International Association for Intercultural Education

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Welcome to the IAIE October 2026 Newsletter, "Intercultural Times"

Dear IAIE members and friends,

Last year, the IAIE Board adopted a two-year strategic plan for our Association. During our discussions, we realised that one of our priorities was to make clearer the values and principles that guide our work and bring us together as a community.

We all had an idea of what IAIE stands for, but we felt it was important to put these shared values into words. Not to create a new identity, but to make our existing identity more visible and to strengthen our common commitment.

For this reason, the Board decided to develop an Ethical Charter. A small working group prepared a first draft, drawing on the history and identity of IAIE and on the experience of other international organisations. The document was then discussed, revised and improved by the whole Board over a period of more than eight months. I would like to thank all Board members for their contributions, and especially Barbara Gross and Marija Bartulović, who guided this work with great care and commitment.

The Ethical Charter reminds us that IAIE is founded on human dignity and human rights, as the basis of democratic societies. It reaffirms our commitment to diversity, inclusion, social justice and equity. It also reminds us of the importance of love and hope in our work as educators and researchers.

These are not simply abstract ideas. They are the values that help us imagine and build a **community that learns together through reflection, dialogue and action**. A community that believes education can **contribute to a more just, peaceful and democratic society**.

The Charter also describes how we should **work together: with integrity, honesty, fairness, transparency, professionalism and scientific rigour**.

Being open to different cultures, perspectives and opinions does not mean that all values are equally acceptable. Dialogue is at the heart of intercultural education, but it must always be grounded in respect for human dignity, human rights and democratic principles.

This is why **the Ethical Charter is much more than a formal document. It expresses who we are, what we believe in and the responsibilities we share**.

IAIE welcomes everyone who shares these values and is willing to put them into practice. At the same time, belonging to our Association means accepting and respecting the principles on which our community is built.

I warmly invite you to read the Ethical Charter on our website, to reflect on its meaning and to consider how each of us can contribute to making these principles part of our everyday work.

Our values should not remain words on paper. It is our shared responsibility to bring them to life.

With warm regards,
Mattia Baiutti, PhD
Secretary General, IAIE

Important IAIE News

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SAVE THE DATE: IAIE International Conference in Brussels, Belgium

Rethinking Community in Education: Belonging, Inclusion and Social Justice

May 12-15, 2017

The IAIE International Conference 2027 will be organised in collaboration with:

- Erasmus Brussels University of Applied Sciences and Arts (EhB),
- SIRIUS Policy Network on Migrant Education,
- European Federation for Intercultural Learning (EFIL),
- Association for Teacher Education in Europe (ATEE)

With the support of our institutional partners:

NAME (National Association for Multicultural Education)

KAME (Korean Association for Multicultural Education)

A 4-day experience

Day 1: SIRIUS Policy Conference

Day 2 and 3: Academic Conference

Day 4: Workshops and Field Trips

Strands of the Academic Conference:

1. Social Justice in Education: from Theory and Research Methodology to Practice and Back
2. Teacher Education and Building Community around the School: Promoting Belonging and Inclusion
3. Intercultural Education and Intersectionality: Equities and Inequalities
4. Internationalization and Intercultural Education: envisioning inclusive, dynamic citizenship for the future
5. Spatial Justice in Education: who gets to learn what, where and when?
6. Intercultural Education and the Arts: imagining and crafting a more inclusive society
7. Intercultural Competences: new directions and critical reflections

Venue

The venue for Days 1–3 is the Erasmus Brussels University of Applied Sciences and Arts (EhB), Canal Campus, Brussels, Belgium. Further details of the Day 4 programme and meeting locations will be announced.

Further information to follow. The IAIE Conference webpage will be updated shortly and the Call for Papers will be sent out in early November.

Athens 2026 Conference Manuscript Submission Guidelines: Important information and deadlines for submitting manuscripts.

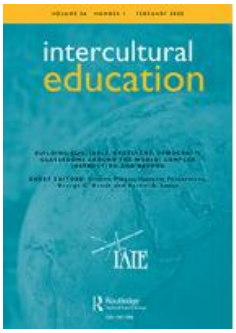
Dear IAIE 2026 Conference Participants,
We are pleased to share the important guidelines and deadlines for submitting your conference manuscripts for the IAIE 2026 Proceedings.

