

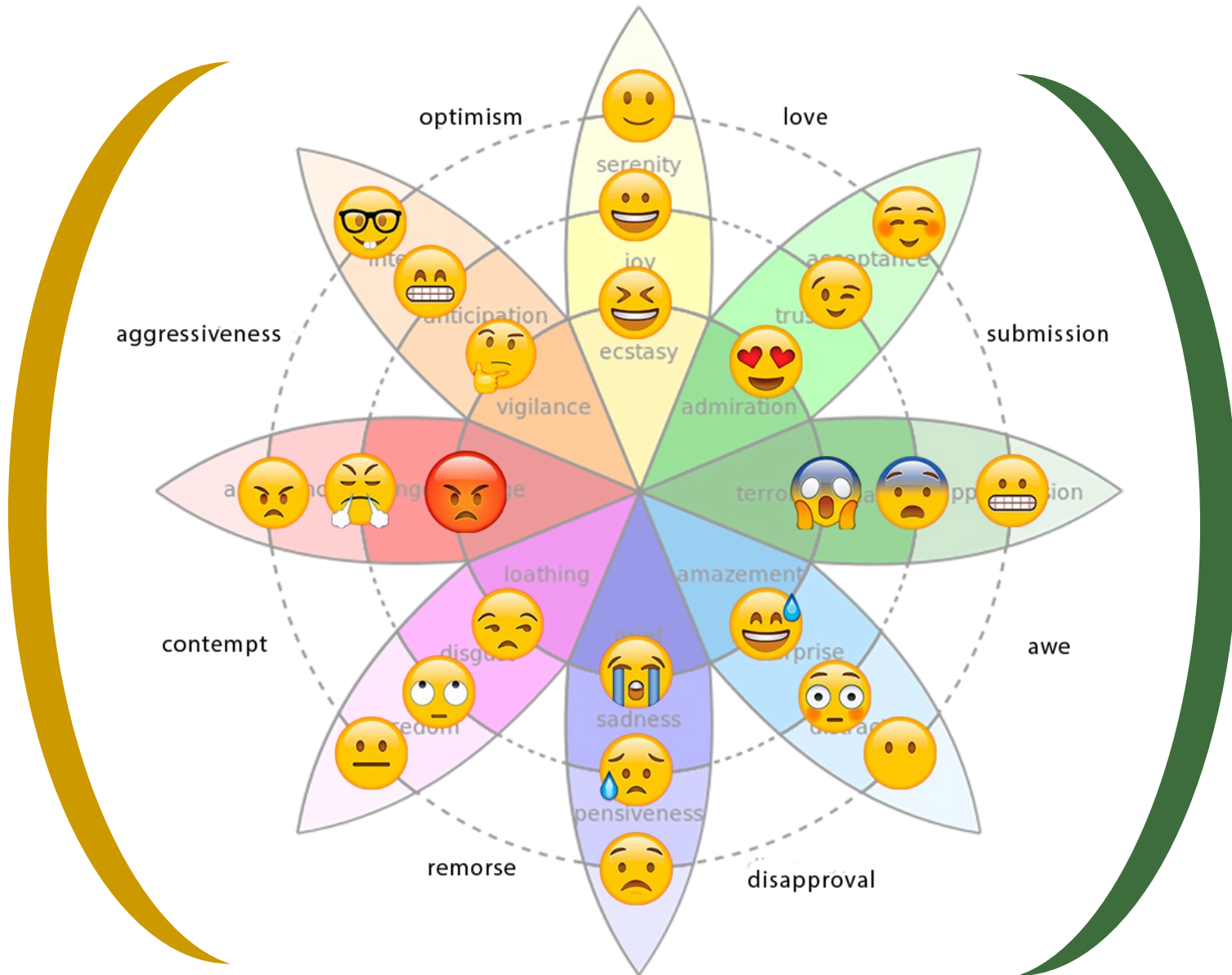


**EDUCATION IN A
CROSS-CULTURAL SETUP**

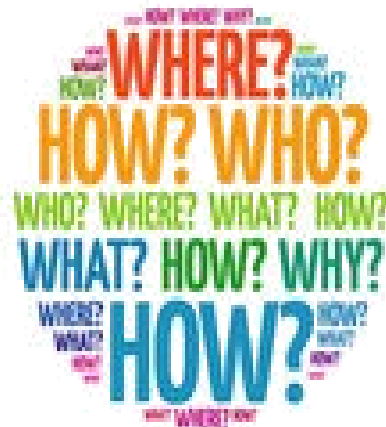
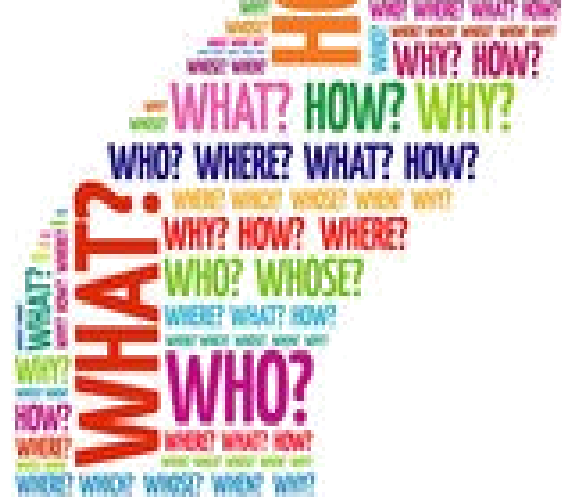


**APURVA TRIPATHI
DIRECTOR OF EDUCATION & RESEARCH
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HOW ARE YOU FEELING?

