Dear members of the IAIE community,

As our world becomes increasingly interconnected, the significance of intercultural education continues to escalate. It transcends mere academic relevance; it is now an imperative for equipping our students to thrive in our globalized world. The ease of travel and the pervasive nature of digital communication have woven diverse cultures into our daily lives, underscoring the critical role of intercultural education.

Recognizing the global nature of this challenge, I firmly believe in the necessity of engaging in open discussions among colleagues hailing from every corner of the world. Our diverse perspectives have the potential to enrich these dialogues and, together, we can discover innovative solutions to the intricate challenges of intercultural education. This is why I extend an invitation, through this newsletter, to join our forthcoming events and become an integral part of the IAIE (International Association for Intercultural Education) community. Together, we can endeavor to wards cultivate a more inclusive, empathetic, and culturally aware society.

In our commitment to further intercultural education, we collaborate with other like-minded organizations, such as KAME and NAME. Recently we had the privilege of participating in a thought-provoking conference in Korea, where I had the honor of
presenting our organization, clarifying IAIE’s values and innovative technological methodologies and their profound impact on intercultural education. This subject, along with other facets of intercultural education, will be featured prominently in our upcoming conferences in Sarajevo this October, and in Chemnitz in March 2024. I encourage you to consider submitting proposals, and I look forward to the opportunity to meet you in person.

You are invited to explore captivating images from our events this year for a visual glimpse into our collective endeavors. You will also find information about seminars, workshops, events, awards and books - all in the field of intercultural education.

Join us!

In this September Newsletter edition, you will find information about the upcoming events around the IAIE and within the field of intercultural education – workshops and conferences around the world. Many of our members also are forming part of wonderful projects and initiatives around spreading intercultural education wider. Lastly, their valuable knowledge and experience has been reflected in a number of new publications that you can find in the Publications section.

Prof. Miri Shonfeld Ph.D.
Secretary General, International Association of Intercultural Education, IAIE
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Upcoming Events

The 2023 International (in-person) IAIE Conference
7-9 October, Sarajevo

YOU CAN STILL REGISTER

The conference connects to the fields of Multicultural Education, Human Rights Education, Citizenship Education, and Education for Democracy and Global Education, enabling teachers, students, and academics to exchange insights while exposing them to state-of-the-art research on issues relating to peace, diversity, and education.

Saturday and Sunday, October 7 and 8, will consist primarily of workshops. These are aimed primarily, but not exclusively, at schoolteachers and pre-service teachers. The main academic conference will be held on Monday, October 9, and Tuesday, October 10, although additional workshops are planned on these dates as well.

All conference participants are invited to join a very special day trip to Mostar, Konjic & Blagaj on the 11th of October to explore the history and culture of these fascinating places.

If you wish to participate, you can sign through the registration form.

Read more about the trip, costs and program schedule.
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.
Workshop for teachers on (international) justice

EuroClio, in collaboration with the IAIE and the Just Now project team, invites present and future teachers of secondary students to a special 2-day workshop in The Hague. During the workshop teachers will reflect and discuss how to address issues of (international) justice with their students. The program for the teacher workshop deals with how best to teach about topics such as definitions of justice and injustice, the Nuremberg trials for history and context, and the subsequent development of the International Criminal Court (ICC). We will discuss and develop outlines for other possible school-based activities, and encourage sharing of ideas and experiences the participant educators have had when covering issues of international justice in their teachings. The program will also include a visit to the ICC and attendance at a current trial. Before the visit we will provide background to the accused and the crimes under discussion. Read more

The XVIII conference of the Spanish Society of Comparative Education. Comparative and supernational education addressing the development of Global, democratic and intercultural citizens

..to be held in Valencia – Spain between 11-14 December 2023, is aimed at researchers, teachers, and professionals in the field of education, social sciences and civil society whose purpose is to improve the education system by contributing to the development of its democratic and inclusive character through research and educational practice.
• Challenges and achievements in the field of Comparative Education and research in relation to the development of inclusive and democratic citizenship.
• Comparative analysis of different international competence frameworks (EU, CoE, UNESCO,) together with experts and representatives of their institutions.
• Reflection on educational policies and the development of a democratic culture.
• "Good practices" of Teacher Competencies for a Democratic Culture (TDC).
• Presentation of the educational work of the EU, CoE and other international institutions "in the development of a democratic culture".

