



International Association for Intercultural Education



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"Averting war is the work of politicians; establishing peace is the work of education" - Maria Montessori

Welcome to the IAIE October Newsletter, "Intercultural Times"

And a special welcome to the new members of our association!

Dear IAIE members and friends,

The dramatic conflicts and rising geopolitical tensions around the world are shaking us deeply, both personally and professionally. As interculturalists and educators, these times compel us to ask difficult questions such as: *have we done enough to promote peace? Where have we failed? What can we learn from the present situation, and what does it teach us about the future of our field?*

This is a moment for honest reflection and critical rethinking of intercultural education. Such rethinking cannot remain a solitary exercise; it must be a shared endeavour, a collective effort of our community to confront challenges and to search for more effective ways of fostering peace.

Our organisation, despite its limitations and the modest scale of its actions, strives to provide spaces for dialogue, exchange, and learning. Through these small steps, we aim to build a critical community committed to peace. The Board is working to create more opportunities for interaction among members — to share ideas, innovative practices, doubts, and resources. In the coming months, we plan to organise some webinars as spaces for dialogue, and our conference and journal will continue to serve as platforms for ongoing reflection and exchange.

We sincerely hope you will contribute your voices, experiences, and critical perspectives to this shared journey. Only together can we grow, learn, and shape intercultural education in ways that foster peace in society.

Thank you for being a member of the IAIE community.



Barry van Driel (President)

Miri Shonfeld (Vice President)

Mattia Baiutti (Secretary General)

Important IAIE News



IAIE Conference in Athens 2026

Migration, the Global Quest for Educational Equity, and Intercultural Education

June 19-21, 2026

Following the successful IAIE conference in Budapest in June 2025, the IAIE is proud to announce an international conference that will take place from **June 19-21, 2026 in Athens**. This conference will have a very specific focus on **migration** issues. Keynote speaker will be **James Banks**. The conference will have a slightly different approach compared to earlier IAIE conferences, taking advantage of new online realities.

IAIE members and SIRIUS member organizations will have priority when registering.

The conference will include, in addition to the keynote talk by James Banks, two symposia around the issue of migration, and also a visit to an island nearby Athens for more casual and in-depth conversations in an inspiring environment.

Additionally, the in-person conference will be both preceded and followed up by two online events that will allow more people from other parts of the world to participate in discussions.

A call for papers and further information will follow soon on the IAIE website, on all IAIE social media and through emails.

On behalf of the IAIE organizing committee,
Prof Nektaria Palaiologou
Honorary Vice President IAIE
Conference Host



Upcoming webinar: Discussing the frontiers of intercultural education in times of bio-cultural depletion on the planet.



This webinar is directly connected to the publication of the special issue, *Intercultural Education in Times of Climate Change - International Perspectives, Challenges, and Initiatives*, coming out in November 2025. Insightful, intriguing, and diverse articles in this issue will help expand our research field in times of worsening conditions on Earth. The Special Issue covers: the

biocultural relationship with mountains, and with glaciers; sustainability education through the Council of Europe's RFCDC model, and through Sámi cosmology; Environmental Education as critical decolonial education in Colombia; teachers' role in the 2030 Agenda; earthing intercultural practices in a Norwegian higher educational context; Pan-African university education; tree planting in Tanzania; and intercultural sustainable education with unaccompanied foreign minors in the Italian context. All articles are already published online.

SAVE THE DATE: A webinar about intercultural education in the Anthropocene, based on the Special Issue, will take place on January 20th at 2 pm. (CET). Further info to follow on the IAIE website and IAIE social media.

One of the articles, by **Martyn Barrett**, explains how young people may be prepared through education to respond as informed and empowered citizens to the threat posed by anthropogenic climate change. He argues that the Council of Europe's RFCDC can be used for this purpose and shows how this approach also builds young people's intercultural competence. He also proposes that Intercultural Education and Education for Sustainable Development have a symbiotic relationship to each other, and that both areas of study can be significantly strengthened by the other, especially if they are purposefully intertwined in the curriculum and using appropriate pedagogies.

