



DIVERS-CULT

Promoting Cultural diversity in primary and lower-secondary schools

IO2 - Creation of Divers-Cult Toolkit

A1 - Toolkit definition



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Introduction

Divers-Cult Project aims at promoting diversity in the classroom as key competence for teachers and students from primary and lower-secondary school through innovative pedagogies, recommendations and educational tools. In order to achieve such an aim, the Project proposes to equip teachers with intercultural competencies and tools, to make students aware of the relevant educational source diversity represented in classrooms.

The main objective of Divers-Cult Intellectual Output 2 is to prepare relevant materials and instruments for teachers, trainers and educators from formal and non-formal education. The main end-users of the above-mentioned materials will be students from both primary and lower-secondary school (6-16 years old), for improving their Multiculturalism and Intercultural Competences.

The document is aimed at defining and presenting the methodology to be applied to build the Divers-Cult Toolkit.

The Toolkit will be characterized by two main innovative aspects:

1. The activities, which will integrate the Toolkit, will be of 3 different types and will be designed in a way that will promote technology integration at school.
2. The activities will be designed and tested also through the direct involvement of teachers and students of the Partner schools (KSDP – Kauno Simono Daukanto progimnazija-LT and CNAOB – Colegiul National de Arta “Octav Bancila”-RO) through a Virtual Cooperation Experience.

The abovementioned Toolkit will have a relevant effect especially on teachers from primary and lower-secondary schools, who will feel more prepared in effectively catching the added value of cultural diversity, smoothing tensions, embracing the cultural diversity potential and using it as a didactical resource.

The Toolkit, with its activities, will be hosted by a web application, which will be specifically designed and implemented within this very same Intellectual Output (O2-A3).

Output 2 will be coordinated by CRES Association (IT) with the support of HESO (CY); however, all the other Partners -UI (IS), KSDP (LT) and CNAOB (RO)- will provide their contributions on the basis of their professional expertise and experience.



Toolkit methodology

The Divers-Cult Toolkit will be designed taking into consideration the results of the previous steps carried out since the project started, in particular the Competence Framework developed within the first Intellectual Output (see Annex 1).

During the second Transnational Meeting, held in Reykjavik (Iceland) on 30th and 31st of March 2022, the Partnership thoroughly discussed the IO2's implementation and jointly agreed on the following: as specified in the Project Application, the Toolkit will be built on the previously developed Competence Framework (IO1); however, the Partnership deemed appropriate to focus the activities development, which will be included in the Toolkit, only on one of the three dimensions forming the Competence Framework, i.e. the Personal Dimension. This specific dimension is aimed at investigating the cognitive domain (how students perceive and see the world), the intrapersonal domain (how students see themselves) and the interpersonal domain (how students relate to others). Therefore, the focus of the activities on the Personal Dimension allows the Partnership to develop instruments for teachers, trainers and educators to help them implement the intercultural awareness of students. Such activities will promote the concrete and practical implementation of the three descriptors identified in the Personal Dimension of the Competence Framework:

- EQF 1: Students learn responsibility and understanding and learn to communicate with people across diverse languages and cultures.
- EQF 2: Students learn to value and respect diversity and diverse values. They understand and support other cultures.
- EQF 3: Students develop a positive, non-discriminatory attitude to diverse students, learn to be sympathetic and relate to others without prejudice.

In this regard, during the second Transnational Meeting, the Partnership analysed the **Personal Dimension** of the Competence Framework as a whole and identified three main topics to be taken as benchmark for the activities' development:

1. Responsibility
2. Empathy
3. Respect

Therefore, the Partners agreed to develop **9 activities in total**, 1 per topic (responsibility, empathy, respect) and 1 per EQF level (1, 2 and 3). Given that the age range of the main end-users of the Toolkit is quite broad (6-16 years old students), the EQF diversification will allow teachers, trainers and educators to have tools and instruments suitable for different ages and school levels.

Taking into consideration the above, the Partnership will develop 9 Toolkit Activities, shaped as Lesson Plans, choosing one topic and one EQF level. UI, CRES, KSDP, CNAOB are in charge of producing two activities each; one of them will develop three activities. HESO, given its experience and expertise, will be responsible for the technological development of the Toolkit and will be, then, responsible for harmonizing all the developed lesson plans, collecting them in the Toolkit. In this regard, Partners agreed to initially develop 4 activities (1/Partner) and to have them tested by the two Partner schools (KSDP and CNAOB) by the end of June 2022, in order to pre-test them and verify the possible necessity to amend them in accordance with teachers' and students' feedback. After this first testing phase, the Partners will finetune the previously produced activities and will develop the other five activities.

Partners will choose the activities they are responsible for developing in accordance with their interest and/or expertise. They will express their choice by fulfilling the table created for this very specific



purpose (please, see Annex 2). It will be duly shared among the Partnership and uploaded to Google Drive for easy consultation.

