ACCORD - Attain Cultural integration through COnflict Resolution skill Development

Pedagogical framework, competency model and user requirements

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1. Introduction

Context

Europe currently undergoes increased demographic and cultural changes featured by important population flows. Immigration has become the principal factor of demographic growth. As a result, ethnic, cultural and religious diversity has turned into a stable structural feature of the European society.

The education sector is specially challenged to develop strategies to adapt to this context of growing diversity. Indeed, the entire EU education system has to face the increasing proportion of students with a migration background. Furthermore, education plays an essential role for supporting the social inclusion of individuals with diverse backgrounds, for facing discrimination and promoting civic responsibility. Among educational institutions, the school constitutes a key-institution for spreading values of openness and difference, as well as developing the necessary competences for living in culturally diverse society. The successful scholar integration of migrant students is fundamental for a positive and integrated future in Europe. Nevertheless, teachers generally feel unprepared to teach students from diverse cultural backgrounds and to effectively include intercultural education content in their teaching practices.

The ACCORD project

The ACCORD project (Erasmus + Programme, "Social Education through Education, Training and Youth") aims to prepare educators to take an active stand against all forms of discrimination and racism, to deal with diversity and handle conflicts that might emerge, as well as to promote inclusive teaching practices. Through a free, open online training course built on game-based learning and scenario-based learning methodologies, teachers from all over Europe will have the chance to develop their competences in terms of intercultural conflict management and inclusive education.

The main objectives of ACCORD can be resumed as follows:

- to exploit, upscale and disseminate the results of already existing digital tools and psycho-pedagogical practices in order to produce and test an easily accessible and flexible e-learning platform for enhancing teachers' conflict resolution skills development at a low cost;
- to overcome both geographical and resource obstacles that often hinder the access to professional training and assessment schemes in intercultural communication and conflict resolution by exploiting digital practices, especially within the educational sector;
- to promote and evaluate the acceptance of game-based learning approaches in teacher education, in order to derive observations and best practices from comparative analysis in various European countries;
- to adapt, upscale, and generalise the positive results obtained in the ENACT project (Enhancing Negotiation skills through on-line Assessment of Competencies and interactive mobile Training, Lifelong Learning Programme, Key Activity 3, 2014-15) in integration with EMMA, the European Multiple MOOC Aggregator (a project funded by the European Union's Competitiveness and Innovation Framework Programme).

The ACCORD project is implemented by seven core partners across five EU countries, i.e., Italy (University of Naples Federico II and Fondazione Mondo Digitale), Spain (University of Barcelona), Austria (University of Vienna), Germany (University of Erlangen-Nuremberg) and Belgium (University of Antwerp).

Within ACCORD, Work Package 3 (WP3) sets the ACCORD pedagogical framework. More specifically, it aims to identify the current status of intercultural education in Europe, as well as to define the project approach for developing, assessing and validating teachers' competences in terms of inclusion of disadvantage learners (particularly with migrant background), prevention of discriminatory practices, as well as management of conflicts and diversity.

About this document

The present deliverable (D3.2 - Pedagogical framework, competency model and user requirements) presents the ACCORD pedagogical framework. On the basis of the user needs analysis described in D3.1, Section 2 draws out the training objectives, conceptual dimensions, approaches and tools. Afterwards, Section 3 defines a set of relevant competences for inclusive education and conflict management which will be developed through the training. Finally, Section 4 lists a set of training requirements in terms of curriculum, pedagogical strategies and materials, and online environment.

2. ACCORD pedagogical framework

This section defines the pedagogical framework of the project. It first presents the target group of the ACCORD training, and then describes the different dimensions it will address, namely intercultural literacy, inclusive education and conflict management. Afterwards, it describes the pedagogical approaches and tools which will be adopted in the training.

2.1. Target group

The ACCORD training will mainly target in-service secondary school teachers from the different partners' countries (i.e., Austria, Belgium, Germany, Italy and Spain). This subsection describes the rationale for selecting this target audience.

A focus on teachers

As described in D3.1, the proportion of young people with an immigrant background is constantly increasing in Europe, and this phenomenon involves a series of challenges at the level of the classroom, the school and the entire educational system: diversity leads to educational disparities, as well as negative social effects such as intolerance, exclusion, ethnic discrimination, extremism and violence. Teachers represent the key-actors and focal points of the complex system of the educational community. On a daily basis, they deal with new populations of students and parents. Nevertheless, teacher education programs appear to not address this increasing diversity in school environments.

Therefore, there is a need to acquaint teachers with intercultural competences, including valuing and adapting to diversity, being culturally self-aware, better understanding the world and its cultures, building bridges with migrant communities, as well as developing empathy and reflexion towards their own beliefs, cultural and socioeconomic differences. The ACCORD training aims to tackle this need.

A focus on secondary education

The ACCORD training will mainly target secondary education teachers (both lower and upper levels). Such decision was made on the basis of preliminary reading and experiences among the partnership. Indeed, intercultural conflicts are less likely to occur in primary classrooms (they may occur with other parts, such as parents, see Oliver, 2016; Desforges and Abouchaar, 2003). In contrast, secondary school students tend to show a prominent and more developed cultural personality, as well as a more confrontative attitudes toward teachers.

Secondary education is described as "the crossroads of life" (Delors, 1998), as it constitutes a crucial point in the life of individuals: at this stage, young people should be able to decide their own futures, in the light of their own tastes and aptitudes, and they can acquire the required abilities for a fully successful adult life. Therefore, education at this level should consider students' processes to attain maturity (processes that differ from one individual and one country to another) and socio-economic needs. Education should aim to tap learners' talents, potential and personality, so that they can improve their lives and contribute to transform their society. The rationale behind this statement supports that secondary education should insist on a multidimensional learning approach which includes learning to know, learning to do, learning to be and learning to live together (Haggis 1991; UNESCO, 2001).

