

achievements

TEMPUS IV Fifth Call Project

Development of an International Model
for Curriculum Reform
in Multicultural Education
and Cultural Diversity Training: DOIT

DOIT's Major Achievements and Good Practices

By: Rhonda Sofer, Coordinator of DOIT



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Coordinator's Preface

The project *Development of an International Model for Curriculum Reform in Multicultural Education and Cultural Diversity Training* (DOIT) is supported by and part of the European Commission's TEMPUS IV Fifth call. DOIT unites around 100 professional and students from 21 institutions.

As coordinator of the programme, I have had the privilege of managing and participating in a partnership which was united in its aims to promote multicultural education and children's rights.

This handbook describes the achievements of our consortium and is a good example of what an international project can achieve when the members are committed to the programme and empowered to be leaders.

I want to acknowledge the DOIT members of our consortium and the information that they provided which has been integrated into this handbook. Although there are too many people to mention individually, I do want to thank Ms. Hannah Moscovitz, a member of DOIT's quality assurance team from Ben-Gurion University for taking responsibility for the various stages and processes that are required for printing and publishing this handbook. Her dedicated work is just one example of the manner in which DOIT's consortium members related to its programme at all stages: development, exploitation and implementation, sustainability and dissemination. It is only due to the hard work and dedication of the DOIT members of the institutions listed below, that the achievements described in this handbook have been accomplished. I am extremely grateful and feel privileged to have been the coordinator to our DOIT consortium from the following institutions and want to acknowledge the DOIT teams of:

Gordon Academic College of Education (GCE)

Sakhnin Academic College (SAK)

Kaye Academic College (KC)

Interdisciplinary Center of Herzliya (IDC)

Sapir Academic College (SAP)

Ben-Gurion University of the Negev (BGU)

Ilia State University (ISU)

Ivane Javakhishvili Tbilisi State University (TSU)

Sokhumi State University (SSU)
Iakob Gogebashvili Telavi State University (TESAU)
Samtskhe–Javakheti State University (SJSU)
University of Koblenz–Landau (UKL)
Birkbeck University of London (BBK)
Institute of Education, University of London (IOE)
Civic Development Institute (CDI)
Centre for Civil Integration and Inter Ethnic Relations (CCIIR)
University of Education of Upper Austria (PHOO)
Han University of Applied Sciences (HAN)
Jaan Tonisson Institute (JTI)
Students of Gordon Academic College of Education
Students of Sakhnin Academic College
Student Union of the Interdisciplinary Center of Herzliya (SUIDC)
Students of Ilia State University
Students of Telavi State University
Students Samtskhe–Javakheti State University

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Introduction

DOIT is one of the selected projects for the TEMPUS IV Fifth Call of the European Commission accepted in August 2012 and kicked off on October 15, 2012. Although originally a two year programme, a request was accepted to extend the project until August 15, 2015. The programme is aimed at promoting multi-cultural education, diversity training competencies and children's rights in curricular programmes aimed primarily at students of education but also relevant for other disciplines. DOIT's partnership includes 16 Higher Education Institutions (HEIs), 4 NGOs and 6 student unions located in seven countries: Israel, Georgia, United Kingdom, Austria, Estonia, Germany and The Netherlands. The academic institutions are diverse and include academic teaching colleges in Israel, institutes specializing in education or faculties of education, major universities and academic private and public colleges. Certain members of the consortium provide specialized skills (e.g. in technology or assessment) that contribute to our programme. DOIT's NGOs are involved either in promoting citizenship for democracy or intercultural relations. All of the student unions belong to DOIT's universities in Israel and in Georgia. The purpose of this handbook is to describe the achievements of this programme. The handbook is divided into several sections. The first section provides a brief summary and description of DOIT's partnership, objectives and programmes. The second section summarizes the overall achievements of this TEMPUS programme. The final section presents the particular achievements that have occurred at our individual partner's institutions in Israel and in Georgia. Our appendix provides a sampling of the DOIT courses that were developed by our international team which were piloted in 15 HEIs in Israel, Georgia, The Netherlands, Germany and Austria.

Introducing DOIT's Objectives and Consortium

Objectives

DOIT's three year project aims to enhance the quality of educational programmes for promoting multicultural education, human and children's rights and cultural diversity through a multi-faceted project that will bring about curriculum reform in its partner HEIs in Israel and in Georgia. DOIT's programme includes the design and piloting of courses for BA, MA students and in-service teachers, workshops for faculty, a programme of out of the classroom activities for students aimed at promoting positive intercultural relations, and a portal that facilitates joint work and dissemination.

The Consortium Membership

DOIT's partners include academic colleges of education, university faculties of education as well as other departments or divisions of cultural studies, international relations, technology and engineering and quality assessment. In addition, there are four NGOs and six student unions that participate in the programme. Only one student union (The Student Union of the Interdisciplinary Centre of Herzilya) is an independent association and an official member of the consortium (managing its own budget). The other five student unions are not independent and do not have a separate budget. These five student unions are not officially included in the total number of our consortium but are listed below as their activities are specific to DOIT's programme. The two major beneficiaries of this programme are Israeli and Georgian institutions. However, DOIT's European partners in Germany, Austria and The Netherlands have also benefitted from our activities and courses. The section below presents a brief introduction to each member of the consortium:

Israeli Partners

1. **Gordon Academic College of Education (GCE)** is the coordinator and initiator of DOIT. GCE is an academic college for higher learning specializing in training students to be teachers. Established in 1953, today GCE is accredited to bestow B.Ed. and M.Ed. degrees (first and second degree levels). Located in Israel's largest northern city of Haifa, GCE serves Israel's northern peripheral areas.
2. **Sakhnin Academic College (SAK)** is an Israeli-Arab academic college of education that specializes in training students to be teachers. It is located in the peripheral Galilee region of Northern Israel. It offers a wide range of educational specialization programmes for the bachelor degree (B.Ed.) as well as the master's degree (M.Ed.) to Israel's Arabic speaking population.
3. **Kaye Academic College of Education (KC)** is also an academic college that specializes in training students to be teachers. It was established in 1954 and is accredited to bestow B.Ed. and M. Ed. degrees. Located in Israel's largest southern city of Beer-Sheva, it serves Israel's southern peripheral areas. Approximately 50% of the student body represents Arab minority populations of southern Israel.
4. **The Interdisciplinary Center Herzliya (IDC)** is Israel's first privately funded fully-accredited institution of higher education with a broad range of undergraduate and graduate programmes.

5. **Sapir Academic College of Education (SAP)** is located in Sderot, a city in the peripheral southern region of Israel. It offers programmes of study on the BA and MA level in a wide range of fields and is responsible for DOIT's portal and website.
6. **Ben-Gurion University of the Negev (BGU)** is Israel's youngest and fastest growing research university, located in the Negev. It is responsible for the assessment of DOIT's programmes.
7. **Inter-faith Encounters Association (IEA)** is an Israeli NGO that works at promoting a dialogue between different religious groups in Israel.
8. **Student Union Interdisciplinary Center Herzliya (SUIDC)** is an independent association at IDC that aspires to be a social community and a driving force that generates change in the fabric of social and cultural academic life of IDC and Israeli society.
9. **Student Union at GCE**– The student union at GCE is not an independent association but rather an organized student group that aims to promote student rights, student events and deals with specific issues relating to students that may come up throughout the year.
10. **Student Union at SAK**– The student union at SAK is not an independent association but rather an organized student group that is aimed at promoting student rights, student events and deals with specific issues relating to students that may come up throughout the year.

Georgian Partners

11. **Ilia Chavchavadze State University (ISU)**, located in Tbilisi, Georgia, is a higher education institution that promotes principles of liberal education. It offers degrees at all three degree levels.
12. **Ivane Javakhishvili Tbilisi State University (TSU)** is the first and largest university located in Tbilisi, Georgia and offers degrees at all three degree levels.
13. **Sokhumi State University (SSU)**, founded 83 years ago, was relocated to Tbilisi, Georgia as a result of the war with Russia in 1992–93 and the expulsion of Georgians from that area. It offers degrees at all three degree levels.
14. **Iakob Gogebashvili Telavi State University (TESAU)**, established in 1939, is one of the first HEIs located in the Kakheti Region of eastern Georgia. It offers degrees at all three degree levels.

15. **Samtske-Javakheti State Teaching University (SJSU)** is the union of two universities of Akhaltsikhe State Educational University and Akhalkalaki Higher Educational Institution College. Both campuses are situated in the multi-ethnic and multicultural region of Samtskhe-Javakheti and offers programmes at all three degree levels.
16. **Centre for Civil Integration and Inter Ethnic Relations (CCIIR)** is a non-governmental organization located in Tbilisi, Georgia that is involved in issues of ethnic minority education, and intercultural and bilingual education.
17. **Civic Development Institute (CDI)** is a NGO located in Tbilisi, Georgia the aim of which is to raise the civic awareness of each citizen with a special emphasis on youth, promotion of cultural diversity education and involvement in the improvement process for education in Georgia.
18. **Student union of ISU**– The student union at ISU is not an independent association but rather an organized student group that aims to promote students' rights, student events and to deal with specific issues relating to students that may come up over the year.
19. **Student union of TESAU**– The student union at TESAU is not an independent association but rather an organized student group that aims to promote students' rights, students' events and to deal with specific issues relating to students that may come up over the year.
20. **Student union of SJSU**– The student union at SJSU is not an independent association but rather an organized student group that aims to promote students' rights, students' events and to deal with specific issues relating to students that may come up over the year.

European Union Partners

21. **University of Koblenz-Landau (UKL)** – For over 50 years UKL, located in Landau Germany, has been an institution engaged in teacher training and in 1969 it was granted the status of a university and offers degrees at all three degree levels.
22. **Institute of Education (IOE)**– The IOE located in London UK, is one of the world's leading schools for education and social sciences. It is actively involved in research of education within UK universities and is also the second highest recipient of social science research funding amongst higher education institutions in the UK. It offers degrees at all three degree levels.

23. **Birkbeck University of London (BBK)** is a world-class research and teaching institution, a centre of academic excellence and London's only specialist provider of evening higher education. It offers degrees at all three degree levels.
24. **University of Education of Upper Austria (PHÖÖ)**, located in Linz Austria focuses on pre-service and in-service teacher education and training in the fields of Primary School Education, Secondary School Education, Special Needs Education and Vocational Education. It offers degrees at all degree levels.
25. **Han University of Applied Sciences (HAN)**, located in The Netherlands, offers various types of professional courses including specialization in Education. It offers degrees at two degree levels.
26. **Jaan Tonisson Institute (JTI)** is an Estonian NGO working in the fields of Civic Education, Legal Education and Human Rights Education.

DOIT's Achievements

An outline of DOIT's achievements can be divided into several areas:

- I. The collaborative process of working and sharing knowledge amongst the faculty;
- II. The development process which resulted in the creation of 5 DOIT courses;
- III. The evaluation and assessment processes that have been established and implemented;
- IV. The piloting of the programme in the partner institutions;
- V. The sustainability of the programme which has been documented in several institutions even prior to the end of the project;
- VI. The active involvement of the students; and,
- VII. The ripple effect which is documented by active dissemination during the life of the project.

This handbook discusses each of these achievements.

I. The collaborative process and knowledge sharing amongst the faculty

A major achievement of DOIT's programme is related to the culture of collaborative work which has evolved within the consortium. This sense of cooperation and knowledge sharing has empowered DOIT's partners to contribute, identify and take ownership of the various programmes and courses that have been developed.

Building trust and motivation to work is a challenging task in any international collaborative programme. The structure of relationships that have been developed in the consortium followed the principles of diversity management which emphasizes the importance of supportive, effective, inclusive and open communications amongst its members (ASEA 2001, Rosado 2006 and Gilbert, Stead and Ivancevich 1999). This structure of relations was established during the application process when an online Moodle work station was established which could be accessed by all members of the consortium who could comment on all stages of the application development process. This structure of collaboration which was established before the programme was accepted carried over to the relationship between consortium members once the programme officially began. Thus members of DOIT's consortium already had the experience of working (on-line) together, collaborating, and sharing knowledge. The accomplishments of DOIT which are described below are a direct result of the collaborative culture of sharing and working together.

II. The development of five DOIT courses

One of the central focuses of DOIT's multifaceted programme includes the development of five courses. Three courses were developed by international teams that included at least one member of Israeli, Georgian and EU DOIT partner institutions. Two additional courses were developed that are specific to Israel and to Georgia. These courses were developed by faculty representing different HEIs in Israel and in Georgia. At least one member from each HEI in Georgia and Israel who were piloting the course participated in the course design and development.

DOIT's developed courses aim to promote multicultural education, diversity and children's rights. These topics are not only important academic topics but also courses that are promoting values, behaviours

and social action. As such, innovative teaching methods based on project and problem based learning, integrating technology in teaching and active workshops were incorporated into the design of the courses.

Using a revised model based on CDIO (Conceive, Design, Implement and Operate), originally developed by the Massachusetts Institute of Technology, aimed at improving teaching in the field of engineering, DOIT's development teams conceived and designed the courses in a manner that they could be piloted (e.g. implemented) and sustained (operative) in the participating consortium. As such, each course needed to include a variety of materials such as syllabi, teaching and learning materials, model lesson plans and different pedagogical approaches (for the various target groups of the programme (BA, MA and in-service teachers).

Since DOIT's partner HEIs are diverse and range from major universities to small local academic colleges of education that specialize in teacher-training, it was important to design the courses in such a way that each institution would be able to find a place for these courses within their curriculum (e.g. based on the adjusted CDIO model). While some of DOIT's HEI administrative structures facilitated and supported major curriculum reform, others require a long bureaucratic process to integrate new courses into an existing curriculum. An overall decision was made to develop the courses in a manner which would allow flexibility within the different units created. In this way, units within the courses could be expanded and be the focus of the course or even extracted and integrated into other courses that were running in the institution. This is an extremely important structure as it facilitates the process of integrating reform within existing programmes. It was decided that each course should be "faculty empowered" and thus enable each individual faculty member to use DOIT's courses and materials in the best way possible to meet the needs of their particular class. In this way, the faculty who were coached or trained in DOIT's faculty workshop programme, could adapt the course units to fit both their teaching style as well as specific objectives for the courses that they are teaching. Thus, while some DOIT courses were taught as lectures, these same courses could be taught as a problem-based learning course or even interactive workshops.

All of DOIT's partner HEIs are choosing courses or units within the courses to pilot that are most relevant for the identified target groups within their institutions. The course on *Children's Rights In and Through Education* has been piloted, at least for one semester, in four of the Israeli HEIs, five of the Georgian HEIs, as well as in DOIT's European partners in Germany and Austria.

Below is the rationale of DOIT's courses that have been developed. The more detailed syllabi are presented in Appendix No. 1.

1. Children's Rights in and through Education

Course Rationale: The course is based on the concept that human and children's rights can be promoted and achieved through education and that human and children's rights serve as a unifying force and foundation in multicultural societies and in our increasingly globalized world. Educators are key social agents in promoting these rights and in the creation of tolerant and just societies. The role of the educator requires an understanding of universal human and children's rights as well as the acquisition of tools for maintaining these rights. The course aims to:

- Provide both a cognitive and an experiential approach to human and children's rights education.
- Provide a venue for discussion of children's rights so that these issues become relevant components of everyday life, consciousness, and goals of professional educators and students of education.
- Raise students' awareness of their roles and of their responsibilities as promoters and protectors of children's rights.
- Raise students' awareness of the links between multiculturalism and universal human and children's rights.
- Address the content of human and children's rights by promoting critical thinking and social involvement.

2. Pedagogical Approaches that Promote Intercultural-Ethnic Understanding in the Classroom

Course Rationale: Teachers need to have pedagogical tools and competencies that promote diversity and intercultural relations in the classroom. The methods and contents of the course are based on the assumption that teachers, as human beings and professionals, need to be nurtured and trained to develop self-awareness with regard to their own perceptions concerning "otherness".

Teachers need to know about conceptual models for implementing multicultural education, develop intercultural awareness and competencies, acquire teaching–learning competencies compatible to meeting pupils’ diversity and enrich their repertoire of pedagogical approaches and tools that promote the goals of multiculturalism. To achieve this, the course focuses on deepening student– teachers’ understanding of the issue of diversity, the challenges it creates for education and for teaching. This course aims at enriching the students’ pedagogical repertoire with approaches, strategies and tools which can assist them in teaching as reflective and culturally responsive teachers. Hence, this course addresses student– teachers’ competencies on both levels: the personal and the professional. The course aims include:

- Fostering the students’ awareness of globalization and diversity as essential characteristics of societies in the 21st century and relevancy for their profession.
- To promote the understanding of multicultural education as a pedagogical paradigm embodied in personal, social and political stands.
- To enhance professional pedagogical competences and tools in the field of multicultural education.
- To promote students’ awareness as to the transformative power of reflection and biographical self-reflection on their personal attitudes towards cultural and linguistic diversity and its effect on their pedagogical practices in the classroom.
- To develop students’ awareness to the construction of identities as a multidimensional and lifelong process.
- To enhance students’ capability to deal with ambiguity in intercultural communication.
- To encourage reasoning, critical thinking, creativity in problem-solving in the context of multicultural education, as well as reflective and active citizenship for equal opportunities for all learners in education.
- To recognize the importance of strengthening children’s self-confidence and social competences through the development of intercultural awareness in the classroom.

3. Identity Formation in a Multicultural Environment

Course Rationale: The modern world is characterized by a growing cultural diversity whereby contacts between members of various cultural groups are becoming the rule rather than the exception. Processes underlying identity formation are at the core of the multicultural perspective, as they guide perception of the self and the other, thus defining the quality of intergroup interactions. Identity, much like culture, is a dynamic concept and includes dimensions such as language, religion, symbols and myths, as well as the conception of a shared past and of a foreseen future. This course is aimed at familiarizing students with the complex processes underlying identity formation in a multicultural society. It will address issues such as: the role culture plays in formation of personal identity, the roles of different dimensions of identity including ethnicity, religion and the effects of the social power dynamics on the identity formation of the individuals. Its aims are:

- To provide knowledge about psychological theories that explain why humans tend to categorize individuals according to their social group membership.
- To comprehend the psychological processes that underlie intergroup phenomena such as racism, discrimination, inequality, conflict and reconciliation.
- To familiarize students with the phenomenon of collective memory; its role in the formation of identity.
- To bring students to the understanding that attitudes and stereotypes formed on the basis of memory are not constant and unchangeable rather they are a matter of manipulation according to the tangible historical, political and cultural context.
- To demonstrate the role of education as one of the main tools of memory and identity construction, formation of conflicting memories and their overcoming.
- To understand the constructed identity of modern nation-states; types of nationalisms, their common features, consequences and implications for individual identity-formation.
- To reflect on the role of religion in formation of personal/group identity.

Developing cultural specific materials for each region

Israeli and Georgian members of the consortium designed culturally relevant and specific courses that relate to their regional needs and challenges for promoting multicultural education, cultural diversity and human and children's rights. The development teams consisted of multi-institutional national groups in which at least one member of each HEI, who would pilot these courses, participated in its development.

4. Multiethnic and Multicultural Georgia

Course Rationale: In order to promote intercultural and inter-ethnic understanding, it is important for students to have an understanding of the different cultural, ethnic and religious groups of Georgia. This course deals with the following issues: dynamics of ethnic, religious and cultural diversity in Georgia; main cultural characteristics of the different groups; experience of intercultural dialogue; challenges and problems in the process of interaction of the majority-minority groups. The course will promote cultural diversity as a value; reveal the risks and difficulties which characterize a multicultural environment; highlight the role of education in their overcoming as well as in raising tolerance and facilitating intercultural dialogue. Upon completion of the course students will be familiarized with:

- Features of everyday life, rituals and traditions of ethnic and religious groups living in Georgia.
- Ethno-cultural reality of multiethnic regions (Abkhazia, Shida Kartli, Kvemo Kartli, Samtskhe-Javakheti) of Georgia; traditions of intercultural relations, problems existing in the area and prospects for their solution.
- Ethnic, religious and cultural diversity in cities and towns in Georgia (Tbilisi, Kutaisi, Batumi and Telavi), traditions of relations between citizens of diverse ethnic identities.
- The contribution of ethnically non-Georgian public figures residing in Georgia to Georgian culture.
- Georgian and international legal documentation related to the sphere of ethnic and religious minority rights; significance of protecting minority rights in view of the developing civil society in Georgia.

