



## POLICY RECOMMENDATIONS

### EMERGED FROM THE PROJECT “COLOURED GLASSES: EXPANDING INTERCULTURAL EDUCATION”

#### ► Integrate newer approaches to intercultural learning and intercultural education

Innovative approaches, which build on up-to-date research findings, need to be integrated in intercultural educational practices, in both classrooms and youth work settings. It is crucial to step out of the over-nationalist paradigm and promote a broader vision of cultural diversity that avoids “othering” and (involuntarily) reinforcing stereotypes. In order to make this happen, we need stronger connections between practitioners and researchers, allowing the two fields to learn from each other and advance hands in hands.

#### ► Promote and support synergies between formal and non-formal education sectors

There is great potential for the formal and non-formal education sectors to learn from and complement each other. More resources should be allocated to projects and initiatives that bridge the two sectors and allow for mutual learning and development. The policy environment should enable these connections, for example by reducing bureaucratic burdens for civil society organisations to access schools. The use of non-formal education methodologies (like peer-to-peer learning, group work, and experiential learning) should be implemented in formal education settings, as an effective way to create inclusive environments in school settings.

#### ► Support and provide resources for Global Citizenship Education

Global Citizenship Education deserves better recognition and support across the wide spectrum of educational stakeholders and donors. European Member States and Institutions should integrate Global Citizenship Education in their policies and programmes, in line with the target 4.7 of the Sustainable Development Goals. A multi-stakeholders approach, combined with significant investments in Global Citizenship Education, is necessary in view to achieve target 4.7 and empower all learners to contribute to a more inclusive, just and peaceful world.

#### ► Prepare teachers and youth workers for engaging with diversity

With the Paris Declaration (2015), EU Ministers of Education recognised the need to empower and equip teachers to take an active stand against all forms of discrimination, to meet the needs of pupils from diverse backgrounds, to impart common fundamental values and to prevent racism and intolerance. This statement is still very accurate and valid. In order to achieve this, teachers and youth workers need to be appropriately trained and prepared to develop relevant intercultural competencies, including valuing and adapting to diversity as well as being culturally self-aware.

#### ► Proceed with definition and assessment of transversal competencies

Formal and non-formal education systems need to support learners in developing transversal competencies, which are vital not only for individual empowerment but also for a well-functioning society. Although there have been intensive efforts to assess competencies such as problem solving, other competencies have not received such global attention. The PISA Global Competence Framework (OECD) and the Reference Framework of Competencies for Democratic Culture (Council of Europe) have great potential to fill these gaps and should find large use, with a view to help educational systems prepare learners for life as competent global citizens.

## REFERENCES

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- “Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education”, Informal Meeting of EU Ministers of Education, 2015.
- “Preparing teachers for diversity - The role of initial teacher education : final report - Study”, EU publications, 2017.
- “The links between education and active citizenship/civic engagement”, NESET II ad hoc question No. 1/2018.
- “Assessment of transversal competencies – Policy and Practice in the Asia-Pacific Region”, UNESCO, 2016.
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