A focus on Continuous Professional Development (CPD)

Considering the general agreement that, for teachers, the acquisition and development of competences needs to be viewed as a career-long endeavour, ACCORD aims at harmonising, at the European level, the requirement and provision of a unified teachers' CPD trajectory, and at enhancing teachers' commitment, identity and job satisfaction. Hence, ACCORD mainly targets in-service teachers who may face cultural diversity in their educational contexts. Nevertheless, the ACCORD training could profitably be introduced within the basic curriculum to be followed by teachers in formation (Initial Teacher Education contexts), as well.

Targeted countries

Most European member states face similar concerns regarding the initial and continuous formation of teachers with respect to social and cultural integration of students with an immigrant background. This conclusion is suggested by the convergent analysis of both EU documents and independent reports, as elaborated in D3.1. For this reason, the ACCORD training will be applied in the different partner countries, as well as extended to other EU countries, thanks

to the networks of stakeholders activated by ACCORD partners. It is worth noting that partners include countries which are traditionally final destinations of European migratory fluxes.

2.2. Conceptual dimensions

The ACCORD project addresses three different conceptual dimensions, namely intercultural literacy, conflict management and inclusive education. This subsection elaborates on each of these dimensions.
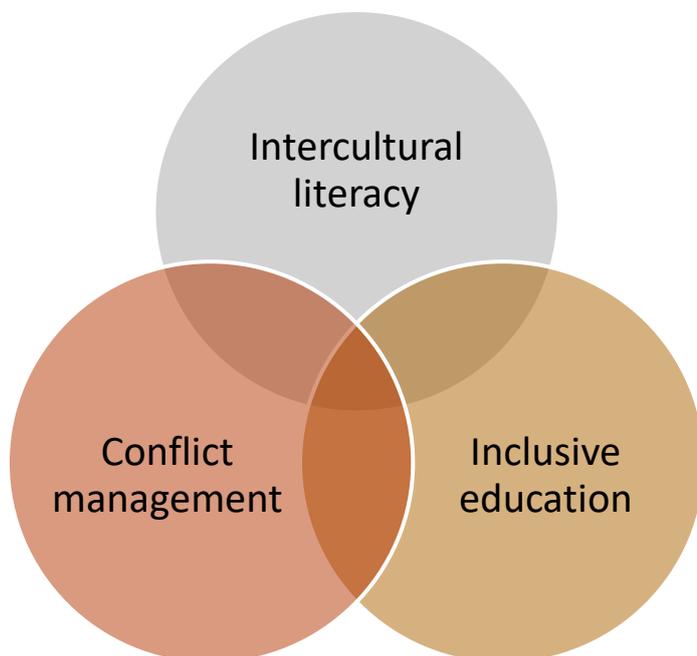

Figure 1 – ACCORD conceptual dimensions

Intercultural literacy

To understand the concept of intercultural literacy, it is necessary to define a number of related terms. First, *culture* can be defined as "the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses, not only art and literature, but lifestyles, ways of living together, value systems, traditions and beliefs" (UNESCO, 2001). This definition is comprehensive, as it includes different aspects such as the way of thinking, acting and feeling. Furthermore, it is critical to consider the dynamic aspect of culture, which openly evolves according to societal changes and individual developments (Council of Europe, 2012).

The adjective *multicultural* refers to "the natural state of society that cannot but be diverse, namely multilingual, multi-ethnic, multireligious, etc." (Council of Europe, 2012, p. 23). In contrast, *intercultural* is more dynamic, as the emphasis is put on the interaction: the term is used when members of two or more different cultural groups (of whatever size, at whatever level) interact or influence one another, whether in person or through various mediated forms (UNESCO, 2013).

Numerous terms and theories address intercultural abilities. For the context of ACCORD, we selected the concept of *intercultural literacy*, which is widely used in the field of education. It can be defined as the "ability to interpret documents and artefacts from a range of cultural contexts, as well as to effectively communicate messages and interact constructively with interlocutors across different cultural contexts" (Dudeney, Hockly & Pegrum, 2014). Heyward (2002) highlights the multidimensional aspect of the concept: "understandings, competencies, attitudes, language proficiencies, participation and identities which enable successful participation in cross-cultural setting" (p. 10). To the author, intercultural literate individuals can "read" a second culture, interpret its symbols and negotiate its meanings in a practical day-to-day context".

By focusing on intercultural literacy, the ACCORD project aims to help teachers to become culturally self-aware, to better understand the world and its cultures, as well as to develop their ability to function, adapt and effectively interact in culturally diverse contexts.

Conflict management

Conflict is a fact of life (Kotite, 2012). A conflict defines an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities (i.e., individuals, groups, organizations, etc.) (Rahim, 2002). A conflict differs from a dispute or divergence, as it involves an opposition of interests, needs or values, where the satisfaction of one's needs is not compatible with the satisfaction of the needs of the other part (Cascón, 2001). Conflicts are usually featured by three major phases (Cascón, 2001), i.e., the original moment of expression of unsatisfied needs; if those needs are not met, the conflict enters into a second phase, characterized by the shock of these needs with other needs or interests, with the intervention of elements such as mistrust, fears and misunderstandings; the situation eventually reaches a third phase, described as a crisis which manifests itself in an open and violent confrontation.

Conflicts are often perceived as negative. Nevertheless, their impact may engender positive consequences associated with increased innovation and improved relationships between the actors involved (Fragoso & Lucio-Villegas, 2010). Rahim (2002) distinguishes between two processes of handling conflicts, namely resolution (their reduction, elimination, or termination) and management (the process of limiting their negative aspects, while enhancing their constructive aspects). The latter maximizes the constructive functions of conflict in order to enhance learning.

For Tschannen-Moran (2001), conflict management defines "a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives." Conflict management processes intend to prevent the emergence of destructive conflict, move from violent towards spoken conflict, and transform conflicts to lasting peace by addressing its root causes. They include a wide range of practices, including communication, problem solving, dealing with emotion, understanding positions (Brett, 2001), as well as negotiation (discussion between parties in order to reach a mutual agreement) and mediation (where one or more outsiders, or third parties, assist the parties in their discussion) (Carnevale & Pruitt, 1992).

