



International Association for Intercultural Education

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- Welcome to the **JANUARY 2024 IAIE NEWSLETTER** -



Dear IAIE members,

I am writing this newsletter following the IAIE Sarajevo Conference on October 8th, focused on the topic of Children as Peacemakers. I traveled to the conference from Israel alongside my respected colleagues from the TEC Center at MOFET, where Arab and Jewish educators have partnered closely in the crucial effort of intercultural education.

We arrived at the conference shaken by the horrific October 7th terror attack in Israel that claimed the life of innocent families and of our colleague Dr. Hagit Mishkin. As many of you know, Hagit was to originally accompany us to Sarajevo to embody the spirit of building bridges between cultures. For one agonizing week, we held out hope that Hagit was taken hostage. However, when the terrible news arrived that her remains had been found, we were beyond grief-stricken, all hope was extinguished.

Hagit's murder has shaken the IAIE community. She represented the best of our shared vision for intercultural understanding. However, we persist in carrying her vision forward. The Sarajevo Conference was conceived as a space for hope and progress amidst unfolding conflicts, tearing communities apart.

Hagit's legacy will be honored in the TEC online conference scheduled for March 6th, 2024. This will involve presenting her life and work, and a symposium discussing how to further the cause of intercultural education that she championed. Additionally, at our upcoming Chemnitz Conference, we shall light candles in her memory and host a symposium session on intercultural education as a tribute to her vision.

Regarding the Chemnitz conference, (March 26-28, 2024), our program includes a meaningful guided tour of "Stolpersteine" memorials around the city. Please be advised that early bird registration for the Chemnitz conference ends on January 15th, 2024.

I would also like to highlight that members registering for the 2024 Chemnitz Conference qualify for reduced attendance fees. Therefore, I encourage non-members to join the IAIE to take advantage of these savings. Additionally, all existing members should renew their annual dues at this time to retain active member status for 2024.

Please visit our [membership page](#) on the [IAIE website](#) to renew or join.

The IAIE will also organize an event in the autumn of 2024 focused on the Global South. Furthermore, The IAIE will hold Board elections in April 2024. All present members can run for IAIE Board and all can vote for the new Board.

I hope to meet you in Chemnitz to enrich our knowledge, to discuss methodologies, practices and research, to find partners for projects and grants and to enjoy all the tours.

On behalf of the association board, I wish everyone health, courage, empathy, and optimism in the 365 days ahead. The future is unwritten and ours to shape for the better. May we have vision enough to see this potential and dedication enough to achieve it.

In solidarity,

Prof. Miri Shonfeld Ph.D.

Secretary General, International Association of Intercultural Education, IAIE

mirishonfeld@iaie.org

Book of Abstracts

IAIE Conference, October 7-10th 2023, Sarajevo, Bosnia & Herzegovina

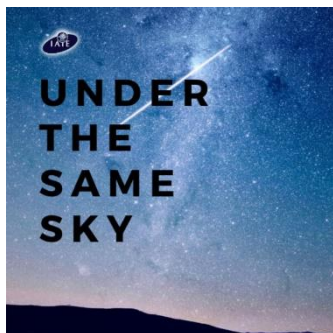


The Conference entitled '*Children as Peacemakers in Divided Societies*' took place from October 7-10, 2023. More than 200 teachers and 150 academics participated, creating a wonderful atmosphere for exchanging best practice & valuable knowledge in the area of intercultural education.

You can access the [Book of Abstracts here](#).



IAIE Podcasts



The IAE continues to use podcasts as an educational tool to meet the modern learning needs for online education. We have eight 30-minute episodes you can listen to for free in your car, while jogging, while biking or in the comfort of your home. The first 5 podcasts are conversations between newcomers or newcomers and a more settled local. Excellent materials for use with students. A new podcast was added in August called '*Love without Frontiers: Intercultural Relationships*'. Later on, we added a Podcast called 'Revisiting Freire, in which Martha Montero reflects on her personal experiences with Paulo Freire, the person and the educator.

The Podcasts can be accessed online [here](#).

Upcoming Events



The 2024 IAIE/ Chemnitz University Conference



Early Bird Registration till January 15th

Diversity, Equity, Inclusion and Belonging (DEIB) are key pillars in formal and informal education. However, although educational institutions around the globe aim to ensure future citizens equitable opportunities to live in a more resilient, openminded, inclusive, and democratic world, those same institutions are too often inequitable and selective, which has direct repercussions for their ability to transform society. There is a need for research on the valorization of all facets of diversity within education, and for critical questioning of the (re)production of educational and social inequalities in different political, historical, and socioeconomic contexts. A broader approach to diversity challenges intercultural education and requires an intersectional approach to heterogeneity and the acknowledgement of newly emerging issues and needs (+) in education and society.

