



Strasbourg, 11 September 2009

# **“Diversity and inclusion: challenges for teacher education”**

**Final conference of the Council of Europe project**

**“Policies and Practices for Teaching Sociocultural Diversity”**

**(2006 – 2009)**

**26 – 28 October 2009, Oslo, Norway**

## **KEY COMPETENCES FOR DIVERSITY<sup>1</sup>**

Directorate general IV – Directorate of Education and Languages

Unit of European Education Policies

---

<sup>1</sup> This document is an extract of the 3<sup>rd</sup> publication of the Council of Europe “Policies and practices for teaching sociocultural diversity- A framework of teacher competences for engaging with diversity”.

## **1. Introduction**

Teaching is first and foremost a social practice which demands more than mere technical strategies or disciplinary knowledge (Sim, 2006, Thurlow, Long and Stuart, 2004). The nature of teaching is constantly requiring situational judgments based on complex situations and diverse settings. Diversity is both an issue for teachers in general, including subject teachers, for instance in topics such as history, language, civic education, religion etc., as well as for teachers with expertise in a particular aspect of diversity. How teachers are prepared to engage with diversity in its broadest sense is of crucial importance (see Council of Europe, 2004). Institutions responsible for preparing teachers have to develop their competences for dealing with all facets of socio-cultural diversity. In this chapter we start by introducing and contextualising the concept of competence and the notion of key competences. We then turn to the rationale for the competence approach adopted here and the responses to this from the participants that took part in four consultations tables organised by the Council of Europe in Austria, Cyprus, Bulgaria and Estonia in 2008. Finally, we present the key competences that will enable teachers to engage appropriately and effectively with diversity, together with a discussion of their significance to teachers.

## **2. The concept and context of competence**

Competence is a term that is used both scientifically and in everyday language. Its origins can be seen in the Greek notion of 'arête' and the Roman term 'virtus', and is generally understood as being concerned with 'what people can do rather than what they know'. The term has a large variety of meanings, and it can be captured by the terms 'ability', 'aptitude,' 'capability,' 'effectiveness' and 'skill' (Weinert 1999). Competence can be attributed to individuals, social groups or institutions, "when they possess or acquire the conditions for achieving specific developmental goals and meeting important demands presented by the external environment" (Weinert 1999). This implies an achievement of permanent attributes which is of value to the community (Brezinka, 1987). However, the notion of competence, and its plural, 'competences,' have, in recent years, been replaced by the narrower version of 'competency,' or the plural form 'competencies,' discrete skills and activities which individuals can perform. The terms are often used interchangeably without an appreciation of their different meanings.

According to Spector (2001), when a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a particular community of practitioners. According to the International Board of Standards for Training, Performance and Instruction (IBSTPI, in Spector, 2001), a competency, using the narrow definition of the term, involves a related set of knowledge, skills and attitudes that enable a person to perform the activities of a given occupation effectively or function in such a way that meets or exceeds the standards expected in a particular profession or work setting (Richey et al., 2001). Typically, a competency is divided into specific indicators describing the requisite knowledge, skills, attitudes and context of performance (Spector, 2001). Thus teacher competency for teaching socio-cultural diversity concerns the 'what' and 'how' and 'why,' the know-how of acting in a specific diverse educational content so that knowledge, resources and abilities are mobilized, added and transformed to bring added value (Byram, Nichols and Stevens, 2001).

The notion of 'competence' was introduced in education in connection with the training of teachers during the 1990s and influenced educational reforms in a number of European countries. It signified the need for a more professional role for teachers, particularly in an increasingly decentralized educational system. A more independent and active role of teachers was required both in terms of taking on personal responsibility for their

professional development and for planning, evaluating and reflecting on their work (Lindblad et al, 2002). Today competence attributed to the individual is associated with the neo-liberal notion of the “enterprising self”, the (free) individual aspiring to autonomy, striving for fulfilment, recognizing responsibility, and choice (Rose, 1998). Over the last decades, a great deal of attention has been given to the construct “key competence”, primarily to provide a conceptual basis for school-based achievement comparisons in international and national systems of reference (PISA, PIRLS, TIMSS etc.). Within this framework the construct refers to specialized competences that can be used to master different demands (Weinert, 1999).

