



INTER-ACT Activity and Assessment Implementation Methodology

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Disclaimer

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Introduction

The INTER-ACT Activity Implementation and Assessment Methodology

Context

The INTER-ACT Activity Implementation Methodology aims to guide primary school teachers and will assist them in:

- a) Understanding the principles, values and topics addressed by the INTER-ACT Book and what is the best way to use it as a learning tool
- b) Understanding the concept of the INTER-ACT assessment of the achievement of corresponding learning objectives amongst their classroom by implementing the INTER-ACT Assessment Method.

The INTER-ACT Methodology has been developed based on data gathered from students and teachers in Greece, Cyprus, Italy and the Netherlands in autumn 2023. Specifically, the INTER-ACT project consortium gathered data from a total of 123 students and 65 teachers from the 4 countries. More specifically, the Methodology has been developed based on:

- a) The Skills Gap of Primary Education Teachers, in regards to inclusive primary education classrooms, relevant practices and access to inclusive education tools; the Methodology identifies which what teachers need to know in order to support the inclusion of refugee and immigrant children in their classroom while helping them develop interpersonal skills and a European mindset.
- b) Real Incidences in EU Schools; the project consortium identified the real issues teachers and children face every day in regard to including refugee and immigrant students in schools.

Through its 4 Chapters, tThe INTER-ACT Methodology describes the following:

- a) The context of Inclusive Education
- b) The parameters/structure of the INTER-ACT Book Implementation Activity and Assessment parameters
- c) Inclusive Education best practices
- d) The Topics that will be addressed in the INTER-ACT Book

Chapter 1

The concept of Inclusive Education

1. Introduction

Inclusive education stands as a cornerstone principle in modern educational systems, reflecting a commitment to embracing diversity and equity, and ensuring that every learner, regardless of background or ability, can thrive within the educational environment. It goes beyond integrating students with disabilities into mainstream classrooms; it celebrates differences, promotes understanding, and cultivates an environment where all students feel valued, respected, and supported.

Within the framework of INTER-ACT, this methodology has been designed to empower primary school teachers to embrace inclusive education, understanding its principles and significance is fundamental. This chapter explores the core concepts of inclusive education and elucidates its importance within the educational landscape.

2. Defining Inclusive Education

At its essence, inclusive education embodies the belief that everyone has the right to quality education within a supportive and nurturing environment. It transcends the confines of traditional educational paradigms, advocating for integrating diverse learners, including those with disabilities, linguistic differences, cultural backgrounds, and socio-economic disparities. Inclusive education acknowledges and accommodates the unique learning needs of all students, embracing an inclusive community where diversity is not merely tolerated but celebrated.

2. a. The Importance of Inclusive Education

Promoting Equity and Social Justice: Inclusive education serves as a catalyst for social change by dismantling barriers to learning and creating opportunities for all students to participate and succeed. By

addressing systemic inequalities and encouraging a culture of acceptance and respect, inclusive education promotes equity and social justice within educational institutions.

Research supports the positive impact of inclusive education on equity and social justice. According to the UNESCO publication "Policy Guidelines on Inclusion in Education," inclusive education is essential for promoting social cohesion and reducing disparities in educational access and achievement.

Enhancing Learning Outcomes: Research consistently demonstrates that inclusive education environments yield positive outcomes for all students, regardless of their backgrounds or abilities. By embracing diverse perspectives and learning styles, inclusive classrooms promote creativity, critical thinking, and collaboration, leading to improved academic performance and holistic development.

Studies such as the meta-analysis conducted by Forlin et al. confirm the academic benefits of inclusive education for students with and without disabilities. They found that inclusive education leads to improved academic outcomes and social development for all students.

Encouraging Empathy and Understanding: Inclusive education cultivates empathy and understanding among students, cultivates a sense of belonging and community. Through meaningful interactions with peers from diverse backgrounds, "students develop empathy, tolerance, and respect for others, preparing them to thrive in an increasingly interconnected and multicultural world".

The European Agency for Special Needs and Inclusive Education emphasizes the role of inclusive education in promoting social cohesion and intercultural understanding. Inclusive classrooms provide opportunities for students to learn from one another and develop empathy and understanding.

Building Inclusive Societies: By instilling inclusive values and principles from an early age, inclusive education lays the foundation for building more inclusive and equitable societies. By nurturing a generation of compassionate and socially responsible citizens, inclusive education contributes to the creation of a more just, tolerant, and harmonious world.

The United Nations Sustainable Development Goals (SDGs) highlight the importance of inclusive education in promoting sustainable and inclusive societies. Goal 4 aims to ensure inclusive and equitable quality education for all, emphasizing the role of education in bringing up social inclusion and promoting peaceful and inclusive societies.

2. b. Facilitating Peer Learning and Support Networks

Facilitating peer learning and support networks is a cornerstone of inclusive education, offering myriad benefits for students from diverse backgrounds, including immigrant children or those with limited resources. Research by Harry and Klingner emphasizes the importance of inclusive practices for culturally and linguistically diverse students, highlighting the need for collaborative learning environments that support the needs of all learners.

