Cultural Diversity
&
Inter/Intra-cultural Understanding
by
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Learning Units/Session Outline

• Understanding Cultural Diversity & Intercultural Dialogue/Education

• Cultural Diversity as a “take” to understand Inclusive Education/Education for “ALL”

• Creative Pedagogical Approach to Inter/Intra-Cultural Education (Pedagogical Reflections & Synthesis)
What this session won’t teach you:

- Definitions
- Messianic solutions
- “expert” based knowledge
- What the internet can teach

INSTEAD,

- Essentials of Inter/Intra-cultural understanding
- Tools & handles for analysis & critical thinking
- Creative pedagogical tools
- Creative ways of learning & teaching
- To be just YOU
Understanding the “I”

What’s In A Name?
(Celebrating the “I”)
CULTURAL DIVERSITY → “I”dentity

What’s in A Name? → Who is the “I”

- A cultured “I” → defined by cultural factors (e.g. religion, tradition, values, beliefs, language, etc.)
- A socially structured “I” → defined by social factors/categories (gender, class, ethnicity, race, etc.)
- shaped by time and place
- “I” with an “eye” who uses a lens, a worldview, possesses a standpoint
- not constant and static. It can be reshaped and reinvented, negotiated and renegotiated, interpreted & re-interpreted
- Taking pride, celebrating, and knowing who, what, where, and how YOU are as a human being
Unpacking the “I”/Diversity

Same, same BUT different?
(Layered Circles of Differences)
Unpacking CULTURAL DIVERSITY/“I”dentity

➢ Individual ➔ collective ➔ multiple “I”s

• I/ME/MYSELF in relation to YOU, US/WE in relation to THEM/OTHERS (uniqueness, similarities, differences, dividing lines, social groupings)

➢ Same, same BUT different..

• How are we the same? different?
• How do we perceive sameness? Difference?
• How do we feel about it?
• How does what I feel about it make others feel?
Unpacking CULTURAL DIVERSITY/“I”dentity

➤ When does difference becomes difficult? What makes a difference difficult?

• FEELINGS → Different..difficult… too comfortably familiar… Unfamiliar.. dislike.. Uncomfortable.. Strange..fear..

• PERCEPTION: from typical to stereotypical (good or bad), generalizations (e.g. All Indonesians are Muslims); heirarchical values (inferior-superior)

• BEHAVIOUR: value judgements.. prejudice… bias.. discrimination…hostility that can lead to tension/conflict…. othering…exclusion..
Unpacking CULTURAL DIVERSITY/“I”dentity

Where do these come from? (feelings, perceptions, behaviors)

*Imitation of parents’/adults’ attitudes*
*Fear of the different “other”*
*Ignorance/lack of information or misinformation*
*Competition, tensions, and conflict with others/between groups*
*Defense against challenges to the mainstream*
*Lack of common ethical standards such as human rights/dignity*
Unpacking CULTURAL DIVERSITY/“I”dentity

- Differences are what make the difference!
- “Invisible” borders
- create divisions, opposites, binaries, value judgements/standards (majority-minority, positive-negative, superior-inferior, mainstream-marginalized etc)
- possible sources of tensions and cross cultural dynamics
- Can lead to identity-based conflicts/wars
Multiple identities can lead to (problematic) cultural "differences" that can result to cultural biases

- Socialization/Stereotyping
- Prejudices
- Discrimination
- Homophobia
- Stereotypes
- Racism
- Sexism
- "othering" process
Transforming Cultural “differences” as tools for inter/intra-cultural dialogue and understanding

- highlight & celebrate similarities but unpack and critically analyse the differences

- looking at the problematics of cultural differences in a positive slant (e.g. unpacking & being critical of our own biases and prejudices so we can start the process of change)

- nurturing diversity & managing differences thru continuous critical interpretation-reinterpretation, transforming them as tools for forging inter/intra-cultural dialogue, solidarity, & action (being knowledgeable, self-reflective, & sensitive are crucial)

- Use diversity & differences as opportunities for strengthening tolerance, respect, & acceptance

- Rethinking cultural categories and critically recognizing multiple sources of cultural identities
Recommendations for Inter/Intra-cultural Dialogue/Understanding