In accordance with the final Declaration of Council of Europe Standing Conference of European Ministers of Education (Council of Europe, 2007), special attention is to be given to analysing and developing key competences for democratic culture and social cohesion. While competences specifically refer to the process of becoming and the state of being well qualified, key competences refer particularly to specific competences that can be used to master a variety of situations and demands seen, as in this case, from a diversity perspective. They should focus on reflection, enabling students to identify their personal positions in a diverse setting, developing a clearer sense of their own ethnic and cultural identities, examining attitudes towards different groups.

### **3. The rationale for the competence approach**

The following table presents the key competences for teachers which will enable them to engage with socio-cultural diversity in the classroom and in school community. We suggest that values and attitudes are not defined in terms of competences but should permeate all of the competences. Furthermore, whilst the competences in this publication are related to the individual, they will be most readily attained through collective learning processes. The main three areas of competences are knowledge and understanding; communication and relationships; and management and teaching. Each of these forms a cluster of competences and these are presented with a justification of their importance for teachers.

#### 4. Outline of the competence framework

Knowledge and understanding	Communication and relationships	Management and teaching
Competence 1 Knowledge and understanding of the political, legal and structural context of socio-cultural diversity	Competence 7 Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural backgrounds	Competence 13 Addressing socio-cultural diversity in curriculum and institutional development
Competence 2 Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education	Competence 8 Recognising and responding to the communicative and cultural aspects of language(s) used in school	Competence 14 Establishing a participatory, inclusive and safe learning environment
Competence 3 Knowledge about different dimensions of diversity, eg ethnicity, gender, special needs and understanding their implications in school settings	Competence 9 Creating open-mindedness and respect in the school community	Competence 15 Selecting and modifying teaching methods for the learning needs of pupils
Competence 4 Knowledge of the range of teaching approaches, methods and materials for responding to diversity	Competence 10 Motivating and stimulating all pupils to engage in learning individually and in co-operation with others	Competence 16 Critically evaluating diversity within teaching materials, eg textbooks, videos, media
Competence 5 Skills of inquiry into different socio-cultural issues	Competence 11 Involving all parents in school activities and collective decision-making	Competence 17 Using of a variety of approaches to culturally sensitive teaching and assessment
Competence 6 Reflection on one's own identity and engagement	Competence 12 Dealing with conflicts and violence to prevent margin-	Competence 18 Systematic reflection on and evaluation of own

with diversity	alization and school failure	practice and its impact on students
----------------	------------------------------	-------------------------------------

## 5. Competence areas

### 5.1. 1<sup>st</sup> cluster of competences: Knowledge and understanding

#### Definition:

Knowledge and understanding competences are considered to be prerequisites, enabling teachers to be sensitive to and respond effectively to diversity. These competences are based on a view of knowledge as reflective, critical and in a process of development.

#### Description

Professional development rests on different forms of knowledge: (1) lived experience, i.e. subjective knowledge of relationships in actual situations and (2) scientific and professional knowledge for example about children and universal aspects of development and learning. Knowledge serves as the basis for action and must be regularly expanded in the light of new research findings, conceptual models, and theories (Paige, 1993). Knowledge in any form has to be contextualised and can only give meaning within a particular perspective. There will be orientations to specific forms of knowledge within different countries which are based on traditions and local practices. However, within a European context, there is shared knowledge, understanding and values and these are particularly important with regard to diversity.

The knowledge of teachers has to be such that they can respond and adapt to new situations and aspects of diversity as they appear. Access by all children to education and to their rights and entitlements is dependent on teachers having knowledge and understanding of the key legislative and policy frameworks, guidelines and principles. Furthermore, knowledge of international developments in areas of diversity can provide a stimulus for teachers' own development of innovative strategies.

Teachers need to acquire knowledge of the complexity and multi-dimensional nature of diversity and to understand the relationship between individual and group identities. It is important that teachers are able to recognise different aspects of diversity, not as student deficits, but as resources for promoting a rich learning environment. There is a wide range of teaching approaches, methods and materials for responding to diversity and teachers need to know about these and to acquire the skills in inquiring about these and about different socio-cultural issues.

Underpinning the competences on knowledge and understanding is the notion that teachers have to reflect both on the knowledge itself and on their own identity and

engagement with diversity. This reflection is an essential part of their role as professionals and of their continuing development as practitioners.

## **5.2. 2<sup>nd</sup> cluster of competences: Communication and relationships**

### **Definition:**

The communication and relationship competences are at the heart of teachers' engagement with and response to diversity. It is where teachers create classroom and school conditions that are inclusive and where they build and sustain relationships based on trust and mutual respect.