- All manuscripts must be submitted **exclusively through the ConfTool Platform** between **29 July and 20 October 2026** .
- Full papers must not exceed **6,000 words**. The word limit includes both the **abstract and the reference list**.
- All references must strictly follow **APA Style, 7th edition**. Please review all in-text citations and bibliography entries before submission.
- Your manuscript must clearly explain the contribution of your work to areas such as **Intercultural or Multicultural Education**, **Migration and Refugee Education**, and **Diversity Studies**.
- All the participants who wish to collaborate with Hellenic Open University can send a message to Nektaria Palaiologou on nekpalaiologou@eap.gr

Please consult the instructions document for detailed guidance on submitting your manuscript through the ConfTool Platform. We look forward to receiving your manuscripts!

Warm regards,
The IAIE 2026 Conference Organizing Committee

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 issues

1) A forthcoming special issue edited by Sofia Almeida Santos, Lisa Rosen and Rory Mc Daid examines how education shapes inclusion, participation and belonging for refugees and asylum seekers across Europe. Bringing together research from Denmark, Germany, Iceland, Ireland, and Portugal, it considers both the possibilities education offers, and the exclusions reproduced through negative and restrictive migration regimes, institutional practices, and everyday encounters. Drawing on social justice, critical pedagogy, intercultural education, and intersectionality, the contributions explore formal and informal education across ages and life stages. Attention is also given to how gender intersects with migration and residence status to shape educational outcomes and experiences. Together, the papers in the special issue challenge integration frameworks that individualise responsibility and obscure institutional barriers to participation, and examine how educational institutions, community initiatives and social relationships can support equitable participation and recognition within pluralistic European societies.



2) The open access journal Education Sciences (ISSN 2227-7102, IF 3.5, Q1) is pleased to announce a new Special Issue entitled "*Education in an AI-Powered Era: Inclusive and Multicultural Perspectives*".

Dr. Adi Sharabi and Prof. Dr. Miri Shonfeld are serving as Guest Editors for this issue. The submission deadline is 31 July 2027, and manuscripts may be submitted immediately or at any point until 31 July 2027, as papers will be published on an ongoing

basis if accepted for publication following peer review. For more information about this Special Issue and the submission guidelines, please visit here.

If you have any questions, please feel free to contact Ms. Cecelia Cai, Section Managing Editor via e-Mail: cecelia.cai@mdpi.com

Upcoming webinars

Meet the Authors: Intercultural Education Special Issue from IAIE Conference at ELTE Budapest

Tuesday, 5 January 2027
16:00–18:00 CET

The webinar will take place on Zoom.
Participation is free, but registration is required.

Join us for the launch of the new special issue of *Intercultural Education* (Vol. 37, No. 5), inspired by the 2025 IAIE Conference in Budapest.

The authors of the articles will present their work, sharing fresh research and practice in intercultural education. The session will close with an open conversation with participants.

The webinar will be introduced and moderated by the guest editors of the special issue, Prof. Miri Shonfeld and Dr. Ildikó Lázár.

All researchers, educators, teacher educators and students are warmly welcome.

Registration is required to receive the Zoom link.

Register here

Hellenic Open University & International Association for Intercultural Education

An international conference on intercultural education, inclusion, human rights and social justice: "Migration, the Global Quest for Educational Equity and Intercultural Education" | HOU & IAIE 2026 | Athens, 19–21 June 2026

🌍 Our Conference concluded with great success!

On 19–21 June 2026, the Hellenic Open University (HOU), together with the postgraduate programme "Language Education for Refugees and Migrants" (L.R.M.), successfully organised the IAIE 2026 Conference, "Migration, the Global Quest for

Educational Equity and Intercultural Education" (HOU & IAIE 2026), held in Athens, in cooperation with the **International Association for Intercultural Education (IAIE)**.

The Conference was chaired by **Professor Nektaria Palaiologou** (School of Humanities, HOU), with **Dr Barry van Driel**, President of IAIE, as Co-Chair. It honoured **World Refugee Day (20 June)** and was held under the auspices of the **Hellenic Ministry of Education, Religious Affairs and Sports**.



The event brought together **270 participants from around the world**, **240 of whom attended in person**, forming a vibrant international community of researchers, academics, educators and practitioners. What united all participants was a shared commitment to **intercultural and multicultural education, inclusion, human rights and social justice** for migrants and refugees. Greece at the centre of the discussions!

Keynote speaker: Professor James Banks

A special moment of the Conference was the presence and keynote address of **Professor Emeritus James Banks**, widely known as the "Father of Multicultural Education", who was a source of inspiration for all participants. Special thanks are also extended to **Professor Emerita Cherry A. McGee Banks**, University of Washington, Bothell, a distinguished scholar in the field, for her important contribution to Multicultural Education.

