



**A practice-based International Training Programme (ITP) for teacher trainers to promote educational inclusion while respecting ‘cultural identity’**

Working title: Global Diversity in Education: Cultivating (Culturally) Inclusive Mindsets



Elfde-Liniestraat 24, 3500 Hasselt, [www.pxl.be](http://www.pxl.be)

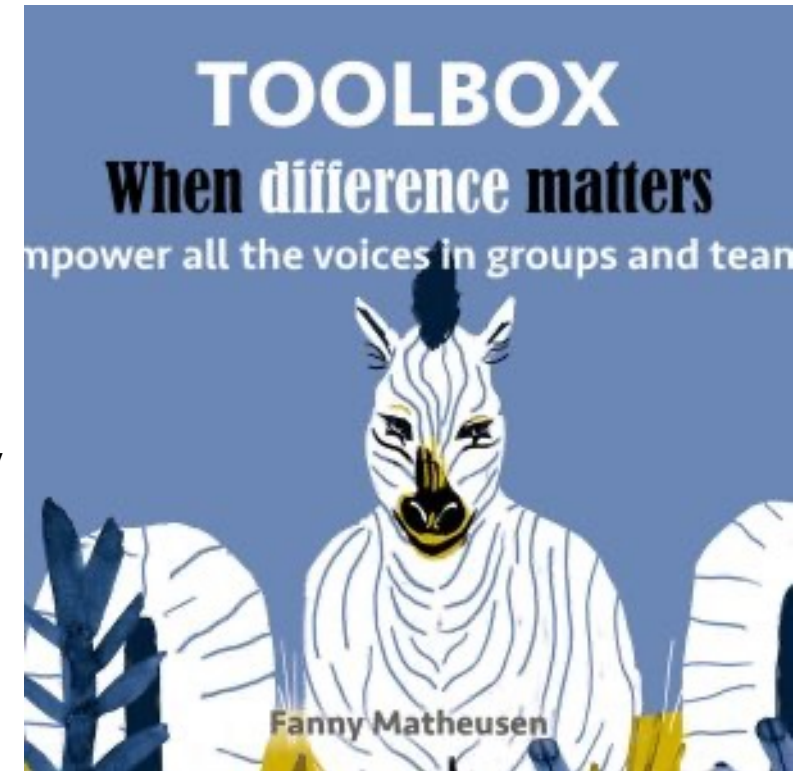


# Check-in



# Check-in: Overview

- What?
  - Tool which you can use to start a class, workshop, etc.
  - (Here) Reproduced from Deep Democracy Toolbox
- Why?
  - Connection
  - Empowerment
  - Acknowledgement & Recognition
  - It shows what resonates with attendees in terms of topics and energy
  - Possible insight in the “sabotage line”
- When?
  - Start of a meeting
  - Regularly or occasionally
  - Small or big groups, with 2 people or with yourself



# Check-in: Overview – How?

- 1) Gathering in a circle
- 2) Clarify why you are doing a check-in
- 3) Explain how you are going to do this check-in
  - Popcornstyle
  - Sharing and dumping
  - Using hands / pictures / nature / ....
  - Dynamic dialogue
  - Empty agenda
  - ...
- 4) Ask questions
- 5) Answer first
- 6) Listen with interest and non-judgment
- 7) Make a synthesis:
  - 1) What's been said
  - 2) Majority vs minority
  - 3) Distinguish:
    - 1) Opinions
    - 2) Emotions
    - 3) Physical symptoms
    - 4) Archetypal roles





A high-impact professionalization trajectory for UTN (and PXL)-lecturers to promote educational inclusion while respecting 'cultural identity'



UNIVERSITY OF APPLIED SCIENCES AND ARTS



PXL



"CULTURALLY RESPONSIVE PEDAGOGY: NAVIGATING AND EMBRACING CULTURAL DIVERSITY IN BELGIUM AND ECUADOR"



**SUPERDIVERSITY**  
Ethnic and Cultural Diversity

**Key question:** how to respond to this diverse student group and ensuring high quality education and addressing ethno-cultural inequalities?