Students will become aware of

- The role of peaceful coexistence and dialogue among different religious and cultural groups in the process of developing Georgia;
the state and the civil society;
- The importance of their mutual influence in terms of enriching the Georgian culture.

Students should develop

- A tolerant attitude towards groups possessing diverse ethnic, religious and cultural values;
Perception of cultural diversity values;
Skills of effective communication in a multicultural environment;
critical thinking, research and presentation skills.

5. Multicultural and Multiethnic Israel

Course Rationale: In order to promote intercultural and inter-ethnic understanding, it is important for students to have an understanding of the different cultural, ethnic and religious groups of Israel. The course will provide basic knowledge about minorities in Israel, through a criss- cross structure interweaving knowledge-oriented units with more experiential ones. The experience-oriented attitude contextualizes the knowledge and enacts it as an inter-subjective project of mutual acknowledgement and actualized co-existence. This experience is bound to enrich the students' sense of identity with new points of reference for discourse that can promote intercultural, ethnic and religious interaction. Its aims are to:

- Present an introductory knowledge of theoretical concepts of ethnic groups, minority groups and the dynamics of social and cultural boundaries.
- Analyze the conditions for the emergence of relationships of inequality between groups.
- Map out Israel's unique texture of minorities through an understanding of the complex dynamics of identity, boundary maintenance and processes of change that occur in defining and identifying minorities.
- Present different points of view of minorities and ethnicity in Israel through an interactive approach that provides the student with opportunities to reflect on their original attitudes, transforming the classroom into a site of active multicultural experience.

The five working teams responsible for developing the DOIT courses, successfully managed to conceptualize, design, delegate tasks and complete them in order to produce five courses that could be piloted in the second and third years of DOIT's programme. The collaborative process in developing the courses, although challenging, successfully contributed to the tasks that needed to be accomplished.

In the following section, the important process of assessing the developed courses is discussed.

III. Curriculum quality assurance and assessment processes

Another important achievement of DOIT is related to the structure of quality assurance in both the development process as well as in the assessment and evaluation processes. There were several levels of academic quality assurance in the development of the above courses. First, each course development team enforces "academic quality assurance" through the collaborative process of professionals sharing materials and the academic feedback on the materials provided within the group. The group leader of each working team coordinated this internal process of academic quality assurance in development of the units of the courses and was assisted, when needed, by the coordinator or other members of the consortium.

In addition to the internal structure of academic quality assurance, course development was guided and coached by two Quality Assurance and Assessment teams that were established specifically for this purpose. The *Curriculum Development team*, worked on providing a template for the development of the syllabi so that the syllabi of each working team would be structured in a uniform manner and according to the Bologna Process guidelines. This team was composed of representatives of Israel, Georgia and the European Union. It is important to note that the Bologna Process, although familiar and integrated into Georgian higher education, is generally speaking, not integrated into Israeli higher education. Thus it was important that the Israeli team members of DOIT gain tools and an understanding of requirements for developing syllabi that emphasized learning outcomes and the time invested in learning by students for the different units of their courses. Special workshops were provided by the Bologna Training Centre at Ben-Gurion University which is

experienced in the Bologna process and developing syllabi according to this template. In addition, DOIT members with Bologna experience provided coaching and guidance.

The second team, *Academic Quality Assurance*, was responsible for ensuring that the material being developed met with high academic standards. This team was made up of two of DOIT's EU professors from the UK who observed and participated in the working sessions of the development teams, reviewed the material being developed, and provided the final assessment of the syllabi before it was uploaded to the portal. The coordinator was also involved in this process and worked closely with each quality assurance team as well as the working team leaders to oversee this stage of quality assurance in the development of the materials.

Assessing and evaluating the courses in the pilot phase is the responsibility of a third team, a Quality Assurance Evaluation team. The task of this team is to carry out the evaluation of DOIT's programmes as well as to monitor the structure of management and functioning of DOIT consortium as a group. For the course evaluation, this team was responsible for ensuring that each DOIT course would be evaluated.

The questionnaires used to evaluate DOIT's courses were selected by the Curriculum Assessment Team and collaboratively modified by the coordinator, development team leaders and members of the curriculum assessment team.

Two types of questionnaires were used to assess DOIT's courses. All of DOIT's courses had a final evaluation by those who participated in the course as well as the teacher of the course.

In addition, "impact" studies were conducted using pre and post questionnaires. The purpose of this impact study was to understand whether this particular course had an impact on attitude changes of the participants of the course. Selected DOIT classes at universities in Georgia, Israel and Germany were the basis for this impact study.

The Ben-Gurion University DOIT evaluation team was responsible for the implementation of this stage of the programme:

- Overseeing the translation of the evaluation questionnaires into Hebrew, Arabic, Georgian, German and Dutch;
- Ensuring that each institution piloting courses followed through with implementation of the assessment and sending them the data;
- Conducting qualitative interviews with DOIT participants and faculty;
- Summarizing the results of the questionnaires and interviews;
- Publishing the results so that they are available for all members of the consortium;
- Producing a final evaluation report with the results.

The ability to collaborate together in the evolution of these different stages of quality assurance and assessment according to the time line that was established is another important achievement of our consortium and reflects the collaborative process and motivation of DOIT's members to successfully achieve the objectives of the programme.

IV. The implementation of the programme in partner institutions

A great challenge in any international project that has developed new courses and programmes is to ensure that they are piloted in the participating institutions. According to the application, 48 pilot courses were to be implemented in 13 of DOIT's HEIs. By the end of the project, almost 100 pilot courses were implemented. This reflects the success of the programme and the manner in which different HEIs decided to integrate the curriculum reform into their departments and faculties. This success is due to several factors, most importantly the approach taken in the development of the courses which was described above. The 5 DOIT courses were conceived and designed (first stages of CDIO) to be "faculty empowered" that allowed flexibility for:

- The piloting of the whole course with all of its units.
- The piloting of the course however with emphasis on certain units that were most relevant to the class being taught (over other units that were less relevant).
- The ability to take units out of these courses and integrate them into existing courses (thus upgrading existing courses with DOIT's material).

According to the application plan, in the partner countries of Israel and Georgia, each DOIT HEI was required to implement 4 DOIT courses. The EU DOIT partners (HAN, UKL and PHOO) and Israeli non-teaching colleges (IDC and SAP) were required to pilot two DOIT courses.

The table below documents the number of pilots that were implemented in DOIT's programme:

HEI	Children's and Human Rights in and through Education	Promoting Intercultural Relations in the Classroom	Identity in Multicultural Societies	Ethnic Israel or Ethnic Georgia	Courses with integrated DOIT units	
HEI	5	1	0	0	10	16
SAK	4	2	4	0	0	10
KC	1	0	3	1	1	6
IDC	1	0	0	0	4	5
SAP	0	0	0	1	1	2
ISU	1	0	0	3	11	15
TSU	1	1	3	3	0	8
SSU	3	1	0	6	0	10
TESAU	2	0	1	2	0	5
SJSU	2	0	0	0	5	7
UKL	3	0	0	0	3	6
HAN	0	0	0	0	4	4
PHOO	2	0	1	0	0	3
	25	5	12	16	39	97

In sum, 58 pilots which were officially complete DOIT courses were implemented in 13 partner HEIs. Most importantly, however, is that 46 other courses that are already part of the curriculum of our 13 HEIs that were piloting courses, integrated units from the DOIT courses within their existing programmes of study. Thousands of students have benefited from this process and the materials that have been developed through DOIT's collaboration and joint work.

The next chapter discusses how many of the above higher educational institutions in the partner countries of Israel and Georgia have successfully integrated the courses into their programmes of studies for 2015–16 which demonstrates the success of sustainability of the DOIT project.

V. Sustainability of DOIT's programmes

The real test of achievement of DOIT is the documentation of sustainability of courses and programmes beyond the life of the project. Although there has been very little research regarding sustaining programmes of curriculum reforms, those studies that have been carried out demonstrate the challenges and difficulties that arise in sustaining these programmes. Studies have indicated that a shared vision among the key stakeholders and faculty in promoting change such as curriculum reform, is vital to its long-term success (Aaltonen et al. 2008; Eskerod & Jepsen 2013; and Lavagnon et al. 2010). The inclusion of faculty in the process of implementing curriculum change in universities has also been highlighted to be important in numerous studies (e.g., Sng 2008; Rowley et al. 1997, and Eckel 1999). Penual (2007) adds that for successful curriculum reform to occur, there needs to be a structure of ongoing support and training of the faculty. DeHarpe and Radloff (2003) list a series of stages that are central for success: sharing the vision of the programme with the faculty and enabling their feedback and active involvement by key stakeholders. Moreover they assert that a key factor for success of curriculum reform programmes includes competent management and communication skills of the project leader.

- Shared (moral) vision with key stakeholders and faculty;
- The inclusion of faculty from partner HEIs in the development and implementation of the programme;
- Faculty training and mentoring to implement courses;
- Enabling feedback and empowering faculty to adapt courses to their specific needs;
- Collaborative–inclusive structure of work which enable members to contribute to all phases of the programme from the defining of objectives, designing and developing of courses, piloting the courses and deciding the best manner to sustain the programme at each individual HEI;
- Continuous communication with key stakeholders as to the progress of DOIT's programme in their particular institution.

The above processes have resulted in the sustainability of DOIT's programme in many of the partner HEIs which was evidenced before the programme's end. This can be considered one of the major accomplishments of DOIT. In this section the manner in which DOIT's programme is sustained in each partner HEI is presented.

DOIT's main objectives as stated in the application was aimed at designing, piloting and implementing a programme of curricular reform which promotes multicultural education, children's rights and facilitating the exchange and sharing of knowledge amongst professionals involved in education. Thus assessing the successful sustainability can be analyzed in terms of how the different partners are sustaining the programme and the degree to which the professional relationships that were established within the consortium continues after the life of the project through other programmes and initiatives.

1. Sustainability of DOIT's Programmes and Courses

The sustainability of DOIT's programmes and courses is dynamic and reflected in numerous ways within the consortium:

- A. The creation of new educational programmes that have been accepted by the university's academic committee and/or submitted to and approved by the Ministry of Education or Council for Higher Education. .
- B. Listing DOIT's courses as mandatory or required courses within existing curriculum programmes.
- C. Listing DOIT's courses as elective courses within existing curriculum programmes.
- D. Integrating study units from specific DOIT courses within existing courses that are already part of the curriculum .

A. The creation of new educational programmes

1. Sokhumi State University (SSU) created two new programmes that integrate DOIT's courses into its curriculum. These programmes have been approved by the Academic Council of Sokhumi State University as well as by the Accreditation Council for Educational Programmes of the Ministry of Education and Science of Georgia as required or electives within their programme. These programmes include:
 - *SSU 60 -Credit Educational Programme for Teacher Preparation*
 - *SSU Master's Programme for Education Sciences// Methods of History Teaching*

These programmes include all of DOIT's courses as part of their required or elective curriculum. The contribution of DOIT to SSU's BA and MA programme for the Faculty of Education was officially acknowledged by means of bestowing on the coordinator, Dr. Rhonda Sofer an Honorary Doctorate for her leadership and coordination of the programme. Appendix 4 includes her acceptance speech.

2. Sakhnin Academic College (SAK) has submitted a new MA programme in English that focuses on Multicultural Education and uses several of DOIT's courses. This programme is currently being reviewed by Israel's Council for Higher Education.
3. Telavi State University (TESAU) has developed an MA programme in Intercultural Relations that includes DOIT's courses. This programme has been approved by the academic committee at TESAU and is now being assessed by the Accreditation Council for Educational Programmes of the Ministry of Education and Science of Georgia.

B. Making DOIT courses required courses within study programmes

1. Gordon Academic College of Education (GCE) has created a “DOIT Tempus” slot in the curriculum of studies for early childhood education in which all first year students are required to take a semester course that is based on project-based learning relating to DOIT’s courses (being rotated each year). This will be continued in the 2015–16 academic year. The outstanding student curriculum programme at GCE will be integrating units from DOIT’s courses on Pedagogical Approaches that Promote Intercultural Relations and Children’s Rights in and Through Education within their activities for problem and project-based learning (PBL). This programme was piloted in the 2014–15 academic year and will continue in the 2015–16 academic year.
2. Ilia State University (ISU) has made two DOIT courses– Pedagogical Approaches that Promote Intercultural Relations in the Classroom and the course Multiethnic Multicultural Georgia, compulsory courses in the Faculty of Education. In addition, the course Children’s Rights in and Through Education is an elective course for students of education as well as other students.
3. Tbilisi State University (TSU) has several faculties that will be continuing DOIT’s programme: The Institute of Cultural Studies at the Faculty of Humanities has made the course on Multiethnic Multicultural Georgia and Identity Formation in Multicultural Environments mandatory for their department and elective courses for the whole Faculty of Humanities. The course Pedagogical Approaches that Promote Intercultural Relations in the Classroom has become part of the curriculum in the MA programme for the Institute of Pedagogy, Faculty of Psychology and Education Sciences.
4. Sokhumi State University (SSU) has made DOIT courses either required or free electives in the following three programmes:
 - *SSU Bachelor’s Programme for Teacher Education (primary level)*
 - *SSU Bachelor’s Programme for Inclusive Education*
 - *SSU Teacher Preparation 60 ECTS Programme*
 - *SSU Bachelor’s Programme of International Relations*
 - *SSU Teacher Preparation 60 ECTS Programme*

5. Telavi State University (TESAU) has made the course *Identity Formation in Multicultural Environments* a mandatory course within their Minor Programme in their Cultural Studies Faculty of Humanities.
6. Samtske-Javakheti State University (SJSU) has made the course *Children's Rights in and Through Education*, a required course for their students of education.

C. Integrating DOIT's courses as electives within existing study programmes

1. Gordon Academic College of Education (GCE): The course *Children's Rights in and Through Education* is integrated into the outstanding student programme at GCE.
2. Sakhnin Academic College (SAK): The courses *Identity Formation in Multicultural Environments* and *Children's Rights in and Through Education* will be an elective courses in their BA programme of Education.
3. Ilia State University (ISU): The course *Children's Rights in and Through Education* has become an elective course in many faculties at ISU.
4. Ilia State University (ISU): The course *Children's Rights in and Through Education* has become an elective course in many faculties at ISU.
5. Sokhumi State University (SSU) has made several of DOIT's courses electives in the following curriculum programmes:
 - i. SSU Master's Programme of Education Sciences/Methods of History Teaching have made the course on *Pedagogical Approaches that Promote Intercultural Relations* an elective course within their curriculum. In this programme Multicultural and Multiethnic Georgia is a compulsory subject.

- ii. SSU Bachelor's Programme of Inclusive Education are listing two of DOIT's courses as elective courses within their course of studies: *Children's Rights in and Through Education and Multiethnic Multicultural Georgia*.
 - iii. SSU Bachelor's Programme of International Relations has listed, as a free elective course, the course on *Children's Rights in and Through Education*.
- 6. Samtske-Javakheti State Teaching University (SJSU): The course Pedagogical Approaches that Promote Intercultural Ethnic Understanding in the Classroom is an elective course at the Faculty of Education, Humanities and Social Sciences for students of Education. Within this same faculty, the course Multiethnic Multicultural Georgia is an elective course for the students of the history department.
 - 7. Padagogische Hochschule Oberösterreich (PHÖÖ) will be offering the course Children's Rights in and Through Education as an elective course within their Overseas International Programme.

D. Integrating DOIT's course units within existing courses

- 1. Gordon College of Education (GCE): There are at least 6 different courses on the BA and MED level that have taken units from DOIT's curriculum and integrated them into the students' courses. Thus although the names of the courses remain the same, the content of courses such as *Education in a Multicultural Society, Multicultural Education, Life Cycle from an Anthropological Perspective, Intercultural Communication, Pedagogical Approaches in Pre-school* will be integrating units from DOIT's courses that contribute to their structure.

2. Kaye Academic College (KC): Kaye Academic College runs workshops aimed at promoting intercultural understanding for second year students. Each year between 6 and 8 groups benefit from this programme. The workshop programme has integrated some of the units developed in DOIT's courses within their programme which will be running in the 2015–16 academic year.
3. Interdisciplinary Center Herzliya (IDC): Several Courses in the Psychology Department will be integrating units of the DOIT course on *Identity Formation in Multicultural Environments* within courses at the MA and BA levels.
4. Sapir Academic College (SAP): Their course in Ethnic Groups in Israel will be integrating several units from the course *Ethnic and Minority Groups in Israel*.
5. Ilia State University (ISU): Units from the courses *Pedagogical Approaches to Promote Intercultural Relations in the Classroom and Multi-Ethnic and Multicultural Georgia* have been integrated into compulsory courses: Civic education for elementary school and Civic education for general school, Parent effectiveness training and Dynamics of family life.
6. Padagogische Hochschule Oberösterreich,(PH-ÖÖ) will be integrating units from the courses *Children's Rights in and Through Education*, *Pedagogical Approaches that Promote Intercultural Relations and Identity Formation in a Multicultural Environment* within its existing courses.
7. Hogeschool van Arnhem, (HAN): HAN will be integrating units from the courses on *Pedagogical Approaches that Promote Intercultural Relations* within their existing courses.

In summary, the sustainability of DOIT's courses as described above shows the various contributions of the project to our partner institutions' curriculum. It reflects not only the dynamic structuring of the course development which enabled many of the HEIs to benefit from the programme in the best manner that suited their institution, but also the involvement of key stakeholders and DOIT's team members in the development and piloting stages of the programme. It reflects the shared vision and commitment of DOIT's consortium members and key stakeholders of DOIT's HEIs to the main aims and objectives of the programme: to promote multicultural education, diversity and children's rights in HEIs in general and teacher-training programmes in particular. As the research indicates, this shared moral vision amongst the key stakeholders and faculty in promoting change is key to understanding its long-term success.

The next section discusses another important aspect of sustainability of DOIT, namely the sustainability of professional ties through new initiatives and programmes.

2. The sustainability of professional ties through new initiatives and programmes.

The professional ties and relationships that have been established within DOIT on an individual and institutional level will be maintained. New initiatives and programmes that continue to link DOIT's partners in new endeavors both internationally as well as nationally will be developed.

New international and national projects that have evolved from or benefitted from DOIT's programmes or consortium:

ERASMUS+ Programmes (Submitted in February 2015):

- i. *Curriculum Reform for Civic Education and Promoting Democracy (CURE)*. This programme continues DOIT's vision of the importance of training students of education and in-service teachers in values that are central to promoting social justice in the 21st century. Cooperation for this new programme development was initiated with ISU Resource Development Department asking GCE to coordinate an ERASMUS+ project that promotes civic education and democracy in teacher-training programmes. GCE worked closely with ISU in building the consortium which includes a DOIT Israeli team member from SAK, GEO team of ISU, TSU, SJSU and CDI and EU members from Estonia (JTI) and Germany (UKL). The programme was submitted in February 2015.
- ii. *Developing Programmes for Access of Disadvantaged Groups of People and Regions to Higher Education (DARE)* is an Israeli initiative and joint programme between Israel and Georgia. This programme also expands the principles of diversity in tangible action through proposing to establish a structure that would enable disadvantaged groups of people in the peripheral areas of Israel and Georgia to have access to and be supported in higher education. It reunites the DOIT team of GACE, SAP, ISU, TESAU, SSU and CDI.
- iii. *The Academic Diversified Campus: Capitalizing on Cultural Diversity for Modernization of Israeli HE (ACDC)*– This programme, initiated by BGU, expands DOIT's vision of promoting diversity through curriculum reform by promoting diversity on HEI campuses in general. It reunites BGU and GCE.
- iv. In Georgia there were many other new ERASMUS+ National Initiatives that reunites the Georgian DOIT teams of ISU, TSU, SSU, SJSU and TELAVI in many different programmes.