A new book by Professor James Banks

Professor Banks's new book, *Standing Strong in Undemocratic Times: Supporting Diversity and Enhancing Democracy in Education*, published by **Teachers College Press in April 2026** with an epilogue by Professor Cherry A. McGee Banks, is a source of inspiration for the international academic and educational community, especially in these difficult times.

Our motto: united, we stand strong!

Warm thanks and messages from participants, including:

“Thank you for your wonderful hospitality and your excellent conference!!”

“This Conference is an institution, and we thank HOU for the impeccable organisation!!”

“Impeccable organisation, excellent papers, and an opportunity for new friendships and collaborations.”

💙 A big “thank you” to all participants



The General Chair of the Conference, Nektaria Palaiologou, Professor and Director of the postgraduate programme Language Education for Refugees and Migrants (L.R.M.) at the School of Humanities, HOU, and Honorary Vice President of IAIE, extends her heartfelt thanks to all participants for their active involvement and their warm words. Special thanks go to Barry van Driel, President of IAIE and Co-Chair of the Conference, for his outstanding leadership and unwavering commitment to intercultural education worldwide.

Distinguished guests at the Opening Ceremony

The Opening Ceremony was honoured by the presence of distinguished representatives of HOU, ministries and international organisations. Greetings were addressed by:

- Professor Nikolaos Papaioannou, Deputy Minister of Education, Religious Affairs and Sports;
- Professor Emmanouel Koutouzis, Rector of the Hellenic Open University, on behalf of the University;
- Ms Fani Keramida, Head of the Interculturalism Unit, Directorate of Social Integration, Ministry of Migration and Asylum;
- Mr Giannis Baveas, National Coordinator for the R.R.F. Programme of the International Organization for Migration (IOM);
- Dr Giorgos Simopoulos, Head of the UNICEF Office in Greece;
- Dr Rory Mc Daid, President of SIRIUS, Marino Institute of Education, Dublin;
- Professor Antigoni Vlavianou, Dean of the School of Humanities, HOU, who sent greetings on behalf of the School;

- Professor Christos Michalakelis, Director of Study in Greece, who sent greetings on behalf of Study in Greece;
- as well as representatives of NGOs that make a significant contribution to refugee education.

The international delegation of KAME

Special thanks go to the official international delegation of KAME (Korean Association for Multicultural Education) from Seoul National University for their solidarity and many years of friendship and joint initiatives:

◆ Dr Ji-Yong Eun – current President of KAME

◆ Dr Kyung-Hwan Mo – former President of KAME (2016–2019)

◆ Dr Joon K. Kim – Professor, Department of Social Studies Education, Seoul National University

Warm thanks are also extended to the esteemed colleagues from The Education University of Hong Kong.

International academic collaborations

The success of the Conference also rested on the significant contribution of distinguished colleagues from universities abroad, across the Americas, Australia, Asia and Europe:

- Prof. Leslie Bash, Professor Emeritus, UCL Institute of Education, University College London
- Prof. Eleni Oikonomidoy, Professor of Multicultural Education, University of Nevada, Reno
- Jan Christina Gube, Vice President (International Affairs), The Education University of Hong Kong
- Carla Chamberlin-Quinlisk, Professor of Applied Linguistics, Penn State University, Abington
- Hasan Aydin, Professor, Florida Gulf Coast University
- Agostino Portera, Professor of Intercultural Education, University of Verona
- Barbara Gross, Associate Professor, Free University of Bozen-Bolzano

◆ All members of the IAIE Board

A big “thank you” to the Greek team

Many thanks to Konstantinos Konstantopoulos and Magda Kolovou, administrative staff at HOU, for their excellent cooperation; to Dr Eleni Samsari for her unstinting support in organising the Conference; and to the students of the L.R.M. programme of the Hellenic Open University for their invaluable and wonderful support.

Awards for the best presentations

Warmest congratulations to the international colleagues who received the **four awards for the best presentations** of the Conference, established in memory of **Professor Jagdish Gundara** (University of London) and **Professor Michèle Kahn** (University of Houston–Clear Lake).

🏆 **1st PRIZE**

Advancing Educational Equity in Hong Kong: Intersectional Analysis of Secondary School Students' Schooling Experiences

🏆 **2nd PRIZE**

Beyond Policy Fragmentation: A Structural Equity Governance Approach to Inclusive Education for Migrant Students in South Korea

🏆 **3rd PRIZE**

Symbolic Exclusion of Ukrainian Students with a Refugee Background in Polish Schools

🏆 **4th PRIZE**

Redefining 'Educational Equity': An Intersectional Process Mining Analysis of Academic Career Trajectories

🎙️ The Conference on ATHINA 9.84 and in the Greek and international press

The IAIE 2026 Conference was also featured on **ATHINA 9.84** radio on 20 June, in a programme hosted by journalist Maria Pavlou, with contributions from the Conference Chair, Professor Nektaria Palaiologou, and Dr Georgia Gavriilidou, Scientific Advisor to the Deputy Minister of Education, Religious Affairs and Sports.

