MTT Project: Reorienting Teacher Education to address Sustainability

Social Studies Track: Inter-cultural Understanding (ICU)

Bangkok, 1-5 June 2009

Joy de Leo
President
UNESCO APNIEVE Australia
OVERVIEW

- What is education for inter-cultural understanding?
- Where does it fit within ESD?
- International documents informing ICU
- Underpinning Principles
- Knowledge, Values, Skills for ICU
- Teaching/Learning process
- The learning environment & the role of the teacher
- Whole school/TEI approach
- Implications for Teacher Educators
- Integrating ICU in Social Studies: Activities
- Bringing it all together – a transdisciplinary approach
DEFINITION

UNESCO’s Universal Declaration on Cultural Diversity defines Culture as:

The spiritual, material, intellectual & emotional features of a social group, including art, literature, identity, lifestyles, ways of living together, value systems, beliefs, traditions & practices.

UNESCO Universal Declaration on Cultural Diversity (2001)
BROAD VIEW OF CULTURE

The whole experience of life in all its dimensions:

physical – cultural practices - *do*
intellectual – traditional knowledge, ways of *knowing*
emotional – how expressed – (e.g. grief)
spiritual/religious - *cosmology*
aesthetic – art, music, dance etc
linguistic – the languages spoken and expressions
social – how interact, relationships, societal issues
political – political systems, issues
historical – not just of war/conflict, story of women/chn/disadv.
power relations - disadvantage, injustice, minorities, marginalised
moral/ethical - *values* - differences & similarities
What is Education for Inter-Cultural Understanding?

**Education for Inter-Cultural Understanding is:**

Education which promotes the knowledge, values, skills & behaviours needed for a globalised world; balancing local, national & global aspirations; reflecting cultural & linguistic diversity for equity, equality & quality of life: for peace, freedom, solidarity, democratic citizenship, human rights & sustainable development.

**Quality Education:**

Incorporates education for intercultural understanding

PLACE OF THE LEARNER

World

Nation

Community

Family

Self as individual & member of society

Learner as Local, Community National Regional & Global citizen
ESD Within CULTURAL CONTEXTS
Culture underpins ESD

Natural / Environmental

Economic

Socio-political

Culture
ICU overlaps/is linked to all ESD areas

Human Rights

Non-discrimination

Citizenship Education

Peace

Education for International Understanding

Economic issues

Environmental/ecological issues
International Instruments for ICU

Universal Declaration of Human Rights
International Covenant on Economic, Social & Cultural Rights
International Covenant on Civil and Political Rights
UN Declaration on the Rights of Persons belonging to National, or Ethnic, Religious & Linguistic Minorities
UN Convention on the Rights of the Child
Universal Declaration on Linguistic Rights
International Convention on the Elimination of All Forms of Racial Discrimination
UN Convention against Discrimination in Education
Declaration on the Rights of Indigenous Peoples
Indigenous & Tribal People’s Convention
Declaration on the Rights of persons belonging to National or Ethnic, Religious & Linguistic Minorities
Examining International ICU Documents

UNESCO's Declaration of Principles on Tolerance (Articles 1 to 4)

Group Discussion Questions:
A What are the key points made?
B What Values are expressed?
C What are the implications for education?
Underpinning Principles of ICU

1. Identity, language and cultural heritage
2. Social justice, Equity and Human Rights
3. Valuing Diversity and Creativity for inherent value and for the social & economic benefit of all
4. Unity and solidarity in diversity
5. Fostering tolerance, peace and social harmony
6. Cultural inclusivity, cultural appropriateness & cultural sensitivity in education
Underpinning Principles of ICU

How would each ICU principle be reflected in education practice and learning?

- In schools
- In teacher education institutions
Knowledge, Values & Skills for ICU

What learners need to:

**Know** – awareness, knowledge, understanding

**Do** – skills, behaviour (technical/socio-emotional)

**Be** – identity, values, attitudes, courage, commitment

In order to **live together**
peacefully, respectfully equitably & sustainably
(UNESCO four pillars of education)

GROUP MATRIX EXERCISE
Inter-cultural Understanding (ICU) includes:

**Equity** - equal opportunity & access, cultural appropriateness, inclusion

**Socio-Cultural Inclusion** – include diversity in all areas of school life

**Diversity** – respect for & unity in diversity, share difference & commonality

**Valuing Diversity** – socio-cultural, econ. & env. benefits of diversity, sharing & learning from each other, creative/productive synergies