Conference Strands • Keynote Speakers

About Chemnitz • Venue and Travel



Stumbling through Chemnitz from stone to stone - Following the traces of Jewish life and resistance during National Socialism

On our tour through Chemnitz city center, we will visit various stumbling stones (*Stolpersteine*). These small memorial stones are spread all over Germany and many other countries

with the aim to remember the people killed during Holocaust. We will commemorate the lives of Jewish families who were deported as well as people who resisted National Socialism and were also persecuted and murdered for their activism. Let's discuss what we can learn from the past and establish a connection to our present day so that we never forget the lessons of the Holocaust.

Date: March 27, 2024

Starting point and time: Johanniskirche, Chemnitz, 5 PM

Ending point and time: Chemnitz main train station, 7 PM

To register please send an email to: iaie2024@tu-chemnitz.de.

The number of participants is limited to 40 (two groups of 20). The tour is organized by the Comparti project of AGIUA e.V.



TEC Online International Day



TEC International Online Day, "United WE Stand for Humanity" is held annually on the International Day for the Elimination of Racial Discrimination. It deals with education for tolerance, ties between cultures, educational collaboration and the use of educational models for breaking stigmas and building trust between diverse cultures. Many partners are involved in organizing this day: the TEC Center, Mofet Institute in collaboration with The Ministry of Education, Near Organization, and UNESCO- Bar Ilan University.

This year, it will focus on the topic "United WE Stand for Humanity" both in Israeli society and worldwide. Despite the global consensus to promote tolerance, dialogue, and

empathy, we are witnessing more and more discrimination, racism, and hatred all around the globe.

This Online Day on March 6, 2024, will host organizations and associations that have dedicated their time to significant educational activities for social change. Recent studies will be presented, together with tips on encouraging tolerance and fostering activism. The conference is intended for pupils, school teachers and principals, college students and, educators in higher education institutions, policymakers throughout the educational systems, associations and organizations that promote multiculturalism, and guests and lecturers from abroad.

The conference combines theoretical lectures and interactive workshops, thus enabling the enrichment and discussion of existing theories in the field and providing a source of inspiration for practical and creative educational activities.

Simultaneous translation into English, Arabic, and Hebrew will be available.

[Learn More](#) • [Visit their website](#)



Living within diversities. Cultures and new complexities

*An international conference by Fondazione Intercultura
Florence, April 4 to 6, 2024*



At a time of globalisation and of multiple cross-cultural influences how can we learn to communicate in an effective and culturally sensitive way in our complex societies? Which competencies are required? How can we face and cope with cultural uncertainty?

In the earlier decades of the 20th century interculturalists focused their attention on national cultural differences and on methodologies to help people of different nationalities to live together and understand each other in a more interconnected world. Cultural systems were often presented as **national systems**, even if personal differences were acknowledged. **Are we moving towards a “liquid” concept of culture?** How can young people be educated to cope with so many intertwined cultural differences within a complex society?

To answer these questions, Fondazione Intercultura will dedicate a conference to these topics in the beautiful city of Florence. For more information click [HERE](#)



The 16th Korean Association for Multicultural Education (KAME) Conference: Embracing Diversity: Reimagining Multicultural Education in the Age of Artificial Intelligence will be held May 30(Thu)-June 1(Sat), 2024 at Seoul National University, Seoul, Korea.

The deadline for the submission of the **abstract** is as follows:

- 1) Abstract submission date: February 29, 2024
- 2) Notification of final decision: mid-March, 2024
- 3) Submission Information: abstract 500 words + a short CV of all presenters
- 4) Submission E-Mail: kame2008@naver.com

The deadline for the submission of the **full paper** is April 19, 2024

Call for Travel Awards:

Each year, the KAME offers about three travel awards to the authors whose papers are submitted to the KAME conference. To be considered, a full paper (6,000 – 8,000 words) and a CV should be submitted to kame2008@naver.com by February 29 2024.

Please let us know in the application e-mail, that you have submitted for a travel award!

Multicultural Education Review (MER) is a peer-reviewed journal for research about diversity and equity in education. As an official scholarly journal of the KAME, MER welcomes original contributions exploring various aspects of multicultural education. MER is published four times yearly through Routledge and is currently included in major indexes such as Scopus. Please visit the [official website of the journal](#) for more information on manuscript submission.