As applied to education, the challenge for teachers is to channel conflicts into constructive responses (Kotite, 2012). In ACCORD, we consider conflicts as opportunities for stimulating relations between groups, defending interests and moving towards group cohesion. Hence, we aim to promote a conflict management approach, which aim to enhance the constructive aspect of conflicts instead of eliminating them.

Intercultural conflicts define the implicit or explicit emotional struggle or frustration between individuals from different cultures over perceived incompatible morals, values, norms, face concerns, goals, scarce resources, processes, and/or outcomes in a communication situation (Ting-Toomey & Chung, 2012). They often origin in the perceived or actual incompatibility of moral values (Pearce & Littlejohn, 1997), and usually imply cultural membership factors like rooted worldviews/morals, cultural values, ethnic/racial, religious, and/or language (Dorjee, Baig & Ting-Toomey, 2012).

In order to help teachers to deal with heterogeneity and intolerance in the classroom and to combat discrimination, the ACCORD training will focus on conflict interactions between teachers and students. We will explore the different aspects and levels of intercultural clashes, as well as their impacts on the different parts involved and on the overall classroom dynamics.

Inclusive education

Inclusive education can be defined as "the inclusion and teaching of all children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics" (UNESCO, 2015). When it is inclusive in nature, education has the potential to prevent conflicts, as well as to contribute to peace by reducing inequalities, as well as promoting tolerance, justice and non-inflammatory language (Kotite, 2012).

In ACCORD, inclusive education is seen as a strategy to facilitate intercultural coexistence and foster positive approaches towards conflicts. We relate it to several interconnected educational practices for learning how to live together (UNESCO, 2006), as described in the next paragraphs.

Peace education aims to develop students' knowledge, skills, attitudes and values required to prevent conflict and violence, to resolve conflict peacefully, and to create the conditions conducive to peace; it includes the development of a learning environment that models peaceful and rights-respectful behaviour in the relationships between all members of the school community, as well as the demonstration of principles of equality and non-discrimination (Fountain, 1999).

In the same line, intercultural education aims to develop intercultural competence in learners of all ages in all types of education as a foundation for dialogue and living together (Barrett et al., 2014). It deliberately creates situations of exchange, mutual influence and cultural cross-fertilisation, so to enhance diversity and complexity through a constant cultural dynamism (Council of Europe, 2012). Hence, intercultural education does not only aim to enhance migrant students' integration, but also targets majority culture students to adopt less prejudiced behaviours. UNESCO (2006) highlights three basic principles on intercultural education, i.e., (a) respect the cultural identity of students through the provision of culturally appropriate and responsive quality education; (b) provide every student with the cultural knowledge, attitudes and skills required to achieve active and full participation in society; and (c) foster respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations.

Intercultural education is closely related with Education for Democratic Citizenship (which defines pedagogical practices and activities which aim to prepare young people and adults to play an active role in democratic life and exercise their rights and responsibilities in society, UNESCO, 2015) and Human Rights Education (which intends to build a universal culture of human rights and enact the skills needed to promote, defend and apply them in daily life, Council of Europe, 2010).

In addition, a potential approach to prevent conflicts in the classroom are restorative practices. Their focus is twofold, i.e., (a) preventing and reducing the possibilities of conflicts by building relationships and developing community), and (b) restoring positive relationships when there has been conflict, by repairing harm and restoring community (Gregory, Clawson, Davis & Gerewitz, 2016). Restorative practices provide opportunities for affective communication, social connection and community-building (Gregory et al., 2016). Example of techniques include the ''Proactive Circle'' (a structured group discussion where the teacher fosters meaningful exchanges among students who sit in a circle), ''Affective Statements'' (students' expression of their emotional reactions to negative or positive events in the classroom) ''Restorative Questions'' (the use of specific questions to address negative behaviours). Numerous studies report the positive and continuing impact of applying such practices in schools (Skinns, Du Rose & Hough, 2009).

By promoting those educational approaches, ACCORD will lead teachers to promote welcoming and safer learning environments which favour integration and diversity acceptance, as well as to prevent intercultural conflicts. We start from the assumption that improving teacher-student relationships may produce a positive impact at the micro-level, by favouring a positive educational environment that will, in turn, help to promote better mutual understanding and integration.

2.3. Pedagogical approaches

In order to train teachers about intercultural literacy, inclusive education and conflict management, ACCORD will adopt three main pedagogical approaches, i.e., digital education, game-based learning and scenario-based learning.

<u>Digital education</u>

The integration and innovative use of digital technologies in education is a major priority for Europe (Digital Agenda in Education) and for the countries involved in the project. Following the smart agenda proposed in the Europe 2020 strategy, ACCORD will enhance and assess teachers' competences through the use of digital technologies. This will allow for reaching more teachers, making the training available as a freely accessible tool, as well as rebating implementation costs.

Conflict management and intercultural communication training programmes are mostly restricted to MBA programs and courses for major corporations. Similarly, soft-skills assessments (e.g., negotiation) are extremely expensive and only large companies can afford them. This financial constraint prevents many beneficiaries, such as schools or universities, to take advantage of the same assessment methods that large companies can afford. This clearly constitutes a major limitation, as it restricts their ability to better prepare educational staff.

In addition, supporting people of different ages and social groups in fostering and enhancing transversal competences, such as conflict management and intercultural communication, constitutes a key priority of the Erasmus+ Programme, together with a better and more cost-effective use of digital resources.

Against this background, ACCORD will create an innovative digital training platform providing pedagogical methodologies and tools, for helping teachers to enhance and assess their competences in terms of inclusive education and intercultural conflict management. To do so, we will design, implement and validate of a Massive Open Online Course (MOOC).

<u>Game-based learning</u>

For a long time, research has identified a direct relation between playing and learning (Malone and Lepper, 1987; Rapeepisarn, Wong, Fung and Khine, 2008), and various authors have demonstrated the potential of digital games for educational purposes (e.g. Gee, 2005; McClarty et al., 2012; Rapeepisarn et al., 2008). Indeed, games are featured by several qualities which can enhance learning. Particularly, they are considered to be an ideal medium for learning in the 21st century (Ulicsak & Williamson, 2011). The most cited argument for applying games to education is their potential to foster intrinsic motivation, so that learning occurs almost without students realising it (Gee, 2003; Ulicsak & Williamson, 2011). They also include various qualities which may foster the learning objectives targeted by ACCORD, as described below.