**Mutual Respect** for cultural identity, language, faith, heritage ..

**Indigenous issues** – linguistic, cultural, spiritual, land rights, discrimination, poverty, health, ways of being/seeing the world, traditional law & knowledge (*awareness of appropriation*)

**Power Relations** - disadvantage, injustice, minorities, marginalised

---

**Human Rights** – include cultural & linguistic rights, socio-economic justice (including for indigenous peoples, refugees etc)

**Peace**, inner/outer, harmony, conflict resolution, mediation

**Countering Racism**, discrimination, xenophobia

**Reconciliation**, forgiveness, healing esp. with indigenous peoples
Content for ICU - What learners need to know

Culture & Cultural Diversity
Awareness & understanding about all aspects of diversity – cultural, religious, linguistic, artistic, cultural heritage …

Cultural Identity - Multiple identities - pers’l, local, nat’l, global
Right of all children, families & staff to maintain, develop & renew, & not just preserve, their cultural & linguistic heritage

Justice & Human Rights - to maximise potential of all
Right of all children to equal access & equitable ed’l outcomes - EFA
Power Relations, Colonisation, Globalisation – disadvantage, poverty inequity, discrimination, minorities, marginalised, land rights

Peace & Harmony
War & Conflict, Truth – historical facts - Solidarity
Racism, Discrimination, Xenophobia (overlaps with HR)
Personal inner/outer peace, Reconciliation, Healing Forgiveness
Skills for ICU
What learners need to do

Culture & Cultural Diversity
Live, study & work harmoniously in culturally diverse contexts, in creative synergy with others; express & blend diverse strengths.

Cultural Identity
Explore, negotiate & express multiple identities – local, nat’l, global
Exercise responsible citizenship; Accept others’ cultural identities.

Justice & Human Rights
Treat others equitably; Observe human rights;
Stand in solidarity with others against injustice.

Peace & Harmony
Conflict resolution, mediation, forgiveness, sharing, collaboration.
Values for ICU
How learners need to be / to live together

Mutual **Respect**, Tolerance, Acceptance & Understanding
Acknowledge & Appreciate/Value Diversity
Respect for Human Dignity & Individual Worth of all
Compassion, Care & Concern for others
Equality, Equity, Justice, Fairness, Inclusion, Sharing
Solidarity, Cooperation, Collaboration, Collective well-being
Protecting & strengthening the cultural identity, language &
heritage of minorities = our collective heritage
Responsible Local/Global Citizenship, Unity, Interconnectedness
Mutual Trust, Truth, Courage, Commitment, Love
*Reconciliation, Forgiveness, Peace, Harmony, Non-Violence, Dialogue*
Education for Reconciliation with Indigenous Peoples

Incorporate Indigenous Perspectives across the curriculum
Foster understanding and work together for a shared future in which all peoples are treated with respect and dignity
Consult local indigenous communities, elders and custodians
Celebrate, value and learn from & about indigenous peoples, histories, cultures, languages, achievements, issues past/present, in indigenous places if possible & with cultural instructors
Positive interactions between students of diverse cultures
Strive for equitable access to education & learning outcomes
Use culturally appropriate strategies for indigenous learners
Consult elders & use indigenous approved teaching resources
Value human rights, counter stereotyping and racism
Students learn about and participate actively in Reconciliation, healing and forgiveness with indigenous peoples.
ICU Learning Goals/Objectives/Outcomes

Scenario 1: SCHOOL CURRICULUM
You are the Curriculum team responsible for incorporating ICU in the secondary school Social Studies curriculum in your country.
Write the learning goals for the secondary social studies curriculum:

\[\text{e.g Students will: \ldots\ldots\ldots\ldots}\]

Scenario 2: TEI
You are the Curriculum team responsible for incorporating ICU in a teacher education unit in Social Studies at your teacher education institution.
Write the learning goals for the teacher education social studies curriculum:

\[\text{e.g Teacher trainees will: \ldots\ldots\ldots\ldots}\]
ICU Learning Goals/Objectives/Outcomes

• learn express strengthen own language, identity, cultural heritage
• learn about, value & appreciate other cultures & contributions
• equal opportunity to reach full potential & participate fully
• learn & practice respect for rights and freedoms become responsible, productive citizens, contributing fully to society
• respect rights of others to express their language, culture, faith
• become tolerant, understanding, caring towards others
• develop conflict resolution skills
• live & work harmoniously with other cultures
• behave in culturally appropriate ways
• advocate & act in solidarity with other cultures
TEACHING/LEARNING PROCESS for ICU

An Integrative Pedagogy for the Whole Person

An *integrative*, holistic methodology brings together:

cognitive – intellect – knowledge, awareness, understanding
affective – emotions – attitudes, values
behavioural - skills – actions & behaviours
spiritual – inspiration – courage & commitment to transform & to bring about change
TEACHING AND LEARNING PROCESS

COGNITIVE LEVEL
KNOWING
about oneself, others, their behaviour, culture, history, country etc

BEHAVIOURAL LEVEL
ACTION
Skills, decision making, taking choices.