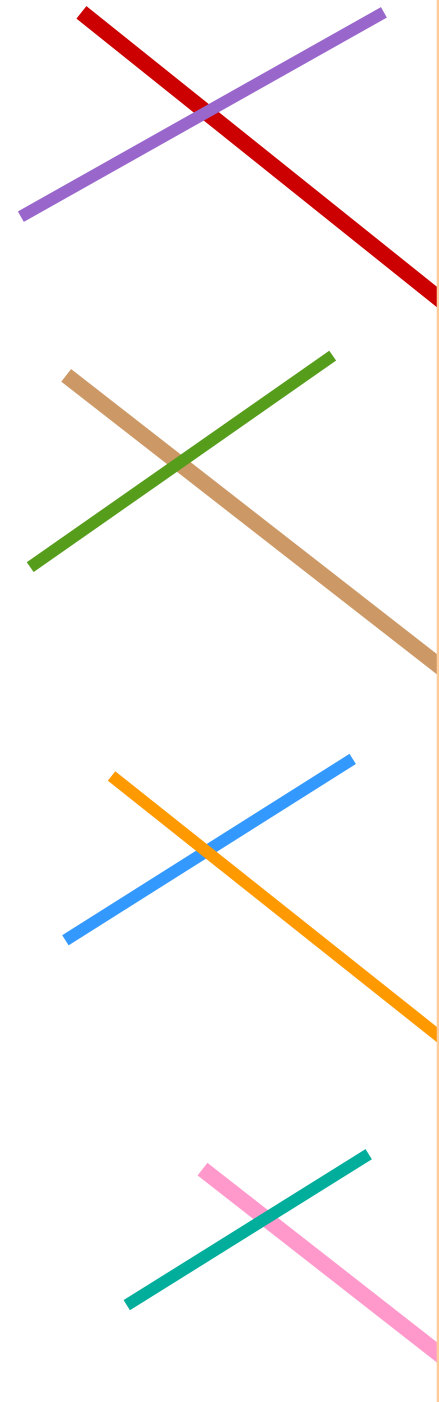


WHY



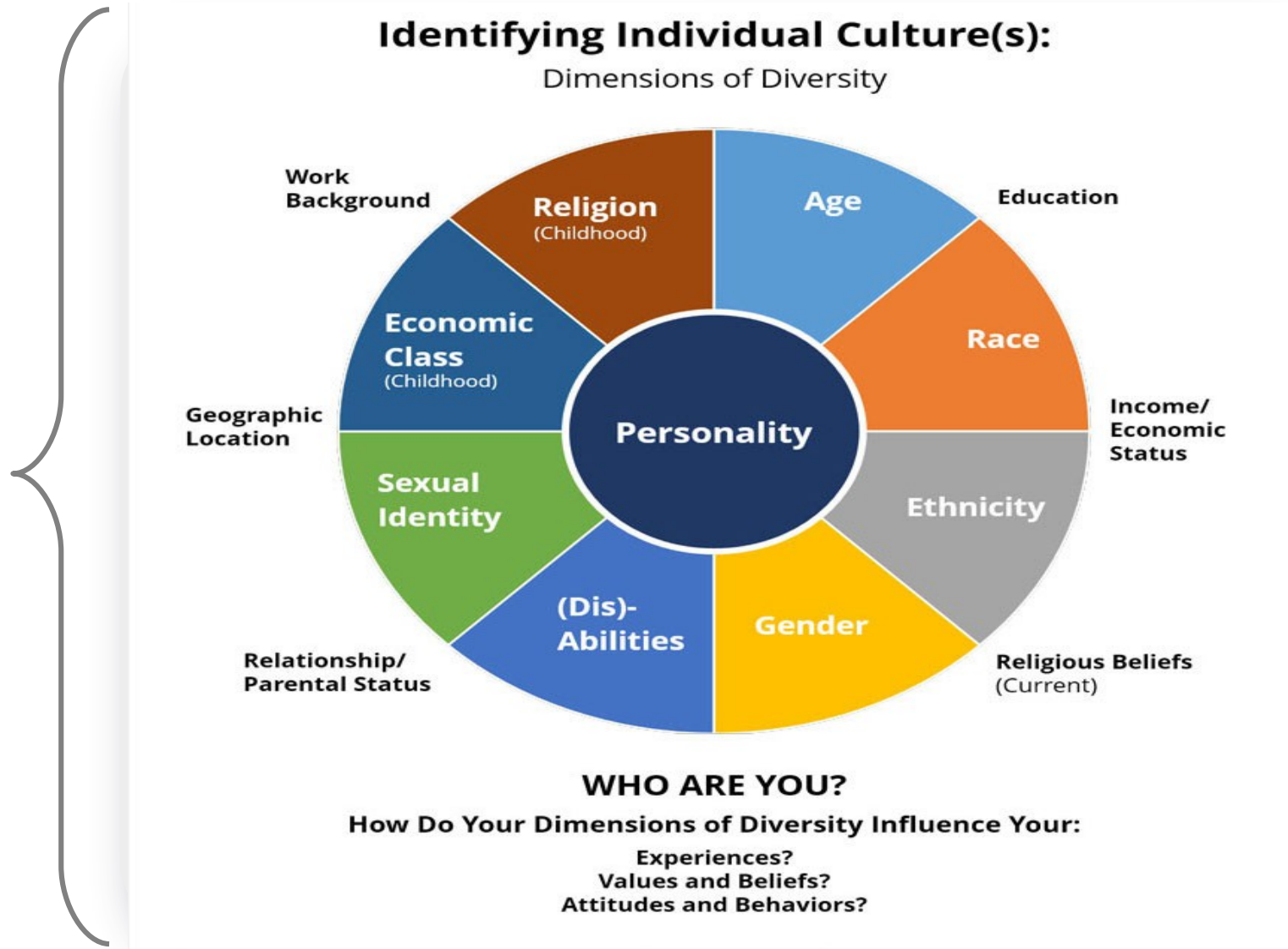


The
Conception of
Intercultural
Education



CULTURE:

WHAT IS IT, AND HOW DOES IT INFLUENCE US?



WHAT IS INTERCULTURAL EDUCATION?

