

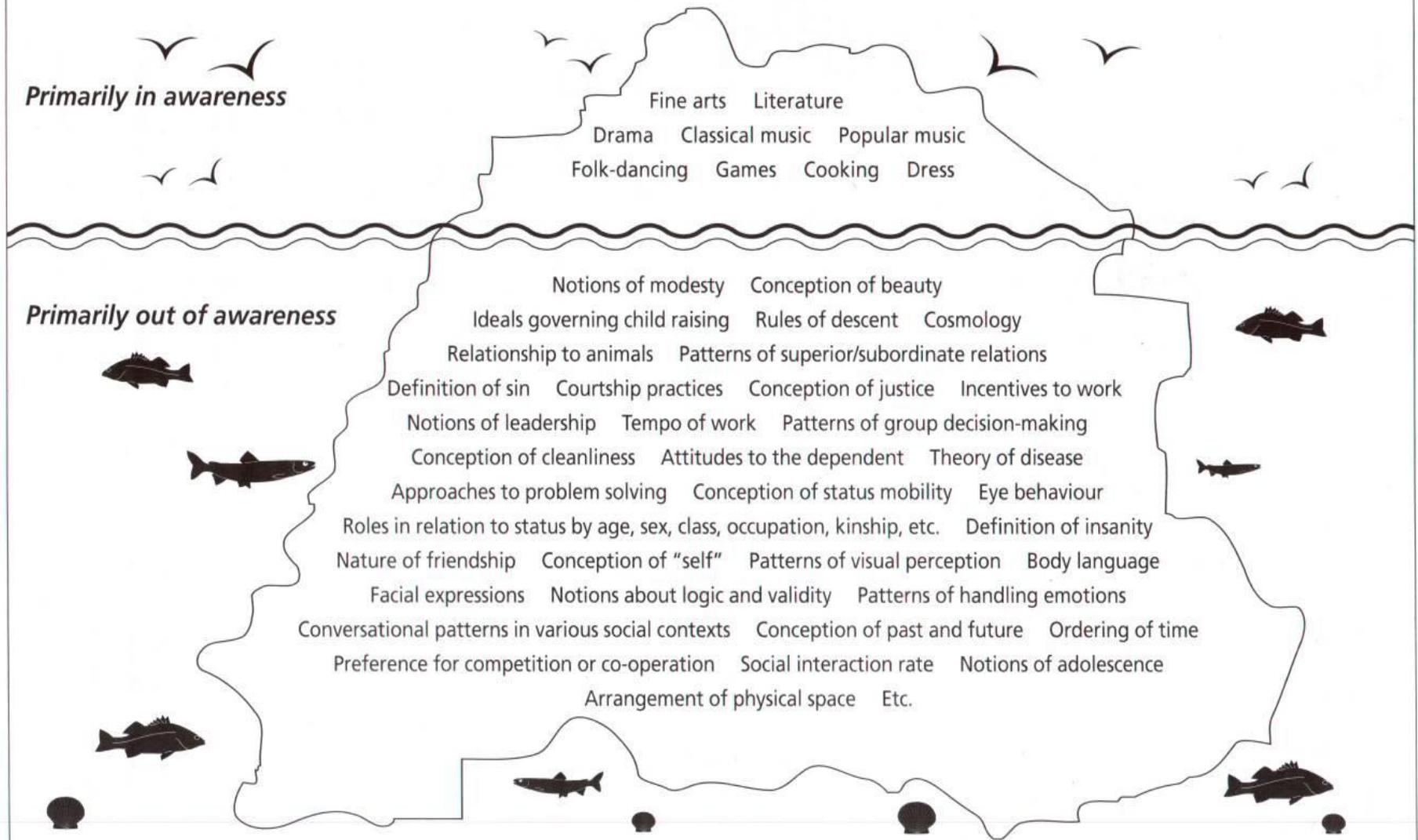


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WHY WE NEED INTERCULTURAL LEARNING

A PEDAGOGICAL APPROACH NOWADAYS SCHOOL SOCIETY

Fig. 1: The iceberg concept of culture



Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984



▶ **MULTICULTURAL SOCIETIES :**

- ▶ Different cultures, national, ethnic, religious groups all living within the same territory BUT not necessarily coming into contact with each other. A society where difference is often viewed negatively and forms a major justification for discrimination. Minorities may be tolerated passively , but not accepted or valued. Even in cases where are legal rights designed to stop such practice the law may not be enforced uniformly

▶ **INTERCULTURAL SOCIETIES :**

- ▶ Different cultures, national groups.... Living together within a territory , maintain open relations of interaction, exchange and mutual recognition of their own and respective values and way of life. We are talking then about a process of active tolerance and the maintenance of equitable relations where everyone has the same importance, where there are no superiors or inferiors, better or worse people



„inter“ expresses the dynamic of the process, the confrontation is a must

- ▶ Cultural relativism: confronting means experience differences - and accept it , but deviation causes insecurity, fear,...
- ▶ Reciprocity: INTER cultural learning can only happen constructively in an atmosphere where exchange is possible. It is always in two(or more) directions, a learning from each other



LEARNING

- ▶ **Formal Learning** is typically provided by an education or training institution and leads to certification. It is structured (in terms of learning objectives, learning time or learning support) and is intentional from the learner's perspective.
- ▶ **Non Formal** is not provided by an education or training institution and typically does not lead to certification. It is, however, both structured and intentional
- ▶ **Informal Learning** is not provided by education and training institutions, does not lead to certification and is not structured. It is the result of daily activities related to work, family or leisure. It may be intentional but in most cases it is not (i.e. incidental/random)..