### **Description**

Relationships in teaching and in school life are developed through communication whilst also being structured by school contexts. The increasing diversity among the school population places a greater emphasis on communication and relationships and presents teachers with a greater challenge. Furthermore, the diversification of modes of communication in society has altered relationships, communication and flows of information. Teachers need to be both attentive and responsive to these changing patterns.

In their face to face contact with pupils, parents and other colleagues from different socio-cultural backgrounds, teachers have to find ways of initiating and sustaining positive communication. This requires being creative as well as attentive and sensitive to interests, issues and concerns. In educational settings, one of the very important areas for success is the childrens'/students' language skills in the language of instruction. Teachers have to understand the potential for tensions between the right to speak the mother tongue (including dialects) and the obligation to learn the dominant language, and to seek ways of combining both valuing diverse languages and identities and building language skills in the language of instruction.

Teachers need to be able to create, in their classrooms and in the school community, a climate in which there is open-mindedness and respect. This involves developing students' understanding of, curiosity about and respect for, others and nurturing positive relationships among students. Teachers should also motivate and stimulate all students to participate in learning and they will need to find creative ways of ensuring that individual students are not excluded from participation. Teaching children to learn both individually and in co-operation with others is an important way of developing a strong school community and enhancing relationships within it.

Parents are an important part of the community and teachers should find ways to involve all parents in school activities and in collective decision-making. They will have to be creative and imaginative in ensuring that parents who may not have connections with the school are encouraged to become involved. As well as actively promoting positive relationships in which diversity is valued, teachers also have to be in a position to respond to situations in which there is conflict and/or violence. They should also work

explicitly at preventing marginalization and school failure, especially among groups which may face particular challenges, for example as a result of language, ability, special needs, religion, gender, social and cultural backgrounds.

### **5.3. 3<sup>rd</sup> cluster of competences: Management and teaching**

**Definition:**

This competence area involves actions by teachers to create a supportive, caring and safe learning environment, positive social interaction and active engagement in learning. The main aim is to build up a cooperative, non-discriminatory organisational culture which realizes optimally the idea of living and learning together.

#### **Description**

A key aspect of management and teaching is the planning of lessons and whilst the curriculum may be relatively fixed in accordance with a national framework, teachers can find ways of making modifications to ensure that it is sensitive and responsive to diversity. Teachers can draw on the many sources of student diversity within their classrooms, for example relating to ethnicity, disability or gender, in undertaking lesson planning. They should also expect to contribute to curriculum and institutional development by considering how socio-cultural diversity is accommodated within the curriculum and the school and seeking ways of enhancing this.

Careful planning will enable the teacher to establish a learning environment which is participatory and inclusive and this means both ensuring that all pupils are engaged and that no-one is left out (Barton, 1997). It also means being alert to instances where students are not participating, identifying the barriers to their participation and removing them. It is vital that the learning environment is safe and this requires identifying specific issues which may be of concern to particular cultural groups and minimising any risk, discomfort or negative impact.

The selection and modification of teaching methods has to take account of student diversity and has to be undertaken in a way that targets every child. Teachers can enhance their competence in selecting and modifying by undertaking a critical evaluation of existing teaching materials such as textbooks, videos and other media. This evaluation will enable teachers to identify where and how diversity is omitted, recognized or misrecognized and will enable them to make a more appropriate selection and modification of their own teaching methods. Assessment approaches must also be responsive to diversity and teachers will need to identify and use a range of culturally sensitive approaches. As with the other clusters of competences, teacher reflection is central and teachers need to systematically reflect on their own practice and evaluate its impact on students.

## **6. Taking the competences forward**

The framework of competences presented here, as we have made clear, is not a toolkit for beginning teachers to 'cover', 'manage' or 'cope with' diversity. Rather it is means of helping them to think about how, as they develop as teachers, they can be open and alert to diversity within their classrooms, can respond positively to it and, in so doing, become better teachers.

# RECOMMENDATIONS

## 1. Introduction

The development of a set of competences for socio-cultural diversity has been a long process of learning by all those involved: the project team, the members of the Ad hoc advisory group (from 15 countries across Europe) and the participants in the four consultation tables. It has become clear, through the process, that it is most appropriate to consider teacher competence in a broad sense, as a readiness to respond to diversity in all its variety, and a curiosity about that variety, and not as a narrow set of behaviours, to be practised and displayed by novice teacher. The latter approach to diversity would be irresponsible and would fail new teachers by equipping them only for very specific situations and rendering them unable to adapt and respond to new forms of diversity as they appeared.