Should you have any questions, please get in touch with us:

Regarding the call for conference papers/abstracts or the travel award: Prof. Sang-Hwan Seong, President of the Korean Association for Multicultural <kame2008@naver.com> or Prof. Seung-Hwan Ham, Associate Editor of Multicultural Education Review <hamseunghwan@gmail.com>. Regarding the paper submission to MER: Prof. Moo-Sung Lee, Co-Editor of Multicultural Education Review, <MooSung.Lee@canberra.edu.au>.

"Education and/or Social Justice": Call for papers



Scuola Democratica encourages scholars and practitioners across the diverse fields of education to submit panel proposals that resonate with the overarching theme of the conference, "*Education and/or Social Justice*", and to circulate this call through their networks. The conference will take place on June 3-6, 2024, at the University of Cagliari (Italy). For additional details, visit [conference website](#)

KIDS4ALL Final Conference!



In April 2024 the EU-Learning Environment KIDS4ALLL will be open and accessible for everyone! If you want to know more about it, join the KIDS4ALLL final conference on the 21st of February in EU-Parliament in Bruxelles or online. More information soon on KIDS4ALLL [web-site](#) or social media (@kids4alll)

IAIE Members' Projects

SIRIUS 3.0 Spaces for Change



SIRIUS 3.0 "Spaces for Change" is a series of workshops that are being conducted by the SIRIUS Network. The IAIE is part of this network ([see here](#)). Spaces for Change offers tailored support and training for each network member involved on how to catalyze change in their own environment through guided advocacy evaluation and peer support, all with the aim of promoting more

inclusive education policies for migrant students within their specific contexts.

The most recent "Spaces for Change" session, held on 1st December 2023, included partners from Croatia, Greece, Italy, Spain, Iceland, France and Slovenia. The group discussed the qualities we appreciate and need to cultivate in ourselves and stakeholders in order to achieve our policy change goals and implementation for better migrant education.

Government representatives from Iceland and Greece brought in their unique experience of being teacher-policymakers, meaning that their practical experiences of teaching in schools, and navigating within their country's systems means that their approach of developing and implementing policy is different from colleagues who don't have this unique background. As one government rep said "You cannot work for a certain Ministry or Department if you have not been in the shoes of those that you are working for."

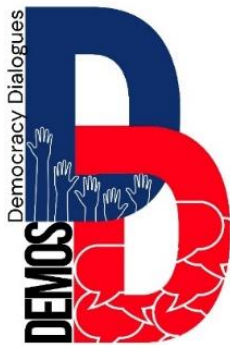
In addition to lived experiences, we discussed understanding that our partners need to be seen in terms of their legitimacy. Our French partner from the University Montpellier III mentioned that joining the SIRIUS network and working with the European Commission and the Council of Europe have been integral to moving forward in their national landscape as legitimate actors. Our partner UAB talked about agency and the ability to change things. UAB has worked extensively with municipalities in shaping and informing their agendas and making sure that one is working directly with those that have the capacity to transform systems - that this is essential. We also spoke about passion, motivation and the willingness to do things. SIRIUS regards this as an urgent matter. A key question in this regard was: 'how urgent is an issue to you and will you work with us to reach a collaborative goal'? The final discussion point related to proximity and collaboration, with key questions being: 'how is the relationships among

actors? Are you building a network for people to support each other? Are we together in this and how can we demonstrate that to each other?

To support the partners in developing a structured plan for fostering policy change in their context, as part of the workshop, they are supposed to engage in a series of tasks that help them analyze their work and develop their plan for addressing change. The partners will now develop stakeholder databases of organizations that are critical to the success of migrant education in their landscapes. Recognizing who they need to work with and how to do this will be critical in creating sustainable networks of involved stakeholders and making change an impactful and lasting reality. Additionally, the partners have developed a 'peer strengths and success' table, which aims to get them to reflect on the successes of others and understand their own strengths.



DEMOS - brief survey about democracy



As part of a new project 'Democracy Dialogues' (DEMOS), [HERMES - Croatian Education and Development Network for the Evolution of Communication](#) is currently conducting a short survey, and we are asking people to spend 10 minutes of their time reflecting about democracy as a system of governance. We want to hear as many perspectives as possible, so you are kindly asked to fill this survey, and to feel free to share the link with your

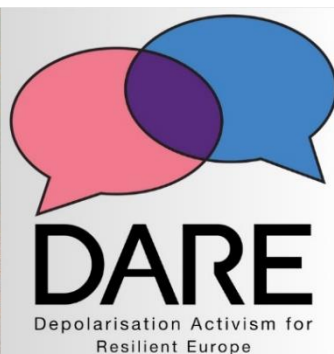
colleagues, friends, family members. Thank you in advance!

