



## IAIE NEWSLETTER

DECEMBER 2020

*Dear Reader,*

*Let me first express my gratitude for reading the December 2020 IAIE newsletter. It will hopefully contain a good deal of information that will benefit your work.*

*As we continue to be challenged by the ongoing pandemic, we have come to realize that Intercultural and Multicultural Education are needed now more than ever. There are many indications that the communities we traditionally support have been greatly impacted by COVID-19. The digital gap we know from before the crisis has only gotten wider; the disproportionate number of young people from underserved communities who are at risk of leaving or becoming disengaged from school, or who suffer other injustices, has grown larger. Many have shown their resilience in the face of this pandemic.*

*As the IAIE, we work to amplify the voices of communities that too often get ignored, and help draw attention to their educational needs.*

*- Barry van Driel, President IAIE*



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## IAIE NEWS



### 2021 IAIE Membership

IAIE Membership prices for 2021 will remain at 2020 levels. We understand that these have not been easy times for anybody. Membership information can be found on the IAIE [membership](#) page.

### IAIE 2021 Conference

The IAIE is excited to announce its 2021 conference "**Intercultural Education in an Age of Information and Disinformation**", which will take place June 27 – 30, 2021, in collaboration with The Kibbutzim College of Education.



#### International Association for Intercultural Education (IAIE) 2021

Intercultural Education in an Age of Information and Disinformation  
June 27-30, 2021 | Kibbutzim College of Education, Technology and the Arts, Tel Aviv, Israel

The conference has a global focus on the inclusion of minoritized and marginalized groups. It will be a hybrid setup, allowing for both in-person and online activities for scholars and practitioners and other participants.

The offline program will take place at the Kibbutzim College of Education in Tel Aviv, Israel, in collaboration with the MOFET Institute Ben-Gurion University of the Negev. Special discounted rates will apply for those participating on-line. The event will be mainly in English with several sessions in Hebrew, Arabic and Spanish via simultaneous translation.

Meet the keynote speakers on the [conference website](#). Pre-register for the conference on the [registration page](#). Official Registration will start March 1, 2021.

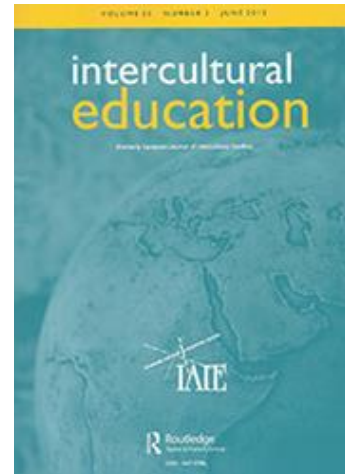
We especially invite participants to take part by presenting an (online) lecture, poster, or round table, by [submitting your proposal](#). **Please note that the final date for submission is January 1, 2021.**

We hope to see you in person or online!

## Journal Intercultural Education

The journal has been thriving and we now receive more submissions than ever before. In addition to the 5 regular issues in 2020, we also published a special issue, co-edited by Prof James Banks.

If you have a digital or full membership of the IAIE you will receive this special issue by mail or receive access digitally. In case you are not a member, you can still become a member for 2020 and gain access to this special issue, as well as the other 5 regular issues published in 2020. We can offer a special discount price for 2020 membership.



Please contact [Barry van Driel](#) for more information.

## IAIE Podcasts

The events in the past months have led to our decision to add a new communication channel. We have just started with our first podcasts (see below) in the autumn of 2020.

The IAIE continues to use podcasts as a new educational tool. By August 2020 we had five 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'.

In October 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](#). In 2021 we will start with our first webinars.

More information will follow on the [IAIE website](#) and [Facebook page](#) for both the podcasts and webinars.