Whilst the framework of competences developed articulate individual teacher actions for engaging with socio-cultural diversity, the achievement of these is a collective, relational and reciprocal activity. Furthermore, they create obligations for all individuals within the education system – from member state officials through to the novice teachers themselves. Volume 1 of the project series specifies recommendations for member states and Volume 2 identifies the actions needed by teacher educators and managers of teacher education institutions. Here, using the logic of the competence framework, we offer recommendations about the implementation of the competences at all levels of the education system – national, local and institutional. They are also directed at all individuals within the system, therefore at a national level, they concern ministerial representatives and government officers with responsibility for education. At a local level, the recommendations are targeted at elected representatives within municipalities, local government education officers, school principals and teachers. At an institutional level, the recommendations concern managers of the institutions, teacher educators and student teachers. The recommendations are not simple 'recipes' to be followed, but involve significant changes in ethos, structures and practices and are the responsibility for all those mentioned above for enacting at whatever level of the education system they find themselves in.

## 2. Knowledge and understanding

It is widely accepted that knowledge can only be understood in context. This became particularly evident through the Country Surveys and the Consultation Tables, as the countries turned out to have very different emphases with regard to what they found important (and what was worth knowing). In all cases the significance of context (both national and local) and its complexity was underlined. In fact, the different contexts turned out to open up for the participants new discoveries and revelations about their own countries. The knowledge and understanding about context, obtained through cross-national and cross-cultural experiences, moved beyond the description of country 'facts' to identify the constraining and enabling factors in relation to diversity.

The knowledge and understanding about context, achieved through the Consultation Tables, moved beyond the description of country 'facts' to identify the constraining and

enabling factors in relation to diversity. Comparative analyses of countries, through the Country Survey, research or discussions, were important in terms of the comparisons themselves but also in helping to enhance understanding of specific contexts.

#### *Recommendation 1*

*Undertake consultation tables which enable a systematic investigation of national and local context, identification of factors that constrain or enable successful responses to diversity.*

The consultations with all involved in the project have highlighted the significant structural inequalities that remain in many countries and which affect particular minority groups, but they also provided interesting knowledge and examples of actions and practice to reduce structural barriers, tackle discrimination and promote equality, at a national, institutional and local level. Knowledge about national political and legislative frameworks, is important, as a basis for action, particularly as some may perceive their possibility to act as more constraining than what was actually the case.

#### *Recommendation 2*

*Consider structural causes of inequalities and clarify the scope of legislative and policy frameworks for addressing these. Identify potential changes in legislative and policy frameworks which might overcome structural causes of inequalities. Work actively at all levels of the system to fight discrimination and stereotypes.*

The changing patterns of socio-cultural diversity mean that knowledge and understanding needed by teachers cannot be fixed and finite, but rather must be flexible and responsive. It is also necessary that the knowledge and understanding itself is constantly reflected upon by individuals at all levels of the system.

#### *Recommendation 3*

*Underline the acquisition of knowledge and understanding of socio-cultural diversity as a continuous process which begins with teacher education and continues throughout a teacher's career. Ensure continuous reflection about knowledge and understanding of socio-cultural diversity at national, local and institutional levels.*

### **3. Communication and relationships**

Communication and interaction across different levels (national, local and insitutional) of the education sector produces valuable learning opportunities and new insights into practices for responding to diversity in teacher education programmes. This enables certain taken-for-granted assumptions about socio-cultural diversity and educational practices more generally to be challenged. Exposure by student teachers to diversity in local, national and international contexts, as well as to ongoing debates on diversity issues by policy-makers and experts in education, is a potentially valuable part of their teacher education.

#### *Recommendation 4*

*Provide opportunities for communication and interaction across different levels (national, local and institutional) of the education sector and exposure by student teachers to diversity in local contexts. This could be provided through the development of partnerships and co-operation between and within institutions; conferences and seminars with participants from different levels within the system; invitations to national and local government officials to lecture to students; critical analyses of discourses from different levels and student exchange programmes.*

The Consultation Tables provided opportunities to highlight examples of successes and challenges by professionals in achieving and communicating aspects of the competences. Some of these examples are featured in Part II of this volume and the value of these examples is in the opportunities they provide to reflect on the acquisition of the competences.