Digital games promote learner-centred methodologies, by offering a learning path which adjusts to learners' pace and performance: following a scaffolding system, games allow for personalized learning processes which adapt to learners' profiles, learning styles and level of skills (Gee, 2003; McClarty et al., 2012). In the context of ACCORD, such self-paced learning processes are particularly suited for teachers, given their professional and time constraints.

In addition, digital games are interactive objects which react give feedback; hence, they provide players with a real sense of agency over their actions (Gee, 2005). They also create meaningful learning experiences by simulating highly interactive scenarios where learners face real-world problems (Ulicsak & Williamson, 2011); as a result, learning occurs in a situated context which makes sense to them. This interactive quality seems adapted for the ACCORD training, which aims to reflect real-life intercultural conflict scenarios.

Games constitute virtual worlds featured by freedom and exploration (Gee, 2009): they offer short feedback cycles, which allow learners for testing their hypothesis through trial and error processes (Gee, 2005). In addition, they allow for trying out different roles and identities (Gee, 2003); such immersive experiences support deep learning processes where students learn through concrete experiences. Hence, games present risk-free environments where learners can try out various options without suffering the consequences of failure in real life (Perrotta et al., 2013). Rather, failures are considered positive in games, as they enable to understand new patterns and progress towards a goal. In this context, failure naturally shapes the learning experience (Gee, 2005, 2009; McClarty et al., 2012). In the context of ACCORD, this characteristic of game would allow teachers for experiencing intercultural conflicts from different points of view, in safe and controlled settings.

<u>Scenario-based learning</u>

Scenario-based Learning (SBL) constitutes a pedagogical approach of situated learning (Lave & Wenger, 1991) embedded in the constructivist learning paradigm (Duffy & Jonnasen, 1991). Situated learning approaches provide meaningful learning experiences by engaging students in authentic learning environments based on real world experiences (Brown, Collins & Duguid, 1989). In such contexts, knowledge can be transformed into competences of action.

Erol, Jägera, Holda, Otta, Wilfried and Sihn (2016) define SBL as the use of scenarios, structured descriptions of real-world problems and related instructions to support active learning. To the authors, scenarios constitute a starting point for students to immerse in a real-world problem and in a subsequent solution finding process. Students are provided with a storyline embedded in a real life context, and are required to play a key role for reaching a specific objective (Schank & Cleary, 1995). In this context, they take an active stance to learning, applying prior and new knowledge as they solve challenges presented in the scenario (Kolb and Kolb, 2005). Hence, SBL moves from a content-focus to a context-focus (Karunanayaka, Naidu, Rajendra, & Ratnayake, 2017).

SBL has proved to support reflective practices in teachers' professional development (Naidu, Menon, Gunawardena, Lekamge & Karunanayaka, 2005) and professional training (Errington, 2010). Furthermore, its application to digital environments enables learners to find solutions to real-world problems (Mery & Blakiston, 2010). Nevertheless, it is a complex task to design of rich, authentic scenarios and adequately integrate them in digital environments to stimulate reflective learning practices (Naidu, Menon, Gunawardena, Lekamge & Karunanayaka, 2007).

2.4. Training tools

The ACCORD training will be supported by different digital tools, as described below.

The ENACT game

The ENACT project aimed to provide free, flexible, innovative pedagogical methodologies for improving conflict resolution skills in formal and informal educational contexts. To this end, an online game was designed, suitable for use as both a stand-alone tool for self-learning and in conjunction with traditional training methodology.

The ENACT game allows for developing practical skills by exploiting an innovative technology that uses autonomous agents as virtual interlocutors (bots) for the user. Learners are free to play the role-play game whenever they like, while immersion in the game is assured through the use of modern interactive technology. An intelligent tutor allows providing a reliable analysis of players' conflict resolution competences and communication styles.

The negotiation model adopted in ENACT is based on the five styles of handling conflict proposed by Rahim (Rahim and Bonoma, 1979). This model differentiates identifies five specific styles of handling conflict, i.e., integrating, obliging, dominating, avoiding, and compromising. The choice of this model was motivated by the fact that it stresses the learning process and the idea of enabling people to learn the appropriate use of the conflict styles depending on situations; also, it comes with an inventory, the Rahim Organizational Conflict Inventory-II (ROCI II), for assessing the 5 styles of handling interpersonal Conflict (Rahim & Bonoma, 1983, 2001). The ROCI II is the most widely and rigorously tested assessment instrument used by many researchers through the years and is available in many languages.

The ENACT game is a role-playing game developed as a web application accessible through any browser and playable from the most used desktop and mobile platforms. It is organized in different scenarios, each one independent from the others, where users play a different character and negotiate with various virtual agents. Virtual agents are implemented as a virtual 3D bot inside a game-based scenario and interact dynamically with the user. They can express a range of basic expressions using verbal cues, as vocal tone and structure of the sentence, and non-verbal indicators, as facial expression, eye contact, body posture and gestures. The user is also represented by a 3D character inside the scenario. The bot-player interaction is organized into states, which include one turn of speech for each party. In every state, the user can choose one among a number of possible sentences, each of which is correlated to a gesture and/or facial expression and a gibberish speech that the user character will execute. After the player's answers, the artificial agent computes his answer using one of the sentences provided for that state consistently to the state of the internal variables. The non-verbal expressions of the agent are coded with movement scripts. The interface is designed to be as intuitive as possible. The game is fully cross-platform and it is accessible on the ENACT game website: www.enactgame.eu.

The game is available in English, Italian, Turkish and Spanish, and includes different situations and roles for the user. The ENACT game provides several independent scenarios inspired by everyday life situations where the user can play a different character and negotiate with various artificial agents represented by 3D avatars. Figure 2 shows some of the interface characteristic of the game:

- An introduction of the situation in which the negotiation or conflict takes place, the two parties involved. Avatars are designed to represent different age ranges and physical traits to reproduce different ethnic characteristics and will represent the user's gender set at the registration phase.
- The user and the artificial agents interacts according to the choice of the user and the artificial intelligence of the bot.