Criteria for selection of students

This methodology is also meant to set the criteria to be followed for the selection of the students participating to the testing phase of the Toolkit activities:

- N. of teachers: 8 in total
- N. of students: around 30 in total
- N. of students/teacher: 1 teacher each 4/5 students
- Group-work: 5 people per group (4 students and 1 teachers).
- Students age: 12-14 years old
- School level: lower secondary
- Gender balance
- Motivation and interest in project related topics (for teachers)
- Language skills
- Positive attitudes
- Team work
- If possible, students from different cultural backgrounds

Description of the three types of activities to be developed

In line with the Project application, the Divers-Cult Toolkit will include three different types of activities, all purposed at integrating technology at school:

- **Type 1** (corresponding to EQF1): technological experiences, such as digital stories about multiculturalism: through the activity, the teacher adds a technological component to the original curriculum, in order to allow students to develop multicultural competences at an initial maturity level.
- **Type 2** (corresponding to EQF 2): creation of a “technological multicultural art curriculum”. For instance, the teacher proposes to students to create an app which shows the different cultural influences in a monument through Augmented Reality (A.R.)
- **Type 3** (corresponding to EQF 3): creation of a workflow web app guiding the process for creating a card game on multiculturalism. The teachers give students some cards as for the <https://www.tilestoolkit.io/> approach and based on the cards’ connection, students have to create digital solutions/resources/services for multicultural education at schools. In this case, the students apply the complexity learnt in class and make connection within this complexity and craft their own experience.

Templates for the design of the activities

For each type of activity, a specific template has been properly designed:

- [DIVERS_CULT_IO2_A1_Templates_Activity Type 1_EQF 1](#)
- [DIVERS_CULT_IO2-A1_Templates_Activity Type 2_EQF 2](#)
- [DIVERS_CULT_IO2-A1_Templates_Activity Type 3_EQF 3](#)



Evaluation questionnaires (for badges issuing)

After the development of the Toolkit, the Partnership foresees creating one evaluation questionnaire per activity, to be included in the web application together with the Toolkit and the Open Badges framework previously produced in the Activity 3 of Intellectual Output 1. The questionnaires are mainly proposed at validating the Badges issuing, which will offer informal recognition of the knowledge acquired and of the activities performed, to teachers and other educators of primary and lower-secondary education who have successfully completed a series of activities from the Divers-Cult Toolkit. Appropriate templates for the Evaluation Questionnaires production will be developed by HESO, with the cooperation of all the Partners. Each Partner, then, will be responsible for developing the evaluation questionnaire related to the activities it was in charge of conceiving.



Partners' roles and responsibilities

Partners will follow a collaborative approach, which will guarantee a heterogeneous spectrum of contents and ideas given to the complementarity of Partners' profiles and networks and, furthermore, a good flow of cooperation and distribution of tasks.

Based on a collaborative approach, roles and responsibilities will be distributed as follows:

Partner Organization	Role	Tasks and Responsibilities
UI	<ul style="list-style-type: none"> Project Coordinator Partner 	<ul style="list-style-type: none"> Monitor the activity <ul style="list-style-type: none"> - Assure compliance with the result and project's objectives and deadlines. Implement the activity <ul style="list-style-type: none"> - Develop 2 activities of the Toolkit - Develop the evaluation questionnaires of the 2 activities
CRES	<ul style="list-style-type: none"> Io2 Leader Partner Quality Manager 	<ul style="list-style-type: none"> Coordinate the activity <ul style="list-style-type: none"> - Develop the methodology, instructions and templates Implement the activity <ul style="list-style-type: none"> - Develop 1 activity of the Toolkit - Develop the evaluation questionnaire of the developed activity - Harmonise the whole Toolkit Manage the quality output development <ul style="list-style-type: none"> - Assure the quality of the activity - Assure the coherence of the activity
KSDP	<ul style="list-style-type: none"> Partner 	<ul style="list-style-type: none"> Implement the activity <ul style="list-style-type: none"> - Provide feedback on the methodology - Develop 2 activities of the Toolkit - Develop the evaluation questionnaires of the 2 activities
CNAOB	<ul style="list-style-type: none"> Partner 	<ul style="list-style-type: none"> Implement the activity <ul style="list-style-type: none"> - Provide feedback on the methodology - Develop 2 activities of the Toolkit - Develop the evaluation questionnaires of the 2 activities
HESO	<ul style="list-style-type: none"> IO2 Supporter 	<ul style="list-style-type: none"> Support with the coordination of this activity <ul style="list-style-type: none"> - Cooperate in the methodology development



	<ul style="list-style-type: none">• Partner	<ul style="list-style-type: none">- Provide support and feedbacks for results' activities• Implement the activity<ul style="list-style-type: none">- Develop the technological side of the Toolkit- Harmonise the activities produced by the other Partners and collect them in the Toolkit
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Annex 1

1. [DIVERS-CULT_IO1_Competece framework definition](#)



Annex 2

Activities development allocation among Partners:

	EQF 1	EQF 2	EQF 3
Responsibility			
Empathy			
Respect			



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