Numerous other thought-provoking articles examine our area of research and the reimagining of intercultural education in the context of the Anthropocene era.



Intercultural Education Journal



The International Association for Intercultural Education (IAIE) hosts the [journal Intercultural Education](https://www.tandfonline.com/toc/ceji20), a global forum examining education in plural societies. It offers educators critical insights and practical knowledge for implementing intercultural education, covering topics like multicultural terminology, anti-racist education, human rights, migration, language policy, curriculum design, and school development.

Upcoming Special Issues:

Gross, B., & Portera, A. (2025). Special Issue: Intersectionality in Intercultural Education and Intercultural Educational Research. *Intercultural Education*, 36(4). <https://www.tandfonline.com/toc/ceji20/36/4>

The special issue on "Intersectionality in intercultural education and intercultural educational research" presents eight papers which were meticulously chosen from approximately 200 submissions presented at the IAIE Conference titled "Diversity, Equity, Inclusion, and Belonging in Education to Transform Society," which took place at Chemnitz University of Technology in Germany from 26 to 28, March 2024. It covers a range of topics, from theoretical perspectives on intersectionality and its conceptualisation in education and educational research to empirical studies utilising intersectionality as a theoretical lens.

Contents:

- Intersectionality in intercultural education and intercultural educational research – *Barbara Gross and Agostino Portera*
- Mapping trends and demographics in research on intersectional education and pedagogy: a scoping review (2020–2024) – *Robert Pham Xuan*
- Exploring intersectional interculturality in contexts of cultural pluriformity – *Andreas Pöllman*
- Intercultural education: recalibrating meanings, objectives, and practices – *Luisa Conti*
- Intersectionality in intercultural educational research. The role of power and privilege in multicultural societies – *Agostino Portera, Cristina Balloi and Elisa Maria Francesca Salvadori*

- Fostering belonging for all students and employees in schools and other organisations: pathways to inclusive excellence – *Elavie Ndura and Gloria Bukuri*
- “We only take Ukrainians, we do not take the other rabble” – the intersectional construction of diversity. Belonging, inclusion and exclusion in educational institutions – *Barbara Gross*
- ‘Intersectional othering’ and the minoritisation of ‘Malay/Muslim’ identities in Singapore’s multicultural education – *Nur Diyanah Anwar and Jasmine B.-Y. Sim*
- Intercultural teaching practices and sustainability – a case study from Norway – *Frederique Brossard Børhaug and Kerenina Kezaride Dansholm*

Special Issue from IAIE-ELTE Conference 2025, Budapest

A Special Issue of Intercultural Education, edited by Miri Shonfeld and Ildiko Lazar, will feature selected contributions from the conference's various strands. All submitted proposals are currently under review, with eight of them selected for inclusion in this special issue, representing the diverse scholarly perspectives that emerged from the conference and offering valuable insights into contemporary intercultural education research.

IAIE Conference in Budapest 2025



The IAIE 2025 Budapest Conference was a large 3-day international conference organized by the Department of English Language Pedagogy of Eötvös Loránd University (ELTE) in cooperation with the International Association for Intercultural Education (IAIE)

and the Visual World Foundation (VWF). The event entitled "Currents in Education: Navigating Change in Languages, Cultures, and Communities" took place in June at the Faculty of Humanities campus of ELTE. The chief organizers of the conference were Miri Shonfeld (IAIE) and Ildikó Lázár (ELTE). The conference was attended by over 300 participants from 37 countries with exciting workshops, talks, poster presentations, and roundtable discussions. We were honored to have wonderful keynote presentations by Prue Holmes, Szilvia Szénási, and Darla K. Deardorff.

The event highlighted the importance and benefits of community building among researchers, teacher educators and teachers committed to advancing intercultural education, democracy, and inclusion.

A Special Issue of Intercultural Education and an edited volume based on contributions to the conference will be published in 2026.

The organizers are grateful to ELTE Eötvös Publishing House, the Eötvös Loránd University Excellence Fund, and the NRDH Scientific Patronage Program for providing additional funding.

