ADDRESSING EDUCATIONAL NEEDS OF TEACHERS IN THE EU FOR INCLUSIVE EDUCATION IN A CONTEXT OF DIVERSITY

INNO4DIV PROJECT

VOLUME 3 — Part 1: Assessment guidelines for teacher education and training practices on intercultural and democratic competence development

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Foreword

In a context of increasing populism, xenophobia and radicalisation, shared values and social cohesion in our diverse societies are questioned. The JRC transversal project "Values and identity in a multicultural society" aims at improving our understanding of the European values and identities in order to reinforce them through the better design and implementation of all EU policies.

Based on its experience, the JRC.B.4 Human Capital and Employment Unit is contributing to the advancement of the knowledge needed to design policies and support action in the promotion of EU values in the field of Education.

In particular, in the field of teachers´ intercultural competence, in spite of policy impetus, research shows that teachers struggle to address the increasing diversity in classrooms. This is due, among others, to the lack of competences to deal with it. The acquisition of Intercultural Competence (IC), which could be defined as "the ability to mobilise and deploy relevant attitudes, skills, knowledge and values in order to interact effectively and appropriately in different intercultural situations", is a crucial need for teachers to deal with diversity and to be successful in their teaching.

In this context, in 2019 the JRC launched the project Educational needs of Teachers in the EU for inclusive education in a context of diversity (INNO4DIV), with the aim to support polices in the field of IC of teachers, through the analysis of literature and innovative good practices which have successfully addressed the existing barriers for teacher´s IC development.

The execution of the project has been contracted to Universidad Católica de Valencia San Vicente Mártir, under contract number 938137-2019ES, and includes the following activities that will produce related reports:

1. Working definition of teachers´ IC, and implications for teacher´s educators
2. Systematic literature review of key enabling components of teachers' IC development and associated barriers
3. Selection and analysis of 20-30 innovative good practices of teachers' IC development
4. Cross-case analysis, identification of innovation models and policy recommendations.

The present report is the first part (of three) resulting from the project activity 3.

This research responds to the "European Council recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching (2018/C 195/01)", which invites Member States to promote active citizenship to foster tolerant and democratic attitudes and social, citizenship and intercultural competences, and enable educational staff to promote common values through initial and continued education. It also responds to the European Commission's intention to develop and regularly review practical reference tools and guidance documents for policymakers and practitioners and support research and stakeholder engagement to meet knowledge needs.

The research outcomes will thus aim at advancing research in the field of teachers´ IC and at supporting the implementation of this Council recommendation across EU Member States.

Finally, given the EU policy developments at the time of the publication of this report, the research will also support the implementation of the communication "A union of equality: EU anti-racism Action Plan 2020-2025, COM(2020) 565 final", which emphasises that "Teachers must be trained to work with all children and be sensitive to the needs of pupils from different backgrounds, including on issues relating to racial discrimination", among the different actions suggested on Education, under its "2.2. Beyond EU legislation - doing more to tackle racism in everyday life" Chapter.

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Acknowledgements

Abstract

In spite of policy impetus, research shows that teachers struggle to address the increasing diversity in classrooms, among others, due to the lack of competences to deal with it. The acquisition of Intercultural Competence (IC), which could be defined as "the ability to mobilise and deploy relevant attitudes, skills, knowledge and values in order to interact effectively and appropriately in different intercultural situations", is a crucial need for teachers to deal with diversity and to be successful in their teaching. In this context, in 2019 the JRC launched the INNO4DIV project with the aim to support polices in the field of IC of teachers, through the analysis of literature and innovative good practices which have successfully addressed the existing barriers for teacher´s IC development.

In this context, it was necessary to select and assess innovative practices for overcoming barriers in the development of intercultural and democratic competences (IDC) of teachers.

Given the wealth and variety of educational practices, and in order to preserve the scientific rigour of the assessment process, this report provides the rationale and description of the criteria used, developed in accordance with the conceptual framework of the project, *Volume 1. Teachers' Intercultural Competence: Working definition and implications for teacher education* (Shuali et al., 2020), and with the results of the *Volume 2. Literature review on the key enabling components of teachers' intercultural and democratic competence development and their associated barriers* (Simó et al., 2020). As per the project design, the set of cases selected needed to cover all the identified key Enabling Components (KEC).

Following a brief explanation of the sources used for the selection of cases (Section 2), the report focuses on establishing the selection criteria across all KEC for the case assessment, which are divided into generic and specific criteria (Section 3). The generic criteria apply to all the cases. Instead, the specific criteria relate to the scope of each specific Key Enabling Component (KEC) and are the most direct reference to the particular features of the cases. Finally, the document contains an elaborated protocol for case assessment that will lead to the final list of selected cases.

Introduction

As established in the Technical Specifications (TS), which set the basis for the project, and, bearing in mind the perspective developed in the Conceptual Framework (Shuali et al., 2020), the proposal of selection criteria for the case assessment is the cornerstone of WP3, which aims at identifying innovative practices overcoming barriers[1] in the development of IC[2].

The purpose of this deliverable is the description of the selection criteria for the assessment and establishing the process for case selection. Following a brief explanation of the sources used for the selection of cases (Section 2), the deliverable focuses on establishing the selection criteria across all Key Enabling Components (KEC) for the assessment, which are divided into generic and specific criteria (Section 3). The generic criteria apply to all the cases. Instead, the specific criteria relate to the subject matter of each specific Key Enabling Component (KEC) and are the most direct reference to the particular features of the cases. Finally, the document contains an elaborated protocol for case assessment that will lead to the final list of selected cases.

This deliverable is founded on the Conceptual Framework (Shuali et al., 2020) and the literature review (Simó et al., 2020) which offer a comprehensive perspective of the KECs for the development of Intercultural and Democratic Competence (IDC), potential barriers and expected outcomes. As can be seen in Section 3, the KEC"s barriers and outcomes have been crucial to prioritise and establish the specific criteria, developed through inclusion and exclusion criteria per KEC.

The generic and specific selection criteria provide reliable evidence for the case assessment and lead to an informed judgement to select innovative good practices for the research. The subsequent in-depth analysis of each case will be carried out based on the foundations provided by this report.

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[1] The indicators of overcoming that barriers within each KEC are developed in Section 3.4.

[2] As indicated in the Conceptual Framework (Shuali et al. 2020), the project researchers consider the definition of Intercultural Democratic Competences (IDC) to be more relevant to the project objectives. This definition establishes the inherent interaction and affinity between IC and CDC, while at the same time shifting the terminology towards a more balanced perspective regarding the relevance of the different dimensions. In this document, from now on IDC will be used to refer to IC and CDC.

1. Sources for the identification and selection of cases

Locating a variety of relevant cases in order to create a pool of practices that qualify for inclusion, the following sources were used:

- A general announcement and a call for cases at the International Association of Intercultural Education (IAIE) Conference (Amsterdam, 13–15 November 2019). Also, personal conversations with experts.

- The PPMI project (2017) on Initial Teacher Education (ITE) and teacher preparation for diversity. The project identified more than 40 high quality initiatives through an in-depth literature review of academic databases (including the British Educational Index, ERIC, ProQuest in English, French and German, yet the large majority were not processed further).

- A key part of the methodology included the identification of innovative and exceptional practices on the part of eminent scholars in the field: Martyn Barrett (Democratic Competences), Milton Bennett (Intercultural Competences), Paul Gorski (Teacher Education for Social Justice), Robert Jackson (Religious and Interfaith Education), Felisa Tibbitts (Human Rights Education), and Ellen Rose Kambel (Multilingual and Bilingual Education). They were asked to identify practices they are familiar with and which they considered innovative, inspirational, that address diversity, and could be considered effective in their view. The case owners/designers of these practices were personally contacted by email.

- Email conversations with case owners/designers as identified by the eminent scholars mentioned above have led to a snowball method. Several of the case owners referred other worthwhile practices to the project team.

- The database of Erasmus+ projects has been an important source for projects relating to teacher education and diversity (past five years): https://ec.europa.eu/programmes/erasmus-plus/projects_en

- The Intercultural Education journal contains an extensive amount of research on issues related to intercultural education, approximately 45 articles a year. It also contains a section entitled 'Examples of Best Practice' which includes many teacher training initiatives. All issues since 2012 were examined for relevant information/cases.

- The Education and Training (ET) 2020 Working Group (WG) on Promoting Common Values and Inclusive Education compiled a Compendium of Inspiring Practices. Although the practices selected for this Compendium mostly served as an exclusion filter (practices already contained in the Compendium woud be disqualified), during each WG meeting in Brussels and during the Peer-Learning Activities (PLA's), additional 'best' practices were identified as they were included in the PLA's Background Papers or mentioned by the WG participants (mostly representatives from Member States, but also NGOs).

- The literature review (Simó et al., 2020) identified several potential cases for further study.

2. Criteria for case assessment: identification and selection

The case identification and selection process has been developed through different assessment levels that will lead to identifying the best educational practices, presented in a final list of cases, in the next project step.

The macro-level evaluation questions will lead to the assessment of the practices in line with the final objective of the research. The meso-level evaluative questions address the practices according to the generic selection criteria (Section 3.2). Finally, the micro-level assessment will be carried out based on some indicators that correspond to the inclusion and exclusion criteria per KEC (Section 3.4).

The following macro-level evaluation questions have been taken into account in the process of case identification and selection:

1. What kind of innovative practices of IDC training in teachers' continuous professional development and initial teacher training can be found in the EU Member States?

2. Which innovative practices within culturally diverse contexts have overcome known obstacles and barriers[3] for teacher training in IDC? Which innovative elements can be identified?

3. Which policies, pedagogies, strategies, tools or approaches could address the barriers identified for each KEC?

The meso- and micro-level questions and/or indicators have been associated to the generic and specific criteria, as indicated in the following sections.

2.1   Sources of generic selection criteria

The generic selection criteria allow to determine the merit, worth or significance of the practice (OECD/DAC, 2019). Each criterion is a different lens or perspective through which the practice was viewed, but together, they provide a more comprehensive picture of the potential case.

In addition, the generic selection criteria play a normative role (OECD/DAC, 2019). Together, they describe the desired attributes of the cases: all practices should be innovative, show evidence of effectiveness, be relevant, be transferable and replicable, show sustainability and scalability. They have been established based on:

a) Requirements of the Technical Specifications (TS)

The TS emphasise the importance of innovative practices for this study. In Sections 2 and 4, innovation is used to distinguish the practices as follows:

- regarding aim and objectives: "An objective of the research will be gathering an inventory of examples illustrating innovative practices that have emerged to overcome the barriers teachers find in acquiring and teaching IDC" (p. 3); and

- with respect to the Work Packages and Tasks: "Based on the systematic literature review and the selection criteria, a total of 20-30 cases of good practices with innovative approaches (2–4 per key [enabling] component of IDC) will be proposed and agreed with the JRC" (p. 9).

Additionally, the TS pay specific attention to effective pedagogical approaches. The TS require an analysis illustrating how effectively and innovatively the barriers for teachers' IC development are addressed in the selected cases (p. 9).

Furthermore, the following criteria are established as essential: geographical scope, cultural context diversity, effectiveness, replicability, and scalability aspects (p. 6).

b) ET 2020 Working Group

The ET 2020 Working Group (WG) on Promoting Common Values and Inclusive Education had relaunched work on the online compendium of inspiring practices to add 40 new examples in 2020. By aligning the INNO4DIV selection criteria to the criteria defined by EU MS in this WG, the research leaves open the possibility to incorporate the cases selected in the WG's database. As a result, it was agreed to include transferability and sustainability as criteria for the case selection.

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[3] The indicators of overcoming the barriers within each KEC are developed in Section 3.4.

c) Specific literature

The generic criteria have followed the definitions in *Better criteria for better evaluation* (OECD/DAC, 2019), adapted to the research goals, from a perspective that primarily refers to the CoE Reference Framework of Competences for Democratic Culture (2018, Vol. 1), the *Recommendation on Promoting common values, inclusive education, and the European dimension of teaching* (Council, 2018), and the *OECD TALIS Teaching in focus brief, No. 25. How education systems respond to cultural diversity in schools: New measures in TALIS 2018* (2019a). The *Glossary of Key Terms in Evaluation and Results Based Management* (OECD, 2010) was used to ensure consistency on the understanding of the main concepts.

Given the relevance of innovation and effectiveness for the project, the following reports have been identified as key reference documents for the definition of the criteria: *Innovating Professional Development in Compulsory Education* (Vuorikari, R., 2019) and the OECD/TALIS report *Teaching in Focus brief, No. 26. How teachers and schools innovate: New measures in TALIS 2018* (2019d). With respect to effectiveness, Darling-Hammond, Hyler, and Gardner (2017), among others, provided interesting information to establish the generic criteria. Additionally, some publications suggested by experts have been analysed, in particular, *Methodological Briefs from the UNICEF Office of Research* (Peersman, 2014a and 2014b; Rogers, 2014).

2.2 Generic selection criteria

In addition to the sources mentioned above, and, as indicated in the text below, specific articles have been used to define each criterion, leading to the establishment of a final list of generic criteria to assess and identify the best cases for analysis. Each criterion is presented through a meso-level evaluation question, a definition adapted to the INNO4DIV project, and the data/information needed to assess the case as follows:

1. Innovativeness: Does the case address the challenge of teaching IDC to teachers through a new approach in comparison with previous practices, in general or within the case context?

Namely, the case should represent a new approach in comparison with previous practices (Vuorikari, 2019) regarding IDC training for teachers. In essence, the practice may be innovative in terms of policies, pedagogical conceptions, methodologies or tools that address the challenge of teaching IDC to teachers.

The decision on the innovative or creative quality of a learning experience takes into account the context, e.g., the use of ICT may be more prevalent when there are sufficient resources available; however, in other contexts, teachers may face a lack of support and material (OECD, 2019d). Based on this, the cases selected can be innovative in response to local or global needs and conditions, depending on the case (OECD/Eurostat, 2018).

In order to assess innovativeness, it is necessary to gather information about previous and current practices related to IDC training within each KEC. Similarly, it is necessary to be aware of the case context; each case should include data on the circumstantial conditions which determine the innovative character of the practice and examine the implications in detail.

For the specific cases of Initial Teacher Education (ITE) (KEC 3) and Continuous Professional Development (CPD) (KEC 4), and based on the innovation criteria provided by Vuorikari (2019), assessing innovativeness requires information about:

- a new learning resource or product of IDC teaching provided by third party actors (e.g., non-profit associations, social and civic partners, and even by individuals);

- a new delivery method of development of IDC for teachers or organizational innovations (e.g., multimodal practices, theory delivered online with on-site experimentation in school, collaborative models, teacher networks, teacher cooperation, extracurricular activities focused on democracy and interculturality, peer coaching between teachers, student counselling and mentoring); or

- a new pedagogical model or conception of how teachers' professional development in IDC is usually provided or understood.

There are cases that can be innovative in various dimensions, e.g. the practice of cultural consultants that can be considered as a new learning resource and as a new process (Merryfield, 2003).

In any case, innovation involves being experimental, disruptive, creative, and/or involving element of risk (Serdyukov, 2017), as a response from teachers to demands of reinventing and shaping their approaches to teaching in the twenty-first-century context. All cases are identified and selected according to practices that

deviate from the traditional lecture model and seek to develop high-level skills, such as critical thinking and creativity (OECD, 2019d).

2. Effectiveness: Does the case achieve its objectives/goals about IDC training for teachers?

According to OECD/DAC (2019) effectiveness is the extent to which the expected objectives and results are achieved, which in the case of INNO4DIV refers to the development of IDC for teachers. In addition, the practice is being or has been tested and/or professionally evaluated and/or shown to be effective (e.g., outputs/outcomes have been accomplished; or other forms of recognition).

To assess effectiveness, it was necessary to identify the objectives or intended results of the case, to collect information about the extent to which the objectives of the intervention were achieved, and the major factors influencing the achievement or non-achievement of the objectives (Peersman, 2014a).

Additionally, and based on the triangulation of three relevant sources for the project (the descriptors of the competence for democratic culture from CoE, 2018, Vol. 2; the description of an interculturally competent teacher developed in the Conceptual Framework (Shuali et al., 2020); and the model of Ildikò Lázár about what makes an interculturally competent individual (2012), a list of potential external outcomes[4] has been developed (see Annex 1: Potential outcomes about effective development of teachers' IDC). They served as general indicators of the effective development of the different components of IDC and supported the experts and researchers in the assessment process (developed in Section 4).

Scientific articles related to the case can be very useful in that they provide evidence-based information. In cases where there is not enough evidence of effectiveness, a list of techniques has been provided on how to gather more information regarding each KEC (see Annex 2).

3. Positive impact: What positive difference does the case make about IDC training for teachers within the context?

In general, the impact shows how an intervention makes a difference in a positive or negative way (Chianca, 2008) within a determined context and for the different stakeholders involved. However, for the purpose of the INNO4DIV research – the identification of good practices (TS, p. 3) of IDC training- the priority is the positive impact for pre-service and in-service teachers[5] and for the educational institution of teacher training. Based on that, the selected cases should show positive differences in the development of teachers' IDC.

Beyond the immediate and expected results, in a broader scope than those already captured by the effectiveness criterion, positive impact seeks to capture the indirect or unintended, secondary and potential consequences of the intervention (OECD/DAC, 2019).

There are some dimensions and indicators that have been taken into account in order to maximise the possibilities of capturing the positive effects that cases have had in the development of teachers' IDC:

Table 1. Impact indicators

Target of the positive impact	Categories	Indicators
Educational institution	Curriculum	• Inclusion of new content and experiences on interculturality and democracy, on curriculum design and development. • Flexibility in the process of designing and adapting the curriculum to each educational context.
Pre-service and in-service teachers	Addressing conflict and inequality	• Improvements in stress management and phenomena such as burnout and bullying • Increased knowledge of tools for the reduction of school dropouts and violence. • Ability to promote equal opportunities and academic performance of students. • Improved capacity for the promotion of gender equality.
	Teaching practice	• New ways of approaching students. • Self-reflection on one's educational practice. • Empowerment and initiative in the process of selecting and designing tools, strategies and methods.

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[4] Effective and appropriate behaviour and communication in intercultural situations (Deardorff, 2011)
[5] Taking into account the time constraints of the project and being aware of the risks involved, the impact on students has not been included.

	School community	• Empowerment to promote the development of a sense of community within the context.
	Teacher educators	• Record, write or design tools on the recording of teachers' own teaching experiences as a source of long-term knowledge.
		• Greater articulation to make the problems visible in the institution.

Source: Prepared by the authors

As in the effectiveness criterion, scientific articles can provide evidence-based information about impact. However, there are cases where there is not enough evidence of impact, therefore a list of techniques has been provided on how to gather more information about it, within the different KECs (see Annex 2).

4. Relevance: Does the case address the demands and requirements of pre-service and in-service teachers related to the development of IDC?

The objectives and design of the case are consistent with teachers' requirements about the development of IDC (OECD/DAC, 2019) according to the context. This means that the case focuses on the development of "the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by democratic and intercultural situations" (CoE, 2016, 10).

The approach for the development of intercultural competence can be considered holistically or by components, according to the CoE competence model (2018, Vol.1). In this way, it is possible for a case to focus on the development of IDC as a whole, or at least on one of its components: knowledge and critical understanding, values, attitudes and/or skills. This may vary according to the demands of the teachers, depending on the context.

Assessment of relevance requires information on the objectives and design of the initiative, and its correspondence with the demands for IDC development of teachers within the context.