**WHAT DO WE NEED?**

Adequate **training** in teaching ethnocultural diverse classrooms and use culturally responsive pedagogies to create an inclusive and meaningful learning environment



**EMPOWERING EDUCATORS**  
Reinforce and strengthen ICs

'A marriage of Culture and Pedagogy'



**DESIGN TRAJECTORY**

Design of a Professional Learning Community (PLC)

Framework of the Three-Block Model of Universal Design for Learning (Katz, 2018) & DivePACK (Dursun, Claes, & Agirdag, 2023) & Neuroscience-based Ready for Rigor framework (Hammond, 2014)



**KEY PRINCIPLES**

- 1) Awareness
- 2) Learning partnerships
- 1+2) Intercultural and transcultural toolkit
- 3) Information processing
- 4) Community of learners



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# Motivation

Responding to the 2030 LNOB call of the Agenda for Sustainable Development, we are dedicated to addressing challenges of (cultural) inclusion by aiming to improve **intercultural competencies (IC)** of **teacher trainers (TT)** by focusing on '**cultural identity**' through culturally responsive teaching practices to improve current didactical and pedagogical approaches.



# PROJECT PARTNERS

- **Universidad Técnica del Norte (Ecuador)**
- **Royal University of Phnom Penh (Cambodia)**
- **North-West University (South Africa)**
- **Jimma University (Central Ethiopia)**
- **PXL University of Applied Sciences and Arts (Belgium)**



# Project objectives:

- We aim to make a difference and contribute to the principle of 'LNOB'
- We aim for every individual to feel that they belong in our higher education institutes
- We aim for our university (colleges) to be places where every individual is celebrated for one's own (cultural) identity and empowered authentic self
- Establishing an ongoing learning community: continued dialogue, sharing good practices and challenges, ... to foster more inclusive and equitable educational landscapes.



# Activities and resources:

- Assess personal biases and own frame of reference.
- Assess own educational (world)view, content and practices.
- Awareness of how the (trauma) brain works and impact on teaching and learning.
- Awareness of how different world views impact the learning process and how the current practices can hold back students from non mainstream (and disadvantaged) cultures/backgrounds.
- (Re-)designing culturally relevant and more inclusive curricula/educational practices to better respond to the current context of multicultural societies on a global scale.

# E-course build-up

- Introduction and objectives
- Glossary
- Diversity models
- Theoretical frameworks
- Activities and reflection
- Good Practices
- Conclusion
- Resources



# International weeks: 27-30 August 2024 & 12-16 May 2025

- Keynote
- Presentations/workshops (share, build and reflect on skills, challenges, good practices)
- Cultural visit to LABIOMISTA
- Pre- and post-assessment intercultural competences (Global Mind Monitor)
- Discussion and improvement e-course



# Tool – Pyramid of Privilege / success

Which building blocks will help you reach the top?

## The Privilege Pyramid

Which building blocks will help you reach the top?

ééndimensionaal. Ieder mens is aan een identiteit, merkten en karaktereigenschappen. Iedereen heeft elk van deze specifieke waarden, betekenis of gevolgen gekregen. Zo bijvoorbeeld uit of je man bent of of zwart, seculier of moslim, hetero

Nobody is one-dimensional. Every person has a set of identities, characteristics and character traits. Throughout history, every building block has acquired a certain value, meaning and even legal consequences. It matters whether you are, for example, male or female, White or Black, secular or Muslim, straight or queer.

Uiteindelijk, de unieke combinatie van bouwstenen bepaalt hoe snel en gemakkelijk je de top kan bereiken. Hoe snel en gemakkelijk je de top kan bereiken? Dan maak je meer of heb je een fysieke beperking? Het is het weer een stuk moeilijker.

How do you see this? What do you think are the best building blocks in this society to become successful? And what does success actually mean to you?