Special thanks to the 30 student helpers for their support!

[Photos \(photography: Dalma Szondy\)](#)



Upcoming Events



AERA Selects James A. Banks to Deliver 2025 *Brown Lecture in Education Research*

James A. Banks, the Kerry and Linda Killinger Endowed Chair in Diversity Studies Emeritus and founding director of the Center for Multicultural Education (now the Banks Center for Educational Justice) at the University of Washington, has been selected by the American Educational Research Association (AERA) to present the 2025 *Brown Lecture in Education Research*. The public lecture will take place on Thursday, October 23, at 6:00 p.m. ET. Complimentary registration for the livestream will open in July on the [AERA website](#).



Often called the “father of multicultural education,” Banks is also known for his work in social studies and global citizenship education, and he has written widely in those fields. His research has focused on how educational institutions can improve race and ethnic relations and the academic achievement of diverse groups.

“Dr. Banks’s extraordinary contributions to the field are demonstrated by the breadth of his work and the significance of his impact advancing multicultural and diverse education research,” said AERA Executive Director Felice J. Levine. “We are honored to hear from such a pathbreaking and accomplished scholar.”

His authored books include *Teaching Strategies for Ethnic Studies* (Pearson); *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (Pearson); *Educating Citizens in a Multicultural Society* (Teachers College Press); and *Race, Culture, and Education: The Selected Works of James A. Banks* (Routledge). Banks is the editor of several books, including *Handbook of Research on Multicultural Education* (Wiley); *Diversity and Citizenship Education: Global Perspectives* (Wiley); and *Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching* (AERA). He is also the editor of the Multicultural Education book series published by Teachers College Press.

Banks is a past president of AERA (1997–1998) and an AERA Fellow. He is also a past president of the National Council for the Social Studies. He received AERA’s 2023 Distinguished Contributions to Research in Education Award, inaugural 2004 Social

Justice in Education Award, and 1994 Review of Research Award. He is a member of the National Academy of Education and the American Academy of Arts and Sciences.

The *Brown* Lecture, now in its 22nd year, was inaugurated by AERA in 2004 to commemorate the 50th anniversary of the *Brown v. Board of Education* decision, in which the U.S. Supreme Court took scientific research into account in issuing its landmark ruling ending legal racial segregation in public schools.

The 2025 *Brown* Lecture Selection Committee included AERA Social Justice Action Committee Chair James D. Anderson (University of Illinois, Urbana-Champaign), AERA President Maisha T. Winn (Stanford University), AERA Past President Janelle T. Scott (University of California, Berkeley), AERA Social Justice Action Committee Member Denise M. Taliaferro Baszile (Wayne State University), AERA Social Justice Action Committee Member Nicole Johnson (Howard University), AERA Executive Director Felice J. Levine, and AERA Director of Professional Development and Diversity Officer George L. Wimberly.



XIII Forum on Intercultural Learning and Exchange – Conference. Encouraging value-based behaviors: from pupils’ mobility to civic engagement



Colle di Val d'Elsa (Italy), Novembre 13th - 15th 2025

The Forum of 2025 will continue the discussion started in the Fora of 2019, 2021 and 2023 on value education in individual pupils’ exchange of at least 3 months, but it will focus on action as an outcome of values and their change. [Info and registration.](#)

FILE is the Forum on Intercultural Learning and Exchange, sponsored by the Intercultura Foundation in Colle di Val d'Elsa (Italy), the European Federation for Intercultural Learning (EFIL) in Brussels (Belgium) and AFS Intercultural Programs in New York (USA). It includes some sixty experts, researchers and practitioners in the field of international youth exchanges and intercultural learning. FILE is an invitational conference, but there are also some places available for those interested in the subject.