Some explicative info you will not see at this point on the website of the conference:

• At this point the website is in Spanish but soon it will be in English
• All keynotes will be provided in English and translated simultaneously to Spanish.
• Papers contributions to the different 7 topics could be either in Spanish or English
• Paper presentation is managed by the Easy chair application. You need an Easychair account (free of charge) and look for the Call for papers under the following title:

| SEEC 2023 | XVIII Congreso Nacional de la Sociedad Española de Educación Comparada “La Educación Comparada y Supranacional ante la formación de una ciudadanía Global, Democrática e Intercultural |

Do not hesitate to contact me at  tamar.shuali@ucv.es

Program in Spanish / Program in English
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.

In recent decades, the cultural scene has been made more complex by many new transnational cultural sub-systems. At the same time, local identities exist on different national territories, and urbanisation creates an increasing cultural gap between urban and rural life. There are also homologising transnational cultural factors such as technology, the dominance of English as the world vehicular language, supranational institutions, and multinational corporations, and the spread of world myths.

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
Announcing: Transformative Equity Institute

Friends of the Equity Literacy Institute: We’ve been wanting to do this for a long, long time! And finally, here we are. Join our most extensive, comprehensive institute to date. The Transformative Equity Institute spans the academic year and includes:

- Seven 2-hour workshops on various aspects of transformative equity, such as managing resistance, avoiding common equity detours, and assessing and transforming policy for equity and justice. Workshops are led by Marceline DuBose and Paul Gorski.

- A community portal for participants to share resources and engage in dialogue.
- A toolbox where we'll share resources related to each of the workshops.
- Discounted access to other learning series hosted by the Equity Literacy Institute.

Learn more and register here

HBKU in Qatar launched a program in Intercultural Communication with scholarship opportunities for international students.

The MA in Intercultural Communication (MAICC) offered by Hamad Bin Khalifa University is the first degree of its kind in Qatar. Students in this program will engage in research, education, and outreach with a view to understanding the challenges of today’s changing intercultural settings in Qatar and worldwide. The program aims to prepare graduates and researchers to explore new research in a relatively new discipline and to lead and manage transformative
changes in Qatar and globally. It will operate as a research-driven interdisciplinary program with the aim of proposing sustainable solutions for effective intercultural communication in today’s and tomorrow’s Qatar. The program will offer courses on intercultural communication across settings and market sectors geared towards achieving effective intercultural communication in an inclusive and accessible society.

For more information

At the Seventh Assembly of the United Nations Global Environmental Facility (GEF), the Indigenous-Led Education Network (ILED), a dynamic collaborative network of indigenous-led education initiatives, was one of 23 proud winners of the GEF Inclusive Challenge Program.

PHOTO CREDIT: KEYSTONE FOUNDATION, INDIA

The establishment of the Inclusive GEF Challenge fund and the recognition of ILED’s accomplishments is an acknowledgment of the pivotal role that indigenous youth and their knowledge play in safeguarding tropical rainforests and combating climate change. It also emphasizes the importance of support for innovative, grassroots approaches to a more sustainable future grounded in indigenous knowledge and education. ILED, supported by the Rutu Foundation, is a network of grassroots, indigenous-led organizations across Africa, Latin America and Asia aimed at passing on their environmental wisdom to the next generations. ILED supports a Small Grants Fund and a Youth Fellowship program: initiatives managed by indigenous communities themselves to preserve and revitalize traditional practices and transfer local knowledge that is critical to environmental resilience. These vary from tree-planting efforts by Sengwer women and children in Kenya, to a Mobile Forest School in the Philippines, all weaving together indigenous knowledge and 'modern' insights."

You can find more information on our website here and about the Inclusive GEF Challenge here.
New Project from Martha Montero-Sieburth

Starting a Community Based Project at Amsterdam University College this semester, in which the qualitative skills of undergraduate students at AUC will be refined towards research in BESMA, a female organization in Amsterdam working with second generation women of Moroccan and Dutch descent and community ethnography will be undertaken that supports the organization's initiatives. Students in the project will produce a final paper on what constitutes community for the organization and what they understand from their university teachings' can enhance their work through ethnographic monitoring.