[DEMOS - brief survey about democracy](#)

DEMOS - Democracy Dialogues project is supported by the European Commission through the Erasmus+ program. HERMES from Croatia is implementing it in cooperation with partners [Fundacja Wspierania Dialogu "Rozmawiajmy"](#) from Poland and [Erätauko Säätiö](#) from Finland.



DARE - Depolarisation Activism for Resilient Europe



Are you worried that our society is losing the ability to have productive dialogue on complex topics that span across ideological divides? Want to learn how to navigate controversy with

confidence? Do you work with youth and crave inspiring educational resources that foster critical thinking and civic engagement?

We invite all educators and youth workers to explore the educational materials created within the EU-funded project 'DARE - Depolarisation Activism for Resilient Europe' ([visit website](#)).

The website features the following educational materials:

- “Healthy Conflict & Constructive Dialogue Classroom: Educators’ Guide to Depolarisation” with original activities and exercises fostering classroom conversation on complex topics;
- “Radicalisation Awareness Training for Educators”, introducing teachers to the phenomena of radicalisation and extremism;
- European Values educational cards & activity plan, encouraging learning about European values;
- Modern Challenges short animation films, each accompanied by an activity plan
- DARE to Care interview video clips featuring young volunteers active in different fields (human rights education, debate education, animal welfare, interreligious dialogue, social cohesion in multicultural communities, peacebuilding, self-employment, international exchanges, LGBTQIA+ rights, cyberbullying).



Summer School 2024 is *Cultural Bridges: Fostering Intercultural Competences for Educators & Professionals*.



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DEPAUL UNIVERSITY
COLLEGE OF EDUCATION
Department of Counseling and Special Education

Next summer the University of Verona, the Department of Human Sciences and the Centre for Intercultural Studies University of Verona in cooperation with the College of Education DePaul University of Chicago are pleased to announce the Summer School 2024 in Verona, from July 10th to July 13th.



The topic of the entire four-day course will be focused on the benefits concerning the development of the intercultural competences to build strong community connections.

[Link](#) to the complete article with all the informations and details to register.

The Sustainability Manual for the SIRIUS 3.0 project



The Sustainability Manual for the SIRIUS 3.0 project aims to be a comprehensive guide for the development and implementation of an action plan oriented towards minimizing as much as possible the environmental impact of the project SIRIUS 3.0., as

well as towards empowering its members in becoming conscious planetary stewards that can inspire positive action in their organizations. The manual outlines the SIRIUS 3.0. commitment to environmental sustainability, provides guidance about the necessary steps to engage in the process of becoming an environmentally responsible project, and details strategies for achieving simple, realistic, and efficient sustainability goals.

This sustainability manual will help SIRIUS 3.0., a project dedicated to complex, transdisciplinary topics as immigration, education, and multiculturalism, to reduce its environmental impact and to become an exemplary project on how to tackle the current socioenvironmental challenges that we face as a society. Following this environmental strategy will support SIRIUS 3.0 in addressing immediate and long-term environmental problems, complying with regulations, improving the project's reputation, managing risks, building team capacity, and fostering innovation. It also contributes to the well-being of society while facilitating the project' members to learn more about how they can engage in meaningful everyday actions that help to protect nature.

Projects presented by IAIE Member Luisa Conti

Could you spare just 3 minutes and 25 seconds for a thoughtful exploration of the factors influencing personal engagement? Given its close ties to motivation and learning, investing this time may prove worthwhile for you.

[Watch the video](#)





If you have an extra 3 minutes and 21 seconds, take a moment to watch the ReDlCo Educast "Language and Power in Remote Teams." Despite its title, the content is relevant to any multilingual context. It provides insights that can be shared to enhance equal participation among individuals with diverse language proficiencies. [Watch the video](#)

IAIE Members Publications

Examining Lorraine Hansberry's *A Raisin in the Sun* as Counternarrative: Understanding the Black Family and Black Students

Carl A. Grant (Routledge, 2024)



The book shows how and why Hansberry's play, *A Raisin in the Sun*, is an important teaching tool to help educators develop an accurate and authentic understanding of the Black Family.

The book helps educators develop a deeper understanding of Black children, their humanity, and learning capacity. It aids teachers in developing the consciousness to disavow white supremacy and racial innocence. This counternarrative responds to racist stereotypes, and tropes that are perpetuated in schools and society about African American families and Black students.

It is deliberative in addressing anti-Black racism and argues that, if education is to be reimagined through a social justice structure, teachers must be educated with curriculum that include the work of Black artists and educators.

Examining Lorraine Hansberry's A Raisin in the Sun as Counternarrative: Understanding the Black Family and Black Students is must reading for undergraduate and postgraduate courses in Educational Foundations, Curriculum, Education Policy, Multicultural Education, Social Justice Education, and Black Studies and critical to in-service education.