Intercultural education encompasses and supports diversity in all areas of human life. It makes students sensible to the existence of different ways of life, traditions, customs and worldviews

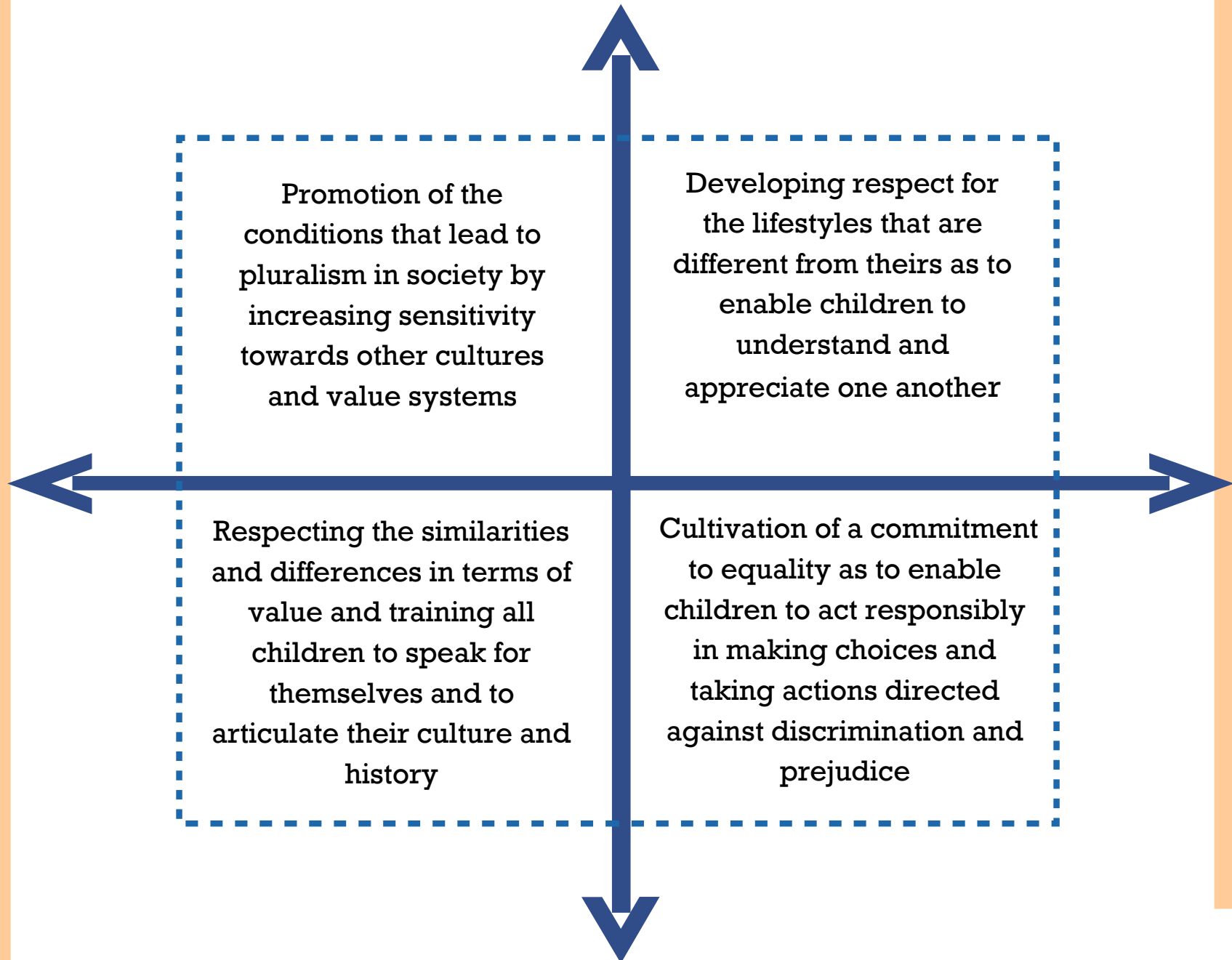
Intercultural education also includes the education for peace, education for development, education for democratic coexistence and education for human rights

Teaching within the intercultural education emphasises on tolerance and respect for others