Foititika Nea (foititikanea.gr) published a special feature on our Conference, and it was also covered in the newsletters of international universities and organisations.

About the L.R.M. programme

The HOU postgraduate programme **"Language Education for Refugees and Migrants" (L.R.M.)** is a pioneering programme, delivered at a distance in English, which attracts students from many countries and offers high-level knowledge and experience for teaching in **multicultural, multilingual classrooms**. Its graduates work in formal education as well as in non-formal education settings. Given the ongoing migration and refugee crisis and the need for the social inclusion and active participation of migrants and refugees in Greek society, the programme is, and will remain, highly relevant. New applications will be submitted online in January 2027 for the new spring semester.

More information: www.eap.gr | www.iaie.org | www.eap.gr/en/language-education-for-refugees-and-immigrants/

The message of **HOU & IAIE 2026** is: **ACTION AND PASSION! We continue together!**

Upcoming Events



The body is a message: An international conference by Fondazione Intercultura.
Florence, March 18 to 20, 2027

We all know the importance of the 'first impression' when meeting someone: their physical appearance, voice, gaze, body language, and clothing. This visual and auditory impression influences the subsequent communication often unconsciously.

However, this physicality is not perceived the same way in all cultures: the sight of a young or old person, male or female, dressed or undressed, tattooed or masked, well-groomed or disheveled, can convey different messages in different parts of the world and sometimes even within the same society. These messages are part of nonverbal communication, which those who work in intercultural education appreciate well.

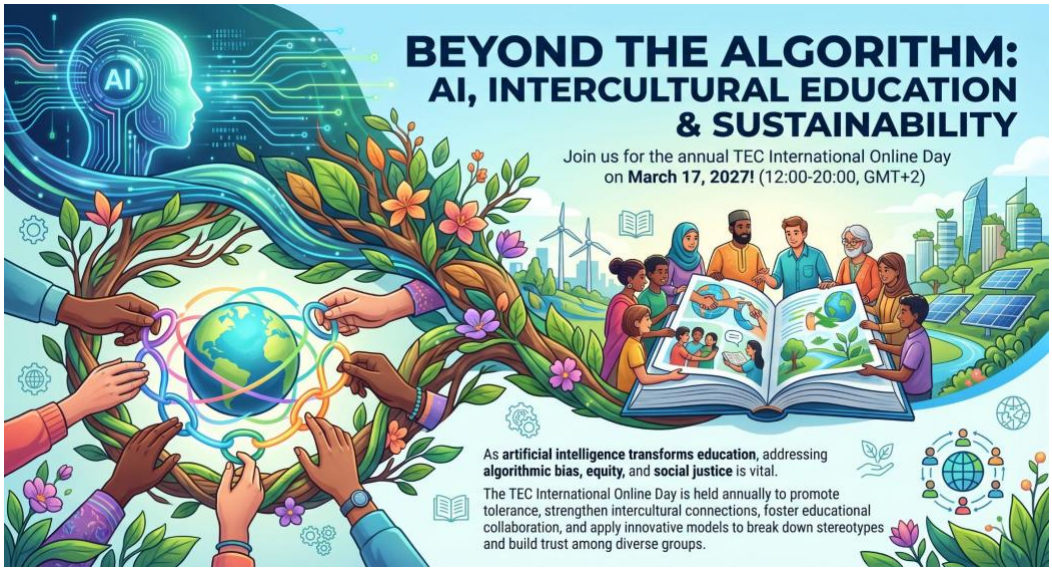
In an age of rapid digitalization, the body remains central. Schools, pedagogical research, NGOs and even corporations cannot avoid asking themselves, exploring, and experimenting with new strategies to educate citizens and workers of the future to appreciate the value of the body in intercultural communication.

To contribute to this reflection, we invited more than 30 speakers from around the world and various disciplines to help us discuss the theme of the body as a cultural message, using innovative approaches.

For more information click HERE

Beyond the Algorithm: AI, Intercultural Education & Sustainability

Join us for the annual TEC International Online Day on March 17, 2027



As artificial intelligence transforms education, addressing algorithmic bias, equity, and social justice is vital. The TEC International Online Day is held annually to promote tolerance, strengthen intercultural connections, foster educational collaboration, and apply innovative models to break down stereotypes and build trust among diverse groups. The TEC Center, Mofet Institute is in partnership with various national and international organizations. This dynamic online conference equips educators, researchers, principals, students, policymakers, and advocates with essential intercultural competence and practical tools to navigate the digital era and foster inclusive learning environments.

