



MULTICULTURALISM AND EDUCATION

PANEL DISCUSSION 1.2: *Educating culturally different,
environmentally responsible and globally aware citizens*

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2 IDEAS

- **MULTICULTURALISM LIMITS**
- **GLOBAL CITIZENSHIP EDUCATION**

RELATIONSHIP BETWEEN CULTURES:

- MONOCULTURALISM: **CULTURAL UNIVERSALISM (1)**
- PLURICULTURALISM OR INTERCULTURALISM: .
 - CULTURAL RELATIVISM (2)**
 - MULTICULTURALISM (3)**

- **MULTICULTURALISM: BASIC COMMON OR UNIVERSAL VALUES**
- **WHY COMMON VALUES?** BECAUSE GROUP IDENTITIES ARE NOT NATURAL CATEGORIES (NOT INNATE BUT LEARNED)
- **WHY PARTIAL COMMON CULTURE?** BECAUSE OF THE NEEDS OF SOCIAL COEXISTENCE IN THE SAME SPACE

MULTICULTURALISM LIMITS OR CORE VALUES

- WESTERN CONCEPT OF **DEMOCRACY, POLITICAL EXPRESSION FREEDOM...**
- **DUE PROCESS OF LAW**
- **RELIGIOUS FREEDOM**
- **PREJUDICES OF RACE, SEXUAL OPTION OR AGE**
- **GENDER EQUALITY**
- **BETTER ECONOMIC EQUALITY (TO ASSURE HEALTH, LIFE MAINTENANCE ETC)**
- **SUSTAINABLE CONSUMPTION**
- **ENVIRONMENTAL PROTECTION**
- **CULTURAL DIVERSITY AND MINORITIES**
- **PEACE AND NON-VIOLENCE**

- **“Beutelsbach Consensus” (1976)**, second principle: “matters which are controversial in intellectual and political affairs must also be taught as controversial in educational instruction.”

GLOBAL CITIZENSHIP (AS A MULTICULTURAL IDEA)

- **GLOBAL IDENTITY (WEATHERSBY, 1992)**
- **COSMOPOLITANISM (APPIAH, 2006)**
- **WORLD CITIZENSHIP (GIBSON, 2008)**
- **PLANETARY CITIZENSHIP (HAIGH, 2008)**

GLOBAL CITIZENSHIP

- REFERS TO A SENSE OF BELONGING TO A BROADER COMMUNITY AND COMMON HUMANITY
- IS DEFINED AS "AWARENESS, CARING, AND EMBRACING CULTURAL DIVERSITY WHILE PROMOTING SOCIAL JUSTICE AND SUSTAINABILITY, COUPLED WITH A SENSE OF RESPONSIBILITY TO ACT" (REYSEN & KATZARSKA-MILLER, 2013)
- *"Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected."*
Ban Ki-moon, UN Secretary-General

GLOBAL CITIZENSHIP EDUCATION (GCED)

- **1974, UNESCO:** RECOMMENDATION CONCERNING EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS
- **1995, UNESCO:** DECLARATION AND INTEGRATED FRAMEWORK OF ACTION ON EDUCATION FOR PEACE, HUMAN RIGHTS AND DEMOCRACY
- **2012, UN SECRETARY-GENERAL'S GLOBAL EDUCATION FIRST INITIATIVE (GEFI)**
- **2013, UNESCO:** FIRST UNESCO FORUM ON GLOBAL CITIZENSHIP EDUCATION (BANGKOK) – BETWEEN 8 KEY GOALS FOR 2014-2021
- **2014, UNESCO:** GLOBAL CITIZENSHIP EDUCATION: PREPARING LEARNERS FOR THE CHALLENGES OF THE 21ST CENTURY
- **2015, UNESCO:** GLOBAL CITIZENSHIP EDUCATION: TOPICS AND LEARNING OBJECTIVES

- Chapter 36 of *Agenda 21* emphasizes the role of education.
- Ten years after the conference (in 2002), upon the recommendation by the *World Summit for Sustainable Development* in Johannesburg, the UN General Assembly agreed to proclaim the **world decade of “Education for sustainable Development/ESD)”** from **2005–2014**.

GLOBAL CITIZENSHIP EDUCATION (GCED)

- **PEACE EDUCATION**
- **INTERCULTURAL LEARNING**
- **GLOBAL EDUCATION**
- **CITIZENSHIP EDUCATION**
- **DEVELOPMENT EDUCATION**
- **HUMAN RIGHTS EDUCATION**
- **EDUCATION FOR SUSTAINABILITY**

THE NORTH-SOUTH CENTRE OF THE COUNCIL OF EUROPE – DEFINITION OF “GLOBAL EDUCATION”

- **is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all**

GCED: FEATURES

- **multifaceted approach**
- **lifelong learning perspective**
- **beginning from early childhood and continuing through all levels of education and into adulthood**
- **requiring both 'formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation'**

**Global Citizenship Education:
Topics and learning objectives
(TLOs)**

**Contextualization of TLOs at
country level by national and
local stakeholders**

**Detailed and concrete
context-specific guidance
developed and capacity issues
addressed**

**Implementation and use by
education practitioners at
various levels (e.g. national,
provincial, schools)**

- **Pre-primary & lower primary (5-9 years)**
- **Upper primary (9-12 years)**
- **Lower secondary (12-15 years)**
- **Upper secondary (15-18+ years)**

- **PROGRESSIVE CRITICAL ANALYSIS**
- **HIGH EDUCATION: LEARNING PROMOTION AND ACTION EFFECTIVENESS**



Organisation for Economic Co-operation
and Development

OECD Programme for International Student Assessment (PISA)

PISA 2018 assessment

- ***Global competence*** is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development

Why do we need global competence?

- **To live harmoniously in multicultural communities**
- **To thrive in a changing labour market**
- **To use media platforms effectively and responsibly**
- **To support the Sustainable Development Goals**



- HERBERT G. **WELLS**: "OUR TRUE NATIONALITY IS MANKIND"
- **MONTESQUIEU**: "I AM A CITIZEN OF HUMANITY FIRST AND BY NECESSITY, AND A CITIZEN OF FRANCE SECOND, AND ONLY BY ACCIDENT"

Vasudhaiva Kutumbakam

"the world is one family"