Academic Study Group to Israel: Learning to transgress: Developing transformative spaces for learning and teaching in higher education. This programme, initiated by DOIT's partner from Birkbeck University of London, promotes joint research amongst academics from the UK and from Israel's DOIT HEIs (GCE, BGU, SAK, and KC). This project expands the relationship between UK and Israeli DOIT academic institutions through including other UK institutions that were not part of the DOIT team: University of Bristol, Canterbury Christchurch University and Sunderland University. This project aims to present

research studies between the faculty of the above institutions in analysing the different ways in which universities can be used as places to promote change in society.

Study and exchange programme between Israeli DOIT HEI Kaye College and EU DOIT HEI HAN University in the Netherlands has kicked off in 2015 and there are plans to continue this relationship through sharing joint research and teaching methods in 2015–16.

Intercultural Education: Problems, their Analysis and Development Perspectives in Georgia is a new major applied research project grant of the Ministry of Education for Ilia State University (DOIT's member Prof. David Malazonia is the initiator of this programme). The project application has benefitted from DOIT's sharing of knowledge and based the theoretical foundation of the programme on resources that are integrated into DOIT's programmes and courses. This project aims to determine the current levels of intercultural integration in Georgia, identify the problematic areas of intercultural relations and most importantly to develop effective models and strategies for intercultural education in state schools, implement them and test their impact. The schools selected will be from the regions of Guria, Kvemo Kartli and Tbilisi. This is a three year programme. ISU is planning to develop a PhD programme in intercultural studies and is using this major research as a possible launching project for this initiative.

In Austria, due to a national reform of pre-service teacher education, teacher education in the field of special needs will be integrated into all teacher education curricula (from primary to grammar school level), thus moving towards inclusive education. PHOO's participation in DOIT has benefitted from its programmes and approaches which are congruent with this national policy.

In summary, the foundation and infrastructure for long-term sustainability has been established through DOIT's academic programmes as well as through its existing professional ties. This is evidenced above through new academic curriculum programmes that will be sustained as well as for the new initiatives and educational research grants that have been established before the end of the project. This reflects success in academic development and also in the structure of working in a collaborative manner which promotes new programmes and initiatives among DOIT's partners.

VI. The active involvement of students

The vision of DOIT is aimed at promoting values and behaviours related to multicultural education, children's rights and global citizenship for academic students in general and for students of education in particular. Changing attitudes however cannot be carried out solely through academic courses. Over fifty years ago, Allport (1954) published his pioneer work on *The Nature of Prejudice* in which he explains the importance of other social dynamics in changing attitudes to prejudice and stereotypes. Since Allport (1954), there have been numerous other studies that have been aimed at understanding the processes that promote social values and changing attitudes. These studies have shown that academic courses are not sufficient to effect long-term change for the participants. Research has shown that while courses and workshops aimed at providing pedagogical training may provide the participants with more knowledge, these courses have little or no influence on changing existing attitudes and behaviours (e.g. Bennett, Niggle, and Stage 1989; Larke 1990 ; Sleeter 2003). Roberts 1982; Walberg and Genova 1983 have all shown that having integrated classrooms and learning topics that aim to promote diversity in and of itself is not enough to change attitudes and prejudices. However, when activities and the structuring of relationships that promote cooperation and collaboration towards a common goal (project and problem-based learning) complement the values being presented in the academic courses, there is a greater impact on long-term changes of attitudes and behaviours (Grottkau and Nickolai-Mays 1989).

Thus in designing DOIT's programmes, it was decided to complement the development of academic courses with active student involvement through the development of activities aimed at promoting intercultural relations on campus, diversity and multicultural education. Three HEIs in Israel and three HEIs in Georgia were chosen to pilot these programmes. To guide the students in this task, non-governmental organizations (NGOs), the agenda of which is aimed at promoting intercultural relations, social justice, civic behavior and equality were chosen. Two NGOs were chosen in Georgia and one in Israel. NGO staff members who are active and committed to social change were given the defined task to work closely with the students in coaching the development of activities that can promote DOIT's values on the campus as a whole. In addition, the aim was to provide the students

with an opportunity of working with NGO staff members who are actively involved in bringing about change and social justice in society. Faculty members of all of six HEIs who participated in the programme were also involved in the coaching of student activities. With regards to the Student Union at the IDC, the only autonomous student union, a committee of students was established, who then developed a programme working closely with the coordinator of DOIT and consulting with her as needed in all stages of their activity.

Since all of our HEIs differ, the activities that the student unions conceived and designed differed from each other taking into account the needs that each HEI felt were most important to promote in this programme. Below is a brief description of the character of these extra student activities for each of DOIT's student unions. A detailed handbook, *Promoting Intercultural Relations and Understanding on Campus: Examples from DOIT*, provides a detailed description of the different programmes that each student union implemented on their campuses and the impact that this programme has had on the participating students. Below is a brief summary of the different character of the student activities in DOIT's six HEIs that ran student activities.

DOIT Student Activities in Israel

The three HEIs whose students participated in the student activities for DOIT cater to different populations. GCE serves the multicultural population of the Northern region of Israel and their faculty and student body include Jews (secular, religious, new immigrants, and various Jewish ethnic groups) as well as minorities (Arab-Christian, Arab-Muslim, Druze, Christians (non-Arab), Circassians, and Ahmadis). SAK serves the heterogeneous Arab-speaking populations of the Galilee and serves Arab-Christian, Arab-Muslim, Druze, and Circassians. The student union of the Interdisciplinary College of Herzliya which is considered an elite private academic college located in the centre of Israel, is a more homogeneous group with very few minority students on campus. Although their scholarship programme encourages students from peripheral areas and underprivileged populations, the majority of the student body reflects middle and upper class Jewish Israeli populations.

The structure and character of the DOIT activities differed on each campus in order to meet the needs of their respective students by promoting multicultural ideals, behaviours and relations. For SAK, it was important for their faculty to work closely with outstanding students and empower them to run workshops for first-year students on the topic of Identity Formation in Multicultural Israel. These outstanding students were nurtured and continually coached by SAK's DOIT staff which helped them in developing strategies and activities that promote intercultural relations. Creative work was encouraged, pedagogical methods discussed and all of the participants of the programme were empowered to carry their skills over into the classrooms of where they were student teaching. Hundreds of SAK students are benefitting from this programme which will continue next year.

At GCE, first year students in the Early Childhood Educational Department (between 100–120 students representing different ethnic and minority groups of Israel) were divided into small groups whereby each group was assigned to develop an activity that promotes intercultural relations on campus. The first year of piloting events included 12 weekly meetings of over 100 students who were divided into smaller groups with student leaders chosen from within these groups. Their task was to develop out of the classroom activities but as their “student leaders” were not well trained, it was decided that one major event would be implemented at Gordon College for this first year. The event was very successful however lessons learned from this experience were applied in the second year. In the second year, GCE, followed SAK's model of using the students of their outstanding student programme but adjusting it to fit the needs of Gordon's programme. In the first semester, 20 outstanding students studied in a problem/project-based learning (PBL) course on the topic of multicultural education and children's rights which was jointly taught by a member of DOIT's Gordon's faculty and a Gordon faculty member who is an expert in PBL. These 20 outstanding students received knowledge and tools to implement projects (leadership training). In the second semester, 10 of these outstanding students are leading 100 first year students (who

represent the different ethnic and minority groups in northern Israel) in developing on-campus activities that will promote intercultural relations on campus. These groups will meet 9 times and will propose activities. The group as a whole will decide on three extra-curricular programmes to implement on campus. Two faculty members and a teaching assistant are supervising this entire programme.

The Student Union of the IDC decided to organize a combined lecture series and discussion groups that would deal with important issues relating to diversity and multiculturalism in Israeli society. Approximately 80 students were selected to participate in this programme. Criteria were developed to select the students (in the first year over 300 students wanted to participate in the programme) and those students selected made the commitment to attend all lectures and participate in the discussion groups. Former Israeli Ministers, political leaders, journalists, activists, business leaders who deal with diversity and multiculturalism in Israel have been invited to lectures on their expertise to this group. Seven lectures were provided in the first year and another seven have been organized in the second year of the programme. The IDC students were exposed to the important issues of diversity and multiculturalism. They are considering continuing this programme next year due to its overwhelming success.

Student Activities in Georgia

The NGOs in Georgia, let by CDI, worked closely with the student unions and thus the vision of student activities as originally planned in the application ran according to the plan. Although the faculty was also involved, the NGOs took on an active leadership role and worked closely and jointly with the students. Similar to Israel, all three universities serve different populations. ISU is located in Tbilisi where the majority of their students are Georgians. In addition however, there are other ethnic minorities that attend their university. Telavi is located in the eastern province of Kakheti in Georgia. Although Georgians are the majority population in this region, there are other ethnic and religious groups that live in this area (e.g. Kist, Azeri and Muslims). SJSU is located in Alhatskhe that has a large Armenian minority living in the region.

CDI organized the students for the development of activities. The first step of their work was to have all three universities in Georgia (ISU, TESAU and SJSU) conduct a small scale research on the topic of integration of minorities in university life. The data that was gathered was analyzed and used as a basis for the activities that were planned on each university campus. Thus at ISU, lectures and field trips were organized that promoted intercultural relations and understanding. In addition, the students created a blog which described their own multicultural experience gained within the framework of the DOIT project and other activities. They organized a photo exhibition and participated in special workshops that the CDI ran which provided them with an understanding of diversity and skills for intercultural communication. Students from different ethnic groups participated in these workshops. The students from Ilia State University will be taking an active part in DOIT's international conference *Education for the 21st Century: Multiculturalism, Children's Rights and Global Citizenship* by presenting four different papers or leading roundtable discussions on their DOIT student activities. Most importantly, the students of education at Ilia State University ran a unique multicultural programme in several elementary schools.

At TESAU the Student Union organized several field trips which included minority groups at their college who very rarely participated in campus activities or interacted socially with other students. Through DOIT's programme, the Student Union formed a DOIT group that included minorities on campus and together they planned and implemented several multicultural events and field trips. For example, one of their trips was to Pankisi Gorge where the group was hosted by ethnic Kist Students. In addition, a major multicultural exhibition is being implemented by the students at their university. Finally students will be coming to Israel to actively participate in DOIT's final international conference. The TESAU Student Union intends to continue with this programme in the 2015–16 academic year.

At SJSU, DOIT student activities included lectures, field trips as well as multicultural events on and off campus. In addition, the SJSU students implemented multicultural educational programmes in the schools where they student teach and organized multicultural events about

Georgian and Armenian traditions. The second NGO on DOIT's Georgian team (CCIIR) developed and implemented a workshop programme and training materials for students of SJSU on the positive effects and benefits of campus diversity on social and academic development in 2014. Together with the students, they developed a list of possible activities to promote campus diversity and develop intercultural sensitivity in students. The SJSU students are also going to take an active role in DOIT's international conference in June–July 2015.

VII. DOIT's ripple effect: Disseminating DOIT's programmes

Dissemination is an important aspect of DOIT's activities, both in terms of objectives of the programme as well as the broader ideals which are built into principles of multicultural education and the promotion of children's rights. Most of DOIT's consortium members are highly motivated to promote the activities due to the important mission that most feel are intertwined in the values and ideals of the programme. A member of DOIT's technology team said, "We (Sapir Academic College of Education portal technological team) are involved in five TEMPUS programmes, in building their portal and website. For DOIT, we feel that we are on a "holy mission" in our work and that the message that DOIT is trying to promote is an important one for our country and the world today". This feeling that the consortium has a "holy mission" in promoting these principles that are so important in the 21st century, especially for teacher-training programmes, motivated many members of DOIT in disseminating our programme within and beyond our consortium's partners.

This section on the ripple effect discusses the dissemination of DOIT's programmes on several levels:

- A. Within the participating institutions.
- B. Through workshops at other institutions
- C. Through national conferences,
- D. Through international conferences
- E. Through piloting the programme at other institutions or building joint degrees with other institutions based on DOIT's courses.

A. Dissemination within the participating HEIs of DOIT

The first stage of dissemination of any programme is within the participating institutions where the programme is aimed at being implemented. In order to accomplish this, the key stakeholders of the institution need to be aware of and approve the programme. This process, to be successful, should begin even in the pre-application stage when forming a consortium. During this stage, key stakeholders of each partner needs to sign a mandate in order join the consortium and thus officially approve the programme. Key stakeholders of DOIT's consortium were approached through personal-professional ties or the process of professional networking, through organizations in which the coordinator was involved (e.g. UNESCO schools) as well as through the national TEMPUS offices in Israel and Georgia.

The above process only establishes the consortium however and for the dissemination to succeed within the universities, it is vital, as research has shown, to present the developed programmes to the key stakeholders, committees as well as members of the faculty (Eskerod & Jepson 2013; Aaltonen et.al. 2008, and Penual 2007). The following table presents the presentation of DOIT's programmes to key stakeholders, heads of institutes or faculties, department chairs and the general faculty. In some cases major stakeholders from the Ministry of Education and the Council for Higher Education were present.

HEI	Key stakeholders or participants involved	Total number of internal meetings
GCE	Presentations were made to: 1. President 2. Academic Committee 3. Faculty Institutional Meetings (twice). 4. Academic Head (twice) 5. Pedagogical Head (once) 6. Heads of Departments (five separate meetings).	11
SAK	Presentations of DOIT programmes were made to: 1. President (meeting of DOIT's coordinator with SAK President). Three meetings. 2. 4 meetings with the Rector during meetings that included key officials from: a. Israel's Council of Higher learning (four presentations). b. North District Director of the Ministry of Education in Israel; c. Chairman of Israel's Higher Education Council; d. Minister of Education in Israel; e. Minister of Finance, f. Minister of Science and Technology 3. Sakhnin Faculty (four presentations).	11
KC	1. Meeting with DOIT Coordinator and Rector (three meetings). 2. Presentations of KAYE DOIT staff to committees and faculty (3 times).	6
ISU	1. Meeting with DOIT's Coordinator and Key Stakeholders (Heads of Departments) at ISU (three meetings). 2. Nina Chaibrishvili, DOIT a TEMPUS Project– Achievements and Future Plans, expected Benefits for ISU. Audience: Key-stakeholders at ISU 3. Internal presentation by DOIT faculty to ISU key heads (four times)	7
TSU	1. Meeting with DOIT's Coordinator and Key Stakeholders at TSU (e.g. Head of Quality Assurance, Heads of Institutes, Faculties, Departments) (six meetings). 2. Internal meetings of DOIT TSU team with key heads (six meetings)	12

SSU	1. Meeting with DOIT's coordinator and key stakeholders at SSU (e.g. Rector, Quality Assurance Head, International Programmes, Head of the Faculty of Education (three meetings). 2. Meetings of DOIT SSU team with key stakeholders and faculty (four meeting). 3. Honorary Doctorate Degree given to Dr. Rhonda Sofer for the contribution of her leadership of DOIT to SSU. 200 members of faculty and students attended.	8
TESAU	1. Meeting of DOIT's Coordinator with key stakeholders at TESAU (Rector, international programme, faculty heads) two meetings. 2. Meeting of DOIT staff with key stakeholders at TESAU and faculty (four meetings)	6
SJSU	1. Meeting of DOIT's coordinator with key stakeholders at SJSU (Rector, international programme, faculty heads) (Two meetings). 2. Meetings of DOIT team members with key stakeholders, department heads and faculty (four meetings).	7
UKL	1. Meeting of DOIT's Coordinator with Head of the Faculty of Education (two meetings). 2. Internal meetings to present DOIT programme to department (one meeting)	3
HAN	1. Two presentations of DOIT's programmes were made within their campus at Arnhem (a total of 153 faculty and students heard this presentation).	4
PHOO	1. Two presentations of DOIT's programmes were made at their campus in Nijmegen (a total of 129 faculty and students heard this presentation).. 2. Meeting of DOIT's Coordinator with key stakeholder at PHOO (Rector) one meeting. 3. Presentation of PHOO DOIT team to the faculty of the International Office.	2
TOTAL		78

The table above indicates that many of the DOIT members from partner HEIs invested time and energy to ensure that their administrators, key stakeholders, department chairs and faculty were informed of the kind of programme that was being developed by DOIT's working teams. The DOIT members presented and explained to these key officials how DOIT's programmes can contribute to different faculties and departments within their universities. This internal process of dissemination insured that the initial support to join the consortium was carried over into tangible action in regards to piloting, sustaining and disseminating DOIT's courses and programmes within and beyond the partner institutions. These aspects are discussed below.

B. Dissemination of DOIT's programmes through workshops and piloting activities at other universities and institutions

Dissemination of DOIT also occurred dynamically through implementing workshops and programmes in different kinds of institutions which are not part of DOIT's consortium. This dissemination was varied and reflects the structure of programme development that enables DOIT staff or participants to apply the project's approaches and methods that contribute to their own work and discipline. The workshops that were implemented in other institutions during the lifespan of the project were varied. They included programmes for faculty who teach at partner HEIs, programmes implemented in elementary schools for children that promote diversity and children's rights, and interactive workshops that are aimed at providing tools in multicultural education and for promoting children's rights in service fields such as medical and law enforcement.

HEI	Workshops or programme presented at other institutions	
GCE	GCE's DOIT staff gave 12 workshops in four different institutions that presented DOIT's programmes. These programmes included a special course for Israeli police officers that was aimed at providing them with the tools of understanding the processes of stereotyping and prejudices in their work. DOIT's material was integrated into these workshops. In addition DOIT staff from Israel and Georgia jointly ran a workshop for UK experts who attended the opening event of BBK's <i>Centre for Transformative Teaching and Learning</i> . Furthermore, students implemented programmes through their student teaching work. In one case, a student who participated in the course on Children's Rights in and Through Education, developed through the guidance of his DOIT faculty, an entire programme for an elementary school promoting children's rights. (Appendix 2).	15

IDC	DOIT's IDC staff gave 3 workshops relating to health issues that integrated units from DOIT's programme relating to multicultural education into workshops at hospitals and at universities.	3
SAK	SAK's DOIT staff presented eight workshops in five different institutions that presented DOIT's programmes. Moreover, some of these workshops occurred in other countries that were not part of DOIT's consortium (Qatar, Jordan and the United States).	8
ISU	ISU's DOIT staff has presented DOIT's programme in two other institutions and participated in a joint workshop given by several members of DOIT's staff to UK experts who attended the opening event of BBK's <i>Centre for Transformative Teaching and Learning</i> . ISU students ran several programmes in the elementary schools where they student teach that promoted DOIT's approach to multicultural education and children's rights	8
TSU	TSU's DOIT staff participated in a joint workshop given by several members of DOIT to UK experts who attended the opening event of BBK's <i>Centre for Transformative Teaching and Learning</i> .	1
TESAU	TESAU has disseminated DOIT's programme through their winter school programme in which participants come from other institutions to learn and participated in a joint workshop given by several members of DOIT's staff to UK experts who attended the opening event of BBK's <i>Centre for Transformative Teaching and Learning</i> .	2
SJSU	SJSU students under the supervision and guidance of the SJSU staff ran several programmes at elementary schools that promoted multicultural education and diversity which were based on DOIT's programmes and approaches. Some of these programmes were also documented in newspaper articles.	4
HAN	HAN has presented DOIT programme in 4 different workshops which took place in other institutions or invited members of other institutions to HAN to have workshops about DOIT's programmes and courses. The participants included other universities of applied sciences, Early Childhood Education Faculty (in Leeuwarden NL); Network of advisors of Education (Urecht NL); International Week at HAN U. (Nijmegen NL); Workshop on Cooperation Staatsseminar Offenburg and ECL UK (Slijk-Ewijk NL).	4
TOTAL		45

In summary, during the lifespan of the project, DOIT staff not only successfully promoted DOIT's courses, programmes and approaches to many different institutions in the partner countries; they also trained others to promote their programmes. This is evidenced through the empowerment of the teachers as well as students who implemented DOIT programmes and approaches in their work and in practical teaching experiences. This dissemination process went beyond the university boundaries and included other institutions that could benefit from DOIT's approaches as to multiculturalism and children's rights (e.g. police and health institutions). This indicates the potential for the long-term effect of DOIT that will be disseminated by those who were part of the programme or have benefitted by the programme.

