

FORUM IX on Intercultural Learning and Exchange
final conference of the Erasmus+ project
'Intercultural Learning for Pupils and Teachers'

Brussels, October 24th – 26th 2018

An initiative of



With the support of



Theme:
Intercultural learning: a whole school approach.

Sub-topics:

- What are the elements of a whole school approach to Intercultural Learning (ICL)?
- What are some examples?
- Who are the various stakeholders involved and what are their roles?
- What preparation is needed for teachers?
- What is the role of an exchange program?
- What assessment system can be used for a whole school approach to ICL?

Desired outcomes

- A survey of existing examples and models of a whole school approach to ICL.
- Recommendations for various stakeholders to engage in and implement a whole school approach to ICL.

The annual Forum on Intercultural Learning and Exchange includes some sixty experts, policy makers, researchers and practitioners in the field of international youth exchanges and intercultural learning. It is an opportunity for academics to meet and discuss with professionals and volunteers who work in the field of intercultural education and for practitioners to learn about theories and researches in this field. **For more information on the previous editions click [here](#)**

AGENDA

Wednesday, 24th October

As from 16:00 Registration of participants at the hotels

18:00 Dinner reception at the **House of European History, rue Belliard 135**

- Presentation of the previous Fora (Roberto Ruffino, Fondazione Intercultura)
- Introduction of the Erasmus+ project consortium (Elisa Briga, EFIL)
- Keynote speech (Francisco Marmolejo, World Bank)
- Visit of the museum

Thursday, 25th October (venue EESC, room TRE 7701, Trèves Building, 7th floor, 74 rue de Trèves)

8:30 Accreditation to the EESC building

9:00 Opening speech by a representative of the European Economic and Social Committee (EESC)

The project '[Intercultural Learning for Pupils and Teachers](#)': policy recommendations and tools for promoting intercultural learning with a whole school approach

9:30-10:45

- The teacher training and the "Toolbox of intercultural learning activities", based on the whole school approach (Marie Dossogne, AFS Programmes Interculturels and Flaminia Bizzarri, Fondazione Intercultura)
- Testimonials from teachers taking part in the project

10:45– 11:15 coffee break

11:15 -12:30

- Intercultural learning in teachers' training and in secondary schools' curricula and recognition of the learning experience abroad as part of the school path (Elisa Briga, EFIL)

12:30-14:00 lunch at the ground floor

14.00-17.30 (coffee break from 15:30 to 16:00)

Presentation of case studies from projects related to Intercultural learning and the whole school approach in Europe and beyond.

Two rounds of three parallel presentations:

1. Hand in Hand project – Erasmus+ KA3 Policy experimentations (Ana Kozina Educational Research Institute, Ljubljana)
2. Open School – two EU projects (Fred Verboon, European School Heads Association and Eszter Salamon, International Parents Association)
3. AFS Global Competence Readiness Index for Schools (Ana Carolina Cassiano, AFS Intercultural Programs)

Friday, 26th October (venue EESC, room VMA3, 2nd floor, rue Van Maerlant 2)

8:30 Accreditation to the EESC building

Current policy developments and possible follow ups at national school level

9:00 – 10:30

- European Commission – DGEAC School Unit (Petra Goran)
- Council of Europe – Competences for democratic culture (Martyn Barrett)

10:30 -11:00 coffee break

11:00 – 12:30

- OECD – Global competence within PISA (Mario Piacentini)
- UNESCO (tbc)

12:30 – 14:00 lunch

14.00-16.00

Testimonials from national level

- Lis Cercadillo, Ministry of Education of Spain – The Spanish approach to PISA Global competence
- Hye-Won Lee, Korea Institute for Curriculum and Evaluation
- Department of Education and Training, State of Victoria, Australia (tbc)
- Kari Kivinen, the former Secretary General of the European Schools

16:00 – 16:30: coffee break

16:30 - 17:30 Conclusions: Darla Deardorff, Duke University