5. Transferability: Is the case transferable or generalisable to other contexts with the same or similar outcomes?

Transferability is the extent to which the same or similar outcomes are obtained if the practice (policy, training, etc.) is repeated in other contexts or settings, with other participants[6] (trainers, student teachers, etc.) (Brown, 2005 and 2015). In the case of the INNO4DIV project the term "contexts" refers to different educational levels of teacher training (ITE, CPD accredited by national education bodies) and/or different settings (professional development delivered from non-traditional training providers, and/or national, regional, and local different settings).

Transferability involves demonstrating the applicability of the results of a practice to other contexts (Brown, 2005). For that purpose, a detailed description of the context and conditions where the practice is undertaken is required, including the actors' interpretations and other social and/or cultural information (Davis, 1995). Additionally, it is important to know if the practice has already been transferred; if applicable, it is required to obtain evidence of the development of the same policies and/or educational methods beyond the specific context or situations where it has been originally undertaken.

Finally, it is important to note that "…transferability is the responsibility of the person seeking to apply the results of the study to a new context" (Marshall and Rossman, 1989, 145). In this regard, it is a matter of judgement that needs to be developed by the experts' assessment as part of the decision-making stage of the case selection process (Section 4).

6. Replicability: Can the same or similar outcomes of the case be obtained in the same context and under the same conditions, with different participants?

Replicability is the extent to which the same or similar outcomes would be obtained if the practice (e.g.: teacher training) were to be repeated in the same context and under the same conditions, with different participants (trainers, student teachers, etc.). This refers to whether the outcomes of the training can be replicated, repeated or reproduced, enhancing the validity and reliability of the practice.

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[6] For the development of the transferability and replicability concepts, contributions from Christine Sleeter, Martyn Barret and Zvi Bekerman have been considered regarding the use of the term in the INNO4DIV project.

For the assessment of replicability, the case should provide access to sufficient information in order to reproduce the educational practice (method, training) obtaining same or similar results (Brown, 2005). In this way, the same author recommends a clear and complete report "…in the style of a recipe…" describing the design, participants, methods, tools, procedures and evaluations. Additionally, it is important to know if the same design and implementation process has already been tested in successive groups under the same conditions, and the same results have been obtained.

7. Sustainability: Can the benefits of the case be continued over the medium and long term?

According to OECD/DAC (2019) sustainability refers to the extent to which the net benefits of an intervention continue, or are likely to continue. Adapting the definition to the scope of the INNO4DIV project, the selected cases are likely to continue over time after their first implementation, or have already been continued.

"It is difficult to provide a reliable assessment of sustainability while activities are still underway, or immediately afterwards" (Ministry of Foreign Affairs of Denmark, 2006). In such cases the sustainability assessment is based on projections of future developments based on available knowledge about the case and the capacity of involved parties to deal with changing contexts.

Useful data for assessing sustainability addresses the extent to which teachers' IDC has been successfully developed (effectiveness), the positive impacts and whether the teacher community values the benefits sufficiently to allocate resources to them (Ministry of Foreign Affairs of Denmark, 2006).

8. Scalability: Can the case be applied to a larger scale or be extended?

The case has the capacity to maintain high quality despite an increasing or a large number of learners (Kasch et al., 2017).

The scalability assessment requires information about internal and external factors. According to the objective of the project, the time available for its implementation and the sources of information available in each case the following factors are selected (Vaughan-Lee et al., 2018):

  a) External factors: political will, support and/or buy-in for the initiative from local/national authorities; a supportive policy environment (e.g. leadership/someone who champions the initiative; local/multi-stakeholder partnerships engaged with the process.

  b) Internal factors: the case addresses IDC as a perceived need of teachers; it is flexible and simple, or has the potential to be simplified; the case has identifiable leadership or other easily accessible sources to the information required to develop it in a larger scale; the process has an adequate budget and is affordable; scaling entity and/or key stakeholders have a shared vision of the initiative; and, the initiative is linked to incentives (monetary or non-monetary).

9. Geographical scope and **cultural context diversity** are given specific consideration as follows:

In order to focus on the most innovative educational practices and ensure representation of different EU countries, geographical scope is only considered as an element of judgement in the decision-making stage, as can be seen in Section 4.

Similarly, another consideration for the selection of cases is a comprehensive approach towards cultural diversity (see INNO4DIV, 2020). Therefore specific inclusion and exclusion criteria have been proposed for each KEC, addressing multiple dimensions of cultural diversity by covering a set of culturally diverse contexts.

2.3 Sources of specific criteria per KEC

The specific criteria are defined as indicators or qualitative factors that provide simple and reliable means (OECD, 2010) to identify the overcoming of the barriers per KEC. In the context of the INNO4DIV project, they act as a reference of the main actions or activities that experts are going to look at to assess the case, but under no circumstances pretend to be exhaustive; each case needs to be considered in its uniqueness.

The specific criteria per KEC have been established through the following sources:

  1. The analysis outlined in the TS regarding the barriers that affect the development of teachers' IC (p. 5) have been collected and interpreted in two ways (see Tables 2 to 9). First, as obstacles or challenges to be overcome. Second, these challenges or barriers have made it possible to establish some of the outcomes that the cases should aim at. The outcomes are positive expressions of the barriers and

express their overcoming, serving as guidelines to determine the attributes of the cases according to each KEC and its inclusion criteria. In short, according to the TS, both the barriers and the outcomes have served as references to define the specific criteria.

2. Literature review: A detailed analysis of a wide range of selected texts indicated in the literature review (Simó et al., 2020) has been used as a reference for determining the inclusion criteria to select the cases. In addition to those already mentioned in the TS, the literature makes explicit references to cases that should be excluded, as indicated below.

3. Final table of KECs, barriers and outcomes (see Annex 4): given the wide range of criteria found through the literature review, the final table is crucial for prioritising the most relevant criteria per KEC. It aims to focus on overcoming the barriers and achieving the expected outcomes. The cases that fulfil all the inclusion and exclusion criteria within each KEC represent practices with a great value for the INNO4DIV objectives.

2.4   Specific criteria per KEC

Tables 2–10 show each KEC, its associated barriers and the expected outcomes. The main ideas leading to the definition of inclusion and exclusion criteria per KEC are detailed below.

2.5   Inclusion and exclusion criteria for KEC 1

Table 2. KEC1 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES[7] (based on overcoming barriers)
KEC1: Common understanding of knowledge, skills, and attitudes related to IDC.	Different understanding of IDC or missing IDC-related concepts in education. Different theoretical approaches towards education and cultural diversity (Allan, 2011).	Knowledge and understanding that serve as common background to the development of frameworks, vocabulary and concepts (Deardorff, 2011) regarding IDC training for teachers. Knowledge that provides a reference for the development of curricula, programmes, methods, etc. (authors' own elaboration). Teacher can articulate ideas that go beyond stereotypes and common prejudices (Deardorff, 2011).

The inclusion and exclusion criteria aim at identifying cases that provide a clear conceptual framework for teaching IDC for teachers in order to accomplish common understanding between educational agents and ITE providers (PPMI, 2017).

The inclusion criteria are based on the principles of human rights, democracy and the rule of law provided by the conceptual framework of the CoE (2018, Vol. 1) and the common values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, from the Recommendation (Council, 2018). The cases selected should depart from knowledge and critical understanding, values, attitudes and skills as reflected in the CoE competence model (2018, Vol. 1).

The cases should address cultural diversity as an asset to society in terms of:

a. diverse cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices that ought to be positively regarded, appreciated and cherished; and

b. shared principles, that led to assume that cultural diversity always ought to be valued unless it undermines the human rights and freedoms of others. The consideration of both perspectives is a way to address the potential tension between valuing human rights and valuing cultural diversity (CoE, 2018, Vo. 1).

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[7] Except where indicated, all outcomes are derived from CoE, 2018, Vol. 3.

The notion of culture and identity should be addressed from a complex and dynamic perspective, taking into account their fluctuations. These fluctuations are the consequence of personal changes or a response to external conditions or interactions within the context and with other members of social groups (CoE, 2018, Vol. 1). The case should also take into account complexity in the sense of being open to understanding the needs and problems of particular societies and groups within them (Allan, 2011).

In addition, there are studies that show how students with higher levels of civic knowledge tend to be the students expressing more tolerant attitudes (Council, 2018). In this vein, and in order to select cases that overcome the lack of IDC-related concepts, the practices should provide knowledge (Deardorff, 2011) of the following concepts in the discourse of teacher training: active citizens, lifelong learning, identity, beliefs, culture, intercultural, intercultural situations, intercultural dialogue and critical thinking (CoE, 2018, Vol. 1), inclusion (PPMI, 2017), social cohesion (Barrett, 2012; Council, 2018) and digital citizenship (CoE, 2017), precisely in order to select cases that overcome the lack of IDC-related concepts.

The cases should consider the role of education as a key agent for social change to promote open, tolerant and diverse societies (CoE, 2018, Vol. 1). Likewise, the cases should contemplate the political, economic, and cultural context of education as part of the learning process aimed to develop the intercultural competence of teachers (Merryfield, 2000). In this sense, it has been important to have a comprehensive idea of education as a "lifelong process that enables people to make independent choices for their own lives [...] All teachers and teacher educators, regardless of which subject they might be teaching, contribute to this educational goal" (CoE, Vol. 3, 2018). Based on this, the cases should include the understanding of IDC for all teachers, regardless of the subject they teach.

In summary, the selected cases within KEC 1 should respond to the question: What do we want our teachers to understand, to be and to do, regarding democracy, diversity and intercultural competence? This is an ethical standpoint to consider the competences required by teachers (Allan, 2011).

Cases that identify cultural diversity only in terms of migrants, gender, or special needs should be excluded; the project attempts to emphasise the ethnic, religious, linguistic, and individual and collective narratives as part of the history of each person as a whole (CoE, 2018, Vol. 1; Barrett, 2018).

Cases that don't take into consideration the social and political implications of school education and focus purely on academic achievements (Hagan and McGlynn, 2004) should therefore be excluded.

Based on the goal of improving the quality of education for all students in their uniqueness, a "one-size-fits-all"[8] approach has been excluded (OECD, 2019a). In the same way, cases that support cultural relativist approaches that do not recognise human dignity as universal value and explain IDC only as a skill or in terms of specific behaviour are excluded (CoE, 2018, Vol. 1). KEC 1, and all subsequent KECs exclude cases based on a deficit model perspective which focuses on students' weaknesses (PPMI, 2017).

2.6 Inclusion and exclusion criteria for KEC 2

Table 3. KEC2 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES (based on overcoming barriers)
KEC 2: Supporting educational policies.	Lack of policy attention to teaching common values. Inadequate educational policies and legal frameworks (Allan, 2011). Lack of policies for including citizenship education in initial teacher training (Council, 2018).	The promotion of standards (Darling-Hammond et al., 2017) about IDC professional development. Flexible funding and continuing education units for learning opportunities that include sustained engagement in collaboration, mentoring and coaching (Darling-Hammond et al., 2017). Engage ITE and CPD providers in research and innovation about IDC (CoE, 2018, Vol. 3).

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[8] According to the OECD "There is a growing awareness that one-size-fits-all approaches to school knowledge and organisation are ill-adapted both to individuals' needs and to the knowledge society at large. To move beyond uniform, mass provision can be described as 'personalisation' of education and of public services more widely" (2006, p.9).

| | | | Better use and cost-effectiveness of IDC teaching efforts (authors' own elaboration). |
| | | | Increased outreach and dissemination of IDC training (authors' own elaboration). |

The inclusion and exclusion criteria aim at identifying cases of policy design and implementation that prioritise teacher training on democratic and intercultural competences (CoE, 2018, Vol. 1). The educational policies that include IDC can offer strong support for ITE providers, schools and teachers (Park and Tan, 2016).

The principles of human rights, democracy and the rule of law provided by the CoE's RFCDC (2018, Vol. 1) and the common values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, from the Recommendation (Council, 2018) are crucial in the acquisition of IDC. Policy designed for the development of IDC should include the recognition and promotion of the principles and values mentioned above (Veugelers et al., 2017). Additionally, the policies should be inclusive in terms of recognition of cultural diversity; they should include the representation of the history and contributions of the diverse groups that live in the country and/or in Europe, through establishing national policy standards (Sleeter, 2015; Hagan and McGlynn, 2004). Similarly, and according to the conceptual framework of the INNO4DIV project (Shuali et al., 2020), the policy should explicitly identify a cluster of competences that teachers (pre-service and in-service) should develop, according to the four components of the CoE competence model, as shown in Figure 1:

Figure 1. The 20 Competences of the CoE's RFCDC
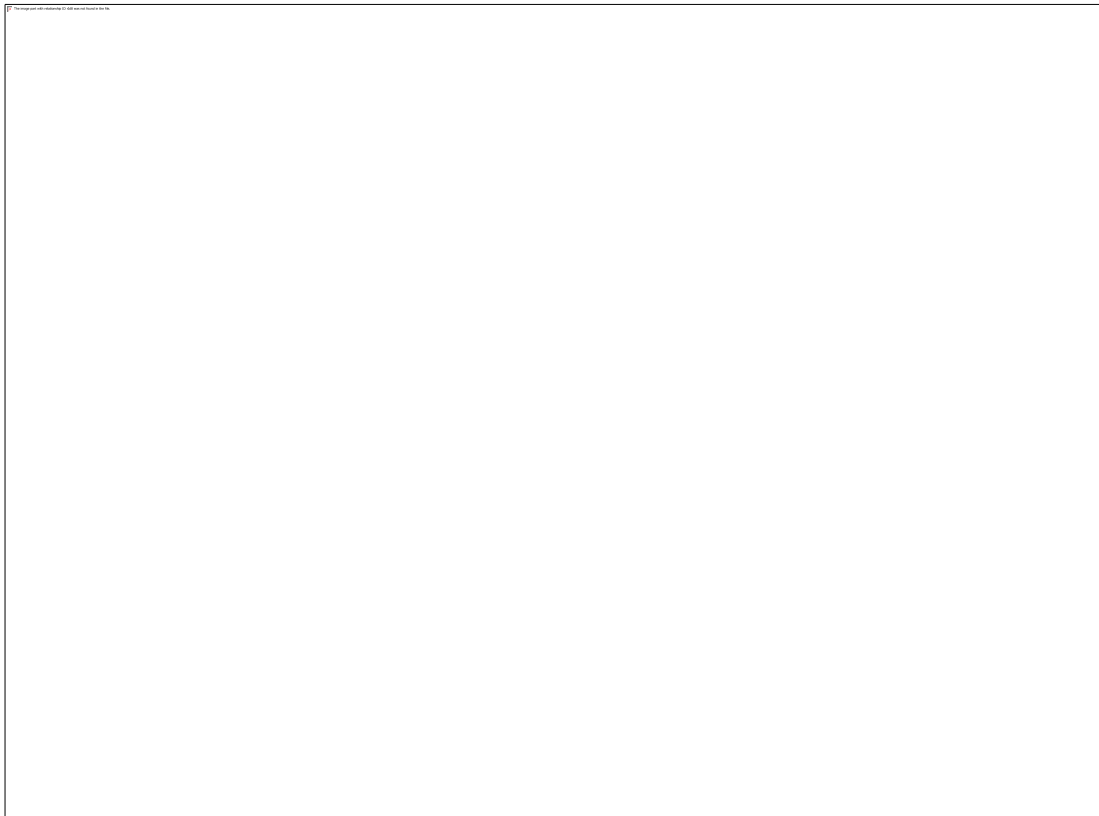
Source: "Reference Framework of Competences for Democratic Culture" Vol. 1, p. 38. Council of Europe, 2018.

Cases that include the adoption of standards of professional development (Darling Hammond et al., 2017) that integrate IDC at the foundations should be noted. They are a way to overcome the main barriers of KEC 2, through strengthening common pedagogical concepts about IDC, implementation strategies and/or shared values between different countries, contexts and/or cultures.

On the one hand, the case should address the identification and assessment of teachers' needs related to IDC, to avoid that the definition of professional development is disconnected from the practice (Darling-Hammond

et al. 2017). On the other hand, the case should take into account existing national strategies and regulations regarding the organization of courses and study programmes of IDC training (CoE, 2018, Vol. 3).

The case should include some implementation measures, to provide strong support for teachers' IDC development in educational institutions, according to the context (Van Driel et al., 2016). For example, such measures could include the following:

- prepare an action plan to implement training of IDC with teacher education institutions and schools, including material and human resources (CoE, 2018, Vol. 3);

- assign funding for continuing education, provide technology-facilitated opportunities for professional learning and coaching in schools, and identify experts of IDC as mentors and coaches to support teacher's learning (Darling-Hammond et al., 2017);

- include training and support for teachers and teacher educators from ITE and CPD providers (CoE, 2018, Vol. 3); and

- recruit and retain more diverse student teachers in student cohorts, in order to encourage diversity in the education workforce (Cushner and Mahon, 2009; Van Driel et al, 2016).

In order to provide feasible information for policy makers, the case should include an assessment of the outcomes through the creation of systems for tracking professional development by state education agencies, ITE and/or CPD providers (Darling-Hammond et al., 2017). Likewise, more horizontal coordination in which schools work together with other schools of local municipalities, a wider community and NGOs are also necessary to guarantee the implementation and evaluation of education policies on teaching IDC (Veugelers, 2017).

The integration of IDC in the purpose and function of ITE and CPD providers is considered an inclusion criterion, as a way to engage them in research and innovation projects (CoE, 2018, Vol. 3). In addition, the educational policy should encourage the cooperation between education institutions within the country and several European countries (CoE, 2018, Vol. 3).

Innovative policies should include explicit strategies for providing teacher training that covers emerging areas and topics (contextual demands), such as the use of ICT in the classroom to help student build cross-curricular skills, fostering the sense of preparedness with respect to competence development and technology (OECD, 2019d). This is very important in the specific case of IDC that involve cross-curricular clusters of competences (CoE, 2018, Vol. 1).

A deficit-based understanding of diversity is an exclusion criterion that permeates all KECs. The deficit-approach perceives diversity as a 'disparity'; 'heterogeneity' is perceived as a burden to be dealt with, associated with different outcomes and hence, differential treatment (PPMI, 2017). Additionally, a case will be excluded if it displays an undue burden (excessive working hours, unattainable resources, etc.) on teachers, communities, students, and other stakeholders (Sleeter, 2017). As in the previous KECs, a "one-size-fits-all" approach (OECD, 2019a) is another exclusion criterion, avoiding lack of attention to the specific demands of the context, especially regarding cultural diversity. Finally, policies are excluded when they promote an educational approach focusing on purely academic issues (Hagan and McGlynn, 2004).

2.7 Inclusion and exclusion criteria for KEC 3

Table 4. KEC 3 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES[9] (based on overcoming barriers)
KEC 3: Effective initial teacher education (ITE)[10] curricula, including mandatory	Insufficient emphasis on IDC learning in ITE.	Educators may feel more ready to negotiate ways for interacting with students and to realign their values with their practice, by getting to know themselves as individuals

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[9] Given the similarities found between the outcomes of KEC 3 and KEC 4, the outcomes have been merged in the KEC description table. This applies to the outcomes of KEC 6 and KEC 7 as well.

[10] According to the educational legislation of each country, the qualification of future teachers corresponds to grade level or master degree (COE, 2018, VOL. 3). The degree has not been a condition for determining whether the case belongs to KEC 3 or KEC 4; the decision is made depending on the context.