• Celebrating differences with common standards (human rights)
• Learning one’s culture in depth (language, family, religion, laws, heritage, history)
• Developing sensitivity to stereotypes, bias, and discrimination
• Learning about identities
  Feeling ‘strange’ and ‘familiar’
  ‘making strange familiar and familiar strange’ (inner/internal dialogue)
→ Learning how and through what factors stereotypes and biases are created
  Racial/Ethnic, Economic, Nationality, Language, Disability, Religion, Age, Gender, Customs, Family, Living Style, etc.
• Critical learning about fear (how fear and antagonism is constructed)
• Living in a multicultural environment
• Giving priority attention to vulnerable groups
• Critical Mind
PART 1 ENDS HERE
Terima Kasih!
SALAMAT PO!
Thank You!
Unit 2: Cultural Diversity as a “take” to understand Inclusive Education/Education for “ALL” (EFA)

Word Release/Rhythm Game
(Sounding off Internalized/Personalized Meanings)
INCLUSIVE EDUCATION (Key Points)

• **Takes off from Jomtien World Conference on Education for All or EFA (1990) --** EFA as a goal to meet the learning needs of ALL children, youth, and adults (to be achieved by governments, UN agencies, international and national non-government organizations by 2015.

• **Salamanca World Conference on Special Needs Education (1994)**
  “Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups.” (The Salamanca Statement and Framework for Action on Special Needs Education, par.3)
INCLUSIVE EDUCATION (Key Points)

• Seeks to address learning needs of those who are vulnerable to marginalization & exclusion

• Making the invisible visible

• Aims to enable teachers and students to feel comfortable with diversity & see it as a challenge to enrich learning environment, more than a problem

• Ultimate goal is a school where all students are treated equally with respect and can fully participate

• A constant process to ensure that EFA is really for “ALL”.

• An approach to transform EDUCATIONAL SYSTEMS to remove obstacles to full participation of students with special needs. It is not about integrating learners with special needs but it’s about providing a SYSTEM.
Group Workshop/Art Installation
(Understanding the Educational System to be able to transform it)
Workshop Activity Questions/Groupings:

Q1/G1 – What are the key components of your educational system? (use UNESCO logo as image/symbol for installation)

Q2/G2 - Who are the groups that could be marginalized within your educational system? (use clay on a mandala pattern)

Q3/G3 - What are the barriers to inclusive education within your educational system? (use a bottled water and write on it the barrier)

Q4/G4 - What can you change? transform within your educational system in order to realize inclusive education? (Use flags installed on your pens. Write on the flag your answers)

Q5/G5 - What are the challenges, limitations, traps, dangers that you see in inclusive education? (cut out image of an arrow and write on it your answers)
Some notes on systems approach/building:

- Systems approach is much more strategic
- Addresses key issues in the infrastructures such as laws, policies, standards, regulations, etc.
- Support systems widen
- You do not simply integrate the marginalized within the mainstream but you also set the conditions for a supportive, inclusive environment.
Objectives/Pillars of Education

- Learning to know
- Learning to do
- Learning to live together
- Learning to be
  - and ‘become’ others
  - and be ‘equal’ others
- Learning to transform self & society
Pedagogy for Inter/Intra-cultural Education

- **Pedagogical principles**: holism, empowerment, participation, values formation, critical thinking

- A transformative Curriculum that:
  - addresses child’s cognitive and creative development
  - fosters tolerance and promotes human rights
  - that transcends beyond culture and other types of differences
  - that breaks stereotypes, prejudices, biases, etc.
UNESCO Inter-Cultural Education 2006

- Core Recommendations (Principles)
  - Respect the cultural identities of the learners
  - Provide relevant contents in intercultural learning environment
  - Train teachers accordingly
  - Test by full participation in society and respect and solidarity among individuals and peoples

“Cultural diversity is as necessary for human kind as biodiversity is for nature”
Pedagogy for Intercultural Education

- CREATIVE EXPERIENTIAL LEARNING →
  PETA’S CREATIVE PEDAGOGY
  - pedagogical reflections & synthesis
Terima Kasih!
SALAMAT PO!
Thank You!