I am sorry we could not meet face to face in 2020. This was very frustrating to me personally and most likely for all of you. Let's hope we can have face-to-face



encounters again very soon. Feel free to contact us at any time and we hope to see you (not only virtually) in 2021



### **Remembering the IAIE Conference “Another Brick in the Wall”, Amsterdam 11-15 November 2019.**

In November 2019, the IAIE was delighted to bring together a 300-member global community to Amsterdam for a very memorable annual IAIE conference – *Another Brick In the Wall: Rethinking Education*.

Over a period of five days, IAIE guests had the chance to:

- Visit key historic places of Amsterdam and The Netherlands, including the Anne Frank House, the International Criminal Court and a Black Heritage Tour
- Enjoy a diversity of intriguing topics from eight thematic strands
- Learn from more than 180 guest lectures
- Take part in more than 30 interactive workshops
- Immerse themselves in the educational environment of the unique bilingual school of DENISE, interacting with the many students and teachers who participated and played an active role in the conference.

Unfortunately, circumstances in 2020 did not allow us to gather in Greece to build on Amsterdam. We hope you all carry warm memories from last year’s event, and that you are as excited as we are to reunite safely in 2021 in Tel Aviv, whether in person (which we hope) or remotely.

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### **CONFERENCE ANNOUNCEMENTS**

**"Living together with ambiguities. Different cultures and common values?" in Florence (Italy) from March 25 – 27, 2021**



[Fondazione Intercultura](#) is happy to announce an international conference in Florence under the auspices of the UNESCO National Italian Commission.

Distinguished speakers from all over the world and from different expertise, will be convened to discuss if: *beyond cultural differences are universal values that may facilitate human co-existence, although they may be embodied in sharply different institutions and behaviours in each culture?*



The conference will open with a plenary session in the wonderful City Hall of Florence (Palazzo Vecchio) and it will continue in the conference centre of Grand Hotel Mediterraneo. Participants will have the opportunity to interact with the speakers during the workshops that will be run in parallel sessions, that every participant may choose according to personal interests and language preference (some will be run in Italian and some in English).

On the website, [www.ambigue.org](http://www.ambigue.org), you may find the programme and detailed information about the topics that will be discussed. For more information please write to [fondazione@intercultura.it](mailto:fondazione@intercultura.it) or call +39 0577 900001. Take advantage of the [early bird registration](#) before January 3, 2021.

### [Opportunities to participate, attend, listen and read from Mialy Dermish](#)

[Education and the Challenges of the Multicultural World Conference, Jan 21 - 22, 2021](#)  
Presentation by Dr. Manos Antoninis, Director of UNESCO's Global Education Monitoring  
The report discusses the 2020 Report focused on Educational Inclusion. Download the [report](#) or watch the [video](#).

### [10-hour Racial Equity Facilitator Training, February 2021](#)

The series of workshops of the 10-hour racial equity facilitator training will be led by Marceline DuBose and Paul Gorski. It includes learning on how to effectively design and sequence racial justice professional learning; how to stimulate transformative thinking around racial justice and equity; tools for managing individual and institutional resistance to equity and redirect that energy toward justice.

The sessions are organized by the [Equity Literacy Institute](#) and EdChange - leading educational equity and justice facilitator trainings for more than 20 years. In this virtual workshop series you will learn from experienced Equity Literacy Institute facilitators, along with special guests, the ins and outs of designing and leading effective, well-organized, deep-reaching racial equity and justice professional learning opportunities based on the equity literacy framework.

We also will explore how to effectively engage colleagues in deep learning about racism, white supremacy, and related conditions in less formal contexts or impromptu opportunities.

This training is designed for teachers, instructional coaches, professional development specialists, equity specialists, and anyone else who wants to lead the sorts of professional learning the Equity Literacy Institute leads.

Find [more information here](#).