- Expert Insights & Hands-On Learning: Engage in theoretical lectures, professional panels, and interactive workshops led by top researchers and educators from Israel, Europe, the far east and the USA.
- Multilingual Accessibility: Simultaneous translation available in English, Arabic, and Hebrew.
- Action-Oriented Focus: Discover innovative strategies addressing the impact of AI on racism, representation, and equal opportunities to promote equality across diverse communities.

Be part of the movement toward equitable, future-ready education.

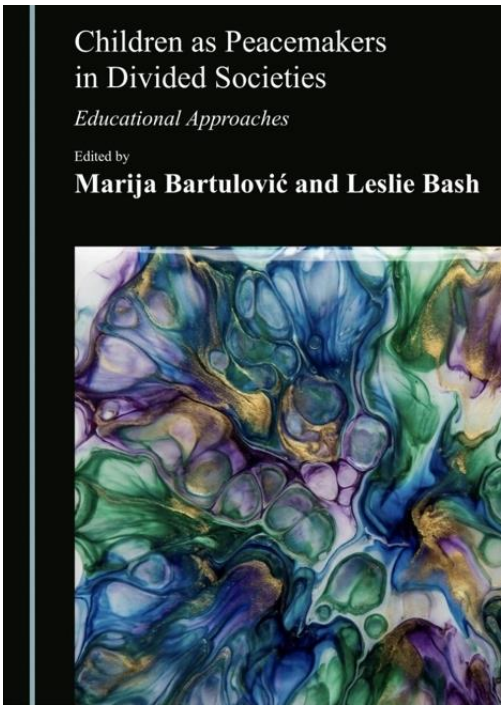
Please Register now.

Participation is free of charge but requires prior registration.

Conference Chair: Dr. Manl Yazbak Abu Ahmad

Head of the TEC Center: Prof. Miri Shonfeld

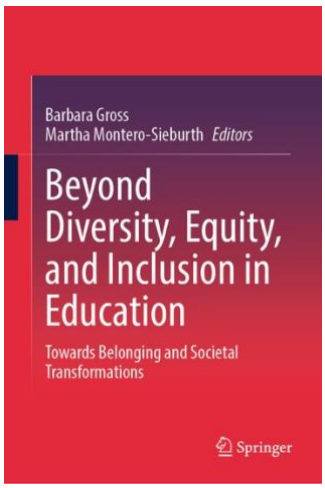
IAIE Members Publications



New book: Children as Peacemakers in Divided Societies: Educational Approaches

This book is an outcome of the International Association for Intercultural Education (IAIE) conference Children as Peacemakers in Divided Societies: Educational Approaches, held in Sarajevo in 2023. The book comprises twelve theoretically and methodologically diverse chapters in which authors - researchers, teachers and activists from different countries, and personal and professional backgrounds, share their reflections on the possibility of creating a better world through education. In these reflections, the central role of children as peacemakers is recognised, and understood in a relational way, so the authors thematise the way in which teachers, parents and other actors can be partners with children, as autonomous, engaged subjects, in the realisation of their efforts to build a world in which peace is recognised and lived as an ethical position and as a process: an effort to which we all have the opportunity to contribute. The uniqueness of the book is reflected in the emphasis on qualitative methodological approaches and the recognition of critical reflexivity, creativity, empathy and imagination as key dispositions for peace and social justice-oriented education – that makes it a potentially interesting read for a wide audience of academics, teachers, students and all other people interested in improving society through education, especially in contexts characterised by conflicts and divisions.

Book Publication: Beyond Diversity, Equity, and Inclusion in Education

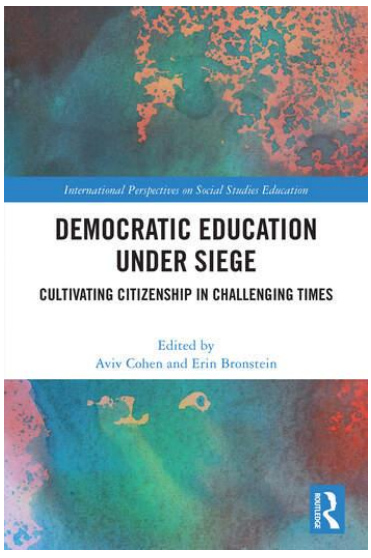


We are pleased to announce the publication of the book *Beyond Diversity, Equity, and Inclusion in Education: Towards Belonging and Societal Transformations*, edited by Barbara Gross and Martha Montero-Sieburth. The volume brings together selected papers from the IAIE 2024 Conference in Chemnitz (Germany) and explores belonging, intercultural education, and transformative approaches across schools, higher education, and other education contexts. Chapters 1, 2, 5, and 14 are available open access. Explore the book and read the chapters at Springer.

