

# TRANSCA- PROJECT-BOOK

The collection of the following projects is the output of an Erasmus+ Project entitled Translating Sociocultural Anthropology into Education.

TRANSCA has worked across national and regional contexts – with all their historical, political, demographic, educational and linguistic differences – to bring anthropological methods and insights to teacher education.

From an anthropological perspective, teaching can be viewed as a dialectical process, a dialogue between self and environment. It is a culturally informed practice of knowledge production which transforms knowing to understanding. It is focused on the ways those involved perceive, construct and organize meaning. An anthropologically informed approach to teaching calls for a sensitivity to meaning-making, learning, relationships, power, and emotions. Moreover, it demands increased abilities in (self-) observation and (auto-) reflexivity.

In that anthropology is inherently educational, and educational is, at its core, anthropological, TRANSCA strongly believes that developing this interface will better prepare European teachers and pedagogues to work with children of diverse backgrounds.

The following, in different European regions implemented projects, should inform and inspire others to develop their own projects with an interface between anthropology and education. The projects can be found in different languages and with a search function on the site [www.transca.net](http://www.transca.net), where you can access further project results.

These outputs have been developed through dialogue across national and regional contexts, critical anthropological reflection and joint conversations with pedagogues, teachers, education administrators and other practitioners. This book of projects does not aim to deliver simple solutions to complex phenomena. Rather we hope to provide resources to think with and beyond present doxa and practices, to move forward without oversimplifying problems or reifying solutions.

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**Project Number:** AUT1

## **Project Title: Intercultural Mentoring for Schools**

**Country:** Austria

**Institutions/ Departments:** University of Vienna, Department of Social and Cultural Anthropology

**URL:** <https://www.univie.ac.at/alumni.ksa/iku-mentoring>

**Publication/Material:** <https://www.univie.ac.at/alumni.ksa/iku-mentoring/download>

**Project leader and contact person:** Susanne Binder: [susanne.binder@univie.ac.at](mailto:susanne.binder@univie.ac.at)

**Duration:** since 2014 - until present

### **Short Description**

Viewing the diverse language and cultural backgrounds of children in Austrian classrooms as integral to the pluralism of contemporary Austrian society, this project aims to support pupils with migration biographies in their personal development and with school-related challenges. Multilingual mentors, recruited among students at the University of Vienna, are chosen for their knowledge of the Austrian education system and their personal experience with migration challenges.

Contact with a class is established when the project is introduced in a school. The mentor scheme is primarily designed to offer ethnic minority children opportunities to exchange experiences regarding the challenges they face in Austrian society. During weekly school visits, mentors offer tutoring to pupils in their first languages. They also take part in school events such as project weeks, field days or excursions, and as role models, advocate for the importance of a school education.

Mentors also help design parents-teachers conferences and support teachers working in classes with children of diverse cultural and linguistic backgrounds. Working as contact persons and intercultural communicators, mentors translate and mediating between different cultural values and educational expectations. Discussing the mentoring-process with the teachers in a context sensitive manner, mentors offer information that may help teachers better understand how children with various migration biographies experience school.

Mentors also offer support for parents, by providing information about the project in a shared language. Discussing different aspects of their children's daily lives - both in and out of school, they try to help parents make sense of complex situations and problems, and translate questions that parents may have for teachers.

Mentors presently operate in primary schools and high Schools in St. Pölten and Vienna (Austria). During regular meetings with project leaders, they are included in further developing and designing the project.

**Implementation:** Implemented in schools since 2014

**Target Group(s): age, context:** Parents, teachers, and high school pupils with migration biographies (6 -14 years)

**Approach/ Method:** Mentoring, coaching, translating, mediating.

**Type:** In class participation and individual support on school-specific issues for teachers, students and parents

**Funding:** Federal Ministry Republic of Austria, Europe, Integration and Foreign Affairs/ Initiative Vielfalt, University of Vienna, Department for Diversity in St. Pölten, MA 17 Integration and Diversity.

**Project Number:** AUT2

**Project Title:** JuMuV: [You move] Youth research workshop and fieldwork

**Country:** Austria

**Institutions/ Departments:** University of Vienna, Department of Social and Cultural Anthropology.

**URL:** [https://www.sparklingscience.at/en/projects/show.html?--typo3\\_neos\\_nodetypes-page%5Bid%5D=395](https://www.sparklingscience.at/en/projects/show.html?--typo3_neos_nodetypes-page%5Bid%5D=395)

**Publication/Material:**

STREISSLER, A. (2015): Junior Citizen Scientists in Action. In: UMWELTDACHVERBAND (Hg.): BNW Reloaded - Jahrbuch zur BNE, FORUM Umweltbildung, Wien, S. 33-38.

STREISSLER, A./ROSSMANITH, N. (2011): Attempting to increase pupils' agency through anthropologically oriented research. Paper for conference "Schooling in Anthropology: Learning the "Modern Way"", Department of Anthropology and the Centre for Child-Focused Anthropological Research (C-FAR), Brunel University, 06.11.2011.

Teaching material for research in social science learning:

[https://www.sparklingscience.at/Resources/Persistent/15f3e8c26c286769adabc3afd138bd5496729e9a/JuMuW\\_Unterrichtsmaterialien.pdf](https://www.sparklingscience.at/Resources/Persistent/15f3e8c26c286769adabc3afd138bd5496729e9a/JuMuW_Unterrichtsmaterialien.pdf)

**Project leader and contact person:** Thomas Fillitz, Anna Streissler

**Duration:** 01.02.2011 – 30.04.2013

**Short Description:**

This interdisciplinary research project, focusing on intercultural learning in multicultural lifeworlds, was carried out by anthropologists from the University of Vienna, in cooperation with educational specialists, secondary school teachers and 13 year-old students in two secondary school classes in Vienna, Austria. The aim was to work with understandings of cultural diversity by familiarising students with anthropological concepts and approaches and carrying out mini-field-projects. JuMuv's three phases were spread out over two semesters. Phase one: Social anthropologists, education specialists and secondary school teachers designed a didactic concept - a Youth Research Workshop - to further student competences in relation to cultural heterogeneity. Phase two: A Youth Research Workshop was held where anthropologists taught core anthropological conceptualizations (a.o. gender, age, lifeworld, power) and trained pupils in research techniques (interviewing, participant

observation, visual techniques), and scientific methods. Following this, students created, designed and carried out fieldwork on topics concerning their daily lives. Working alone or in small groups, students wrote short ethnographies, depicting their lives and understandings of Viennese youth culture. During the second semester, students presented their work at a junior researchers' congress, held by the University of Vienna. This field exercise and ethnographic write-up allowed teachers and students to gain more in depth knowledge of the students' lifeworlds. Phase three: Researchers and teachers collaborated to integrate insights and findings from the project into school curriculum by developing learning material for pupils aged 10 to 14, and mainly for the subjects of German, Geography and Mathematics (see Publication 3).

**Implementation:** Research project carried out, findings disseminated in journal article, conference paper and on government website.

**Target group, age, and context:** teachers and secondary school students, age 13, in urban secondary schools

**Approach/ Method:** Workshop, participatory fieldwork plus write-up, students as cultural experts

**Type:** Workshop

**Funding:** Sparkling Science - A programme of the Federal Ministry of Education, Science and Research (AUSTRIA)

**Project Number:** AUT3

## **Project Title: Migration(s) in textbooks. A critical analysis by students, teachers and researchers**

**Country:** Austria

**Institutions/ Departments:** Ludwig Boltzmann Institute for European History and Public Spheres

**URL:** <http://www.migrationen-im-schulbuch.at>

**Publication/Material:** Hintermann, Christiane / Markom, Christa / Üllen, Sanda / Weinhäupl, Heidemarie (2014) Debating Migration in Textbooks and Classrooms in Austria. In: Jemms – *Journal of Educational Media, Memory, and Society*. New York – Oxford: Berghahn.

**Project leader and contact person:** Christiane Hintermann, Christa Markom, Heidemarie Weinhäupl

**Duration:** 01.03.2011 - 31.05.2013

### **Short Description:**

This collaborative research project is a critical analysis of narratives around migration and representations of people with a migrant background in current Austrian textbooks. In this study, students and teachers in eight classes (different school types and age groups) in two Austrian cities (Vienna and Salzburg) analysed their textbooks in workshops facilitated by researchers. The main research questions were: "Which Austrian and European migration histories are narrated in the

textbooks?"; "Which stories are marginalised or even 'forgotten'?" and "How are people with a migrant background depicted?" The widely varying perspectives of teachers and students on the topic of migration, as well as their experiences with textbooks, were used both methodologically and analytically. Students carried out the text analysis and the investigation of visual representations in small groups, and then reflected on their results in facilitated group discussions. Subsequently, researchers compared, contrasted and integrated the results of these workshops with their own findings.

Close collaboration between researchers, teachers and students is an innovative approach for the field of textbook research as it reduces the danger of over-emphasizing the researcher perspective. The analytical approach was based on a methodological triangulation, including qualitative content analysis (Mayring 2007), critical discourse analysis (Jäger 2009), and text/context analysis (Hornscheidt/Göttel 2004). This methodology was further developed throughout the project to enable teachers and students to analyse textbooks and other media without the assistance of researchers.

**Implementation:** Since 2013, project staff have been offering workshops on the project results for pupils, teachers or in teacher training

**Target group, age & context:** teachers, students (14 years-19 years), school classes, upper secondary

**Approach/ Method:** Textbook analysis with students, qualitative content analysis, critical discourse analysis, text/context analysis, group work and facilitated discussion, interviews with teachers

**Type:** In-school workshops

**Funding:** Sparkling Science - a programme of Federal Ministry of Education, Science and Research (AUSTRIA)

**Project Number:** CH1

**Project Title:** Children – Childhood – Schooling

**Country:** Switzerland

**Institutions/ Departments:** Research Centre at the University of Teacher Education in Zürich

**URL:** <https://phzh.ch/en/Research/Research-centres/children--childhood--schooling/>

**Publication/Material:** Chapter 7 (Christoph Maeder) and chapter 12 (Anja Sieber Egger and Gisela Unterweger) of The Wiley Handbook of Ethnography of Education (2018)

**Project leader and contact person:** Anja Sieber ([anja.sieber@phzh.ch](mailto:anja.sieber@phzh.ch)), Gisela Unterweger ([gisela.unterweger@phzh.ch](mailto:gisela.unterweger@phzh.ch))

**Duration:** since 2008

## Short Description:

Integrating perspectives and approaches from social anthropology and sociology, this research centre conducts ethnographic research on everyday culture in educational settings. The aim is to better understand important aspects of daily life in Swiss public schools and day-care institutions. Using ethnographic methods to explore the constitution and construction of social order as a local and situated practice, researchers analyse rituals, the use and meaning of artefacts, the handling of norms and rules, as well as aspects of the children's peer culture. In addition, the centre carries out research on ICT-use (information and communication technology) in classrooms, and on the evaluation of a mentoring programme. The centre's most recent project, sponsored by the Swiss National Research Foundation (SNF), investigates practices of differentiation in kindergartens.