Fig. 6	Formal Education	Non-Formal Education
Learning methods	The dominance of the vertical relationship between the possessor of the knowledge and the receiver.	Interactive relationship between the learners and the environment surrounding them. <u>“Learning by doing”</u> .
Content	Mostly defined by educational institutions or government.	<u>Chosen by the learner</u> . No definition except concrete experience acquisition.
Orientation	Fact oriented	Process oriented
Control	External/hierarchical	Internal/democratic
Certification	Usually provided at the end of the course as a document certifying the successful completion of the subject.	<u>No mandatory certification</u> ; however, a certifying document may be provided that can later be presented to a formal educational institution or attached to the CV.
Length	Provided with layers: primary, secondary, higher education, etc.	Lifelong learning process
Strong Points	Almost always free and systematized /for more information refer to the “Millennium Development Goals” of the UN, Goal 2/.	Accessible to all with no age limitations and boundaries; inclusive and entertaining.
Weak Points	Not adapted to meet personal needs and interests, at least in primary or secondary education; monotonous to people, especially that of young age; not interactive enough.	<u>Absence of formal recognition</u> ; difficult to assess – it is <u>generally achieved by means of internal evaluations</u> .



LEARNING

- ▶ Only experience is not „learning“ – experience is socialising

It is not structured,
has no defined
aims + objectives

- ▶ Learning happens in a planned process, structured, with defined aims + objectives and a intensive REFLECTION



Concept of Diversity

- ▶ The underlying idea is that “every human being’s individuality contributes to diversity”.
- ▶ Human beings differ in age, social and national background, gender, sexual orientation, physical and mental ability as well as religious belief and worldview. Diversity is a source of creativity and innovation that can provide the potential for future development and competitive advantage.



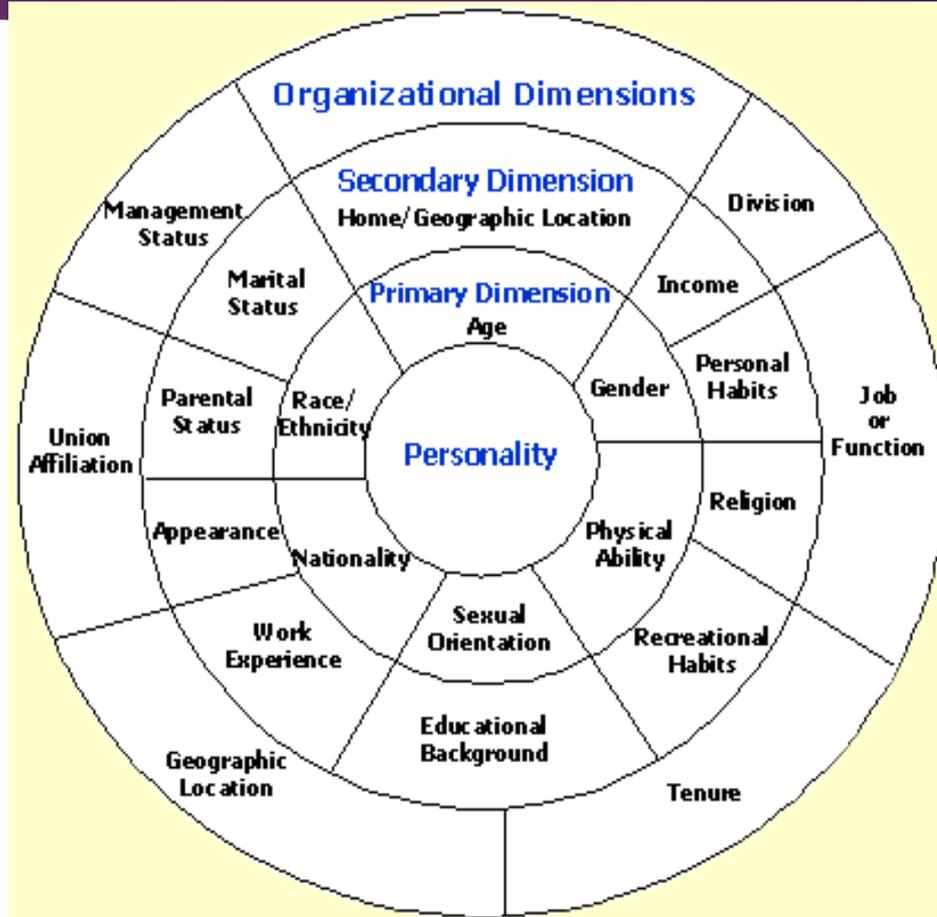
Diversity

Accordingly, the main categories which comprise diversity are as follows:

1. Gender
2. Nationality and Ethnicity
3. Social Class Background
4. Sexual Orientation
5. Age
6. Mental and Physical Capability
7. Religion / Worldview



Diversity





The Power of Perspective

- ▶ **Not all sets of lenses or glasses are alike**





The Power of Perspective

Remember that we all see the world differently because

- ▶ –We all have different information
- ▶ –We are all influenced by different past experiences
- ▶ –We all reach different conclusions based on our own information and experiences



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Stages of Intercultural Learning

Ethnocentrism

Ethnorelativism

Denial

Integration

Defense

Adaptation

Minimization

Acceptance

Creativity and interculturality – Harness the power of creativity through intercultural exchange in the classroom!