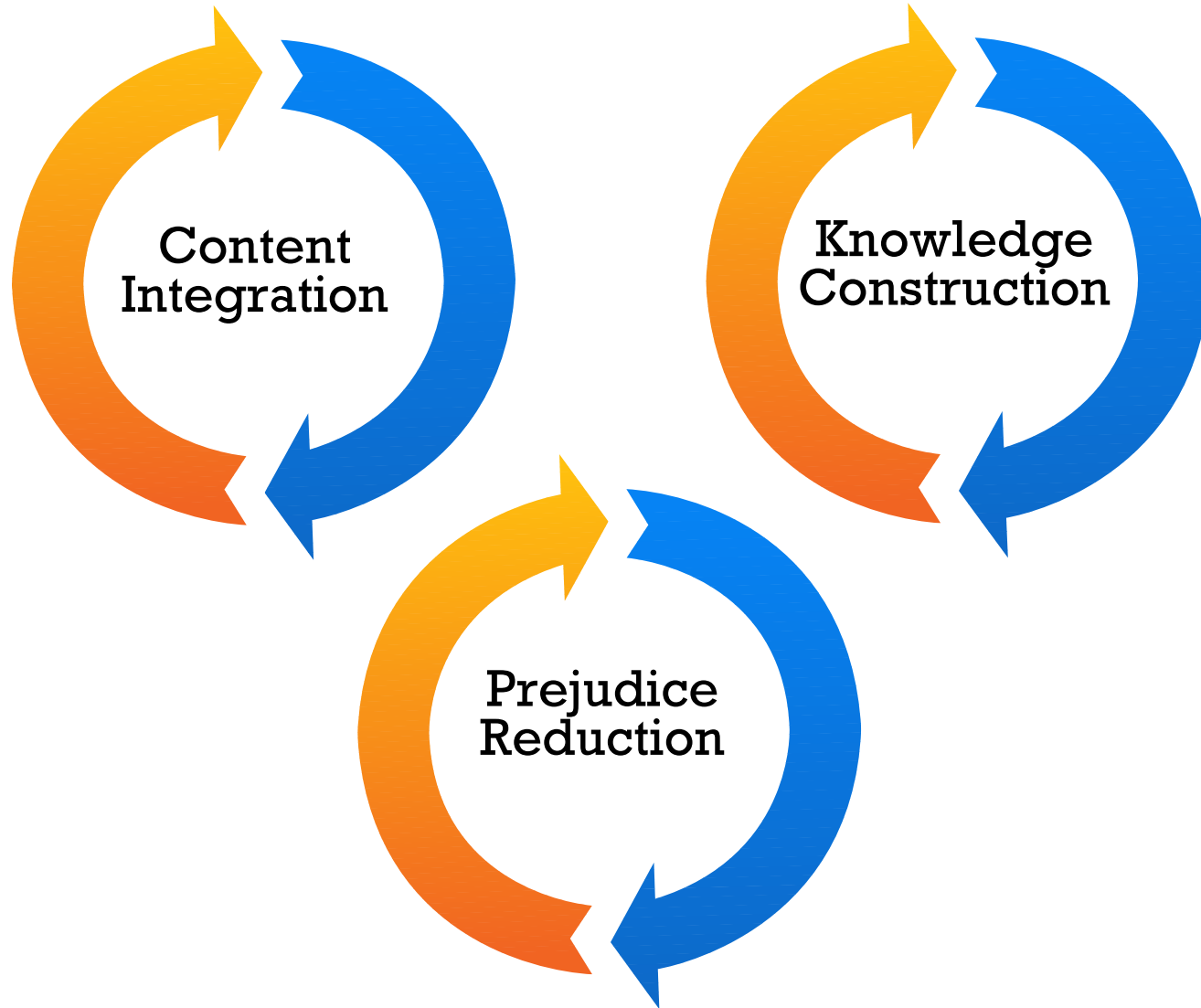
Intercultural education allows children to manage the relationships with others and broadens their range of experience within the multicultural environment