**Implementation:** since 2008

**Target Group(s), age & context:** Scholars, children/pupils age 0-18

**Approach/ Method:** Research, ethnographic methods

**Type:** Fieldwork

**Funding:** Zurich University of Teacher Education; Swiss National Research Foundation (SNF)

**Project Number:** CH5

**Project Title:** Mobile Culture-Pedagogy

**Country:** Switzerland

**Institutions/ Departments:** Individual: Dr. Veronika Ederer

**URL:** <http://www.mobile-kultur-paedagogik.de/index.html>

**Publication/Material:**

**Project leader and contact person:** Dr. Veronika Ederer

**Duration:** since 2003

## Short Description:

Veronika Ederer has a doctorate in ethnology (anthropology), a discipline that strives to research and understand cultures. Based on her experience in primary school care and educational ethnology she offers a wide variety of cultural awareness-raising courses and events designed for particular groups (children, adults) and settings (private homes, museums, schools, preschools, museums). She works with ethnologically-informed intercultural didactics, i.e. the teaching of 'other cultural systems' based on in depth knowledge of these. Her work is premised on the idea that because ethnology, as a discipline, strives to understand other cultures, ethnological knowledge should form the basis of intercultural pedagogy. Her work is also premised on the assumption that more in-depth knowledge of other cultures leads to more respectful treatment and tolerance.

'Mobile Kultur-Pädagogik' supports those who want to address ethnological topics, but have

difficulty finding useful, informative sources and age-appropriate material. Scientific publications in the field of ethnology are often difficult for interested nonprofessionals to understand, and many authors of popular ethnology are unfortunately not scientifically well informed. In that ethnology is not, as yet, offered as a school subject in Switzerland, available teaching material. For example, on "North American Indians," tends to reproduce prevailing clichés (feathers and totem poles).

**Implementation:** Upon request, when funding is available.

**Target Group(s), age, context:** Children, adolescents, adults; a wide variety of settings

**Approach/ Method:** Guided encounters with theme-tailored subjects and age-tailored activities

**Type:** (Very broad: Workshops, advanced training, pre-service and in-service teacher training; Pre-schools, birthday events and holiday activities for children; guided tours in museums.

**Funding:** Self-employed

## Project Number: CH6

### Project Title: Transnational Biographies of Education: Young Unaccompanied Asylum Seekers and their Navigation through Shifting Social Realities in Switzerland and Turkey

**Country:** Switzerland

**Institutions/ Departments:** Institute of Social Anthropology, University of Bern & University of Teacher Education, Bern

**URL:** <https://www.transeduscapes.com/>

**Publication/Material:** ten published articles / chapters (<https://www.transeduscapes.com/publications>), two workshops, three blogposts (for both, <http://p3.snf.ch/Project-156476#>)

**Project leader and contact person:** Prof. Dr. Sabine Strasser ([sabine.strasser@anthro.unibe.ch](mailto:sabine.strasser@anthro.unibe.ch)); Prof. Dr. Kathrin Oester ([kathrin.oester@phbern.ch](mailto:kathrin.oester@phbern.ch))

**Duration:** 02/2015 – 01/2019

#### Short Description:

This project investigates the educational pathways of unaccompanied youth, asylum seekers (UMA) between the ages of 14 and 21. Starting from the premise that the international mobility and precarity of young people is bound to grow along with the increasing force of globalisation, this project explores which strategies unaccompanied refugee youth in two different national settings (Switzerland, Turkey) deploy to enhance their educational possibilities. By focusing on Switzerland and Turkey, both with high numbers of unaccompanied minors but very different institutional frameworks and responses, the project aims to gain insight into how young people navigate their ways through landscapes of extreme uncertainty and change. Based on two in-depth ethnographic



studies, one in Switzerland, the other in Turkey, the goal of this project is to come to a better understanding of how different legal, political and educational frameworks restrict or enhance young people's educational opportunities. Comparing the lived experiences of young migrants in the two countries affords a perspective on how different degrees of control and uncertainty, of agency and ambition impact on young people's educational biographies.

Using methods such as visual and narrative storytelling and extensive periods of participant observation in formal and informal educational spaces, the projects shed light on the ambiguous interplay between agency and constraint that marks young unaccompanied asylum seekers' transnational biographies of education. As such this project offers an important contribution to the emerging body of research on transnationalism, youth and education from a perspective that regards children as active agents in migratory processes.

**Implementation:** 02/2015 – 01/2019

**Target Groups, age & context:** unaccompanied refugees, age 14-21 years, schools, state care facilities, youth centres, NGOs, charitable organisations and diasporic networks

**Approach/ Method:** Comparative ethnographic fieldwork, visual and narrative storytelling,

**Type:** Research project

**Funding:** Swiss National Science Foundation

**Project Number:** G1

## **Project Title: Ethnology in School and Adult Education (ESE)**

**Country:** Germany

**Institutions/ Departments:** Ethnology in School and Adult Education (ESE) e.V.

**URL:** <http://www.ese-web.de/>

**Publication/Material:** <http://www.ese-web.de/publikationen/reihe-praxis-ethnologie/>

**Project leader and contact person:** Ursula Bertels, ethnologist, coordinator research and teaching, intercultural trainer ([vorstand@ese-web.de](mailto:vorstand@ese-web.de))

**Duration:** Since 1992

### **Short Description:**

In 1992, German ethnologists and pedagogues founded the association, Ethnology in School and Adult Education (ESE), today comprising more than 100 members from different academic disciplines. Drawing on ethnological concepts and interdisciplinary theoretical approaches to intercultural education and intercultural learning, the association works to promote intercultural competences by familiarising people with knowledge of 'other' cultures and teaching skills for intercultural conflict mediation. ESE's work is characterized by the recognition of diversity as a social reality and their third-culture-perspective (Dritt-Kultur-Perspektive), which assumes that



“engagement with cultures from regions that are distant to everyday life in Germany allows for an impartial engagement with another culture’s perspective” (ESE website 2019). In ESE’s guidelines, the association states that moderate cultural relativism as well as reflecting on one's own actions and overcoming one's own ethnocentrism is indispensable for peaceful coexistence in a diverse society.

The association offers courses on conflict prevention and intercultural conflict mediation, tailored to the needs of school pupils, teachers, and civil adults. Participants engage in learning about cultures in which they have no previous knowledge or affiliation, to learn how to interact with people of these cultural backgrounds in personal encounters. Association trainers themselves gain intercultural experiences and skills through stays abroad, which are expected to enhance their intercultural competences and their teaching.

**Implementation:** since 1992

**Target Group(s), age & context:** all ages, pupils, teachers, and multipliers

**Approach/ Method:** Training in intercultural competency, conflict mediation and prevention

**Type:** Courses for adults and school children

**Funding:** ESE is cooperating and partner of the Institute of Ethnology of the Westfälische Wilhelms-University Münster, ESE is an association

**Project Number:** G2

## **Project Title: Learning with Ethnology**

**Country:** Germany

**Institutions/ Departments:** Working Group at the Department for Ethnology, Ruprecht-Karls-Universität Heidelberg

**URL:** <http://ikule.de/projekte/wissenschaft/>

**Publication/Material:** Hetzel, Desirée / Müller-Mathis, Stefan 2016. „Multi-sited“: Überlegungen zum didaktischen Umgang mit Vielstimmigkeit. Standbein Spielbein 105:14-16.

**Project leader and contact person:** Verena Schneeweiß ([ag.ethnologische.bildung@web.de](mailto:ag.ethnologische.bildung@web.de))

**Duration:** since 2006

### **Short Description**

The association, Ikule e.V., developed out of a student-led initiative at University of Heidelberg’s ethnology department. It’s aim is to promote ethnological knowledge in educational projects. From 2006, the association conducted several successful projects, which led to its official establishment in 2009. The association’s approach is based on the assumption that culture is dynamic and changeable. Drawing on Marcus’ (1999) theory of "multi-sited ethnography," ikule e.V. developed the concept of “multi-sited learning” to highlights the interconnected and relational aspects of culture and cultures. Educational projects build on current ethnological and pedagogical approaches

to culture, encouraging participants to reflect on their own cultural background and engage with people of “foreign” cultures.

The association’s educational goals are: 1) teaching culture (regional and local knowledge); mediating "culture" (reflection on what culture is), and bringing research, science and practice into dialogue. Facilitators introduce different perspectives on things, narratives, conflicts, life stories and ‘othering’ to develop understandings of cultural difference and similarity and foster critical engagement with modes of representation of culture. The association offers cultural training to multipliers, preparation for stays in South Asia and the South Pacific, and intercultural education in schools and extracurricular venues. Participants are encouraged to reflect on their positionality and question their cultural assumptions, while familiarising themselves with different cultural perspectives. Cultural training programmes for adults are tailored to the specific needs of the respective audience.

**Implementation:** since 2006

**Target Group(s), age & context:** pupils, teachers, multipliers; all ages.

**Approach/ Method:** Multi-sited learning

**Type:** Intercultural training for multipliers, and adult education; intercultural education in schools.

**Funding:** Association fees

**Project Number:** G3

## **Project Title: Family in the Diaspora**

**Country:** Germany

**Institutions/ Departments:** Denkwerk Ethnologie

**URL:** <https://www.ethnologie.uni-hamburg.de/forschung/forschungsprojekt-archiv/denkwerk-ethnologie/denkwerk-ethnologie.html>

**Publication/Material:** <https://docplayer.org/64192498-Denkwerk-ethnologie-familie-in-der-diaspora.html>

**Project leader and contact person:** Waltraud Kokot ([wkokot@uni-hamburg.de](mailto:wkokot@uni-hamburg.de))

**Duration:** since 2009

### **Short Description:**

The purpose of the project “Family in the Diaspora” is to foster collaboration between human science scholars and teachers and students in upper secondary schools. In this a collaborative project between three upper-level academic secondary schools (gymnasium) in Hamburg and the Ethnology Department at the University of Hamburg, ethnologists train gymnasium students in ethnographic research methods and supervise them in fieldwork. Research topics are family, household, and kinship within different diasporic communities in neighborhoods where the students themselves reside. These topics are well suited for student research because they are close to the students’ own

lifeworlds, and they lend themselves well to comparative perspectives on cultural variation. In sum, the project aims at encouraging intercultural exchange by familiarising participants with core anthropological concepts and methods, and with reflexive analytical perspectives on family, household and kinship. Through engagement with different cultural norms and beliefs Students are expected to critically reflect on their own norms and beliefs.

