

Teacher training on intercultural education

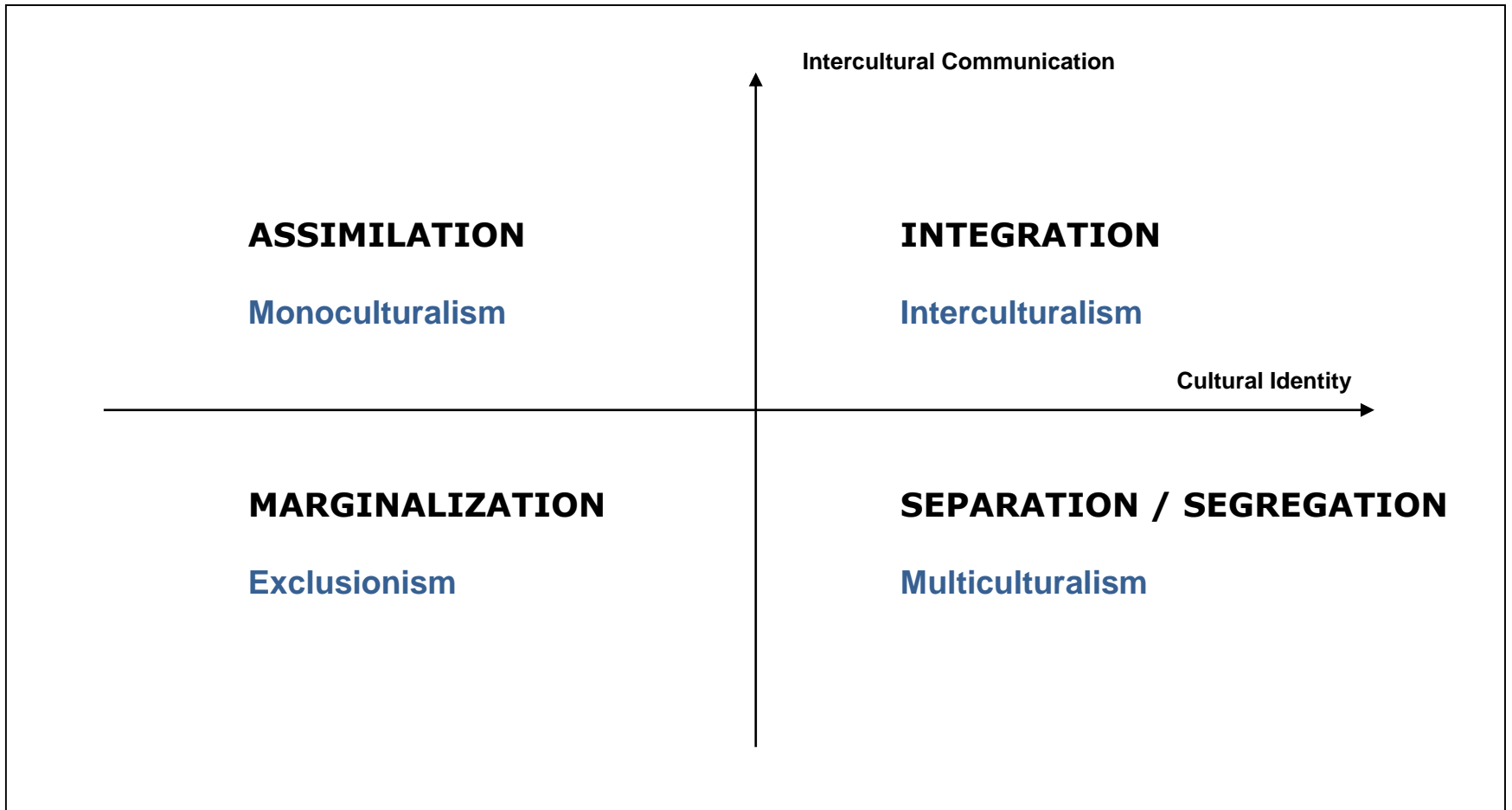
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Key concepts