Other recent publications by Barbara Gross, IAIE Board Member

Gross, B. & Bugno, L. (2026). Exploring Notions of Equity in School Education within Educational Research Publications: A Systematic Literature Review. In E. Polat & P. Hick (Eds.), Handbook of Social Justice in Education (pp. 50-68). Edward Elgar.

Gross, B., & Filippi, G. (2026). Intersectionality in educational research in Italy. A systematic literature review. *Encyclopaideia – Journal of Phenomenology and Education, 30*(75). https://doi.org/10.60923/issn.1825-8670/24508



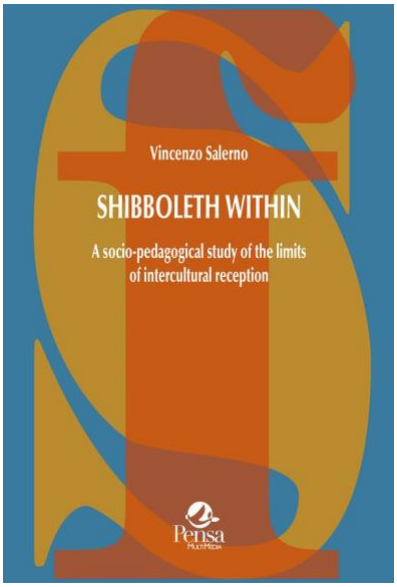
New book. Democratic Education Under Siege. Cultivating Citizenship in Challenging Times. Edited By Aviv Cohen, Erin Bronstein

In an era of growing democratic fragility, this edited volume offers a timely examination of how civic education is being reshaped worldwide. Moving beyond traditional conceptions of civic knowledge, it explores how educators navigate complex political, social, and institutional pressures while striving to cultivate critical, inclusive, and participatory forms of democratic citizenship.

Drawing on case studies from the Philippines, Singapore, South Korea, Turkey, Argentina, Spain, Israel, the United States, and across Northern and Western Europe, the chapters examine how teachers, students,

communities, and civil society actors engage with civic education in contexts marked by polarization, state control, misinformation, and cultural contestation. Rather than offering prescriptive solutions, the volume invites readers into a global conversation about the possibilities and challenges of democratic education today.

The book will be of interest to scholars, educators, policymakers, and teacher educators working in international and comparative education, social studies education, civic and democratic education, and democratic theory. Find book here.



Shibboleth Within: a socio-pedagogical key to understanding the limits of inclusion

Shibboleth Within: A socio-pedagogical study of the limits of intercultural reception by Vincenzo Salerno has been published by Pensa MultiMedia and is freely available in open access on the publisher's website.

The volume offers a socio-pedagogical analysis of the journeys of unaccompanied foreign minors, focusing on a crucial issue for intercultural education: the concrete conditions that enable access to rights, education, training, and participation.

The "shibboleth" metaphor serves as a lens through which to interpret the often-invisible thresholds where procedures, languages, institutional categories, and administrative mechanisms select, slow down, or hinder educational pathways. The book thus provides an analytical framework applicable to other contexts marked by migration, vulnerability, and inequality.

The book's value lies in its integration of fieldwork, institutional analysis, and pedagogical reflection, offering useful tools for researchers, educators, and professionals involved in inclusion processes.

Open access and further information here.

New edited volume, Multiculturalism and Multilingualism in the Age of AI: Challenges, Opportunities, and Linguistic Justice, to be published by Routledge (Taylor & Francis Group).

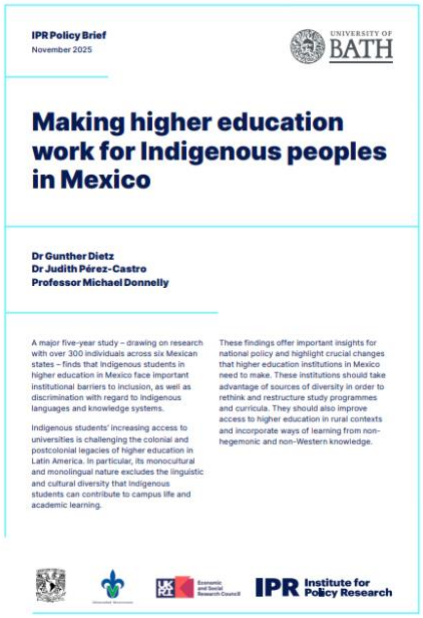
The volume examines how generative AI, large language models, machine translation, and speech technologies are reshaping multilingual and multicultural education. It asks not only whether AI works, but for whom, in whose language, and on whose cultural terms. We welcome international, comparative, empirical, theoretical, and policy-oriented contributions from early childhood through higher education.