Inclusive classrooms provide opportunities for students to collaborate, share knowledge, and offer support on their educational journey. This collaborative approach not only enhances academic outcomes but also fosters social and emotional development among students, particularly those facing challenges related to immigration or resource constraints. Through collaboration, students are exposed to varied perspectives and learning styles, fostering deeper understanding, and improving critical thinking skills.

Moreover, peer learning and support networks contribute significantly to cultivating a positive classroom climate. Students feel valued and respected when given the chance to contribute to each other's learning, fostering increased motivation and engagement. Positive relationships formed through peer interactions also help combat social isolation, creating a sense of belonging among students who may feel marginalized due to their immigrant status or lack of resources.

For students facing challenges such as language barriers or cultural adjustment issues, peer learning becomes especially valuable. It provides them with opportunities to receive support and encouragement from their peers, enhancing their confidence and self-esteem. Additionally, students without such challenges benefit from interacting with their peers, as it fosters empathy, understanding, and acceptance of diverse backgrounds and experiences.

Educators play a crucial role in nurturing peer learning and support networks within inclusive classrooms. They create structured opportunities for collaboration, such as group projects or peer tutoring sessions, and offer guidance on effective communication and teamwork skills. By embracing a culture of collaboration and mutual support, educators contribute significantly to the academic success and overall well-being of their students, particularly those facing diverse challenges.

In summary, peer learning and support networks are integral components of inclusive education that promote academic achievement, social integration, and positive classroom dynamics, particularly among students from diverse backgrounds, including immigrant children or those with limited resources.

By welcoming collaboration and valuing the contributions of all students, inclusive classrooms create environments where every learner can thrive.

3. The EU's role

The European Union plays a vital role in advancing inclusive education across its Member States. Monitoring Member States' progress towards achieving inclusive education occurs through the European Semester process and the Education and Training Monitor. This monitor not only tracks progress but also provides valuable evidence on the pivotal role of education in combatting inequalities and fostering social inclusion. In addition to monitoring, the Commission actively implements various actions to further inclusive education. For instance:

- Establishing an ET 2020 Working Group on Promoting Common Values and Inclusive Education. This group has curated a concise online compendium of best practices in the field, accessible via Yammer.
- Initiating programs involving positive role models to promote social inclusion and prevent exclusion and violent radicalization among young people.
- Developing a toolkit tailored for youth workers engaging with young individuals at risk of marginalization.
- Instituting the European Award for Social Inclusion through Sport.

Moreover, the Erasmus+ programme contributes significantly by supporting initiatives and activities aimed at developing innovative policies and practices at grassroots levels, with a primary focus on prioritizing social inclusion. Through these concerted efforts, the EU endeavours to foster an educational landscape that is inclusive, equitable, and supportive of all learners.

4. The needs of migrant students

Inclusive education holds particular significance in addressing the needs of migrant students, who often face unique challenges related to language barriers, cultural adaptation, and social integration. Migrant students may experience difficulties in navigating unfamiliar educational systems and environments, which can get in the way of their academic progress and overall well-being.

By embracing inclusive practices, schools can create welcoming and supportive environments that cater to the diverse needs of migrant students. This includes providing language support services, cultural sensitivity training for educators, and adopting peer support networks that promote cross-cultural understanding and acceptance. Additionally, collaborative learning approaches, such as peer tutoring and cooperative group activities, can facilitate the integration of migrant students into the classroom community, fostering a sense of belonging and enhancing their academic outcomes.

Educators play a vital role in supporting the academic and social development of migrant students within inclusive classrooms. By recognizing and valuing the cultural assets that migrant students bring to the learning environment, educators can create inclusive learning experiences that validate students' identities and experiences. Furthermore, ongoing professional development opportunities for teachers can enhance their cultural competence and equip them with the necessary skills to effectively support migrant students in their academic journey.

In conclusion, inclusive education plays a crucial role in meeting the needs of migrant students and their academic success and social integration. By embracing inclusive practices and providing tailored support, schools can create inclusive learning environments where migrant students feel valued, supported, and empowered to achieve their full potential.

Chapter 2

The Parameters and Structure of the INTER-ACT Activity Implementation and Assessment

1. Introduction

The INTER-ACT Book takes students in a classroom through a story with unique characters. Its pages include puzzles and creative activities that challenge students to work together in order to solve them, achieve goals and proceed through the story. Through this activity, students develop their interpersonal skills, they learn about each other and how to work together, exchange cultural experiences, and at the same time, learn about Europe and European Values.