GOALS

OF INTERCULTURAL EDUCATION

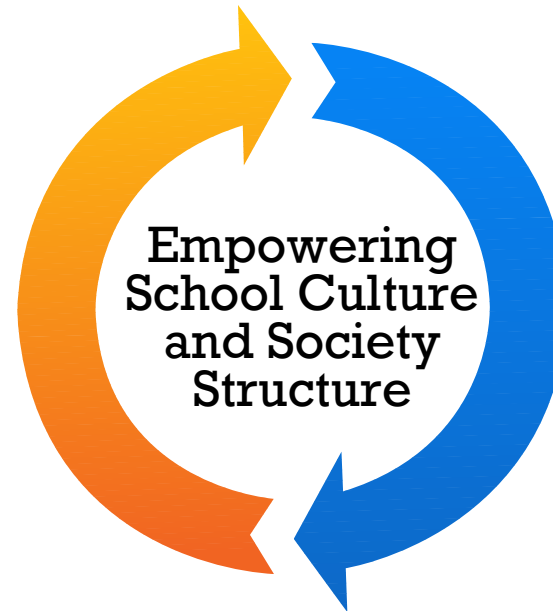
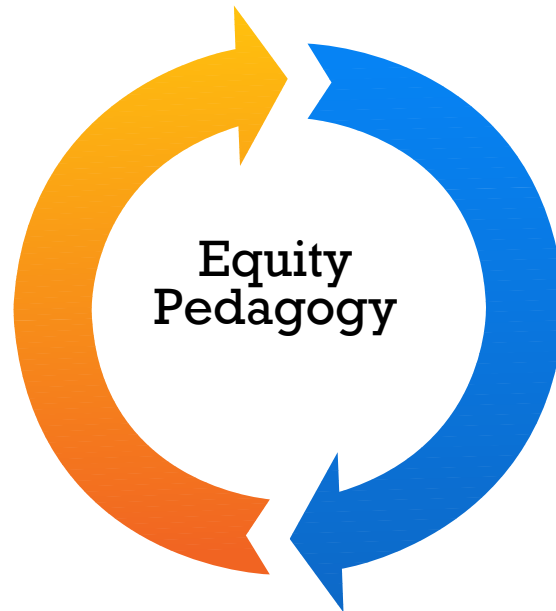