IDC and related assessment methods, naming specific learning objectives and competences and how to foster them with appropriate tools, methods, and teaching approaches in classroom education and extracurricular activities.	Unclear instructions on how to integrate IDC learning in teachers' education which may lead to counter-effective education practices. IDC seen as transversal competence in the usual frameworks for teacher education, underlining its importance, but also diluting its emphasis. Competences for diversity rarely include specific learning outcomes in terms of knowledge, attitudes and skills, creating limitations in the way those are reflected in ITE curricula. Teacher trainers are rarely prepared to teach ITE curricula for diversity and there is no systematic approach for preparing them to teach about diversity. Insufficient quality assurance systems linked to the framework of competences and learning outcomes for teachers and students. Sense of discomfort in dealing with diversity in the classroom (Hagan and Mc Glynn, 2004). Lack of confidence of pre-service teachers in their knowledge of cultural differences and their abilities to address students' individual needs (Cushner and Mahon, 2009).	and teachers, raising their awareness of their professional and personal identities and purpose as teachers and human beings. Ease of dealing with cultural diversity in the classroom (Hagan and Mc Glynn, 2004). Pre-service and in-service teachers show effective and appropriate behaviour and communication (outcomes detailed in Annex 1). Reduction of stress levels at school (Palomera et al., 2008, as cited in Palmer and van Wyk, 2013).

The inclusion and exclusion criteria mainly indicate educational practices that show a systematic approach for teaching IDC in ITE curricula, in order to identify cases that explicitly embrace democracy and interculturality as part of the goals and challenges of teacher training.

As a starting point, the case should include IDC in compulsory courses of pre-service training programmes, with a clear definition and expected outcomes, to know what to teach and what to evaluate (Deardorff, 2011).

In addition to the inclusion of IDC, the case should show the implementation process of the training and communicate it: spreading information of good practices, encouraging teacher educators or faculty members to carry out pilot projects of IDC training within the institution or with schools, and integrating content related to the context in study programmes or courses (CoE, 2018, Vol. 3).

According to the CoE, teaching IDC should embrace the development of a cluster of competences that pre-service teachers should gain as outcomes (see Annex 1) according to the four components of the competence model (values, attitudes, skills, and knowledge and critical understanding) (2018, Vol. 1 and 2). However, the use of the model should focus on the promotion of responsiveness to the changing nature of the society in which the student teachers will work (Van Driel et al., 2016). Based on that, the case should include the development of continuous reflection and adaptation to the context, rather than a pre-established group of actions which ignores the shape or form diversity takes (Allan, 2011). However, cases should provide student teachers with teaching materials, aids and new teaching methods, as well as engage them in research and innovation projects (CoE, 2018, Vol. 3). This combination is a way to equip future teachers with strategies and resources, while promoting openness to context.

The communicative level is one of the main aspects for understanding what IDC teaching involves sometimes identified as intercultural dialogue (CoE, 2018, Vol. 1), interaction (Deardorff, 2011) or just communication (Allan, 2011). For that reason, teacher training practices should include the development of strategies for finding ways of creating opportunities and removing barriers to dialogue and participation (Allan, 2011), in order to create meaningful interactions between all student teachers.

The cases should integrate IDC as a transversal dimension of teacher training, providing both the technical and the substantial side of the process (CoE, 2018, Vol. 3):

> It is not only to train teachers to be able to make effective use of the CDC Framework in schools and other educational institutions (the "technical" side), but also to equip them with a set of competences

necessary for living together as democratic citizens in diverse societies (the "substantial" side) (CoE, 2018, Vol. 3, 77).

In this way, besides the personal development of student teachers' IDC, the potential case should prepare them to design their own IDC teaching strategies. Instead of a general didactic approach, effective teacher training should focus on a discipline-specific approach (Darling-Hammond et al. 2017).

As part of the teacher training, the cases should lead student teachers to a critical review of social justice issues (Sleeter, 2015; Merryfield, 2000), personal assumptions or preconceptions (Huber, 2012), and their own pedagogical and didactical approaches, as a way to becoming self-aware (Gallavan and Webster-Smith, 2009; Clarke-Habibi, 2019). Similarly, the ITE cases should include self-reflection of differences in student teachers' perceptions of culturally determined patterns of thinking, communication and behaviour, as crucial aspects in determining the future relationship between culturally diverse teachers and students (Cushner and Mahon, 2009). The personal commitment of school leaders and other members of school management teams to an ethos of diversity is critical in developing IDC (Van Driel et al., 2016).

In order to recognise the importance of teachers' attitudes, experiences that promote teachers' self-efficacy have been included (OECD, 2019a) as a way of empowering them to cope with the challenges of multicultural classrooms. The case should integrate activities within which the student teachers can articulate anxieties and questions, rather than rehearse tolerance as a dogma, without critical thinking (Allan, 2011). As part of the same criterion, the case could provide activities to engage them in their own dialogues and professional deliberations, e.g.: to reason freely about ethical problems, to think critically and reflectively, solve problems, etc. This seems to be an effective approach to develop the professional autonomy required for future innovation (Jimenez, 2007).

The cases should take into account different sources of experiential learning for teacher training, both within and outside the educational institution (ITE provider), in contact with NGOs (Vuorikari, 2019) and other informal and non-formal education environments (CoE, 2018, Vol. 1) developing rich extra-curricular activities in the form of service-learning, community work or excursions (Veugelers et al., 2017). Besides, the CoE suggest cooperative programmes for student teachers, as summer schools, youth camps and various workshops or action research projects shared with in-service teachers (2018, Vol. 3, 86). The cases should offer opportunities for student teachers to do internships in multicultural contexts (Siarova and Tudjman, 2018), or to have intercultural exchanges (Deardorff, 2011) both, in physical and/or digital format (e.g. the experience of cross-cultural experiential learning online, described by Merryfield, 2003). However, the promotion of this type of activities is not as important as the inclusion of critical reflection about the intercultural experience itself (Deardorff, 2011), before and after experiencing it (Cushner, 2017; European Commission/EACEN Eurydice, 2015, as cited in Siarova and Tudjman, 2018).

The promotion of cultural diversity in cohorts of student teachers (Sleeter, 2007 and 2015; Cushner and Mahon, 2009) is another criterion to identify cases that provide first-hand experience or experiential knowledge of other cultures that improve the development of IDC (Huber, 2012; Cushner and Mahon, 2009) and reflect diversity within the student body (OECD TALIS, 2018).

The cases should respond to this question: How well prepared are student teachers for this global world in which we live and work? (Deardorff, 2011) For that purpose, the case should focus on evaluating the level of intercultural sensitivity of student teachers, through different methods, such as Intercultural Development Inventory (IDI), among others (Cushner and Mahon, 2009) providing reliable evidence of learning during the course and at the end of the course (Acquah, E. and Hattunen, T., 2018). Specifically, the cases should show a process-focused evaluation of the outcomes that allow registering the differences along the process (Deardorff, 2011).

To evaluate IDC can be understood as evaluating interaction with those from different backgrounds (Deardorff, 2011). As a result, the assessment should focus on the development of competences for intercultural dialogue (CoE, 2018, Vol. 3).

Moreover, the assessment methods should evaluate reflection capacity, critical thinking and/or the development of strategies to teach them. It is as important for student teachers to have the experience of new ways of thinking as to learn how to teach them (Palmer and van Wyk, 2007). As a result, student teachers are engaged both as learners and as future teachers (Darling-Hammond et al., 2017).

Teacher training should provide pre-service teachers with assessment methods that can be adjusted to changing contexts and educational settings (CoE, 2018, Vol. 3). In contrast with the process of teaching that involves a holistic approach of the competence learning, the case could include assessment methods focusing

on separate components of IDC (Deardorff, 2006), evaluated at various moments of the learning process as opposed to one point in time.

Based on the importance of attitudes for IDC development, and being aware of the complexity of evaluating them, it is interesting for the project to include cases that provide assessment methods that include both, the evaluation of attitudes and high-level thinking skills (Deardorff, 2011). In general, the cases should include both direct assessment methods (learning contracts, e-portfolios, journaling, blogging and reflection papers and/or performance) and indirect assessment methods (surveys, inventories, interviews or focus groups). In addition, it is extremely important for the case to provide opportunities for continuous self-reflection and self-evaluation (CoE, 2018, Vol. 3).

Innovation focus within ITE is ensured according to the Vuorikari model (2019) already explained in Section 3.2. Based on it, the cases should incorporate the development of new resources or products, delivery methods (collaborative models, teacher networks, teacher cooperation, peer coaching between teachers, student counselling and mentoring) and/or pedagogical conceptions, with respect to previous practices in general or within the context. Among others, it is expected that IDC teacher training includes the use of digital media as resource or delivery method, considering the ability to learn, collaborate and solve problems in digital information environments (Caena, 2019). This is the case of multimodal practices, theory delivered online with on-site experimentation in school, video pedagogy, digital citizenship (CoE, 2017), etc. Besides 'development', ITE providers should include the 'promotion' of innovation on IDC and related issues among their faculty members or teacher educators, and as a way to adapt the Vuorikari model to the specific field of pre-service teacher training.

The exclusion criteria focus on cases that ignore IDC as part of the foundations of teacher training (Cushner and Mahon, 2009). In parallel, teacher training experiences that lack a progressive implementation plan are excluded (Sleeter, 2017). As already mentioned, there are some exclusion criteria that apply for several KECs, such as: cases that identify cultural diversity only in terms of migrants, gender, or special needs; a deficit-based understanding of diversity; and, the "one-size-fits-all" approach.

2.8 Inclusion and exclusion criteria for KEC 4

Table 5. KEC4 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES (based on overcoming barriers)
KEC 4: Availability of high-quality IDC courses for teachers' continuing professional development (CPD).	Insufficient emphasis on IDC learning in teacher in-service training as part of their CPD: Insufficient resources, ineffective methods (need to move from "learning by doing" to "integral evidence based"), lack of offer of quality training based on experiential learning. Push teachers "towards the management of, rather than engagement with, difference" (Allan, 2011, p.132). Reluctance to address controversial social cultural and political issues in schools (Hagan and Mc Glynn, 2004).	Same as KEC 3 above (as indicated in Annex 4: KECs, barriers and outcomes)

According to the objective of the research, the inclusion and exclusion criteria are intended to select the best cases that provide IDC training for in-service teachers.

The inclusion criteria are basically the same as in KEC 3, adapted to the case of in-service teachers, as demonstrated in the table of Specific Criteria (see Annex 10). However, it has been important to distinguish the specific needs between pre-service and in-service teachers (CoE, 2018, Vol. 3). For this reason, here below, some considerations and additional criteria have been developed.

The case should contemplate the awareness of the transformation of monocultural teachers to become intercultural teachers (Hagan and Mac Glynn, 2004). In this regard, the potential cases should display structured professional learning that results in changes in teacher practices (Darling-Hammond et al., 2017).

Aware that there is a need for teachers to see their function as central to the process of societal construction and development (Hagan and MacGlynn, 2004), it is important for cases to include the promotion of the self-concept and the self-awareness of in-service teachers.

It is essential that the case makes active use of in-service teachers' diverse backgrounds and experiences as resources for learning (Clarke-Habibi, 2019; Palmer and van Wyk, 2013) in order to develop meaningful strategies, and as a way to deal with the possible reluctance to change.

As mentioned above, the case should involve in-service teachers in an interactive process of knowledge creation (Palmer and van Wyk, 2013). This consideration is based on the idea of the engagement of teachers in their own dialogues and deliberations as a way of strengthening their autonomy or agency (Jimenez, 2007). As mentioned in KEC 3, it is one of the best ways to empower teachers for innovation.

The support of in-service teachers through courses for developing teaching materials and promoting new methods is also taken into consideration. The case should focus on specific levels, environments or situations to help in-service teachers to become more competent and professional in their everyday work. In this way, the development of communities of practice, action research and other forms of evaluation of teaching practices (CoE, 2018, Vol. 3) should be taken into account.

In order to avoid bias in assessment methods, the following aspects have been included: discussions between teachers from different institutions to compare their practices and assessment standards; regular/periodic review of assessment tools/forms/methods to adjust to changing contexts/education settings; and, external moderation (CoE, 2018, Vol. 3).

Promoting relevant topics at the level of doctoral studies in teacher education and educational sciences are also considered; as well as international exchange programmes for practising teachers (CoE, 2018, Vol. 3). Additionally, the cases should include training provided for non-traditional CPD providers (Vuorikari, 2019).

The teachers' emotional intelligence is considered a significant predictor of levels of burnout (Extremera et al. 2005; and Schutte, 2001, as cited in Palmer and van Wyk, 2013). Based on that, the inclusion of emotion management skills can be considered an effective strategy for IDC development, taking into account the sense of hardship and lack of preparedness that some teachers may experience in dealing with diversity in the classroom (Hagan and McGlynn, 2004). Besides, the integration of affective and behavioural domains are crucial for advancing to more complex intercultural thinking and behaviour (Cushner, 2017).

Besides the exclusion criteria developed in KEC3, practices focusing on passive or reactive roles of teachers (Jimenez, 2007) or only on good knowledge of the subject matter (CoE, 2018, Vol. 3) are excluded.

2.9   Inclusion and exclusion criteria for KEC 5

Table 6. KEC5 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES (based on overcoming barriers)
KEC 5: Integrated IDC across the school curriculum.	Teaching common values is often weakly implemented in school curricula and supporting measures, which results in practices that do not always give real attention to it; there are "unclear" instructions about how to integrate intercultural learning in pupils' education, which may lead to counter-effective education practices; school curricula across Member States need to better incorporate diversity, moving from a mono-cultural curriculum to addressing religious, ethnic, and other forms of diversity. Resistance by teachers to be trained in IDC methodology if they feel like their subject does not have any connections to it (Kurz, 2017).	In-service teachers act as curriculum planners and developers with respect to both the overt and the hidden curriculum. A democratic environment and culture is strengthened in the school and the classroom. Support for responsiveness of in-service teachers to local or regional needs related to teaching common values at school. Support for planning the implementation process of the curricular adaptations to the context by the in-service teachers

The inclusion and exclusion criteria are intended to identify cases that integrate IDC across the school curriculum, in addition to national and state regulations.

Cases should develop responsive curricula (Sleeter, 2017; Van Driel et al., 2016); i.e., showing different ways of adaptation of IDC development to the regional, local or school context, depending on the case. They should also provide content related to cultural diversity across disciplines, focusing on teaching/learning needs and not being content driven (UNESCO, 2009). Additionally, it is important to involve stakeholders, especially teachers, in decision making and writing of the curriculum (CoE, 2018, Vol. 3), in order to address, among others, their feeling of disengagement with respect to the development of IDC (Kurz, 2017).

From an overall perspective, the case should include an intercultural approach across the school curriculum, beginning with the early years (Holmes, Working Group, 2017). In this way, IDC should be integrated transversally, across all subjects (Bernaus, 2017), based on the idea that cultural diversity and democracy can be recognised in every classroom and in every subject, and IDC needs to be acknowledged in every course (Kurz, 2017). From the perspective of teaching values – one of the main barriers related to this KEC – Veugelers (2017) proposes that education policies at schools should stimulate the integrated use of four ways of teaching: special value-oriented subjects, integration of values into other subjects, cross-curricular activities and a democratic school culture.

Both perspectives mentioned above, show the importance of integrating IDC across the school curriculum, but there may be cases focusing on teaching values, as part of a planned IDC learning process. For those cases, the integration of IDC can be done in one of the four different ways proposed by Veugelers.

The case should include the rationale for changes related to the inclusion of IDC in the school curriculum. This is a way to support the understanding of teachers and guide them to convert knowledge and skills related to IDC into a developmentally appropriate curriculum to the children in their charge, which is one of the main vantage points of teaching teachers for intercultural competence (Cushner, 2017).

Overall, school curricula need to better incorporate diversity, addressing religious, ethnic and other forms of diversity as a critical aspect of education (Van Driel et al., 2016). The integration of IDC in school curricula should include some key aspects for teaching; e.g., comparative interpretations of historical events, exploring the meaning of "critical intercultural citizen", "global citizen" (Holmes, 2017), "digital citizenship" (CoE, 2017) and "active citizenship". It is important that the case shows an appropriate pedagogy and teaching methodology respectful of interculturality and democratic values, and based on an explicit theory of learning suitable for all learners. These measures advance democratic methods amongst teachers and school leaders (Veugelers, 2017) creating a democratic climate for learning (CoE, 2018, Vol. 3).

The school curricula should take into account clear instructions or key strategies for the implementation of intercultural content and methodologies in school curricula, (CoE, 2018, Vol. 3), e.g.: giving adequate support to teachers and learners for using and including IDC in teaching and learning; creating new, or developing existing, democratic and participatory structures and procedures to ensure a democratic culture in the educational institution, etc. The curricula should include a broader WSA, to ensure stronger implementation of teaching values in schools (Veugelers, 2017).

The cases should integrate an assessment of teaching and learning IDC as they are interrelated and share part of the same rationale:

- taking into consideration and using the four components of the CoE competence model (2018, Vol. 3);

- evaluating what is going on in practice and how this practice is related to the intended school policy that justifies changes in curricula as an important part of governance in schools; and

- developing different instruments and ways of assessing outcomes.

All of the above can help improve the teaching and learning of values (Veugelers, 2017) related to IDC.

According to the focus on school curricula, and in addition to some exclusion criteria developed in previous KECs (see Annex 10 for details), cases that show the reduction of cultural diversity in school curricula to "add-ons" should be excluded; i.e., a contributions approach that adds ethnic content largely limited to holidays and heroes, or an additive approach that adds concepts and themes to otherwise traditional lessons, units, and courses of study (Sleeter, 2017). The goal is to think interculturally (Deardorff, 2011), and not only add new content to the school curricula.

2.10 Inclusion and exclusion criteria for KEC 6

Table 7. KEC6 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES (based on overcoming barriers)
KEC 6: Application of effective teaching methodologies based on adapted pedagogical approaches such as: peer-learning, IDC networks, IDC working groups in school, working groups, experiential learning, collaboration, challenging assumptions, and learning communities.	Methods of IDC teacher education rarely found in Europe. Lack of systematic and solid evidence of what works, why, how, and under what conditions. Difficulties of individual teacher education institutions on the question of how to design a curriculum focused on competence development and learning outcomes (CoE, Vol. 3, 2018, 83). Prevalence of only-cognitive approach methods in classrooms (Cushner and Mahon, 2009; Cushner and Chang, 2015).	The way teachers communicate and interact becomes part of teaching methodologies, modelling democratic attitudes and behaviours and taking part in an active learning process (Darling-Hammond et al, 2017). Pre-service and in-service teachers: Create safe learning environments, addressing discrimination and support individualised learning of a broad base or core humanistic components. Create the conditions for transforming the roles of teachers and learners and transcending what those roles are in traditional classrooms. Create spaces to reflect on and act to improve their practice, becoming agents of change towards a democratic school culture that empowers learners. Feel confident enough to tackle controversial issues and take risks, for the advancement of IDC in themselves and in their students. Gain curiosity, motivation and capacity to become fully aware of one's own practices. Become factors in transforming hierarchical, prejudiced and undemocratic ideas and beliefs about student learning by transforming classroom practices. Reconsider their role in the classroom to better address learners as whole persons. Move their own response to conflicts in the classroom from lack of strategies, to the possibility of deploying different methods to afford intercultural situations (Deardorff, 2011).

The inclusion and exclusion criteria are aimed at the identification of cases that implement innovative and effective methods for the development of IDC in teacher education.

The cases should provide evidence about what works, why, how and under what conditions (Van Driel et al., 2016). Accordingly, potential cases should include: an explanation on what the implemented method consists of, objectives and/or goals (related to the "what"); an evaluation of the experience related to the degree of IDC developed (Deardorff, 2006) (related to the "why"); a clear description of the implementation process (related to the "how"); and the requirements and/or the context where the case is carried out (context conditions and if the case is focused on ITE, CPD, professional development, etc.; related to the "conditions").