Proposals are due November 15, 2026, and should include a 250–300-word abstract with a tentative chapter title, 3–5 keywords, and a short bio for each author with institutional affiliation and email. Please send proposals to both editors at haydin@fgcu.edu and christian.faltis@tamiu.edu.

Read the full call, with possible topics and the timeline.

IAIE Members' Projects

New policy brief calls for reforms to improve higher education for Indigenous students in Mexico



The researchers provide recommendations that address six recurring challenges for Indigenous students in Mexico. A major five-year study has found that Indigenous students in Mexico's higher education system face significant institutional barriers that limit their opportunities and undermine their contributions to academic life. The findings, published in a new policy brief from the Institute for Policy Research (IPR), call for reforms to both federal and state policy and across higher education institutions in Mexico.

The research was led by Michael Donnelly (University of Bath), Gunther Dietz (University of Veracruz) and Judith Pérez-Castro (Universidad Nacional Autónoma de México, UNAM). Working with more than 300 individuals across six Mexican states between 2021 and 2024, they analysed the role that higher education plays in supporting the social and economic development of Indigenous peoples.



They found that while access to higher education has increased for Indigenous students, its monocultural and monolingual nature excludes the linguistic and cultural diversity that Indigenous students can contribute to campus life and academic learning.

The study highlights six recurring challenges: financial and economic barriers; limited access to higher education; difficulties in study continuity and completion; curricula that lack relevance and appropriateness; missed opportunities to value students' linguistic capital; and experiences of discrimination, exclusion and racism. These barriers, the authors argue, are structural, requiring coordinated reforms both within federal and state policymaking and the higher education institutions themselves.

The authors recommend national reforms including increased investment, restructured scholarships, improved access to higher education in rural areas, and training and awareness programmes on diversity and inclusion. Higher education institutions are advised to provide financial support that considers different educational contexts, introduce flexible entry and completion requirements, and restructure curricula to include Indigenous knowledge and community learning, among other changes. The brief also calls for equal recognition of languages, anti-racism training and dedicated units that focus on the care of the Indigenous university community.

Professor Donnelly from the Department of Education, University of Bath, said: "*Indigenous students in higher education in Mexico face a number of barriers, including around access, affordability, progression and inclusion in university life. This work sets out key policy recommendations to address these challenges and to recognise the value that Indigenous students can bring to their study programmes and institutions*."

Professor Dietz from the University of Veracruz adds: *"Once the cultural and linguistic diversity contributed by Indigenous students is recognised and valued by Mexican universities, they will evolve towards more inclusive study programmes and curricula. Today, Indigenous ways of knowing are relevant for different undergraduate and postgraduate study programmes – we need plurality and interculturality in the academic training of future professionals."*

Latest project publications:

Dietz, G., Pérez-Castro, J. & Donnelly, M. (2025). Indigeneity in Latin American Higher Education. In E.E. Blair & S.L. Deckman (eds.), *The SAGE Encyclopedia of Education and Gender*. SAGE. https://sk.sagepub.com/ency/edvol/the-sage-encyclopedia-of-education-and-gender/chpt/indigeneity-latin-american-higher-education

Dietz, G., Pérez-Castro, J. & Donnelly, M. (2025) *Construyendo una educación superior que funcione para los pueblos indígenas en México*. Bath: University of Bath, Institute for Policy Research, cf. https://www.bath.ac.uk/publications/making-higher-education-work-for-indigenous-peoples-in-mexico/attachments/construyendo-una-educacion-superior-que-funcione-para-los-pueblos-indigenas-en-mexico(2).pdf

Dietz, G., Pérez-Castro, J. & Donnelly, M. (2025) *Making higher education work for Indigenous peoples in Mexico*. Bath: University of Bath, Institute for Policy Research, cf. https://www.bath.ac.uk/publications/making-higher-education-work-for-indigenous-peoples-in-mexico/attachments/making-higher-education-work-for-indigenous-peoples-in-mexico.pdf

Mateos Cortés, L.S. & Dietz, G. (2025). Indigenous Knowledge in Mexican Higher Education: Lessons from Intercultural Universities. *Comparative Education Review*, *69*(4), 728-748. https://doi.org/10.1086/738273