This interactive was developed especially for the Treppemuseum by Mounir Samouh.

Interactie is speciaal voor het museum ontwikkeld door Mounir

The pyramid consists of several levels of white cards with black text, arranged in a triangular shape. The terms on the cards include:

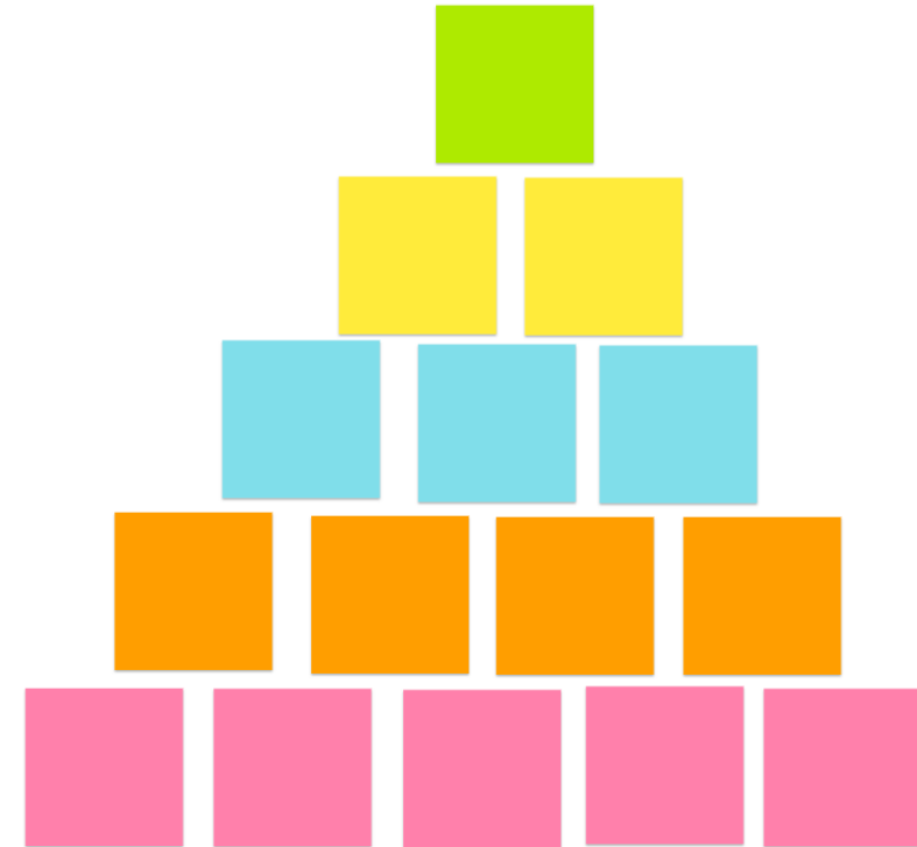
- Top level: cissean
- Second level: gezond (healthy), wit (white), rijk ouders (rich parents)
- Third level: 55+, theoretisch opgeleid (theoretically educated), ondernemer (entrepreneur), blond
- Fourth level: Nederlandstalig (Dutch speaking), expat, Nederlands paspoort (Dutch passport), uitlander (foreigner), houter (hunter), kutter (cutter)
- Fifth level: opgevoed door meerdere ouders (raised by several parents), in de kijker (in the spotlight), geprijsd (praised), zwart (black), Aziatisch (Asian)
- Sixth level: sexy, single, queer, digitaal (digital), fysiek aantrekkelijk (physically attractive), succes van kleur (success of color)
- Seventh level: veganist (vegan), fysiek beperkt (physically limited), transvrouw (trans woman), jood (Jew), moslim (moslim), sekulier (secular), niet-kleur (non-color), documentatie (documentation)
- Eighth level: ongedocumenteerd (undocumented), in basis van strafblad (with criminal record)

# Tool – Pyramid of privilege/success

- What is success according to you?
- Do you think privilege will help you gain success?