C. Promoting DOIT's programmes at national events, conferences and professional symposiums

An important aspect of DOIT's project is the dissemination of its programme nationally through various conferences, professional symposiums, and events. Six of DOIT's eight partner HEIs and two EU partners (HAN and PHOO) which are involved in teacher-training, were active in this phase of dissemination through presenting different aspects of DOIT's courses, programmes and approaches in national conferences and events. Twenty-seven different presentations were given by the DOIT teams from Israel, Georgia, The Netherlands and Austria at national conferences, professional symposia and national events that ranged from a National Tempus sponsored event in Israel; a conference on educational management; Educational research conferences; National conferences on the topics of education; teacher-training and more. The table below lists the details of the conferences and presentations that were delivered.

Date and Country	Conference	Presenter and Title of Presentation
January 2013, Israel	Israeli Information Day.	1. Rhonda Sofer: <i>Tips for Preparing a TEMPUS application: DOIT</i>
May 2013, Israel	Israel's National Conference on Educational Leadership and Management	2. Rhonda Sofer: <i>A model for Educational Management of an International Project</i>

Date and Country	Conference	Presenter and Title of Presentation
June 2013, Georgia	National Conference in Georgia at TSU: 7th Faculty Scientific Conference dedicated to Ekvtime Takaishvili's 150th anniversary, Faculty of Humanities,	3. Izabella Petriashvili: <i>Teacher Training for Multicultural Education – Challenges and Transformations.</i>
June 2013, Georgia	National Scientific Conference dedicated to Dimitri Uznadze's 125th anniversary organized by the Faculty of Education of SSU	4. Lia Akhaladze, Tamar Shinjiashvili, Marine Khubua: The Challenges and Prospects of the EU grant project DOIT 5. Nino Chiabrishvili, David Malazonia: <i>Holistic approach to multicultural education: the case of DOIT.</i>
October 2013	Research Conference at GAC	6. Rhonda Sofer: <i>DOIT an Innovative Model in International Collaboration for Promoting Multicultural Education</i> 7. Roxana Reichman: <i>Curriculum Development in Multicultural Education: An International Perspective.</i>
November 2013, Georgia	International Scientific Conference in Kutaisi, Georgia: Challenges in Education.	8. Lia Akhaladze, Tamar Shinjiashvili: <i>Culture and Identity in Abkhazia.</i> 9. Rusudan Pipia, Brolisa Tsulaia:, <i>Multicultural education and new teaching methods for teachers at primary level</i> 10. Tamar Jojua, Omar Ardshelia: <i>Human rights and International Legal Aspects of State Recognition</i>

January 2014, Austria	National Centre for Intercultural Education, Migration and Plurilingual Education	11. Catherine Carre-Karlinger, Short presentation to the BIMM (<i>Bundeszentrum für Interkulturalität, Migration und Mehrsprachigkeit</i>) and posted information about DOIT on the BIMM homepage).
February 2014, Israel	Research Conference at Oranim Academic College, Tivon.	12. Rhonda Sofer (Lia Akhaladze, Tamar Jojua, Tamar Shinjiashvili, Rusudan Pipia not present but co-authors): <i>Examining the Processes of Curriculum Reform in Teacher-Training for Multicultural Education in a Georgian University.</i>
June 2014, Georgia	Conference dedicated to Dimitri Uznadze's 125th anniversary organized by the Faculty of Education of SSU	13. Nino Chiabrishvili, David Malazonia: <i>Holistic approach to multicultural education: the case of DOIT.</i>
March 2014 , Israel	Kaye's Conference (Beersheba Israel) Encounters in Education, Between Cultures and Pedagogy.	14. Rhonda Sofer: <i>Multicultural Education Curriculum Reform as an Example of Transformative Development, Learning and Teaching.</i> 15. Roxana Reichman: <i>Challenges of Assessment and Curriculum Development of an International Project.</i> 16. Nino Chikovani and Izabella Petriashvili: <i>Problems of Cultural Awareness in Georgia: Meeting the Challenges of Multicultural Education.</i> 17. Sophio Arsenishvili and Nino Sozashvili: <i>Empowering Students in Promoting Multicultural Education of students of Education at Telavi State University.</i> 18. Lia Akhaladze, Tamriko Jojua, Rusidan Pipia: <i>Integrating Multicultural Education Curriculum at Sohkumi State University.</i>

May 2014	Conference in English for Scientific Journal	19. Gulnara Janova and Tina Gelashvili,: <i>Integrating Multicultural Education in SJSU</i>
May 2014	Scientific National Conference at SJSU	20. Gulnara Janova: <i>Cultural Diversity is our Power</i>
May 2014	Dalton Conference (Leiden (NL)	21. Bernadet Tijnagel: Let's DOIT, <i>Multicultural Education</i> .
June 2014	Conference on Education, Humanities and Social Sciences at SJSU	22. Gulnara Janova: <i>What is Critical Incidence Analysis?</i>
July 2014	National Scientific Conference dedicated to the foundation of Sokhumi State University. Tbilisi. Georgia	23. Lia Akhaladze and Nino Chiabrishvili: <i>Scientific-Research Activities in the Framework of "Tempus" Grant Project DOIT</i> . 24. Tamar Shijiashvili: <i>Education and Children's Rights in Georgia</i> . 25. David Malazonia: <i>Intercultural Education, Relations and Researches in Georgia – Situational Analysis</i> .
November 2014	SJSU Research Conference for the Faculty of Education, Humanities and Social Sciences.	26. Irma Kurdadze, Principles of Multicultural education and teaching approaches in different national or ethnic groups
November 2014	Scientific Conference of Education Faculty of Sokhumi State University in the framework of DOIT Annual Faculty Conferences.	27. Lia Akhaladze, Tamar Jojua, Tamar Shinjiashvli, Rusudan Pipia: DOIT – Achievements and Future Prospects. 28. Tamar Shinjiashvili, Omar Ardashelia: Active Citizenship – Georgian Case. 29. Report : Abkhazia – Multiethnic and Multicultural Region of Georgia Language.

		a) Lia Akhaladze, Omar Ardashelia : The Problem of Ethnic and Cultural Identity. b) Tamar Shinjiashvili, Brolisa Tsulaia: Ethnic Map of Current Ethnic Situation. c) Rusudan Pipia, Tamar Jojua: Linguistic Situation and Studying Issues of Abkhazian Language.
December 2014 Georgia	III Conference of teachers–University School: School–University, TSU, Rusavi	30. Irma Kurdadze, Aspects of Bilingual Education in the Samtskhe–Javakheti region.
January 2015. Austria	European Centre of Modern Languages	31. Catherine Carre–Karlinger posted information about DOIT’s final conference on the BIMM homepage.
January 2015. Austria	National Centre for Intercultural Education, Migration and Plurilingual Education,	32. Catherine Carre–Karlinger, DOIT, <i>The Development of an International Model for Promoting Multicultural Education and Children’s Rights.</i>
February 2015 Austria March 2015	ECML Programmemes in Graz	33. Catherine Carre–Karlinger, Presented DOIT’s programme to the Deputy Executive Director and Head of ECML Programmemes.
	Jenaplan Conference (Werkhoven (NL))	34. Bernadet Tijnagel: Let’s DOIT, <i>Multicultural Education.</i>

D. Participation in International Events and Conferences

Disseminating DOIT’s programme beyond the consortium institutions and to other countries is an important part of the programme. Through participating in international conferences, sixteen different faculty members from eight of DOIT’s partner HEIs presented 29 lectures or workshops at international conferences in eight different countries: Israel, Georgia, the United Kingdom, Qatar, Jordan, Turkey, Macedonia and the United States.

The presentations included a wide range of topics that were directly related to DOIT's programmes and work such as:

- Promoting *Children's Rights in and Through Education*;
- Promoting Multicultural Education in Teacher-Training programmes;
- Assessing Programmes in Curriculum Reform;
- Managing Educational International Projects;
- Using Technology in Collaborative-International Projects;
- Creating an on-line website for joint work and dissemination;
- Promoting Multicultural Education in Georgia; and,
- Women's Roles in International Educational Projects.

At these international conferences, DOIT's programmes were presented and shared and most importantly each member of the DOIT team formed new professional ties and networks based on the people they met at these conferences and who expressed interest in our work. This success of networking through these international colleges is reflected in the amount of interest that has been documented in DOIT's upcoming final event which will take the form of an international conference.

DOIT and Gordon Academic College of Education, is co-sponsoring an international conference *Education for the 21st Century: Multiculturalism, Children's Rights and Global Citizenship*. This conference will take place in Haifa, Israel between June 30 and July 2, 2015 and has received over 170 abstracts. The conference website has generated around 10,000 visits. The international recognition of this conference is reflected in the agreement by the world acclaimed expert on multicultural education, Prof. James Banks, to be the keynote speaker at this conference. The conference summarizes DOIT's main issues. Its rationale is based on our work by acknowledging that the modern world is now characterized by a growing diversity where contacts between members of various cultural groups are becoming the rule rather than the exception. Educators and teacher educators are challenged to create transformative environments for students that promote values and behaviours that enhance diversity as well as children's rights in a global world.

This international conference has invited experts from all over the world who are involved in innovative practices and research on promoting multicultural education, cultural diversity, as well as children's rights through education, to participate and present their research and best practices. The themes of the conference revolve around the courses that we have developed and include the following subjects:

1. Identity in Multicultural Environments:

- Construction of identity
- Dimensions of identity (language, religion, culture, gender, etc.)
- Immigrants and identity
- Curriculum development and assessment

2. Pedagogical Approaches for Multicultural Classrooms:

- Pedagogical strategies and tools
- Local culture, ethnic and minority groups
- The role of language and language teaching
- Bilingual education in multicultural societies
- The role of critical pedagogy

3. Children's Rights in the 21st Century:

- Approaches for promoting children's rights
- The role of educators as social agents in promoting and protecting children's rights.

4. Global Citizenship:

- Critical thinking, social justice and social movement
- Power relations and social change through education
- Social change through curriculum reform
- Peace education and conflict resolution
- Exposure to multicultural settings

Almost all of DOIT's institutions are represented by their faculty who are presenting papers, workshops or roundtable discussions at this conference. A total of at least 35 presentations of DOIT's international teams will be presented at this conference discussing different aspects of the DOIT programme as well as research that is related to the conference. In addition, all of the student unions will be actively participating in the conference and will be jointly running a roundtable discussion that relates to promoting student activities that promote intercultural relations as well as papers that present their implementation of DOIT's programmes in elementary schools in Georgia as well as in their colleges in Israel. We expect at least 30 presentations relating to DOIT's programme at this conference with over 60 members of DOIT's faculty and student teams actively involved.

HEI	Presentation of DOIT's programme at International Conferences	Number of presentations
GCE	June 29, 2013 – International conference of BBK and IOE on Democratic Citizenship and Human Rights Education. 1. Laura Sigad participated in the poster session presenting the DOIT course <i>Children's Rights in and Through Education</i>. 2. Rhonda Sofer presented a paper on DOIT, <i>A TEMPUS Project Aiming to meet the Challenges of Teacher Training for Democratic Citizenship and Children and Human Rights</i>. Around 100 professionals from all over the world attended this conference. July 2–4, 2013 – Mofet Conference: Changing Reality Through Education (Tel Aviv and Jerusalem). Three members of DOIT's Israeli team from GCE presented four papers or posters relating to DOIT: 3. Rhonda Sofer: <i>Mainstreaming Multicultural Education Within and Beyond an Israeli Teaching College: A Case Study</i>. 4. Rhonda Sofer and Laura Sigad: <i>Developing International Collaboration through the use of Modern Technology as a Means of Creating and Implementing an International Model for Teacher-Training in Multicultural Education</i>. 5. Laura Sigad and Rhonda Sofer: <i>Human and Children's Rights in and Through Education: Learning to Live Together</i>. 6. Roxana Reichman: <i>International Curriculum Reform: Opportunities and Challenges in Developing Multicultural Curriculum in Seven Countries</i>. July 11–14 2013 ECE – European Conference on Education in Brighton, England 7. Rhonda Sofer: Chair of Panel Discussion with all 9 DOIT participants on <i>DOIT, a TEMPUS Project Aiming to Meet Challenges and Implement Transformations in Teacher Training for Multicultural Education</i>. 8. Rhonda Sofer, GCE (presenter), Tamar Jojua SSU (presenter), <i>Influence of a Tempus Project DOIT on University Research and Development</i>, (Lia Akhaladze, Tamar Shinjiashvili, Rusudan Pipia not present but co-authors): 9. Rhonda Sofer and Laura Sigad (GCE): <i>Developing International Collaboration Through the Use of Modern Technology as a Means of Creating and Implementing an International Model or Teacher Education in Multicultural Education</i>.	12

GCE	October 23–26, 2013 – TSU 3rd International Conference of Caucasologists: Multiculturalism and Tolerance in the Caucasus. 10. Rhonda Sofer: <i>Curriculum Reform for Higher Academic Institutions in Multicultural Education: Why, What, and How: DOIT-A TEMPUS programme for the Caucasus Region of Georgia.</i> February 3–5, 2014 – Blacksburg, Virginia. CHEP conference at Virginia Tech. 11. Roxana Reichman: Developing, assessing and adapting a multicultural curriculum for students learning in higher education. March 6–8, 2014 – Washington D.C. U.S.A : Conference on Improving education science and practice: the role of replication. 12. Roxana Reichman: A case study of assessing an international programme on curriculum reform.	12
SAK	July 11–14 2013 ECE – European Conference on Education in Brighton, England 1. Manal Yazbak Abu-Ahmad: Attitudes toward 'the Other': A Tempus DOIT Multicultural Venture. November 19, 2013. Qatar University International Conference on Education. 2. Manal Yazbak Abu Ahmed, Introducing DOIT's Children's Rights Course for Teacher Training. (Key stakeholders conveyed to Manal that they intend to implement this course in their programme of studies!). 3. Manal Yazbak Abu Ahmed. Preparing Future Teachers for Multicultural Education. November 4, 2014, Workshop at the University of Michigan, USA Department of Intergroup Relations. 20 people participated. 4. Manal Yazbak Abu Ahmad. DOIT, an Innovative Programme Promoting Multicultural Education and Children's Rights in Teacher-training programmes.	4
	July 11–14 2013 ECE – European Conference on Education in Brighton, England 1. Hanan Maoz (SAP) Leveraging Digital Collaborative Technology to Support Multicultural Environments and Diversified Expert Groups: The Case of DOIT International Project for New Curricula Reform.	1

ISU	July 11–14 2013 – ECE : European Conference on Education in Brighton, England 1. Izabella Petriashvili (TSU), Nino Chiabrishvili (ILIA): The Ways of Intercultural Communication to Promote Multicultural Education in Georgia.	1
TSU	July 11–14 2013 – ECE – European Conference on Education in Brighton, England 1. Izabella Petriashvili (TSU), Nino Chiabrishvili (ILIA): The Ways of Intercultural Communication to Promote Multicultural Education in Georgia. October 23–26, 2013 – TSU 3rd International Conference of Caucasiologists: Multiculturalism and Tolerance in the Caucasus. 2. Nino Chivovani: Steps towards Multicultural Education in Georgia: DOIT.. May 8–10, 2014 – Giresun U. Turkey The Second International Women’s Symposium and Art Workshop, Social and Political Levels of Women Participation. 3. Izabella Petriashvili: The Role of Women in International Projects in Education. October 19–21 2014 – Skopje, Macedonia. Democracy and the University in the 21st century: Assessing the Path Forward. 4. Izabella Petriashvili and Lela Tavdgridze Pedagogical Approaches to Culturally Responsive Teaching in the Classroom a.	4
SSU	July 11–14 2013 ECE – European Conference on Education in Brighton, England 1. Tamar Jojua SSU (presenter), Rhonda Sofer, GCE (presenter), Influence of a Tempus Project DOIT on University Research and Development November 16–17, 2013 – Kutasi, Georgia. International Conference dedicated to the 140th anniversary of the foundation of Kutaisi Scientific library, Kutaisi, Georgia; 2. Lia Akhaladze, Tamar Shinjiashvili Culture and Identity in Abkhazia (presented at plenary session of the conference. 3. Rusudan Pipia, Brolisa Tsulaia Multicultural Education and New Teaching Methods for Teachers of Primary Level. 4. Omar Ardshelia, Tamar Jojua Human Rights and International Legal Aspects of State Recognition	4

TESAU	July 11–14 2013 – ECE – European Conference on Education in Brighton, England 1. Nino Sozashvili (TESAU) Tolerance, Multicultural Education and Cultural Diversity Discourse in Georgia July 2014 – European Conference of Education – Brighton. England. 2. Nino Sozashvili: .Teaching and Learning Transformative Processes: The Winter School Programme at Telavi State University.	2
SJSU	August 2014 – Professional Growth, II International Conference on Business, Management, Economics and Finance, Pattaya, Thailand. 1. Irma Kurdadze, The Role of Management in the Process of Training Teachers for Multicultural Education. October 2014, Democracy & the University in the 21st Century: Assessing the Path Forward The Alliance Of Universities for Democracy, The 25th Annual Conference. Skopje, Macedonia. 2. Tina Gelashvili and Gulnara Janova, Multicultural Education in Georgia: An Ongoing Process. November 2014 – Gori State Teaching University, 7th International conference on Education. 3. Irma Kurdadze. Some Aspects of Teacher-training and Multicultural Education. May 2015 – Kutaisi State University, International Conference on Education. 4. Irma Kurdadze, Some of the Most Important Aspects of Multicultural Education	4
HAN	November 2014 – IP Erasmus ‘Intercultural Education for Sustainability’ – Guarda (PT) 1. Bernadet Tijnagel and Henk Boer: Project DOIT April 2015 – European Teachers Education Network Conference 2015– Copenhagen (DK) 2. Bernadet Tijnagel: Intercultural Education: Let’s DOIT	2
TOTAL		34

**DOIT's International Conference: Education for the 21st Century:
Multiculturalism, Children's Rights and Global Citizenship
Topics of Presentation of DOIT's Partners (partial listing)**

GCE	Roxana G. Reichman, Case study of curriculum reform in the field of multiculturalism. Rhonda Sofer, Applying Principles of Diversity Management to an International Programme of Curriculum Reform in Multicultural Education: A Global Model for Promoting International Collaboration. Sylvia Saba-Sa'di, Articulations of Multiculturalism in Teachers' Discourses and Practices in a Conflictual Social Setting. Rhonda Sofer and Eial Weitz (Oranim Academic College), Children's involvement in a plan to promote children's rights among elementary school students.	4
SAK	Dr. Manal Yazbak Abu-Ahmad Dr. Aliza Yahav (David Yellen Academic College), Attitudes toward 'the Other': An Intercultural Communication Experience. Manal Yazbak Abu Ahmad, Yaser Awad and Rhonda Sofer, (GAC); Children Rights: An Urgent Necessity in the 21st Century. Manal Yazbak Abu Ahmad, Yaser Awad and Rana Neameh, Formulation of professional and personal identity and multicultural awareness among students of education through peer discussions.	3
KC	Miriam Schildkraut, Mueen Fakhereldeen, Simon Lichman, Dina Shchada, Rakefet Shahar : Modes of Living Together Under the Same Roof – The Value of Experiencing Multicultural and Conflicting Perspective. Miriam Schildkraut, Mueen Fakhereldeen: Building Identity in a Multicultural Society	2
IDC	Eric Zimmerman, Internationalization: Tearing Down Walls of Ignorance. Ora Nakash: The effect of acculturation and discrimination on mental health symptoms and risk behaviours amongst adolescent migrants in Israel.	2
SAP	Oded Wolkstein, Through Yiddish I hear my grandmother's Arabic: Poetic Language as a site of multiculturalism.	1
BGU	Hannah Moscovitz, Developing and Implementing Quality Assurance Measures in International Projects: lessons learned from the Tempus-DOIT project	1