**New publication by Anna Młynarczuk-Sokołowska, University of Białystok:
*Daily routine of Polish school from the perspective of students with the
migrant background. "Hearing their voice" research results***



Abstract

The aim of the article is to present selected results of research on the experience of everyday routine in Polish schools by students with a migrant background (from Ukraine (including from Crimea), Belarus, Chechnya, Georgia) and optimization of its operation. The theoretical field for research was Alfred Schütz's concept of everyday life (2008), Geert Hofstede's theory of cultural dimensions (2010) and some analyses of school everyday life (Krzychała, 2010, Cierzniewska, 2014, etc.). The research was participatory. It consisted of two stages (educational workshops and narrative interviews). Twenty people aged 10 to 14 years old attending four public elementary schools took part in it. The research results indicate that students with the migrant backgrounds positively perceive Polish schools (peers, teachers, their space, etc.). Despite the fact that in the initial period of education they experienced language and educational difficulties, discrimination from their peers, they spent time mainly in the company of their own group, etc. The research participants revealed a huge personality potential. However, their narratives shown that optimizing the education and integration processes of children and youth with a migrant backgrounds requires help from the teaching staff (e.g. teachers, intercultural assistants) and peers. Some learners felt the lack of adequate support.

[Read the full article](#)



***Daedalus* Authors' Meeting, American Academy of Arts and Sciences**



James A. Banks accepted an invitation from the Council of the American Academy of Arts and Sciences to edit a special issue of *Daedalus*, the Academy's quarterly journal. The issue of *Daedalus* Banks is editing focuses on "The Global Quest for Educational Equity." Banks organized and chaired a meeting of the authors who are contributing to this

special issue of *Daedalus* that was held at the House of the Academy in Cambridge, Massachusetts October 29 to November 1, 2023. The participants, who are from 12

different nations, shared the first drafts of their *Daedalus* essays and received feedback from their international colleagues which they will incorporate when they prepare the final drafts of their essays, which will be published in the October 2024 issue of *Daedalus*. Members of IAIE will have free access to this issue of *Daedalus* because it is an open access journal.



Take a moment to explore the open-access issue "Supporting Migrant Students through the Pandemic and Beyond" in the Journal Focus on International Migration

Gain valuable perspectives on challenges and solutions for fostering a more equitable education. [Visit here](#)



More on intercultural education amid migration and displacement?
[Rethinking Intercultural Education in times of migration and displacement](#) (2023)
edited by Nektaria Palaiologou, available from Cambridge Scholars Publishing.

Other Exciting News

News from Martha Montero-Sieburth

- 1) Participated and presented “*When does Participatory Research Stop Being Participatory? Challenges and Opportunities in Conducting Community Ethnography/CBE*” at a panel focusing on Beyond Extraction: Methodologies Enhancing Migrants and Refugees’ Participation and Leadership in Migration Research for the Migration Oxford Program at Oxford University on November 28th.



First picture: Dr. M. Montero-Sieburth with Dr. Domiziana Turcatti

Second picture: Roundtable discussion following the presentations. From left to right: Community researcher (name omitted as requested), Lucy Leon, Dr Martha Montero-Sieburth, Matthew Hickman, Francesca Richards, Jacqui Broadhead. Bisimwa Mulemangabo joined online.

- 2) Keynote on “**La Democratización, el Pensamiento Crítico y la Praxis en la Reflexividad y en la creación de Laboratorios Pedagógicos para el Profesorado**” (Democratization, Critical Thinking and Praxis in Reflexivity and the Creation of Pedagogical Laboratories for Teachers” for the Critical Pedagogy and Higher Education: Fostering Human Dignity through a Critical Understanding of Reality in Pre-Service and Non-Formal Educators III Strand at the XVIII National Conference of the Spanish Society for Comparative Education (SEEC). The Contribution of Comparative and Supranational Education to the Development of Global, Democratic, and Intercultural Citizenship, Catholic University of Valencia, December 11-14, 2023.



The first picture is of Tamar Shuali Tractenberg, the Conference Director, the second is with Javier Valle, co-director of the Conference with Dr. Montero-Sieburth, and the third is with Tamar Shuali Tractenberg, Loucia Constantinou, an Education Officer at The Cyprus Council for the Evaluation of Higher Education Credentials, and the last has all of them again.

3) Participated in the XVIII National Conference of the Spanish Society for Comparative Education which Dr. Montero-Sieburth attended and represented IAIE at the Catholic University of Valencia, Valencia, Spainh during Dec. 11-14.