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# EU PRACTICES OF INTERCULTURAL DIALOG IN EDUCATION

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# INTERCULTURAL

- " Who says intercultural necessarily says, if he gives full meaning to the prefix inter-interaction, exchange, openness, reciprocity, objective solidarity. It also says, giving its full meaning to the term culture, recognition of the values, ways of life, symbolic representations to which human beings, individuals and societies, refer in their relations with each other and in their understanding of the world, recognition of their diversity, recognition of the interactions that take place from time to time between the multiple registers of the same culture and between different cultures, in space and time' (Unesco, 1980).

# UNESCO COSTITUTIVE ACT

- The Governments of the Member States of the present Convention, in the name of their peoples, declare:
- [...] - that the mutual incomprehension of peoples has throughout history been the source of suspicion and mistrust between nations, as a result of which disagreements have too often degenerated into war.
- [...] - that a peace based exclusively on economic and political agreements between Governments would not gather the unanimous, lasting and sincere consent of peoples and that, consequently, said peace must be founded on the intellectual and moral solidarity of mankind."



# MULTICULTURAL OR INTERCULTURAL

- According to Professor Otto Filtzinger's definition, multiculturalism is the characteristic of a verifiable social situation. It is the coexistence of people from and socialised in different cultural contexts. Whereas interculturality is a prescriptive category.



- Authors such as Hohmann, Essinger and Graf describe multiculturalism as the coexistence of different cultures and the control and regulation of them. Interculturality, on the other hand, is characterised by the interactive integration of these cultures.



# MULTICULTURAL OR INTERCULTURAL

- Multiculturality is both a state and a fact, the result of migratory flows and encounters between cultures. Interculturality, on the other hand, is an intentional educational process, which must be designed by educators to meet the educational needs of today's society....
- Multiculturality does not necessarily presuppose the activation of moments of contact, acculturation and exchange between cultures. It is a descriptive typology, which is limited to verifying the presence in a given territory or social institution of different cultures



- ...using the words of Surian (1998) multiculturalism is a descriptive, analytical, historical, sociological category, while interculturalism is a prescriptive, programmatic, political, pedagogical category.



# INTERCULTURAL EDUCATION

- Claude Claret defined intercultural education as 'the set of processes - psychological, relational, group, institutional - generated by the interactions of cultures, in a relationship of reciprocal exchanges and in a perspective of safeguarding a relative cultural identity of the participants in the relationships'.



# THE AIM OF INTERCULTURAL EDUCATION

- "is outlined as promoting the capacity for constructive coexistence in a multifaceted cultural and social fabric. It entails not only the acceptance and respect of diversity, but also the recognition of cultural identity, in the daily search for dialogue, understanding and cooperation, in a perspective of mutual enrichment'.



# 'GUIDELINES ON INTERCULTURAL EDUCATION

2007 'Guidelines on Intercultural Education', which set out three fundamental principles:

1. Intercultural Education respects the learner's cultural identity through a culturally appropriate and responsive didactic offer, from the perspective of education for all.
2. Intercultural Education provides each learner with the cultural knowledge, interpretative capacity and skills necessary to achieve full and active participation in social life.
3. Intercultural Education provides all the tools of knowledge, optics and competence to ensure respect, understanding and solidarity among people, ethnicities, societies, cultural and religious groups and nations.



# SOME SENTENCIES FROM WHITE PAPER ON INTERCULTURAL DIALOGUE

- The White Paper on Intercultural Dialogue, supports strongly, on behalf of the governments of the 47 member states of the Council of Europe that our common future depends on our ability to protect and develop the human rights enshrined in the European Convention on Human Rights, such as democracy and the rule of law, and to promote mutual understanding. The idea put forward is that the intercultural approach offers a model for managing cultural diversity that is open to the future, by proposing a conception based on the human dignity of each person (and on the idea of a common humanity and a common destiny). If we are to build a European identity, this identity must be based on shared fundamental values, respect for our common heritage, cultural diversity common heritage, on cultural diversity and on respect for the dignity of all.