As part of its objectives the case should include the development of IDC through the four components of the CoE competence model, as shown in Figure 1.

> Developing intercultural sensitivity and competence is not achieved in the cognitive-only approach to learning that is common in most classrooms today, be it with children or pre-service teachers. Culture learning develops only with attention to experience and the affective domain that is then linked to cognition (Cushner and Mahon, 2009, 316).

Based on the above, and taking into account the importance of experience for teacher education as established by Merryfield (2000), the cases should integrate experiential learning as one of the main sources for IDC development of pre-service and in-service teachers, through different educational practices.

The cases should also include methods with strong orientation to a student-centred approach, focusing on students' voice and participation (PPMI, 2017). Methods such as project-based learning, cooperative learning, service learning and peer education have demonstrated their value in combating intolerance (Van Driel et al., 2016). Subsequently, the cases should include, among others: project work within a specific subject area or for a cross-curricular approach, or community service in the context of a structured set of steps facilitated by teacher educators (CoE, 2018, Vol. 3) (especially in the case of pre-service teachers); the creation of intercultural learning communities (Tomé et al., 2019); methodologies of monitoring, coaching and/or advising between pre-service and in-service teachers, or between teachers from different institutions (peer learning) (Curaj et al., Eds., 2015); collaborative working groups (PPMI, 2017; Severiens et al., 2014). They provide "a collective force for improved instruction and serve as support groups for each other's work on their practice" (Darling-Hammond et al. 2017, 10).

There are some authors that recommend engaging student teachers in "critical, investigative pedagogy which will assist in the development of clear problem-solving strategies which can be translated into classroom practice" (Hagan and McGlynn, 2004, 249).

Additionally, Darling-Hammond (2017) mentions some strategies that offer an opportunity for innovation through the use of ICT in the learning process of pre-service and in-service teachers: web-mediating coaching programmes, on-line professional development district or region-wide programmes, etc. As expressed by Simsek and Simsek (2013) "For people to engage in particular democracy and have appropriate citizenship behaviors, they need access to credible information that comes from the ability to use specific digital-literacy skills such as research and judgment" (as cited in Walters et al., 2019, 10).

The case of remote mentors using technology to communicate with pre-service or in-service teachers has been considered. As indicated by Darling-Hammond (2017), to improve practice sharing expertise and recommendations is crucial; coaching can favour innovation through supporting effective implementation of new curricula, tools, and approaches by in-service teachers. The development of personal learning environments (PLEs) (Tomé et al., 2019) should also be included, as a way of enhancing self-management while including digital tools in teacher training.

However, some traditional strategies, as classroom observation, discussion groups, etc. can be very useful, depending on the way they are integrated in the collaborative learning process of teaching IDC, e.g., as open discussions, debates about central issues inherent to intercultural education (Cushner and Mahon, 2009) or workshops focusing on cultural awareness (Sleeter, 2007). Additionally, visits from the experts to schools should be included, as they can be useful for in-service teachers.

In general, cases should include methods that make active use of diverse backgrounds as resources for learning, giving space to the voices and histories of all views, and promoting a more participative culture (Escobedo-Peiro et al., 2017; OECD, TALIS 2018).

As mentioned in KEC 3, in the case of pre-service teachers, the cases should include activities in the form of service-learning, and community work or excursions (Veugelers et al., 2017). In addition, the CoE suggests cooperative programmes such as summer schools, youth camps and various workshops or action research projects shared with in-service teachers (2018, Vol. 3, 86).

In general, the methods should show differences compared to previous and current educational processes, as a response to specific local or global needs and conditions within a given context (OECD/Eurostat, 2018).

Regarding the assessment methods, as a starting point the case should refer to the definition of IDC. This definition offers a reference for establishing specific measurable outcomes and indicators, to be assessed within the specific context where the case is carried out (Deardorff, 2011).

As mentioned in KEC 3, based on the importance of attitudes for IDC development, and aware of the complexity of evaluating them, it is interesting for the project to include cases that provide assessment methods including both the evaluation of attitudes and high-level thinking skills (Deardorff, 2011).

It is crucial to highlight that evaluations should be based on the acquisition of competences, i.e. on proficiency assessment instead of performance achievement assessment (INNO4DIV, 2020, pp.34-36). Taking this into account, the cases should include assessment methods focusing on the identification of milestones in the

learning process instead of the final outcomes. Therefore, the cases should also contemplate assessment methods focusing on different components of IDC (CoE, 2018, Vol. 3) along the learning process.

Furthermore, the cases should use multiple assessment methods that can be adjusted to the changing contexts and education settings. Methods that can be considered as a reference for the evaluation of IDC development (Deardorff, 2006) include: direct assessment methods (learning contracts, e-portfolios, critical reflection, observing student's performance) and indirect assessment methods (surveys, interviews, focus groups). These can offer information about pre-service and in-service teachers' IDC development (substantial side of IDC development), while becoming a reference for their own teaching activity (technical side of IDC development) (CoE, 2018, Vol. 3), as mentioned in KEC 3.

The case should include both, the reflection about pre-service and in-service teachers' achievements or degree of proficiency, and reflections on the learning process. It is a way to empower them, contributing to learners' ownership of the learning process (CoE, 2018, Vol. 3). It is important for the case to include discussions between teachers from different institutions to compare practices and assessment standards (CoE, 2018, Vol. 3).

IDC learning and assessment methods should be viewed and organised as one coherent process (CoE, 2018, Vol. 3), by developing appropriate learning activities to the competence or cluster of competences that are being assessed within a given case.

Cases with partial perspectives of IDC should be excluded (e.g. an only-cognitive approach), trying to preserve the integration of the four components of the CoE competence model. In addition, cases that lack an explanation of the process of developing and applying pedagogical and assessment methods should also be excluded. Furthermore, cases that ignore the working conditions of teachers (and other stakeholders) are excluded; e.g., if a case displays an undue burden (excessive working hours, unattainable resources, etc.) for teachers, communities, students, and other stakeholders (Sleeter, 2017). As mentioned above, for all KECs a "one-size-fits-all" approach (OECD, 2019a) is another exclusion criterion, avoiding lack of attention to the specific demands of the context, especially regarding cultural diversity.

2.11   Inclusion and exclusion criteria for KEC 7

Table 8. KEC7 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES (based on overcoming barriers)
KEC 7: Availability of supporting tools.	Need for more concrete IDC pedagogical and assessment tools.	Same as KEC 6, as indicated in Annex 4: KECs, barriers and outcomes.

The inclusion and exclusion criteria for KEC 7 aim at selecting cases that include the use of pedagogical and assessment tools for pre-service and in-service teachers' IDC development.

Considerations about effective teaching methodologies include references to certain tools that have already been mentioned in KEC 6. Based on that, some selection criteria for KEC 7 correspond to the ones for KEC 6, as can be seen in the table of specific selection criteria (Annex 10). However, a few adjustments and additional specific criteria have been considered for KEC 7 to adapt the language for the design, use and assessment of tools.

As for KEC 6, the cases should provide evidence about what works, why, how and under what conditions (Van Driel et al., 2016). Therefore, potential cases should include: an explanation about what the tool is used for, objectives and/or goals (related to the "what"); an evaluation of the use of the tool for IDC development (related to the "why"), a clear description of how to use the tool (related to the "how") and the requirements and/or the context where the tool is used (context conditions and if the experience is focused on ITE, CPD, professional development, etc.; related to the "conditions").

Tools should become a support for developing teachers' knowledge and critical understanding, values, attitudes and/or skills related to IDC. The teaching process should adopt a holistic approach, even in cases where assessment tools are used to evaluate one of the components (Deardorff, 2006).

The tools should promote critical thinking and multiperspectivity (Deardorff, 2020; Barrett, 2018) and develop high-level skills (OECD, 2019d), i.e., by promoting tasks that require student teachers to think critically, work in

small groups to come up with a joint solution to a problem or task, ask participants to decide on their own procedures for solving complex tasks, or presenting tasks for which there is no obvious solution.

The cases should include tools focused on intercultural dialogue or interactions (CoE, 2018, Vol. 1; Deardorff, 2011), as one of the main aspects of IDC development. Based on that, the tools should help pre-service and in-service teachers to promote democratic discussions, debates and intercultural encounters and interactions (CoE, 2018, Vol. 1).

The cases should show the use of digital tools as means, or part of mixed delivery methods (Vuorikari, 2019) to provide learning experiences; they can help teacher educators to overcome physical and temporal difficulties to interact with pre-service and in-service teachers (Tomé et al., 2019; Merryfield, 2000). As Ribble (2012, p-4) states "Teachers must learn more about digital citizenship. There are a growing number of resources that are being made available on this topic".

Similar to methods, tools should promote active use of diverse backgrounds as resources for learning, giving space to the voices and histories of all views and promoting a more participative school. For this purpose, tools should help in addressing inclusive/intercultural issues either explicitly or transversally, incorporating instructional techniques adjustable to various learning styles and the history and contributions of diverse groups that live in the country and/or in Europe (e.g., showing pictures, main characters and stories in which everyone can see themselves reflected) (Sleeter, 2017).

It is crucial that the case shows models of effective practice (Darling-Hammond et al., 2017) to provide pre-service and in-service teachers with a clear vision of what best practices look like; there are some tools that serve as references for this purpose: videos or written cases of teaching, demonstration lessons, lesson plans, unit plans, sample student work, sample assessments and observations of peer teachers. This is a very important support, taking into account the debate on the issue of assessing IDC (Borguetti, 2017).

Experiences that provide an intercultural 'toolbox' (Hagan and McGlynn, 2004), assisting pre-service and in-service teachers in developing specific skills for handling diverse classrooms (circle time, peer mediation, drama skills, creative arts and citizenship education, among others) are included.

The cases should include assessment tools for both direct and indirect assessment methods (Deardorff, 2011). Regarding direct assessment methods for student teachers, recommended tools include: learning contracts, e-portfolios (with photos, reflection papers, terms papers, glossaries, and other documentation about the learning process), critical reflection tools (questions or another strategies to help student teachers to go beyond the descriptive references in order to engage student teachers in the examination of their personal opinions, attitudes, positionalities, and the relationship and interactions with the others) or performance tools (observation). With respect to indirect assessment tools, the recommended tools for student teachers include: surveys, interviews or focus groups. Self-evaluation is always an important tool for addressing the need of raising learners' awareness of their learning (CoE, 2018, Vol. 3), but "...it is only the other person who can determine the appropriateness of behaviour and communication in the interaction" (Deardorff, 2011, 74); as a result, the hetero-evaluation is crucial.

As in KEC 6, cases with partial perspectives of IDC should be excluded (e.g. an only-cognitive approach), preserving the integration of the four components of the CoE competence model. In addition, cases that lack an explanation of the process of developing and applying pedagogical and assessment methods should also be excluded. Furthermore, cases that ignore the working conditions of teachers (and other stakeholders) are excluded; e.g., if a case displays an undue burden (excessive working hours, unattainable resources, etc.) for teachers, communities, students, and other stakeholders (Sleeter, 2017).

2.12   Inclusion and exclusion criteria for KEC 8

Table 9. KEC8 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES (based on overcoming barriers)
KEC 8: A Whole School Approach (WSA) to intercultural learning, framing, accompanying, and supporting teachers' IDC learning and teaching activities, which needs to be promoted by policy-makers and has to be put into practice by the respective educators and school administrators.	WSA still to be put in practice and promoted by policy makers Uncertainty regarding communication with families of diverse backgrounds, and the perception on the part of parents as unwelcoming (Cushner and Mahon, 2009)	Relations between staff and teachers and between teachers and students are positive. Teachers feel they have a part to play and their human rights are respected; in general, they are part of establish procedures for peaceful and participatory resolution of conflicts and disputes. School environment reflect the values and principles of democracy and cultural diversity, such as equality and sexual orientation, and special interventions, for example anti-bullying programmes. Improved collaboration, including between students and teachers, teachers and teachers, and between teachers and parents. Teachers feel more confident about applying democratic citizenship and human rights education. Teachers have a sense of ownership and motivation for change. WSA becomes a support for teachers to experience democracy and human rights in action, in the school and the classroom.

The inclusion and exclusion criteria are intended to select cases that show the implementation of WSA through innovative practices that enhance democratic culture and offer support for teachers' IDC development.

KEC 8 is intended to select cases from schools that make a difference in the way they operate. "In particular, whole school approaches and schools with strong and dynamic ties to the local community have great potential for promoting cohesion. They create a sustainable positive school atmosphere, as well as a stronger sense of belonging" (Van Driel et al., 2016, 4). To that end, schools should develop programmes and actions that engage the whole school community (CoE, 2018, Vol. 1), identifying how they can create safe spaces for learning and address challenging/controversial issues (Veugelers et al., 2017) as agents of social cohesion, societal reconstruction and development (Hagan and MacGlynn, 2004). In this way, schools that promote debates about conflicts or cultural identity topics, workshops with contents related to the four components of IDC (knowledge and understanding, values, attitudes, and skills) and the practice of other democratic competences should be included (CoE, 2018, Vol. 1). Additionally, community-based learning helps challenge deficit perspectives from teachers, as they are involved in becoming acquainted with people in the school environments (Cushner and Mahon, 2009; Sleeter, 2007).

The cases should provide opportunities for in-service teachers to expand their educational impact, both in and outside the school by: taking advantage of the resources offered by the community and NGOs (PPMI, 2017); providing guidelines for in-service teachers to develop rich extra-curricular activities (Veugelers et al., 2017); promoting collaboration between in-service teachers from different subjects, different schools and/or between pre-service and in-service teachers, such as communities of practice, action research, etc. (CoE, 2018, Vol. 3; Hagan and McGlynn, 2004); providing guidelines to prepare in-service teachers to carefully monitor the students psychological and social well-being (OECD, 2019a); developing a sense of belonging (PPMI, 2017; CoE, 2018, Vol. 1); and, working closely with parents, showing how various stakeholders are engaged in intercultural education (PPMI, 2017). Regarding the latter, the case should display efforts in providing in-service teachers with skills, means and tools to enhance the communication with parents, as critical factor for the success of students from diverse cultural or linguistic backgrounds (Cushner and Mahon, 2009).

The WSA should include the consideration of teachers "to be part of the process of building environments in which teams of teachers, administrators, and education experts collegially work to improve the school, redesign the curriculum, and increase the power of teaching" (Jimenez, 2007). This approach is crucial in the process of teachers' empowerment, as part of the school-based professional development that is required (CoE, 2018, Vol. 3).

The cases should provide school-based teacher training, showing innovative practices integrated across the school curriculum which explicitly include teaching IDC for students, through the use of new ideas, products, or methods where they have not been used before (OECD, TALIS 2018) and which become sources of continuous professional development for in-service teachers (CoE, 2018, Vol. 3).

The implementation of WSA involves the engagement of head teachers and school leadership, in order to promote and build a democratic ethos at school. The CoE (2018, Vol. 3) recommends some activities, summarised in the following inclusion criteria: consider challenges related to IDC which teachers encounter in their work and at school; support teachers and encourage them to organise activities, such as study circles on IDC and related issues; and, identify, improve and support the organisation and financing of opportunities for in-service teacher training, such as courses, workshops and other activities that help them to address the challenges of developing IDC.

The cases should integrate the following key principles or stages of application for the implementation process of the WSA (CoE, 2018, Vol. 3): respect for the local context and local ways of working; empowering all stakeholders to develop their own solutions to challenges based on situation assessment; encouraging learning by doing with the participation of all stakeholders through daily practice, participatory decision making, respectful and equal relations, and democratic teaching and learning methods; integrating capacity-building into the school planning process; and, supporting local projects and initiatives over the long term.

To improve school functioning, the cases should identify and integrate community feedback as an assessment method. Cases that show how a school quickly responds to changes when needed, or listens and accepts new ideas, offering teachers assistance for their development, should be included (OECD, 2019d).

The cases should not adopt the view of the outside community as interfering in school routines, taking a 'blame-the-other' approach when things do not function well at school. Furthermore, and aware of the added value of a WSA in developing democratic culture and IDC (CoE, 2018, Vol. 3), cases that ignore teacher training in their goals and objectives should be excluded, aiming to identify those cases where it is explicitly addressed.

2.13 Inclusion and exclusion criteria for KEC 9

This is a new KEC added to the list provided in the TS, which was identified during the development of the literature review (Simó et al., 2020). Although some basic ideas for its understanding are presented below, the rationale for the identification of this additional KEC is further developed in the literature review (Simó et al., 2020).

This new KEC refers to teacher educators and their experiential knowledge of diversity and interculturality as a quality needed to provide knowledge, lived experiences and perspective consciousness to prepare interculturally competent teachers (Merryfield, 2000).

It considers how the experiences of diversity and interculturality enable teacher educators to increase their own engagement and that of their student teachers with intercultural education:

> Change is also possible if we reform the climate in universities and faculties of education. This is a tall order, but an absolutely necessary one if we are to make a difference. This means recruiting a more diverse faculty in terms of experience and background, as well as determining which attitudes and behaviours dispositions will best serve them if they are to be successful with students (Nieto, 2009).

Based on the mentioned above, the commitment to the development of IDC training needs to address the personal experiences of teachers, especially for teacher educators, as a basic source for the learning process. As any other person, the 'lived experience' can shape the beliefs and values of teacher educators to others, the nation and the world (Merryfield, 2000). The experiential knowledge is a way to increase the importance of the affective dimension of the learning process, leading to the development of the intercultural sensitivity of teachers, and subsequently, of student teachers and their pupils:

> Culture learning develops only with attention to experience and the affective domain that is then linked to cognition. It is through impactful experiences, where people are challenged to make sense of their

new environment and accommodate to the difference, where they ultimately gain more sophisticated knowledge about other people and a feeling of being at home in a new context (Cushner and Mahon, in Deardorff, 2009, 316).

Teachers tend to adopt safe teaching styles (Hagan and McGlynn, 2004; Rodriguez and Berryman, 2002). Based on that, the more student teachers experience different teaching styles, the more they are equipped to innovate. This is another reason to promote the recruitment of a more diverse faculty (Nieto, 2009).

Table 10. KEC9 barriers and outcomes

KEY ENABLING COMPONENTS (KEC)	BARRIERS	OUTCOMES (based on overcoming barriers)
KEC 9: Teacher educators with experiential knowledge about interculturality and diversity (Merryfield, 2000; Sleeter, 1995, 2007 and 2015; Hagan and Mc Glynn, 2004; Nieto, 2009) that foster the integral quality of IDC (knowledge, values, attitudes and skills, according to the CoE competence model (2018, Vol.1). Teacher educators that experience an opportunity to engage in the same style of learning they are designing for their students; in the sense of active learning, according to the model of Darling-Hammond et al. (2017).	Lack of mechanisms, institutional ways or strategies to recruit and hire teacher educators with experiential knowledge about IC (Sleeter, 1995, 2007 and 2015; Nieto, 2009). In addition, ITE and CPD providers do not see compelling reasons for change (Sleeter, 2007) Difficulties in recruitment systems, for the integration of teachers trained in education systems of other countries or cultures that provide cultural diversity in faculty members. Lack of communication and interaction – physical or digital– of teacher educators with people of different cultural backgrounds (Merryfield, 2000). Lack of experiences -physical or digital- that challenge the teacher educators' own views about identity, diversity and their impact on stereotypes and generalisations of groups of people (Merryfield, 2000). Lack of experiences of pre-service and in-service teachers outside their own schools, universities or countries (Hagan and Mc Glynn, 2004). Lack of meaningfulness of problems and consequences of related issues such as discrimination, loneliness, lack of recognition and sense of belonging, etc. (Merryfield, 2000). Lack of experiential knowledge of diversity and equity (Merryfield, 2000).	Teacher educators achieve: Sense of the human identity and world perspective; Personal interest in values that foster multicultural education (Merryfield, 2000); Thinking interculturally (Deardorff, 2011) Reflection about their own identity and the identity of others (authors own elaboration) Cognitive and affective readiness for teachers' IDC development (authors own elaboration).