Figure 2 - Screenshots of the ENACT game

The EMMA platform

UNINA lead the of consortium EMMA (European Multiple MOOC Aggregator), a network of 12 universities, research centres and eight European countries companies operating in the digital education market. The platform Federica

Web Learning and the European counterpart EMMA provides an efficient infrastructure consisting of a digital platform and a wide range of services and e-content products.

Since September 2015, Federica Web Learning is also a University Centre for innovation, experimentation and dissemination of multimedia teaching that is unique in the Italian academic landscape. Federica exploits the increasing popularity of new formats based on alternative and non-formal approaches developed for lifelong learning. In this realm, Federica Web Learning push towards innovative line of development of MOOC courses: Massive Open Online Courses. The MOOC challenge is at the centre of the national launch of a new channel, www.federica.eu, open to contributions from other universities and corporate or institutional partners, on an intensive web learning model characterized by: (a) Extensive use of text elements in lectures through descriptive and argumentative slides; (b) organization of lectures in teaching units, introduced by a video presentation of the teacher; (c) wide range of in-depth material link available online; and (d) offering multi-disciplinary core course interoperability and synergy with qualified electronic publishing.

The interfaced on www.federica.eu, which allows easy navigation through simultaneous texts, videos, notes and sharing tools, is at the forefront in the international panorama of multimedia teaching and the widespread usage and production of MOOC testifies the goodness and effectiveness of the project. More than 40 MOOCs, covering a wide range of subjects have been already produced and made available for free to the Italian and European public.

One MOOC on negotiation, conflict resolution and communication was produced by the coordinator of this project (Prof. Davide Marocco) within the dissemination activities of ENACT project and was followed by over 600 attendees. More editions will be launched and an Italian government institution is about to use the course as part of their internal employees training.
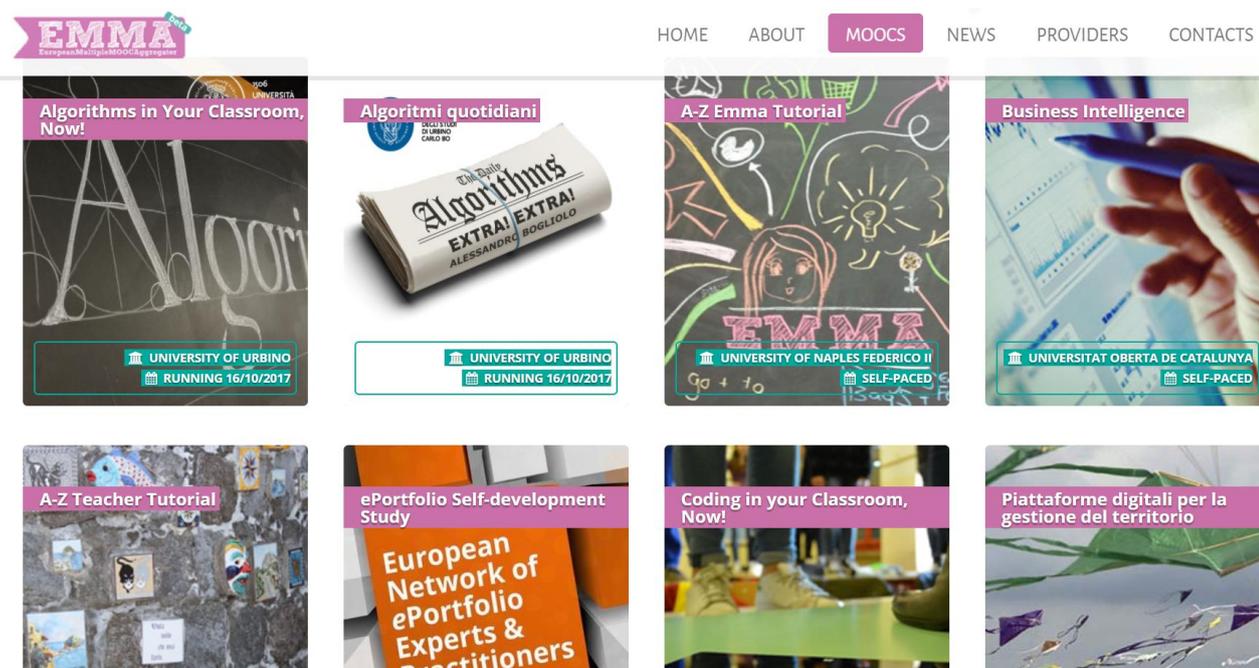

Figure 3 - Screenshot of the EMMA platform

3. ACCORD competence framework

This section identifies a framework of competences for inclusive education and conflict management which will be developed through the training. It first defines the concept of competence, and then describes the methodology used to design the framework. Afterwards, we present the competence framework following different areas and descriptors, organized according to knowledge, skills and dispositions.

3.1. The concept of competence

Competence can be defined as "the proven ability to use knowledge, skills and personal, social and/or methodological abilities (attitudes), in work or study situations and in professional and personal development" (European Communities, 2008, p. 11), or as "a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain" (Deakin Crick, 2008). The description of competences in terms or knowledge, skills and attitudes (or dispositions, see European Commission, 2013) is recurrent.

In its guide for supporting teacher competence development (European Commission, 2013), the European Commission highlights several characteristics of the concept of competence as applied to education:

- it involves tacit and explicit knowledge, cognitive and practical skills, as well as dispositions (motivation, beliefs, value orientations and emotions);
- it enables teachers to meet complex demands, by mobilizing resources in context and deploying them in a coherent way;
- it empowers teachers to act professionally and appropriately in a situation;
- it allows teachers for undertaking tasks effectively (achieving the desired outcome) and efficiently (optimizing resources and efforts);
- it can be demonstrated to a certain level of achievement along a continuum.