The INTER-ACT Assessment Quiz/Method:

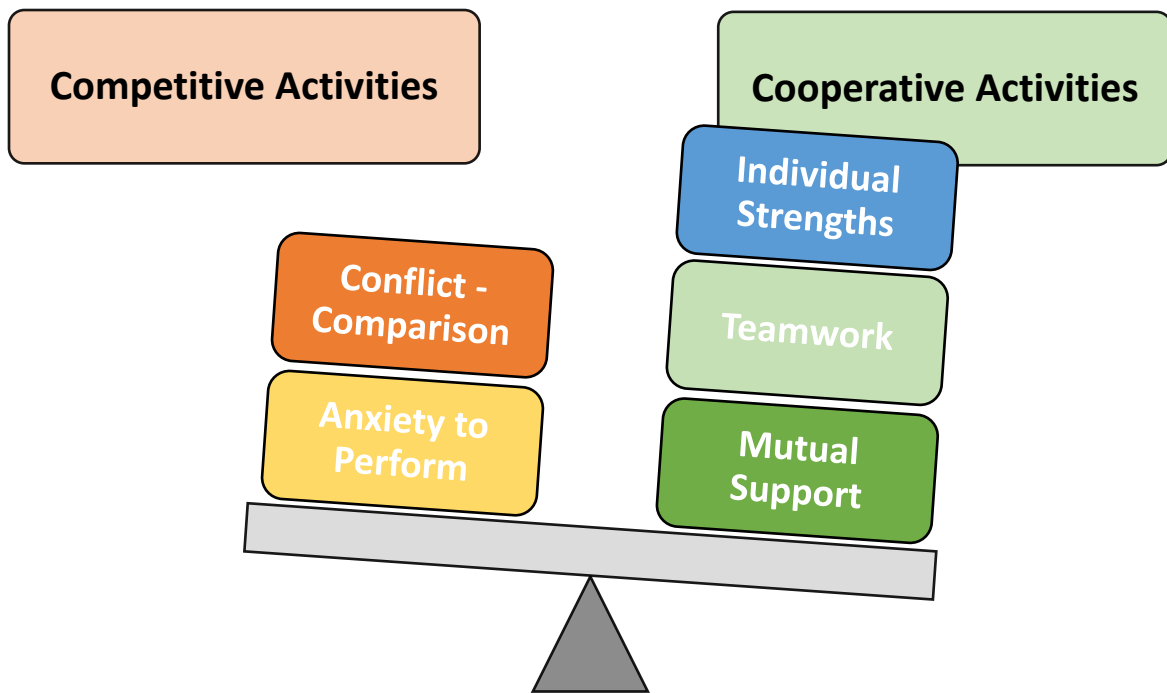
a) Acts as a fun way for students to test their knowledge after completing the INTER-ACT Activity and b) Helps teachers assess the achievement of the learning objectives of the activity, so they are in a better position to understand the individual needs of their students.

2. The INTER-ACT Book Story

The INTER-ACT Story revolves around the adventures of a diverse group of animals, who are challenged to build a brand new Toy Store in a new town. Each animal originates from a different town, and have strengths and weaknesses that render them unique characters, and assets to the 'gang'. In terms of story and narration, the learning activities of the book are an integral part of the story. The characters of the story face various cooperative challenges, and require the students to work together in order to help them build a Toy Store in a new town.

Cooperative activities are naturally more appropriate for fostering inclusion compared to competitive ones because they prioritise teamwork, mutual support and challenge students to bring their individuality to the forefront. Additionally, they reduce stress and pressure while offering equal participation opportunities. Finally, cooperative activities allow diverse student groups to focus on collective achievements rather than comparison with others. They help students develop:

- Communication
- Leadership
- Active listening
- Empathy
- Creativity
- Resilience.



