



International Association for Intercultural Education



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Welcome to the IAIE March 2026 Newsletter, “Intercultural Times”

Dear IAIE members and friends,

Let me first express my gratitude for reading this IAIE newsletter. It will hopefully contain a good deal of information that will benefit your work. And we very much realize that many of us are now rowing upstream in a socio-political climate that frowns on our work. So we express our thanks for you doing the work that you do.

As the IAIE, we work to amplify the voices of communities that too often get ignored, and help draw attention to their educational needs. DEI, under attack by the far right in so many countries, remains the core of our work. We wear the DEI label with great pride.

Following the very well attended Conference in Budapest in June 2026 (more than 300 participants) at Elte University in Budapest, all eyes are on the upcoming IAIE Conference in Athens from June 19 - June 21, entitled ‘Migration, the Global Quest for Educational Equity and Intercultural Education’. The keynote will be by James Banks, probably the key person in the history of Multicultural Education in the United States. We hope to see you in Athens.

The IAIE has also started organizing free webinars focusing on the Special Issues of our journal Intercultural Education. These will be announced on our website (www.iaie.org) and also in our newsletters.

In January 2026 we held our first webinar entitled *Intercultural Education in the Anthropocene*, focusing on a Special Issue of the journal on this topic. The Keynote Speaker was Martyn Barrett and the webinar was hosted by Frederique Brossard Børhaug.

On 8 May (3-5 PM CET) we will host our second free webinar, this time focusing on the Special Issue that appeared recently in Intercultural Education entitled *Intersectionality in Intercultural Education and Intercultural Educational Research*, edited by Barbara Gross and Agostino Portera. We hope to see you, your colleagues and students there. More info will follow on the IAIE website.

In the meantime, if you have not done so already, we invite you to join the IAIE. Basic membership remains 30 Euro a year.

We look forward to seeing you soon in Athens and/or online!

A handwritten signature in black ink, appearing to read 'B. van Driel', with a stylized flourish above the letters.

With great appreciation for your work,
Drs. Barry van Driel, President IAIE

Important IAIE News



IAIE Conference in Athens 2026

Migration, the Global Quest for Educational Equity, and Intercultural Education

June 19-21, 2026

Following the successful IAIE conference in Budapest in June 2025, the IAIE is proud to announce an international conference that will take place from **June 19-21, 2026 in Athens**. This conference will have a very specific focus on **migration** issues. Keynote speaker will be **James Banks**. The conference will have a slightly different approach compared to earlier IAIE conferences, taking advantage of new online realities.

IAIE members and SIRIUS member organizations will have priority when registering.

The conference will include, in addition to the keynote talk by James Banks, two symposia around the issue of migration, and also a visit to an island nearby Athens for more casual and in-depth conversations in an inspiring environment.

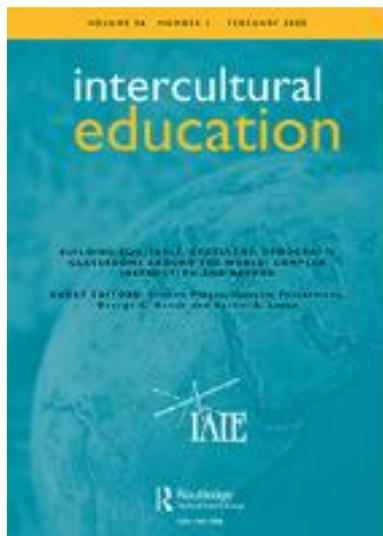
Additionally, the in-person conference will be both preceded and followed up by two online events that will allow more people from other parts of the world to participate in discussions.

A call for papers and further information will follow soon on the IAIE website, on all IAIE social media and through emails.

On behalf of the IAIE organizing committee,
Prof Nektaria Palaiologou
Honorary Vice President IAIE
Conference Host



Intercultural Education Journal



The International Association for Intercultural Education (IAIE) hosts the [journal Intercultural Education](#), a global forum examining education in plural societies. It offers educators critical insights and practical knowledge for implementing intercultural education, covering topics like multicultural terminology, anti-racist education, human rights, migration, language policy, curriculum design, and school development.