IAIE Members Publications



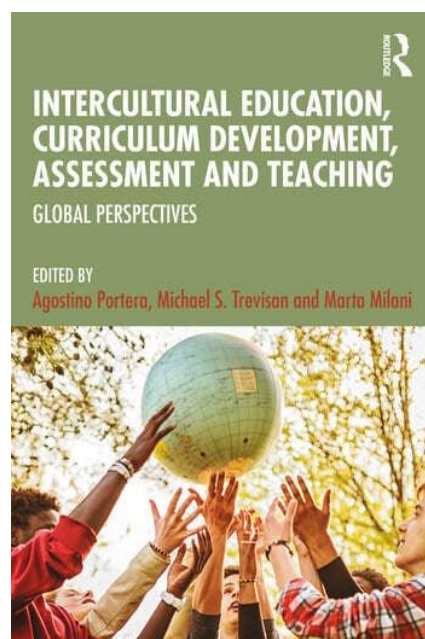
New Edited Volume: Intercultural Education, Curriculum Development, Assessment and Teaching: Global Perspectives

We are delighted to announce the release of a new edited volume titled *Intercultural Education, Curriculum Development, Assessment and Teaching: Global Perspectives* (Routledge, 2025), edited by Professors **Agostino Portera, Michael S. Trevisan, and Marta Milani**. Agostino Portera and Marta Milani, both professors of Intercultural Education, are affiliated with the Center for Intercultural Studies at the University of Verona, Italy. Michael Trevisan is Dean of the College of Education at Washington State University, US, and Professor of Educational Psychology.

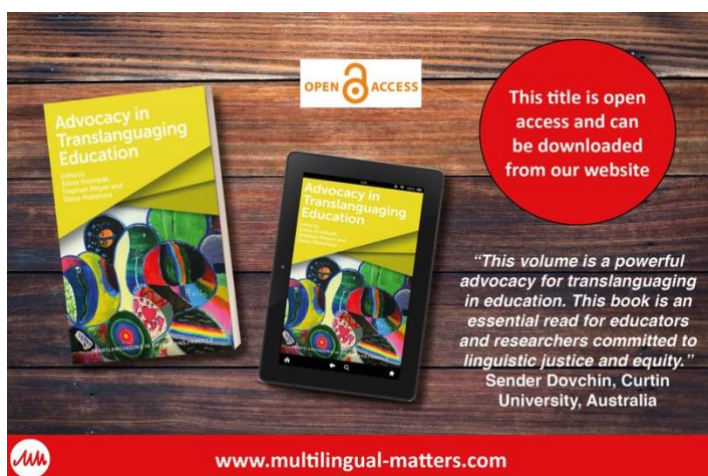
The book explores how schools can effectively champion intercultural education to promote social justice and inclusion. Drawing on comparative research, systematic reviews, case studies, and theoretical reflections, it offers an in-depth treatment of innovative pedagogies and frameworks for culturally responsive education.

The volume includes chapters on curriculum development, use of technology and the arts in teaching interculturality, evaluation of educational interventions, and more – making it pivotal reading for educators, researchers, and students in the fields of multicultural and intercultural education, sociology of education, and beyond.

For more information, please refer to the official Routledge book page: [Intercultural Education, Curriculum Development, Assessment and Teaching: Global Perspectives](#) (Routledge, 2025), ISBN 978-1-032-72339-6.

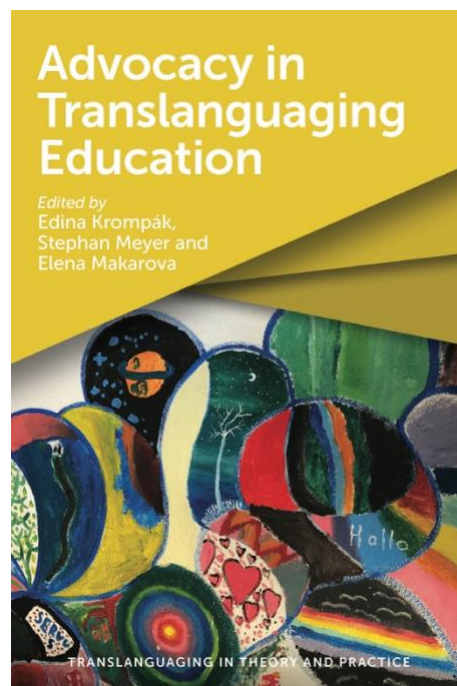


The volume *Advocacy in Translanguaging Education*, edited by Krompák, Meyer, and Makarova, advances a vision of translanguaging as both an educational practice and a form of advocacy for equity and linguistic justice.