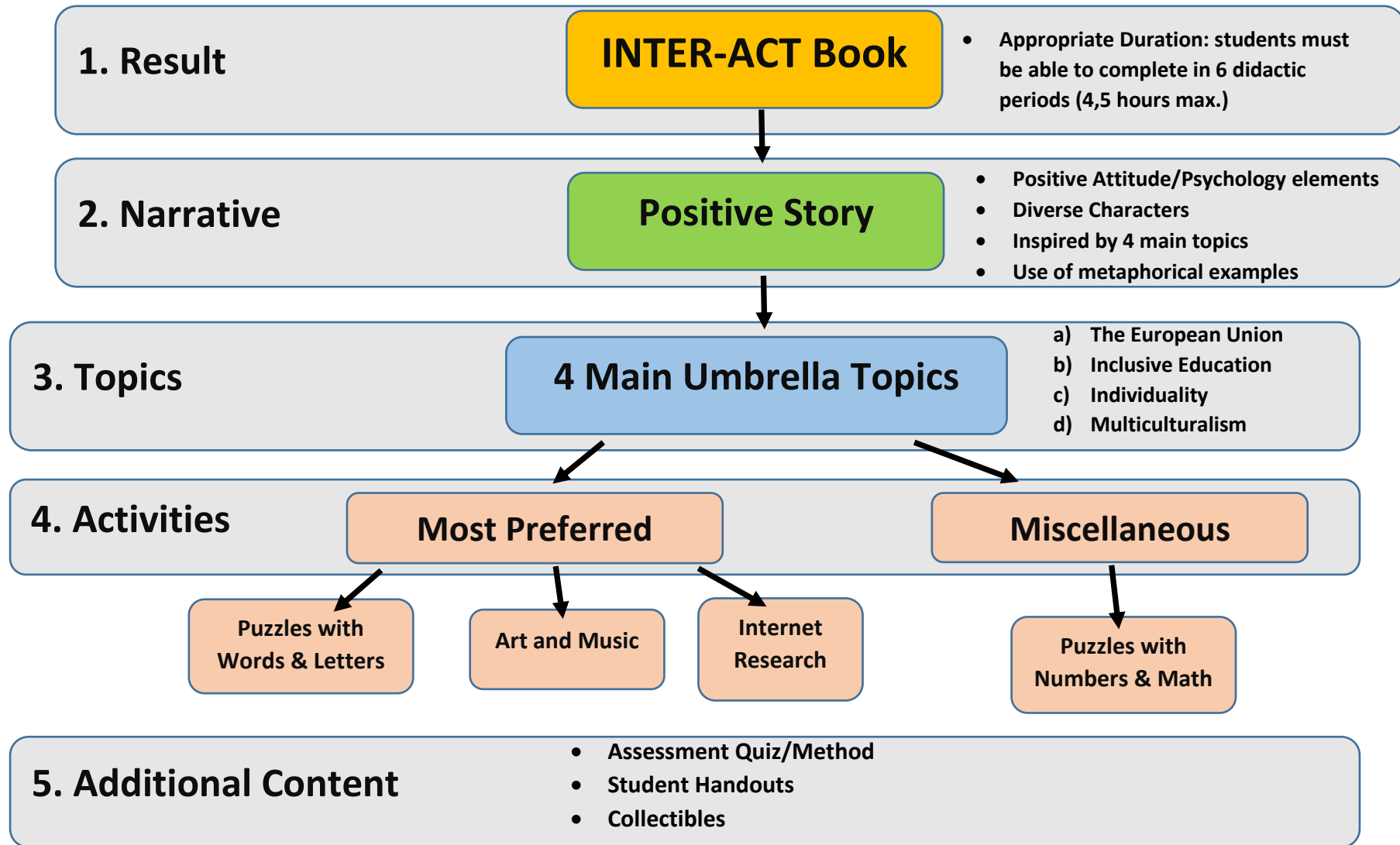
Competitive VS Cooperative Activities

3. The INTER-ACT Book Structure and Content

The INTER-ACT Book content has been developed according to target group research with students and teachers across Europe.

The diagram below describes the INTER-ACT Book structure:

3. a. Diagram: INTER-ACT Book Specification and Content Indication



4. INTER-ACT Assessment Method Description

The INTER-ACT Assessment Method aims to maximise the engagement of students by challenging them to gather evidence of the work they produce during the activities found in the book, as well as to test their implicit knowledge after the conclusion of the activity. By implementing the Assessment Method, teachers are able to assess the achievement of the learning outcomes that derive from the topics addressed in the book, as well as to gain a collective picture of the sense of inclusion in their individual classrooms.

4. a. INTER-ACT Assessment Method: Data Collection

- **Qualitative Data collection via the INTER-ACT Quiz;** The assessment quiz include a set of simple questions/statements that enable students to self-reflect before answering, on individual level. The quiz results inform teachers about:
 - i. **The perceived sense of individual strength development among individual students**
 - ii. **The sense of solidarity among students**
 - iii. **The comprehension of EU values and principles among students**
 - iv. **The students' level of engagement with each other and satisfaction with the activity (for future reference)**

- **Quantitative Data collection via the review of student assignments and works that are produced during the activities** of the book; The second part of the Assessment method requires students to collect evidence and results they produce during the INTER-ACT Book activities, as a group. In the context of this assessment stage, students gather and organise their evidence as a group, resembling a 'group portfolio' and submit it to the teacher for review. The review of these group portfolios, allows the teacher to assess:
 - i. **The collaboration and engagement between students**
 - ii. **The utilisation of skills and knowledge, as well as the contribution of each student in the activities**

Chapter 3:

Inclusive Primary Education Best Practices

1. Introduction

In this historical moment Europe is facing an unprecedented migratory flux of refugees feeling from areas affected by devastating humanitarian crises. This situation caused a dramatic increase in the number of migrant and refugees children attending European schools and in need of the best possible inclusion to succeed in their studies and successfully integrate into their new environment. Despite the many challenges the teachers are facing, we can identify throughout Europe several examples of good practice in the integration of migrant children in primary schools.

As we will see in the collection we are going to present in this chapter, to achieve inclusion of migrant children in schools there are several factors must be considered and actions that can be taken: the involvement of parents and families; sufficient linguistic support; specific teachers professional training; availability of suitable educational materials; etc. Integration good practices can take place either in school or also outside, through non-formal and informal education.