ISU	David Malazonia, Teaching /learning history issues in multicultural Georgia (by the example of DOIT). Nino Chiabrishvili, Intercultural education based on a holistic approach (on the example of DOIT) Nino Modebadze; Natia Gabashvili, Iakob Gogebashvili: Several Educational Strategies of Implementing Intercultural Education in University Curricular. Nozadze Salome, Integration opportunities of ethnic Armenians and Azerbaijanis in high mountainous regions of Georgia.	4
TSU	Izabella Petriashvili, Preparing Multicultural Educators at Georgian Higher Education Institutions: Challenges and Prospects. Nino Chikovani, Identity (Re)construction through History Education: The case of Post-Soviet Georgia. Ketevan Kakitelashvili Georgian Jewish Identity under Question: Debates in the Georgian periodicals of the 1910s.	3
SSU	Tamar Shinjiashvili and Omar Ardashelia, Activities for Development of Active Citizenship in the Multicultural Classroom. Rusudan Pipia and Brolisa Tsulaia, Development of Critical Thinking in the Multicultural Classroom based on the Example of Literature Teaching. Lia Akhaladze, Tamar Shinjiashvili, Rusudan Pipia and Tamar Jojua, Introduction and Study of Cultural Diversity Training on the Basis of DOIT.	3
TESAU	Nino Sozashvili, Peculiarities of Teaching Children's Rights (based on the example of Telavi State University). Sophio Arsenishvili, Ethnic and Cultural Diversity of Kakheti Region Through the Kaleidoscope of Time.	2
SJSU	Gulnara Janova, Tina Gelashvili, Cultural and Language Situation in Samtskhe-Javakhetshi-History and the Present. Gulnara Janova, Maka Murvanidze, Language Teaching Activities Through Culture. Irma Kurdadze, Teona Zhuzhunadze, Some Aspects of Teaching Children's Rights in Multiethnic Samtskhe-Javakheti. Mzia Tsereteli, Tina Gelashvili, The Comparative Analysis of Students' Intercultural Sensitivity in Tbilisi and Akhaltsikhe.	4

CID	Mosiashvili Tamar and Gorgodze Sophia , Caring for Children's Safety or Controlling Teachers? Implications of Safe School Policies in Georgia.	1
CCIR	Natia Gorgadze, Shalva Tabatadze , Methodological Frame for Children's Right Education in Schools of Georgia	1
SUIDC	Shine Shaham , IDC Student Union: Student activities in DOIT Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training	1
UKL	Mike Zapp , Human rights education on the rise? Some global diffusion trends	1
HAN	Gerbert Sipman , Enhancing teachers' pedagogical tact using a systemic perspective. Bernadet Tijnagel, Cooperative Playing and Cooperative Learning in Multicultural Education.	2
PHOO	Catherine Carré-Karlinger , Behind the words: Raising cultural awareness through language, biography and narrative approach.	1
JTI	Sulev Valdmaa , Jaan Tnisson Institute, Youth Values in the Multicultural Society. Case of Estonia	1
BBK	Prof. Sue Jackson : KEYNOTE SPEECH	1
TOTAL		38

In summary, there will be at least 72 different international presentations of DOIT's programmes and approaches during the lifespan of the project. Almost all members of DOIT have taken an active part in this dissemination process internationally. This reflects the empowerment of and motivation towards the programme by DOIT's members and is a positive indication of long-term sustainability and dissemination through the ripple effect.

E. Piloting DOIT's programme at other institutions or building joint degrees with other institutions based on DOIT's courses

Another important accomplishment of DOIT has been the piloting of our courses and development of joint degrees with other universities outside the consortium within the lifespan of the programme. Usually when developing programmes of curriculum reform, it is considered a major achievement to successfully integrate new curriculum into the participating HEIs in the consortium. The fact that several of DOIT's HEIs successfully expanded this goal and disseminated the reform to other institutions during the lifespan of the programme can be considered an important achievement.

1. In Israel, Oranim Academic Teaching College in Tivon, is offering three of DOIT's developed courses within their elective programme for the Department of Sociology and Civic Education (Children's Rights in and Through Education, Identity in Multicultural Society and Ethnic and Minority Groups in Israel). In addition, in their MA programme, two courses have benefitted from units that were developed within the course Children's Rights in and Through Education.
2. In Georgia, Ilia State University has developed a joint MA programme: Education in Diverse Society with Batumi State University. This MA degree will be for the Department of Educational Administration and integrates several of DOIT's courses and units from within their courses into their curriculum.
3. Professor Nino Sozashvili from Telavi State University has introduced the course Children's Rights in and Through Education to the East European University's (Georgia) MA programme for the Faculty of Education.
4. Professor Nino Sozashvili from Telavi State University has introduced the course Identity Formation in Multicultural Environments as an elective course for BA students in the Department of Cultural Anthropology at the Caucasus International University (Georgia).

Coordinator's Summary of DOIT's Achievements

The achievements of DOIT's programme that have been documented in this handbook reflect a consortium whose members demonstrate not only commitment and dedication to the aims and objectives of the programme, but moreover the development of professional relations that was conducive for the sharing of knowledge and professional growth. DOIT's achievements range from the successful development of courses, their piloting within the participating institutions, tangible evidence of sustainability within different departments and faculties and diversified and impressive processes of dissemination on all levels: within the consortium and beyond.

As Coordinator of DOIT, these results bring me not only personal pride, but more importantly collective pride. This collective pride springs from the fact that professionals who come from different cultures and institutions (within our countries as well as between our countries) succeeded in overcoming many of the challenges of intercultural communication and were able to work together. The fact is that while DOIT's programme is aimed at promoting multiculturalism and diversity, we, the professionals in our consortium, became MODELS for the values and behaviours which multiculturalism promotes. Practicing what we are preaching was not only one of our greatest challenges, it became, as reflected in this handbook, one of our greatest achievements.

TEMPUS programmes are measured and assessed by whether the deliverables stated in the proposal are delivered (and not the "quality of the product" – personal communication with DOIT's Project Officer in Brussels). What makes DOIT's achievements special, are the processes that structured our relationships within our collaborative work, which empowered many of our members to be leaders in their own institutions and communities. These processes contributed not only to the "delivering of deliverables" but also to the high quality of results that we have achieved to date.

In concluding this handbook, I will present the acceptance speech for the honorary doctorate that I was awarded by Sokhumi State University for the contribution that I made as Coordinator of DOIT to the BA and MA development of their Faculty of Education. This speech reflects DOIT's vision and expresses what can be achieved when people work together for a common goal.

Respectfully, Rhonda Sofer, Coordinator of DOIT May 7, 2015

Acceptance Speech for Honorary Doctorate of Sokhumi State University awarded to Dr. Rhonda Sofer, Coordinator of DOIT, April 24, 2015

I am extremely moved by this honorary doctorate which acknowledges a contribution that I have made as a leader of a programme that promotes multicultural education and children's rights here at Sokhumi State University. I do not view this honour as a personal award, but rather one that belongs to a group and a community of professionals and individuals who share a vision.

This vision is very simple, namely that social change can be promoted through education. I have had the privilege of not only sharing this vision with great people, including members of your faculty but also I have had the honour of witnessing how different members of our professional consortium have acted on this vision.

Our Consortium is part of The European Commission's TEMPUS IV Fifth Call Programme, Development of an International Model for Curriculum Reform in Multicultural Education and Diversity in Teacher Training the acronym of which is DOIT. The TEMPUS programmes are based on the vision of the important role that higher educational institutions have in our societies. TEMPUS does this through providing the faculty of these institutions with the opportunity to work together on programmes and projects aimed at addressing important social, economic, educational and political priorities of the different regions of the partner countries.

TEMPUS realizes the importance of motivating academics to leave what has been termed "the ivory tower" and become involved and committed to act in order to bring about sustainable long-term change that can modernize higher educational institutions and improve the quality and development of our societies. The programme is based on the principle of collaboration, working together and sharing of knowledge.

I must acknowledge the support of TEMPUS for enabling DOIT's consortium to get together, learn and share knowledge with each other, and to build our dynamic programme that is being implemented and sustained in our academic universities and colleges and beyond.

For me, DOIT represents over 35 years of my work as an anthropologist and my belief in the importance of promoting multiculturalism, diversity and human rights in academic teaching. I have had the privilege of having this vision of promoting diversity and children's rights shared by others actively through DOIT.

Through DOIT and working in collaboration, WE developed dynamic educational programmes aimed at putting this vision into action and become a reality. We did this so that you, the students will have the values, principles, tools and skills that will make our society a better society built on social justice and equity.

Our TEMPUS programme DOIT, I believe, is more than a project with a starting date and an end for the members and institutions of our consortium. Its goals and objectives are aimed to go beyond these physical boundaries and the limitation of time. Promoting multicultural education and children's rights is not just something we learn and then add it to our pool of knowledge; Rather, it is something that we should internalize, identify with and most importantly DO.

DOIT does not belong to me or your faculty—it belongs to you—the students, many of you who are studying to be teachers. The courses which were developed by DOIT's international or inter-institutional teams were not only to provide you with knowledge, but also to promote values and behaviours that we hope will become a part of your being and influence your actions as active citizens who are committed to promoting social justice.

This honorary doctorate belongs to many, including your own leaders at your university who have the wisdom of understanding what their society needs and the courage to take action and implement changes in their curriculum which they believe will provide you with the tools to be active citizens and leaders in your society. Without the active, responsible participation and leadership of the key stakeholders and members of your faculty here at Sokhumi State University, I would not be standing here in front of you.

I see you here, as the future leaders of your society. As such, I want to talk to you briefly about leadership and the importance of active citizenship and social responsibility of individuals. Great leaders are not content with maintaining their position and the status quo. Great leaders have a vision of seeing how their society should be and moreover, they have the courage to act on this vision so how things "Should be" actually BECOME a reality.

Great leaders constantly reflect on their society, try to understand what is not right, and ACT to make things better for all. Leaders are leaders however, because they have a group of active citizens who are willing to invest their own time and energy in promoting their ideas and programmes. Great things can be achieved with moral leadership and active participation of individual citizens.

This honorary doctorate represents the combination of leadership of many people as well as the active hard work and dedication of individuals who feel that they are accountable and responsible for promoting diversity, multiculturalism and children's rights at their universities and in their community.

There are many kinds of leaderships and leaders can lead in different ways. I do not think I need to lecture you on those who lead through fear and physical and emotional coercion. Unfortunately, I think the countries in your region have experienced many leaders of this nature. These leaders need to utilize force and fear to get people to do what they want to do because the principles of what they are promoting are removed from the people and have no moral basis. Thus, in order to control the "masses", they need to develop a sophisticated and complex structure of control, for without that, they could not be leaders.

I want to talk to you about another type of leadership, a leadership that leads from behind. This concept, coined by Prof. Linda Hill was influenced by reading the autobiography of one of our great leaders of the 20th and 21st century, Nelson Mandela of South Africa. Mandela refers to leaders as shepherds. Although the flock moves forward after the lead sheep or goat, it is the shepherd who is actually coaching and guiding the flock.

The shepherd however enables different sheep or goats to take the lead. Professor Hill talks about business and how the 21st century requires leaders who empower others to emerge, innovate and lead. They do not fear greatness in others, but rather nurture and encourage it. This concept of "leading from behind" contributes towards what Hill calls "collective genius". Collective "genius" enables every member of the group to contribute and present their ideas and programmes of action.

What Hill calls leading from behind, can also be viewed as combining visionary leadership with active citizenship. Active citizenship means that we all are accountable and responsible for our community and society. We see something that we believe is wrong, we do not only say, "this is wrong", rather we can analyze the situation, develop action plans and implement these plans. It is important to realize that each and every one of us, needs to be responsible and accountable for the injustices that we see around us, EVEN if we are not the cause of the injustices.

We all must be active citizens, people who are willing to get involved and not turn their heads in the other direction when they see a situation that requires social attention and involvement. These do not have to be big things... active citizenship relates to our day to day lives. We all must be models and just do the right thing because it is the right thing to do.

Let's take a simple situation: how many times have we walked into a classroom and have seen a piece of paper on the floor, or a paper cup left on the desk? There can be several approaches to this. One can ignore the paper on the floor or cup on the table—be indifferent.

Or, one could complain about the paper on the floor or the cup on the table. This reaction shows that the individual has “knowledge” about things that are not in place and unjust but does view that he or she needs to do anything about it. This reflects that the person does not feel that he is accountable or responsible for things out of place.

Or, one can see the piece of paper or cup, realize it is out of place and throw it away. This is active citizenship and what DOIT's programmes are aiming for.

DOIT aims to promote multicultural education. Multicultural Education is necessary for the 21st Century because we live in a global world. The values and behaviors that are intertwined with multicultural education provide us with the tools to live in this globalized world by promoting mutual understanding and respect between different groups, strengthening pluralistic values and democratic attitudes and behaviours. Most importantly, multicultural education provides us with the tools for critical thinking that can enable us to analyze and act against prejudice, racism and discrimination.

James Banks in 1996 published one of his many important articles on multicultural education. He views multicultural education as an idea, a reform movement and a process. As such, multicultural education is what Prof. Sue Jackson has referred to as “transformative” in its character. Multicultural education has no boundaries and is forever developing. Its aims for transforming education so that education promotes social justice and educational equity. As Paul Gorski has emphasized, multicultural education recognizes the importance of education in making our society more just and equal.

Multicultural educational principles constantly challenge us to analyze our work environment, our classrooms and schools. Its principles require us to be able to assess whether our school environment:

- *recognizes the value of diversity*
- *enables and encourages all children to reach their potential,*
- *whether it is inclusive; and*
- *whether our education empowers our children with values and behaviours that promote civil action locally, nationally and globally.*

This work is never done. It is always in motion. It is a process, it aims to transform society. DOIT's programmes also promote children's rights. Children's Rights is an issue that MUST unify our global world. For those of you who are students of education or already in-service teachers you must LEAD in this mission. You need to have the knowledge, tools and skills to understand the innate rights of ALL children. Moreover, you as educators and teachers of children must be accountable and responsible for the children at risk in your classrooms, schools, communities, country and the world.

The promotion of Children's Rights needs to be an issue that has no boundaries and is the responsibility of everyone. I feel if there is any hope in the world for peace, the issue of children needs to be at the forefront of unifying all of us.

According to the United Nations Convention of Children's Rights, ALL CHILDREN HAVE THE : Right to Survive; Right to be Safe; Right to Develop; and Right to Belong. These issues should be central issues in how we view and live in our world in this 21st century. We are however, a far cry from realizing these rights. As I speak to you today, children are being exploited as slaves, sexually abused, kidnapped and separated from their families, are hungry, homeless, physically and emotionally abused, discriminated against and excluded from opportunities to develop fully.

We all have this potential power to make a difference. It can begin small with little actions and decisions that we make in our daily lives. I will give you an example of the power of an individual:

In 1955, Rosa Parks, an 55 year old black woman in Montgomery Alabama went onto a bus after a long day at work. In Alabama, there were segregation laws which did not allow blacks and whites to be together. Rosa Parks entered into the bus and sat in the middle where blacks could sit. When more white people got on the bus and were standing, the bus driver walked to the middle of the bus and moved the "negro section" sign down a few rows telling the blacks to get up and move to the back. Rosa was tired and felt that she did not want to stand in the bus and refused to move. She was arrested but this acted as the "spark" for the Civil Rights Movement in the United States of America. This was one little black woman who made the decision that "this is not right and I am not moving" was a catalyst for one of the most powerful movements in the United States since the American Civil War.

I will end my talk with a personal story. It was when I was a newly married young woman, probably the age of many of you here. I was walking on the beach in Haifa with my husband. Many people were walking in both directions up and down the lovely beaches of Haifa. While walking in one direction, a group of adults passed us with a small boy crying behind them. Hundreds of people had passed this group.

Something did not look right to me and I decided to turn around, call to the group of adults and ask them whether this child belongs to them. They said “no”!! I then went up to the little boy and tried to ask his name, who he came to the beach with, etc. We began to walk back to where the life-guard station was so we could help find his grandmother who had taken him to the beach. You can imagine the situation, not only from the little boy’s point of view of being lost but from his poor grandmother’s point of view at losing a grandchild! To make a long story short, as we got closer to the life-guard station, we saw a grandmotherly figure looking for her grandchildren and was so relieved to be reunited with him.

The whole point of this story is how easy it was for tens if not hundreds of people to ignore a child who is crying and to look the other way. One of the main aims of DOIT’s programmes, our courses and student activities, is to provide you, OUR FUTURE LEADERS, with the knowledge, values and behaviors which will never let you look the other way or turn your heads from a child who needs your help.

I want to thank your Rector and the great members of my DOIT SSU team. I want to thank the members of my DOIT teams that have come to this very special event in order to share this great personal and joint honour that I am being bestowed with. Most importantly I thank you, the students, for this time and the opportunity of sharing my vision with you. I see you as holding the key to our future. I hope that you all will be empowered to turn this key and help us enter into a world that is a better one than it is today.

Thank you

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3. ASAE Diversity Committee. (2011). Top Ten Diversity Practices. *Diversity Office Magazine*. Retrieved (May 6, 2011) from, <http://diversityofficer-magazine.com/diversity-inclusion/top-ten-diversity-best-practices/>
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6. Diallo, A & Thuillier, D 2004, 'The success dimensions of international development projects: the perceptions of African project coordinators', *International Journal of Project Management*, vol. 22, pp. 19–31.
7. Eckel, P, Green, B & Mallon, W 1999, *Taking charge of change: a primer for colleges and universities*, American Council of Education, Washington DC.
8. Eskerod, P & Jepsen, AL 2013, *Project stakeholder management*, Ashgate Publishers, London.
9. Gilbert, J., Stead, B.A., Ivancevich, J.M. (1999). Diversity Management: A New Organizational Paradigm. *Journal of Business Ethics*, 21(1), 61–68.
10. Grottkau, B. J., & Nickolai–Mays, S. (1989). An empirical analysis of multicultural education paradigm for preservice teachers. *Educational Research Quarterly*, 13(4), 27–33.
11. Larke, P. J. (1990). Cultural Diversity Awareness Inventory: Assessing the Sensitivity of Preservice Teachers. *Action in Teacher Education*, 3, 23–30.

12. Lavagnon, AI, Diallo, A & Thuillier, D 2010, 'Project management in the international development industry: the project coordinator's perspective', *International Journal of Managing Projects in Business*, no. 3, pp.61–93.
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14. Rosado, C. (2006) What do we mean by Managing Diversity, EDChange and the Multicultural Pavilion. Retrieved (January 2011), from [http://www-edchange.org/multicultural/papers/rosado_managing_diversity.pdf](http://www.edchange.org/multicultural/papers/rosado_managing_diversity.pdf)
15. Rowley, DJ, Lujan, HD & Dolence, MG 1997, *Strategic change in colleges and universities*, Jossey-Boss, San Francisco.
16. Sleeter, C., & Grant, C. (2003). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender* (4th ed.). New York: Wiley Sng, BB 2008, 'Surface or deep change? How is a curriculum change implemented at ground level?', *International Journal of Educational Management*, vol. 22, no.1, pp. 90–106.
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Appendix 1

Examples of DOIT's Universal Courses

(Each Syllabus has been modified and reduced for handbook publication)

Universal Course #1

Children's Rights in and through Education: Learning to Live Together

Authors/Instructors

Laura Sigad, Rhonda Sofer, Natia Gorgadze, Shalva Tabatadze, Sulev Valdnaa, Piret Multer, Thomas Mohrs, Katharina Engelhardt

Course Status/Level

Undergraduate or Graduate

ECTS

2–6 (depending on the assignments chosen)

Course Rationale

Human rights can be promoted and achieved through education. Human and children's rights serve as a unifying force and foundation in multicultural societies and in our increasingly globalized world. In the diversified, multiethnic, and multi-religious societies of today, in which migration and mobility are the new norms, the experience of national identity and cultural belonging are redefined, the significance of national borders blurred. Human and children's rights education offers a means to work towards acceptance, justice, cultural pluralism, and the bridging of inequalities in multicultural societies by transcending the diversity of communities. Educators are key social agents in promoting these rights and in the creation of tolerant and just societies. The role of the educator requires an understanding of universal human and children's rights as well as the acquisition of tools for upholding these rights. Human and children's rights can be achieved in and through education, by fostering the necessary awareness and understanding to strive to live together in multicultural societies and in an increasingly globalized world.

