



Teachers' views on the intercultural dimension of citizenship education

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Multicultural vs. Intercultural Education

UNESCO *Guidelines on Intercultural Education*
(Expert Meeting, March 2006)

- **“Interculturality is a dynamic concept which**
 - refers to evolving relations between cultural groups
 - presupposes multiculturalism and results from intercultural exchange and dialogue on the local, regional, national or international level
 - **Intercultural Education aims to go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of *understanding* of, *respect* for and *dialogue* between the different cultural groups**
 - **Multicultural education uses learning about other cultures in order to produce acceptance, or at least *tolerance*, of these cultures.**
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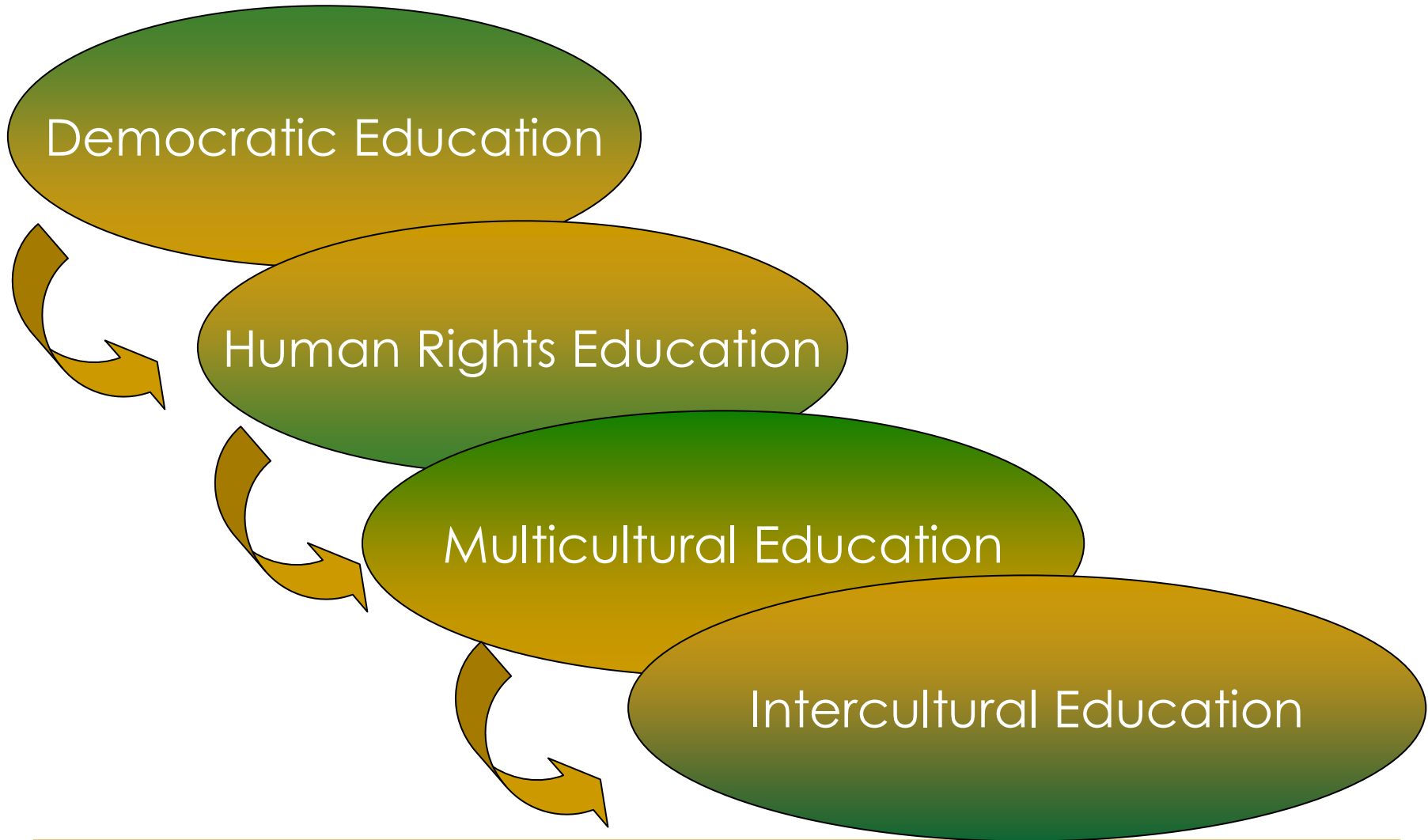
Multicultural / Intercultural