Upcoming Special Issue

The conference held in Budapest last year resulted in a special issue bringing together contributions from all strands. The special issue editors are Ildiko Lazar and Miri Shonfeld. The issue is currently in its final stages of review and will be published in the coming months. It contains the following articles, selected for inclusion:

1. Balancing Academic Standards and Cultural Sensitivity in Jewish–Arab Teacher Education-Ilana Paul-Binyamin and Vered Heruti
2. Personalizing a Digital Professional Space in a Multicultural Teacher-Education College: Benefits, Challenges and Cultural Variations-Orit Avidov-Ungar
3. Developing Social-Civic Agency in Intercultural Teacher Education Program-Vered Resnick and Yael Golan
4. International Students' Adaptation at Russian Medical Universities- István -Lénárt and Irina Markovina
5. Service Learning: an educational approach for sustainability and environmental protection- Patrizia Lotti and Lorenza Orlandini
6. The Status-Enhancing Effect of Roles Assumed by Disadvantaged Students – Emese K. Nagy
7. A Content Analysis of Three Advanced Level EFL Coursebooks Concerning Environmental Education-Eszter Veszelinov
8. “I can help children who grew up in similar circumstances to me” Roma university students' perceptions of being bicultural mentors - Gergely Horváth and Aranka Varga
9. Disadvantages and Barriers in Intercultural Education: Rethinking Educational Pathways for Unaccompanied Foreign Minors- Vincenzo Salerno



Webinar Invitation

Join us for a webinar on the Special Issue of the Journal *Intercultural Education: Intersectionality in Intercultural Education and Intercultural Educational Research*.

When? May 8, 2026, 3-5 PM (CET)

Where? Online via Teams

More details, including the Teams link and agenda will be shared soon—stay tuned!



Upcoming Events



The **Fourth International Conference of the *Scuola Democratica*** – “**Learning for Democracy/Democracy for Learning**” will take place at *Sapienza University of Rome, Italy*, from **1 to 4 September 2026**.

Scuola
democratica
learning for democracy

We encourage scholars to consider submitting an abstract to *Panel G.13: Intersectionality in Educational Research: Epistemologies and Methodologies favouring a Democratization of Postmigrant Societies*.

The panel mobilizes critical, interdisciplinary, and decolonial perspectives to advance a holistic understanding of individuals, educational practices and institutions. For more details, please visit the official conference website: [Panel Details](#)

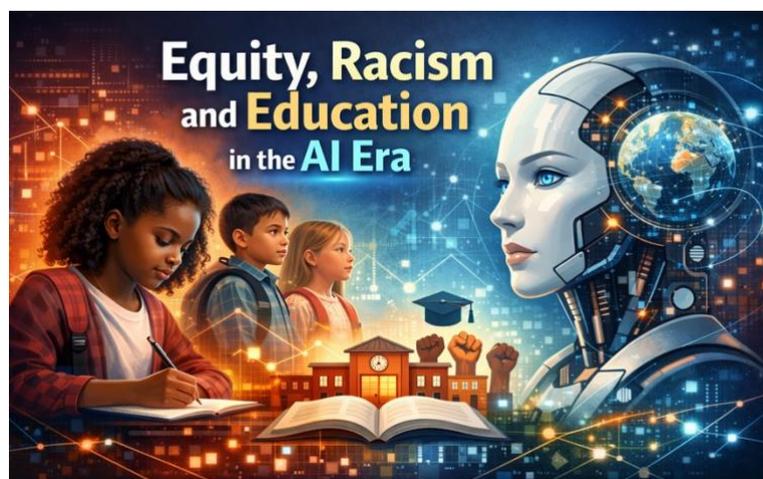
Key Dates:

- **Abstract submission opens:** December 20, 2025
- **Deadline for submission:** February 28, 2026



TEC Online International Day. April 15, 2026.