→ Groups of ± 3-4 people:

- Write different aspects of identity on post-it notes
- Make a pyramid:
  - Central question = What building blocks will help you reach the top?
  - Top = aspects that (according to your group) will make it easier and quicker to reach the top in your society
  - Bottom = aspects that you think hinder an easy, quick access to the top in your society



# Tool – Pyramid of privilege/success

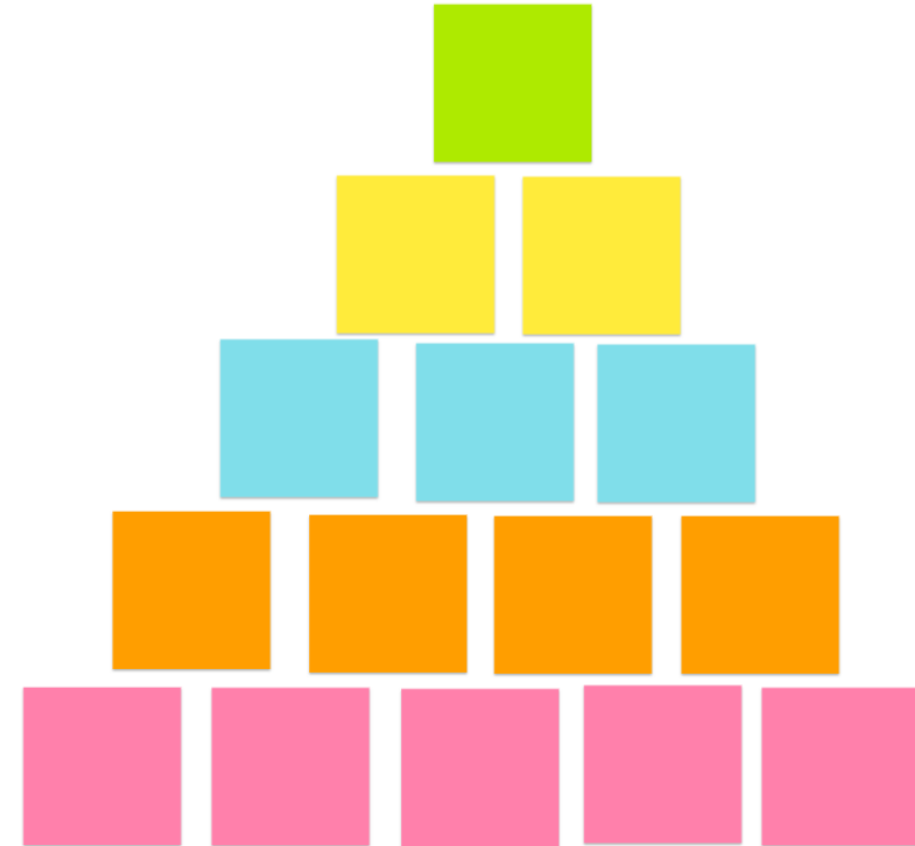
## 1) Reflect individually:

- What thoughts and feelings come up for you?
- Which blocks do you choose as an identity for yourself? Which are given to you by others?
- How do you feel about your own chances to reach the top?

## 2) Discuss the things above in your group

## 3) Discuss in your group:

- What's the identity of the students in your classroom? Does everyone have the same possibilities and chances to reach the top? Why?

