaceful processes as a means of resolving them.

Each competence area includes a set of descriptors classified into (a) knowledge and understanding - “I am aware of, know about and understand ...”; (b) skills (cognitive and practical) - “I am able to ...”; and (c) dispositions (beliefs, attitudes, values, commitment) - “I demonstrate”. In total, the framework includes 31 descriptors.

AREAS	KNOWLEDGE, SKILLS, DISPOSITIONS	DESCRIPTORS
<b>INTERCULTURAL LITERACY</b>  <i>Understanding and addressing culturally diverse educational environments</i>	<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• <b>Understanding of cultural diversity as applied to education and society:</b> knowledge of the concepts of culture, diversity, multiculturalism and interculturalism, majority and minority cultures, inclusion and exclusion, stereotyping, discrimination, prejudice, racism, and understanding their implication in education, citizenship and human rights.</li> <li>• <b>Appreciation of the different cultures present in the teaching environment:</b> knowledge of the key-elements of which feature the cultures (codes of conduct and manners, value systems and beliefs, religions, history), as well as migration flows, economies, and cultural heritage; understanding of the impact of socio-historical contexts on people’s behaviours.</li> <li>• <b>Awareness of intercultural communication:</b> knowledge of the principles of nonviolent communication; awareness of the main communicative conventions of the cultures present in the school; understanding the impact of language on students’ perspectives.</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Cultural understanding and sensitivity:</b> interpretation of needs, symbols, documents and artefacts from the different cultures present in the teaching environment; adaptation of one’s behaviour to new cultural environments.</li> <li>• <b>Intercultural communication:</b> adaptation of one’s communication to other cultural environments; empathic listening and observation; consideration of verbal and non-verbal messages.</li> <li>• <b>Critical cultural thinking:</b> awareness of cultural stereotypes, explicit and implicit prejudices; appraising of sources of information.</li> </ul>

	<p><b>Dispositions</b></p>	<ul style="list-style-type: none"> <li>• <b>Intercultural open-mindedness:</b> value of cultural diversity and pluralism; interest, curiosity, sensitivity and tolerance towards students’ cultural views, perspectives and behaviours; open and non-judgmental attitude towards individuals from other cultural groups, and recognizing them as peers.</li> <li>• <b>Cultural flexibility:</b> willingness to question what is usually taken for granted as ‘normal’ according to one’s previously acquired knowledge and experience; tolerance to ambiguity and uncertainty; reflection on one’s identity and engagement with diversity. Disposition to adapt to new, unknown situations.</li> <li>• <b>Social responsibility and initiative:</b> propensity to actively approach social situations and to take initiative; engagement in active and democratic participation and decision-making; disposition to volunteer and to participate in civic activities; support for cultural diversity and cohesion; willingness to overcome intercultural stereotypes and prejudices; promotion of anti-racism.</li> <li>• <b>Cultural empathy:</b> disposition to empathize with the thoughts, feelings, and behaviours of students with different cultural backgrounds; appreciation and consideration of students’ cultural differences in comparison to one’s own.</li> </ul>
<p><b>PEDAGOGICAL APPROACHES</b></p> <p><i>Fostering intercultural coexistence and positive approaches towards conflicts</i></p>	<p><b>Knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>• <b>Understanding of inclusive school principles:</b> knowledge of teaching methodologies for addressing cultural diversity and students’ heterogeneity in the classroom.</li> <li>• <b>Curricular knowledge:</b> understanding of the aims, purposes and contents of peace education, intercultural education, EDC/HRE.</li> <li>• <b>Understanding and integration of the core principles of proactive restorative practices:</b> knowledge of processes and strategies which proactively build healthy relationships and a sense of community to prevent conflict, such as nonviolent communication, and the organization of discussion circles.</li> </ul>
	<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• <b>Culturally sensitive teaching:</b> integration of students’ histories and cultural references (role models) into teaching; introduction of students to an understanding and appreciation of their cultural heritage; adaptation of educational contents, methods and materials to the needs of groups whose cultures diverge from the majority group; use of culturally appropriate methods of assessment; critical evaluation of diversity within teaching materials (textbooks, videos, media).</li> <li>• <b>Creation of a classroom culture:</b> promotion of students’ sense of belonging to the classroom; promotion of cultural exchanges so to facilitate solidarity; promotion of classroom discussion, including towards differences and controversial issues; use of proactive restorative practices such as discussion circles.</li> <li>• <b>Community building among the educational community:</b> sustainable communication with colleagues and families from different cultural backgrounds; planning of educational opportunities allowing students for engaging with the community and as citizens; involving parents in school activities and collective decision-making; collaboration with cultural institutions.</li> <li>• <b>Democratic teaching methodologies:</b> use of participatory approaches which involve students in learning and decision-making; guarantee of equal and equitable learning opportunities; use of training methodologies to challenge prejudice, discrimination and racism.</li> </ul>
	<p><b>Dispositions</b></p>	<ul style="list-style-type: none"> <li>• <b>Openness to reflect and evaluate own teaching practice and its impact on students:</b> critical attitude to one’s own teaching in relation to cultural diversity; disposition to lifelong learning.</li> <li>• <b>Commitment to promoting the learning of all students:</b> disposition to provide of culturally appropriate and responsive quality education for all.</li> <li>• <b>Awareness of the role of education for change and the social good:</b> belief that education can contribute to struggling against racism, violence, racism, extremism, xenophobia, discrimination and intolerance, and to promoting</li> </ul>