**Implementation:** 2009-2011

**Target Group(s), age & context:** scholars, teachers students, 10-14 years old (secondary level)

**Approach/ Method:** Student research, ethnographic research, fieldwork, comparative research

**Type:** Supervision, training

**Funding:** Robert Bosch Stiftung

**Project Number:** G4

## **Project Title: Working Group Ethnological Education**

**Country:** Germany

**Institutions/ Departments:** German Anthropological Association (GAA)

**URL:** <https://ethnologiebildung.wordpress.com/>

**Publication/Material:** <https://ethnologiebildung.wordpress.com/2018/09/17/bericht-ueber-die-interimstagung-2016/>

**Project leader and contact person:** Anita Galuschek

**Duration:** since 2007

### **Short Description:**

The purpose of the Working Group on Ethnological Education, affiliated with the German Society for Ethnology (DGV, earlier German Anthropological Association (DGSKA)) is to teach ethnological knowledge to a broader public. Student members carry out educational activities in kindergartens, schools and adult education, and disseminate knowledge through the media, projects, publications and museums. Through this work, ethnology students build qualifications and networks, gain insight into applied anthropology and better access to internships, and part-time jobs. The Working Group, with 60 members, holds annual meetings to present research projects and results, to disseminate knowledge of career opportunities for ethnologists in the field of education, and to socialize and nurture the network.

**Implementation:** 2017 until now

**Target Group(s), age & context:** Scholars, students, pupils adults in general, all ages

**Approach/ Method:** teaching and educational work in kindergartens, schools and adult education; dissemination of knowledge through the media, projects, publications and museums

**Type:** Lectures, discussions, conferences

**Funding:** Association

**Project Number: G6**

## **Project Title: Cultural Talks ' – From the intercultural Karl May effect to post-colonial reflection**

**Country:** Germany

**Institutions/ Departments:** Cooperation between 3 research centres in Heidelberg: Heidelberg School of Education, Institute of Ethnology (University of Heidelberg) and the Heidelberg Centre for Migration Research and Transcultural Pedagogy (College of Education) // Kooperation zwischen 3 Forschungsstellen in Heidelberg: Heidelberg School of Education, Institut für Ethnologie (Universität Heidelberg) und das Heidelberger Zentrum für Migrationsforschung und Transkulturelle Pädagogik (Pädagogische Hochschule)

**URL:** [https://hse-heidelberg.de/sites/default/files/documents/HSE\\_PLACE%20aktuell\\_2017\\_Abschlussbericht\\_M%C3%BCller-Mathis\\_0.pdf](https://hse-heidelberg.de/sites/default/files/documents/HSE_PLACE%20aktuell_2017_Abschlussbericht_M%C3%BCller-Mathis_0.pdf)

**Publication/Material:** Part of the current teacher-training curriculum in Heidelberg

**Project leader and contact person:** Dr. Stefan Müller-Mathis (Heidelberg School of Education), Partner: Dr. Anita Galuschek (Universität Heidelberg); Sylvia Selke (PH Heidelberg)

**Duration:** since 2017

### **Short Description:**

The aim of the project is to work on conceptual materials for innovative teacher training in the area of inclusion and migration and to develop concrete examples for teaching design. The teaching and training materials designed address the questions: 1) How do we perceive other people and which images of ourselves come to light; 2) How do others represent us and how are all participants involved in the processes of post-colonial knowledge?

The project draws on postcolonial reflexivity, which is a special feature of cultural studies research. How knowledge about 'others' is generated and how this knowledge is embedded in globally unequal conditions is a central interest in transcultural studies. If culturalisations are questioned here, some learning and educational offers contain modes of reflection with which simplified explanations of human behaviour are formed by recourse to the concept of culture; as the project title alludes to, an "intercultural Karl May effect" arises (Jammal 2009). In contrast, a critical pedagogy is developing that wants to discuss the encounter with 'foreign culture' rather than the history of seizure. The teaching and training materials developed were incorporated into the areas of inclusion and migration of the Heidelberg teachers' training. On the one hand, representations of 'indigenous populations' in educational media were discussed against the background of the claim to decolonize knowledge. This made it possible to think about materials that promote dialogue, reciprocity and multi-perspectivity. On the other hand, the "DeinBlick-MeinBlick" booklets created a graphic narrative that presents different perspectives on self-perception, external perception and the world in which we live. In this way, learners can reflect on structures in which the self living in the living world always creates and reassembles new points of reference. Students tested and evaluated the conceived materials. They got to know multi-perspectivity as a scientific and didactic principle and

questioned (powerful) social and pedagogical representational practices.

**Implementation:** since 2017, implemented in teacher training curriculum

**Target Group(s): age & context:** Pedagogy students, pre-service teachers, teacher training education

**Approach/ Method:** Creating teaching materials (for example “MeinBlick-deinBlick”-Hefte / “my gaze – your gaze”

**Type:** Teacher training, students

**Funding:** PLACE project (SS 2017, second phase) = “Partizipation Langfristig Absichern, Chancen Erweitern” / “Securing long-term participation, expanding opportunities” - funded by the Federal State of Baden-Württemberg, Germany

**Project Number:** BiH1

## **Project Title: Implementation of the Handbook on Culture, Tradition and Heritage of National Minorities in Bosnia and Herzegovina**

**Country:** Bosnia and Herzegovina

**Institutions/ Departments:** CIVITAS – Održivni centar za demokratiju i ljudska prava / Education Center for Democracy and Human Rights

**URL:** <https://civitas.ba/>

**Project leader and contact person:** CIVITAS, [info@civitas.ba](mailto:info@civitas.ba)

**Publication/Material:** <https://civitas.ba/>

**Duration:** Ongoing

### **Short Description:**

CIVITAS has developed a course on “Interculturalism” for teachers and educators to develop their intercultural skills and strengthen their awareness of cultural diversity in the context of communities and civil society. The module is the product of the project: Implementation of the Handbook on Culture, Tradition and Heritage of National Minorities in Bosnia and Herzegovina. The main objective of this project was to create training materials and model courses for elementary schools – to integrate content on national minorities into the existing curriculum. CIVITAS is an NGO founded in 1996 as part of a global network of civic education centres. NGOs develop the only common educational programs and curricula content available to almost all elementary and secondary school pupils in BiH. The unique textbooks (Fundamentals of Democracy, Democracy and Human Rights and Project Citizens) are published in all three official languages and used by all students. The program was developed by 155 teachers and trainings were held in several locations across the country (Mostar, Sarajevo, Brcko, Banja Luka, Prijedor and Tuzla), covering 150 schools in all.

**Implementation:** Ongoing

**Target group, age & context:** Elementary school teachers, children aged 5-15

**Approach/ Method:** Lecture series

**Type:** Teaching modules, training materials

**Funding:** Donations, sale of publications, interest and dividends.

**Project Number:** BiH2

## **Project Title: Quality education in multi-ethnic societies**

**Country:** Bosnia and Herzegovina (BiH)

**Institutions/ Departments:** Council of Europe Office in Sarajevo

**URL:** <https://www.coe.int/en/web/sarajevo/about-us>; <http://horizontal-facility-eu.coe.int>

**Publication/Material:** <https://rm.coe.int/project-leaflet-quality-education-in-multi-ethnic-societies-bih-en/16807895e1>

**Project leader and contact person:** Zorica Lesic; Council of Europe Office in Sarajevo

**Duration:** 2018-2019

### **Short Description:**

"Quality Education in Multi-ethnic Societies," a project approved by the EU and the Council of Europe, is part of a more comprehensive programme led by the EU, "Horizontal Facility for the Western Balkans and Turkey". The aim of the project is to reduce the segregation of children in educational institutions in Bosnia and Herzegovina, a country marked by a unique form of school organization known as "two schools under one roof". More than 30 schools in the Federation of Bosnia and Herzegovina, still separate pupils according to nationality. While sharing a building, some children attend school in morning and afternoon shifts, and others are segregated by floor. The project incorporates and engages different groups - students, parents, teachers, civil society actors, and politicians. Ten schools are selected for project implementation.

**Implementation:** 2018-19

**Target group(s), age & context:** Teachers and pupils aged 5-15.

**Approach/ Method:** Analysis with the pupils, interviews with teachers, focus groups

**Type:** Seminars

**Funding:** Co-funded by the European Union and the Council of Europe

**Project Number:** BiH3

## **Project Title: University Course: “Ethnopedagogy”**

**Country:** Bosnia and Herzegovina

**Institutions/ Departments:** University of Tuzla

**URL:** <http://www.untz.ba/programi/Syllabus/I%20ciklus/Filozofski%20fakultet/Pedagogija-psihiologija/Nastavni%20plan%20u%20primjeni%20od%202015-16/IV%20godina/Etnopedagogija.pdf>

**Publication/Material:** see [TRANSCA.net](http://TRANSCA.net)

**Project leader and contact person:** Prof. Adnan Tufekčić

**Duration:** Ongoing

### **Short Description:**

The BA level course, entitled “Ethnopedagogy,” was designed and taught since 1999 by Adnan Tufekčić, PhD, at the University of Tuzla. Combining pedagogy, anthropology and ethnology, ethnopedagogy refers to a modernized and updated version of folk pedagogy created by G.N. Volkov. The course introduces students to the emergence and development of ethnopedagogy as a subdiscipline, including elements of popular education and folk or lay pedagogy. Using ethnographic methods, students engage in organising and implementing short field studies in which they explore various routines of everyday life, such as eating, dressing, hygiene, religious practice and more.

**Implementation:** Since 1999, an obligatory course for students in the Department of Pedagogy, University of Tuzla.

**Target Group(s), age & context:** Teachers in training; 19 years +

**Approach/ Method:** University course (BA level)

**Type** Lectures, seminars, fieldwork

**Funding:** University

**Project Number:** CRO2

## **Project Title: My Personal History in the Multicultural Mosaic Community**

**Country:** Croatia

**Institutions/ Departments:** Nansen Dialogue Centre Osijek, Museum of Slavonia in Osijek

**URL:** <http://www.ndcosijek.hr/projekt-moja-osobna-povijest-u-multikulturalnom-mozaiku-zajednice/>  
(only in Croatian)





**Publication/Material:** <https://docs.google.com/file/d/0Bz3qYH9UBaWccllLeI96ZW9UZDQ/edit> (only in Croatian)

**Project leader and contact person:** Nansen Dialog Center

**Duration:** 2012-2013

**Short Description:**

During the school year 2012/2013, the Nansen Dialog Center in cooperation with the Museum of Slavonia in Osijek conducted a project titled "My Personal History in the Multicultural Mosaic of the Community". The project was carried out in the eight schools of Osijek-Baranja and Vukovar-Srijem County as an extracurricular activity affiliated with the subject "Cultural and spiritual heritage of the homeland." The project introduced students to their own family heritage and to the family heritage of students of other ethnic backgrounds. The idea behind the project was to strengthen the value and potential of tradition in preserving national, religious and family identity. The project comprised a series of activities: Presentations and workshops for teachers, organized by the curators of the Museum of Slavonia in Osijek, aimed to educate teachers about the collection, description and marking of ethnographic material, how to make family trees, and more. Educators received training in field research, specifically family history research with personal storytellers. They were also taught how to work with secondary sources such as photos and archival records. The project included an exhibition and a joint workshop for parents, teachers and students. The results and applied project methodology continues to be disseminated in schools interested in similar topics and projects.