Course Objectives

- Provide both a cognitive and an experiential approach to human and children's rights education.
- Provide a venue for discussion of children's rights so that these issues become relevant components of the everyday lives, consciousness, and goals of professional educators and students of education.
- Raise students' awareness of their roles and of their responsibilities as promoters and protectors of children's rights.
- Raise students' awareness of the links between multiculturalism and universal human and children's rights.
- Address the content of human and children's rights by promoting critical thinking and social involvement.
- Promote critical thinking and social involvement regarding human and children's rights.

Learning Outcomes

After completion of the course, students will be able to:

- Outline the history and development of human and children's rights
- Outline the elements of the Universal Declaration of Human Rights (UDHR) and the Convention of the Rights of the Child (CRC).
- Differentiate between the theoretical foundations of human rights and democracy.
- Recognize the multiple roles and significance of human and children's rights living together in multicultural societies and in an increasingly globalized world.
- Recognize the dilemmas and challenges that educators encounter in the process of disclosure of rights violations and in the promotion of children's rights.
- Recognize the educator's responsibility towards the promotion and protection of human and children's rights.
- Utilize practical tools for the prevention of human and children's rights violations or for intervention if such violations occur.
- Recognize the potential use of the principles of human rights in solving challenges that arise regarding education in a multicultural society.

Teaching Methods

- Interactive pedagogy
- Holistic approach.
- Integration of models for children and human rights education:
 1. Knowledge and background
 2. Responsibility and accountability
 3. Action and activism

Methods: 1. Lectures; 2. Dialogue, group discussion; 3. Checklists, questionnaires; 4. Group work—summarizing, brainstorming; 5. Case studies; 6. Narratives; 7. Debate; 8. Analysis; 9. Action-oriented teaching; 10. Project-oriented teaching ; 11. Role play

Topics and Literature

Week 1

Introduction to Human and Children's Rights

Rationale and Objectives

The aim of this unit is to provide an introduction to the structure and topic content of the entire course. After the initial introductory lectures, the course will be organized around four broad fields: 1. the right to survive, 2. the right to be safe, 3. the right to belong, 4. the right to develop*. In addition, this unit aims to begin the process of consciousness-raising as to the role of educators in human and children's rights education. Specifically, course participants will be introduced to the theory of human and children's rights as well as to the framework for understanding, learning, and teaching children's rights.

Learning Outcomes

- Outline the history and development of human and children's rights.
- Differentiate the various structural constructs of human and children's rights.

* Save the Children. Retrieved from: <http://www.savethechildren.org.uk>

Compulsory Literature

1. Banks, J. A. (2009). Human rights, diversity and citizenship education. *The Educational Forum*, 73 (2), 100–110.
2. Osler, A. (2002) Education for Human Rights and Citizenship in a Multicultural Society: making a difference, *Citizenship, Social and Economics Education*, 5(1), 5–16.
3. Tibbits, F. (1996). On human dignity: The need for human rights education. *Social Education*, 60 (7), 428–431.

Week 2

International Declarations and Historical Perspectives

Rationale and Objectives

Since educators have a role in promoting and reinforcing human and children's rights, it is fundamental that they acquire a basic knowledge and understanding of these provisions. The aim of this unit is to provide educators with information and principles of human and children's rights education through presenting and discussing the Universal Declaration of Human Rights (UDHR) and the UN Convention on the Rights of the Child (CRC).

Learning Outcomes

- Outline the major tenets of the UDHR.
- Outline the major tenets of the Rights of the Child (CRC).
- Examine the history of the emergence of children's and human rights.
- Recognize the structural differences between human rights and democracy.
- Recognize the challenges of rights enforcement.

Compulsory Literature

1. Mama, R. S. (2010). Needs, rights, and the human family: The practicality of the Convention on the Rights of the Child. *Child Welfare*, 89 (5), 177–189.
2. Melton, G. B. (1991). Preserving the dignity of children around the world: The U.N. Convention on the Rights of the Child. *Child Abuse & Neglect*, 15 (4), 343–350.

Supporting Literature

1. Freeman, M. D. A. (1998). The sociology of childhood and children's rights. *The International journal of Children's Rights* 6, 433–444.
2. Melton, G. B., & Limber, S. (1992). What children's rights mean to children: Children's own views. In M. Freeman & P. Veerman (Eds.), *The ideologies of children's rights* (pp. 167–187). Dordrecht: Kluwer Academic Publishers.

Week 3

The Right to Survive

Rationale and Objectives

One of the cornerstones of human and children's rights is the protection and assurance of basic survival. The aim of the lectures in this segment is to provide educators with knowledge of some of the ways in which children's rights to survival are endangered.

Learning Outcomes

- Recognize the endangerment of the child's right to survive caused by poverty, armed conflict and exploitation.

Compulsory Literature

1. Panter-Brick, C. (2002). Street children, human rights, and public health: A critique and future directions. *Annual Review of Anthropology*, 31, 147–171.

Supporting Literature

1. Grodem, A.S. (2008). Household poverty and deprivation among children: How strong are the links? *Childhood*, 15 (11), 107–125.
2. Luthar, S.S. (1999). *Poverty and children's adjustment* (Vol. 41). Thousand Oaks, CA: Sage Publications, Inc.

Week 4

The Right to Survive: Children Affected by Violence and Armed Conflict

Compulsory Literature

1. The Machel Report and Its Fallout: An Introduction to Children and Armed Conflict. (2010). In S. Dillon, (Ed) *International Children's Rights*. Carolina Academic Press (pp.693–708).

Supporting Literature

1. Amnesty International. (2000). Child Soldiers: Criminals or Victims? In Dillon, S. (2010) (Ed) *International Children's Rights*. Carolina Academic Press. 731–748.

Week 5

The Right to Survive: The Exploitation of Children Child Labor, Child Sex Trafficking

Compulsory Literature

1. Hanson, K and Vandaele, A. (2003). Working Children and International Labour Law: A Critical Analysis. *International Journal of Children's Rights*, 73
2. Children in the Sex Industry. (2010). In S. Dillon (Ed.). *International Children's Rights* (pp.273–302). Durham, NC: Carolina Academic Press. Durham. North Carolina.

Supporting Literature

1. Myers, W. (2001). The Right Rights? Child Labor in a Globalizing World. 575 *Annals of the American Academy of Political and Social Science*, 38.

Week 6

The Right to Be Safe: Forms of Child Abuse: Physical; Mental/Emotional; Sexual; Poly-victimiation; Witness to IPV

Rationale and Objectives

Children and youth are vulnerable to becoming victims of violence of multiple types and in varied contexts. Educators are in a position to protect and assure children's right to be safe from maltreatment, violence, abuse, and neglect. The topics in this segment aim to educate course participants on child abuse and neglect in the family as well as peer violence. Moreover, the goal is to raise awareness and to stimulate discussion of students' current and potential roles as protectors of children's right to be safe. Finally, these lectures aim to provide practical tools for students of education and teachers to aid in active prevention as well as intervention for children whose safety is at risk.

Learning Outcomes

- Describe the multiple forms of child maltreatment.
- Recognize the educator's responsibility to prevent abuse and to intervene on behalf children and youth whose right to be safe is at risk.
- Outline the different forms of peer violence and its implications for children's safety and well-being.
- Utilize practical tools for the prevention of children's rights violations and necessary interventions, focusing on family and peer violence.
- Recognize the gaps between incidence, prevalence, and disclosure of abuse.
- Identify the dilemmas related to the mandatory reporting of the abuse.

Compulsory Literature

1. Fontes, L. A. (2005). Multicultural orientation to child maltreatment work. In L. A. Fontes, *Child Abuse and Culture: Working with Diverse Families* (pp.1-29). New York, NY: Guilford Press.
2. Miller-Perrin, C. L., & Perrin, R. D. (2007). Chapter 4. In C. L. Miller-Perrin & R. D. Perrin, *Child maltreatment: An introduction* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Supporting Literature

1. Svevo-Cianci, K. A., Herczog, M., Krappmann, L., & Cook, P. (2011). The new UN CRC General Comment 13: "The right of the child to freedom from all forms of violence" –changing how the world conceptualizes child protection. *Child Abuse & Neglect*, 35 (12), 979–989.
2. Thomlison, B. (2004). Child maltreatment: A risk and protective factor perspective. In M.W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (2nd ed., pp.89–132). Washington, DC: NASW Press.

Week 7

The Right to be Safe: Peer Violence – Bullying and Youth Gang Violence

Compulsory Literature

1. Mishna et. al (2012). Risk factors for involvement in cyber bullying: Victims, bullies and bully victims. *Children and Youth Services Review*. 34, 63–70.

Supporting Literature

1. Kirman, J. M. (2004). Using the theme of bullying to teach about human rights in the social studies curriculum. *McGill Journal of Education*, 39 (3), 327–341.
2. Welbourne, P. (2002). Culture, children's rights and child protection. *Child Abuse Review*, 11, 345–358.

Week 8

The Right to be Safe: The Role of Educators in Prevention of and Intervention in Child Maltreatment

Compulsory Literature

1. Kenny, M. (2001). Child abuse reporting: Teachers' perceived deterrents. *Child Abuse & Neglect*, 25 (1), 81–92.

Supporting Literature

1. Ashton, V. (2004). The effect of personal characteristics on reporting child maltreatment. *Child Abuse & Neglect*, 28, 985–997.
2. Webster, S.W., O'Toole, R., O'Toole, A.W., & Lucal, B. (2005). Overreporting and underreporting of child abuse: Teachers' use of professional discretion. *Child Abuse & Neglect*, 29 (11), 1281–1296.

Week 9

The Right to Belong–The Meaning of Belonging: Inclusion

The Meaning of Belonging, Structural Marginalization, Marginalized Communities, and the Processes of Inclusion

Rationale and Objectives

All individuals have the need and right to belong. Enabling membership in communities, groups, and institutions that provide individuals with the means to actively participate as productive and contributing citizens is basic to human and children's rights. Actualizing inclusion is key for people to become active participating citizens. Educators can foster students' basic rights by ensuring that school systems, as well as individual classrooms, are inclusive. The lectures on the topic “The Right to Belong” aim to provide course participants with an understanding of the meaning of belonging and its opposite: the structural dynamics and processes of marginalization of individuals and groups. In addition, topics in this segment will focus on the process of inclusion and achievement of the child's right to belong.

Learning Outcomes

- Identify the relationship between exclusion on different levels and children's right to belong.
- Identify the educator's role in processes of inclusion of marginalized communities.
- Describe the implications of marginalization on children's well being and right to belong.
- Analyze the role of culture and identity in the meaning of belonging.

Compulsory Literature

1. Kune, N. (2011). *The Need to belong: rediscovering Maslow's hierarchy of needs*. Paul H. Brookes Publishers.

Supporting Literature

1. Lejeune, J and G. Mackie (2008). *Social Dynamics of Abandonment of Harmful Practices: A new look at theory*. UNICEF Innocenti Research Center, Florence.
2. Sobsey, D. (2002). *Exceptionality, Education, and Maltreatment*. *Exceptionality*, vol. 10., no.1 2002, pp. 29–46.

Week 10

The Right to Belong: Marginalization

Structural Marginalization, Marginalized Communities, and the Processes of Inclusion

Compulsory Literature

1. Pantazidou, M. (2013). De-Constructing Marginality with Displaced People: Learning Rights from an Actor-Oriented Perspective. *Journal of Human Rights Practice* 5: 267–290.
2. Killen, M. Mulvey, K. and Hitti, A. (2012). Social Exclusion in Childhood: A developmental Intergroup Perspective. *Child Development*. 84, 3, 772–790.

Supporting Literature

1. Ogbu, J., & Simmons, H. (1998). Voluntary and involuntary minorities: A cultural ecological theory of school performance with some implications for education. *Anthropology and Educational Quarterly*, 29 (2), 155–188..

Week 11

The Right to Belong: The Politics of Belonging – Cultural Identity, Power and Violence

Compulsory Literature

1. Sen, A. (2006). The Violence of illusion and making sense of identity. Identity and Violence: *The Illusion of Destiny*. Great Britain: Allen Lane. pp. 1–39.

Week 12

The Right to Develop: Education and Children's Rights Educational Models, Education for Cosmopolitan Citizenship

Rationale and Objectives

Education is key to the development of children's social, cognitive, economic, and civic competencies that enable them as adults to participate as active citizens in their society. This topic presents the importance of access to education as a critical component in children's development and aims to examine the ways that different educational structures affect the child's right to develop.

Learning Outcomes

- Examine the ways that different educational structures affect the child's right to develop.
- Recognize the relationship between different educational models and the child's right to develop.
- Recognize cosmopolitan citizenship and its role in the global community.
- Delineate the significance of education as a central component in the child's right to develop.

Compulsory Literature

1. Osler, A., & Starkey, H. (2010). Human rights and democracy in schools. In A. Osler & H. Starkey, *Teachers and Human Rights Education* (pp. 144–163). Stoke-on-Trent: Trentham Books Ltd.
2. Carter, C., & Osler, A. (2000). Human rights, identities and conflict management: A study of school culture as experienced through classroom relationships. *Cambridge Journal of Education*, 30 (3), 336–356.

Supporting Literature

1. Starkey, H., & Osler, A. (2006). Education for democratic citizenship: A review of research, policy and practice 1995-2005. *Research Papers in Education*, 21 (4), 433–466.

Week 13

Children's Rights in a Globalized World: Looking Forward

Compulsory Literature

1. Starkey, H. (2012). Human Rights, cosmopolitanism and utopias: Implications for citizen education. *Cambridge Journal of Education*, 42 (1), 21–35.

Supporting Literature

1. Gaudelli, W., & Fernekes, W. R. (2004). Teaching about global human rights for global citizenship. *The Social Studies*, 95 (1), 16–26.
2. Osler, A., & Starkey, H. (2002). Education for citizenship: Mainstreaming the fight against racism? *European Journal of Education*, 37 (2), 143–159.

Universal Course #2

Identity Formation in Multicultural Environments

Authors

Miriam Schildkraut, Mueen Fakhereldeem, Ora Nakash, Oded Wolkstein, Nino Chikovani, Sophio Arenishvili, Ketevan Kakitelashvili, Mike Zapp, Ronen Peretz.

Course Level

Undergraduate or Graduate

ECTS

2–6 (depending on the assignments)

Course Rationale

The modern world is characterized by a growing cultural diversity where contacts between members of various cultural groups are becoming the rule rather than the exception. Processes underlying identity formation are at the core of the multicultural perspective, as they guide our perception of the self and the other, thus defining the quality of intergroup interactions. Identity, much like culture, is a dynamic concept and includes dimensions such as language, religion, symbols, myths, as well as conception of shared past and of foreseen future.

This course aims at familiarizing students with the complex processes underlying identity formation in a multicultural society. It will address issues such as: the role culture plays in formation of personal identity, the roles of different dimensions of identity including ethnicity, religion, and the effects of the social power dynamics on the identity formation of the individuals.

Course Objectives

- To provide knowledge about psychological theories that explain why humans tend to categorize individuals according to their social group membership.
- To comprehend the psychological processes that underline intergroup phenomena such as racism, discrimination, inequality, conflict and reconciliation.
- To equip students with the phenomenon of collective memory; its role in the formation of identity.
- To bring students to the understanding that attitudes and stereotypes formed on the basis of memory are not constant and unchangeable but rather they are a matter of manipulation according to the tangible historical, political and cultural context.
- To demonstrate the role of education as one of the main tools of memory and identity construction, formation of conflicting memories and their overcoming.
- To understand the constructed identity of modern nation-states; types of nationalisms, their common features, consequences and implications for individual identity-formation.
- To reflect on the role of religion in formation of personal/group

Learning Outcomes

Field Competences – After completion of the course students will be able to:

- Comprehend the main processes pertaining to intergroup relations, including the indispensable tension between ingroups and outgroups and the processes underlying stereotypes, prejudice and discrimination;
- Critically analyze processes of identity formation on the basis of shared memory and memory politics;
- Understand the interrelation of the current processes and representation of the past;
- Reflect on the nature of the modern nation-states; analyze their common features and implications on identity-formation process.

Knowledge and understanding – Student has mastered the main characteristics of research methods and has acquired theoretical and practical knowledge needed for creating works of different genres; on the basis of gained knowledge, he can create essay, critique, and analytical summaries, research papers.

Knowledge in practical skills – ability to present his/her position and views in presentation and work paper form.

Inference skills – ability to foresee the results of his/her work; to make logical conclusions; to analyze and synthesize.

Communication skills – ability to communicate in writing; to prepare text for different types of public speaking.

Learning skills – ability to study independently; find new information and enhance his/her professional level.

Values – student is familiar with "honesty" necessary for creating writing papers; considers and respects scientists' opinions.

Teaching Methods

The course combines two basic methods of teaching: lecturing and seminars/collaborative work, as well as class discussions. The reading list and readers are given at the beginning of the semester. Students are expected to read assigned texts before each seminar.

Discussions, debates, brainstorming and teaching oriented action are used during the teaching process.

Topics and Literature

Section A: Introduction to Social Categorization

This section will include a discussion on the psychological processes underlying the need to use social categories that delineate the lines between "us" and "them". We will also discuss the psychological roots related to social categorization that stand at the core of bias, prejudice and discrimination.

Week 1

Introduction: Multidimensional Model of Identity Formation

Compulsory/Recommended Readings

1. Arredondo, P., Toporek, R., Brown, S. P., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalization of the Multicultural Competencies. *Journal of Multicultural Counseling and Development*, 24(1), 42–78.
2. McIntosh, P. (1989). White Privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10–12.
3. Ellemers, N., Spears, R., & Doosje, B. (2002). Self and social identity. *Annual Review of Psychology*, 53, 161–186.

Discussion/Workshop Topics

Exercise sentence completion “I am_____” and work in groups to discuss the dimensions of the identity of different members of the group included

Week 2–3

The Basics of Social Categories: psychological roots of the need to use social categories “ingroups” and “outgroups”

Compulsory/Recommended Readings

1. Tajfel, H. (Ed.). (1978). *Differentiation between social groups: Studies in the social psychology of intergroup relations*. London: Academic Press.
2. Macrae, C. N. & Bodenhausen, G. V. (2000). Social cognition: Thinking categorically about others: *Annual Review of Psychology*, 51, 93–120.
3. Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley Pub.Co.

Discussion/Workshop Topics

To what social groups do you feel you belong? To what social groups would you like to belong?

Week 4

Psychological Roots of Social Bias, Stereotypes, Prejudice and Discrimination

Compulsory/Recommended Readings

1. Sue, D. W. (2007). Racial microaggression in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271–286.
2. Perdue, C. W., Dovidio, J. F., Gurtman, M. B., & Tyler, R. B. (1990). Us and them: Social categorization and process of intergroup bias. *Journal of Personality and Social Psychology*, 59, 475–486.
3. Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613–629.
4. Amodio, D. M. & Devine, P. G. (2006). Stereotyping and evaluation in implicit race bias: Evidence for independent constructs and unique effects on behavior. *Journal of Personality and Social Psychology*, 91, 652–661.
5. Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96, 608–630.
6. Amodio, D. M. & Devine, P. G. (2006). Stereotyping and evaluation in implicit race bias: Evidence for independent constructs and unique effects on behavior. *Journal of Personality and Social Psychology*, 91, 652–661.

Discussion/Workshop Topics

Discussions of the salient group identities and explicit attitudes toward members of outgroups.

Culture, Migration and Acculturation: Psychological processes involved in adjustment to new cultures

Compulsory Literature

1. Berry, J. W. (1997). Immigration, acculturation and adaptation, in: *Applied Psychology: An International Review*, 46, pp. 5–68.
2. Weinreich, P. (2000) Ethnic Identity and Acculturation: Ethnic Stereotyping and Identification, Self –Esteem and Identity Diffusion in a Multicultural Context" in: Olshtain, E. and Horenczyk, G. (Eds.) (2000) *Language, Identity and Immigration*, The Hebrew University Magnes Press, Jerusalem.