CONCEPTUAL LEVEL
UNDERSTANDING
oneself & others, key issues & processes

AFFECTIVE LEVEL
VALUING
experiencing, reflecting, accepting, respecting, appreciating oneself and others
Dimensions of Inter-cultural Understanding (ICU)

**Intercultural**
Learn about other culture(s) for understanding

**Intracultural**
Learn about one culture in depth focussing on aspects such as language, family, religion, laws, heritage, history, technology…

**Cross cultural**
Examine & compare one aspect or issue across cultures

**Multicultural** - *in a culturally plural context, all of the above plus:*
Affirm cultural identity & heritage of diverse cultures
Value, recognise, accept cultural, religious, linguistic diversity;
Ensure equal access, equity & inclusion, affirmative action

**Transcultural**
Explore common values & shared elements across cultures, to transcend difference, & unite us as one human family.
Education for ICU requires:

A whole-organization approach - content, curriculum, teaching practices, learning environment, organisational processes and ethos.

A learner-focussed approach valuing the cultural/linguistic background and experience of learners.

Democratic processes in teaching/learning & a supportive teaching and learning environment that models democracy in action.

An integrative curriculum approach

Promotion of language learning

A conflict-sensitive curriculum to address socio-historical issues & to understand causes of injustice & how these may be resolved.

A supportive learning environment - affective, cognitive, practical/functional and relevant to the learners.

Involvement of parents & communities in the children’s learning.

Educators to become central figures who care, understand, guide & motivate learners and model ICU in the class/school
Culturally Inclusive Principles for ICU

**A**ll benefit from appreciating/understanding cultural diversity

**E**nable learners to participate effectively at national/global levels.

**P**romote, value & build on cultural/linguistic diversity in class

**I**nclude & value a range of knowledge, experiences & perspectives of diverse cultures in the learning.

**P**rovide students with accurate information about the history & lives of diverse cultures & indigenous peoples.

**V**alue & include the cultural & linguistic knowledge & skills of diverse learners in learning.

**P**romote a human rights & human relations approach for countering racism & discrimination.

**A**llow learners to recognise, acknowledge & engage in diverse cultural learning experiences where possible.
Learning Environment conducive to ICU

- Reflects ICU values & human rights across the whole school
- Safe, secure, supportive, respectful, valuing, equitable, inclusive
- Is active, participative, democratic, enables student voice
- Student–centred, teacher as role model, facilitator, guide
- Encourages critical reflection, questioning, discussion, dialogue
- Integrates learning across curriculum & uses teachable moments
- Fosters the full development & potential of the whole child
- Provides a wide range of culturally appropriate learning experiences for diverse learning styles & preferences
- Involves the learner’s knowledge & experience, builds on their interests & cultural/religious background
- Involves whole school community based on shared values
The Role of the Teacher

- Role model – lives & models the values
- Fosters conducive learning environment
- Guide & facilitator to integrate ICU knowledge, skills & values for behavioural change & consistent action
- Includes cultural diversity in the learning
- Fosters democratic processes & critical questioning
- Co-learners, exploring & discovering together
- Uses teachable/learning moments to address ICU
- Self observation & continuous self development of teacher
REFORM OR TRANSFORM EDUCATION?

Education *about* inter-cultural understanding

*Content* - information, knowledge, awareness.

Easily integrated into education but values/behaviours don’t change.

Education *for* inter-cultural understanding

Knowledge, values & skills taught but values not practised?

*Learning for change* within existing system. No system change.

Education *as* inter-cultural understanding

*Learning as change* – *the whole organisation is a living model of ICU in practise.*

Leads to *transformative* learning experiences.