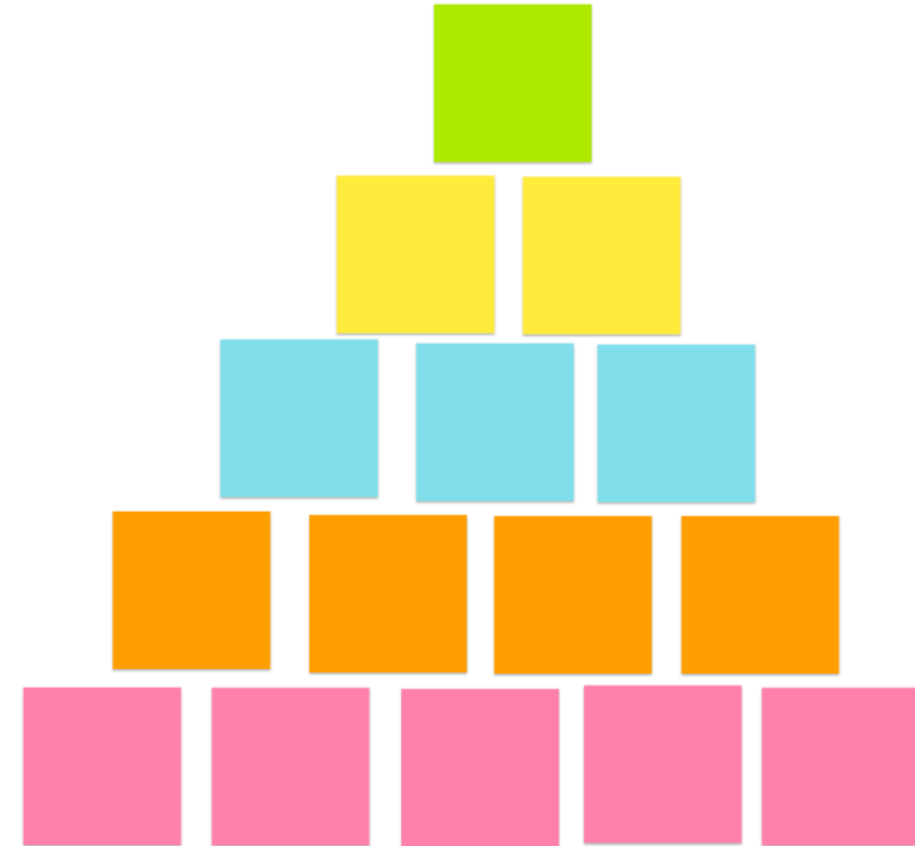




# Tool – Pyramid of privilege/success

4) Join up with another group:

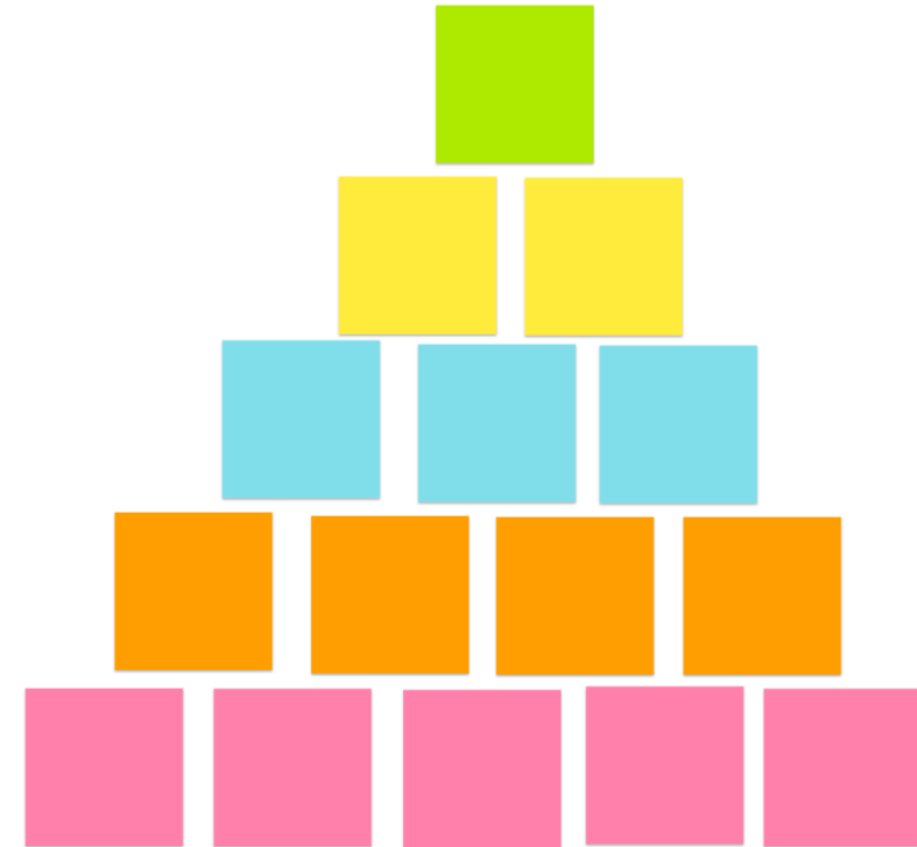
- Are your pyramids similar to each other? If not: what's the difference – discuss your choices
- If you see both pyramids: Do you feel this pyramid is fair, a world that you want to live in? If not, how would you want to see this changed? → What can you do in your classroom to make some changes?



