



Schedule ETEN symposium TIG Internationalisation

Vlora, Ismail Qemali, April 2026

Thursday 23-04-2026

Time	What	Who	Where
9.00	Meeting Up	Entire TIG Internationalisation	Outside UV Main Building <i>Rectorate (Building A)</i>
9.10	Walking to the Elite School		
9.30-12.30	School Visits		
	1) 9.30-10.30 Elite School International School	We walk together to the school.	
	10.30-11.00 Coffee Break		At one of the schools
	2) 11.30-12.30 Lef Sallata School	We walk together to the school.	
12.30-13.30	Lunch		
13.30-14.00	Getting to know each other and reflection on school visits	TIG Team	C100
14.00-15.00	Workshop Minke Jakobi		C100
15.00-15.30	Break		
15.30-16.30	Parallelsession Workshop Anniek Orye Room: Scientific Library	Parallelsession Workshop Shota Hatakeyama Room: C100	Parallel Rooms
16.30-17.00	Wrap Up	TIG Team	C100

Friday 24-04-2026

Time	What	Who	Where
9.00-9.05	Welcome	TIG team	C100
9.05-10.05	Workshop Ashley Tull		C100
10.05-10.30	Presentation Friederike Hoch		C100
10.30-10.45	Evaluation	TIG Team	C100
10.45-11.00	Walking to Closing Ceremony		
11.00	Closing Ceremony		

Abstracts

Workshop Minke Jakobi

Chances and Challenges of Integrating Immigrant Teachers into European Schools

Minke Jakobi, Ludwigsburg University of Education, Germany

The integration of immigrant teachers into European school systems presents both significant opportunities and notable challenges, especially against the backdrop of increasing migration. In Baden-Württemberg, more than half of school-aged children have a migration background (SVR 2025), making the topic highly relevant for educational policy and practice. Immigrant teachers serve as vital role models for students with similar experiences and offer unique perspectives in intercultural communication and parental engagement. However, these professionals often face complex hurdles such as language acquisition, recognition of foreign credentials, and balancing family responsibilities with professional retraining.

This workshop draws on experiences from the [BeQuPS project](#) at Ludwigsburg University of Education, launched in January 2024. BeQuPS supports immigrant teachers through targeted German-language courses, individualized guidance, and comprehensive retraining programmes, easing their transition into teaching positions within Baden-Württemberg. The project also fosters an ongoing policy dialogue with educational authorities and stakeholders to address systemic barriers and facilitate sustainable integration pathways.

The workshop will provide insights into the specific requirements immigrant teachers must meet, highlight the supportive measures offered by higher education institutions, and present best-practice examples of successful integration. Emphasis will be placed on the multi-dimensional nature of teacher integration, covering personal, institutional, and policy-related aspects. By sharing experiences from BeQuPS and encouraging exchange among participants, the workshop aims to contribute to both the professional development of immigrant teachers and the broader discourse on diversity and inclusion in European education.

The presentation, initially conceived in collaboration with other institutions, is now organized solely by the Ludwigsburg University of Education, allowing for an in-depth reflection on project outcomes and future perspectives.

Parallel Session Anniek Orye

What can teacher educators learn from artists like Bad Bunny and Stromae about embracing cultural diversity?

Anniek Orye, PXL-Education, Hasselt, Belgium

How do global artists manage to turn cultural complexity into creativity, connection, and powerful storytelling, and what can teacher educators borrow from that? This 60minute workshop explores how cultural diversity becomes a strength rather than a challenge in teacher education.

Over the past two years, UTN Ecuador, RUPP Cambodia, NWU South Africa, JU Ethiopia, and PXL Belgium collaborated on a research project grounded in cultural identity as the basis for an inclusive international learning environment. Together, we cocreated a shared theoretical framework to strengthen intercultural competencies (IC) in teacher educators. Through critical dialogue and decolonial perspectives, we questioned Eurocentric assumptions, exposed blind spots in traditional pedagogy, and opened space for more inclusive, reflective, and globally rooted teaching practices.

These insights led to an ecourse and a competency framework for culturally responsive teaching, tools designed to help teacher educators prepare future teachers as true change agents who view cultural diversity as an opportunity.

In this interactive workshop, we take you through the project's key moments and explore three of the learning modules developed by the international research team. Along the way, we draw inspiration from cultural icons like Bad Bunny and Stromae, who masterfully use identity, language, and personal narrative to engage global audiences, confront stereotypes, and celebrate diversity.