2 Good Practices involving parental engagement

2. a. European Toolkit for Schools

The European Toolkit for Schools is a collection of resources addressed to school's professional and practitioner aimed at providing support to all the professional figures and stakeholders involved in school education (teachers, trainers, directors and parents). The collection of resources is constantly updated and includes a selection of good practices and a video playlist. The focus of the resources varies among all the topics strictly related to school education but present a specific focus on promotion of inter-ethnic dialogue and fostering inclusion within the classrooms through the involvement of the whole students' families.

3. Non-School Based Good Practices

3. a. The Mentoring Handbook, developed by ENESP

ENESP (European Network for Educational Support Projects) is a network of practitioners within the SIRIUS project that focuses on the education of children and young people with a migrant background and serves as a platform for exchange and cooperation between mentoring programs from six European countries.

In 2012 ENESP created a Handbook titled “Mentoring for Migrant Youth in Education”. This handbook focuses on mentoring programs for migrant youth in education, emphasizing the importance of making mentoring sensitive to a diverse student population. It addresses the need to acknowledge the cultural backgrounds of mentees and mentors, highlighting the significance of intercultural competence in mentoring relationships. The handbook aims to share experiences and best practices from mentoring programs within the ENESP network, promoting cultural sensitivity and understanding in educational support projects.

The document analyses the commonalities of the six programmes and discusses their impact on children with migrant backgrounds. It highlights how mentoring is a versatile tool for intervention and support in education providing role models who show that success is achievable despite challenges. Some of the key components of the analyzed programs include: providing one-to-one mentoring, engaging mentors who come from immigrant families and share a similar cultural background, offering training and support for mentors, involving the family of the mentee, and focusing on the talents and strengths of the mentees.

3. b. BIMM – Federal Centre for Interculturalism, Migration and Multilingualism (Austria)

In specific contexts, specifically those involving students and families with difficult socio-economic background, school work is not sufficient to foster inclusion among children. Sometimes networks of schools and external structures are necessary in order to support foreign and migrant children inclusion. It is the case of **BIMM – Federal Centre for Interculturalism, Migration and Multilingualism**.

BIMM is a centre addressing educational institutions in Austria and providing professional training for teachers in the field of interculturalism, migration and multilingualism. It is composed by a network of universities of education in which all kind of formal, informal, and non-formal educational institutions (universities, post-secondary educational institutions, ministries, school inspectorates, schools, kindergartens, NGOs, professional associations, language competence centres, religious communities, international cooperation partners, states, municipalities, etc.) can be involved.

BIMM focuses on the topics of diversity, equal opportunities, languages, cultures and religions and the associated strategic questions for the education system at different levels. They bundle know-how, skills, and resources in line with the goals of fostering inclusion, suitable for all levels of the education system: managers, decision-makers, multipliers, trainers, teachers, etc.

4. Good Practices Based on Content and Educational Material

Inclusion can be achieved also through the creation and use of specific material, created to foster inclusion of children with migrant backgrounds.

4. a. Interfaith Wallchart-calendar

It is a wall calendar that shows on its front page the religious holidays of a dozen religions and other festive days, and on the reverse provides information about the different holidays and celebrations. This is an initiative conducted by the Inter Faith Network (IFN) based in the UK.

4. b. TRIO Trilingual semi-annual literacy journal

TRIO is an educational and interactive journal developed in three languages (German, Bosnian-Croatian-Serbian and Turkish) for Austrian schools, addressing the three main language groups in the country. TRIO was created with the purpose of teaching children from grade 2 to grade 6 to read in the three languages of the journal, so that they can gain awareness of the languages of the biggest migrant groups living in Austria. Tasks in the journal are conceived in a way that all the three languages are necessary to understand the story and solve the riddles.

4. c. Kaipataj – the Regional Language Portfolio for Primary School

Still in Austria, in the region of Carinthia, German, Slovenian and Italian languages are all included in the curriculum in several schools. The Regional Language Portfolio for Primary Schools consists of a collection of educational material for primary schools focused on multilingual language learning. Kaipataj is the name of the cartoon dragon that leads children throughout the curriculum, explains who to work with the portfolio, and helps pupils understand the importance of multilanguage learning, in order to motivate and encourage them to take responsibility for their language learning.

The portfolio includes self-assessment activities and is available also for some German, Croatian and Hungarian schools.

5. Teacher Training Good Practices

5. a. Course for Intercultural Coordinator in Schools

The Course for Intercultural Coordinators in Schools is an 80-hours professional training course aimed at training the professional figure of Intercultural Coordinator. An Intercultural Coordinator is responsible for promoting intercultural understanding and integration within a school setting. The Intercultural Coordinator is a professional responsible for facilitating processes of intercultural opening, supporting existing activities, and increasing visibility and attention to intercultural matters within the school. The course focuses on three main aspects:

1. awareness-raising and self-reflection concerning bias and stereotypes (Anti-Bias approach and stereotype-sensible pedagogics);
2. intercultural whole-school development (instruction, personal, organisation)
3. change management: coaching/supervision along the process with one's own school and school leaders of participating schools.

