

ABSTRACT

This poster presents a model for designing and managing two case-studies of selected European Commission's Capacity Building for Higher Education programs that involved training teachers and students of education. Both of these programs had the participation of around 60 professionals and students of education that worked together to either develop curriculum or activities in teacher-training programs which promote Children's Rights and diversity (TEMPUS DOIT program) or developed curriculum and activities that promotes Democracy, Social and Civic Involvement in teacher-training programs (ERASMUS+ CURE).



CASE STUDY #1: DOIT:

DEVELOPMENT OF AN INTERNATIONAL MODEL FOR CURRICULUM REFORM FOR MULTICULTURAL EDUCATION AND CULTURAL DIVERSITY TRAINING.

- 21 Institutions
- 7 Countries: Israel, Georgia, United Kingdom, Germany, Austria, The Netherlands, Estonia
- 70 members



CASE STUDENT #2: CURE

CURRICULUM REFORM FOR PROMOTING DEMOCRACY AND CIVIC EDUCATION IN TEACHER-TRAINING PROGRAMS.

- 17 Institutions
- 6 Countries: Israel, Georgia, United Kingdom, Austria, Poland, Estonia
- 9 student organizations
- 80 members

CHALLENGES IN DESIGNING AND MANAGING INTERNATIONAL EDUCATIONAL PROGRAMS

- Recruiting partners
- Sharing common priorities and needs
- Communication: (Language and inter-cultural communication gaps)
- Convincing Key Stakeholders
- Designing a relevant program for many institutions
- Maintaining a time-line for project design, implementation and assessment
- Sharing knowledge and experiences
- Implementing Program
- Assessing the program
- Sustaining the program
- Sustaining the professional ties through new initiatives and programs.

GOOD PRACTICES THAT FACILITATE SUCCESSFUL DESIGN AND MANAGEMENT OF INTERNATIONAL EDUCATIONAL PROGRAMS

Diversity Management Strategies:

- ❖ Communication skills (multicultural)
- ❖ Inclusion
- ❖ Sharing concept
- ❖ Transparency in work and exchanges
- ❖ Inclusion and sharing responsibility
- ❖ Establishing clear goals yet enables flexibility.
- ❖ Defining stages of work and tasks;
- ❖ Delegating tasks and;
- ❖ -Establishing deadlines for each task
- ❖ Providing a clear model of work through actions
- ❖ Accessibility----immediate answering of questions--- (Skype, emails, etc.).
- ❖ **Equality of colleagues and providing opportunities for all voices to be heard.**
- ❖ **Taking responsibility and making decisions based on what is best for the project.**
- ❖ **Good Leadership: Leaders who:**
- ❖ **are committed to the concept**
- ❖ **models for work**
- ❖ **Provide clear instructions for work**
- ❖ **Develops a culture of collaboration and trust**
- ❖ **Involves key stakeholders and maintains communication with them throughout the project**
- ❖ **Visible and can be accessed quickly through a variety of channels**
- ❖ **Moral purpose of project**
- ❖ **Understanding cultural/social/political/economic contexts of implementation**

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