#### *Recommendation 5*

*Provide a learning environment in which student teachers will get personal experience of and training in reflecting and communicating their views, successes and failures that will be valuable for their future career. Provide opportunities for sharing successes and challenges in implementing competences and collect and distribute examples of practice, including negative examples, with explanations of how they can be used as a resource for learning.*

Open-mindedness and respect for diverse learners among novice teachers can best be nurtured if this is evident at national, local and institutional levels. This requires all within the system to be open to different ideas and opinions and to seek to minimize the negative effects of power for example in silencing voices and excluding particular individuals and groups.

#### *Recommendation 6*

*Develop learning environments in which students live and learn through openness and sharing in a democratic setting. Actively encourage the expression of ideas and opinions by all and seek strategies for limiting the negative effects of power and enabling those with less power, eg parents, student teachers, to contribute to collective decision-making.*

It was recognized that children increasingly encounter significant diversity through their expanded networks and forms of communication through technologies such as YouTube and MySpace. Dolby and Rizvi (2007) observe that these are 'increasingly providing a space for the creation of emergent cultures, identities, affiliations and "new patriotisms"' (p. 7) and they provide enormous learning opportunities. Furthermore, technologies such as the Moodle platform and SCHOLION have enabled new networks of educators concerned with diversity to develop and the potential for supporting continuing professional development is significant.

#### *Recommendation 7*

*Encourage the greater use of children's expanded networks and forms of communication. Expand the use of technologies for establishing networks for teachers, students and others.*

#### **4. Management and teaching**

There were reports from many countries of insufficient or inadequate resources, especially language texts, for use by teachers in engaging with socio-cultural diversity. However, the importance of teachers being creative about searching for resources was also underlined and teachers reported that children from diverse backgrounds could contribute a great deal.

##### *Recommendation 8*

*Expand the resources for engaging with socio-cultural diversity and ensure a more effective distribution and encourage creativity in the search for resources, including from among children.*

The Consultation Tables and the Country Survey highlighted the importance of ensuring socio-cultural diversity was central to all courses within teacher education programmes, including subject courses.

##### *Recommendation 9*

*Ensure socio-cultural diversity is at the heart of all courses within teacher education programmes, including subject courses. This should be clearly stated in institutional policies and monitored regularly.*

It is only through the evaluation of the impact of policies and practices for socio-cultural diversity that improvements will be possible at national, local and institutional level. Critical reflection at all levels of the education system will ensure that responses to diversity are effective and dynamic.

##### *Recommendation 10*

*Encourage systematic evaluation of policies and practices for socio-cultural diversity and critical reflection on practice throughout the system.*

It has become clear, throughout this project, that the competences that are necessary for engaging with socio-cultural diversity are related to competence in teaching more generally, to practices which are inclusive and concerned with *all* children and to a more responsive and responsible teacher education.

## References

- Allan, J, Ozga and Smyth, G (2009). (Eds.) *Social capital, professionalism and diversity*. Rotterdam: Sense.
- Arnesen, A.L., Bîrzéa, C., Dumont, B., Essomba, M.A., Furch, E., Vallianatos, A. and Ferrer, F. (2008). *Policies and practices for teaching socio-cultural diversity - A survey report*. (Volume 1 in the project series), Strasbourg: Council of Europe (English/French).
- Barton, L. (1997). Inclusive education: romantic, subversive or realistic? *International Journal of Inclusive Education*, 1(3), 231-242.
- Bourdieu, P (1986). Forms of capital. In J Richardson (Ed.) *Handbook of theory and research for the sociology of education*. New York: Greenwood.
- Brantlinger, E. (2006). The big glossies: how textbooks structure (special) education. In E. Brantlinger (Ed.) *Who Benefits From Special Education? Remediating (Fixing) Other People's Children*. Mahwah, New Jersey/London: Lawrence Erlbaum Associates.
- Byram, M., Nichols, A. and Stevens, D. (2001). *Developing Intercultural Competence and Practice*. Multilingual Matters Ltd.
- Constitution of the Republic of Bulgaria (1991), *Official Gazette, N56, 13. 07. 1991*
- Council of Europe (2003). The 21st session of the Council of Europe Conference of Ministers of Education (Athens, November 2003)
- Council of Europe (ed) (2004). *All European Study on Education for Democratic Citizenship Policies, Learning and Living Democracy*. Strasbourg: Council of Europe.
- Council of Europe (2005). *Faro Declaration on the Council of Europe's strategy for developing intercultural dialogue, adopted by the Conference of European Ministers responsible for Cultural Affairs, (Faro, Portugal, October 2005)*
- Council of Europe (2007). The 22<sup>nd</sup> session of the Council of Europe Conference of Ministers of Education (Istanbul, 4-5 May 2007)
- Council of Europe (2009). *Policies and practices for teaching socio-cultural diversity – Concepts, principles and challenges in teacher education*, (Volume 2 in the project series), Strasbourg: Council of Europe.
- Council of Ministers (2008). *Dialogue of the cultures in Bulgaria. Bulletin of the National Council for Cooperation on Ethnic and Demographic Issues at the Council of Ministers*. Sofia, 2008
- Damanakis, M. (2000). *Education of migrant and foreign students in Greece*. (in Greek) Athens: Gutenberg
- Demetriou, K. (2008). *Twitch, wink, twich mistaken for wink, or ...? Engaging students in the thick interpretation of ethnic borders*. Paper Presented at the 2<sup>nd</sup> Consultation Table – Ad hoc Committee on Teaching Socio-cultural Identity, Nicosia 5-6 June 2008.
- Dolby, N and Rizvi, F (2007). Introduction: youth, mobility and identity. In N. Dolby and F. Rizvi (Eds) *Youth Moves: Identities and Education in Global Perspective*. New York/Oxford: Routledge.