# WHITE PAPER ON INTERCULTURAL DIALOGUE

- The White Paper on Intercultural Dialogue, which generally takes up the terminology developed by the Council of Europe and other international bodies, prescribes that need to be defined.
- In this White Paper- In this White Paper, intercultural dialogue is an open, respectful and mutually based on mutual understanding, between individuals and groups with ethnic origins and different ethnic, cultural, religious and linguistic heritage
- It takes place at all levels - within societies, between societies and between Europe and the rest of the world;
- - communitarianism (like 'assimilationism') indicates a specific political approach (see section 3), whereas the terms multiculturalism and cultural diversity translate the empirical existence of different cultures and their ability to interact in a specific space and within a specific social organisation determined



- - social cohesion, as defined by the Council of Europe, indicates the capacity of a society to ensure the well-being of all its members, reducing differences to a minimum and avoiding polarisations. A cohesive society is a interconnected community of free individuals who pursue these common goals by democratic means;
- - the stakeholders are the people and minority or majority groups involved in intercultural dialogue who play an important role in this area, in particular, those responsible for public power and levels



- ...
- - local and regional authorities, civil society organisations, migrant communities and religious communities, cultural and information organisations, journalists and partners.
  - - public authorities include the government of the country, political and administrative bodies at local, regional and central level. It is a term that covers municipal councils and other local authorities as well as natural or legal persons under private law that perform public duties or exercise administrative power;



- integration (social integration, inclusion) means a two-way process and the attitude of people to live together, with full respect for individual dignity, the common good, pluralism and diversity, non-violence and non-violence and solidarity, as well as their ability to participate in social, cultural, economic and political life. The term covers all aspects of social development and all policies. Integration requires the weak and, at the same time, to be able to enjoy the right to be diverse, to create and innovate . Effective integration policies are necessary for immigrants to fully participate in the life of the host country. Immigrants, like any other person, must comply with laws and respect the fundamental values of European societies and their cultural heritage. Integration strategies must nevertheless integrate immigrants, like any other person, must comply with the law and respect the fundamental values of European societies and their cultural heritage. political and cultural aspects, respect the dignity of immigrants, their distinct identify their distinct identity, and take this into account when developing policies.



- positive measures, designed to redress inequalities linked to racial or ethnic origin, gender or other protected characteristics of an individual, are aimed at promoting full and effective equality and the enjoyment and exercise of human rights under conditions of equality



- ...
- Intercultural dialogue can only develop in the presence of specific conditions. The White Paper explains that, in order to advance the intercultural dialogue, it is necessary to adapt the democratic governance of cultural diversity; strengthen democratic citizenship and participation; teach citizenship and participation; teach and develop intercultural competences; creating spaces for intercultural dialogue or extending existing ones; and finally, to provide intercultural dialogue with an international dimension.



# WHITE PAPER DEFINITION

- intercultural dialogue means a process of open and respectful exchange of views between people and groups of different ethnic, cultural, religious and different ethnic, cultural, religious and linguistic backgrounds and traditions in a spirit of mutual understanding and respect.
- The freedom and ability to express oneself, the willingness and ability to listen to what others have to say, are essential elements of this.
- . Intercultural dialogue contributes to political, social, cultural and economic ; cultural and economic integration and the cohesion of culturally diverse societies.
- It promotes equality, human dignity and the feeling of sharing common goals
- Intercultural dialogue is aimed at achieving a better understanding of different customs and worldviews, to strengthen cooperation and participation (or the freedom to operate).cooperation and participation (or the freedom to make choices), to enable people to develop and transform themselves and, finally, to enable people to make choices, to promote tolerance and respect for others.



2016

- The role of intercultural dialogue, cultural diversity and education in promoting of the fundamental values of the EU
- European Parliament resolution of 19 January 2016 on the role of intercultural dialogue, cultural diversity and education in promoting the EU's fundamental values (2015/2139(INI))



## ART.41

- . Calls on the Commission and the Council to adopt intercultural dialogue as a strong and committed political objective of the EU and thus to ensure EU support through various policy measures, initiatives and funding, including intercultural dialogue with third countries, in particular, fragile countries;



# ART 42

- Encourages the Commission and the Member States to give further priority to initiatives aimed at supporting cultural diversity, intercultural dialogue and education and to make full use of EU financial instruments, programmes and initiatives such as Erasmus+, Europe for Citizens, Creative Europe and Horizon 2020, the instruments of the EU's neighborhood policy and EU external relations, and bodies such as the European Union Agency for Fundamental Rights, aimed at promote and support intercultural dialogue and cultural diversity in Europe, its neighborhood and other regions of the world; and regions of the world;



## ART 43

- Stresses the richness of European artistic production in terms of its contribution to cultural diversity as well as its role in disseminating the values of the European Union and encouraging European citizens to develop their critical spirit;