The inclusion and exclusion criteria for case selection tap into the experiences of teacher educators and tackle experiential knowledge as one of the main factors in the development of student teachers' IDC.

The cases should provide intercultural experiences for teacher educators, based on "the profound personal and professional impact such an experience can have on increasing self-efficacy, challenging ideas about self and others, and on global mindedness—all essential to the development of intercultural competence" (Cushner and Mahon, 2009, p.316). Such practices offer teacher educators significant experiences with people different from themselves (Merryfield, 2000). However, as in the case of student teachers, experience is not enough (Deardorff, 2011; Cushner, 2017). They should be accompanied by self-reflection and critical thinking mechanisms, e.g., as Merryfield (2000, p. 431) describes "choosing their most significant experiences and then writing about them in such a way that others could read about the experiences within the contexts of the educators' lives, careers, theory, and practice", and the analysis of interrelationships between identity, power

and experience (Merryfield, 2000). The goal is to develop awareness of other perspectives and recognition of multiple realities.

In addition, it is important to consider that experiences can be provided through different delivery methods. Merryfield (2003) shows practices of on-line intercultural exchanges centred on student teachers. The findings show that digital technologies provide opportunities for teachers to experience a more global community than is possible face to face: "Participation as a global citizen through the use of digital technologies is further cited as a distinguishing feature of digital citizenship" (CoE, 2017, p.14). Therefore, the cases should show digital means used by teacher educators as spaces to share, ask and take on sensitive issues with people from different backgrounds (Merryfield, 2003).

While a diversified teaching force itself does not guarantee intercultural sensitivity or competence (Cushner and Mahon, 2009), the increasing cultural diversity of societies raises the question on the difference between the world where teachers and student teachers live, with respect to their students' world. Based on that, the cases should show mechanisms intended to recruit and retain more culturally diverse teachers, as a step in the right direction to prepare teachers to be more interculturally competent (Sleeter, 2007).

Based on the idea that teacher educators must be taught to understand wider contexts (Cushner and Mahon, 2009), the cases should promote experiences that lead to an international worldview of social problems and contexts, as a critical component of teachers' IDC. This helps teacher educators to understand the complexity of global problems and develop the ability to collaborate with others in addressing them.

As a result, cases providing experiences for teacher educators without a further reflection on their intercultural dimension will be excluded.

3. Steps in the assessment process: case selection.

The complexity of this study is manifested in the inclusion of a wide range of criteria (innovation, relevance, effectiveness, impact, transferability, replicability, sustainability and scalability) and the understanding that each case is a distinctive source of data.

The lessons from each case will be extracted and related with the other cases. The assessment of several cases addressing the same KEC will offer a broader picture of how similar barriers can be addressed in different contexts. This makes it possible to identify both particularities and commonalities with respect to other cases, providing the information needed to understand the key factors of innovative good practices in teachers' IDC training.

3.1 Protocol for identification, assessment and selection of cases

The following steps describe the protocol for the process of identification, assessment, selection and analysis of cases:

1. The IAIE Coordinator contacts the experts and case owners/researchers referred to by the case identification sources (Section 2).

2. The IAIE Coordinator receives an initial briefing (virtual or in person) on all methodological aspects by the UCV Team.

3. Experts and local case owners receive the Data Extraction Template (Annex 3) for data collection of the first 40 cases.

4. Once the cases are identified per KEC by the UCV Team (See Annex 6), they are assigned to different experts according to their field of work, to begin the case assessment process.

5. The experts carry out the case assessment of the first 40 cases. To that end, each expert receives an evaluation pack containing:

    a. Instructions on the case assessment process (Annex 11).

    b. Summary of the INNO4DIV Conceptual Framework.

    c. Summary of the INNO4DIV Selection Criteria.

    d. Table of KEC, barriers and outcomes (Annex 4).

    e. Data Extraction Template completed with the information of the assigned cases (empty table in Annex 3).

    f. Three assessment tables:

    ● Case assessment according to specific criteria (Annex 7);

    ● Case assessment according to generic criteria (Annex 8); and

    ● Final Comments (Annex 9).

Details on the use of the tables are developed in section 4.2.

6. An on-line meeting is held for the decision-making between the experts, the IAIE Coordinator and the UCV Team.

7. A final list of 25 cases is obtained.

8. Following steps 1–7, a list of recommended cases is submitted to the JRC for final discussion (D3.2).

Once the UCV team receives the Final List of cases approved by the JRC, the experts (managed by IAIE Coordinator) undertake a detailed analysis using the template for the Analysis Report of Selected Cases (D3.3).

9. The IAIE Coordinator provides a draft of the Analysis Report of Selected Cases to be triangulated with the UCV Team. If necessary, there will be another interaction with case owners in order to gather more information for the elaboration of the final Analysis Report of Selected Cases.

10. The IAIE Coordinator provides the final version of the Analysis Report of Selected Cases to the UCV Team.

11. The final version of the Analysis Report of Selected Cases is delivered to the JRC (D 3.3).

3.2 Case identification, assessment and selection process

The case identification and selection process should aim to identify innovative good practices, mainly within the EU, which address the barriers that affect teachers' IDC development, in order to produce "a series of policy recommendations to support educational policy-designers and other stakeholders" (TS, p.3). The selection process has been tested and changes have been introduced based on the expert feedback received. The process follows three stages as described in continuation.

3.2.1 First Stage: identification of cases per KEC

The objective of the first stage is to select at least four practices per KEC (approx. 36-40 cases in total) based on the general information obtained through the sources of cases as described in section 2 above. The identification is founded on an expert judgement, based on knowledge of the cases and understanding of the scope of the KECs, their barriers and outcomes.

The table in Annex 6 should be completed by the experts of the UCV Team, taking into account the following considerations:

1. Each case can fit under a maximum of two KECs (if necessary, the case could be relocated later on during the assessment stage).

2. The table shown in Annex 4: KECs, barriers and outcomes, must be considered. This table prioritises the scope of each KEC, which is the focus of this stage.

3. The expert from the UCV Team should indicate with an "X" the KEC (maximum two, if applicable) where each case is best situated, according to the table of KECs, barriers and outcomes provided in Annex 4).

4. The completed table will be used in the second stage.

3.2.2 Second stage: case assessment

A group of cases will be assigned to each expert, according to the affinity between their field of work and the KEC assigned to each case during the first stage. The objective is to obtain an expert-judgement, based on the content of the tables in Annex 7, described as follows:

1. Case assessment according to specific criteria (see an example in Annex 7)

There is one table for each KEC. Therefore, each expert fills out the table that corresponds to the cases assigned, according to the following considerations:

- The information on each case is provided in the Data Extraction Template (Annex 3).

- Each indicator in the table corresponds to one of the inclusion criteria. The table contains the entire set of inclusion criteria per KEC shown in Annex 10.

- The exclusion criteria are listed at the end of each table, to be considered as a reference, if required.

- The expert rates the degree of identification of the indicators in each of the cases assigned on a scale from 1 to 4 (1=strongly disagree, 2=disagree, 3=agree or 4=totally agree). "0" is used when, for different reasons, there is lack of information to offer an assessment.

- The total score in each case provides one of the elements of judgement for the decision-making stage.

2. Case Assessment according to generic criteria (see Annex 8)

There is one table for all the cases. Therefore, each expert fills out only the line that corresponds to the cases assigned to him/her, according to the following considerations:

- The information of each case is provided by the Data Extraction Template, and the Case assessment according to specific criteria table. Both sources of information have to be thoroughly reviewed by each expert.

- The table provides the generic criteria to be identified, and their indicators. In case of doubt, the definitions are developed in Section 3.2.

- The expert rates the degree of identification of the indicators in each of the cases assigned on a scale from 1 to 4 (1=strongly disagree, 2=disagree, 3=agree or 4=totally agree). "0" is used when, for different reasons, there is lack of information to offer an assessment.

- The total score in each case provides one of the elements of judgement for decision-making.

3. Final Comments (see Annex 9)

At the end of the evaluation, a final comment is required from the experts, to provide support for the decision-making process. Three questions are formulated:

1. Based on the information analysed, what is your final comment about the case?

2. Do you think more information is needed for further analysis? Please specify.

3. According to the information registered and analysed in the tables, please rate the case on a scale from 0 to 4 (0 lowest score).

The three tables described above will provide three totals for each case regarding the specific criteria per KEC, generic criteria and the overall score of the expert, which will serve as elements of judgment for decision-making. Those totals will be collected by the UCV team to be shared and triangulated with all the experts in the subsequent stage.

3.2.3   Third stage: Decision-making

Once the cases are assessed, decisions will be made in an on-line meeting to include or exclude the cases when elaborating the final list. The following elements of judgement have been considered for the decision-making process:

On each case:

1. The total of the Specific Criteria per KEC.

2. The total of the Generic criteria.

3. The final comments and the overall score assigned by the expert.

Among all the cases:

4. The response to the macro-level evaluation questions of the project:

   a. What kind of innovative practices of IDC training in teachers' continuous professional development and initial teacher training can be found in the EU Member States?

   b. Which innovative practices within culturally diverse contexts have overcome known obstacles and barriers for teacher training in IDC? Which innovative elements can be identified?

   c. Which policies, pedagogies, strategies, tools or approaches could address the barriers identified according to each KEC?

5. Sufficient presence of all KECs (at least 3–4 cases for each KEC).

6. A balanced geographical representation of EU MS. To that end, the rationale for the selection of countries is developed in Annex 5, as a final consideration for decision-making. However, this is not considered a criterion of inclusion or exclusion, trying to preserve the main objective of the project, which is to select innovative educational practices.

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5. Annexes

5.1   Annex 1. Potential outcomes of effective development of teachers' IDC

The effective and appropriate behaviour and communication of pre-service and/or in-service teachers in intercultural situations (elaborated by the authors):

	VALUES	ATTITUDES	
Argue, defend, promote and express the recognition of: • Human dignity and human rights; • Cultural diversity; and • Democracy, justice, fairness, equality and the rule of law.			Show the overall mental orientation and the tendency to behave toward someone or something with: • Openness to cultural otherness and to other beliefs, world views and practices; • Openness to other personal and cultural histories (Severiens and Tudjman, 2017); • Empathy and disposition to discover similarities, especially with those who seem quite different (Deardorff, 2020); • Respect; • Civic-mindedness; • Responsibility; • Self-efficacy or the belief of teachers in their own competence or chances of accomplishing the teaching task and producing favourable outcomes in multicultural environments (**OECD, 2019a);** • Tolerance of ambiguity; and • Confidence to challenge and be challenged.
	SKILLS	**KNOWLEDGE**	
Show the capacity to: • Pursue, organise and evaluate their own learning; • Analyse material of any kind in a systematic and logical manner; • Evaluate and make judgements about materials of any kind; • Understand what other people are saying and to learn from other people behaviour through active listening and close observational scrutiny; • See the world from other people's perspective; • Adjust one's thoughts, feelings or behaviours in a principled manner to new contexts and situations to respond effectively and appropriately; • Dialogue, discuss or negotiate both as a form of personal openness to others and as a tool for teaching IC (Deardorff, 2020); • Communicate effectively and appropriately in different ways (Deardorff, 2011) with other people, especially from diverse culture affiliations; • Participate successfully with others on shared activities, tasks and ventures; and • Address, manage and resolve conflicts in diverse contexts, in a peaceful way.			Show comprehension and appreciation of meanings in the context of democratic processes and intercultural dialogue, through the following forms: • Self-awareness (Deardorff, 2020) and self-understanding about one's own cultural affiliations, assumptions and preconceptions, and the cognitive, emotional and motivational aspects associated (Banks, 2001); • Critical review of pedagogical and didactical approaches; • Critical reflection addressing the transformation of their own perspective to a greater inclusiveness, openness, and flexibility, among other aspects (Mezirow, 1990; as cited in Deardorff, 2020); • Self-awareness and regular reflection about the socio-political aspects of their teaching practice, as they are concerned about the goals and content of the curriculum, the learning process, and the educational and social roles of school (Hajisoteriou et al., 2019); • Knowledge of the socio-cultural dimension of languages, their influence in communication styles, interactions and meanings, and the impact in the behaviour of the students (Banks, 2001); • Knowledge of different domains related with the development of democratic societies: politics and law, human rights, cultures, religions, history, media (mass media and digital media) and economy; and • Understand the ways in which institutionalised knowledge within schools, universities, and popular culture can perpetuate stereotypes about racial and ethnic groups (Banks, 2001).

5.2   Annex 2. Assessment tools to capture effectiveness within each KEC

For the implementation of the following instruments and techniques a data protection notification is required, registered and published in the Data Protection Management System Tool of the European Commission. This is valid for any study which requires interviews, case studies or surveys. The URL will be provided to the IAIE Coordinator, in order to be used by the experts and local case owners.

The following tools are suggested per each KEC and adapted to the COVID-19 context:

KEC 1. Common understanding of knowledge, skills and attitudes related to IDC

There is a need to examine paths to common understanding of IDC through different instruments (Salmons, 2011; Stake, 2010):

- On-line/phone interviews with policy makers, teacher trainers or academic staff who conduct the training (Deakin and Wakefield, 2014).

- On-line focus groups with pre-service and in-service teachers (Krueger and Casey, 2015).

KEC 2. Supporting educational policies

The transfer from educational policy discussion to what occurs in schools and classrooms is a long, complicated and often unpredictable process. In order to clarify this complexity it is important to extend the discussion of educational policy interventions from analyses of discourses and texts to the implementation of the policy in schools (Lin and Miettinen, 2019). To achieve this, the following instruments are recommended (whenever possible):

- On-line/ interviews with national agency administrators, delegated representatives and experts involved in educational policies (from academic institutions, counsellors) (Bernhard, 2012).

- Virtual discussion groups (e.g., with school principals or expert panels) to debate about policies in order to visualise barriers and the impact of policies on practice (Schratz, 2020).

KEC 3. Effective Initial Teacher Education (ITE)

The following instruments are recommended to capture the effectiveness of the selected ITE practices:

- On-line interviews or focus groups with student teachers who are part of the selected case (+18 years) (university level). The students' perspective is crucial as it is the best way to capture the impact as future teachers.

- Analysis of curricula in order to identify specific or transversal content about IDC.

- Evaluation surveys in which novice teachers rate the effectiveness of the initial training (ITE) received with respect to their teaching practice.

KEC 4. Availability of high-quality IDC Continuing Professional Development (CPD) courses

The following instruments are recommended to capture the effectiveness of the selected CPD practices:

- On-line/phone interviews with in-service teachers from primary or secondary schools who are part of the selected cases (if permission is given by authorities).

- Virtual focus groups with teacher trainers and in-service teachers (primary and secondary education).

KEC 5. Integrated IDC across the school curriculum

With a view to assess effective intercultural school curriculum, the following techniques are recommended:

- Content analysis[11] of the document or programme in which intercultural competences are described in the school curriculum.

- Virtual focus groups with in-service teachers (primary and secondary education).

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[11] Content analysis is a research method that uses systematic and objective means of describing and quantifying phenomena and documents (Krippendorff, 1980; Gläser-Zikuda et al., 2020; Ruest, 2020).

- On-line/phone interviews with regional and local authorities, school leaders and/or in-service teachers to assess the justification and implementation of school programmes that integrate the development of IDC.

KEC 6. Implementation of effective teaching methodologies and adapted pedagogical approaches for IDC

The following instruments are recommended to capture the effectiveness of teaching methodologies:

- Given a specific case, on-line/phone interviews or focus groups with pre-service and in-service teachers involved, focusing on the analysis of the working methodology.

- Content analysis of different internet networks.

- On-line/phone interviews with teacher trainers about methodologies implemented. For a similar purpose, an open-ended questionnaire could be used to collect information about the educational practices and strategies developed by teacher trainers.

KEC 7. Availability of supporting tools

In order to analyse cases with supporting tools that promote IDC, the following technique is recommended:

- A questionnaire focusing on the design, implementation, availability and evaluation of the instruments, for pre-service and/or in-service teachers.

KEC 8. Whole School Approach (WSA)

Bearing in mind the different stakeholders that participate in the implementation of WSA, the following technique is recommended:

- On-line/phone interviews or focus groups with school principals (Tritter and Landstad, 2020) and/or with other members of school communities (in-service teachers, parent associations, etc., depending on the case (Syring et al., 2018).

KEC 9. Teacher educators with experiential knowledge about interculturality and diversity

To analyse the effectiveness of teacher educators' experiential knowledge about interculturality and diversity, for teacher IDC training, the following technique is proposed:

- On-line surveys or questionnaires including exploration of teacher educators' personal and professional experiences of democracy and interculturality, and their influence on the achievement of objectives of teaching IDC.

5.3   Annex 3. Data Extraction Template for collecting cases

Assigned identification number (provided by the Inno4Div project)	43
Name of the initiative12 (both in English and original language)	
Responsible body and partners for the initiative	
Contacts: Web link: Facebook page: YouTube or other video sharing platform:	
For further information about the initiative contact (name and email):	
The contact person will be available in July 2020?	Yes/No
If NO, is there any other person available in July 2020 (to be interviewed about the initiative)? (name and email)	
MAIN KEC IDENTIFICATION (see list)	
SECONDARY KEC IDENTIFICATION (see list)	
How was the initiative identified (expert or researcher, literature review, web search, etc. Please provide the name of the source)?	
Country (countries) where initiative has been taking place (The 15 EU Member States + Israel + Canada + Americas + Global)	
First year of implementation From 2014 to 2020 (if there is a relevant initiative before 2014, it could also be included)	
End year of implementation From 2014 to 2020 (+"ongoing")	
Local/ Regional/National/ European/Global context (briefly)	Up to 150 words.
Context description: Provide a brief overview of the country or conflict context directly relevant to the case	Up to 150 words.

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12 Each case refers to a practice, experience or project of an educational nature, identified in one way or another depending on the context where it is developed. To preserve consistency within the template, we will use the term "initiative" to include all possibilities.