**Implementation:** 2012-2013, the project has ended but presentation of project methodology and results continues

**Target Group(s), age & context:** Primary education; elementary teachers and pupils

**Approach/ Method:** Lecture series for teachers

**Type:** Project and field teaching, creative workshops, visits to museums, culture institutions, networking - common meetings of students and teachers

**Funding:** A combination of EU agencies, Croatian Ministries, and European NGOs.

**Project Number:** CRO3

**Project Title: GEAR – Global Education and Active Response for the Protection of Human Rights, Inclusion and Democratic Values in Intercultural Societies**

**Country:** Croatia, Slovenia, Spain, Italy, Macedonia

**Institutions/ Departments:** GONG (Croatia), Peace Institute (Slovenia), GSI ITALIA, Cives Foundation (Spain), Nansen Dialogue Centre (Osijek, Skopje), School of Economics and Tourism (Daruvar), Elementary schools Siniša Glavašević (Vukovar), Dalj Elementary School, Municipal Secondary Technical School (Gostivar), Municipal Primary School Liria (Tetovo)

**URL:** <https://gear.gong.hr/>

**Publication/Material:** [https://gear.gong.hr/?page\\_id=3181](https://gear.gong.hr/?page_id=3181)

**Project leader and contact person:** GONG

**Duration:** 2016-2018

**Short Description:**

GEAR is a collaboration between civil associations and primary and secondary schools in five European countries (civil society organizations: GONG, Nansen Dialog Center (Croatia), Peace Institute (Slovenia), Solidarieta Groups' Internazionale Italia - GSI Italia, Fundación Educativa y Asistencial Cives (Spain) and Nansen Dialogue Center Skopje (Macedonia), the School of Economics and Tourism Daruvar, Siniša Glavašević Elementary School, Dalj Elementary School (Croatia), OSTU Gostivar and MPS Liria (Macedonia). The eleven partners involved in the project over a two-year period (2016-2018) carried out a series of activities focused on improving existing global, civic and intercultural teaching programs, selected by project leaders as best practices. These were researched, discussed, implemented and improved in the context of project partner schools. GEAR's main focus is teacher training and education. Among other activities are youth training sessions, and school projects for teachers and students. Through these activities, participants developed a GEAR curriculum containing elements of practical methodologies that can be implemented in schools. The curriculum also includes a set of possible learning outcomes for both teachers and pupils. Key competences covered by the project are: civic/citizenship competence, intercultural competence and communication competence.

**Implementation:** since 2016

**Target Group(s), age & context:** Primary schools and secondary vocational schools; educators, teachers

**Approach/ Method:** Education, training, workshops, networking, intercultural and inclusion projects

**Type:** Education/training for teachers and educators, education/training modules, GEAR curriculum

**Funding:** Erasmus+ Program

**Project Number:** CRO4

## Project Title: Education for Citizenship Literacy

**Country:** Croatia

**Institutions/ Departments:** GONG (Civil Society Organization)

**URL:** <https://www.gong.hr/en/active-citizens/civic-education-in-schools/>

**Publication/Material:** <https://www.gong.hr/en/>

**Project leader and contact person:** GONG

**Duration:** 2018 -



## Short Description:

In the absence of a mandatory school educational program for civics and civil society, the civil society organization GONG designed a teacher education program to train teachers in specific skills and competences and teach them to apply the knowledge they acquire in their overall teaching. The program aims to develop awareness of the necessity of individual civic engagement. A special module entitled "Education for Citizenship Literacy" was designed to educate teachers about the possibilities of introducing school students to the concept and practice of active citizenship. So far, workshops have been held in March and April in Sisak, Pazin and Rijeka, and workshops continue in the area of Primorje-Gorski Kotar and Osijek. Workshops introduce teachers to basic concepts of civic education, with focus on *politics, democracy, populism, political parties, political culture, political socialization, civil society, alternative models of democracy* etc. The project has also created an online educational module entitled: *Citizen - and not a subject!*, accessible to all interested in the topic.

**Implementation:** 2018-

**Target group(s), age & context:** Teachers, elementary and high school pupils

**Approach/ Method:** Lecture series

**Type:** Curriculum, teaching module, workshops

**Funding:** Open Society Foundations Network and the National Foundation for Civil Society Development through the Knowledge Centre for Social Development

**Project Number:** SLO1

**Project Title: Only (with) others are we (»Le z drugimi smo« )**

**Country:** Slovenia

**Institutions/ Departments:** Slovenian Migration Institute (SMI) at the Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU), Educational Research Institute (Pedagoški inštitut), Slovenska filantropija, Humanitas – društvo za človekove pravice in človeku prijazne dejavnosti, LOGOUT – center pomoči pri prekomerni rabi interneta in sodobnih tehnologij, Diwan – društvo za kulturo in umetnost, Društvo za razvijanje prostovoljnega dela Novo mesto – DRPD NM, Zavod Petida

**URL:** <https://lezdrugimismo.si/>

**Publication/Material:**

<https://lezdrugimismo.si/uploads/files/Katalog%20LZDS%202018%202019.pdf>;

[https://isim.zrc-sazu.si/sites/default/files/lzds\\_zgibanka\\_ang\\_web.pdf](https://isim.zrc-sazu.si/sites/default/files/lzds_zgibanka_ang_web.pdf)

**Project leader and contact person:** Marina Lukšič Hacin, PhD (Slovenian Migration Institute), Dr. Alenka Gril (Educational Research Institute)

**Duration:** 2016-2021

## Short Description:

The project, "Strengthening the Social and Civic Competences of Educational Staff," comprising two programs: "Challenges of intercultural coexistence" and »Only (with) others are we«, is funded by the Ministry of Education, Science and Sport of the Republic of Slovenia and the European Social Fund. The purpose of the program »Only (with) others are we«, which will be implemented for five years (2016-2021), is to train 10,000 professional and managerial workers, educators in kindergartens, primary and secondary school, student dormitories, and folk universities in the field of social and civic competencies. By raising awareness of the importance of intercultural cooperation, respect for diversity and respectful coexistence in multicultural societies, the program aims to strengthen inclusion and build community in school classes and educational institutions in general. The program encourages pedagogues, educational workers, adolescents and youth to work together through respectful communication, constructive conflict resolution and intercultural dialogue both in school and society at large. It offers the following topics in five seminars: 1) Living diversity: immigrant integration; 2) Slovene and intercultural dialogue, no toleration of violence: challenges and problems; 3) Respectful communication and conflict resolution; 4) Challenges of modern society and school; and 5) Intercultural relations and Integration. Two partner institutions - Slovenian Migration Institute, Research Center of the Slovenian Academy of Science of Arts and Educational Research Institute coordinated these seminars.

**Implementation:** Since 2016

**Target Group(s), age & context:** Teachers, kindergarten educators, primary and secondary schools and boarding schools

**Approach/ Method:** Lecture series

**Type:** Seminars

**Funding:** The Ministry of Education, Science and Sport of the Republic of Slovenia and the European Social Fund

**Project Number:** SLO2

**Project Title:** Children's museum - Herman's den

**Country:** Slovenia

**Institutions/ Departments:** Museum of Recent History Celje (Muzej novejšje zgodovine Celje)

**URL:** <https://www.muzej-nz-ce.si/en/>

**Publication/Material:** <https://www.muzej-nz-ce.si/en/programs/hermans-creative-workshops/>

**Project leader and contact person:** Museum of Recent History Celje

**Duration:** Since 1995 -

## Short Description:

The children's museum, *Herman's Den* opened in 1995 as an exhibition in the Museum of Contemporary History. As yet the only children's museum in Slovenia, it focuses thematically on the cultural heritage and everyday life of people in Celje and Slovenia in general. Drawing its contents from both past and present, and presenting a broad range of material from festivities and everyday life, the museum collects, keeps, researches and exhibits Slovenian mobile cultural heritage.

The museum houses two collections related to children and their lives, and comprises a set of work stations that engage children in creative activities. Through diverse pedagogical methods and activities, such as a Children's Flea Market, Summer in Herman's Theatre and Herman's creative workshops, the museum aims to help kindergarten and school children discover and understand the world around them. Children are guided through the museum by Herman the Fox, the all-present museum mascot, who appears in the storehouse, the play room, the gallery, the confectionery and many other places. The museum also offers temporary exhibitions of contemporary life, to strengthen children's awareness of the importance of cultural heritage and the need to preserve it. Since 2014, the museum has hosted a permanent toy exhibition, the Toy Den, with toys from Slovenian and other- national regions. The museum focuses on children's rights and obligations and has since 2014, been adapted for the sensory and physically impaired.

**Implementation:** Since 1995

**Target Group(s), age & context:** teachers, educators in kindergartens, primary and secondary schools, and boarding schools; children ages 0-12

**Approach/ Method:** Lecture series

**Type.** Seminars

**Funding:** The Ministry of Education, Science and Sport of the Republic of Slovenia and the European Social Fund

**Project Number:** SLO3

**Project Title: Museum educational hours – from the time of our grandparents**  
(MUZEJSKE UČNE URE - Učne ure naših babic in dedkov)

**Country:** Republic of Slovenia (Ljubljana)

**Institutions/ Departments:** Slovenski šolski muzej / Slovenian School Museum

**URL:** <http://www.ssolski-muzej.si/eng/>

**Publication/Material:** <http://www.ssolski-muzej.si/eng/pedagogueactivity.php>

**Project leader and contact person:** Museum curators, [solski.muzej@guest.arnes.si](mailto:solski.muzej@guest.arnes.si)

**Duration:** 1999 -

## Short Description:

Since 1999, the Slovenian School Museum in Ljubljana has conducted intensive programs that provide visitors of all ages with the unique experience and atmosphere of the “old school.” The curator organizes visitors into school classes, and then leads them through different historical periods, during which they must actively participate in implementing lessons. Participation is thus a mixture of spontaneous learning and entertainment.

Drawing on content from past curricula for particular age groups, curators write lesson scenarios and prepare the programme together with teachers. Younger visitors use the experience to compare present and past ways of teaching, while older visitors often nostalgically remember their own school days. During the school year 2018/19, the museum prepared lessons with ethnological content drawn from several historical periods, for example, the Austro-Hungarian Empire, the Kingdom of SHS (Kingdom of Srbs, Croats and Slovenes) and the Kingdom of Yugoslavia. Through practical engagement, lessons entitled Lessons of our grandmothers and grandfathers, Lessons from 1865, etc. acquaint children with elements of traditional culture and with the everyday life of their peers.