The book brings together diverse perspectives and contexts, demonstrating how multilingual learners draw on their full linguistic repertoires in classrooms and beyond. By centering the agency of multilinguals, the chapters highlight the transformative role of translanguaging in learning processes, identity-building, and social participation.

Across its contributions, the volume shows how translanguaging challenges monolingual norms, broadens opportunities for language development, and fosters inclusive, dynamic learning spaces. It presents rich empirical evidence alongside critical theoretical insights, offering both practical applications for educators and new understandings for researchers. The book illustrates how pedagogical translanguaging enhances language proficiency, supports equity, and redefines boundaries of language use in education. Ultimately, this book is an essential resource for educators, policymakers, and researchers dedicated to building inclusive educational environments for multilingual learners.

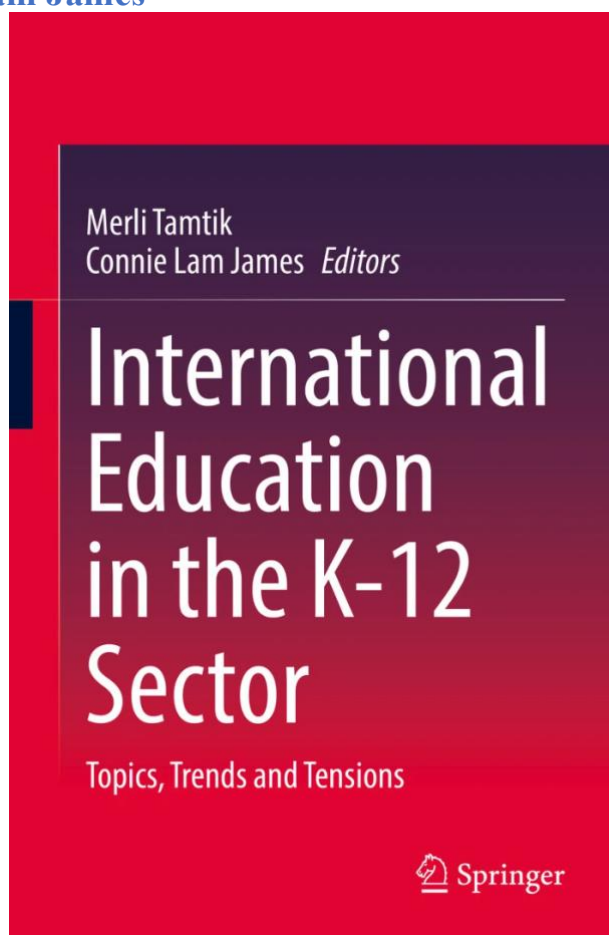


International Education in the K-12 Sector Topics, Trends and Tensions

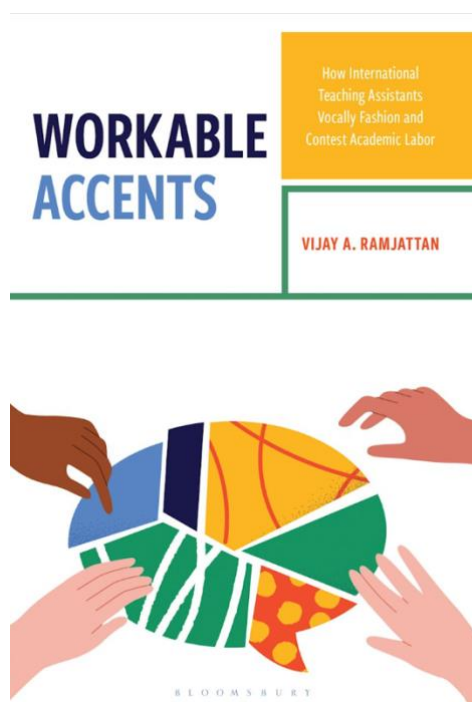
Editors: Merli Tamtik and Connie Lam James