Equity, Racism and Education in the AI Era



The **TEC International Online Day** is dedicated to advancing equity-oriented education in the age of artificial intelligence, with a particular focus on confronting racism, bias, and exclusion in contemporary educational systems. The event promotes critical dialogue on

how AI technologies can either reinforce existing inequalities or be harnessed to foster inclusion, social justice, and intercultural understanding. It emphasizes educational collaboration and the use of ethical, equity-driven pedagogical models to challenge stereotypes, dismantle structural discrimination, and cultivate trust among diverse communities. This conference is a collaborative effort involving the TEC Center, the Mofet Institute, the Ministry of Education, Near Organization, UNESCO–Bar-Ilan University, and a range of international partners.

Despite global commitments to tolerance, dialogue, and empathy, the world is witnessing a troubling rise in racism, discrimination, and hate that are increasingly reflected and amplified through digital and AI-mediated environments. In this context, educators are required not only to develop strong intercultural competence but also to critically engage with AI systems, data practices, and algorithmic decision-making. These competencies are essential for identifying and reducing bias, promoting educational equity, responding to diverse learners' needs, and fostering ethical and inclusive learning spaces in 21st-century classrooms.

The conference will feature a dynamic combination of theoretical lectures, panel discussions, and interactive workshops led by leading educators and researchers from Europe, the United States, and Israel. Sessions will address issues such as algorithmic bias, AI and racism, digital inequality, culturally responsive pedagogy, and the educator's role in promoting equity in AI-supported learning environments. The format encourages critical reflection alongside practical, innovative educational initiatives.

The event is designed for a broad audience, including students, pre-service and in-service teachers, school principals, higher-education faculty, policymakers, and organizations committed to equity, anti-racism, and intercultural competence in education. By integrating theoretical insights with hands-on workshops, the conference seeks to deepen understanding while inspiring actionable, justice-oriented educational practices.

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

[Register](#)

IAIE Members Publications



Journal *Intercultural Education*. Special Issue CFP: Paulo Freire and His Legacy at Times of Educational Crises: Intercultural Insights
Special Issue Editors: Andrea C. Valente and Paola Giorgis

Paulo Freire's work on education has received global recognition and influence on critical pedagogy, from which his ideas have been expanded and adapted to various educational contexts. It is also known that his work has received criticism for being utopic among some groups and subversive among others in reference to pedagogical theories, practices and didactics. This tendency has led to a dichotomy or binary perspective, which has carved a silent space in between. To fill in this gap, this Special Issue on Paulo Freire's work and legacy attempts to invite collaborations that can offer nuanced approaches based on theoretical, empirical, and practical teaching and learning experiences by uniting scholars, educators, and activists from diverse perspectives that can lead to new ideas, paths, and approaches that are congruent with present and future needs, demands, and desires of the 21st century, since its first quarter has been marked by humanity crises at various levels, such as ethics and morals, education, communication, geopolitics, and economy.

We welcome contributions that can address educational issues and dilemmas through and beyond Paulo Freire's works, offer theoretical and practical insights, and revisit Freire's classical ideas and his legacy in critical pedagogy in reference to today's multiple crises and wars, as Giroux has pleaded: "to call[s] us beyond ourselves, and engage[s] the ethical imperative to care for others, dismantle structures of domination, and become subjects rather than objects of history, politics, and power" (2025).

We aim to have collaborations that can approach the various crises across educational contexts by engaging with Freire's thoughts from multiple points of view, methodologies, and applications and by fostering intercultural dialogues and insights.

