

Multicultural Education and Diversity in Higher Education: From Curriculum Development to University Policy

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This presentation uses two case studies to examine the processes of promoting multicultural education and diversity in higher educational institutions in Israel and in Georgia which participated in two European Commission Joint Multinational Programs of TEMPUS and ERASMUS+.

The first European Commission program *DOIT (Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training)* developed innovative academic courses and study programs on multicultural education and diversity. DOIT was a joint multinational project for Israeli and Georgian higher educational institutions (HEIs) and included 20 different institutions from seven different countries. The project started in October 2011 and by the end of the project (August 2015) five different courses were developed and 99 pilots of these courses or units within these courses were piloted. The second European Commission program was an ERASMUS+ Key Action 2 Capacity Building program and also included Israeli and Georgian Institutions. *DARE (Developing programs for Access of Disadvantaged groups of people and Regions to Higher Education)*, promotes diversity in higher education through developing support services for students from peripheral populations. The consortium is made up of thirteen members from seven different countries and is a joint Israeli-Georgian multinational capacity building key-action 2 program. DARE's program began in October 2015 and will end in October 2018. To date more than 100 administrative staff and faculty have been trained and over 500 students supported by the new or improved services of the eight Israeli and Georgian institutions that are participating in the program.

The dynamics of promoting academic and administrative-structural transformation in higher education through curriculum reform and policy requires a multi-dimensional approach. Through processes which included diversity management, incorporation of key stakeholders into the program, transparent leadership and empowerment, DOIT's and DARE's institutions successfully integrated curricular reform and new support services which supported a diversity and multicultural education both within the curriculum and structurally. This presentation discusses how processes of co-opting key stakeholders combined with new strategies of working with the administrative staff which contributed to the successful recruitment and staff of peripheral populations who access to higher education through examining two case studies, one in Israel and the other in Georgia who have participated in these programs.