5. b. CLIL – Content Language Integrated Learning

CLIL is an educational approach where students learn a subject such as history, science, or mathematics through a foreign or second language. It is not specifically addressed to inclusion and integration of multicultural classrooms. Its primary goal is to develop both content knowledge and language proficiency simultaneously. Instead of learning a language in isolation, students use it as a medium to access and understand academic content. This method not only helps in deepening students' understanding of the subject matter but also enhances their language skills in a real-world context. CLIL is one of the most popular and well-known multilingual teaching methodology and there are several resources available online and can be applied to all levels of school education.

6. Good Practices Developed within Erasmus Projects

All the following projects have been recognised as good practices.

6. a Day 1 in Europe

The migratory crisis in Europe is bringing new pupils into schools, particularly allophone children, who do not speak the language of their teachers. Teachers are often unprepared to face this situation, due to a lack of training, translation skills and knowledge of migratory movements. Thanks to research into multilingualism, we know how important it is not to create a linguistic break in a migratory journey, to facilitate inclusion and successful learning.

DAY 1 in Europe has the following general objectives:

- Promote the inclusion of allophone children by exploring mother tongues + cultures of origin;
- To develop tools for using languages as a resource and not as a marker of difference;
- Create a space for European training.

6. b. Hestia – Helping Students in Acceptance

The HESTIA project stemmed from the need to build an inclusive atmosphere in schools for all children by training teachers on how to deal with pupils having a migrant background, and teach pupils the values of empathy, tolerance and acceptance towards the others.

The objectives of this project were:

- to provide a preparation to the partner schools in order to respond to migrant pupils inclusion;
- to raise awareness of the challenges faced by immigrants and refugees;
- to contribute to the development of policy and good practice exchange regarding inclusion of the migrant population.

The partner schools implemented 56 educational activities in class, 5 of which involved collaborative work among them. A survey was carried out in the beginning of the project and was repeated near its end, to record the attitudes and perceptions of teachers, pupils and their parents towards migration, and measure if there was any clear change that could be attributed to the project work. Also, the partners created a set of proposals for inclusive education (project manifesto), which was delivered to the educational authorities at local level in each partner country, and to a representative of the European Commissioner of Migration, Home Affairs and Citizenship, during the meeting in Brussels. Further details on the activities carried out are available on the Twinspace platform (<https://twinspace.etwinning.net/44331/pages/page/269036>).

6. c. Cross the Bridge

CROSS THE BRIDGE addresses the problems of three target groups in a comprehensive way:

- For students with foreign background – by creating a structure and capabilities for meeting their needs in a new environment;
- For local students – by involving them in activities aimed at helping students with foreign background and through that bridging the communication gaps between them, as well as improving tolerance levels in schools;

- For teachers – by identifying strategies that are effective in dealing with students, providing technological solutions, training and other activities that would boost teachers` ability to successfully integrate younger children.

The main aim of Cross the Bridge was to combine all the above activities under one brand-initiative, which is the Welcoming Centre. Its mission is to make a significant contribution by implementing new ideas and solutions at the same time offering added value to our schools and communities through creating resources and promoting bottom-up initiative-taking among young students in difficult situations.

6. d. YOLO – You Live Only Once

An important common need of the school partners of the YOYO Consortium and the schools across Europe is to tackle the educational needs of the refugee children arriving in the European schools, especially following the current humanitarian crisis that is cause to an unprecedented and unexpected massive influx of refugees.

The project aims at bringing an alternative way to approach underprivileged students through the practices of educational yoga and the introduction of mindfulness in the learning process.

The “YOYO: Educational Yoga for the YOLO (You Only Live Once) Generation” aims at:

- supporting educators and the schools to integrate educational yoga and mindfulness in the classrooms.
- promoting mental health and tolerance of the educational staff as well as students and ideally their families.
- complementing the Curricula with learning objectives about self-knowledge, understanding of the others and differentiation, understanding the ever-changing world, sometimes violently, the development of a set of important skills for life which will allow people to grow happily, healthy and mindfulness.

Chapter 4

INTER-ACT Book Topics: Education on the European Union and Inclusion Mindset

1. Introduction

This chapter aims to provide a comprehensive overview of the essential knowledge that pupils should acquire about the European Union (EU) and different principles that help them develop a European and Inclusive Mindset. This encompasses various aspects of the EU, including its history, purpose, aims, structure, roles, and impact on member states' governance and policymaking. The EU is a political and economic union of 27 European countries, striving to promote economic cooperation, peace, stability, social progress, and human rights across member states.

Topic 1: The European Union

Pupils should have a fundamental understanding of the EU as part of their civic education. This includes knowledge about the EU's history, purpose and aims, structure, roles and its impact on the member states' governance and policy making.