The guide distinguishes between *teaching competences* and *teacher competences* (OECD, 2009): the formers focus on the role of the teacher in the classroom, where professional knowledge and skills are mobilized for teaching in action, while the latter refer to a wider view of the teacher profession, in relation to different levels, i.e., the individual, the school, the local community, and professional networks. ACCORD focuses on both types of competences.

3.2. Competence framework design

In order to design the ACCORD competence framework, we followed different steps, as described below.

a) <u>Audit of existing competence frameworks</u>

First of all, we identified and analysed a set of existing competence frameworks related to the different dimensions of ACCORD, i.e. Intercultural literacy, pedagogy and conflict management. We also analysed frameworks related to 21st Century skills and lifelong learning. In total, we considered 19 frameworks, as well as scientific references.

Intercultural literacy

- UNESCO intercultural competences (Deardoff, 2011)
- Recognizing Intercultural Competence: What Shows that I Am Interculturally Competent? (Lazar, 2012)
- Multicultural Personality (Van der Zee, & van Oudenhoven, 2000)
- Competences for democratic culture (COE, 2016)
- INCA framework (Kirchberger, 2009)

Inclusive education

- Developing Intercultural Competence through Education (Barrett et al., 2014)
- Framework of teacher competences for engaging with diversity (Council of Europe, 2010)
- How all teachers can support citizenship and human rights education: a framework for the development of competences (Brett, Mompoint-Gaillard & Salema, 2009)
- Reference Framework of Competences for Teaching European Citizenship Literacy (ELICIT, 2008)
- Guidelines on Human Rights Education for Secondary School Systems (OSCE/ODIHR, 2012)
- Supporting teacher competence development for better learning outcomes (European Commission, 2013)
- Common European Principles for Teacher Competences and Qualifications (European Commission, 2010)

- Western Australia Teacher Competency Framework (2004)
- TRANSIT Competency Framework for Teachers (2014)

Conflict management

- Intercultural Education in the Post-Primary School (National Council for Curriculum and Assessment, 2006)

Other relevant models

- Partnership for 21st Century Skills (2006)
- Assessment and Teaching of 21st Century Skills (Binkley et al., 2012)
- Key competences for lifelong learning (European Commission, 2006)

b) <u>Extraction of competences</u>

Afterwards, the frameworks were deconstructed so to extract all the competences which they contained. This process resulted to the identification of 260 possible competences.

c) <u>Selection of competences for inclusion in the model</u>

In order to include the most relevant competences, we applied a number of principled criteria: (a) corresponding to the three dimensions of ACCORD; (b) conceptually clear; (c) formulated at a general rather than at a specific level, so to allow users for adapting the general to their specific contexts; and (d) conceptually distinct from other competences (Council of Europe, 2016).

d) <u>Structure</u>

Afterwards, we organized the set of competences obtained into a number of descriptors structured in knowledge, skills and dispositions. To do so, we adopted a number of pragmatic considerations proposed by the guide for supporting teacher competence development (European Commission, 2013). The considerations were that the framework should:

- reflect the culture and context of use;
- be expressed in a way that promotes teacher agency;
- be based on a culture of trust;
- motivate teachers to grow as professionals;
- be of sufficient detail for the intended purpose;
- be dynamic, rather than too fixed, so to ensure further development in line with changing circumstances;
- use language in which teachers can recognise themselves and their school reality, i.e., as concrete as possible, unambiguous, clear, simple, understandable by all users, consistent, empowering, affirming and positive, action-oriented (e.g. can-do statements with examples of concrete applications to teachers' daily work).

Finally, we made sure that all competences included in the model were teachable, learnable and assessable (either through self-assessment or assessment by others).

e) <u>Adaptation to the results of the user needs analysis</u>

We adapted the obtained version according to the results of the user needs analysis performed in D3.1. The national focus groups conducted by each partner revealed that teachers considered the distinctive elements of the competence framework as relevant, especially in the way they are presented and their relations, i.e., the differentiation between knowledge, skills and dispositions. Participants highlighted the elements of competences which they considered as more relevant to address intercultural conflict situations. Those were taken into account to adapt the competence framework.

f) <u>Expert validation</u>

Finally, the framework passed a validation process with an expert in the fields of cultural identity in the school, intercultural education, intercultural mediation and conflict management: Dr. Jaume del Campo, Professor at the University of Barcelona, member of the GREDI research group for intercultural education. During a face-to-face interview, he assessed the different components of the framework, which were reviewed accordingly.

Table 1 resumes the different steps of the design process.

A	**Analysis of existing models**	
B	**Extraction and selection of competences**	
C	**Organization in knowledge, skills and dispositions**	
D	**Adaptation to the results of the user needs analysis**	
E	**Expert validation**	

Table 1 - Competence framework design process

3.3. Presentation of the competence framework

ACCORD competence framework for inclusive education and conflict management consists of three areas which correspond to the ACCORD conceptual dimensions:

- *Intercultural literacy:* the upstream competences required to understand and address culturally diverse educational environments.
- *Inclusive education:* the competences needed for providing educational methodologies oriented to an inclusive school, featured by intercultural coexistence and positive approaches towards conflicts.
- *Conflict management:* in case of conflictive situations, the required competences to carry peaceful processes as a means of resolving them.

Each competence area includes a set of descriptors classified into (a) knowledge and understanding - "I am aware of, know about and understand …"; (b) skills (cognitive and practical) - "I am able to …"; and (c) dispositions (beliefs, attitudes, values, commitment) - "I demonstrate". In total, the framework includes 30 descriptors.

Table 2 presents the competence framework.