**Implementation:** since 1999

**Target Group(s), age & context:** children age 6-15, teachers, kindergarten educators, primary, secondary and boarding schools.

**Approach/ Method:** seminars

**Type:** seminars

**Funding:** The Museum (open for all), schools (tickets for participants)

**Project Number:** AL1

## Project Title: Regional Support for Inclusive Education

**Country:** Albania

**Institutions/ Departments: Project coordinator:** Council of Europe; Albanian partner; Ministry of Education and Science Republic of Albania

**URL:** <https://pjp-eu.coe.int/en/web/inclusive-education/>  
<https://www.coe.int/en/web/tirana/regional-support-for-inclusive-education>

**Publication/Material:** HOLLENWEGER, J. (2014): Mapping existing quality inclusive education training programmes with-in the South East Europe Region. Final Report, The University of Edinburg, PH Zürich. [https://pjp-eu.coe.int/en/web/inclusive-education/images/mapping\\_report\\_final.pdf](https://pjp-eu.coe.int/en/web/inclusive-education/images/mapping_report_final.pdf)

Venäläinen R., (2014): Summary Report. Inclusive Education Policy Mapping. Council of Europe <https://pjp-eu.coe.int/inclusive-education/images/summary%20policy%20mapping%20report%20raisa%20venalainen.pdf>

Hollenweger, J., Pantić N., Florian L., (2015): Tool to Upgrade Teacher Education Practices for Inclusive

Education, Council of Europe <https://pjp-eu.coe.int/inclusive-education/images/tool%20to%20upgrade%20teacher%20education%20practices%20for%20inclusive%20education.pdf>

**Project leader and contact person:** Delina CICI – Project Officer for Albania and Montenegro

**Duration:** 2012- 2015

**Short Description:**

The project "Regional Support for Inclusive Education" focused on South East Europe. It aimed to enhance social inclusion and social cohesion in the region (in line with the beneficiaries' commitments to European Union accession and Council of Europe standards) by promoting inclusive education and training in Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "The former Yugoslav Republic of Macedonia" and Kosovo. The project worked to advance the concept of inclusive education as a principle to promote respect and consideration for the diversity of all learners, with specific focus on those at a higher risk of marginalisation and exclusion. The project drew on experiences gained in 49 pilot schools to provide policymakers with concrete suggestions on how to scale up inclusive practices identified as effective in dealing with to increased social diversity. While focused on pilot schools, this regional project will accentuate the role of educational training in the promotion of social inclusion, tolerance, intercultural dialogue and non-discrimination in South East Europe as a whole. The aim was to increase understanding of the benefits of inclusive education and build a more inclusive society for the benefit of all. The 'bottom-up' approach was expected to help policymakers move from experience in the field to mainstream educational reforms.

**Implementation:** 49 pilot schools (7 per beneficiary: 3 primary, 2 general secondary and 2 vocational secondary)

**Target Group(s), age & context:** Students of primary, secondary and vocational schools and teachers

**Approach/ Method:** Three one-day training sessions: 30 pupils, 30 parents, and 30 teachers discuss inclusion in class, in the family and in school. Three Roundtables: 75 participant teachers. Open Classes: on the theme "How do teachers realize inclusion in class" at all school levels. Teachers and parents discuss strengths and effectiveness of inclusive teaching methods, practices and give recommendations for improvement.

**Type:** Teachers training programme, conference, podcasts, leaflets, documentary

**Funding:** European Union – Council of Europe



**Project Number:** AL2

## **Project Title: Developing Teacher Competences for a Comprehensive VET System in Albania**

**Country:** Albania

**Institutions/ Departments:** COORDINATING INSTITUTIONS: University of León (Coordinator), Spain, University College Pavaresia Vlore, Albania (Co-coordinator); ALBANIAN PARTNERS: Ministry of Education, Youth and Sport, Sports University of Tirana Vojo Kushi, University of Durres Aleksander Moisiu, University of Elbasan Aleksander Xhuvani, University of Gjirokastra Eqrem Cabej, University of Korça Fan. S. Noli, University of Shkodra Luigj Gurakuqi, University of Vlora, Ismail Qemali

**URL:** <https://teavet.org/glossary/>

**Publication/Material:** Not yet published

**Project leader and contact person:** Javier VIDAL GARCIA, Universidad de Leon

**Duration:** 15-10-2017 – 14-10-2020

### **Short Description:**

The general objective of this comprehensive program is to develop academic expertise and reform in-service teacher training by establishing specialized centres in Albanian universities that can deliver high-quality programs in the field of lifelong professional competence development for teachers at the non-tertiary level. To guarantee sustainability, the project will design, implement and monitor a comprehensive lifelong learning (LLL) Teacher Training System, with Albanian universities as main providers, and thus strengthening relations between higher education and the wider economic and social environment. The key output is the establishment of a LLL Teacher Training System at the Ministry level by: 1) Designing and implementing training courses for improving teaching and learning competences for in-service teachers aligned with the UE and Ministry of Education and Sports (MoES) strategy; 2) Establishing LLL Centres in Albanian universities; 3) Creating an Albanian Network of LLL Centres for Teacher Training (NCTT); 4) Training academic staff at Albanian universities to train in-service teachers; 5) Establishing a database and accreditation system and formal processes for registering, accrediting and following up on teacher training programmes, within the recognition of MoES.

**Implementation:** Develop training programs (in scientific methodology, pedagogy, ethics, and educational ICT) for educators in different levels of education. Develop digital structures (video projectors, interactive laboratories, smart board, laptops, etc.) in Albanian universities to support teacher qualification training and lifelong learning.

**Target Group(s), age & context:** Teachers

**Approach/ Method:** Teachers teaching seminars, 16 pilot courses will be organized at each Albanian University LLL Centre to promote the training courses. Establishing a LLL Centre in each Albanian university. Creating the Albanian Network of LLL Centres for Teacher Training

**Type:** Teachers teaching seminars, pilot courses at each Albanian University LLL Centre

**Funding:** Erasmus+

**Project Number:** AL3

## **Project Title: Leave No One Behind**

**Country:** Albania

**Institutions/ Departments:** United Nations Development Programme

**URL:** <http://www.al.undp.org/content/albania/en/home/projects/leave-no-one-behind.html>

**Publication/Material:** Jorgoni E. and Thahsini I. (2018): Capacity and Training Needs Assessment for Civil Society Organisations (CSO) Working in the Area of Disabilities, United Nations Country Office. <http://www.al.undp.org/content/albania/en/home/library/poverty/capacity-and-training-needs-assessment-for-csos-working-in-the-a.html>

United Nations (2018): Programme Progress Report June 2017- May 2018. United Nations Country Office. <http://www.al.undp.org/content/albania/en/home/library/poverty/progress-report--leave-no-one-behind.html>

Dauti M., Kamberi O., and Çela X., (2018): A Satisfaction Survey on Social Services. United Nations Development Programme. <http://www.al.undp.org/content/albania/en/home/library/poverty/a-satisfaction-survey-on-social-services-.html>

**Project leader and contact person:** UNDP Albania: <https://www.al.undp.org>

**Duration:** June 2017 - December 2021

### **Short Description:**

“Leave No One Behind (LNB)” is a four-year joint UN programme supporting the implementation of a new social sector in Albania. It aims to provide vulnerable persons with equal access to public services and opportunities, to help them gain a voice in public decision-making affecting their lives, and to hold public officials accountable. It draws on the technical expertise and know-how of UN agencies to link municipal and national levels and thus give the project greater impact and outreach. Project objectives are to: 1) empower vulnerable persons, especially persons with disabilities, Roma and Egyptians, and vulnerable women; 2) work toward social inclusion and better access to social services to improve the social situation and well-being of vulnerable categories, and 3) enhance the organizational capacities of municipalities and local social agencies to provide better quality, more inclusive, equitable and efficient services. The project will develop and monitor the implementation and funding of national and NGO policies relevant to social inclusion, social care and protection, gender equality and good governance in Albania.

**Implementation:** Information and awareness raising workshops and forums; inclusive packages of integrated social services; community-based Sexual and Reproductive Health (SRH) services for young persons in need; Local Social Dialogue Groups (LSDG) between municipalities and local stakeholders; municipal social care plans; professional staff training in new social care legislation, policy and social services provision; teacher training in inclusive pedagogy.

**Target Group(s), age & context:** Vulnerable adults (minorities, people with disabilities, vulnerable women)

**Approach/ Method:** Participatory programs in 11 municipalities to cultivate social care plans. Teacher

training in socially inclusive education.

**Type:** Workshops, forum, seminars, teacher training

**Funding:** United Nations Development Programme, Government of Albania, Albania One UN Coherence Fund (MPTF)

**Project Number:** BU1

**Project Title: EMPAQT- Empathic and Supportive Teachers. Key to quality and efficiency in education**

**Country:** Bulgaria

**Institutions/ Departments:** COORDINATING INSTITUTION: Trakia University – Stara Zagora, Bulgaria; BULGARIAN PARTNERS: Center for Creative Training Association (Non-profit organization), Sofia; Regional Education Inspectorate, Silistra (Territorial administration of the Ministry of Education and Science); The Institute of Education Sciences (IES), Public non-profit body, subordinated to the Ministry of Education

**URL:** [https://up2europe.com/european/projects/empathic-and-supportive-teachers-key-to-quality-and-efficiency-in-education\\_81815.html](https://up2europe.com/european/projects/empathic-and-supportive-teachers-key-to-quality-and-efficiency-in-education_81815.html)

**Publication/Material:** Empathic and supportive teachers- key to quality and efficiency in education. Educator's Stories, Trakia University, European Commission

Policies and Practices for Prevention of Early School Leaving. Conference Proceedings (2018). Trakia University.

Empathic and supportive teachers- key to quality and efficiency in education. Policy Recommendations (2018), Trakia University, European Commission.

**Project leader and contact person:** Trakia University, Stara Zagora, Bulgaria

**Duration:** 2015- 2018

## **Short Description:**

The objective of this people-focused Erasmus+ project is to pioneer a training program in inclusive pedagogy for Bulgarian school teachers, as part of a wider move to introduce inclusive pedagogies in European schools to tackle problems of early school leaving (ESL). The aim is to foster equity and inclusion in school environments, to support disadvantaged learners, and make them feel respected and valued. The program will train teachers and school specialists in pedagogical methods that support students' personal development, and pedagogical tools for identifying and redressing concrete difficulties experienced by students at risk of ESL and of social exclusion.