The EU is a political and economic union of 27 European countries. It aims to promote economic cooperation, ensure peace and stability, and enhance social progress and human rights across member states. Pupils should have a basic understanding of the aims of the EU, including the 'four freedoms' of the single market, social policy, and political and economic union and the extent to which these have been achieved.

The process of closer European integration has been driven by several key factors over the years. The founding motive of the EU was to ensure lasting peace in Europe following the devastation of World War II. This aim remains central to the EU's mission, emphasizing cooperation and conflict prevention among member states. Moreover, economic growth and trade facilitation have been

primary goals. The EU has sought to eliminate internal trade barriers, leading to the creation of a customs union and the Single European Act of 1985. This act aimed to establish a single European market based on the four freedoms: free movement of goods, services, people, and capital. Also, the establishment of the Eurozone with a single currency, the Euro, aimed to promote cross-border trade and stability by eliminating exchange rate fluctuations while the EU expansion after the Cold War, aims to promote unity and economic growth.

Furthermore, to balance economic freedoms, the EU developed a social dimension to protect workers' rights and ensure fair competition across member states. Finally, the EU's unique political system balances intergovernmental cooperation with supranational decision-making. Qualified majority voting in the Council of the EU and common foreign and security policies reflect efforts toward closer political union.

These factors underscore the EU's evolution from a regional economic bloc to a comprehensive union aiming for peace, economic prosperity, and political cohesion among its member states.

The aims of the EU

The EU's evolution from a regional economic bloc to a comprehensive union reflects its mission of fostering peace, economic prosperity, and political cohesion among member states. Key historical milestones such as the Treaty of Rome, the Treaty of Maastricht, and the Lisbon Treaty have transformed the EU's institutional framework and expanded its policy scope. Additionally, this paper investigates the EU's primary institutions, roles, policies, and impact on member states to define the essential components of comprehensive knowledge about this significant supranational organization for pupils. Understanding the EU is essential for fostering informed citizenship and promoting critical engagement with global governance. Furthermore, this paper emphasizes the importance of skills such as cultural competence, empathy, effective communication, teamwork, critical thinking, and social justice awareness in fostering an inclusion-oriented mindset among students. These skills are crucial for creating inclusive classroom environments, promoting social acceptance, reducing prejudice, and empowering pupils to advocate for inclusivity and equity in their communities.

Roles and Policies of the EU

The EU negotiates trade agreements on behalf of its member states to enhance access to international markets and promote economic cooperation. These agreements aim to boost exports, attract investments, and create jobs within the EU. Secondly, it is important to know that the EU

implements various environmental policies and regulations to tackle climate change, protect natural resources, and ensure sustainable development across member states. This includes initiatives to reduce greenhouse gas emissions, promote renewable energy, and preserve biodiversity. Thirdly, the EU is committed to promoting social cohesion and equality among its diverse population. This involves initiatives to reduce disparities in income, improve access to education and healthcare, and combat discrimination based on gender, race, or ethnicity.

Impact on Member States

EU membership affects member states in terms of trade, migration, regulations, and standards. This includes understanding the benefits and challenges associated with EU membership (Nugent, 2017). The government system of any member state has adjusted to EU membership without undergoing fundamental changes. The executive adapts its workings to coordinate national policy and negotiate effectively with other member states and EU institutions.

EU membership elevates the profile of the head of state, who regularly attends European Council meetings to discuss EU policies and initiatives. Moreover, the Parliament's role now includes examining EU legislation. In summary, EU membership requires nuanced adjustments in governance and policy coordination to align with EU procedures and regulations, impacting various levels of government and parliamentary oversight.

Topic 2: Inclusion-oriented mindset among students

There are various skills that teachers can help pupils develop to foster an inclusion-oriented mindset. We can draw insights from educational research and literature on inclusive education and social-emotional learning to help us make a comprehensive list of said criteria. Firstly, research emphasizes the importance of promoting cultural competence and understanding diversity among pupils. Teachers can use culturally responsive teaching strategies to foster inclusive classrooms.

Secondly, teaching empathy and perspective-taking skills can reduce prejudice and enhance social relationships among pupils. Teachers can use activities like perspective-taking exercises to promote empathy. Thirdly, effective communication skills are essential for inclusive interactions. Teachers can integrate social skills training into the curriculum to enhance peer relationships and reduce bullying. Similarly, teachers can cultivate teamwork as collaborative learning promotes inclusivity by fostering positive intergroup relations and improving social acceptance.

Even more importantly, research highlights the need to pursue inclusivity. Establishing an inclusive classroom climate is crucial for promoting belongingness and academic success among diverse pupil populations. Teachers can use strategies such as universal design for learning (UDL) to accommodate diverse learning needs. Moreover, teachers should teach about social justice and human rights in order to empower pupils to become advocates for inclusivity and equity. Teachers can integrate social justice themes into the curriculum.