This edited volume focuses on K-12 international education in a global context and examines trends, emerging topics, and prevalent tensions. It considers the rapidly growing phenomenon across a variety of country contexts in a way that can convey both empirical evidence and insights into theorization and practical debates. Contributors touch upon a range of emerging trends in K-12 international education globally, including student mobility, curriculum design, language learning, methodological considerations, and policy considerations through a holistic and comprehensive approach. The book also applies a critical decolonial lens in examining K-12 international education by inviting readers to think critically about issues of power, privilege, equity, and

social justice in trying to foster a more informed and socially responsible approach to international education. Ultimately, the book attempts to move beyond a one-size-fits-all approach in order to embrace the complexity of issues that emerge from international education involving vulnerable populations. The book is grounded in institutional theory, which allows to explore the complex web of institutional norms, values, and behaviors that are shaping the experiences through international education across the different chapters in this volume. As an edited volume, authored by academic experts and practitioners from around the world, this book provides the most recent and up-to-date account on documenting developments related to K-12 international education internationally. Through contributing significant evidence across international contexts, the book raises new questions and offers new perspectives to the field, opening conversations both within and across governments and non-governmental stakeholders such as educators, students and parents. [Learn more.](#)



Workable Accents *Workable Accents* offers an in-depth and micro-level exploration of how international teaching assistants (ITAs) make their accents workable to fulfill their duties as academic laborers.



Here, “workable” not only refers to manipulating an accent, but also ensuring that an accent achieves particular objectives such as being perceived as an intelligible speaker, an expert educator, and an acceptable worker. Drawing on commentaries from ITAs working in Canadian universities, Vijay A. Ramjattan highlights how crafting a workable accent is not an apolitical endeavor, but rather a practice that works within and against the various communicative affordances of neoliberal academia. Just as it can involve fashioning one’s voice to satisfy oppressive communication norms, a workable accent can also contest these norms to varying degrees. Ramjattan ultimately demonstrates that (academic) institutions must do a better job at addressing how vocally marginalized workers are heard at work. [Learn more](#)



New Article: Teaching for Tomorrow: Integrating Sustainability and Global Citizenship through Language Learning

by Márta Flóra Tar

At the 2025 IAIE Conference, I presented a pedagogical framework that integrates sustainability and global citizenship into language education. Drawing from over two decades of teaching experience and my doctoral research at ELTE, I explored how interdisciplinary approaches can empower students to become socially responsible global citizens in an increasingly interconnected world.

The presentation highlighted classroom strategies that merge environmental awareness with linguistic development, using real-world scenarios, project-based learning, and collaborative activities. Themes such as climate action, cultural empathy, and ethical communication were embedded into English as a Foreign Language (EFL) lessons to foster critical thinking, civic engagement, and personal reflection. For the full publication, [see here](#).

This approach strengthens language proficiency while deepening students’ understanding of global interdependence and shared responsibility. Learners are

encouraged to explore contemporary challenges—such as climate change, migration, and digital ethics—while building fluency, analytical skills, and a sense of agency.

Feedback from fellow educators was overwhelmingly positive, reinforcing the growing demand for transformative, values-driven education. I believe language classrooms can be powerful spaces for shaping how students express themselves and engage with the world around them.

About Márta Flóra Tar

Márta Flóra Tar is a committed English teacher with several years of professional experience in multilingual and interdisciplinary education. She teaches mathematics, physics, English, and German with a child-centred approach that reflects the values of inclusive and future-oriented learning. Her work focuses on preparing students for academic success, competitions, and language exams, fostering collaboration, curiosity, and lifelong learning. She is pursuing doctoral studies at ELTE, with a research focus on project-based education.