DIMENSION OF INTERCULTURAL EDUCATION

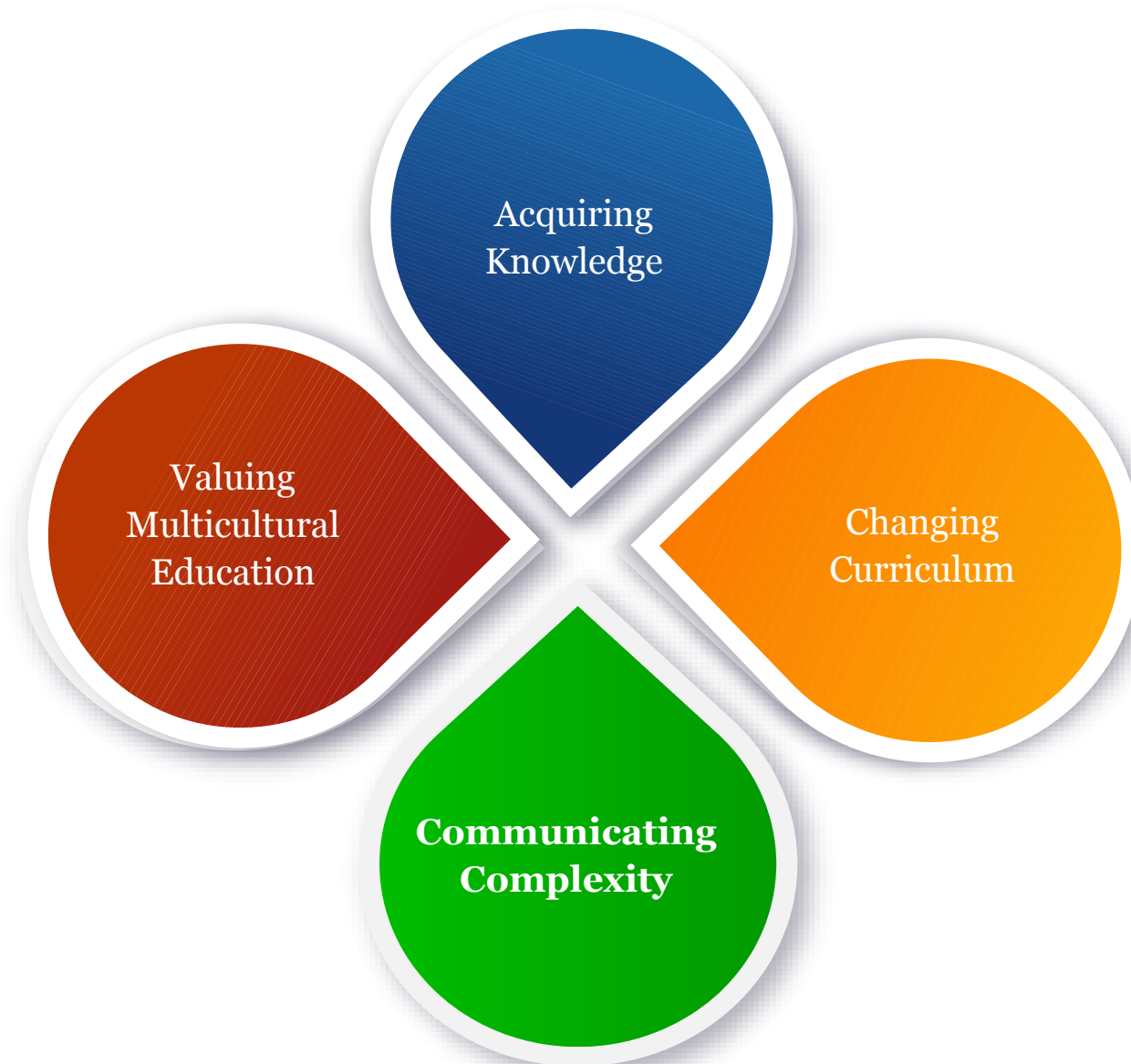



DIMENSION

OF INTERCULTURAL EDUCATION

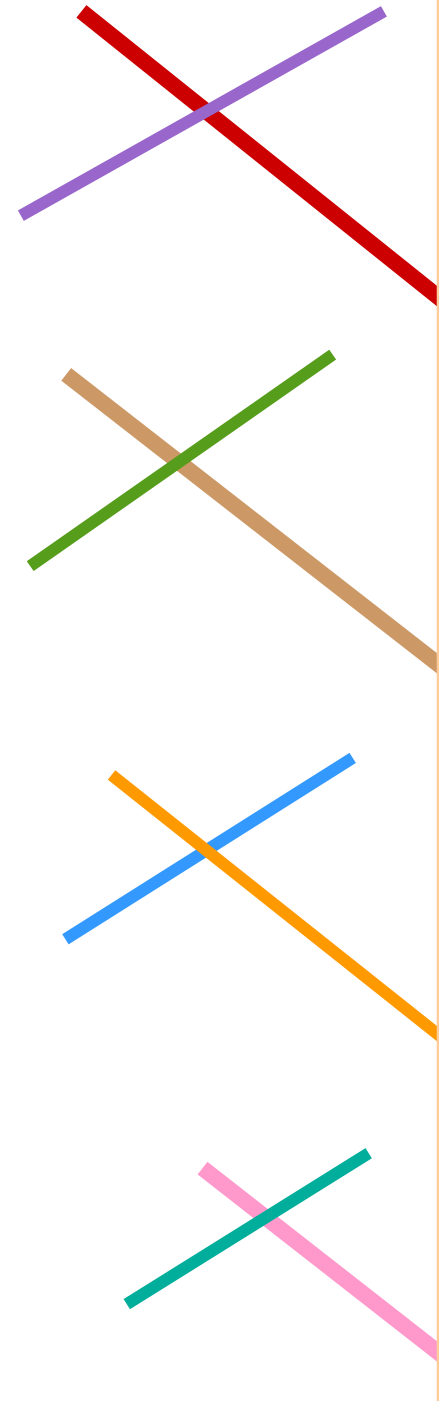


ISSUES & CHALLENGES OF MULTICULTURAL EDUCATION





The Role of
Intercultural
Education in
Fostering
Cross-Cultural
Understanding



BRIEF OUTLINE

- * Intercultural education represents a key factor for **efficient interaction and quality coexistence** of members who culturally differ
- * Today by the development of digital technology the world has become a global village and almost everyone has an **opportunity, most often a necessity**, to establish the communication with culturally different people
- * The educational system must develop **intercultural competence among young people** in order to develop harmonious societal relations
- * The education system as such is the **precondition for quality coexistence** within a nation that has different religious, national, ethnic and linguistic identities

WHAT EXPERTS SAY ?