# Tool – Pyramid of privilege/success

## *Debriefing:*

- How did you feel/what did you think while working on the pyramid in your group?
- How do you feel/what do you think now?
- Did the activity help you to gain a better insight into the complexity of intersectionality and the implications for education/your classroom?
- Has this activity changed how you think/feel about certain students in your institute/classroom?  
Discuss.
- Are you intending to change certain aspects of your teaching, based on insights gained? If any, which and why?



# Tool ↔ Theory

Success, privilege, power...



Unequal positions (in classrooms, society...)

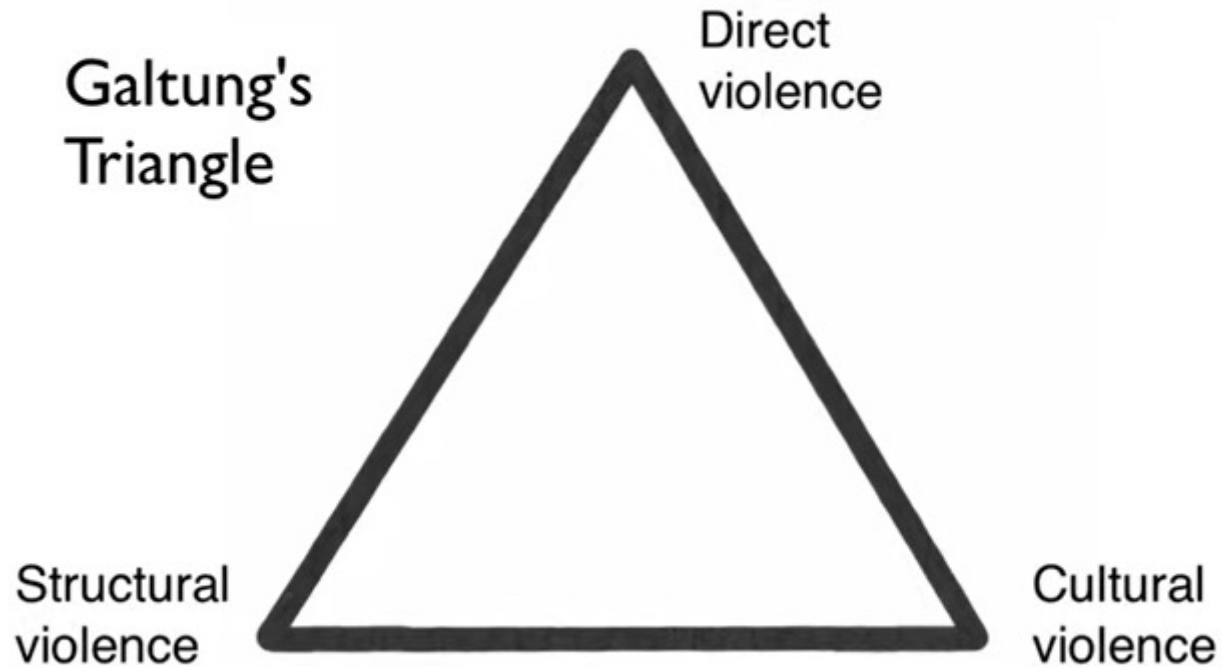


Visible and invisible violence

# Tool ↔ Theory

Johan Galtung (1930 – 2024):

- Norwegian peace researcher and founder of the International Peace Research Institute Oslo (PRIO)



# Tool ↔ Theory

Structural violence = Injustice and exploitation built into a social system by privileging...