AREAS	KNOWLEDGE, SKILLS, DISPOSITIONS	DESCRIPTORS
INTERCULTURAL LITERACY *Understanding and addressing culturally diverse educational environments*	**Knowledge and understanding**	• **Understanding of cultural diversity as applied to education and society:** knowledge of the concepts of culture, diversity, multiculturalism and interculturalism, majority and minority cultures, inclusion and exclusion, stereotyping, discrimination, prejudice, racism, and understanding their implication in education, citizenship and human rights. • **Appreciation of the different cultures present in the teaching environment:** knowledge of the key-elements of which feature the cultures (codes of conduct and manners, value systems and beliefs, religions, history), as well as migration flows, economies, and cultural heritage; understanding of the impact of socio-historical contexts on people's behaviours. • **Awareness of intercultural communication:** knowledge of the principles of nonviolent communication; awareness of the main communicative conventions of the cultures present in the school; understanding the impact of language on students' perspectives.
	Skills	• **Cultural understanding and sensitivity:** interpretation of needs, symbols, documents and artefacts from the different cultures present in the teaching environment; adaptation of one's behaviour to new cultural environments. • **Intercultural communication:** adaptation of one's communication to other cultural environments; empathic listening and observation; consideration of verbal and non-verbal messages.

		• **Critical cultural thinking:** awareness of cultural stereotypes, explicit and implicit prejudices; appraising of sources of information.
	Dispositions	• **Intercultural open-mindedness:** value of cultural diversity and pluralism; interest, curiosity, sensitivity and tolerance towards students' cultural views, perspectives and behaviours; open and non-judgmental attitude towards individuals from other cultural groups, and recognizing them as peers. • **Cultural flexibility:** willingness to question what is usually taken for granted as 'normal' according to one's previously acquired knowledge and experience; tolerance to ambiguity and uncertainty; reflection on one's identity and engagement with diversity. Disposition to adapt to new, unknown situations. • **Social responsibility and initiative:** propensity to actively approach social situations and to take initiative; engagement in active and democratic participation and decision-making; disposition to volunteer and to participate in civic activities; support for cultural diversity and cohesion; willingness to overcome intercultural stereotypes and prejudices; promotion of anti-racism. • **Cultural empathy:** disposition to empathize with the thoughts, feelings, and behaviours of students with different cultural backgrounds; appreciation and consideration of students' cultural differences in comparison to one's own.
INCLUSIVE EDUCATION *Facilitating intercultural coexistence and positive approaches towards conflicts*	**Knowledge and understanding**	• **Understanding of inclusive school principles:** knowledge of teaching methodologies for addressing cultural diversity and students' heterogeneity in the classroom. • **Curricular knowledge:** understanding of the aims, purposes and contents of peace education, intercultural education, EDC/HRE. • **Understanding and integration of the core principles of proactive restorative practices:** knowledge of processes and strategies which proactively build healthy relationships and a sense of community to prevent conflict, such as nonviolent communication, and the organization of discussion circles.
	Skills	• **Culturally sensitive teaching:** integration of students' histories and cultural references (role models) into teaching; introduction of students to an understanding and appreciation of their cultural heritage; adaptation of educational contents, methods and materials to the needs of groups whose cultures diverge from the majority group; use of culturally appropriate methods of assessment; critical evaluation of diversity within teaching materials (textbooks, videos, media). • **Creation of a classroom culture:** promotion of students' sense of belonging to the classroom; promotion of cultural exchanges so to facilitate solidarity; promotion of classroom discussion, including towards differences and controversial issues; use of proactive restorative practices such as discussion circles. • **Community building among the educational community:** sustainable communication with colleagues and families from different cultural backgrounds; planning of educational opportunities allowing students for engaging with the community and as citizens; involving parents in school activities and collective decision-making; collaboration with cultural institutions. • **Democratic teaching methodologies:** use of participatory approaches which involve students in learning and decision-making; guarantee of equal and equitable learning opportunities; use of training methodologies to challenge prejudice, discrimination and racism.

	Dispositions	• **Openness to reflect and evaluate own teaching practice and its impact on students:** critical attitude to one's own teaching in relation to cultural diversity; disposition to lifelong learning. • **Commitment to promoting the learning of all students:** disposition to provide of culturally appropriate and responsive quality education for all. • **Awareness of the role of education for change and the social good**: belief that education can contribute to struggling against racism, violence, racism, extremism, xenophobia, discrimination and intolerance, and to promoting students' democratic practices as European citizens.
AREA 3 - CONFLICT MANAGEMENT *Carrying constructive processes as a means of resolving conflicts*	**Knowledge and understanding**	• **Understanding of the factors that contribute to the development of classroom conflicts:** knowledge about stereotypes and prejudices creating discrimination among students; awareness of the influence of students' individual differences, values, attitudes, needs, expectations, personality and cultural traits on intercultural communication and conflict management processes; awareness of the complexity of empathising with students of different cultures, religions, and political positions and of related risks • **Knowledge of the main principles around conflict resolution:** understanding of the steps, strategies and styles of conflict resolution • **Understanding and integration of the core principles of reactive restorative practices:** social connection, responsibility, accountability, sense of shared authority/ownership
	Skills	• **Analysis of the conflict and students' emotions:** systemic examination of the conflict's dynamics, the type of needs behind emotional behaviours. • **Restorative practices:** organization and management of discussion circles with those who are affected by the conflict so to address concerns, achieve understanding, and come to an agreement; posing restorative questions; promotion of students' expression of their needs and opinions; support of students' responsibility and reparation in case of damages; fostering students' confidence and empathy. • **Mediation:** helping students to switch their perspectives by reframing the situation; clarification of students' needs, interests and positions through relevant questions; management of communication breakdowns; legitimacy of students' positions and perspectives. • **Negotiation:** separation of people from the problem; addressing the conflict in terms of interests instead of positions; establishing and searching for objective criteria; invention of alternative and creative solutions for mutual gain; examination and exploration of differences for arriving to a constructive solution; involvement of the students concerned in effective decision making.
	Dispositions	• **Emotional stability:** propensity to remain calm in stressful situations. • **Flexibility:** disposition to decentre from one's own perspective and to take multiple perspectives into consideration; disposition to approach alternative opinions and arguments with an open mind and to engage in constructive and critical dialogue; disposition to compromise. • **Ethics and fair-mindedness:** integrity and ethical behaviour in using influence and power.

Table 2 - ACCORD competence framework for inclusive education and intercultural conflict management

4. Recommendations for designing the ACCORD training

As an outcome of the different tasks conducted in the context of WP3 (the user needs analysis reported in D3.1 and the definition of the pedagogical framework described in the present deliverable), it is possible to provide a set of recommendations to be taken into account within the next steps of the project, i.e., "Psychological modelling of conflict resolution" (WP4), "Adaptation and integration of technologies" (WP8) and "MOOC design and implementation" (WP9). Recommendations are organized in three different aspects, namely "curriculum", "strategies and materials", and "online environment".