Supporting Literature

1. Berry, J. W. (1990). Psychology of acculturation: Understanding individuals moving between cultures In: R. W. Brislin (Ed.), *Applied cross-cultural psychology*, (pp. 232–253). Newbury Park, CA. : Sage.
2. Horenczyk, G. (2000). Conflicted Identities: Acculturation Attitudes and Immigrants' Construction of their Social Worlds in: Olshtain, E. and Horenczyk, G. (Eds.) (2000) *Language, Identity and Immigration*, The Hebrew University Magnes Press, Jerusalem.

Discussion/Workshop Topics

Each member of the group will be asked to trace his/her family tree of immigration history.

Section B: Identity and Memory

This section examines the dynamics of social, cultural and collective memory for the individual, the social and political barriers and challenges in regards to societal conflict and possible processes that can overcome these conflicts.

Week 6

Identity through Memory: Memory as social construction, mechanisms of memory transmission, politics of memory

Compulsory Literature

1. Burke, Peter. History as Social Memory. In *Memory, History, Culture and the Mind*, Edited by T. Butler, New York, 1980.
2. Nora, Pierre. Between Memory and History: Les Lieux de Mémoire. In *Representations*: 26, Special Issue: Memory and Counter-Memory, 1989, pp. 7–24.
3. Meyer, Erik. Memory and Politics. In *A Companion to Cultural Memory Studies*, ed. by A. Erll and A. Nünning. Walter de Gruyter Publisher, 2008, pp.173–180.
4. Collective remembering. Ed. by David Middleton and Derek Edwards. London: Sage Publications, 1990.

Discussion/Workshop Topics

“Realms of Memory” (P. Nora), “Mediums of Memory” (P. Burke); The past and the political conjuncture. Using past for legitimization of territorial and other types of political pretenses.

Week 7

Overcoming Conflicting Memories, Interrelation of Collective Memory and Collective Amnesia, the act of Forgetting: Achieving Social Agreement

Compulsory/Recommended Readings

1. Learning Each Other’s Historical Narrative: Palestinians and Israelis. Peace Research Institute in the Middle East. 2003.
2. Contemporary History Textbooks in the South Caucasus. Luboš Vesely (ed.). Prague, 2008.

3. Frow, John. from *Toute le Memoire du Monde: Repetition and Forgetting. "Theories of Memory"*. A Reader. Ed. by Michael Rossington and Anne Whitehead. John Hopkins University Press, Baltimore, 2007, pp. 150–156.
4. Ricoeur, Paul. *Memory, History, Forgetting*. University of Chicago Press, 2004. Chapter 3. *Forgetting*, pp. 412–456; *Epilogue*, pp.457–477, 493–506.
5. Assman, Aleida. *Canon and Archive. A Companion to Cultural Memory Studies*, ed. by A. Erll and A. Nünning. Walter de Gryter Publisher, 2008, pp. 97–107.
6. Esposito, Elena. *Social Forgetting: A System Theory Approach*. In *A Companion to Cultural Memory Studies*, ed. by A. Erll and A. Nünning. Walter de Gryter Publisher, 2008, pp.191–201.
7. Koulouri, Christina. *Introduction. Clio in the Balkans. The Politics of History Education*. C. Kolouri (Ed.). Thessaloniki, Petros Th. Ballidis & Co., 2002. p.15–52
8. Podeh, Elie. *The Arab–Israeli Conflict in Israeli History Textbooks, 1948–2000*, Bergin and Garvey, 2002.

Discussion/Workshop Topics

Discussion on the topics: What are the factors which support/block the realization of projects aimed at overcoming conflicting memories; Familiarization (during the independent working hours) with the attempts of overcoming conflicting memories through history textbooks (Germany–France, Germany–Poland, Germany–Czech Republic; Israel–Palestine; Balkan states; attempts of creation of a common textbook of the history of South Caucasus).

Week 8

Formation of Memory through Education: Constructing “self” and “other”

Compulsory/Recommended Readings

1. *Ideologies in Education. Unmasking the Trap of Teacher Neutrality*. Edited by Lilia I. Bartolome. Peter Lang Publishing Ink, New York, 2008.

2. Porat, Dan. A Contemporary Past: History Textbooks as Sites of National Memory. *International Review of History Teaching*. Vol. 3. Raising Standards in History Education. A. Dickinson, Peter Gordon, Peter Lee (Eds.). Woburn Press, 2001.
3. Schissler, Hanna. Perceptions of the Other and Discovery of the Self. What Pupils are Supposed to Learn about Each Other's Past. *Perceptions of History. International Textbook Research on Britain, Germany and the United States*. V.R. Berghahn, H. Schissler (eds.) Berg, 1987, p. 26–37.
4. Stojanovic, Dubravka. History textbooks and Creation of National Identity. *Teaching the History of Southeastern Europe*. C. Koulouri (ed.). Petros Th. Ballidis & Co. Thessaloniki, 2001. p. 27– 32.
5. Eriksen, Thomas H. We and Us: Two Modes of Group Identification. *Journal of Peace Research*. Vol. 32, # 4, 1994, p. 427–436.
6. Haydn, Terry. History. *Rethinking the School Curriculum. Values, Aims and Purposes*. John White (Ed.) Routledge Falmer, 2004. p. 87–103.

Discussion/Workshop Topics

Analyzing the influence of education policy on the formation of conflicting identities:

During the independent working hours, students should familiarize themselves with the Georgian and Abkhazian (any other conflicting sides) history textbooks for secondary schools. During the class activity, the group is divided into two teams. Each of them should answer the following questions:

- How is the “other side” characterized?
- What is the “historical role” that the other side has played?
- To what extent are problems and grievances of the “other side” mentioned in the textbook?
- Are there cases where the mistakes, shortcomings or “unjust action” of “our” side are mentioned?
Heroes and antiheroes.

Thereafter, each group describes “We” and “Others” groups according to the textbooks, using the proposed themes.

Section C: Construction of National Identity

Nation–states as historically recent phenomenon: their emergence and homogeneity can only be explained by examining the narratives and myths behind their construction. This section examines the challenges of constructing national identities in modern nation–states as well as global perspectives.

Week 9

Constructing Nations through Inventing Language and “Tradition”

Compulsory/Recommended Readings

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised Edition ed. London and New York: Verso, 1991.
2. Hobsbawm, Eric J. *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge: Cambridge University Press, 1990.

Discussion/Workshop Topics

What does it take to make a modern nation–state? (Activity to be specified later).

Week 10

Nationalism and Modernity

Nationalism as a ubiquitous feature of modern statehood, examples of different types of nationalisms.

Compulsory/Recommended Readings

1. Gellner, Ernest. *Nations and Nationalism*. 1999.
2. McConnel, Stuart. *Nationalism*. 2002.
3. Billig, Michael. *Banal Nationalism*. London: Sage Publications, 1995.
4. Smith, Rogers. *Race, Immigration and the Politics of People–building*, 2007.

Discussion/Workshop Topics

Students choose a country and explore the nationalist construction modes in the country of their choice.

Section D: The Role of Religion in Identity Formation

This section examines the dynamics that religion plays in the formation of identity.

Week 11

Religion as an Integral Part of Human Experience

Religion as a component of most cultures: evolution from the magical-religious activities in ancient cultures in the pre-monotheistic era until modern times.

Compulsory/Recommended Readings

1. Eliade Mircea, History of Religious Ideas, volume I, § I–III pp 2–20.
2. Eliade Mircea, The sacred and profane. Huston, Smith, World's Religions, HarperCollins Publisher, 2009.
3. Primal religions. Torchinov, E.A. Religions of the World: Experience of the transcendent (transpersonal state and psycho practices).

Week 12

The Deconstruction of Religion in the Modern World: Atheism

The effects of processes related to changes in degrees of religiosity on personal identity.

Compulsory/Recommended Readings

1. Nietzsche Friedrich, thus spoke Zarathustra, part Rousseau, J.J. The Social Contract. 213.

Discussion/Workshop Topics

In which way could "atheism" be an identity?

Week 13

The Challenge of Pluralism and Fanaticism

The effect of fanatic religious beliefs on personal identity. Tensions that may emerge between liberal and religious values. The role of education in resolving potential tensions.

Compulsory/Recommended Readings

1. F. Clark Power, "Moral Education and Pluralism", pp.1-14

Discussion/Workshop Topics

Can we be proud of our identity without being fanatic?

Section E: Identity and Otherness

This section examines the identity from the perspective of personal identity and perspectives of how the individual views other identities.

Week 14

Individual Agency and Personal Identity

Reading Kafka's famous stories we will challenge the very concept of personal identity. We will see how Kafka's narrators resign the traditional figure of the voice in order to perform an ever-shifting flow of becoming.

Compulsory Literature

1. Franz Kafka, Metamorphosis. *The Complete Stories*. Schocken Books, 1995.
2. Franz Kafka, *Josephine the singer or the mouse folk*. *The Complete Stories*. Schocken Books, 1995.

Supporting Literature

1. Gilles Deleuze, Felix Guattary, *Toward a Minor Literature*. Minnesota University Press, 1986.
2. Callaso, Roberto. K. Johnathan Cape, 2004.

Discussion/Workshop Topics

Case of Franz Kafka: A Jew in Prague writing in German. Personal identity as a constructed metaphor. Minor Literature: social and political definitions. Minorities operating within the language of the majority: a political analysis. Becoming a minority: the “minorization” of the language of the majority.

Week 15

Summary and Reflections

Universal Course #3

Pedagogical Approaches that Promote Intercultural Relations in the Classroom

Authors/Instructors

Sylvia Saba Sa'di (GCE), Nino Chiabrishvili, David Malazonia & Sofiko Lobzhanidze (ISU), Izabella Petriashvili & Ina Baratashvili (TSU), Lia Akhaladze, Tamar Shinjiashvili, Tamar Jojua & Rusudan Pipia (SSU), Bernadet Tijnagel, Gerbert Sipman (HAN), Catherine Carré-Karlinger & Roswitha Stütz (PHOO), Gulnara Janova, Vasil Mosiashvili & Meri Sakhamberidze (SJSTU).

Course Level

Undergraduate or Graduate Studies

ECTS

2–6 depending upon assignments chosen

Course Rationale

Multiculturalism characterizes most societies today. As such, it challenges traditional educational perspective and practices which often neglect the needs of students from different groups: e.g. ethnic, religious, socio-economic-cultural and does not provide the tools to live and function in a multicultural environment, become successful learners and productive citizens. This course aims to foster among student teachers the competences required to function in multicultural educational settings and to promote values of multiculturalism in their classrooms. To achieve this, the course focuses on deepening student teachers' understanding of the issue of diversity, the challenges it creates for education and the teaching-learning principles necessary for multicultural education, all along, the acquaintance with various educational approaches and methods based on experiential, reflective and constructivist ways of learning.

Course Objectives

This course aims to enrich student teachers' repertoire with pedagogical approaches, strategies and tools which can assist them in developing into reflective and culturally responsive teachers. The course addresses students' competences on both levels: the personal and the professional. Its main objectives are:

- To provide an awareness of globalization and diversity as essential characteristics of societies in the 21st century.
- To provide an awareness of the need to acquire the knowledge, skills and appropriate attitudes viable for one's own professional.
- To promote the understanding of multicultural education as a pedagogical paradigm and a philosophical educational approach.
- To enhance professional competences in the field of multicultural education.
- To promote students' awareness to the transformative power of reflection and biographical self-reflection on their personal attitudes towards cultural and linguistic diversity and its effect on their pedagogical practices in the class.
- To develop students' awareness as to the construction of identities as a multidimensional and lifelong process, as well as, to the complex interactions between individual, societal, and global factors in the construction of one's identity.

- To enhance professional competences in the field of multicultural education.
- To promote students' awareness to the transformative power of reflection and biographical self-reflection on their personal attitudes towards cultural and linguistic diversity and its effect on their pedagogical practices in the class.
- To develop students' awareness as to the construction of identities as a multidimensional and lifelong process, as well as, to the complex interactions between individual, societal, and global factors in the construction of one's identity.
- To enhance students' capability to deal with ambiguity in intercultural communication, foster their interest to investigate the close interconnection between language, culture and education and examine the subjective dimension in intercultural relations.
- To encourage reasoning, critical thinking, creativity for problem-solving in the context of multicultural education, as well as, reflective and active citizenship for equal opportunities for all learners in education.
- To recognize the importance of strengthening children's self-confidence and social competences through the development of intercultural awareness in the classroom.

Learning Outcomes

By completion of the course, students should be able:

- To recognize multicultural education as an educational paradigm, as well as to identify its principles and the characteristics of the multicultural educator.
- To identify the complex relationship between their own biography, attitude and their understanding of teachers' roles.
- To reflect upon their role model in the classroom and question their own intercultural and linguistic competence critically.
- To use the potential of reflective and critical thinking for their professionalization in the context of intercultural education; their ability to clarify or modify their own judgement on "others" guided by the ability to change their perspective, if appropriate.
- To perceive linguistic and cultural diversity in educational settings and discern the close interconnection between language, culture and education.

- To denote the valuation of languages and cultures and expose its impact on minorities and migrant populations by means of epistemological and biographical reflection.
- To discern, within their own educational context, the dominant social and linguistic parameters and to consider those impacts on their teaching strategies.
- To recognize the importance of strengthening children's self-confidence and social competences through the development of plurilingual and intercultural awareness.

Teaching Methods

- Lectures, discussion and debate
- Collaborative work in classroom and through a forum
- Reflective method: Narrative reflexive diary
- Case studies
- Activity based learning
- Heuristic approach

Topics and Literature

Week 1-2

Introduction: Multicultural Education as a Pedagogical Paradigm and the Multicultural Educator

Rationale and Objectives

Becoming an educator in multicultural contexts requires not only awareness of pupils' diversity [ethnic, cultural, gender, etc.] but also understanding of multicultural education as a philosophical educational approach which entails professional outlook and proficiency embodied in personal, social and political stands. This requires ongoing learning concerning students' cultural diversity, their cultural backgrounds and the components of their culture, an ever increasing awareness as to one's own perceptions of human differences and cultural diversity, as well as to one's own dispositions and competencies with regard to multicultural education and the way it assists or hinders their intercultural relationships. The aim of this unit is to familiarize the students with the concepts of multiculturalism and present various pedagogical models compatible with its goals.

Learning Outcomes

The student will be able:

- To discern what characterizes the multicultural educational paradigm and what is expected from the educator who teaches with a multicultural educational approach.
- To increase their repertoire of educational approaches, principles and teaching strategies and tools viable for the promotion of learning in multicultural classrooms.
- To recognize the personal factors involved in their teaching and learning experiences, the way these impede or/and facilitate their intercultural relationships.

Compulsory/Recommended Readings

1. Banks, J. (2008). *An Introduction to Multicultural Education*. (4th ed.). Boston, MA: Allyn & Bacon.
2. Banks, J. & McGee Banks, C.A. (2012). *Multicultural Education Issues and Perspectives*. (7th ed.). Hoboken: NJ: John Wiley & sons.
3. Gardner, H. (1985). *Frames of Mind: The theory of multiple intelligences*. NY: Harper Collins.
4. Golnick, D.M., & Chinn, P.C. (2013). *Multicultural Education in a Pluralistic Society*. (9th ed.) New York, NY: Pearson.
5. Grant, C. A., & Sleeter, C.E. (2007). *Turning on Learning: Five approaches for multicultural teaching plans for race, gender, and disability*. (4nd ed.) Colombus, Ohio: Merrill.
6. Grant, C. A. & Gilette, M. (2006). *Learning to Teach Everyone's Children: Equity, empowerment and education that is multicultural*. Belmont, CA: Thompson Wadsworth.
7. Howe, W. & Penelope, L. (2013). *Becoming a Multicultural Educator*. UK: Sage
- Nuri Robins, K.J.N., Lindsey, D.B. Lindsey, R.B.& Terell, R.D. (2012).
8. *Cultural Proficient Instruction: A guide for people who teach* (3rd ed.). Thousands Oaks, CA:Corwin.
- National Association for Multicultural Education: [http: www.name-](http://www.name-org.org/)
9. [org.org/](http://www.name-org.org/)
- The Civil Rights Project: <http://civilrightsproject.ucla.edu/>
10. Bennett, C. I. (2011). *Comprehensive Multicultural Education:Theory and Practice*
11. (7th ed.). Boston, MA: Allyn & Bacon.
12. Waite, D., Nelson, S. & Guajardo, M. (2007) *Teaching and Leadership for social justice and social responsibility. J. of Educational and Administration & Foundation.*

Week 3

Me and the World – Introspective Approaches : Introducing the issue of cultural identity in multi-ethnic and multicultural space

Rationale and Objectives

Teaching cultural diversity is important for ensuring healthy intercultural relationships and an environment conducive to learning. It helps people understand their relationship to the culture with which they identify themselves, the ways cultural identity are constructed and the effect these have on peoples' behavior. The multicultural educator acknowledges diversity amongst the students and makes use of the educational opportunities it offers. Hence, nurturing student teachers' capacity to recognize cultural diversity can help them build on the cultural skills that students bring to the classroom, design the curriculum and provide teaching-learning resources which reflect it, and through that support students in developing a sense of identity and ensure that all students feel that they belong.

This unit discusses the dynamics of identity and of cultural identity; its relationship to the various elements of culture and in relation to the broader context in which the notion of identity is used, the different levels of identity, the growing actuality and role of culture and identity in the modern world.

Learning Outcomes

The student will be able:

- To develop critical understanding of the complex issue of culture and identity and its determinant factors (language, religion, territory, history).
- To develop critical understanding of problems pertaining to cultural identity in the modern world (the search for identity, identity crisis, cultural identity in multi-ethnic and multicultural environment, etc.);
- To use culturally sensitive methods for solving problems in a diverse setting;
- To develop the ability to critically engage in the construction of cultural values.

Compulsory/Recommended Readings

1. Kidd, W. (2002). *Culture and Identity*, Palgrave MacMillan.
2. Serrano, S. (2013). *Religion and Political Identity in Post-Soviet Georgia*. http://www.ccftbilisi.ge/ge/echanges_universitaires/conferences/cycle_identites_et_cultures/1425/?p=1
3. Stets, J. & Burke P. J. (2000). Identity Theory and Social Identity Theory. *Social Psychology Quarterly*, Vol. 63, No. 3. pp. 224–237.
4. Mansouri F., Jenkins L., Leach M & Walsh L. (2009). *Building bridges, creating a culture of diversity*. Melbourne: Melbourne University Publishing.
5. Zakaradze, L. & Mamardashvili M.(2012). *Perception of European identity - a way to self-determination*: <http://semioticsjournal.wordpress.com/2012/01/09/%E1%83%9A%E1%83%90%E1%83%9A%E1%83%98>

Week 4–5

Working with Biographies & Narratives: Part I Autobiographies as a tool for the development of intercultural competences The ABCD crown model

Rationale and Objectives

Understanding one's own culture, enables the intercultural teacher to understand with which values s/he meets and judges people from other cultures. ABCD crown is an autobiographical method which can increase students' awareness to their culture by reflecting upon incidents and stands within intercultural situations from their own biographies. The aim of this unit is that the students will be familiarized with the ABCD method and then experience using this approach to critically reflect upon the values affecting their judgement of people from a different culture.

Learning Outcomes

The student will be able:

- To explain the way one's own autobiography influences her/his work within Mc classrooms and the way s/he understands other cultures;
- To formulate the way s/he wants to teach in a Mc classroom, considering her/his growing understanding of the influence of one's cultural background;
- To develop activities based on one's own view on teaching in Mc classrooms and evaluate it.

Compulsory/Recommended Readings

1. Abram, Ido (2001). *The ABCD of intercultural classroom education*. Barneveld: Uitgeverij Nelissen.
2. Byram, M. et al, (2009). *Autobiography of intercultural encounters: Context, concepts and theories*. Strasbourg, Council of Europe.
3. Abram, I. & Wesley, J. (2006). *Knowing me, knowing you; Identity and intercultural dialogue*; Rotterdam: Uitgeverij Ger Guijs.