- Fessler, R. and Ingram, R. (2006). The Teacher career cycle revisited: new realities, new responses.- Handbook of Educational Leadership and Management. Ed. By Davies, B.; West-Burnham, J. Pearson, Longmann.
- Gotovos, A. (2002). *Education and Diversity*. Metaichmio (in Greek).
- Gotovos, A.E. (2001). *Οικουμενικότητα, ετερότητα και ταυτότητα: Η επαναδιαπραγμάτευση του νοήματος της παιδείας*. Ioannina:University of Ioannina.
- Govaris, Ch. (2004). *Intorduction to Intercultural Education* (in Greek). Athens: Atrapos
- Gregoriou, Z. (2004). De-scribing Hybridity in "Unspoiled Cyprus": Postcolonial tasks for the Theory of Education. *Comparative Education*, 40(2), 241-266.
- Gutmann, A. (1999). Introduction. In A. Gutmann (Ed.), Charles Taylor et al., *Multiculturalism. Examining the politics of recognition*. Princeton, NJ: Princeton University Press.
- Katsikas Ch. and Politou, E. (1999). *Εκτός "ράξης" το διαφορετικό*; Athens: Gutenberg.
- Lindblad, S., Lundahl, L., Lindgren, J. & Zackari, G. (2002). Educating for the New Sweden? *Scandinavian Journal of Educational Research*, 46(3), 283-303.
- Paige, M. (1993). *Trainer Competencies for International and Intercultural Programs. - Education for the Intercultural Experience*. Intercultural Press.
- Parekh, B. (2006). *Rethinking Multiculturalism. Cultural Diversity and Political Theory* (2nd Edition). London & New York: Palgrave Macmillan.
- Putnam, R (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon Schuster.
- Richey, R. C., Fields, D. C., & Foxon, M. (with Roberts, R. C., Spannaus, T. & Spector, J. M. (2001). *Instructional design competencies: The standards* (3rd ed.). Syracuse, NY: ERIC Clearinghouse on Information and Technology. ED 453 803
- Rose, Nikolas (1998). *Inventing our selves. Psychology, Power and Personhood*. Cambridge University Press.
- Sim, C. (2006). Preparing for professional experiences-incorporating pre-service teachers as communities of practice. *Teaching and teacher Education*, 22 (2006), 22-83.
- Spector, M. J. (2001). *Competencies for online teaching* Syracuse, NY: ERIC Clearinghouse on Information and Technology. ED 456841
- Council of Europe (2005). The Faro Declaration on the Council of Europe's Strategy for Developing Intercultural Dialogue, adopted in October 2005
- Thurlow, Long D. and Stuart C. (2004). Supporting higher levels of reflection among teacher candidates: a pedagogical framework. *Teachers and Teaching: Theory and practice*, 10(3), 405-420.
- Tight, M (1996). *Key concepts in adult education and training*. London: Routledge.
- UNDP (2002). *Avoiding the Dependency Trap. Regional Human Development Report for Roma in Central and Eastern Europe*. UNDP.
- Weinert, F. E. (2001). Concept of Competence: A Conceptual Clarification. In D. S. Rychen & L. H. Salganik (Eds.), *Defining and Selecting Key Competencies* (pp. 45-66). Göttingen, Germany.