On the 6 of October, Martha Montero-Sieburth with the Proyecto Tule, and creative photographic and visual artist, Ana Priscila Rodriguez, at the Mexican Embassy of the Netherlands, will present a general presentation and a series of workshops for Mexican parents to learn about the tradition and celebration of the Day of the Dead. The intent is to approximate and adopt such a tradition for their children in transnational spaces and to be able to become educators of such a celebration for future generations. The traditional bread of the Dead will be shared accompanied by the champurrado (chocolate with corn gruel).

On the 23 of October, Martha Montero-Sieburth with the Proyecto Tule, supported by the Instituto Cervantes and the Embassy of Mexico in the Netherlands, will be honoring the life and works of film director Carlos Saura at the Instituto Cervantes with a magisterial presentation on the Transnational Adaptation of the Day of the Dead, an opening of the exhibition of Saura’s life depicted with an altar, created by Proyecto tule, and a video produced by creative photographic and visual artist Ana Priscila Rodriguez. All are welcome to register at the Instituto Cervantes of Utrecht.
IAIE Members Publications

Routledge Research in Education has recently published a truly international volume: "Contemporary Global Perspectives on Cooperative Learning; Applications Across Educational Contexts," edited by Robyn M. Gillies, Barbara Millis, and Neil Davidson.

The editors alone represent two countries, on two different continents, and are veteran researchers, authors and teachers of cooperative learning (CL). In addition, the authors of the volume's 18 chapters come from all over the world. Several authors have been frequent presenters in the cooperative learning strand, a regular feature at IAIE conferences since 1997, thus sustaining the inherent application of CL in intercultural settings.

The various authors in this volume, whether researchers or practitioners, (and often both), present studies of the application of CL in a wide variety of fields. For example, CL is reported as studied in the teaching of engineering, philosophy, and intercultural citizenship, and at all levels of education, from the elementary to the college level.


This publication is a result of interdisciplinary and international work; it aims to provide a significant basic understanding of the complex notion of the Anthropocene. It groups the ideas of world experts, and in innovative ways, it covers collective knowledge and action in our current geological era featuring 278 concise chapters.

More specifically, this publication discusses the Anthropocene as a scientific and political concept. One chapter deals concretely with intercultural education (Brossard Børhaug, pp. 1435-1438). This contribution proposes that intercultural education may have an
influential role in intensifying the preservation of multiple diversities in the Anthropocene by interweaving the desire for social justice and justice for the climate with political intercultural engagement. Furthermore, another chapter discusses the role of the community through the concrete work of planting trees. Based on the pedagogical innovation from the French NGO LIKEN, experiences of resonance with trees and convivialist community building in higher education could also be seen as biocultural educational initiatives (Meunier Kjetland / Brossard Børhaug, pp. 727-731).

Read more

**Barbie Doll Comes Back in 2023 by Edith W. King, Univ. of Denver**

More attention is lately given to the international and intercultural aspects of children’s toys. My article here discusses the events around the return of a popular girl’s toy of the late 1950s, the Barbie doll. The movie about Barbie has become an international hit. It promoted the Barbie doll, although banned in some Arabic and Middle Eastern nations. Barbie was created by Ruth Handler and first manufactured by the Mattel Toy Company on March 9, 1959. The doll is almost a foot tall and has a full figure of an adult woman. This created some controversy in acceptance of the Barbie Doll then in 1950, as it is now in 2023. Barbie has a high fashion wardrobe with outfits that are put on or taken off. The fact that the Barbie doll’s head is detachable becomes significant to this account. The anecdote that follows originally occurred in this author’s family. The complete research project can be found in this author’s doctoral dissertation. It is presented as part of the analysis of children’s sense of humor.

**A Barbie Doll Story**

One evening after dinner Mother and Father decided to take May, their 10-year-old daughter, to visit her aunt and uncle. May was anxious and asked if she could take her Barbie doll. Mother said that was fine. The family drove to their aunt’s house. When it was time to go home May was sleepy. She gathered up her Barbie and the doll’s clothes, got into the car and fell asleep. When the family was home, Father put May into bed. In the middle of the night there was loud crying from May’s room and Mother ran in. She asked: “What is the matter!” May replied, holding up the doll. “Barbie has lost her head!” Barbie was just a nicely dressed body without a head. May cried and cried saying “I don’t want just a body. A
Barbie doll is no good without a head.” In the morning, May was still upset about losing Barbie’s head. Father decided to look in the car again. He looked around and there on the ground was Barbie’s head. He brought it to May and said: “Here it is! Let me put your Barbie back together.” The lesson is: A Barbie doll’s body is useless without a head and the head is useless without a body.