**Implementation:** Examining teacher and specialist training in partner countries and implementing activities to improve course structure and content by: 1) defining teachers' needs in mastering communication and coaching skills for classroom diversity management and ESL intervention; 2)

conducting student surveys to determine levels of trust for educators and proneness for seeking help with personal and academic challenges; 3) researching intervention models for supportive environments and ESL; 4) developing a specialised, compulsory training course for teachers and other school specialists to encourage holistic approaches to classroom piloting; and 5) organising international dialogue to discuss policies and practices for tackling ESL through a systematic approach to improving teachers' professional skills.

**Target Group(s), age & context:** Education professionals: teachers, school specialists

**Approach/ Method:** Survey, research, model courses

**Type:** Training activities, round table discussions, forums, conference

**Funding:** Erasmus+ program, Key Action 3: Forward-Looking Cooperation Projects

**Project Number:** BU2

## Project Title: Trainee to Trained Teacher

**Country:** Bulgaria

**Institutions/ Departments:** Teacher for Bulgaria, Primary School, Pefkochori, Greece

**URL:** <https://t2tt.weebly.com/>

**Publication/Material:** Training modules:

[https://t2tt.weebly.com/uploads/2/6/3/8/26383562/t2tt\\_training\\_modules.compressed.pdf](https://t2tt.weebly.com/uploads/2/6/3/8/26383562/t2tt_training_modules.compressed.pdf)

**Project leader and contact person:** Teach for Bulgaria <https://zaednovchas.bg/>

**Duration:** 2016-2017

### Short Description:

The program aims to: 1) improve the quality of Initial Teacher Education (ITE), specifically the transition from trainee to second-year teacher; 2) improve professional development for both new and experienced teachers; 3) develop new and innovative approaches to training school teachers; and 4) reduce the drop-out rate of teachers at the start of their professional lives.

This Erasmus+ project will identify the tools used to support trainees and Newly Qualified Teachers (NQT's) in the UK School Direct programme. These include formal training, induction programmes, teacher support, coaching and mentoring, and in-house professional development. The project will also draft a set of training modules and tools covering: coaching and mentoring, ITE, special education, student assessment, accreditation, and learning behaviour. It will pilot, test, evaluate and refine the training modules based on data generated and feedback from trainees, teachers and pupils.

**Implementation:** Training modules in 5 schools in each of 5 countries

**Target Group(s), age & context:** Teachers and pupils in 5 schools in 5 countries

**Approach/ Method:** Mentoring, lecture series

**Type:** Set of training modules, pilot tests

**Funding:** Erasmus+

**Project Number:** BU3

## **Project Title: Rom-UP!**

### **The inclusion of Roma through quality successful educational experiences**

**Country:** Bulgaria

**Institutions/ Departments:** PROJECT COORDINATING INSTITUTION: Romani Association of Women Drom Kotar Mestipen; PARTNERS: Bulgaria: Centre for Interethnic Dialogue and Tolerance (AMALIPE)

**URL:** <http://www.eromaresource.com/project/rom-up--the-inclusion-of-roma-through-quality-successful-educational-experiences.html>

**Publication/Material:** Electronic Guide:

[http://cloud2.snappages.com/c13113aadcc6acbc7b237bdac53d0398570c62aa/Electronic%20guide\\_EN\\_1.pdf](http://cloud2.snappages.com/c13113aadcc6acbc7b237bdac53d0398570c62aa/Electronic%20guide_EN_1.pdf)

**Project leader and contact person:** Teodora Krumova

**Duration:** April 2012- March 2013

#### **Short Description:**

The main goal of ROM-UP! is to create an International Romani Network aimed at disseminating knowledge of effective programs to promote the social integration of Roma children (and others) with regard to achieving educational success. The project will develop strategies for pursuing social integration of minorities in participating countries (Spain, Bulgaria, Greece, Romania and Ireland).

**Implementation:** To overcome Roma exclusion in Bulgaria, this entails involving Roma in the selection of educational practices carried out in their communities and establishing coordinating networks that include project leaders, Roma communities and educational agencies.

**Target Group(s), age & context:** Roma children and young people (6-18) and adults; organisations, institutions and other entities working with Roma children; Roma grass roots communities; teaching staff, local organisations, associations, public authorities and NGOs sensitive to the subject of Roma social and economic inclusion and access to education; and organisations working with children from disadvantaged backgrounds (immigrants, people with disabilities, etc.).

**Approach/ Method:** networks, community participation

**Type:** Seminars, electronic guide, working group meetings

**Funding:** European Commission under the Lifelong Learning Programme

**Project Number:** GR1

**Project Title:** PRESS (Provision of Refugee Education and Support Scheme)

**Country:** Greece

**Institutions/ Departments:** Hellenic Open University

**URL:** <https://www.eap.gr/en/anakoinvseis-ekdilwseis-2/general-announcements/general-announcements/4571-the-hou-is-launching-an-action-plan-for-the-education-of-refugees-project-press>.

**Publication/Material:** <http://press-project.eap.gr/toolkit/login/index.php>

**Project leader and contact person:** George Androulakis, Vice-President of Academic Affairs and Foreign Relations, Hellenic Open University, Associate Professor, Department of Primary Education, University of Thessaly; CONTACT PERSON (GREECE): Ivi Daskalaki, PhD in Social Anthropology, Goldsmiths, University of London; Sofia Tsioli, PhD Candidate, Applied Linguistics, National & Kapodistrian University of Athens; Anna Apostolidou, PhD in Social Anthropology, University College London

**Duration:** 01 September 2016 - 31 August 2018

**Short Description:**

An initiative of the Hellenic Open University, this research project aims to implement educational actions and support services for refugees. It works to detect and address the educational needs of child and adult migrants, refugees and asylum seekers in Greece. Research focuses on communication, the linguistic and educational needs and expectations of refugees and the educational empowerment of children, adolescents and adult refugees in the Greek context.

**Implementation:**

Three strands of action: 1) research, 2) linguistic Integration, and 3) empowerment and awareness, include diverse interventions aiming to alleviate medium and long-term educational integration and social inclusion of migrants.

**Target Group(s), age & context:** Children, adolescents and adult refugees in Greece. Teachers, animators, volunteers, and anyone interested in learning more about the refugee phenomenon.

**Approach/ Method:** Ethnographic research, mentoring, lecture series

**Type:** Modules, teacher training, workshops

**Funding:** Hellenic Open University

**Project Number: GR2**

## **Project Title: I Have Rights Towards the Recognition of Non-discrimination Principles at School**

**Country:** Greece

**Institutions/ Departments: APPLICANT:** RenaSup (France) Non-profit organization (Network of 515 schools from middle school to higher education) directly associated with the General Secretary of the French Catholic Education; **SCIENTIFIC COORDINATOR:** University of Siena (Italy); **GREEK PARTNER:** Aristotle University of Thessaloniki; **ASSOCIATED PARTNERS IN GREECE:** Club Serres for UNESCO (NGO), Serres; Hellenic Observatory for Intercultural Education (Scientific Association), Thessaloniki; House of Europe (NGO), Rhodes; Network for Children's Rights (NGO), Athens; Rainbow Families of Greece (NGO), Athens; Symbiosis (Civil, Non-Profit Company), Thessaloniki; UNESCO Youth Club of Thessaloniki (NGO), Thessaloniki.

**URL:** <https://ihaverights.pixel-online.org/index.php>

### **Publication/Material:**

Best Practices: [https://ihaverights.pixel-online.org/files/case\\_studies/Best%20Practice.pdf](https://ihaverights.pixel-online.org/files/case_studies/Best%20Practice.pdf)

Book: [https://ihaverights.pixel-online.org/BK\\_list.php](https://ihaverights.pixel-online.org/BK_list.php)

**Project leader and contact person:** Jean-Marc Petit - General delegate of the "RenaSup" non-profit organization; **Contact Person (Greece):** Eleni Chondolidou, Aristotle University, Thessaloniki

**Duration:** 01 September 2016 - 31 August 2018

### **Short Description:**

The project aims to enhance the capabilities of secondary school teachers in teaching multicultural classrooms through the acquisition of intercultural competences based on understandings of human rights and non-discrimination values.

### **Implementation:**

Phase 1 - Data collection, analysis (state of the art in non-discrimination and intercultural competences in secondary schools), and assessment (perceptions of discrimination and migration related issues) for the collection of Case Studies and Best Practices.

Phase 2 – Develop Guidelines 1) for secondary school teachers to enhance intercultural competences and raise awareness of non-discrimination values at school level, 2) to develop policies to fight discrimination and promote equality in schools with multicultural classrooms (migrants and refugees).

Phase 3 – Publication of research anthology on school integration issues and intercultural education.

Phase 4 – Testing with the participation of target groups to get relevant feedback to fine-tune deliverables fully consistent with needs and expectations of the end users.

Phase 5 - Training workshops for teachers, headmasters, administrative staff, policymakers, and human rights and anti-discrimination experts - to raise awareness, enhance intercultural competence and acquire knowledge of non-discrimination principles with reference to migration issues.



**Target Group(s), age & context:** Secondary education students, teachers and professional educators, educational professionals, school headmasters and administrative staff, policymakers and experts in the field of education

**Approach/ Method:** Collection of case studies and best practice; guidelines for secondary school teachers with multicultural classrooms; Publication of findings.

**Type:** Workshops, seminars, teacher training

**Funding:** French National Agency for the Erasmus+ Programme and the European Commission

**Project Number:** GR3

## **Project Title: I Xenios Zeus:**

### **Managing the refugee and migrant flows through the development of educational and vocational frames for children and adults**

**Country:** Greece

**Institutions/ Departments:** PROJECT APPLICANT - PROJECT COORDINATOR: Regional Directorate of Primary & Secondary Education of Central Macedonia, Thessaloniki

GREEK PARTNERS: Faculty of Education, Aristotle University, Thessaloniki; School of Modern Greek Language, Thessaloniki, Aristotle University, Thessaloniki, Cartographic Heritage Archives, National Historical Archive of Macedonia, Thessaloniki; Center for Addiction Prevention and Health Promotion in Western Thessaloniki "DIKTIO ALPHA (NGO), Thessaloniki, Municipality of Peonia (Idomeni); Municipality of Delta (Diavata); Faculty of Education, University of West Macedonia, Florina

**URL:** [http://xenioszeus.uowm.gr/el/perigrafh\\_programmatos/](http://xenioszeus.uowm.gr/el/perigrafh_programmatos/)

**Publication/Material:** [http://xenioszeus.uowm.gr/el/glosiko\\_upostiriktiko\\_uliko/](http://xenioszeus.uowm.gr/el/glosiko_upostiriktiko_uliko/)

**Project leader and contact person:** Regional Directorate of Primary & Secondary Education of Central Macedonia, Thessaloniki

**Duration:** 01-09-2016 until 31-08-2018

**Short Description:** The project aims to alter the ways that specific institutions (e.g. universities, archives, and municipalities) pedagogically cope with the refugee flow in northern Greece. It will design, create and distribute knowledge material, a toolbox with activities and instructions, and a series of training programs implicating adult refugees and their children. Its scope is to develop linguistic literacy, IT-based literacy as well as to inform refugees in human rights subjects. The project will draw on material from the Cartographic Heritage Archives to develop an effective use of maps to familiarize refugees with the geography of their place residence and its cultural specificities and work with local communities to raise awareness of refugees, the phenomenon and issues. Partners will work together at national and European levels.