		students' democratic practices as European citizens.
<b>AREA 3 - CONFLICT MANAGEMENT</b>  <i>Carrying constructive processes as a means of resolving conflicts</i>	<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• <b>Understanding of the factors that contribute to the development of classroom conflicts:</b> knowledge about stereotypes and prejudices creating discrimination among students; awareness of the influence of students' individual differences, values, attitudes, needs, expectations, personality and cultural traits on intercultural communication and conflict management processes; awareness of the complexity of empathising with students of different cultures, religions, and political positions and of related risks</li> <li>• <b>Knowledge of the principles, steps, strategies and styles of conflict resolution</b></li> <li>• <b>Understanding and integration of the core principles of reactive restorative practices</b></li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Analysis of the conflict and students' emotions:</b> systemic examination of the conflict's dynamics, the type of needs behind emotional behaviours.</li> <li>• <b>Restorative practices:</b> organization and management of discussion circles with those who are affected by the conflict so to address concerns, achieve understanding, and come to an agreement; posing restorative questions; promotion of students' expression of their needs and opinions; support of students' responsibility and reparation in case of damages; fostering students' confidence and empathy.</li> <li>• <b>Mediation:</b> helping students to switch their perspectives by reframing the situation; clarification of students' needs, interests and positions through relevant questions; management of communication breakdowns; legitimacy of students' positions and perspectives.</li> <li>• <b>Negotiation:</b> separation of people from the problem; addressing the conflict in terms of interests instead of positions; establishing and searching for objective criteria; invention of alternative and creative solutions for mutual gain; examination and exploration of differences for arriving to a constructive solution; involvement of the students concerned in effective decision making.</li> </ul>
	<b>Dispositions</b>	<ul style="list-style-type: none"> <li>• <b>Emotional stability:</b> propensity to remain calm in stressful situations.</li> <li>• <b>Flexibility:</b> disposition to decentre from one's own perspective and to take multiple perspectives into consideration; disposition to approach alternative opinions and arguments with an open mind and to engage in constructive and critical dialogue; disposition to compromise.</li> <li>• <b>Ethics and fair-mindedness:</b> integrity and ethical behaviour in using influence and power.</li> </ul>

## 4. Recommendations for designing the ACCORD training

As an outcome of the different tasks conducted in the context of WP3 (the user needs analysis reported in D3.1 and the definition of the pedagogical framework), it is possible to provide a set of recommendations to be taken into account within the next steps of the project, i.e., “Psychological modelling of conflict resolution” (WP4), “Adaptation and integration of technologies” (WP8) and “MOOC design and implementation” (WP9). Recommendations are organized in three different aspects, namely “curriculum”, “strategies and materials”, and “online environment”.

### 4.1. Curriculum

The ACCORD training curriculum should address the following topics.

#### Intercultural literacy

- **The main concepts around cultural diversity:** presentation of the concepts of culture, diversity, multiculturalism and interculturalism, majority and minority cultures, inclusion and exclusion, stereotyping, discrimination, prejudice, racism, and their implication in the educational context.
- **The different cultures present in the teaching environment (contents should be localized in the different partners’ countries):** the key-elements of which feature their students’ cultures (codes of conduct and manners, value systems and beliefs, religions, communicative conventions, history, migration flows, economies, and cultural heritage), especially the ones of other continents, such as Africa and Asia.
- **Democratic citizenship and human rights:** the human rights declaration, legislations and institutions and their implication in education; historical and contemporary human rights struggles; integration of the key principles of human rights in everyday teaching situations and participation in the promotion and protection of human rights.
- **Intercultural communication:** the important communicative conventions within the cultures present in the school, i.e., verbal (linguistic contents) and non-verbal aspects (gestures); the principles of nonviolent communication (e.g. the four steps of Marshall Rosenberg).