Multiculturalism / Interculturalism



Intercultural education <u>does not mean...</u>	Intercultural education <u>means...</u>
celebrating diversity and presenting an idealised image of cultural diversity in society	raising the awareness of learners on both the benefits and challenges related to cultural diversity and in educational activities also the “hot” issues on the public agenda, as well as issues related to diversity that learners are confronted with in their daily life.
presenting only information about specific cultures, based on outstanding cultural products or on ethnographic descriptions of certain realities and cultural practices.	a balanced focus on values, attitudes, skills, knowledge and critical understanding with a view to develop critical cultural awareness, avoiding abusive generalisations, stereotypical judgements towards social groups with different religious, ethnic and cultural characteristics
focusing only on how to behave with people which are culturally different	situating intercultural communication skills in close connection with a better understanding of one’s own cultural background, knowledge of other cultures as well as with positive attitudes towards cultural diversity.

Intercultural education does not mean...	Intercultural education means...
specific measures for members of minority groups, allowing them to learn the mother tongue or to be taught about the culture and traditions of their community	Including an intercultural approach also in educational provisions for minorities and complementing them with learning opportunities favouring intercultural encounters and preventing segregation
organising folkloric performances where songs, dances and traditions of different cultural groups are presented.	going beyond the superficial display of stereotyped representations of cultures focused on the past, stimulating meaningful interaction between individuals and addressing real life issues.
promoting the idea that all cultural practices are acceptable and should be respected.	promoting a human rights – based approach, with the idea that various cultural practices should be understood and respected, as long as they are compatible with the universal principles of human rights and democracy and that practices that result in discrimination and persecution, for example based on gender, age, etc., are not acceptable in the name of cultural difference.

Intercultural education <u>does not mean...</u>	Intercultural education <u>means...</u>
learning about the culture of students who belong to a “minority” in a class, emphasising the exotic differences between “their culture” and the “majority culture”.	addressing and involving all students, whether they belong to a “minority” group or not, regardless of the fact that members of a “minority” group are present or not in the class; making balanced references to cultural elements familiar to all students, pointing out both differences and similarities
a moralising discourse, telling students what attitudes they should have and how they should behave	creating learning situations that lead to critical reflection and the development of empathy, resulting in internal motivation for positive attitudes and behaviours towards people with different cultural backgrounds.
specific support measures targeting members of groups affected by social disadvantages or support measures for children with special educational needs	focusing on the development of intercultural competence of all learners, adapting educational strategies to consider their specific background and needs; sometimes, additional support is needed to ensure effective educational achievement but this support is complementary, not part of intercultural education.

Purposes of education

1. Preparation for the labour market
2. **Preparation for life as active citizens in democratic and culturally diverse societies**
3. **Personal development**
4. The development and maintenance of a broad, advanced knowledge base
 - The 4 purposes have equal value and are not mutually exclusive



Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Skills

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding

Reference Framework of Competences for Democratic Culture - OFFICIAL ENDORSEMENT

- The use of the RFCDC is mentioned in the Declaration of the Council of Europe Standing Conference of Ministers of Education in April 2016
- The EU Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching, adopted in May 2018: “Member States should [...] make effective use of existing tools to promote citizenship education, such as the Council of Europe’s Competences for Democratic Culture framework.”
- The EU Council Recommendation on Key Competences for Lifelong Learning, adopted in May 2018



The Reference Framework of competences for democratic culture

- A non-essentialist concept of culture
- Includes intercultural competence
- A bank of validated descriptors of competence scaled by three levels of proficiency
- Recommendations regarding:
 - Curriculum, pedagogy, assessment,
 - Teacher education, whole-school approach
 - Building resilience to radicalisation leading to violent extremism and terrorism

Promoting the Reference Framework of Competences for Democratic Culture

- Education Policy Advisers Network

- European Campaign

Free to Speak – Safe to Learn



- Projects in cooperation with the European Commission and with Norway Grants

Contact

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