What are the findings in this investigation? And what further projects arise? The stimulus that brought about this revival of a favorite toy was the film. Barbie’s popularity expanded. People purchased this toy and many other people paid to attend the Barbie movie. Additionally, most dolls do not have detachable head pieces.

Controversy related to the full figure in the adult depiction featured on this Barbie doll is another aspect. Payments grew and entrepreneurs, businesses, and individuals benefited. Further research involving the Barbie Doll could include looking for efforts that report about similar favored toys like stuffed animals. Also, this could focus on the methodology used. The return of Barbie Doll provides an example of a toy that can go in and then out of popularity. It would be interesting to research what other toys from times past disappeared and then return to popularity years later.

References and Resources
King, Melissa. (2023) Remarks and Remembrances.

Commentary: British Colonialism Remains a Challenge in 2023 by Edith W. King

British colonialism continues to be a significant and recurring international and intercultural issue. My commentary here focusses on Cruel Britannia? Colonialism: A Moral Reckoning by Nigel Biggar (William Collins Publisher; 2023). It is to be noted that the title “Cruel Britannia?” (With a question mark) is a clever use of the popular song and saying “Rule Britannia, Britannia rules the waves.” It is a subtle reminder that the United Kingdom (UK) was once a premiere empire builder. Further, the UK was involved in the international slave trade of the past. Now with attention on the explosive war in Europe between Russia and the Ukraine, previous British colonialism is often ignored. It is these conditions that provided the purpose for my response presented here. I next set out to investigate the current views on British colonization of countries worldwide. I emailed my British colleagues and friends. I asked them what they knew about and their opinions on current movements in UK colonization. And for this I used postings for the Book, information on it, and copies of two book reviews of Cruel Britannia?

In the emails, I asked if they knew of the Book’s publication and how it might contribute to the issues surrounding colonialism? This effort brought me numerous responses. Several people replied “yes, heard of it”. Others indicated that they were
not aware of this book. Also, some noted that Biggar’s material had received several impressive reviews, such as in The Economist and the Sunday TIMES Bestseller. Brief responses from colleagues included: “British colonization? Absolute arrogance,” “I agree with my friends and could not be for colonization!” “It is an apology for colonialism.” Another respondent wrote about remembering being a young child during World War II. This was when England celebrated “Empire Day” with flags, popularizing the saying that “the sun never set on the British Empire.” At this time, it appears Cruel Britannia? Colonialism: A Moral Reckoning could become a bestseller in the UK and maybe will get attention on the best seller lists in the United States.

Ernesto Guerra García, Doctor of Higher Education, recently published the following works:


New Publications:


Other Exciting News

James A. Banks received the American Educational Research Association (AERA) 2023 Distinguished Contributions to Research in Education Award at the AERA meeting in Chicago in April. The AERA Distinguished Contributions to Research in Education Award is the premier acknowledgment of outstanding achievement and success in education research. Its purpose is to publicize, motivate, encourage, and suggest models for education research at its best. Banks will give the Distinguished Contributions to Research in Education Award Lecture at the 2024 AERA meeting that will be held April 11 to 14 in Philadelphia, Pennsylvania.

Watch the video here
First International Conference for “Complex Instruction Research and Practice” in Hamburg, Germany

From September 3rd to 7th, a dynamic gathering of researchers from the US, Brazil, Hungary, Switzerland, Italy, and Germany convened at the University of Hamburg. Their shared purpose was to explore and exchange insights about the successful implementations of Complex Instruction (CI), a pedagogical approach designed to enhance classroom participation and promote equity in diverse classrooms. The event featured engaging discussions that encompassed a wide array of subjects. Participants delved into the intricate nuances of implementing CI within the unique contexts of their respective nations, probed the methodologies for studying student participation, and explored the intriguing intersection between language acquisition and cooperative learning. Beyond these enriching dialogues, international researchers also had the privilege of visiting German schools and classrooms.