We welcome contributions related to some, but not solely, of the following themes and questions:

- Praxis as a reflexive, critical and theoretical approach to education as a transformative process in and beyond Freire's pedagogy

- The notion of power as a determining factor that defines what is appropriate in educational context
- Freirean education and socio-economic political contexts, crisis, and war education as civic participatory engagement (individual advancement combined with collective liberation)
- Inquiries about 'Freirean method' (whether and how Freire framed, recognized, and authenticate his method)
- Links, differences, and complementarities between Freirean critical pedagogy and intercultural education
- How Freire's pedagogy and/or education has been integrated into curricula at various educational levels (public and independent schools, universities, professional training, etc.)
- How Freire's pedagogy and legacy have been accepted, adapted, revised, or even rejected across time
- The 'historical Paulo Freire' and his companions in the educational and political landscapes in Brazil and abroad
- How Freire's persona and character as an educator have been represented in various discourses (education, media, journalism, etc.)
- How Freire's pedagogical ideas respond to today's digital education and technology (e-learning, GenAI, MOOC) in the context of educational policies

Information about submission format and expected schedule:

- Abstracts: 300 words - except references

Deadline: 30 May 2026

Acceptance of Abstracts: 30 July 2026

Submit the 300-word abstract in MS Word document, double-spaced in Times New Roman, font 12

- Full manuscript: from 5,000 to max. 8,000 words, references included; APA style

Deadline: 30 December 2026

Peer Review Process

Acceptance for Publication: 30 June 2027

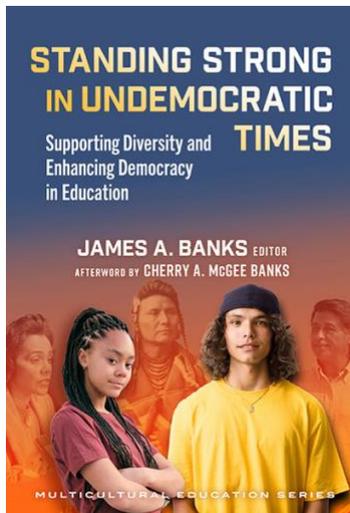
Contact emails:

- Andrea C. Valente valentac@yorku.ca
- Paola Giorgis paola.giorgis@iowdictionary.org



A new edited book by James A. Banks will be published by Teachers College Press, Columbia University in April, 2026.

The title of the book is “Standing Strong in Undemocratic Times: Supporting Diversity and Enhancing Democracy in Education.”



In this timely volume, James A. Banks and a stellar group of contributors push back on the national and cogent attacks on diversity and multicultural education, both of which have accelerated since the 2024 presidential election. Each chapter author (1) describes the difficulties for diversity, multicultural education, and democracy during the next decade and (2) offers interventions and actions that can be taken by educators and policymakers to lessen and reduce these challenges.

Standing Strong in Undemocratic Times describes ways in which democracy is fragile and endangered in the United States and how teaching about diversity in schools, colleges, and universities can help to promote democracy in the nation.

[Here is a link to the book](#)

IAIE Members' Projects

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A.P.A.M. (Association pour la Promotion et l'Avancement du Multilinguisme) is happy to invite you to their Experts Meeting which will take place in Lille (France) on September 22nd, 2026.



Within the framework of our Erasmus+ project, "*Tonga School Network: On Bridging the Communication between Plurilingual Families and Schools*", we have decided to organise an expert meeting to share ideas. We have been working on developing tools to help school staff and parents to make their communication and relationship easier when they do not have a common language or speak very little the language of the country where they are; tools to help schools welcome all the languages of their students and discover how they can help scaffold their learning process in the school language; tools to help parents feel involved in the academic education; tools to make languages visible in the schools. Tools to make the school open to all languages.

We have started to create a network of schools implementing our tools. Why do we call those schools: Tonga Schools? Simply because "Tonga soa" means "welcome" in the language of Madagascar. Those Tonga Schools are welcoming all the languages spoken by the children and their families.

Do not hesitate to visit our multilingual website: <https://tonga-schools.eu/>

We look forward to hearing from you and to welcoming you in Lille next September.

The team of the Tonga School Project

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INCC Master's Program: Now accepting Fall 2026 applications



The MA in Intercultural Communication (ICC) at UMBC prepares students to engage critically and ethically with today's interconnected world. Grounded in principles of social justice, equity, and global responsibility, our program equips students with

practical intercultural skills for careers in education, digital media, policy, international organizations, and professional training fields where communication across difference is essential for creating more just and inclusive communities.

