



What is Multicultural//Intercultural Education?

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Institutionalizing a philosophy of cultural pluralism within the educational system that is grounded in principles of equality, mutual respect, acceptance and understanding, and moral commitment to social justice.

Brentice Baptiste, 1979

An education free of inherited biases, with freedom to explore other perspectives and cultures, inspired by the goal of making children sensitive to the plurality of the ways of life, different modes of analyzing experiences and ideas, and ways of looking at history found throughout the world

Bhikhu Parekh, 1986

An approach to teaching and learning based upon democratic values that foster cultural pluralism; in its most comprehensive form, it is a commitment to achieving educational equality, developing curricula that builds understanding about ethnic groups, and combating oppressive practices.

Milton Bennett, 1990

A type of education that is concerned with various groups in society that are victims of discrimination and assaults because of their unique cultural characteristics (ethnic, racial, linguistic, gender, etc.); it includes studying such key concepts as prejudice, identity, conflicts, and alienation, and modifying school practices and policies to reflect an appreciation for ethnic diversity.

Multicultural education deals with ideas, reforms and programs aiming at providing equitable learning opportunities for students of diverse socio-cultural backgrounds in a socially just society.

James A. Banks, 2004

Comprehensive school reform and basic education for all students that challenges all forms of discrimination, permeates instruction and interpersonal relations in the classroom, and advances the democratic principles of social justice.

Sonia Nieto, 1992

Interkulturelle Pädagogik muß sich an an zwei Leitmotiven orientieren:

Erstens am Motiv der **Gleichheit** - Gleichheit der Rechte, Gleichheit der Bildungs- und Sozialchancen, zweitens am Motiv der **Anerkennung**. Dies meint die Anerkennung von Lebensformen, kulturellen Symbolen, Überzeugungen, die für das Selbstverständnis anderer bedeutsam sind. Pädagogik kann nicht Gleichheit herstellen, aber sie kann und muss Ungleichheit, d. h. auch "strukturellen Rassismus" bewusst machen.

Georg Auernheimer, 2003

1. A multicultural education policy statement sanctions and supports diversity.
2. The staff has positive attitudes and expectations toward diverse students.
3. The school staff reflects ethnic and cultural diversity.
4. The curriculum is transformational and action-focused and reflects diversity.
5. Parent participation provides an important context for teaching and a link with student personal/cultural knowledge.
6. Teaching strategies are constructivist, personalized, empowering, and participatory.
7. Teaching materials present diverse racial, ethnic, and cultural perspectives on events, concepts, and issues.
8. Each program component is monitored on a continuing basis.

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Model 1: the contribution approach

teaching about contributions of culturally different groups and individuals.

Model 2: the additive approach,

in which multicultural lessons and units of study are supplements or appendages to existing curricula.

Model 3: the transformation approach

in which the basic nature of curriculum and instruction are changed to reflect the perspective and experiences of diverse cultural, ethnic and social groups.

Model 4: the social action approach

teaches students how to clarify their ethnic and cultural values, and to engage in socio political action for greater equality, freedom, and justice for everyone.