**Implementation:** Cooperation between the Regional Directorate of Primary and Secondary Education, participating municipalities, experts in refugee issues and Greek as a second language, to provide refugees with basic literacy skills, develop trusting relations with local people, and prepare for a smooth transition abroad.

**Target Group(s), age & context:** Adult refugees and their children, teachers, teacher trainers, stakeholders of non-formal education

**Approach/ Method:** 1) Development of an applicable toolbox for child refugees and potentially trainee-refugees as well as the teachers-trainers who will be called to instruct the refugees; 2) Organization and implementation of seminars for teachers, researchers and stakeholders who take action on the subject of the educational use of refugee/migrant flows

**Type:** Workshops, seminars, teacher training

**Funding:** Co funded by the European Union, Erasmus+ KA2 Cooperation for Innovation and Exchange of Good Practices, Regional Directorate of Primary School & Secondary Education of Central Macedonia

**Project Number:** DK1

**Project Title: Teaching by Anthropologists.**

**Fieldwork in secondary education**

**Country:** Denmark

**Institutions/ Departments:** Moesgaard Museum

**URL:** <https://www.moesgaardmuseum.dk/forskning-og-undersogelser/etnografi-og-antropologi/kurser-i-feltarbejde/undervisning-af-antropologer/>

**Publication/Material:** Fieldwork : Anthropological method for gymnasium (*Feltarbejde : antropologisk metode i gymnasiet*), K. P. Helligsøe, L. Beck, M. B. Lehrmann, 2017, LR Uddannelse: <https://www.lru.dk/feltarbejde-0>

**Project leader and contact person:** Kasper Pape Helligsøe: [kh@moesgaardmuseum.dk](mailto:kh@moesgaardmuseum.dk)  
Line Beck: [lb@moesgaardmuseum.dk](mailto:lb@moesgaardmuseum.dk)

**Duration:** Ongoing

**Short Description:** This project gives gymnasium students tools for understanding local phenomena in larger perspectives: grasping integration and European politics from the stories of children in an asylum centre, colonialism and resource extraction through a photo series from Greenland, or Danish nationalism by attending Sankt Hans bonfires. Allowing students to explore how people understand and relate to the world helps them understand how knowledge is forged through experience, observation, conversation, and by collecting objects and pictures. In collaboration with gymnasiums in Mid-Jutland, the project has developed a wide range of teaching materials and concrete exercises

specifically designed for use in gymnasiums. Hands-on method exercises train students to be curious about the world, while field projects allow them to experience that they too can create knowledge.

**Implementation:** The project offers three courses: a basic introduction to fieldwork, project design for field trips and theme courses tailored to specific academic subjects. Taught by two teachers to ensure dialogue, the course is held either at the gymnasium or in the museum. For students: Basic course: 1) Fieldwork and 2) Fieldtrip: Pre-trip introduction to fieldwork and the theories behind it; a methods workshop; guidance in designing a field project. Post-trip introduction to analysis of student produced material with a view to presentation in the form of text, exhibition or visual product. Emphasis is on analytical reflection on the material gathered and methodological reflection during fieldwork. For teachers: Basic courses in teaching fieldwork, and field trip - preparation and analysis.

**Approach/ Method:** Coursework, method exercises, fieldwork

**Type:** Training in methods, fieldwork design and analysis

**Funding:** Secondary schools (gymnasiums), Moesgaard Museum

**Project Number:** DK2

## **Project Title: Master Program in Educational Anthropology**

**Country:** Denmark

**Institutions/ Departments:** Department of Educational Anthropology, Danish School of Education, Aarhus University

**URL:** <http://kandidat.au.dk/paedagogiskantropologi/>

**Publication/Material:** Pedagogical Anthropology – approaches and concepts (Pædagogisk antropologi - tilgange og begreber, E: Gulløv, G. B. Nielsen and I. W. Winther (eds), 2017, Reitzel: <https://hansreitzel.dk/products/padagogisk-antropologi-tilgange-og-begreber-bog-39933-9788741263236>

Pedagogical Anthropology: Reflections on field-based knowledge (Pædagogisk antropologi : refleksioner over feltbaseret viden), U.A. Madsen (ed) 2005, Hans Reitzels Forlag: <https://hansreitzel.dk/products/padagogisk-antropologi-bog-15647-9788741223803>

**Project leader/contact person:** Head of Department: Ida Wenzel Winther

**Duration:** Ongoing

### **Short Description:**

This 2-year Masters Program in Educational Anthropology, taught in Danish) teaches students to analyse cultural forms, structural conditions and social processes from a broad range of educational anthropological perspectives. Students carry out independent ethnographic fieldwork on topics of their choice and with focus on a broad array of educational issues, analyse the worldviews, values, relationality, sociality and power relations of social groups and individuals. They work with central theoretical and thematic problems (for ex. self-formation, ways of learning and knowing, technology,

child-rearing, higher education, human mobility, environment) within the anthropological subfield of education and pedagogy. Also international program: Masters of Anthropology of Education and Globalization (in English)

**Implementation:** Obligatory and elective courses, ethnographic methods, fieldwork, master's theses

**Target Group(s), age & context:** Students with a professional or university BA: teachers, pedagogues, nurses, police, social workers, and more.

**Approach/ Method:** Lectures, group work, discussion, presentations, group and individual exams.

**Type:** 2-year Master program

**Funding:** University of Aarhus

**Project Number:** DK 3

## **Project Title: Bridge Builder Association (Foreningen Brobyggere)**

**Country:** Denmark

**Institutions/ Departments:** Voluntary Association

**URL:** <https://brobyggerne.dk/>

**Publication/Material:** Teaching material for a Bridge Building Week at school:

[https://brobyggerne.dk/?page\\_id=1175#FDW6V](https://brobyggerne.dk/?page_id=1175#FDW6V)

**Project leader/contact person:** Özlem Cekic, chairperson; Maia Feldman, board member

**Duration:** Ongoing

### **Short Description:**

Babies are born without prejudice, but children soon learn to question, and sometimes fear, what they don't know. If we are to secure understanding between different groups, it's crucial that children already in primary school enter into dialogue with other children about what it means to be different. *Trygfonden* has supported The Bridge Building Association in developing methods and materials for training 600 students as future bridge builders, by strengthening their capacity for dialogue and reflection about their fear of 'the others'. During Bridge Building Week, students learn about how dialogue may forge new understanding, relations, and insight of the things we talk about and the people we talk about/with. To broaden their horizons, students meet with students from other schools and with a 'dialogue corps.'

**Implementation:** Bridgebuilder week in primary/middle schools

**Target Group(s), age & context:** Primary school pupils and their teachers

**Approach/ Method:** Methods catalogue and teaching materials: exercises, activities, games

**Type:** School project week, class project work

**Funding:** Tryg Fond

**Project Number:** DK 4

**Project Title: Cultural concepts and intercultural communication**

**Country:** Denmark

**Institutions/ Departments:** University Colleges: Pedagogical Diploma Program

**URL:** Example: <https://phabsalon.dk/modul/kulturbegreber-og-interkulturel-kommunikation/>

**Publication/Material:** N/A

**Project leader/contact person:** N/A

**Duration:** Ongoing

**Short Description:**

In-service professional development in intercultural competence for working under and understanding complex cultural conditions. Students gain insight into theoretical and methodological approaches to working with culture and cultural understanding in pedagogy. Students also learn to develop intercultural teaching and practices in collaboration with school leaders, parents and colleagues. The course trains students in supervising, communicating and initiating the development of culturally inclusive classrooms and in motivating their choices of pedagogical approaches and initiatives.

**Implementation:** Diploma course

**Target Group(s), age & context:** Teachers, pedagogues, consultants working with integration processes, ethnicity and identity in child- and youth groups in schools and institutions.

**Approach/ Method:** Lectures

**Type:** Elective course in Pedagogical Diploma Program or independent course.

**Funding:** Diverse University Colleges

**Project Number:** DK 5

**Project Title: Cultural Encounters and Intercultural Pedagogy**

**Country:** Denmark

**Institutions/ Departments:** University Colleges of Applied Sciences across Denmark

**URL:** Example: <https://ucc.dk/paedagoguddannelsen/om-uddannelsen/uddannelsens-opbygning/valgfrie-moduler/kulturmode-og>

**Publication/Material:** N/A



**Project leader/contact person:** N/A

**Duration:** Ongoing

**Short Description:**

This elective focuses on diversity and community and includes theoretical as well as practical work with cultural concepts and understandings in relation to diverse social groups, institutional forms and life themes. Students are engaged to reflect on and act in relation to cultural encounters, differences, and conflicts, and to incorporate cultural diversity as a participatory perspective and resource in their pedagogical practice.

**Implementation:** Elective course.

**Target Group(s), age & context:** Pedagogues and per-school teachers

**Approach/ Method:** Lectures, group work, presentations

**Type:** Elective course in pedagogue/preschool teacher education

**Funding:** Various University Colleges

**Project Number:** NO1

**Project Title: Sámi culture and society  
(1 & 2)**

**Country:** Norway

**Institutions/ Departments:** Sámi University of Applied Sciences

**URL:** <http://samas.no/nb/studier/ser-samisk-kultur-og-samfunnskunnskap-1>;  
<http://samas.no/nb/studier/ser-samisk-kultur-og-samfunnskunnskap-2>

**Publication/Material:**

[http://samas.no/sites/default/files/study/attachments/ser\\_180\\_og\\_181\\_godkjent\\_20.6.2017.pdf](http://samas.no/sites/default/files/study/attachments/ser_180_og_181_godkjent_20.6.2017.pdf);  
[http://samas.no/sites/default/files/study/attachments/dohkk\\_15.9.14\\_1.pdf](http://samas.no/sites/default/files/study/attachments/dohkk_15.9.14_1.pdf)

**Project leader and contact person:** Teachers: Eva Måsø; Liv Østmo

**Duration:** Ongoing

**Short Description:** Taught in both Norwegian and English, these courses are specially designed for training "Ofelaččat – or Sámi guides and others who will teach and disseminate knowledge of Sámi cultural diversity, society and history. They provide an introduction to Sámi culture and society, storytelling and oral tradition and tradition-based cultural expression. They aim to strengthen the students' Sámi identity, to develop personal reflexivity and critical reflection on representations of the Sámi people across time and space, and to provide them with presentation techniques, competency in information technology, ethical communication and conflict management. All students carry out an independent communication project.