Cultural violence = the prevailing attitudes and beliefs that justify and legitimize the structural violence, making it seem natural. → Feelings of superiority/inferiority based on class, race, sex, religion, nationality, ...

Direct violence = what we physically perceive → Manifests out of conditions created by the first two (invisible) forms.

# Tool ↔ Theory

*"Peace appeals to the hearts; studies to the brain. Both are needed, indeed indispensable. But equally indispensable is a valid link between brain and heart. And that, in a nutshell, is what peace studies and peace practice are all about."*

*Johan Galtung*

- Every individual within a classroom context contributes to its dynamic and serves as a valuable resource for creating an open and collaborative learning community. → It's crucial for both teachers and students to perceive the classroom as a shared space where everybody belongs and where we can learn from and with each other.
- As educators we need to be aware of and confront systemic injustices in education and actively pursue positive peace!



# Interested in participating in an International Training Programme?

**When? 27th – 30th August 2024**

**Location: Hasselt – Belgium**

**Cost: €200**

**Featuring Teacher Educators from Vietnam, Cambodia, South-Africa, Ecuador, Ethiopia and beyond**

**Global Diversity in Education:  
Cultivating Culturally Inclusive  
Mindset**





# Trajectory ITP – Year 1: 2023-2024

## ***Phase 1: September 2023-december 2023***

- Needs-analysis for the project/platform
- Baseline on competences needed regarding educational inclusion with focus on cultural identity and belonging.
- Set-up an e-platform to create a Professional Learning Community (Teams)

## ***Phase 2: January 2024 – June 2024***

- Co-design prototype e-course on Educational Inclusion
- Staff Mobility PXL to NWU (South-Africa)
- All partners will inform their staff about the application procedure for candidate-participants.

## ***Phase 3: (May 2024 –) June 2024***

- E-course Launch (Preparatory Module)
- All participants complete GMM questionnaire (0-measurement)

## ***Phase 4: June 2024-August 2024***

- Adjust/finalise initial E-course and ITP integrating insights from the closing event of a previous collaboration between PXL and UTN. (Takes place in UTN.)
- Consulting former advisory group of critical partners.

## ***Phase 5: August 2024 – September 2024***

- International Training Program (1 week at PXL University-College Belgium) for all international partners (2 participants of each university), a few PXL colleagues (and international students)  All participants complete GMM Questionnaire before and after the ITP-week.

# Trajectory ITP – Year 2: 2024-2025

## ***Phase 1: September 2024 – January 2024***

- Analysis needs/findings based on the GMM results and insights gained during the in person collaboration week of August 2024
- Revise E-course

## ***Phase 2: January 2025 – February 2025***

- Staff Mobility PXL to UTN (Ecuador)
- Consult advisory board.

## ***Phase 3: January 2025 - February 2025***

- All partners inform staff about the application-procedure to take the e-course.
- Relaunch the e-course
- GMM questionnaire for new participants (0-measurements)

## ***Phase 4: March 2025-April 2025***

- ITP-week for all international partners at PXL Belgium (2 participants of each university). Other European participants will be invited.
- GMM 0-1-2-measurements
- Evaluate second round of ITP and IC-(GMM-)outcomes of participants and discuss improvements/course adjustments.

## ***Phase 5: April 2025 – May 2025***

- (Evaluate second round of ITP and IC-(GMM-)outcomes of participants)
- Improvements curricula to pass knowledge and insights to other teacher trainers (lecturers) and students.

## ***Phase 6: May 2025 – September 2025***

- Dissemination (networks and/or articles)