4.1. Curriculum

The ACCORD training curriculum should address the following topics.

Intercultural literacy

- **The main concepts around cultural diversity:** presentation of the concepts of culture, diversity, multiculturalism and interculturalism, majority and minority cultures, inclusion and exclusion, stereotyping, discrimination, prejudice, racism, and their implication in the educational context.
- **The different cultures present in the teaching environment (contents should be localized in the different partners' countries):** the key-elements of which feature their students' cultures (codes of conduct and manners, value systems and beliefs, religions, communicative conventions, history, migration flows, economies, and cultural heritage), especially the ones of other continents, such as Africa and Asia.
- **Democratic citizenship and human rights:** the human rights declaration, legislations and institutions and their implication in education; historical and contemporary human rights struggles; integration of the key principles of human rights in everyday teaching situations and participation in the promotion and protection of human rights.
- **Intercultural communication:** the important communicative conventions within the cultures present in the school, i.e., verbal (linguistic contents) and non-verbal aspects (gestures); the principles of nonviolent communication (e.g. Rosenberg, 2003).

Pedagogical approaches

- **The principles of inclusive school:** teaching methodologies for addressing cultural diversity and students' heterogeneity in the classroom, i.e., adaptation of contents, materials and strategies for culturally sensitive teaching and assessment; integration of students' histories, cultures and religions in different subject areas; training methodologies which address the educational and cultural needs of minority groups.
- **Curricular knowledge:** understanding of the aims, purposes and contents of peace education, intercultural education, EDC/HRE.
- **The core principles of proactive restorative practices:** processes and strategies which proactively build healthy relationships and a sense of community to prevent conflict, such as nonviolent communication, and the organization of discussion circles.
- **Teaching strategies for creating a democratic classroom culture:** participatory approaches which involve students in learning and decision-making; training methodologies which challenge prejudice, discrimination and racism; methodologies for engaging in cross-cultural collaborative learning and promoting classroom discussion.

Conflict management

- **The factors that contribute to the development of classroom conflicts:** stereotypes and prejudices creating discrimination among students.
- **The principles, steps, strategies and styles of conflict resolution.**
- **The core principles of reactive restorative practices:** discussion circles, restorative questions; promotion of students' expression, responsibility and reparation in case of damages.
- **Key aspects of intercultural mediation and negotiation in the classroom:** situation reframing, clarification of students' needs, interests and positions, legitimacy of students' positions and perspectives, etc.

4.2. Strategies and materials

The ACCORD training should provide:

- **Opportunities for reflection, debate and discussion:** the training should include collaborative activities in which teachers have the opportunity to reflect and debate on inclusive education and conflict management, as well as to share experiences, practices and resources. Such opportunities would allow them for appraising teaching practices across different European Countries, and critically evaluating their owns. Furthermore, ACCORD should consider organizing face-to-face encounters among the participating teachers.
- **Pedagogical resources for the classroom:** teaching materials and lesson plans for inclusive educational practices (e.g., peace education, intercultural education, EDC/HRE, restorative practices) in the curriculum, including examples of classroom activities (e.g., proactive circles, affective statements, role-plays, simulations and creative writing), lesson plans, short films, documentaries and role games.
- **Examples of intercultural conflict scenarios** addressing the topics of false empathy, majority vs. minority readings of history, discussion on ethnic/racial identity, stereotyping, ethnic humour, Racial and ethnic segregation (in schools, cultural and religious differences, micro aggression and prejudices.
- **A set of cases / good practices from other teachers** for inclusive education and intercultural conflict management, including their testimonies and the ones of their students.
- **Practical learning resources and activities** related to conflict management skills, e.g., protocols related to mediation, negotiation, group management and restorative practices.
- **Project-based learning activities:** organization of projects where teachers have the opportunity to plan elements of change (e.g., involvement of students involved in a decision making process, organization of a restoration circle), apply them to their teaching settings, and discuss them within the project community.
- **Case writing activities**, where teachers share their experiences on inclusive education and conflict management.

4.3. Online environment

The ACCORD online training environment should include the following features.

- **An open, flexible learning environment** which would allow teachers for monitoring the learning process in a self-paced manner, as well as freely access learning resources and activities.
- **Localized repositories of Open Educational Resources (OERs):** for each project country, websites of interest, official documents, lesson plans, local resources, documentaries, etc.
- **A shared platform** allowing teachers for uploading and sharing their own materials and cases with the project community.
- **A set of collaboration tools:** a set of social networking tools allowing for reflection and discussion (e.g. forums, blogs, focus wikis) among teachers.

The ACCORD training environment should aim to facilitate the creation of a community of practice among the teachers participating the training.

5. Conclusions

This deliverable aimed to set the pedagogical framework for the project. To do so, the ACCORD training target group, conceptual dimensions, approaches and tools were presented. Furthermore, we defined a set of competences for inclusive education and conflict management which will be developed through the training. Finally, we drew a set of recommendations for designing the ACCORD training.

The ACCORD pedagogical framework can be resumed as following: the project will train secondary school teachers in five different EU countries so to prepare them to take an active stand against discrimination and racism, to deal with diversity and handle intercultural conflicts. Teachers will develop competences related to intercultural literacy, inclusive pedagogical approaches and conflict management, so to be able to create positive learning environments featured by intercultural coexistence and positive approaches towards conflicts. Using game-based learning and scenario-based learning approaches mediated by digital technologies, the project will provide opportunities for self-paced professional development, as well as authentic and situated learning opportunities. We will create and sustain a European community of practice among teachers and educational practitioners engaged for a more inclusive and culturally diverse school.

The pedagogical framework will be used as a basis for the further steps of the project. More specifically, it will help the consortium in designing the training content, activities and learning environments. Moreover, it will set the parameters to be taken into account in the implementation and evaluation activities.

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