Our graduates pursue careers in international education, human rights and social services, DEI and equity-based training, language education, global media, cross-cultural training & consulting, and the Peace Corps. Many also continue into nationally ranked phd programs, advancing research that centers marginalized communities and global justice.

More info and alumni profiles: <https://incc.umbc.edu/>

Graduate school application info: <https://gradschool.umbc.edu/>



Partner With Us: Reimagining Power and Agency in Schools

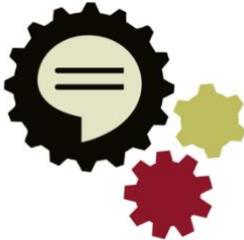
Dr. Tanji Reed Marshall is launching Power in Practice, a participatory action research project exploring how instructional power and school leadership shape authentic student agency particularly in the pivotal middle grades. Rooted in the Instructional Power Continuum and equity-centered leadership practice, this work brings together teachers, leaders, and students to co-investigate how power is used, shared, and transformed in learning spaces. We are currently seeking school, district, and organizational partners who are ready to engage in deep inquiry and action around shifting power for liberatory learning.

To learn more or explore partnership, reach out to: trm@liaisoneducationalpartners.org

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Call for papers. Experts meeting at Tonga schools: *Bridging the communication between plurilingual families and schools.*

22nd September 2026, Lille, France



Project “Tonga Schools – Bridging the Communication Between Plurilingual Families and Schools” is reaching its end. We will launch our network of schools. In the framework of this Erasmus+ project we are pleased to call for an expert meeting on the questions on multilingualism in school contexts. During this expert meeting, participants will have the opportunity to exchange research and experiences about the relationships between the plurilingual families and the [often predominantly monolingual] school systems. We would like to focus on the well-being of plurilingual children within the mainstream schools, looking at language assessment, language speech-therapy for plurilingual children, use of the languages of the children in the classroom, positive and negative impact of language assessment.

We are looking forward to listening to you. Experts will also be welcomed for free at our final Erasmus+ event on Wednesday 23rd September 2026 in the afternoon.

The deadline for proposal submission is April 30th, 2026.

The notification of acceptance of abstracts will be sent by June 15th, 2026.

Please send your abstract to isabelle@multilingualcafe.com.

Please find more information and [use the template here](#).

Other



10TH INTERNATIONAL CONFERENCE ON THE DEVELOPMENT AND ASSESSMENT OF INTERCULTURAL COMPETENCE
Intercultural Competence in a Rapidly Changing World: Supporting Sustainable Futures for All
FEBRUARY 27 - MARCH 1, 2026. A HYBRID EVENT.

Intercultural Communication in Action: Exploring Conflict Styles & Fostering Empathy through Virtual Exchange

Plenary Presentation
Irina Golubeva
(University of Maryland)

February 28, 2026, 5:15 - 6:15 PM
Tucson, AZ & Online

THE UNIVERSITY OF ARIZONA
CERCLL
Center for Educational Resources in Culture, Language and Literacy
icc.cercll.arizona.edu/2026invitees

Dr. Irina Golubeva presented a plenary lecture, *“Intercultural Communication in Action: Exploring Conflict Styles and Fostering Empathy through Virtual Exchange,”* in Tucson, Arizona, at the 10th International Conference on the Development and Assessment of Intercultural Competence. Her talk contributed to the conference theme, *Intercultural Competence in a Rapidly Changing World: Supporting Sustainable Futures for All.*

Warm regards,

the IAIE Board

Barry van Driel (President and Treasurer), Miri Shonfeld (Vice President), Mattia Baiutti (Secretary General), Manal Ahmed, Hana Alhadi, Marija Bartulovic, Carla Chamberlin, Barbara Gross, Jan Gube, Agostino Portera, Anat Ziff