- **Multicultural education** » “to educate to the values of ‘good relations’, tolerance, dialogue and solidarity among different peoples, ethnicities and cultures” D. 63/91
 - **Intercultural education** » “to favour the integration of youth coming from minority ethnic groups in school and in the community, with the aim of promoting an effective equality of opportunities”
Resolution of the Council of Ministers 38/93
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Interviews with Policy Makers

- *W - In fact, Portugal was ahead of any other country with the Entreculturas ... and no other country has it and at the time there were even many other countries which sent over delegations ...*
 - *W - Intercultural dialogue is only possible on the basis of a sound knowledge of one's culture and a solid cultural identification; in other words, no one can create good cultural dialogue to follow the other person's heroism.*
 - *F- ... Intercultural education, to be understood as such, should mean a change in paradigm, a paradigm of construction, of approach.*
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Paradigm Shift



Teachers as 'Cultural Workers'

- Professional role in developing a multicultural society and/or multicultural nation-state
 - Impact on how students see themselves as intercultural citizens or on their participation in multicultural societies
 - Disbelief that their teaching has any connection with the development of a multicultural democracy
 - Conceptual Framework
 - Teacher Education
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Teachers as 'Cultural Workers'

- Teachers do not show a structured knowledge of the official European and national recommendations, but when asked about the main concepts conveyed, they highlight namely 'respect', 'tolerance' as well as 'acceptance'
 - There seems to be a general concern about immigrants, but no well-structured school strategy to facilitate their introduction and integration in school life, except for some Portuguese language support classes
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Teachers as 'Cultural Workers'

- J2 (p.1:19): (...) *this is the first year I have a class with all pupils white and Portuguese (...) when it is not so, talking about differences between them becomes obligatory.*
 - R6 (p. 3:100) *Empathy is the first step. Only then can we start working towards the objectives, on the lessons and on what they must learn. (...) One should build up the teaching practice from that basis.*
 - P1 (p. 6:297) *Their culture is lost at school, even though they eat their particular types of food at home, even though they speak other languages with their relatives at home, even though they don't celebrate Christmas at home, at school they must do all this because they are supposed to assimilate, and I disagree with that.*
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Teachers as 'Cultural Workers'

- H1 (p. 7:342) *They [Roma children] all should go to speech therapy.*
 - H2 (p. 25:1211) *I am intercultural... (p. 25:1219) To be the water and not the glass, (...) because it is the water that takes the shape of the vase ... If the vase is very long, very large, the water must take that shape, without losing its identity as water*
 - J4 (p. 18:894) *... I should have some sort of training to be able to deal with these situations.*
[In the lack of it] Therefore, I resorted to my sensitivity.
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The Teacher as an 'Intercultural Educator'?

CES: What does s/he do, that so-called intercultural educator? Or what is s/he supposed to do?

- ***P4 – I do not know of anybody in that position. But we all have the duty to do it, whether as teachers or not, I think. Because, in the case we are not teachers, we are parents and are, therefore, intercultural educators, because our children also live in a community which is diverse, and that is very good.***

What does an intercultural educator do? S/he helps her/his pupils to understand and live with the cultural differences which they will find in their surroundings.

The Teacher as an 'Intercultural Educator'?

- O2, 291-293: *I think that an intercultural educator is an educator who could actually teach a student from anywhere in the world. S/he is an expert in various cultures ... an educator of the world.*
 - D1, 17:838- *Well, interculturality, that is a little bit, say, ... at the margins [of the syllabus], isn't it?*
 - D1-*That I find it important, it is obvious. But how should one do it? ... Assessing is very subjective...*
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Teacher Education in the field

- Some teachers recognised that taking up the role of citizenship educators without formal education is risky
 - ... that they mainly rely on their sensitivity and common sense in order to deal with intercultural issues
 - ... that advanced training or postgraduate studies help them deal with controversial issues and avoid individual or subjective approaches
 - ... that teacher development programmes and assessment of teachers' practices were of primary importance
 - ... that their engagement in civic life had an impact on their professional performance
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