Teaching Intercultural Citizenship and Historical Thinking

Innovate ways to support the professional development of teachers

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• More than 40 international professional capacity-building and over 200 national and regional professional capacity-building courses across Europe and beyond.

• 48 Independent Member Associations of History and Citizenship Educators and 22 Associated Members from 47 countries

Educators work on a joint publication “Cultures in Transition” in Armenia, Azerbaijan, Georgia, Moldova and Ukraine. (2014)
Handbook on Intercultural Citizenship Education

- An initiative started in the wake of the Arab uprisings.
- A collaborative by authors from Belgium/Italy, Israel/Palestine, Lebanon, Morocco, The Netherlands, Turkey, Tunisia, Palestine, Portugal and Spain.
- Is currently being designed and translated for publication in Arab, English and French.
Point of departure

• Interacting with people from a different cultural background than our own is a part of everyday life.
• It can be enriching, but also challenging to understand people from other cultures as beliefs, values and behaviours differ.
• The global issues that humanity faces today make it necessary to negotiate these differences and work together to solve these issues.
The aim of intercultural citizenship education

**Negative** interaction on the basis of **inequality**

- Negative behaviors towards
- Opposing to
- Misunderstanding of
- Negative attitudes towards
- Negative interest in

**Positive** interaction on the basis of **equality**

- Positive behavior towards
- Identifying with
- Understanding of
- Positive attitudes towards
- Positive interest in

**taking into account diversity in**

- ethnicity
- language
- age
- religion
- the environment
- family
- beliefs
- gender
- culture
- health
- history
- behavior
- citizenship
A fundamental question for these encounters

How should we treat each other even when there are fundamental differences between us and we disagree with each other about many things that we hold to be important?
Dignity. All people have an equal entitlement to respect because of their humanity rather than because of their importance, status or wealth.

Reciprocity. Treating someone else in the same way as one would wish to be treated.

Fairness. A way of making decisions or passing judgment impartially, without discriminating between people who are equally deserving or in need and without knowing whether the outcome will be to one’s own benefit.

Toleration. The degree to which we accept the right of others to express alternative ideas and opinions which we may disapprove of, without attempting to force them to change their point of view.

Freedom. To be able to take action for oneself and others and to make choices between real and realistic alternatives without being coerced.

Respect for Reasoning. A willingness to give reasons why one holds a particular point of view and to give reasoned explanations for one’s actions, and also to expect others to do the same.

Respect for Truth. A willingness to be honest and truthful in our dealings with others and to expect the same truth and honesty from them unless they give us good cause to doubt them.

R. Stradling and C. Rowe, Handbook on Values for Life in A Democracy (Council of Europe, 2009)
Gathering practice from peers

Educators from the Euro-Med give feedback to the authors during the Third Alexandria Education Convention (7–10 June 2014)
Exchange trips and school linking projects considered most suited for intercultural citizenship education
Prepare and become aware of preconceptions

- Learn about these cultures before engaging in the teaching process
- Learn about the political backgrounds of newspapers, TV programmes, etc.

The culture that we can see is only the top of the iceberg.
Support meaningful encounters

- Students that have a different opinion should feel save to express themselves.

- Facial expressions, body talks, pictures, images, etc. can help to exchange information.

- It is important to build trust between communities.

One of the practical case stories included in the handbook is Radio Jojo, an organisation that empowers young people to make their own quality radio programmes.
Post-visit

- Work together across disciplines to allow for more depth in the follow up.
- Discuss which perceptions changed because of the exchange, also in the light of the context at home.
- Give voice to the others engaged in the intercultural encounter, if needed using digital means.

The Autobiography is a tool to learn from intercultural encounters through face-to-face encounters and visual media.
EUROCLIO’s Vision on High Quality History, Heritage and Citizenship Education

It does **not** attempt to transmit a **single truth** about the past.

It recognises that its significance is related to **current** experiences and challenges.

It embraces cultural, religious and **linguistic diversity**.

It introduces **global perspectives**

It raises awareness on the fact that the past is **perceived differently**.

Selected Principles from the Manifest on High-Quality History, Heritage and Citizenship Education, adopted by the EUROCLIO General Assembly in 2014, Background Image: M.C. Escher, Relativity, 1953
It uses “history around us” as a powerful way to convey a vivid understanding of the past.

Trafalgar square in London is named after the Battle of Trafalgar, the 1805 British naval victory of the Napoleonic Wars over France and Spain. The Column is dedicated to Admiral Horatio Nelson, who died at the Battle. Several other statues honour kings and military leaders.
It uses “history around us” as a powerful way to convey a vivid understanding of the past

http://www.historypin.org/map/#!/geo:51.508039,-0.128069/zoom:17/fs/dialog:263598/tab:details/
It uses “history around us” as a powerful way to convey a vivid understanding of the past

What are these?
Sarajevo Roses represent locations where grenades fell during the 1992-1995 war. These grenades left heart-shaped prints.

What does the red colour represent?
How do people treat Sarajevo Roses?
Do the memories remain?

Memory Walk YouTube Channel https://www.youtube.com/watch?v=cbZLMMrJJfEw
Recognize that its significance is related to current experiences and challenges

Engage with youth (organisations) to find out what brought them to the streets (recently).

An inquiry by Bjørn Thomassen - Research - Roskilde University

Youth protesting on Puerta del Sol, Madrid, May 17th 2010
Main points

• There are opportunities for cross-border cooperation in education.

• These opportunities allow for intercultural encounters, which are essential for high-quality teaching.

• To facilitate these encounters educators need competences in engaging and managing differences.

• To make best use of these opportunities (the place, the people) takes time, but it is effort well spend.
References

• Anne Frank Foundation, Memory Walk YouTube Channel (ongoing)
• Anna Lindh Foundation, Handbook on Intercultural Citizenship Education, 2015
• Council of Europe, Autobiography of Intercultural Encounters, 2014
• Council of Europe, Handbook for Values for Life in a Democracy, 2009
• EUROCLIO, Manifesto for High-Quality History, Heritage and Citizenship Education, 2014
• HistoryPin, A global community collaborating around history (ongoing)
• Radijojo, World children’s media network (ongoing).