“ Such education prospects and solutions contributed towards the development of multilingual and multicultural education that emphasizes democratic values, tolerance, unity and mutual respect”
(Banks, 1999).

“ People from other cultures need to train and enable them to be active and effective citizens in society without their alienation from their own culture and language”
(Wong-Fillmore, 2005).

“ The special feature of intercultural education is the formation of attitudes, skills, feelings and ways of relating to culturally different person”
(Perotti (1994).

INTERCULTURAL COMPETENCES

WITHIN THE TEACHING PROCESSES



School cannot remain neutral and cannot ignore ethnic, social, religious and other characteristics of their students and, as well as the apparent diversity of the society



Certainly if intercultural education is restricted only to support diversity it will not give meaningful results but on the contrary it should also develop the conditions for thriving of the diversity



For the sake of cultural acceptance it is necessary not only to know cultures but also to develop sympathy towards them.



To deepen the knowledge about others it is necessarily to explore people in question both as individuals and at as a group.

INTERCULTURAL COMPETENCES

WITHIN THE TEACHING PROCESSES

Multicultural education includes at least three factors

Idea or Concept

- * Incorporates the idea that all students, regardless of their gender, social class, ethnicity, race or any other cultural specificity should have an equal access to learning

Educational Reform Movement

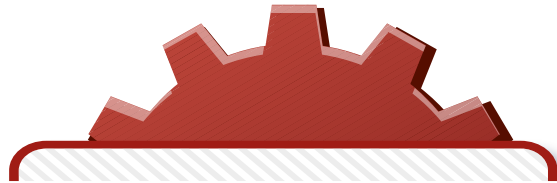
- * Attempts to prepare schools and other educational institutions for all students regardless of their social class, race and ethnicity as to enable them to have an equal chance for success
- * Involves a total change in schools and educational environment and is not limited to changes in the curriculum only

Process

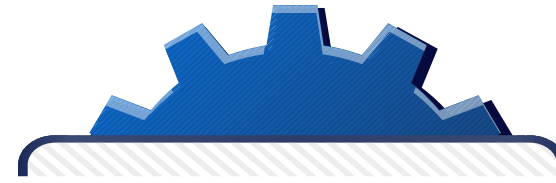
- * Multicultural education is a process whose goal will never be fully realized
- * It is essential to continuously work to increase equality, respect and appreciation within the education settings

INTERCULTURAL COMPETENCES

WITHIN THE TEACHING PROCESSES




- ✓ When working with children, the teacher should keep in mind that young people often try to create identities as they are seen by others
- ✓ A particular care should be taken where there are students of minority cultures
- ✓ People from other cultures need to train and enable them to be active and effective citizens in society without their alienation from their own culture and language



- ✓ If the teacher aims to develop successfully intercultural competence in children he/she is necessary to be familiar with the principles upon which multiculturalism is based
- ✓ Subtle treatment of cultural differences could develop from the stage of denying difference to the stages of perception and acceptance of cultural differences, which Bennett called ethno-relativism

BENNETTS MODEL

OF INTERCULTURAL SENSITIVITY

Development of Intercultural Sensitivity					
Experience of Difference 					
Denial	Defense	Minimization	Acceptance	Adaptation	Integration
Does not consider the existence of cultural difference	One's worldview is polarized into us/them distinctions	Elements of one's own culture are experienced as universal	One's own culture is experienced as one of many equally complex and viable cultures	Ability to shift frames of reference adapt behavior to the cultural context	Internalization of two or more cultures, moving fluently back and forth between cultures
Ethnocentric Stages			Ethnorelative stages		
(J. Bennett, 2009b; M. Bennett, 1993; Paige & Goode, 2009)					

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Thank you

ANY

QUESTIONS?



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