Join us to rethink, reimagine, and reshape your own intercultural practice, through music, creativity, and a fresh lens on inclusion.

Parallel Session Shota Hatakeyama

How can we make teaching practicum and small-scale research function as intercultural learning tools in Japan–Europe partnerships?

Shota Hatakeyama, Global Education Department, Tsuru University, Japan

Teacher education in both Europe and Japan is increasingly challenged to prepare future teachers for work in multicultural classrooms. Beyond short-term student exchange, there is a growing need for international partnerships that offer meaningful professional learning opportunities grounded in practice and inquiry. This workshop explores how we can make teaching practicum in Japanese schools and small-scale educational research function as complementary platforms for intercultural teacher education within Japan–Europe collaborations.

Drawing on the experience of a Japanese university that offers international students access to supervised school practicum and practitioner-oriented research projects, the workshop invites participants to examine how these opportunities can be designed to foster intercultural competence. Rather than presenting these experiences as nationally specific models, the session frames them as sites for mutual learning and co-development across different teacher education contexts.

In the workshop, I firstly introduce the context: challenges of Japanese teacher education for multicultural settings and our efforts to equip our students with the skills and knowledge to become global educators in a multicultural setting, comprising a student exchange program with Nordic and European universities, International Baccalaureate teacher training, and an internship in the Global South.

Then, participants will engage in guided discussion and collaborative design activities to explore key questions, including: What intercultural competencies could be developed through practicum and small-scale research? What challenges might arise? What supervisory structures and institutional arrangements are necessary to ensure academic coherence and ethical practice?

By sharing expertise, institutional practices, and challenges from European and Japanese contexts, the workshop aims to generate concrete ideas for practice- and research-based mobility models in teacher education. The session seeks to strengthen networks within the thematic group and to support sustainable partnerships that contribute to intercultural education in multicultural societies.

Workshop Ashley Tull

Using Heraldry Standards for Espousing Values: A Proposal for Promoting Internationalisation

Ashley Tull, Texas Christian University, USA

Heraldry emerged as an intrinsic part of the royal pageantry of Europe during medieval times. Its use was later adopted by cities, guilds and educational institutions as a way of portraying values, messages and declarations (Slater, 2023). This practice has become commonplace with similarities between early and contemporary institutions still surviving. Internationally, many educational institutions (from primary to tertiary) use elements of heraldry in their coats of arms. These have been developed through both formal and informal processes.

Common elements of heraldry include shields, shapes and divisions, fields or backgrounds, symbols (e.g., lamps or torches representing enlightenment or knowledge), colors (e.g., blue representing loyalty or truth), charges (e.g., objects related to learning like books or lamps), helmets (e.g. facing forward representing openness or unity), mantling, crests (e.g., containing a phoenix or torch), wreaths, supporters (e.g. crossed swords representing defense or readiness), compartments, and mottos.

Through this program I will provide participants with a brief description of heraldry usage by educational institutions. I will then lead two short activities to demonstrate how ETEN members can use heraldry analysis techniques to promote internationalization among faculty and students at their institutions. For some, this program may represent a first time that they have been instructed to closely evaluate their own institutional and individual values. This is particularly true using heraldic standards.

First, participants will be guided through interpretive techniques for examining their own institutional coat(s) of arms by identifying institutional values through use of international heraldry standards. Handouts will be distributed with common elements and meanings for participants.

Second, participants will be instructed on how to develop their own personal coat of arms that represents the values they bring to their teaching activities. This activity can be easily replicated with students in teacher training programs. Ultimately, we share common values, regardless of geography.

Slater, S. (2023). *The complete book of heraldry: An international history, sourcebook, and visual encyclopedia*. Anness Publishing.

Presentation Friederike Hoch

Reassociation of Switzerland into Erasmus+

Friederike Hoch, PH Zurich (Zurich University of Teacher Education), Switzerland

Since 2014, Switzerland has been participating in the Erasmus programme as a “third country” with limited access through the Swiss-European Mobility Programme (SEMP).

Switzerland is expected to rejoin the Erasmus+ programme in 2027 as part of a package negotiated with the European Union covering the final years of the current programme generation. In this presentation, you will learn more about exchange opportunities – including funding options – with Swiss higher education institutions and the PH Zurich.