**Implementation:** 2 semester courses

**Target Group(s), age & context:** Applied science college students, Ofelaččat - Sami guides.

**Approach/ Method:** Net-based part-time study: Lectures, practical exercises, assignments, field trips, seminars, projects, written and oral reflection and presentation.

**Type:** Cultural ambassadors/guides

**Funding:** Sámi University of Applied Sciences, Norwegian State University College

**Project Number:** NO2

## **Project Title: Social studies - Cultural diversity; Cultural pedagogy**

**Country:** Norway

**Institutions/ Departments:** Faculty for Humanities, Social sciences and Teacher education, University in Tromsø - Norway's Arctic University

**URL:** [https://uit.no/utdanning/emner/emne?p\\_document\\_id=576595](https://uit.no/utdanning/emner/emne?p_document_id=576595);  
[https://uit.no/utdanning/emner/emne?p\\_document\\_id=537913](https://uit.no/utdanning/emner/emne?p_document_id=537913)

**Project leader and contact person:** Lisbeth Bergum Johanson; Anna Maria Helena Stenseth

**Duration:** Ongoing

**Short Description:** 1: The course focuses on social science themes with an emphasis on historic and contemporary cultural diversity from the perspective, where relevant, of northern Norway. Learning outcomes: knowledge of themes central to social science didactics, theory and methods in geography, history and social studies, central features of Norwegian history, with specialization in Sami and Northern Norwegian history, from the Middle Ages to today; multicultural understanding, diversity and the multicultural Norway, Norwegian politics with emphasis on democracy and democratic practice maps, landscapes and geographical concepts.

2: This course requires students to reflect on the relation between pedagogy and culture. Drawing on sociocultural perspectives on learning and development, students explore different issues regarding the educational system as an arena for cultural encounters. The course introduces central theoretical contributions to the tradition, and then asks students to apply these theoretical perspectives, concepts and approaches to different empirical areas. The goal is for students to 1) understand the import of upbringing, education and the transmission of knowledge in *every* society and cultural formation, 2) realize that knowledge always reflects the particular places and positions from which we see the world, and 3) develop a critical view of institutionalized child-rearing practices and forms of knowledge transmission.

### **Implementation:**

**Target Group(s), age & context:** 1) Teachers in training, grades 5-10 with specialization in social studies; 2) Pedagogues in training



**Approach/ Method:** Lectures, seminars, group work, field study

**Type:** University courses, teacher education: Social science specialization with a focus on cultural plurality in North Norway.

**Funding:** UIT Norges Arktiske Universitet/Norway's Arctic University

**Project Number:** NO3

## **Project Title: Norwegian as a second language and cultural competence**

**Country:** Norway

**Institutions/ Departments:** Faculty for Humanities and Pedagogy, University in Agder

**URL:** <https://www.uia.no/studier/norsk-som-andrespraak-og-kulturkunnskap>

**Publication/Material:** <https://www.uia.no/studieplaner/topic/NO-141-1> ;  
<https://www.uia.no/studieplaner/topic/NO-142-1>

**Project leader/contact person:** Boriana Vukovska

**Duration:** Ongoing

### **Short Description:**

The aim of this course is to strengthen the learning potential of minority language pupils. It is designed for primary school and other teachers who teach minority students. This part-time course, stretching over two semesters, has two modules: introduction to Norwegian as a second language and cultural competence, and teaching Norwegian as a second language and cultural competence.

**Implementation:** University course

**Target Group(s), age & context:** University students, teachers working with minority language students

**Approach/ Method:** Students work at home, come together in 'gatherings' at particular times for lectures, discussions, and group work.

**Type:** Part-time two semester course for primary teachers

**Funding:** University in Agder

**Project Number:** NO4

## **Project Title: Global Knowledge**

**Country:** Norway

**Institutions/ Departments:** Teacher Education, University College of the Westland

**URL:** <https://hvl.no/studier/studieprogram/2020v/glob/>

**Publication/Material:**

**Project leader/contact person:** Ane Bergersen

**Duration:** 2017 - ongoing

### **Short Description:**

This course of study is for students who want to acquire cross-cultural competence and global understanding through theory and a three-month project and field study in Zamboni or another African country. The course teaches theories of intercultural communication, globalisation, culture and society, Ubuntu (African philosophy), development theory and global understanding. The theoretical and field preparatory module, Global Cultural Knowledge is obligatory. Students then choose between a shorter Project with Field Study and a longer Field Study with project. Teaching is in Norwegian.

**Implementation:** Obligatory module, two types of field study modules.

**Target Group(s), age & context:** Pre-service/in-service primary and pre-school teachers

**Approach/ Method:** Lectures, discussion, group work, presentations, project work, field study and supervision.

**Type:** Semester course

**Funding:** University College of the Westland

**Project Number:** S1

## **Project Title: Learning and Teaching in Multicultural Schools**

**Country:** Sweden

**Institutions/ Departments:** Malmö University, Faculty of Education and Society, Department of Society, Culture and Identity.

**URL:** <https://edu.mah.se/en/Course/IS129E>

**Publication/Material:**



**Project leader/contact person:** Course Coordinator: Laid Bouakaz, [laid.bouakaz@mau.se](mailto:laid.bouakaz@mau.se)

**Duration:** Ongoing

**Short Description:**

The aim of the course is to prepare student teachers for their professional task of teaching within the context of diversity in pre-schools and schools. The course is organized around different themes, and includes both theoretical studies and school experiences:

- \* Personal and professional self-awareness
- \* Comparative studies of educational systems
- \* Strategies and methods for teaching/learning in multiethnic and multilingual settings
- \* Language and concept development
- \* Migration and national and minority group identity
- \* World philosophies, religions, ideologies and value systems in the Swedish classroom.

The course takes into pedagogical consideration and didactic advantage of the group's international composition. It provides practical exposure to a school/pre-school setting and tasks through which students may reflect on their own cultural experiences and assumptions. Periods of theoretical studies alternate with periods of practical work in schools. Students are required to write an examination paper on a relevant topic or present and discuss in seminar project work based on course themes.

**Implementation:** Teacher training specialization, International course in English

**Target Group(s), age & context:** Third-year teacher education students with English fluency

**Approach/ Method:** Specialisation course: Swedish and International students

**Type:** Exercises/reflections on own cultural experience and assumptions, theoretical studies, practical work in schools and pre-schools, portfolios, presentations, discussions, lectures, seminars, literature-seminars, group work and evaluation.

**Funding:** Malmö University

**Project Number:** SE2

## Project Title: Culture School – The Rocket (Kulturskolan Raketten)

**Country:** Sweden

**Institutions/ Departments:** Culture school (Rocket), a non-for-profit school (Ltd.) near Stockholm

**URL:** <https://www.kulturskolanraketen.se/>

**Project leader/contact person:** Cecilie Strandell: [cecilia.strandell@kulturskolanraketen.se](mailto:cecilia.strandell@kulturskolanraketen.se)

**Duration:** 1999-Ongoing

**Short Description:**

The school has a dual anthropological focus on culture – as social process, values, common history and environments and as aesthetic expression through words, movement, music, and dramatization.

The school places pedagogical emphasis on thematic project work (theoretical and practical) and intellectual focus on culture (own, other, children's), social justice and environmental issues – working with school children and parents to develop alternative possibilities for participation and engagement. Children collaborate and contribute to environmental and social projects in Africa and elsewhere around the world.

**Implementation:** Comprehensive school (kindergarten class, grades 1-9), after-school day care

**Target Group(s), age & context:** School children – 5- 15

**Approach/ Method:** Thematic project work, practical, academic and aesthetic expression and presentation

**Type:** Small, non-for-profit school, after-school care, and after school club.

**Funding:** Ltd., school fees, state subsidies

**Project Number:** SE3

## Project Title: Education in Multicultural Society

**Country:** Sweden

**Institutions/ Departments:** University of Stockholm, Department of Education (*Institutionen för pedagogik og didaktik*)

**URL:** <https://www.su.se/english/search-courses-and-programmes/peg104-1.413347?semester=HT19&eventcode=34362>

**Publication/Material:** [https://sisu.it.su.se/pdf\\_creator/36628/50710/en](https://sisu.it.su.se/pdf_creator/36628/50710/en)

**Project leader/contact person:** Associate Professor Susanne Kreitz-Sandberg

**Duration:** Ongoing

**Short Description:** The course introduces students to the study of cultural diversity in society and the impact this has upon our understandings of education. By building on literature influenced by sociology, anthropology, philosophy and political perspectives the course gives students an interdisciplinary approach to discussions about the place and the role of education in a pluralistic society. The course deals with questions related to race, ethnicity, language, religion, and gender from the perspective of democracy and human rights. The course also examines questions about diversity in education, such as critical multiculturalism, interculturalism and anti-racism, and their underlying principles. Examples will be drawn from both Swedish and international contexts.

**Implementation:** Specialisation course, Taught over two semesters

**Target Group(s), age & context:** University students studying education, BA level

**Approach/ Method:** Lectures, workshops, discussions and group work

**Type:** Single course elective, in English, **Funding:** Stockholm University

**Project Number:** SE4

**Project Title: Master's Program in Education with Intercultural Specialisation**

**Country:** Sweden

**Institutions/ Departments:** Södertörn University, School of Culture and Education

**URL:** <https://www.sh.se/program--kurser/program/avancerad/magisterprogram-i-pedagogik-med-interkulturell-inriktning>

**Publication/Material:**

[http://utbdb.sh.se/apps/planer/new/show\\_p\\_Syll.asp?code=P1328&pid=437&lang=swe](http://utbdb.sh.se/apps/planer/new/show_p_Syll.asp?code=P1328&pid=437&lang=swe)

**Project leader/contact person:** Humlan Majuri, Institute secretary

**Duration:** Ongoing

**Short Description:**

Education with Intercultural Specialisation takes cultural diversity - in theory and practice - as its point of departure for understanding human learning processes, socialisation, development and the cultural and structural conditions for these. The broad concept of culture embraces different kinds of commonality and affiliation. Students develop in depth knowledge of learning and pedagogical theories from an intercultural and ethical perspective. Students work with understandings of transnational and cosmopolitan identities in today's globalised world. They also work independently and critically to identify, assess and compare particular cultural assumptions and social imaginaries and their consequences for both individuals and societies. Through this program students develop theoretical tools for analysing, organising and leading learning processes in different types of schools, organisations and organisation cultures. This is a research preparatory course.

**Implementation:** Two semesters, level 1 and 2

**Target Group(s), age & context:** University students, Masters level

**Approach/ Method:** lectures, guest lectures, seminars, fieldwork

**Type:** One year Master's program

**Funding:** Södertörn University College (Högskola)

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