Pérez-Castro, J. & G. Dietz (eds., 2026) Estudiantes indígenas en la educación superior: avances y pendientes. *Perfiles Educativos*, 48, e62401, Suplemento. https://doi.org/10.22201/iisue.24486167e.2026.48.62401

Vargas Moreno, P.A. & G. Dietz (eds., [2026]) *Estudiantes indígenas en la educación superior mexicana: diálogos posibles entre interculturalidad e interseccionalidad.* Xalapa, Ver.: Editorial UV [in print]

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Visiting Researcher Seeking Host Institution – Educational Leadership, Diversity and Social Justice



I am looking for a university or research centre interested in hosting me as a visiting researcher for approximately three to four weeks in 2028.

I am Fred Carlo Andersen, Associate Professor of Educational Leadership at Oslo Metropolitan University (OsloMet), Norway. My research and teaching focus on educational leadership, school development, linguistic and cultural diversity, inclusion, equity and social justice. I am also involved in the Norwegian National Principal Education Programme, where I work with the professional development of school leaders.

The proposed research stay will form part of a six-month research sabbatical and contribute to a project exploring a question that I believe is increasingly important internationally:

How can linguistic and cultural diversity become an integrated dimension of school leadership education rather than being treated as a separate or additional topic?

The project builds on my previous research on school leadership in linguistically and culturally diverse schools and on leadership education, as well as my book *Leadership for Linguistic and Cultural Diversity in Schools* (*Ledelse for språklig og kulturelt mangfold i skolen*, 2022).

During the research stay, I would particularly like to engage with colleagues working in areas such as educational and school leadership, intercultural education, leadership preparation, inclusion, equity, diversity and social justice. I am interested in

exchanging perspectives on how future and practising school leaders can be prepared to understand diversity not as a specialist concern, but as a fundamental dimension of leadership, organisational development and educational practice.

The stay could include research seminars, discussions with researchers and leadership educators, contributions to teaching or professional development activities, and collaborative work towards an international publication. I would also be very interested in exploring opportunities for comparative research and longer-term collaboration between the host institution and OsloMet.

I am therefore keen to hear from universities, research centres and colleagues within the IAIE community who see potential connections between this project and their own research or educational programmes.

If this sounds relevant to your institution or research group, I would be delighted to hear from you and to explore possibilities for a visiting research stay in 2027/2028.

Fred Carlo Andersen, PhD
frec@oslomet.no
Associate Professor of Educational Leadership
Oslo Metropolitan University (OsloMet), Norway

Other

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Intercultural Competence and Management. Intercultural Mediation, Communication and Conflict Management

Postgraduate University Programme – University of Verona

Applications are open for the 25th edition of the University of Verona's **postgraduate programme in Intercultural Competence and Management**, organised by the **Centre for Intercultural Studies** and directed by Professor Agostino Portera.



The programme focuses on **intercultural mediation, intercultural communication and conflict management**, combining online learning with three in-person weekend seminars based on an experiential, hands-on approach.

The blended format is particularly well suited to **students and working professionals**, enabling participants to pursue advanced university training while balancing their work and personal commitments. The programme includes:

- online classes and learning activities, including pre-recorded teaching materials and live online lessons;
- three in-person weekend seminars in Verona, with an experiential and workshop-based approach;
- conferences and guest lectures on topics related to intercultural competence and management;
- practical training in **intercultural mediation, communication and conflict management**;
- an **online tutoring service** providing direct support and contact with lecturers;

- additional optional learning activities offered throughout the academic year.

The programme is taught in Italian and is open to applicants from Italy and other countries. Applications for the 2026–2027 edition are open until 4 December 2026.

Find out more and apply. | Info

IAIE Members at the Scuola Democratica Conference in Rome

Many IAIE members, including members of the Board, attended the 4th International Conference Scuola Democratica, held in Rome from 1–5 September.

Barbara Gross, Luisa Conti, Robert Pham Xuan, Giulia Filippi, Lisa Bugno and Giulia Messina Dahlberg organised two panels entitled *Intersectionality in Educational Research: Epistemologies and Methodologies Favouring a Democratization of Postmigrant Societies*.



The panels formed part of the conference theme "Migration Processes and Migrants' Educational Rights" and explored intersectionality and diversity in educational research within postmigrant societies.

In the foto, from left: Giulia Filippi, Robert Pham Xuan, Mattia Baiutti, Barbara Gross, Barry van Driel, Marija Bartulvic

Thank you for being part of this community!

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