Academic contributions by the IAIE Board members

- **Barbara Gross**

Gross, B., Hug, T., & Stadler-Altmann, U. (2025). Knowledge Diversity at Universities? A critical analysis of changing post-digital knowledge ecologies using examples from Austria, Germany, and Italy. *Seminar.net*, 21(1), 1-18 (open access). <https://doi.org/10.7577/seminar.6286>

Gross, B., Lindblad, S., Keiner, E., Samuelsson, K., & Popkewitz, T. S. (2025). Nodes and Nets in Educational Research Communication and Organization - An International Mapping. In I. Gogolin, S. Dippenaar, L. Ebersöhn, M.Y. Eryaman & G. Jover (Eds.), *Transforming Educational Research. Realizing Equity and Social Justice Worldwide* (1st ed., pp. 185–211). Routledge. <https://doi.org/10.4324/9781003197171-13>

- **Marija Bartulović**

Bartulović, M. & Kušević, B. (2025). Inclusive society: Methodological approaches to social justice-oriented educational research. Reference Module in Social Sciences, 1-12. Elsevier. <https://doi.org/10.1016/B978-0-443-26629-4.00018-6>

- **Miri Shonfeld**

Shonfeld, M., Shapira, N., Falah, J. F., & Friedman, D. (2025). Looking for an agreed-upon definition of teachers' intercultural competence in a divided society. *International Journal of Intercultural Relations*, 108, 102223.

Shonfeld, M., & Yazbak Abu Ahmad, M. (2025). Beyond skills: the multifaceted impact of online conferences on teacher development. *Technology, Pedagogy and Education*, 1-13.

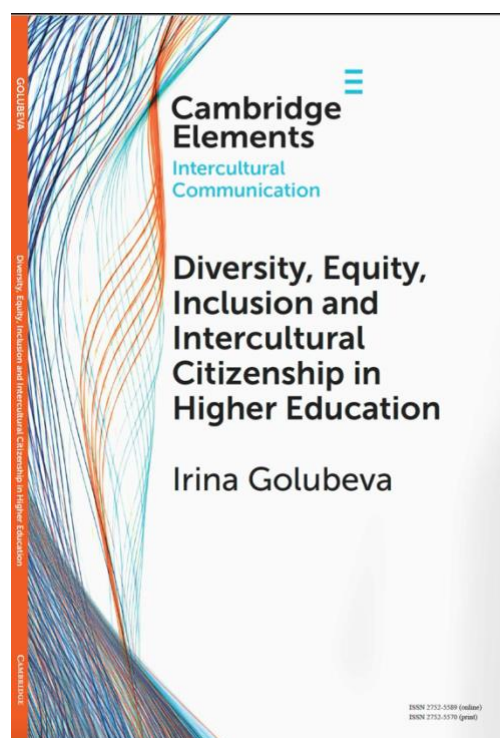
Shonfeld, M. Yazbak Abu Ahmad, M., Cohen-Liverant, R. & Amichai-Hamburger, Y. (accepted). Reducing Technological Anxiety through Cultural Competence. *Technology, Knowledge and Learning*. [Read online for free](#)

Shonfeld, M., Zidan, W., Yazbak Abu Ahmad, M., Cohen Liverant, R., Lieber-Milo, S., & Amichai-Hamburger, Y. (2025). Virtual Bridges: Enhancing Intercultural Competence Among Pre-Service Teachers Through 3D and Video-Conferencing Platforms. *Education Sciences*, 15(10), 1296. <https://doi.org/10.3390/educsci15101296>



New publication by Dr. Irina Golubeva: Diversity, Equity, Inclusion, and Intercultural Citizenship in Higher Education (Cambridge University Press, 2025)

Traditionally, the fields of Diversity, Equity, and Inclusion (DEI) and Intercultural Citizenship Education (ICiE) have been treated separately in Higher Education (HE) and beyond, with DEI often being associated with domestic diversity, while ICiE is often situated within international contexts. Although such binary perception is no longer adequate due to the superdiversity that characterizes today's university communities, the origins of this categorical distinction can be explained through an examination of the disciplinary roots, theoretical foundations, primary focus, and implementation approaches. Despite this difference in perspectives between the two fields, Prof. Dr. Irina Golubeva argues that DEI and ICiE can complement each other in a variety of positive and productive ways. She does so by identifying the intersections between these two distinct yet interrelated fields and by providing an example of how they can be intentionally synergized in HE practice. [Read more](#)