#### Pedagogical approaches

- **The principles of inclusive school:** teaching methodologies for addressing cultural diversity and students’ heterogeneity in the classroom, i.e., adaptation of contents, materials and strategies for culturally sensitive teaching and assessment; integration of students’ histories, cultures and religions in different subject areas; training methodologies which address the educational and cultural needs of minority groups
- **Curricular knowledge:** understanding of the aims, purposes and contents of peace education, intercultural education, EDC/HRE.
- **The core principles of proactive restorative practices:** processes and strategies which proactively build healthy relationships and a sense of community to prevent conflict, such as nonviolent communication, and the organization of discussion circles.
- **Teaching strategies for creating a democratic classroom culture:** participatory approaches which involve students in learning and decision-making; training methodologies which challenge prejudice, discrimination and racism; methodologies for engaging in cross-cultural collaborative learning and promoting classroom discussion.

#### Conflict management

- **The factors that contribute to the development of classroom conflicts:** stereotypes and prejudices creating discrimination among students.
- **The principles, steps, strategies and styles of conflict resolution**
- **The core principles of reactive restorative practices:** discussion circles, restorative questions; promotion of students’ expression, responsibility and reparation in case of damages.
- **Key aspects of intercultural mediation and negotiation in the classroom:** situation reframing, clarification of students’ needs, interests and positions, legitimacy of students’ positions and perspectives, etc.

### 4.2. Strategies and materials

The ACCORD training should provide:

- **Opportunities for reflection, debate and discussion:** the training should include collaborative activities in which teachers have the opportunity to reflect and debate on inclusive education and conflict management,

as well as to share experiences, practices and resources. Such opportunities would allow them for appraising teaching practices across different European Countries, and critically evaluating their own. Furthermore, ACCORD should consider organizing face-to-face encounters among the participating teachers.

- **Pedagogical resources for the classroom:** teaching materials and lesson plans for inclusive educational practices (e.g., peace education, intercultural education, EDC/HRE, restorative practices) in the curriculum, including examples of classroom activities (e.g., proactive circles, affective statements, role-plays, simulations and creative writing), lesson plans, short films, documentaries and role games.
- **Examples of intercultural conflict scenarios** addressing the topics of false empathy, majority vs. minority readings of history, Discussion on ethnic/racial identity, stereotyping, ethnic humour, Racial and ethnic segregation (in schools, cultural and religious differences, micro aggression and prejudices).
- **A set of cases / good practices from other teachers** for inclusive education and intercultural conflict management, including their testimonies and the ones of their students.
- **Practical learning resources and activities** related to conflict management skills, e.g., protocols related to mediation, negotiation, group management and restorative practices.
- **Project-based learning activities:** organization of projects where teachers have the opportunity to plan elements of change (e.g., involvement of students involved in a decision making process, organization of a restoration circle), apply them to their teaching settings, and discuss them within the project community.
- **Case writing activities**, where teachers share their experiences on inclusive education and conflict management.

### 4.3. Online environment

The ACCORD online training environment should include the following features.

- **An open, flexible learning environment** which would allow teachers for monitoring the learning process in a self-paced manner, as well as freely access learning resources and activities.
- **Localized repositories of Open Educational Resources (OERs):** for each project country, websites of interest, official documents, lesson plans, local resources, documentaries, etc.
- **A shared platform** allowing teachers for uploading and sharing their own materials and cases with the project community.
- **A set of collaboration tools:** a set of social networking tools allowing for reflection and discussion (e.g. forums, blogs, focus wikis) among teachers.

The ACCORD training environment should aim to facilitate the creation of a community of practice among the teachers participating the training.

## 5. Conclusions

This deliverable aimed to set the pedagogical framework for the project. To do so, the ACCORD training objectives, conceptual dimensions, approaches and tools were presented. Furthermore, we defined a set of competences for inclusive education and conflict management which will be developed through the training. Finally, we drew a set of recommendations for designing the ACCORD training.

The ACCORD pedagogical framework can be resumed as following: the project will train secondary school teachers in five different EU countries so to prepare them to take an active stand discrimination and racism, to deal with diversity and handle intercultural conflicts. Teachers will develop competences related to intercultural literacy, inclusive pedagogical approaches and conflict management, so to be able to create inclusive learning environments featured by intercultural coexistence and positive approaches towards conflicts. Using game-based learning scenario-based learning approaches mediated by digital technologies, the project will provide opportunities for self-paced professional development, as well as authentic and situated learning opportunities. The project will create and sustain a European community of practice among teachers and educational communities engaged in inclusive education.

The pedagogical framework will be used as a basis for the further steps of the project. More specifically, it will help the consortium in designing the training content, activities and environment. Moreover, it will set the parameters to be taken into account in the implementation activities.

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