Finally, teachers should cultivate critical thinking skills. Engaging pupils in critical reflection promotes self-awareness and enhances their ability to challenge biases and stereotypes. Teachers can use reflective practices to facilitate transformative learning experiences.

Topic 3: Individuality

Individuality refers to the unique combination of traits, characteristics, talents, and experiences that distinguish one person from another. It encompasses a person's personality, interests, abilities, beliefs, and values, shaping their identity and influencing how they interact with the world around them. Recognizing and embracing individuality is essential for fostering a sense of self-awareness, self-expression, and personal fulfillment.

A fundamental principle guiding developmentally appropriate practices in early childhood programs is the acknowledgment of each child's unique individuality. This entails adults and caregivers being receptive and responsive to differences in children's abilities, learning styles, and interests. Children primarily learn through active exploration of their environment, with the values and skills they acquire heavily influenced by the cultures in which they are raised.

Recognizing and embracing individuality

Taking into account the diversity and uniqueness of students among themselves, we have to consider the education provided in this heterogeneous population of mixed abilities. Traditional models of instruction, the which are prevalent and sustained in the current era, are unable to meet or meet the needs of a highly diverse student population. Teaching must be defined in accordance with the learning needs of the individual student, but also according to the psychological and social factors that affecting the student population.

As the primary facilitators of learning, teachers play a pivotal role in cultivating an environment that respects and supports each child's individuality. As we will see in detail below, intercultural education and its principles promote the individuality of students. Indeed, by promoting

equality and accepting the diversity of students, it helps to create a safe school environment where children's individual characteristics are respected and the uniqueness of each individual is highlighted.

Topic 4: Multiculturalism

There are different understandings of the term of multiculturalism. The term "interculturality" is often confused with the term "multiculturalism", but the two concepts are not identical or synonymous. What the two terms have in common is that they reflect interpretations that are closely linked to migration. Multiculturalism is the given and interculturalism is the goal. Interculturality presupposes but does not automatically flow from multiculturalism.

Various multicultural concepts, shaped by geographical, sociological, and economic factors throughout history, have emerged. These concepts, encompassing aspects such as race, ethnicity, language, sexual orientation, age, disability, social class, and religion, have gained clearer definition within the education system. Multicultural education, seen as a holistic school reform process, aims to provide equitable education for all students, rejecting racism and segregation. It strives to support the diverse backgrounds of society members and ensure equal opportunities for success in education.

Multicultural education

Multicultural education, as described by scholars like Banks and Wilson, seeks to provide equal opportunities for success in schooling across genders, races, and cultures. It aims to promote empathy, cultural recognition, and academic achievement among students. The efforts of scholars and educators reflect multicultural education as a reform movement, aiming to foster inclusivity and equal opportunities for all students, regardless of cultural or ethnic background.

Multicultural educational programs are designed to bring multicultural values and goals to life through various learning activities and assessments. These programs aim to reflect the perspectives of students from diverse racial, ethnic, linguistic, and social backgrounds. By providing varied experiences and fostering relationships, multicultural education supports different learning approaches, promoting deeper understanding and appreciation of diverse cultures.

Teachers play a crucial role in multicultural education, but their effectiveness depends on their cultural sensitivity and understanding of diversity. Strategies to promote cultural sensitivity and ensure equality of opportunity are essential for teachers to support the academic success and personal development of all students. Multicultural education principles, including using culturally

sensitive materials, encouraging diverse voices, and understanding students' learning styles, are crucial for fostering inclusive learning environments.

Embracing Multiculturalism

In educational settings, embracing multiculturalism is particularly important for creating inclusive and enriching learning environments. To help diverse student groups learn from each other, educators can employ several strategies:

1. Promote cultural awareness and sensitivity: Educators should provide opportunities for students to learn about different cultures, histories, and traditions. This can include incorporating diverse perspectives into the curriculum, organizing cultural events and celebrations, and inviting guest speakers from various backgrounds.

2. Encourage dialogue and exchange: Educators should facilitate open and respectful discussions where students can share their experiences, perspectives, and cultural insights. Encourage active listening and empathy to foster understanding and appreciation of diverse viewpoints.

3. Foster collaboration and teamwork: Educators should assign group projects or collaborative activities that require students from different cultural backgrounds to work together towards a common goal. This promotes teamwork, communication skills, and cross-cultural understanding.

4. Create a supportive learning environment: Educators should cultivate a classroom culture that values diversity and respects each student's cultural identity. Address any instances of bias, discrimination, or cultural insensitivity promptly and constructively.

5. Provide resources and support: Educators should ensure that students have access to resources and support services that cater to their diverse needs. This may include language support, cultural competency training for educators, and counselling services that are sensitive to cultural differences.

By embracing multiculturalism in education and providing opportunities for diverse student groups to learn from each other, educators can help cultivate inclusive, respectful, and enriching learning environments that prepare students to thrive in a multicultural world.

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