Week 6–7

Working with Biographies & Narratives: Part II Development of Intercultural Awareness through Biographical and Narrative Approach

Rationale and Objectives

Using auto-/biographical and narrative approaches, characterized by a self-reflective, person-centred and dialogical way of working, student teachers will be able to reflect on their attitudes relating to cultural and linguistic diversity. Introspective reflection concerning identities can assist students in deeply investigating the roots of their behaviour and attitudes towards “otherness” and consequently train them in changing their perspective – generating thus a core competence in intercultural education alongside the development of intercultural awareness. The aim of this unit is to develop an understanding of how to use media (literature, art work, films, etc.), to develop critical thinking, foster creativity for problem solving and enhance tolerance for preventing interpersonal conflicts.

Learning Outcomes

The student will be able:

- To outline the cultural dimension of one’s own biography and to relate it to his/her way of seeing the world.
- To analyze the interdependence between one’s own and other’s identity using cross-cultural comparisons based on life experience.
- To investigate one’s internal conceptions of culture and language, and to state the close interconnection between both.

- To examine one's role model in class and underpinned by a biographical reflection, to question their own intercultural competence critically.
- To identify the complex relationship between one's own biography, one's own behaviour, one's own understanding for teacher's role and selection of teaching strategies in the field of intercultural education.
- To distinguish, within one's respective educational context, the dominant social and linguistic parameters and to consider their impact on one's own teaching strategies.

Compulsory/Recommended Readings

1. Burke, Peter.1. Appenfeld, A. (2004). *The Story of a Life: A Memoir*. Schocken. (Hebrew Original, 1999).
2. Barrett, M., Byram, M. et al. (2013). *Developing Intercultural Competence Through Education*, Council of Europe.
3. Council of Europe. 'Autobiography of Intercultural Encounters – Images of others – AIE Self-study course for educators'. Materials available online (December 2013):
http://www.coe.int/t/dg4/autobiography/default_en.asp
4. Maalouf, A. (2001). *In the Name of Identity: Violence and the Need to Belong*, New York: Arcade Publishing. (French Original, 1998 "Identités Meurtrières" Paris: Grasset). Text available online (December 2013):
http://books.google.at/books/about/In_the_Name_of_Identity.html?id=Z4WGHQeUDwUC&redir_esc=y
5. Beacco, J.C., Byram, M., Cavalli, M., Coste, D., Egli Cuenat, M., Goullier, F., Panthier, J. (2010). 'Guide for the development and implementation of curricula for plurilingual and intercultural education'. Language Policy Division – Document prepared for the Policy Forum 'The right of learners to quality and equity in education – *The role of linguistic and intercultural competences*, Geneva, Switzerland.
6. Bennet, M. J. (2004). 'Toward multiculturalism: A reader in multicultural education' In J. Wurzel (ed.). *Becoming Interculturally Competent* (2nd ed.,). Newton, MA: Intercultural Resource Corporation. pp. 62–77. Available online on: http://www.wholecommunities.org/pdf/privilege/4_Becominginterculturallycompe_Bennett.pdf
7. De Florio-Hansen, I. (2011). *Towards Multilingualism and the Inclusion of Cultural Diversity*, Kassel University Press GmbH,
8. Gonzalez, A., Houston, M., Chen, V. (2011, Fifth Edition). *Our Voices - Essays in Culture, Ethnicity, and Communication*. Oxford University Press, US Higher Education

9. Marginson, S. & Erlenawati, S. (2011). *Ideas for Intercultural Education*. Palgrave Macmillan.
10. Pavlenko, A. & Blackledge, A. (2004). *Negotiation of Identities in Multilingual Contexts*. Multilingual Matters Ltd.
11. Proposals from the Group of Intellectuals for Intercultural Dialogue set up at the initiative of the European Commission (2008) *A Rewarding Challenge – How the multiplicity of languages could strengthen Europe*, Brussels.
12. Sahni, B. S. (2008). Tamas. (Novel translated from Hindi). Penguin India. Available online (Hindi Translation Jai Ratan, December 2013): <http://www.arvindguptatoys.com/arvindgupta/tamas.pdf>

Week 8–9

Me and the Others: Intercultural encounters

Rationale and Objectives

Critical Incidents Analysis (Triandis, 1994) promotes intercultural competences through engaging participants on the personal level by the examination of incidents revolving around intercultural experiences. As such, it allows constructive learning which can enable the development of ‘multicultural sensitivity as well as problem solving skills. The approach benefits students’ personal and professional development as it involves ‘active listening ’as well as ‘problem based thinking strategies’ (i.e., steps for examining the event, identifying the problem, suggestions for solutions, critical examination of the suggested solutions).

Learning outcomes

The student will be able:

- To consider culturally related incidents, critically, through independent work, as individuals, pairs and groups.
- To develop the skills for effective communication and the ability to work in a diverse environment.
- To develop various ways of communicating when faced with different customs, traditions and values in real situations.

Compulsory/Recommended Readings

1. Dunne, D. and Brooks, K. (2004) *Teaching with Cases*. Halifax, NS: Society for Teaching and Learning in Higher Education.
2. Pedagogy in Action (2012). 'Teaching with the Case Method'. Downloaded on 19th February 2014: <http://serc.carleton.edu/sp/library/cases/index.html>
3. Richert, A. & Rabin, C. (2013). Preparing teachers for teaching dilemmas raised by race and racism. In Miriam Ben-Peretz et al. (eds.), *Embracing the social and the Creative*. The Mofet Institute: Rowman & Littlefield Publishers
4. Schwartz, Michelle 'Teaching Methods for Case Studies'. Downloaded on February, 2014: <http://www.ryerson.ca/content/dam/lt/resources/handouts/CaseMethodBestPractices.pdf>
5. Centre for Excellence and Innovation in Teaching. *Using Case Studies to Teach*. Downloaded on February 2014: <http://www.bu.edu/ceit/teaching-resources/using-case-studies-to-teach/>
6. University of Illinois at Urbana-Champaign. Centre for Innovation in Teaching & Learning. *Case Study Method*. Downloaded on February 2014: <http://cte.illinois.edu/resources/topics/methods/case.html>

Week 10-11

Learning from one Another and with Others: Diverse environment and integration into it

Rationale and Objectives

The methodology of the unit is based on John Dewey's basic principle of progressive education – teaching from experience and social interaction. Using this interactive learning approach enables students to develop effective collaborative skills that promote intercultural relations in a diverse society. The aims of these units is to familiarize the students with basic concepts such as majority, minority, integration, assimilation, segregation and marginalization. In addition the students will be presented with pedagogical approaches based on Dewey's model that promote intercultural relations and understanding.

Learning outcomes

The student will be able:

Students will be able:

- To distinguish the difference between integration, assimilation, segregation and marginalization.
- To develop recognition to otherness while maintaining one's own identity.
- To discern difficulties of “integration” among her/his students, help them cope through it adequately.
- To make use of intercultural understanding and skills in the classroom as well as outside the school.

Compulsory/Recommended Readings

1. Banks, J.A. (1998). Approaches to multicultural curricular reform. In E. Lee, D. Memkart & M. Okazawa-Rey (eds.). *Beyond Heroes and Holidays; A Practical Guide to K-12 Antiracist, Multicultural Education and Staff Development*. Washington DC; Network of Educators on the Americas.
2. Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon.
3. Bennett, C. I. (2010). *Comprehensive Multicultural Education: Theory and Practice* (7th ed.) Boston, MA: Allyn & Bacon.
4. De Ramirez, Lori Langer (2006). *Voices of Biversity: Stories, Activities and Resources for the Multicultural Classroom*. Publisher: Upper Saddle River, NJ: Pearson Prentice Hall
5. Mitchel, K. (2011). Education for democratic citizenship: *Transnationalism, multiculturalism, and limits of liberalism*. *Harvard Educational Review* 1 (71)

Social Responsibility and Activism : Part I Communication and Social Media

Rationale and Objectives

Good communication can contribute towards a positive multicultural environment especially in the field of education. Social media technologies can also act as a potent tool of communication in the contemporary world and be utilized in promoting effective beneficial intercultural communication among members of diverse cultural backgrounds. The aim of this unit is to provide the student teachers with effective media, verbal and non-verbal communicative tools on how to share information, establish trust, develop and maintain relationships in multicultural settings. In addition the students will learn about the different kinds of social media and the use of modern technology that can promote positive social networking and intercultural understanding.

Learning outcomes

The student will be able:

- To describe the factors influencing effective and positive communication and use the elements of effective communication in real life situations;
- To develop skills for communicative conflict resolution.
- To develop/advance skills of individual and intercultural group work which will promote active listening and critical evaluation; multifold, non-stereotype, critical thinking and listening; peaceful and effective communication, work in a diverse environment; maintenance and support of a positive and safe environment.

Compulsory/Recommended Readings

1. Cheong, P. H., Martin, J. N., Macfadyen, L. P. (eds.) (2012). *New Media and Intercultural Communication. Critical Intercultural Communication Studies*. Vol. 13, Peter Lang Publishing.
2. Samuels-Peretz, D. (2013). 'Teacher education for the twenty-first century'. In Miriam Ben-Peretz, Sara Kleeman, Rivka Reichenberg, & Sarah Shimoni (eds.), *Embracing the Social and the Creative: New scenarios for teacher education*. Lanham: Rowman & Littlefield Publishers, Chapter 10.
3. Liu Sh., Volcic Z. & Gallois C. (2010) *Introducing Intercultural Communication: Global Cultures and Contexts*. (1st ed.), Sage Publications Ltd.
4. Gay G. (2010). *Culturally Responsive Teaching, Theory, Research and Practice*. (2nd ed.) Teachers College Press.
5. Gollnick, D.M. & Chinn, P.C. (2002). *Multicultural education in a pluralistic society* (6th ed.). Upper Saddle River, NJ: Pearson Education Inc.

Week 14–15

Social Responsibility and Activism : Part II Active Citizenship

Rationale and Objectives

Educating for active citizenship for a multicultural society, fosters student involvement in their building of a culture of social justice through the promotion of values, attitudes, and behaviours which enable the realization of democratic ideals, development and human rights for all populations. This unit, through implementing pedagogical methods such as debate, role-playing and improvisation will provide the students with the opportunity to comprehend “unfamiliar positions” which minority people experience as well as understand how they affect others. This unit nurtures the students’ abilities to analyze and think critically about multicultural issues, discuss problem solving strategies in a multicultural society, develop tolerance towards people with diverse beliefs. Through this process, the student also develops an understanding of active citizenship and a sense of social responsibility towards minorities.

Learning outcomes

The student will be able:

- To understand the interconnectedness between the culturally diverse ethnic groups living together.
- To examine multicultural issues critically, in the light of values of humanism, human rights and democracy.
- To develop tolerance towards people with diverse beliefs and experiences.
- To develop the necessary skills and competences necessary for effective and constructive participation in a multicultural society.

Compulsory/Recommended Readings

1. Beselia, N., Bokeria, N. & kordzadze, M. (2011). *How to become an active citizen. Student's Book*. Tbilisi.
2. Viniaerden, P., De Ion, I., Potti Brone & Kupatadze T. *Civic Education*. (2010). Methodological guide for teachers. Tbilisi.
3. Salgur, A. (2011) *Citizenship and International Citizenship education*. Bucharest.
4. Burroughs, G., Rukhadze, Z., Kvatchadze, M., Gaprindashvili, L. & Izoria L. (2012). *Democracy and citizenship - Civic Education, Student Course Reader*. International foundation for electoral systems. Hughes, C. (2006). *Education for Global Citizenship: A Guide for Schools*. Oxfam. Available at: <http://www.globaldimension.org.uk/docs/gcguide06.pdf>
5. European Association of Teachers. (2001). *Manual to promote European active citizenship*. European Association of Teachers, Programmeme Socrates n° 2001-0928/001-001 SO2 81COMP
6. Jochum, V., Pratten, B., & Wilding, K. (2005). *Civil renewal and active citizenship - a guide to the debate*.
7. Eferakorho, J. (2008). *Multicultural Education and Citizenship*. Briefing Paper for Trainee Teachers Of Citizenship Education.
8. http://Civics_and_Citizenship_Education_Advice_for_teaching_web_pdf
9. <http://www.globaldimension.org.uk/docs/gcguide06.pdf>

Appendix 2

Examples of Different Assignments and Activities for DOIT's Courses

(developed for Children's Rights but could also be modified for other courses).

PART ONE: Example of Assignments:

Children's Rights Project: – Major Project

Description: In small working groups, students will focus on one type of children's rights-related institution or organization, conducting exploratory research. They will identify, visit, and gather information related to their chosen establishments. Possible sites for the research projects include local community agencies, educational institutions, or social service agencies that serve children and that deal with issues related to children's human rights. One example of such a project could be the development of an organizational profile about the agency's mission and services. This profile would be turned in and disseminated both within the college/university in the form of a group show as well as within the students' schools.

Methods: Student project selection will be coordinated with the instructor, who will provide assistance and guidance.

Assessment of project: Student assessment will be two-fold and based both upon group oral presentations of specific projects areas and upon individually written papers describing the research. Assessment of the final project will include both assessments of the process as well as final products.

Assignment 1: Analysis of Media

Students will select from a variety of media, including for example films and texts, and analyze them in light of the UDHR and CRC. Specifically they will highlight both the protections and perceived violations of children's rights. (Students will be provided with a list of potential options and will also be allowed the option of bringing their own selected resource). This assignment will be presented in a written format: a review, a PowerPoint presentation, or an essay. Examples:

- The Central Park Five
- Crips and Bloods : Made in America
- The Freedom Writers Diary – by Erin Gruwell
- Reports about Children's Rights
 - UNICEF
 - Save the Child
 - Human Development Reports – United Nations Development
 - Reports (UNDP) Documents– by Nation
 - UNESCO
- The Help
- Current media cases of children's rights, protections and violations

Assignment 2: Visual Presentation

Students will be divided into groups, and each student group will be assigned one topic in the area of children's rights. They will complete a cooperative visual representation in the form of a drawing/collage.

The drawing should depict:

- Different forms of exploitation of children.
- The ways in which poverty impacts on children's development
- The different forms of child abuse and child maltreatment

Based upon students' self-reflections on these activities, students will select the area in which they would like to further explore children's rights, which will serve as the foundation of their final project. They will submit a description of their desired area of concentration as well as the rationale for this choice.

Assignment 3: Children's Rights Case Analysis

Students will describe and analyse one case that represents a form of children's rights protections or violations. Basing their perspective on their personal, professional, or general life experience (including media consumption), the students will account for the event, the participants in the event, the outcome of the event, and also suggest alternative interventions and approaches. Students will describe the reasons that they believe the intervention was either positive or negative, or include both elements simultaneously, providing critical feedback if necessary. Analysis will include integration of the experiential and theoretical course materials.

Assignment 4 : Lesson Plan

Based upon students' selected final project topic, they will develop a lesson plan on their topic on children's rights (i.e., children living in poverty, children and education, children witness to IPV) designed for the age group/grade that they themselves teach/student teach/or intend to teach. This will be handed in either as a PowerPoint presentation to the lecturer or for whole/partial group presentation.

PART II: ACTIVITIES

Activity Bank: Examples which instructors may elect to incorporate into their courses.

Activity Methodology:

- Problem-Based Learning
- Panel Discussion
- Role Playing
- Narrative/Video Analysis
- Case Studies
- Collaborative Learning
- Jigsaw Group Work
- Technology-Based Activities

Activity Option 1

Activity Type: Group collaboration and discussion

Step 1: Lecturer will explain the essence of the child's right to survive.

Step 2: Lecturer will explain how the child's right to survive is threatened as a result of poverty, violence, and other factors.

Step 3: Students will offer their own examples of cases in which children did not survive.

Step 4: Students will divide into small groups of 2-5 and be asked to discuss what they know from their life experiences on these topics. This discussion may be supplemented with internet research.

Step 5: Lecturer may convey additional information either by lecture (ppt) or distribution of media and academic, theoretical material.

Activity Option 2

Activity Type: Debate

After introduction to the lecture topic, students will divide into groups comprising 2–4 members and receive informational cards providing information on a variety of topics (for example: children living in poverty in a specific country and characteristics of that poverty) . Students will then be asked to discuss in their groups, based on the distributed cards:

Step 1: What do you believe are the causes/roots of children living in poverty in....

Step 2: Each group will then present the information on their particular population and their thoughts /beliefs as to the roots of poverty in that population to the entire group.

Step 3: Debate/guided discussion on the relativism of poverty.

Step 4: Continuation of lecture based upon the discussion.

Activity Option 3

Activity Type: Role Playing Bullying– Bystander’s Role

Step 1: As part of the lecture on peer violence and its impact on children's right to be safe the instructor will present information on the topic of the role of the bystander and social actors in bullying. The rationale for role–playing activities in groups of 4–5 is based on the significance of educators increasing awareness that bullying is in fact a social act/event and not simply a relationship between pairs.

The lecturer will divide the students into groups of at least five, and roles will be distributed.

(There should be three groups to express different aspects of bullying:

1. Indirect, 2. Direct, 3. Gender differences)

Role 1 : Bully

Role 2: Victim

Roles 3: Bystander/Witness

Role 4: Bystander/ Witness

Role 5: Educator

Students will be provided with a specific situational context and asked to enact their roles. Afterwards they can describe the ways in which they felt in their roles.

If you had been the educator in the scenario, how would you have acted?

Activity Option 4

Activity Type: Case Study—Cyber-Bullying

Step 1: Prior to bullying lecture, students will be asked to bring a specific example of cyber-bullying, either from their own life experience or from the media.

Step 2: Lecturer or the students themselves will provide a case study or students will provide instructor with their selected cases.

The case study should include the following components:

1. Introduction 2. Description of social actors 3. Differentiations and roles 4. Description of a social process and outcomes.

Step 3: Have students in groups/pairs identify the social actors and their varied roles in the case presented.

Step 4: Describe the outcome of the case.

Step 5: Offer ways in which the described outcome could have been altered.

Activity Option 5

Activity Type: Game and Discussion

The CRC–The Diamond–Sorting Game Activity

Create small groups of 6 students. Assure that they each are provided with a kit of particular rights from the CRC. Give them the task to prioritize the rights within a set time frame (10 minutes). Conclusion: discuss the importance of these rights.

Activity Option 6

Activity Type: Panel Discussion

This is appropriate when the topic can be viewed from different perspectives, and the students have different attitudes to the same topic. The group may be divided into three or four groups which will create “student panels.”

Step 1: The lecturer should give the students the opportunity to learn more about the topic of discussion and to have insight on the subject in order to shape their own opinions of it.

Step 2: The lecturer introduces the topic and explains that it can be viewed from different perspectives.

Step 3: Students are divided into groups, based upon their opinions.

Step 4: Student panels explain their opinions on the topic and try to defend their views.

Step 5: The debate should have strict rules which define how many minutes each panel has to introduce its opinion as well as how the discussion should take place (no interrupting, respecting opinions different from yours, etc.).

Step 6: The objective of the panel discussion is not to change the opinions of the students but rather to accept that different approaches to the same topic are valid. At the end, the lecturer asks the panels to choose the panel member who will summarize the results of the panel discussions, the positive impact of the discussions, and what they learnt from the opinion of other panels.

Activity Option 7

Activity Type: Jigsaw Groups

Activity Type: Jigsaw Groups

This activity is appropriate when most topics have already been covered, prior to the final research project.

Step 1: Students are divided into competency groups of 4–6 students. Each group is given subtopics for examination or research.

Step 2: Individual members of each group then break away to work with the “experts” from other groups.





Participating Institutions:

Israeli Partners		Georgian Partners		European Partners	
	Gordon Academic College		Ilia State University		University Koblenz Landau
	Sapir College		Ivane Javakhishvili Tbilisi State University		University of London
	Kaye Academic College of Education		Sokhumi State University		Birkbeck University of London
	Sakhnin Academic College		Telavi State University		Pädagogische Hochschule Oberösterreich
	Interdisciplinary Center Herzliya		Samtske Javakheti State University		HAN-University
	Ben Gurion University		Center for Civil Integration and Inter-Ethnic Relations		Jaan Tonisson Institute
	Interfaith Encounter Association		Civic Development Institute		
	IDC STUDENT UNION				