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## IAIE MEMBER PUBLICATIONS

**New book by Makarova, E. (Ed.) (2020): *Acculturation and School Adjustment of Minority Students School and Family-Related Factors* (1st Edition). Abingdon, Routledge.**

This book discusses the trajectories of minority students' acculturation in terms of school and family-related characteristics that are influential for school adjustment of minority youths. The process that ethnic minority youth undergo while adjusting to the mainstream culture is known as acculturation.



### ACCULTURATION AND SCHOOL ADJUSTMENT OF MINORITY STUDENTS

SCHOOL AND FAMILY-RELATED FACTORS

Edited by  
Elena Makarova



Acculturation outcomes in the school context can be measured in terms of students' psychological well-being and their academic performance. For minority youth, family and school are the two main contexts of acculturation. The aim of the book is to provide multifaceted insights into the challenges that minority students, as well as their parents and teachers, encounter during the acculturation process, and to illustrate the interplay between school and family related factors of minority youths' school adjustment.

Research teams from Germany, Hungary, Israel, Russia, Switzerland, and USA report findings from empirical studies on acculturation and school adjustment of minority students in schools of their respective countries.

[Read more about it.](#)

### Special Issue "Understanding School Success of Migrant Students: An International Perspective" in Education Sciences



*education  
sciences*

The aim of this issue is to understand school success of migrant students by analysing individual, social, and societal factors of resilience among students.

One of the main challenges migrant students experience is known as acculturation. This can be measured in terms of students' sociocultural and psychological adjustment to the new teaching and learning environment, and new academic culture. It is therefore important to consider the process of acculturation while discussing the academic success or failure of minority students. The aim of the Special Issue is to empirically identify and compare pathways for policy actions in schools and communities to tackle barriers of migrant students' school success. It focusses on international empirical research explaining school success factors for migrant students in different countries.

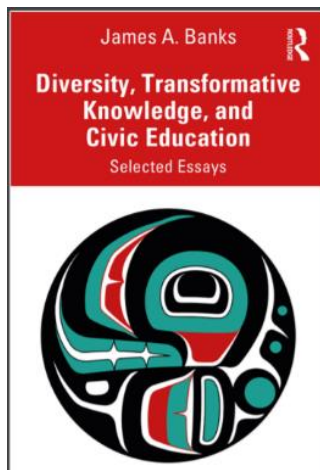
Prof. Dr. Elena Makarova, Prof. Dr. Wassilis Kassis and Guest Editors.

[More information can be found here.](#)

**New Book by James A. Banks: "Diversity, Transformative Knowledge, and Civic Education: Selected Essays"**

**20% Discount Available - enter the code FLR40 at checkout**

This book aims to unpack the “citizenship-education dilemma”, whereby education programs strive to teach students democratic ideals and values within social, economic, political, and educational contexts that contradict justice, equality, and human rights.



Drawn from Banks’ formidable canon, this collection highlights the conceptual, curricular, and pedagogical issues related to this dilemma, and signals a fundamental shift towards transformative citizenship education. Students, scholars and educators across numerous fields of education, will find this book to be a valuable resource for discussion and discovery.

The book can be purchased from [Routledge](#) or [Amazon](#).

For our French speakers, IAIE member **Micheline Rey** recommended the little book “**Lesbos, La honte de l’Europe**” from Jean Ziegler, éditions du Seuil, Paris, janvier 2020, 132 pages.

The author reacts against the inhuman living conditions and human rights violations that refugees have to endure.

Jean Ziegler

**LESBOS,  
LA HONTE  
DE L’EUROPE**



### A Contextualized Online Dictionary to Problematize Otherness

This project develops an online dictionary of keywords which have been/are shaping the narratives of different forms of Otherness juxtaposed to some creative proposals to reverse such perspective – e.g., visual elements, works of art, ads, poems, etc. Its aim is to develop and share critical and intercultural awareness to challenge the (re)production and the dissemination of dehumanizing, stigmatizing, and stereotyping language.



It is structured as an online web application to be used for free in different social and educational contexts by students, teachers, scholars, educators, and activists.