Specify what kind of diversity focus is addressed: cultural, ethnic, religious, minority. Or does it address diversity in its entirety.	
What kinds of teacher needs/challenges does the initiative address?	Up to 150 words.
Target audience (pre-service or in-service teachers, teacher educators/faculty, policymakers, school community)	
Number (approx.) of participants by target groups, per year and/or over the time (please specify).	
Funded by (explain if this is time-limited funding)	
Brief summary of case	Up to 150 words.
Key words	Up to 5 words.
What are the aims/objectives of the initiative/programme?	Up to 150 words.
Which actors/stakeholders are actively involved in the initiative (e.g. school staff, university teachers, school psychologists, social workers, NGOs, parents, students, policy makers)?	
Main activities/actions developed by the initiative	Up to 500 words.
Type of initiative (adapted from Talis, 2018). (More than one option possible): · Classroom observation · In-service training course in public organisations, non-governmental organisations. · University course (official or not) · Observation visits to schools · Qualification programmes · Mentoring/coaching · Peer observation · Participation in a network of teachers formed specifically for the professional development of teachers in IDC. · Peer education · Education conferences or seminars · Individual or collaborative practice · Workshops · The practice has been based on a dialogic and multi-directional model. · Community-based model. · Development of critical thinking skills. · Flexibility. · Implementation of student-centred strategies. · Problem solving from different approaches. · Collaborative work to achieve learning goals. · Use of ICT as a main component. · Digital · ICT Tools · Active learning · Learning by doing · Service learning · Sense of belonging assessment	

· Cooperative learning · Collaboration with NGO's · Active citizenship · Project based learning · Action research · Other (please specify)	45
Describe the key barriers/obstacles/difficulties tackled in the initiative	Up to 150 words.
Does the initiative include, or has it included, a clearly identifiable evaluation and/or assessment?	Yes/No/Unclear
If YES, please indicate what the results of the evaluation(s)/assessment(s) show.	Up to 200 words.
In what way and to what extent, in general terms, is the initiative innovative regarding teacher training/education, within the specific context?	Up to 150 words.
What specific aspects of the initiative can be considered innovative in the specific context in which it takes place (tools, resources, delivery methods of teacher training, or pedagogical conceptions)	Up to 150 words.
To what extent is the initiative transferable or generalisable to other contexts (different educational levels or educational systems) with the same or similar outcomes. Has this already taken place? Please provide any details that are identifiable.	Up to 150 words.
To what extent can the same or similar results of the initiative be obtained in the same context and under the same conditions with different participants (trainers, student teachers, etc.). Has this already taken place? Please provide any details that are identifiable.	Up to 150 words.
What makes this initiative sustainable (Please indicate the elements that contribute to its sustainability).	Up to 150 words.
To what extent can the initiative be upscaled?	Up to 150 words.
Are there any publications about the initiative? (scientific or not).	Yes/No
If YES, give details and/or source.	
Further remarks/observations	

Source: Prepared by the authors.

5.4   Annex 4. KECs, barriers and outcomes

KEY ENABLING COMPONENT (KEC)	BARRIERS	OUTCOMES[13] (based on overcoming barriers)[14]
KEC1: Common understanding of knowledge, skills, and attitudes related to IDC.	Different understanding of IDC or missing IDC-related concepts in education. Different theoretical approaches towards education and cultural diversity (Allan, 2011).	Knowledge and understanding that serve as common background to the development of frameworks, vocabulary and concepts (Deardorff, 2011) regarding IDC training for teachers. Knowledge that provides a reference for the development of curricula, programs, methods, etc. (authors' own elaboration). Teacher can articulate ideas that go beyond stereotypes and common prejudices (Deardorff, 2011).
KEC 2: Supporting educational policies.	Lack of policy attention to teaching common values. Inadequate educational policies and legal frameworks (Allan, 2011). Lack of policies for including citizenship education in initial teacher training (Council, 2018).	The promotion of standards (Darling-Hammond et al., 2017) about IDC professional development. Flexible funding and continuing education units for learning opportunities that include sustained engagement in collaboration, mentoring and coaching (Darling-Hammond et al., 2017). Engage ITE and CPD providers in research and innovation about IDC (CoE, 2018, Vol. 3). Better use and cost-effectiveness of IDC teaching efforts (authors' own elaboration). Increased outreach and dissemination of IDC training (authors' own elaboration).
KEC 3: Effective initial teacher education (ITE)[15] curricula, including mandatory IDC and related assessment methods, naming specific learning objectives and competences and how to foster them with	Insufficient emphasis on IDC learning in ITE. Unclear instructions on how to integrate IDC learning in teachers' education which may lead to counter-effective education practices. IDC seen as transversal competence in the usual frameworks for teacher education,	Educators may feel more ready to negotiate ways for interacting with students and to realign their values with their practice, by getting to know themselves as individuals and teachers, raising their awareness of their professional and personal identities and purpose as teachers and human beings.

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[13] Except where indicated, all outcomes are derived from CoE, 2018, Vol. 3.

[14] Given the similarities found between the outcomes of KEC 3 and KEC 4, the outcomes have been merged in the KEC description table. This applies to the outcomes of KEC 6 and KEC 7 as well.

[15] According to the educational legislation of each country, the qualification of future teachers corresponds to grade level or master degree (COE, 2018, VOL. 3). The degree has not been a condition for determining whether the case belongs to KEC 3 or KEC 4; the decision is made depending on the context.

appropriate tools, methods, and teaching approaches in classroom education and extracurricular activities.	underlining its importance, but also diluting its emphasis. Competences for diversity rarely include specific learning outcomes in terms of knowledge, attitudes and skills, creating limitations in the way those are reflected in ITE curricula. Teacher trainers are rarely prepared to teach ITE curricula for diversity and there is no systematic approach for preparing them to teach about diversity. Insufficient quality assurance systems linked to the framework of competences and learning outcomes for teachers and students. Sense of discomfort in dealing with diversity in the classroom (Hagan and Mc Glynn, 2004). Lack of confidence of pre-service teachers in their knowledge of cultural differences and their abilities to address students' individual needs (Cushner and Mahon, 2009).	Ease of dealing with cultural diversity in the classroom (Hagan and Mc Glynn, 2004). Pre-service and in-service teachers show effective and appropriate behaviour and communication (outcomes detailed in Annex 1). Reduction of stress levels at school (Palomera et al., 2008, as cited in Palmer and van Wyk, 2013).
KEC 4: Availability of high-quality IDC courses for teachers' continuing professional development (CPD).	Insufficient emphasis on IDC learning in teacher in-service training as part of their CPD: Insufficient resources, ineffective methods (need to move from "learning by doing" to "integral evidence based"), lack of offer of quality training based on experiential learning. Push teachers "towards the management of, rather than engagement with, difference" (Allan, 2011, p.132). Reluctance to address controversial social cultural and political issues in schools (Hagan and Mc Glynn, 2004).	
KEC 5: Integrated IDC across the school curriculum.	Teaching common values is often weakly implemented in school curricula and supporting measures, which results in practices that do not always give real attention to it; there are "unclear" instructions about how to integrate intercultural learning in pupils' education, which may lead to counter-effective education practices; school curricula across Member States need to better incorporate diversity, moving from a mono-cultural curriculum to addressing religious, ethnic, and other forms of diversity. Resistance by teachers to be trained in IDC methodology if they feel like their subject	In-service teachers act as curriculum planners and developers with respect to both the overt and the hidden curriculum. A democratic environment and culture is strengthened in the school and the classroom. Support for responsiveness of in-service teachers to local or regional needs related to teaching common values at school. Support for planning the implementation process of the curricular adaptations to the context by the in-service teachers.

	does not have any connections to it (Kurz, 2017).	
KEC 6: Application of effective teaching methodologies based on adapted pedagogical approaches such as: peer-learning, IDC networks, IDC working groups in school, working groups, experiential learning, collaboration, challenging assumptions, and learning communities.	Methods of IDC teacher education rarely found in Europe. Lack of systematic and solid evidence of what works, why, how, and under what conditions. Difficulties of individual teacher education institutions on the question of how to design a curriculum focused on competence development and learning outcomes (CoE, Vol. 3, 2018, 83). Prevalence of only-cognitive approach methods in classrooms (Cushner and Mahon, 2009; Cushner and Chang, 2015).	The way teachers communicate and interact becomes part of teaching methodologies, modelling democratic attitudes and behaviours and taking part in an active learning process (Darling-Hammond et al, 2017). Pre-service and in-service teachers: − Create safe learning environments, addressing discrimination and support individualised learning of a broad base or core humanistic components. − Create the conditions for transforming the roles of teachers and learners and transcending what those roles are in traditional classrooms.
KEC 7: Availability of supporting tools.	Need for more concrete IDC pedagogical and assessment tools.	− Create spaces to reflect on and act to improve their practice, becoming agents of change towards a democratic school culture that empowers learners. − Feel confident enough to tackle controversial issues and take risks, for the advancement of IDC in themselves and in their students. − Gain curiosity, motivation and capacity to become fully aware of one's own practices. − Become factors in transforming hierarchical, prejudiced and undemocratic ideas and beliefs about student learning by transforming classroom practices. − Reconsider their role in the classroom to better address learners as whole persons. Move their own response to conflicts in the classroom from lack of strategies, to the possibility of deploying different methods to afford intercultural situations (Deardorff, 2011).

KEC 8:		
A Whole School Approach (WSA) to intercultural learning, framing, accompanying, and supporting teachers' IDC learning and teaching activities, which needs to be promoted by policy-makers and has to be put into practice by the respective educators and school administrators.	WSA still to be put in practice and promoted by policy makers Uncertainty regarding communication with families of diverse backgrounds, and the perception on the part of parents as unwelcoming (Cushner and Mahon, 2009)	Relations between staff and teachers and between teachers and students are positive. Teachers feel they have a part to play and their human rights are respected; in general, they are part of establish procedures for peaceful and participatory resolution of conflicts and disputes. School environment reflect the values and principles of democracy and cultural diversity, such as equality and sexual orientation, and special interventions, for example anti-bullying programmes. Improved collaboration, including between students and teachers, teachers and teachers, and between teachers and parents. Teachers feel more confident about applying democratic citizenship and human rights education. Teachers have a sense of ownership and motivation for change. WSA becomes a support for teachers to experience democracy and human rights in action, in the school and the classroom.
KEC 9: Teacher educators with experiential knowledge about interculturality and diversity (Merryfield, 2000; Sleeter, 1995, 2007 and 2015; Hagan and Mc Glynn, 2004; Nieto, 2009) that foster the integral quality of IDC (knowledge, values, attitudes and skills, according to the CoE competence model (2018, Vol.1). Teacher educators that experience an opportunity to engage in the same style of learning they are designing for their students; in the sense of active learning, according to the model of Darling-Hammond et al. (2017).	Lack of mechanisms, institutional ways or strategies to recruit and hire teacher educators with experiential knowledge about IC (Sleeter, 1995, 2007 and 2015; Nieto, 2009). In addition, ITE and CPD providers do not see compelling reasons for change (Sleeter, 2007) Difficulties in recruitment systems, for the integration of teachers trained in education systems of other countries or cultures that provide cultural diversity in faculty members. Lack of communication and interaction – physical or digital– of teacher educators with people of different cultural backgrounds (Merryfield, 2000). Lack of experiences –physical or digital– that challenge the teacher educators' own views about identity, diversity and their impact on stereotypes and generalisations of groups of people (Merryfield, 2000). Lack of experiences of pre-service and in-service teachers outside their own schools,	Teacher educators achieve: - Sense of the human identity and world perspective; - Personal interest in values that foster multicultural education (Merryfield, 2000); - Thinking interculturally (Deardorff, 2011) - Reflection about their own identity and the identity of others (authors own elaboration) - Cognitive and affective readiness for teachers' IDC development (authors own elaboration).

	universities or countries (Hagan and Mc Glynn, 2004). Lack of meaningfulness of problems and consequences of related issues such as discrimination, loneliness, lack of recognition and sense of belonging, etc. (Merryfield, 2000). Lack of experiential knowledge of diversity and equity (Merryfield, 2000).	

5.5 Annex 5. Geographical Scope

The following criteria are taken into account when inviting countries to participate in the research:

- Geographic origin: a balanced representation of countries from different regions of Europe, and some non-European countries.

- Language: a specific emphasis is made to include sources from Europe in different languages (English, French, Italian, Portuguese, and Spanish will be included).

- Culture: ideally a mix of a variety of European cultures will be reflected, addressing traditional European minorities as well.

- Experience in IDC management related to policies, quality assurance, and teachers' and students' curriculum experiences will be considered.

Including a number of different countries and regions will help ensure a reasonably balanced picture in terms of geographic, linguistic, and cultural backgrounds.

The geographical scope was extensively discussed during the kick-off meeting of the project and further elaborated in the Inception Report. The TS established a minimum number of 12 countries to be selected from EU member states. With all the above considerations and based on the results of the report "Preparing Teachers for Diversity: The Role of Initial Teacher Education", which provides valuable information on countries that prioritise training teachers to address this issue (PPMI, 2017), the OECD TALIS 2018 results and the Migrant Population Statistics (Eurostat, 2019), this study will cover 17 countries, including 15 EU Member States and two non-EU countries, listed in Table 1 below.

EU institutions have set explicit objectives on how ITE should better prepare future teachers for cultural diversity. They are detailed in education policy documents, strategies, or specific ITE policy documents compiled per country in the table below.

Table 11. Proposal of selected countries

Country	PPMI (2017)			OECD Report (2018)	EUROSTAT (2019)
	Explicit ITE policy goals on diversity[16]	Diversity-related competen-ces in ITE[17]	Diversity-related quality assurance criteria[18]	TALIS (2018)[19]	Immigration Flows[20]
Germany	X	X	X	21	11.1 per 100022
					86% n.n.23
	X	X	X	Multicultural/language formal education or training 68%	9.8 per 1000

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[16] European countries that have set explicit objectives focusing on how ITE should better prepare future teachers for diversity. These objectives are detailed in their general education policy documents, strategies, or specific ITE policy documents (European Commission, 2017, p. 36).

[17] European countries that have set direct and explicit policy goals to better prepare student teachers for diversity in ITE in their general education legislation/regulation, or in policy documents defining objectives for initial teacher education (ITE) (European Commission, 2017, p. 37).

[18] European countries in which diversity-related requirements explicitly feature in the ITE quality assurance mechanisms (European Commission, 2017, p. 50).

[19] Items considered in the TALIS report (OECD, 2018): Percentage of teachers for whom "teaching in a multicultural or multilingual setting" was included in their formal education or training" and "percentage of teachers reporting a high level of need for professional development in teaching in a multicultural or multilingual setting".

[20] According to Eurostat, "migration" is defined as the action by which a person establishes his or her usual residence in the territory of a Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another Member State or a third country (Regulation (EC) No 862/2007 on Migration and international protection).

[21] Although Germany was not included in the TALIS report (2018), we have considered it due to its high relevance on PPMI and flow of immigration.

[22] "per 1000" indicates immigrants per 1000 inhabitants of each country.

[23] "n.n." indicates percentage of immigration of non-nationals in relation to total immigration of each country.

Country					
United Kingdom[24]				High level of needs 5%	87.40% n.n.
Spain		X		Multicultural/language formal education or training 29%	11.4 per 1000.
				High level of needs 18%	85.30 % n.n.
France				Multicultural/language formal education or training 12%	5.5 per 1000
				High level of needs 17%	65.40% n.n.
Belgium (FL)		X	X	Multicultural/language formal education or training 34%	11.1 per 1000
Belgium (FR)	X	X		High level of needs 8%	85.60% n.n.
Italy	X			Multicultural/language formal education or training 26%	5.7 per 1000
				High level of needs 14%	87.70% n.n.
Denmark	X	X		Multicultural/language formal education or training 37%	11.9 per 1000
				High level of needs 11%	71.50% n.n.
Lithuania	X	X	X	Multicultural/language formal education or training 23%	7.2 per 1000
				High level of needs 10%	50.10% n.n.
Greece				Multicultural/language formal education or training: –	10.4 per 1000
				High level of needs: –	71.70% n.n.
Cyprus	X	X		Multicultural/language formal education or training: –	24.8 per 1000
				High level of needs: –	81.40% n.n.
The Netherlands				Multicultural/language formal education or training 30%	11.1 per 1000
				High level of needs 4%	75.80% n.n.
Bulgaria	X			Multicultural/language formal education or training 27%	3.6 per 1000
				High level of needs 21%	48.90% n.n.
Finland	X	X		Multicultural/language formal education or training: 29%	5.8 per 1000
				High level of needs: 7%	72.60% n.n.
Portugal				Multicultural/language formal education or training: 21%	3.6 per 1000
				High level of needs: 22%	44.70% n.n.
Croatia				Multicultural/language formal education or training: 25%	3.8 per 1000
				High level of needs: 14%	49.10% n.n.

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[24] The UK has been kept as a subject for this study as it is a European country and, as such, was included before its withdrawal from the EU on February 1, 2020. Although the research has focused on England, migration statistics pertain to the United Kingdom.

Israel **				Multicultural/language formal education or training: 34%	
				High level of needs: 17%	
Canada **					

** The selection of these two countries is based on their known experience in IC development.

Regarding the selection of Israel, in recent years, a new integrative bilingual-multicultural educational initiative has been developed. Its main purpose is "to offer dignity and equality to the two Israeli groups who have for the last 100 years denied each other's humanity: Palestinians and Jews" (Bekerman, 2004). The educational approach in this case aims at encouraging each group to take pride in their own cultural heritage while respecting and experiencing the heritage of the other. The peace-education approach aims at alleviating interethnic tensions and intends to enhance students' understandings of cultural borders and their positions and relations within the different cultural arenas. In this sense, the study of cases from the context of peace-education in Israel could be an important contribution to teacher education and their preparation for addressing cultural, religious, and ethnic tensions in the context of diverse classrooms.

In relation to Canada, it is worth considering that in 1971 it became the first country in the world to enact an official policy of multiculturalism, showing the value of diversity in Canada's political and social landscape. The Canadian Multiculturalism Act was introduced in 1988 and federal funds began to be distributed to ethnic groups to assist them in preserving their cultures. According to the National Household Survey of 2011, over 200 different ethnic groups were identified in the Canadian territory. According to the survey, 17.5% of Canadians speak at least two languages at home, and approximately 30% of Canadian teenagers have an immigrant background. The most recent census data indicates that indigenous people have experienced a population growth of 42.5% since 2006 (Statistics Canada, 2017). Both the Canadian administration and teacher education institutes, place great emphasis on preparing teachers to address cultural diversity, and several studies (Lopez, 2019a, 2019b) demonstrate that they have achieved a notable success.

The priority will be to find cases in the countries listed in the table above. However, this selection does not exclude the possibility of including other countries.

5.6 Annex 6. Identification of cases per KEC

Indicate with an "X" the KEC (maximum two, if applicable) where each case is best situated, according to the table of KEC, barriers and outcomes provided in Annex 4).

KEC identification	The case shows...	Case 1	Case 2	...	Case 40
1 Common understanding of the body of knowledge, skills and attitudes related to IDC	A common understanding of cultural diversity and the key components for the development of teachers' IDC: values, attitudes, skills and the body of knowledge and critical understanding required.				
2 Supporting policies	Design and implementation of teacher training policies that foster the EU common values.				
3 Effective initial teacher education (ITE) curricula, including mandatory IDC and related assessment methods, naming specific learning objectives and competences, and how to foster them with respective tools, methods and teaching approaches in classroom education as well as in extracurricular activities	Explicit inclusion of IDC in ITE curricula. Clear instructions of how to integrate IDC in teachers' education. Description of the expected outcomes of learning IDC in terms of values, attitudes, skills and the body of knowledge and understanding that teachers should develop. Training and high quality assurance systems for teacher trainers about teaching IC.				
4 Availability of high quality IDC Continuing Professional Development (CPD) courses	Explicit inclusion of IDC in CPD for teachers. High quality training that offer resources and effective methods to teach IC, based on experiential learning and integral evidence based.				
5 Integrated IDC across the school curriculum	Explicit inclusion of teaching common values in school curricula and supporting measures that give real attention to them. Clear instructions for teachers of how to integrate IDC learning in pupils' education. Inclusion of multiculturality and cultural diversity in school curricula addressing religious, ethnic and other forms of diversity.				
6 Implementation of effective teaching methodologies and adapted pedagogical approaches based on: peer learning, IDC networks, working groups, learning communities	High quality and effective teaching methods of teaching IDC based on: peer-learning, IDC networks, IDC working groups in school, working groups, experiential learning, collaboration, challenging assumptions, learning communities, intercultural dialogue, active citizenship, methodologies that develop high-level skills, etc.				
7 Availability of supporting tools	Availability of pedagogical tools focused on developing teachers' IDC and related issues. Availability of assessment tools for teachers' IDC and related issues. Clear guidelines/manuals for teachers to use and evaluate the implementation process.				
8 Whole School Approach (WSA)	The implementation of WSA by educators and school administrators providing a framework, accompanying and supporting IDC learning and teaching activities, and with the endorsement of policy makers.				
9 Teacher educators with experiential knowledge about IDC.	Teacher educators with experiential knowledge about interculturality and diversity that foster the integral quality of IDC. Teacher educators that experience an opportunity to engage in the same style of learning they are designing for their students.				