(Adapted from Stephen Stirling - Sustainable Education)
Whole School/TEI Approach to ICU

Learning environment models ICU

Engages whole community

Curriculum, Learning & Pedagogy

Ethos

School/TEI Policy & Governance
ICU Values underpin organisational Ethos

- learning integrated thematically across the curriculum
- respectful relationships across school/TEI community
- School/TEI rules, guidelines, policies, governance & decision making processes reflect ICU values
- interface with the surrounding local culture & the life of the school/TEI community
- community partnerships for developing a harmonious community, taking responsible civic action together
- invite local culturally diverse community members to share their culture at the school/TEI
Implications for Teacher Education

- Knowledge, awareness & understanding of key ICU issues
- Able to think holistically & link ICU to ESD dimensions
- Critical thinking skills to question injustice
- Able to identify, clarify, develop & live ICU values
- Able to guide/facilitate values development & change
- Develop skills in teaching/learning methodologies which integrate ICU content, skills & values in school curricula
- Model ICU values in teaching practice & relationships
- Able to engender a learning environment conducive to ICU
- Aware of ICU resources & able to develop them
- Able to develop & implement whole school approaches
- Able to liaise with parents & tap into community resources
- Promote reflective practice & action research in teachers
Engaging Teacher Educators in ICU (1)

Whole (TEI) Institution Approach
Integrating ICU/ESD principles in TEI policy, guidelines, practices & staff relationships with each other and with students.

Personal change within Teacher Educators
Shift personal values, perspectives, & practices involving PD, reflective practice & action research

TEI Curriculum Change
Interim - Integration in existing course subjects
Eventually – total course restructure
Integrating ICU in Social Studies
(History, Geography, HR, Civics & Citizenship, EE)

• explore diverse perspectives in time, place, cultures, societies
• explore values/ethical issues from diverse cultural perspectives
• how peoples are shaped by social, cultural, religious, historical, economic, political, technological & ecological systems & structures which develop in different ways, places & times.
• knowledge of diverse societies locally/nationally/globally, & of changing environments & systems over time
• the nature, causes & consequences of interdependence between societies & their environments
• power relationships, inequality, wealth distribution in societies
• cultural diversity & social cohesion in societies & globally
• how diverse cultural perspectives develop & change over time.
Sample topics for Social Studies units

1. Identity, language and cultural heritage
   Language groups in my region
   My culture/your culture; Families around the world

2. Social justice, Equity and Human Rights
   My rights/Your rights; Different and equal

3. Valuing Diversity and Creativity
   Famous inventors/artists/scientists across cultures
   How the Hills tribes live in harmony with their environment

4. Unity and solidarity in diversity
   Standing by you

5. Fostering tolerance, peace and social harmony
   We’re different but we get along

6. Cultural inclusivity, cultural appropriateness & sensitivity
   Everyone is allowed to play; Playing fair
   Jokes that everyone can laugh at
Design a Social Studies Module

• Choose a topic, theme or local issue under one of the 6 principles of education for intercultural understanding
• Write learning objectives – what knowledge, skills & values will be developed?
• Describe the learning activity linked to local, national global and other perspectives.
• Design the whole person teaching learning process & methodologies that you will use
• Provide opportunities for innovative & integrated problem solving interlinking ESD perspectives
• Design methods of assessment
Linking ICU with ESD Themes

**Natural/Environmental**


**Social/Political**

Understanding how conflicts, colonisation, political regimes, discrimination, globalisation & power relationships have impacted on the human rights & circumstances of diverse cultures/faiths (incl. indigenous). Awareness of conflicts between cultures/faiths, now & in history. Conflict resolution skills for peace, reconciliation, forgiveness.

**Economic**

Understand how economic globalisation has affected diverse cultural groups inequitably leading to wealth & information gaps, injustice & extreme poverty.
ESD & ICU are Trans-disciplinary (HENT)
Bringing it all Together for ESD

ICU in separate subjects esp. in secondary schooling so need regular time allocation for **Integrative Studies:**

Real or hypothetical, and locally relevant, **scenario-based learning**

using debates, panels, role-plays, theatrical productions, artistic representations etc, which explore various solutions to complex inter-related problems, requiring holistic, systems-thinking, to draw in the:

**social, cultural, environmental, political & economic considerations, causes & consequences of various decisions & courses of action.**
HYPOTHETICAL GROUP EXERCISE

Each group will assume one of the roles listed below and discuss solutions for transforming the situation and bringing about positive change. These perspectives will then be put forward during a meeting of the representatives.

• Environmentalists – environmental NGOs
• Indigenous community
• Local Community
• Educators
• Transnational corporations
• Employment unions or associations
• Local Government
• Human Rights NGOs
THANK YOU

Joy de Leo
President
UNESCO APNIEVE Australia