Linguistically and Culturally Responsive Pedagogy for Sustainable Futures: Learning from a European Teacher Education Project

Rachel Bowden | bowdenrka@posteo.de

A newly published study *Linguistically and Culturally Responsive Pedagogy for Sustainable Futures: Learning from a European Teacher Education Project* (Bowden, 2025) unpacks connections between linguistically and culturally responsive pedagogy (LCRP) and education for sustainable futures (ESF), as explored through the Erasmus+ Teacher Academy project "Teaching Sustainability" (TAP-TS).

As part of TAP-TS, educators from across Europe co-designed learning materials for secondary schools and for teacher education that connect multilingual education, identity, discrimination, language ideology and sustainability. The study, which drew on project evaluation data, indicated that connections between LCRP and ESF were meaningful for educators and expanded their understanding and motivation for both. At the same time, the study points to the need for ongoing support in classrooms and schools to situate and sustain transformation.

The TAP-TS project offers seven Learning & Teaching Packages of Open Education Resources for primary and secondary schools and for teacher education, addressing diverse interdisciplinary themes related to sustainability, such as digitality and sustainability. The teacher education unit "multilingual education for sustainability", is included in the first Learning Teaching Package "A sustainable Europe".

- Explore the relevant course materials & units: "A sustainable Europe".
- Read the full study: *LCRP for Sustainable Futures*
- Read a related blog post. Sustainability, linguistic and cultural diversity and decoloniality in European schools.

Special Issue on "Fostering Intercultural Citizenship through Education: Burning Topics and Ethical Challenges" (deadline extended)

You are invited to submit your paper to the Special Issue on "Fostering Intercultural Citizenship through Education: Burning Topics and Ethical Challenges."

The objective is to invite scholars to critically rethink the role of different aspects of Intercultural Citizenship Education (ICitE) in addressing complex issues that include migration and refugees, wars and terrorism, global versus local concerns, climate change and health crises, social injustices. Authors are invited to explore a wide range of topics that investigate how Intercultural Citizenship Education can be fostered in a variety of contexts with a diverse student population of different ages, and what the

teachers' role(s) and main challenges are. Particularly welcome are insights into how the gap between the theory and practice of ICitE can be improved, and how ICitE can be adapted to local contexts. For submission guidelines and further details, [visit here](#).

IAIE Members' Projects



New Postgraduate Training Program: Intercultural Competence and Management



The [Centre for Intercultural Studies](#) of the University of Verona is pleased to announce the opening of applications for the **24th edition (Academic Year 2025–2026)** of its postgraduate training program in Intercultural Competence and Management, directed by Professor Agostino Portera.

This program is aimed at graduates, professionals, and practitioners who wish to enhance their expertise in intercultural competence, diversity management, and mediation within today's complex and globalized societies. Special focus will be given to the role of intercultural dialogue in organizations, education, mass media, and social services.

The course is mainly delivered online, offering participants flexibility in balancing study with work and personal commitments. In addition, three intensive weekend seminars will be held in Verona during the academic year, providing opportunities for face-to-face networking, workshops, and direct interaction with faculty and peers.

A basic knowledge of the Italian language is required, as some course materials and activities are in Italian.

Applications are now open. Registrations close on **4 December 2025**, and classes will begin in **February 2026**. Further details about structure, admission requirements, and deadlines are available on the program website: [Intercultural Competence and Management – University of Verona](#)



Warm regards,

the IAIE Board

Barry van Driel (President and Treasurer), Miri Shonfeld (Vice President), Mattia Baiutti (Secretary General), Manal Ahmed, Hana Alhadi, Marija Bartulovic, Carla Chamberlin, Barbara Gross, Jan Gube, Agostino Portera, Anat Ziff