The project is both a product *and* a process, being conceived as a work-in-progress open to diverse contributions and aimed to bridge theoretical reflections and practical actions.



Some of the keywords already identified: age, borders, class, disability, foreignness, gender, invasion, knowledge, language, margins, multiculturalism, power, racism, stereotype, tolerance, tradition, violence, war, xenophobia. Other keyword/s can be proposed and added by contributors. There is also a special section for COVID-19 which analyses critically how, in different countries and different contexts, words have been used and mobilized to create specific narratives of the pandemic – and different forms of Otherness.

The web application is still in a reserved area since the first keywords discussed are under final revision. As soon as the collaborative revision is completed, the web application will be visible online, disseminated in several international networks, and open to contributors.

If you wish to know more about the project and/or contribute to it, you can write to: [paola.giorgis@iowdictionary.org](mailto:paola.giorgis@iowdictionary.org)

### Two new publications by Najwan Saada

**Saada, N. (2020). Islamic education for immigrant Muslims in the postmodern and post-secular Europe. In Z. Gross (Ed.), *Migrants and comparative education: Call to re/engagement* (pp. 67-86), The Netherlands: Brill.**

We explore the challenges of Islamic education in the postmodern Western/European societies, and how teachers may apply liberal and critical pedagogies in Islamic education to enable Muslim teenagers establish their critical religious identities.

First, we review the literature, and then the dilemmas of Islamic education in Europe for Muslims, and their desire to nurture their religious identities and to be integrated into the larger society. We discuss the promise of liberal Islamic education in developing the Muslim students' capacities of moral/religious reasoning, and critical identities. Then, we explain the potential and implications of critical pedagogy in Islamic education in contributing to more justice within Islam and the larger society.



**Saada, N. (2020). Perceptions of democracy among Islamic education teachers in Israeli Arab high schools. *The Journal of Social Studies Research*. 44 (3), 271-280.**

This qualitative study explores the perceptions of democracy and citizenship among 14 teachers of Islamic religious education in the Israeli Arab and secondary schools in Israel. It expands the knowledge on how religious (Muslim) teachers conceptualize

the meaning of democracy and citizenship education. The first theme addresses three critiques of democracy:

- ethnopolitical (failure of democracies to protect religious minorities)
- epistemological (shortcoming of the rule of majority for a just life for all citizens)
- theological (moral).

The second theme highlights the cultural obstacles for achieving democracy in Arab society in Israel and the possible contribution of Islamic education to detribalizing democracy in this society.

## The first volume of the project INNO4DIV - JRC/UCV / IAIE Developing Teachers of Intercultural Competences

In a context of increasing populism, xenophobia and radicalisation, teachers still struggle to address the increasing diversity in classrooms due to the lack of Intercultural Competence (IC) - a crucial need for teachers to address diversity. In this context, in 2019 the JRC launched the INNO4DIV project, with the aim to support policies in the field of IC of teachers, through the analysis of literature and successful innovative good practices addressing teachers' IC development.

The project has been contracted to Universidad Católica de Valencia San Vicente Mártir, and includes the following activities:

1. Teachers' Intercultural Competence, Working definition and implications for teacher education
2. Literature review of key components of teachers' IC development and associated barriers (to be published in November 2020)
3. Selection and analysis of 20-30 innovative good practices of teachers' IC development (to be published early 2021)
4. Cross-case analysis, identification of innovation models and policy recommendations (to be published mid 2021)



Universidad  
Católica de  
Valencia  
San Vicente Mártir



*Innovation for  
Diversity*

The project responds to the European Commission's intention to develop and review practical reference tools and guidance for policymakers and practitioners, and support research and stakeholder engagement to meet knowledge needs. The research aims at advancing the knowledge on teachers' IC and at supporting the implementation of Council recommendations across EU Member States.

- Clara Centeno JRC/Tamar Shuali UCV

More [information](#) can be found here.