5.7 Annex 7. Case assessment according to Specific Criteria (example for KEC 1[25])

Case assessment process. Stage 2: Case assessment according to Specific Criteria

Rate the degree of identification of the indicators in each one of the case assigned on a scale from 1 to 4 (1=strongly disagree, 2=disagree, 3=agree or 4=totally agree); "0" is used when, for different reasons, there is lack of information to offer an assessment. (If required, consider the list of exclusion criteria listed at the end of the table).

The case should...		Case 1	Case 2	...	Case 4
Indicator No.	**Description**	Case 1	Case 2	...	Case 4
1	identify and/or refer to common (European) values that underlie the initiatives about teacher training (respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights).				
2	include and understand IDC according to the CoE's competence model, as the association of values, attitudes, skills, and knowledge and critical understanding.				
3	identify the concept of democracy and cultural diversity as an asset to society, in terms of: — diverse cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices that ought to be positively regarded, appreciated and cherished.				
	identify the concept of democracy and cultural diversity as an asset to society, in terms of: — shared principles, that led to assume that cultural diversity always ought to be valued unless it undermines the human rights and freedoms of others.				
4	provide knowledge about key concepts related to IDC, such as active citizens, lifelong learning, identity, beliefs, culture, intercultural, intercultural situations, intercultural dialogue and critical thinking, inclusion, social cohesion and digital citizenship.				
5	address the notion of culture and identity from a complex and dynamic approach, taking into account its fluctuations, and the particular needs and issues of different societies and groups within them.				
6	consider the role of education as a key agent for social change: contemplate the political, economic, and cultural context as part of the learning process aimed to develop the IDC of teachers, regardless the subject they teach.				
7	respond to the question of: what do we want our teachers to understand, to be and to do, regarding democracy, diversity and the intercultural competence.				
TOTAL					

The case should not...

1. identify cultural diversity only in terms of migrants, gender, or special needs.
2. focus school education only on academic achievement.
3. be based on a "one-size-fits-all" approach.
4. support cultural relativist approaches that do not recognise human dignity as universal value and explain IDC only as a skill or in terms of specific behaviour.
5. be based on a deficit model perspective which focuses on students' weaknesses.

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[25] The rest of the tables reproduce the format shown here, adapted to the specific criteria per KEC indicated in Annex 10.

5.8   Annex 8. Case assessment according to Generic Criteria

Case assessment process. Stage 2: Case assessment according to Generic Criteria

Rate the degree of identification of the indicators in each one of the case assigned on a scale from 1 to 4 (1=strongly disagree, 2=disagree, 3=agree or 4=totally agree));
"0" is used when, for different reasons, there is lack of information to offer an assessment.

Name	Description	Indicators		Cases		
				Case 1	...	Case 40
Innovativeness	The initiative address the challenge of teaching IDC to teachers through a new approach in comparison with previous practices, in a general scope or within the context.	**For KEC 1, KEC 2, KEC 5, KEC 8, KEC 9:**	The case shows a new approach in comparison with previous practices, regarding IDC training for teachers			
		For KEC 3, KEC 4, KEC 6, KEC 7:	The case shows a new learning resource or product of IDC teaching provided by non-traditional educational actors (non-profit associations, social and civic partners, individual, etc.)			
			the case shows a new delivery method of development of IDC for teachers or organizational innovations (e.g., multimodal practices, theory delivered online with on-site experimentation in school, collaborative models, teacher networks, teacher cooperation, extracurricular activities focused on democracy and interculturality, peer coaching between teachers, student counselling and mentoring).			
			a new pedagogical model or conception of how teachers' professional development in IDC is usually provided or understood			
Effectiveness	The initiative achieve its objectives/goals about IDC training for teachers (If you think more information is needed, please indicate in final comments).	The case achieves the expected objectives and results, regarding the development of IDC for teachers				
		The case achieves all or some of the outcomes relating to the development of the four components of teachers' IDC (the table of Potential outcomes about effective development of teachers' IDC must be considered. See Annex 1.)				
		There are scientific articles that provide evidence-based information about the case				
Name	**Description**	**Indicators**		**Cases**		

Name	Description	Indicators			Case 1	...	Case 40
Positive Impact	The initiative makes a positive difference about IDC training for teachers within the context.	On the educational institution	Regarding curriculum	through the inclusion of new content and experiences on democracy and interculturality, on the design and development of curricula			
				through flexibility in the process of designing and adapting the curriculum to each educational context.			
		For pre-service and in-service teachers	Addressing conflict and inequality	Improvements in stress management and phenomena such as burnout and bullying			
				Increased knowledge of tools for the reduction of school dropouts and violence.			
				Ability to promote equal opportunities and academic performance of students.			
				Improved capacity for the promotion of gender equality.			
			Teaching practice	New ways of approaching students.			
				Self-reflection on one's educational practice			
				Empowerment and initiative in the process of selecting and designing tools, strategies and methods.			
			School community	Empowerment to promote the development of a sense of community within the context.			
			Teacher educators	Record, write or design tools on the recording of teachers' own teaching experiences as a source of long-term knowledge.			
				Greater articulation to make the problems visible in the institution.			
Name	**Description**	**Indicators**			**Cases**		

			Case 1	...	Case 40
Relevance	The initiative address the demands and requirements of pre-service and in-service teachers related to the development of IDC.	The objectives and design of the initiative address the development of teachers' ability to mobilise and deploy relevant values, attitudes, skills, knowledge and critical understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by democratic and intercultural situations.			
Transferability	The initiative is transferable or generalisable to other contexts with the same or similar outcomes.	The same or similar outcomes can be obtained if the initiative is repeated in other contexts or settings, with other participants. The term "contexts" refer to different educational levels of teacher training (ITE, CPD accredited by national education bodies) and/or different settings (professional development delivered from non-traditional training providers, and/or national, regional, and local different settings).			
		The initiative has been already transferred, and there is evidence about it.			
Replicability	The initiative can be reproduced or repeated in the same context and under the same conditions with the same or similar outcomes, but different participants	The same or similar outcomes can be obtained through the same design, methods, tools, procedures and evaluations, but other participants (other trainers, student teachers, etc.).			
		The same inititive has been already tested in successive groups under the same conditions with the same results, and there is evidence about it.			
Sustainability	The benefits of the initiative can be continued over the medium and long term.	The initiative has shows effectiveness and positive impact within the context regarding IDC training			
		The teachers community values the benefits of the initiative sufficiently to devote resources to continue it.			
Scalability	The initiative can be applied to a larger scale or be extended.	Taking into account external factors: political will; or, support and/or buy-in for the initiative from local/national authorities; or, a supportive policy environment (e.g. leadership/someone who champions the initiative local/multi-stakeholder partnerships engaged with the process.			
		Taking into account internal factors: the case addresses IDC as a perceived need of teachers; or, it is flexible and simple, or has the potential to be simplified; or, the case has identifiable leadership or other easily accessible sources to the information required to develop it in a larger scale; or, the process has an adequate budget and is affordable; or, scaling entity and/or key stakeholders have a shared vision of the initiative; or, the initiative is linked to incentives (monetary or non-monetary).			
		TOTAL			

5.9   Annex 9. Case assessment: final comments for decision-making

FINAL COMMENTS		
CASE No:		Name of the expert:
1.Based on the information analised, which is your final comment about the case?		
Up to 200 words.		
2.Do you think more information is needed for further analysis? Please specify.		
3.Rate from 0 to 4 (0 lowest score) the case, according to the information registered and analysed through the tables.		
0	1	2	3	4	5

5.10 Annex 10. Specific Criteria per KEC

KEY ENABLING COMPONENT (KEC)	CRITERIA (cases should/should not):

KEC 1: Common understanding of the knowledge, skills, and attitudes related to IDC.	SHOULD:
	1. identify and/or refer to common (European) values that underlie the initiatives about teacher training (respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights)
	2. include and understand IDC according to the CoE's competence model, as the association of values, attitudes, skills, and knowledge and critical understanding.
	3. identify the concept of democracy and cultural diversity as an asset to society, in terms of:
	   a. diverse cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices that ought to be positively regarded, appreciated and cherished
	   b. shared principles, that led to assume that cultural diversity always ought to be valued unless it undermines the human rights and freedoms of others.
	4. provide knowledge about key concepts related to IDC, such as active citizens, lifelong learning, identity, culture, intercultural, intercultural situations, intercultural dialogue and critical thinking , inclusion, societal cohesion.
	5. address the notion of culture and identity from a complex and dynamic approach, taking into account its fluctuations, and the particular needs and issues of different societies and groups within them.
	6. consider the role of education as a key agent for social change: contemplate the political, economic, and cultural context as part of the learning process aimed to develop the teachers' IDC, regardless the subject they teach.
	7. respond to the question of: What do we want our teachers to understand, to be and to do, regarding democracy, diversity and the intercultural competence.
	
	SHOULD NOT:
	1. identify cultural diversity only in terms of migrants, gender, or special needs.
	2. focus school education only on academic achievement.
	3. be based on a "one-size-fits-all" approach.
	4. support cultural relativist approaches that do not recognise human dignity as universal value and explain IDC only as a skill or in terms of specific behaviour.
	5. be based on a deficit model perspective which focuses on students' weaknesses.

KEC 2: Supporting policies.	SHOULD:
	1. explain the rationale behind the policies that have been developed:
	   a. identify and/or refer to common (European) principles and values that underlie the policies (respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights).
	   b. prioritise teacher training for democracy and interculturality, regardless not all teachers are faced with multicultural classrooms.
	   c. include representation of the history and contributions of the diverse groups that live in the country and/or in Europe, through the state content standards.
	2. identify cluster of competences that teachers (pre-service and in-service) should develop, according to the four components of the CoE competence model (knowledge and critical understanding, values, attitudes and skills, detailed in figure 1)
	3. identify and assess teachers' needs related to IDC.
	4. take into account the existing standards of professional development, national regulations or strategies, regarding the organization of courses and study programs of IDC training.
	5. include explicit strategies for providing teacher training that covers emerging areas and topics (contextual demands), such as the use of ICT in the classroom to help student build cross-curricular skills.
	6. include measures to offer strong support for IDC policy implementation, which are relevant to the context:
	   a. preparing an action plan to implement training of IDC with teacher education institutions and schools, including material and human resources.
	   b. providing technology-facilitated opportunities for professional learning and coaching into school.
	   c. identifying experts of IDC as mentors and coaches to support teacher's learning.
	   d. assigning funding for continuing education on IDC.
	   e. including training and support for teachers and teacher educators from ITE and CPD providers.
	   f. recruiting and retaining more diverse student teachers in student cohorts.
	7. include assessment of the outcomes of IDC training initiatives, through the creation of systems for tracking professional development by state education agencies, or ITE or CPD providers.
	8. promote horizontal control in which schools work together with other schools of local municipality, the wider community and NGOs.

	9. integrate IDC on the purposes and functions of ITE and CPD providers. 10. encourage the cooperation between education institutions within the country and several European countries. SHOULD NOT: 1. be based on a deficit model perspective which focuses on students' weaknesses. 2. displays an undue burden (excessive working hours, unattainable resources, etc.) on teachers, communities, students, and other stakeholders. 3. be based on a "one-size-fits-all" approach. 4. promote an educational approach focusing on purely academic issues.

KEC 3: Effective initial teacher education (ITE) curricula, including mandatory IDC and related assessment methods, naming specific learning objectives and competences and how to foster them with respective tools, methods, and teaching approaches in classroom education, as well as in extracurricular activities.	SHOULD:
	1. include IDC to compulsory courses of pre-service training programs:
	    a. showing a clear definition of IDC
	    b. showing the expected outcomes
	2. show the implementation process of the training and communicate it:
	    a. spreading information of good practices
	    b. encouraging teacher educators or faculty members to carry out pilot projects of IDC training within the institution or with schools
	    c. integrating content related to the context in study programs or courses
	3. embrace the development of cluster of competences that pre-service teachers should gain as outcomes, according to the four components of the CoE's competence model (detailed in Annex 1)
	4. should include the development of continuous reflection and adaptation to the context
	5. provide student teachers with teaching materials, aids and new teaching methods, as well as engage them in research and innovation projects about IDC.
	6. include the development of strategies for finding ways of creating opportunities and removing barriers to intercultural dialogue and participation
	7. prepare student teachers to design their own teaching strategies about IDC according to the discipline they will teach
	8. include critical review of social justice issues, personal assumptions or preconceptions of student teachers, and their own pedagogical and didactical approaches
	9. include self-reflection of differences in student teachers' perceptions of culturally determined patterns of thinking, communication and behaving
	10. promote teachers' attitude of self-efficacy:
	    a. including activities within which the student teachers can articulate anxieties and questions, rather than rehearse the tolerance as a dogma, without critical thinking.
	    b. developing activities to engage them in their own dialogues and professional deliberations, e.g.: to reason freely about ethical problems, to think critically and reflectively, solve problems, etc.
	11. include different sources of learning experiences for teacher training, both within and outside the educational institution (ITE provider), in contact with NGOs and other informal and non-formal education environments:
	    a. developing rich extra-curricular activities in the form of service-learning, community work, excursions, summer schools, youth camps and various workshops.
	    b. including action-research projects about IDC, shared with in-service teachers
	    c. offering opportunities for student teachers to do internships in multicultural contexts, or to have intercultural exchanges, both in physical and/or digital format
	12. include the critical reflection about the intercultural learning experiences within and outside the educational institutions (ITE providers).
	13. include the promotion of cultural diversity in cohorts of student teachers
	14. show a process-focused evaluation of the outcomes about IDC development, that allow to register the differences along the process:
	    a. through different methods, to assess the level of intercultural sensitivity of students teachers, such as Intercultural Development Inventory-IDI, among others
	    b. focusing on the development of competences for intercultural dialogue
	    c. evaluating reflection and critical thinking, and/or the development of strategies to teach them
	    d. providing pre-service teachers with assessment methods that can be adjusted to their changing contexts and education settings
	    e. providing assessment methods focused in separate components of IDC, evaluated in various moments of the learning process for a period of time, as opposed to one point in time.
	    f. including both, direct assessment methods (learning contracts, e-portfolios, journaling, blogging and reflection papers and/or performance) and indirect assessment methods (surveys, inventories, interviews or focus groups).
	    g. providing continuous self-reflection and self-evaluation
	15. show innovativeness:
	    a. including the development of new resources or products, delivery methods (collaborative models, teacher networks, teacher cooperation, peer coaching between teachers, student counselling and mentoring) and/or pedagogical conceptions, with respect to previous practices in general or within the context
	    b. including the use of digital media as resource or delivery method (e.g.: multimodal practices, theory delivered online with on-site experimentation in school, video pedagogy, XXXXXX TEMA DE DIGITAL CITIZENSHIP)
	    c. including the promotion of innovation about IDC and related issues between faculty members or teacher educators of ITE providers.
	SHOULD NOT:
	1. ignore IDC as part of the foundations of teacher training.

	2. lack of an implementation plan for IDC teacher training.
	3. identify cultural diversity only in terms of migrants, gender, or special needs.
	4. be based on a "one-size-fits-all" approach.
	5. be based on a deficit model perspective which focuses on students' weaknesses.

KEC 4: Availability of high-quality IDC Continuing Professional Development (CPD) courses.	SHOULD:
	 1. include IDC to in-service courses or training programs for in-service teachers:
	     a. showing a clear definition of IDC.
	     b. showing the expected outcomes.
	 2. show the implementation process of the training and communicate it:
	     a. be focused on specific levels, environments or situations to help practicing teachers to become more competent and professional in their everyday work.
	     b. integrating content related to the context in study programs or courses.
	     c. spreading information of good practices.
	 3. display structured professional learning focused on the development of cluster of competences that in-service teachers should gain as outcomes, according to the four components of the CoE's competence model (detailed in Annex 1).
	 4. should include the development of continuous reflection and adaptation to the context.
	 5. provide in-service teachers with teaching materials, aids and new teaching methods, as well as engage them in research and innovation projects about IDC.
	 6. include the development of strategies for finding ways of creating opportunities and removing barriers to intercultural dialogue and participation
	 7. prepare student teachers to design their own teaching strategies about IDC according to the discipline they teach
	 8. include critical review of social justice issues, personal assumptions or preconceptions of in-service teachers, and their own pedagogical and didactical approaches.
	 9. include self-reflection of differences in in-service teachers' perceptions of culturally determined patterns of thinking, communication and behaving.
	 10. include the promotion of self-concept and self-awareness of in-service teachers as key players into the process of societal construction and development
	 11. promote teachers' attitude of self-efficacy :
	     a. including activities within which the in-service teachers can articulate anxieties and questions, rather than rehearse the tolerance as a dogma, without critical thinking.
	     b. involving in-service teachers in interactive process of knowledge creation.
	     c. developing activities to engage them in their own dialogues and professional deliberations, e.g.: to reason freely about ethical problems, to think critically and reflectively, solve problems, etc.
	 12. include different sources of learning experiences for teacher training, both within and outside the educational institution (CPD provider), in contact with the school where the in-service teachers work and other informal and non-formal education environments or non-traditional CPD providers:
	     a. making active use of in-service teachers' diverse backgrounds and experiences about cultural diversity and interculturality, as resources for learning.
	     b. developing communities of practice between in-service teachers from different schools.
	     c. including action-research projects about IDC, shared with pre-service teachers.
	     d. promoting relevant topics with respect to IDC, at the level of doctoral studies in teacher education and educational sciences.
	     e. offering opportunities for international exchange programmes for in-service teachers or to have intercultural exchanges, both in physical and/or digital format.
	 13. include the critical reflection about the learning experiences within and outside the educational institutions (CPD providers).
	 14. include emotion management skills as a good strategy for IDC development
	 15. show a process-focused evaluation of the outcomes about IDC development, that allow to register the differences along the process:
	     a. through different methods, to assess the level of intercultural sensitivity of in-service teachers, such as Intercultural Development Inventory-IDI, among others.
	     b. focusing on the development of competences for intercultural dialogue.
	     c. evaluating reflection and critical thinking, and/or the development of strategies to teach them.
	     d. providing regular/periodic review of assessment tools/forms/methods to adjust to changing contexts/education settings.
	     e. including discussions between in-service teachers from different institutions to compare their practices and assessment standards, using external moderation.
	     f. providing assessment methods focused in separate components of IDC, evaluated in various moments of the learning process for a period of time, as opposed to one point in time.
	     g. including both, direct assessment methods (learning contracts, e-portfolios, journaling, blogging and reflection papers and/or performance) and indirect assessment methods (surveys, inventories, interviews or focus groups).
	     h. providing continuous self-reflection and self-evaluation.
	 16. show innovativeness:

	a. including the development of new resources or products, delivery methods (collaborative models, teacher networks, teacher cooperation, peer coaching between teachers, student counselling and mentoring) and/or pedagogical conceptions, with respect to previous practices in general or within the context. b. including the use of digital media as resource or delivery method (e.g.: multimodal practices, theory delivered online with on-site experimentation in school, video pedagogy, digital citizenship, etc. c. including the promotion of innovation about IDC and related issues between faculty members or teacher educators of ITE providers. SHOULD NOT: 1. ignore IDC as part of the foundations of teacher training. 2. lack of an implementation plan for IDC teacher training. 3. identify cultural diversity only in terms of migrants, gender, or special needs. 4. be based on a "one-size-fits-all" approach. 5. be based on a deficit model perspective which focuses on students' weaknesses. 6. be focused on passive or reactive roles of teachers; or only on good knowledge of the subject matter.

KEC 5: Integrated IDC across the school curriculum.	SHOULD:
	1. develop a responsive curriculum:
	   a. showing different ways of adaptation of IDC development to the regional, local or school context.
	   b. focusing the programme on teaching/learning needs.
	   c. involving stakeholders, especially teachers, in decision making and the writing of the institution curriculum.
	2. include an intercultural approach across the school curriculum, beginning with the early years:
	   a. from an overall perspective, integrating IDC transversally, across all subjects.
	   b. from the perspective of teaching values, through special value-oriented subjects or the integration of values into other subjects.
	   c. through cross-curricular activities.
	3. include the rationale for changes related to the inclusion of IDC in the school curriculum.
	4. include measures that advance democratic methods amongst teachers and school leaders:
	   a. addressing religious, ethnic and other forms of diversity.
	   b. including some ideas for teaching (e.g., comparative interpretations of historical events; exploring the meaning of "critical intercultural citizen", "global citizen", "digital citizenship", "active citizenship", etc.).
	   c. showing an appropriate pedagogy and teaching methodology respectful of interculturality and democratic values, and based on an explicit theory of learning suitable for all learners.
	   d. creating a democratic culture/climate for learning.
	5. include clear instructions or key strategies for the implementation of intercultural content and methodologies in school curricula:
	   a. giving adequate support to teachers and learners for using and including IDC in teaching and learning.
	   b. creating new, or develop existing, democratic and participatory structures and procedures in order to ensure a democratic culture in the educational institution.
	   c. include a broader whole school approach.
	6. integrate assessment in teaching and learning IDC as they are interrelated and share part of the same rationale:
	   a. evaluating what is going on in practice and how this practice is related to the intended school policy that justify the changes on curricula.
	   b. developing different instruments and ways of assessing outcomes.
	   c. taking into consideration and using the four components of the CoE competence model.
	SHOULD NOT:
	1. show the reduction of cultural diversity in school curricula to "add-ons".
	2. be based on a deficit model perspective which focuses on students' weaknesses.
	3. display an undue burden (excessive working hours, unattainable resources, etc.) on teachers, communities, students, and other stakeholders.
	4. be based on a "one-size-fits-all" approach.
	5. promote an educational approach focusing on purely academic issues.

KEC 6: Implementation of effective	SHOULD:
	1. should provide evidence on the methodology used, related to what works, why, how and under what conditions:
	   a. showing an explanation on what the implemented method consists of, objectives and/or goals (the WHAT).
	   b. including an evaluation of the experience related to the degree of IDC developed (the WHY).
	   c. showing a clear description of the implementation process (the HOW).
	   d. including the requirements and/or the context where it is carried out (the CONDITIONS).

teaching methodologies and adapted pedagogical approaches based on: peer learning, IDC networks, working groups, learning communities.	2. include the development of IDC through the four components of the CoE competence model (detailed in Figure 1)
	3. integrate experiential learning as one of the main sources for IDC development
	4. adopt a strong orientation of a student-centred approach.
	5. develop evidence-based methods as project-based learning, cooperative learning, service learning and peer education:
	    a. through project work within a specific subject area and/or for a cross-curricular approach (pre-service teachers).
	    b. providing a community service in the context of a structured set of steps facilitated (pre-service teachers.)
	    c. through the creation of intercultural learning communities (pre-service and/or in-service teachers).
	    d. by the use of methodologies of monitoring, coaching and/or advising between pre-service and in-service teachers, or between teachers from different institutions.
	    e. through collaborative working groups (pre-service and/or in-service teachers).
	6. include the use of ICT to the learning process of pre-service and in-service teachers: web-mediating coaching programs (remote mentors), on-line professional development district or region-wide programs
	7. integrate traditional strategies to the collaborative learning process of teaching IDC, such as classroom observation, discussion groups, open discussions, debates or even workshops focused on cultural awareness and central issues inherent to intercultural education
	8. include visits from the experts to schools (in the case of in-service teachers) as well as the development of personal learning environments-PLE
	9. include (in the case of pre-service teachers) activities in the form of service-learning, community work, excursions, cooperative programmes as summer schools, youth camps and various workshops or action research projects shared with in-service teachers
	10. make active use of student teachers' diverse backgrounds as resources for learning, giving space to the voices and histories of all views.
	11. show differences from previous and current educational processes, as improved response to local or global needs and conditions within the context
	12. regarding the assessment methods:
	    a. refer to the definition of IDC, as a starting point for establishing specific measurable outcomes and indicators, to be assessed within the specific context where the case is carried out.
	    b. use multiple assessment methods that can be adjusted to the changing contexts and education settings.
	    c. show proficiency assessment, instead of performance achievement assessment (through the identification of milestones in the learning process instead of the final outcomes and/or including innovative cases with assessment methods focused in separate components of IDC).
	    d. provide assessment methods that include both, the evaluation of attitudes and high-level thinking skills.
	    e. include direct assessment methods (learning contracts, e-portfolios, critical reflection, observation student's performance) and indirect assessment methods (surveys, interviews, focus groups).
	    f. include both, the reflection of pre-service and in-service teachers about their own achievements or degree of proficiency, and the reflection about the learning process.
	13. include discussions between teachers from different institutions to compare practices and assessment standards.
	14. show coherence between both, IDC learning and assessment methods, by developing appropriate learning activities to the competence or cluster of competences that are being assessed.
	SHOULD NOT:
	1. be based on partial perspectives of IDC.
	2. lack an explanation of the process of developing and applying pedagogical and assessment methods.
	3. ignore the working conditions of teachers (and other stakeholders); e.g., if the case displays an undue burden (excessive working hours, unattainable resources, etc.) for teachers, communities, students, and other stakeholders.
	4. be based on a "one-size-fits-all" approach.

KEC 7: Availability of supporting tools.	TOOLS SHOULD:
	1. provide evidence about what works, why, how and under what conditions:
	    a. showing an explanation about what the tool is used for (objectives and/or goals) (the WHAT).
	    b. including an evaluation of the use of the tool for IDC development (the WHY).
	    c. showing a clear description of how to use the tool (the HOW).
	    d. including the requirements and/or the context where the tool is used (the CONDITIONS).
	2. provide support to develop teachers' knowledge and critical understanding, values, attitudes and/or skills related to IDC (detailed in Figure 1).
	3. promote critical thinking, multi-perspectivity, and develop high-level skills:
	    a. promoting tasks that require student teachers to think critically.
	    b. working in small groups to come up with a joint solution to a problem or task.
	    c. ask participants to decide on their own procedures for solving complex tasks.
	    d. presenting tasks for which there is no obvious solution.
	4. be focused on intercultural dialogue or interactions:
	    a. support pre-service and in-service teachers to carry out democratic discussions, debates and intercultural encounters and interactions.
	5. be based on the development of evidence-based methods as project-based learning, cooperative learning, service learning and peer education:
	    a. through project work within a specific subject area and/or for a cross-curricular approach (pre-service teachers).

	b. providing a community service in the context of a structured set of steps facilitated (pre-service teachers).
	    c. through the creation of intercultural learning communities (pre-service and/or in-service teachers).
	    d. by the use of methodologies of monitoring, coaching and/or advising between pre-service and in-service teachers, or between teachers from different institutions.
	    e. through collaborative working groups (pre-service and/or in-service teachers).
	6. include the use of digital means, or part of mixed delivery methods:
	    a. web-mediating coaching programs (remote mentors, cultural consultants, etc.), on-line professional development district or region-wide programs
	7. integrate traditional strategies to the collaborative learning process of teaching IDC, such as classroom observation, discussion groups, open discussions, debates or even workshops focused on cultural awareness and central issues inherent to intercultural education
	8. include visits from the experts to schools (in the case of in-service teachers) as well as the development of personal learning environments-PLE
	9. include (in the case of pre-service teachers) activities in the form of service-learning, community work, excursions, cooperative programmes as summer schools, youth camps and various workshops or action research projects shared with in-service teachers
	10. promote active use of student teachers' diverse backgrounds as resources for learning, giving space to the voices and histories of all views:
	    a. helping to address inclusive/intercultural issues either explicitly or transversally.
	    b. incorporating instructional techniques adjustable to various learning styles and the history and contributions of diverse groups that live in the country and/or in Europe (showing pictures, main characters and stories in which everyone can see themselves reflected).
	11. show differences from previous and current availability of educational tools, as improved response to local or global needs and conditions within the context
	12. show models of effective practice, with a clear vision of what best practices look like (video or written cases of teaching, demonstration lessons, lesson plans, unit plans, sample student work, sample assessments and observations of peer teachers, etc.)
	13. be part of an intercultural 'toolbox' provided by the program/institution (circle time, peer mediation, drama skills, creative arts and citizenship education, among others)
	14. regarding the assessment:
	    a. refer, as starting point, to the definition of IDC; from there, they should be determined specific measurable outcomes and indicators within the context to be assessed.
	    b. use multiple assessment methods that can be adjusted to the changing contexts and education settings.
	    c. show proficiency assessment, instead of performance achievement assessment (through the identification of milestones in the learning process instead of the final outcomes and/or including innovative cases with assessment methods focused in separate components of IDC).
	    d. within direct assessment methods for student teachers, the recommended tools are: learning contracts, e-portfolios (with photos, reflection papers, terms papers, glossaries, and other documentation about the learning process), critical reflection tools (questions or another strategies to help student teachers to go beyond the descriptive references in order to engage student teachers in the examination of their personal opinions, attitudes, positionalities, and the relationship and interactions with the others) or performance tools (observation).
	    e. within indirect assessment methods, the recommended tools for student teachers are: surveys, interviews or focus groups.
	    f. include both, the reflection of pre-service and in-service teachers about their own achievements or degree of proficiency, and the reflection about the learning process.
	15. include discussions between teachers from different institutions to compare practices and the use of assessment tools.
	16. show coherence with both, IDC learning and methodologies used.
	SHOULD NOT:
	1. be based on partial perspectives of IDC.
	2. lack an explanation of the process of developing and applying pedagogical and assessment methods.
	3. ignore the working conditions of teachers (and other stakeholders); e.g., if the case displays an undue burden (excessive working hours, unattainable resources, etc.) for teachers, communities, students, and other stakeholders.

KEC 8: Whole School Approach (WSA).	SHOULD:
	1. make a difference in the way the school operate:
	    a. developing programmes and actions that involve the whole school community
	    b. identifying how they can create safe spaces for learning and address challenging/controversial issues (debates, conflicts or cultural identity topics) as agents of social cohesion, societal reconstruction and development
	    c. promoting workshops with contents related to the four components of IC (knowledge and understanding, values, attitudes, and skills), and the practice of democratic competences
	    d. involving teachers in becoming acquainted with people in the school environment
	2. provide opportunities for in-service teachers to expand their educational impact, both in and outside the school:
	    a. taking advantage of the resources offered by the community and NGOs.
	    b. providing guidelines for in-service teachers to develop rich extra-curricular activities.
	    c. promoting collaboration between in-service teachers from different subjects, different schools and/or between pre-service and in-service teachers, such as communities of practice, action research, etc.
	    d. providing guidelines to prepare in-service teachers to carefully monitoring the students psychological and social well-being.
	    e. developing a sense of belonging.
	    f. providing in-service teachers with skills, means and tools to enhance the communication with parents.
	    g. working closely with parents, showing how various stakeholders are engaged in intercultural education.
	3. consider teachers as part of the process of building environments, in cooperation with administrators and experts.
	4. provide school-based teacher training, showing innovative practices integrated across the school curriculum which explicitly include teaching IDC for students
	5. engage head teachers and school leaderships through the following activities:
	    a. considering challenges related to IDC which teachers encounter in their work and at school.
	    b. providing support to teachers and encourage them to organize activities, such as study circles, about IDC and related issues.

		c. identifying, improving and providing support for the organisation and financing of opportunities for in-service teacher training, such as courses, workshops and other activities that help them to address the challenges of developing IDC
		6. integrate the following key principles or stages of application to the implementation process of WSA:
		a. respect for the local context and local ways of working
		b. empowering all stakeholders to develop their own solutions to challenges based on situation assessment
		c. encouraging learning by doing with the participation of all stakeholders through daily practice, through participatory decision making, respectful and equal relations, and democratic teaching and learning methods.
		d. integrating capacity-building into the school planning process.
		e. supporting local projects and initiatives over the long term.
		7. integrate the community feedback as an assessment method:
		a. quickly responding to changes when needed.
		b. listening and accepting new ideas.
		c. offering in-service teachers assistance to develop the changes or new ideas suggested.
		SHOULD NOT:
		1. adopt the view of the outside community as interfering in school routines, taking a 'blame-the-other' approach when things do not function well at school.
		2. ignore teacher training in their goals and objectives.
KEC 9: Teacher educators with experiential knowledge about IDC.		SHOULD:
		1. provide intercultural experiences for teacher educators:
		a. offering teacher educators significant experiences, with people from different cultural identities.
		b. accompanied with self-reflection and critical thinking mechanisms about them, e.g., choosing their most significant experiences and then writing about them in such a way that others could read about the experiences within the contexts of the educators' lives, careers, theory, and practice.
		2. provide experiences through different delivery methods (e.g., digital means used by teacher educators as spaces to share, ask and take on sensitive issues with people from different backgrounds).
		3. show mechanisms intended to recruit and retain more culturally diverse teachers.
		4. promote experiences that lead to an international worldview of social problems and contexts, as a critical component of teachers' IDC.
		SHOULD NOT:
		1. provide experiences for teacher educators without a further reflection on their intercultural dimension.

5.11 Annex 11. Instructions for the experts

Instructions on case assessment

One of the objectives of INNO4DIV is to identify the most innovative good practices, primarily within the EU, which address the barriers that affect teachers' IDC development, according to the Key Enabling Components (KECs) (see the Table of KECs, barriers and outcomes). The case assessment provides the main information for that purpose.

You are part of a selected group of experts who will participate in the case assessment. To that end, an evaluation package has been compiled, including the following documents:

a. Instructions on the case assessment process.

b. Summary of the INNO4DIV Conceptual Framework.

c. Summary of the INNO4DIV Selection Criteria.

d. Table of KECs, barriers and outcomes.

e. Data Extraction Template filled with the information of the assigned cases.

f. Expert assessment tables:

- Case assessment according to specific criteria;

- Case assessment according to generic criteria; and

- Final Comments.

Each expert should start by reading the Summary of the INNO4DIV Conceptual Framework (Shuali et al., 2020). This document offers an overview of the overall perspective and main concepts that should guide the assessment.

The table of KECs, barriers and outcomes will help you understand in which KEC the case is located. Once the KEC is reviewed, you can start reading the information of the four potential cases that have been assigned to you in the attached documents (Data Extraction Template) identified with the number of the case. This information reflects a first approach to the case. However, you can access more information through the links, contacts or other available documents as indicated in the Data Extraction Template. Please fill free to consult any relevant sources that could assist you in the process.

You must complete the tables that are in the document "Expert assessment" according to the following instructions:

1. Table 1. Case assessment according to Specific Criteria

There is one table for each KEC. Therefore, you need to fill one table per case, according to the main KEC where it is located. Please take into account the following considerations:

- The information of each case is provided by the Data Extraction Template.

- Each indicator in the table corresponds to one of the inclusion criteria that you need to assess in the case. You should assess all the indicators listed in the table, whenever possible. In case of doubt, please refer to the explanation of the different indicators corresponding to the KEC you are working on, in Summary of Selection Criteria.

- The exclusion criteria are listed at the end of each table, to be considered as a reference, if required.

- You should rate the degree of identification of the indicators in each one of the case assigned on a scale from 1 to 4 (1= strongly disagree, 2=disagree, 3=agree or 4=totally agree). "0" is used when, for different reasons, there is lack of information to offer an assessment.

- The total score in each case provides one of the elements of judgement for decision-making.

2. Table 2. Case Assessment according to generic criteria:

There is one table for all the cases. Therefore, you need to fill out the line that corresponds to the cases assigned, according to the following considerations:

- The information of each case is provided by the Data Extraction Template, and the table previously filled (Case assessment according to specific criteria). Both sources of information have to be thoroughly reviewed.

- The table provides the generic criteria to be identified, and their indicators. In case of doubt, the definitions are developed in Summary of Selection Criteria.

- Rate the degree of identification of the indicators in each one of the cases assigned on a scale from 1 to 4 (1= strongly disagree, 2=disagree, 3=agree or 4=totally agree). "0" is used when, for different reasons, there is lack of information to offer an assessment.

- The total score in each case provides one of the elements of judgement for decision-making.

3. Table 3. Final Comments:

At the end of the evaluation, a final comment is required to provide support for the decision-making process. Three questions are formulated:

1. Based on the information analysed, what is your final comment about the case?
2. Do you think more information is needed for further analysis? Please specify.
3. According to the information registered and analysed in the tables, please rate the case on a scale from 1 to 5 (1 lowest score).

The three tables described above will provide three totals for each case regarding the Specific Criteria per KEC, Generic Criteria and the Overall Score of the case, which will serve as elements of judgment for decision-making.

Those totals will be collected by the UCV team to be shared and triangulated with all the experts in the subsequent stage.

The following elements of judgement will be considered for the decision-making process:

On each case:

1. The total of the Specific Criteria per KEC.
2. The total of the Generic criteria.
3. The final comments and the overall score assigned by the expert.

Among all the cases:

4. The response to the macro-level evaluation questions of the project:
   a. What kind of innovative practices of IDC training in teachers' continuous professional development and initial teacher training can be found in the EU Member States?
   b. Which innovative practices within culturally diverse contexts have overcome known obstacles and barriers for teacher training in IDC? Which innovative elements can be identified?
   c. Which policies, pedagogies, strategies, tools or approaches could address the barriers identified according to each KEC?
5. Sufficient presence of all KECs (at least 3–4 cases for each KEC).
6. A balanced geographical representation of EU MS.

The completed "expert assessment" document should be sent to marija.atanaskova@ucv.es by XXXX26 at the latest, in order to prepare the information needed for the next stage.

Finally, you will be contacted for an online meeting for the Decision Making stage of the process, in order to share the assessments and the experts' views, to define the final list of selected cases.

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[26] To be determined.

List of abbreviations and definitions

CoE	Council of Europe
CPD	Continuous Professional Development
EU	European Union
ET	Education and Training
IAIE	International Association for Intercultural Education
IC	Intercultural Competence
IDC	Intercultural and Democratic competence
IT	Initial Training
ITE	Initial Teacher Education
JRC	Joint Research Centre
KEC	Key Enabling Component
OECD	Organisation for Economic Co-operation and Development
PPMI	Public Policy and Management Institute
RFCDC	Reference Framework of Competences for Democratic Culture
SLR	Systematic Literature Review
TALIS	Teaching and Learning International Survey
TS	Technical Specifications
UCV	Universidad Católica de Valencia
UNESCO	United Nations Educational, Scientific and Cultural Organization
WG	Working Group
WSA	Whole School Approach

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