**Intercultural vs. Multicultural Education:**

***The End of Rivalries?***

**University of Helsinki,**

**Finland (Europe):**

**29-30.8.2013**



Address: Siltavuorenpenger 5 A, Department of Teacher Education

Helsinki

(**Map**: <http://goo.gl/d8ZqA>)

About the Conference

‘When I use a word,’ Humpty Dumpty said, in rather a scornful tone, ‘it means just what I choose it to mean – neither more nor less.’

‘The question is,’ said Alice, ‘whether you can make words mean so many different things.’

‘The question is,’ said Humpty Dumpty, ‘which is to be master – that’s all.’

Lewis Carroll, *Through the Looking Glass*

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Our contemporary “fractured” (Moghaddam, 2008) and “accelerated” (Pieterse, 2004) worlds are leading to more direct and indirect encounters between people who did not have the opportunity to meet before. At the same time these worlds also lead to more inequalities and power gaps between the haves and have-nots.

In education, many notions are used to talk about ways of tackling these issues: cross-cultural, meta-cultural, polycultural, multicultural and intercultural – but also global and international (Dervin, Gajardo & Lavanchy, 2011; Grant & Portera, 2011). According to Henry (2012), social justice education seems to be “increasingly preferred” to e.g., multicultural education in the USA. All these “labels” often appear interchangeably – without always being defined or distinguished. This has been problematic in both research and practice.

*The multicultural*and *the intercultural* seem to be the most widely used notions worldwide. They have been discussed extensively in education scholarship and practice: many researchers and practitioners have attempted to define their specific characteristics by establishing borders and boundaries between them, through which they have often tended to be opposed, namely in geographical terms (the US vs. Europe, Northern Europe vs. Southern, etc.).

Some researchers have even demonized the ‘multicultural’, asserting that multicultural education celebrates only cultural differences and ignores similarities, individuality, and the importance of relations and interaction – as the ‘intercultural’ is said to operate. Others are critical of the fact that intercultural education tends to ignore power discrepancies. Henry (2012) claims that multicultural education is a bit *démodé*; Moghaddam (2012) a ‘politically correct’ policy; and Mclaren & Ryoo (2012) that it is “under egregious assault”.

But even if multicultural education and intercultural education have different origins (Abdallah-Pretceille, 1986) – the former is related to Civil Rights Movements while the latter to mass immigration in Europe, amongst others – Holm and Zilliacus (2009) argue that today multicultural and intercultural education can both mean different things: “it is impossible to treat and draw conclusions about intercultural and multicultural education as if there was only one kind of each since there are several different kinds of both multicultural and intercultural education” (ibid.: 23).As any social categories, the *multicultural* and the *intercultural* represent many and varied perspectives that need to be discussed as perspectival and historical approaches, which are disrupted by the movement of people and re-constitutive of the phenomena they seek to describe (Gillespie, Howarth & Cornish, 2012: 392).

This conference wishes to investigate this claim and allow researchers working on these two “fields” (but also on the other ‘labels’) to get together and discuss their differences and similarities and *to put an end to rivalries*…

The conference will bring together international researchers and practitioners from a range of backgrounds and institutions to discuss the following topic strands (amongst others):

- Have multicultural and intercultural education been successful in achieving what they have promised to do in education?

- With the birth and spread of critical and more “political” approaches to such education worldwide, accompanied by an increasing move away from the so-called “deficit framework”, does this mean that the dichotomy inter-/multi-cultural education has lost much of its relevance?  Have the enduring rivalries between the two notions (and other notions) been finally put to rest? Are the conceptual and structural distinctions similar today locally and internationally?

- What do people mean when they say “intercultural” and/or “multicultural” education? Researchers? Practitioners? Decision-makers? Students? Parents? The media? Etc.

- What has happened to contested – and yet central – concepts used by both ‘multiculturalists’ and ‘interculturalists’ in education: culture, identity, community, communication, ethnicity, race, etc.? How are they used today? In what context(s)? By whom? (How) do researchers and practitioners take into account the criticisms addressed to these concepts in other fields?

- Have problematic dichotomies and binaries such as individualism vs. collectivism, East/ west, etc. disappeared from the fields? Have they been replaced by new ones?

- What have alternatives to multi-/inter-cultural education brought to the field, e.g. social justice education, omniculturalism (Moghaddam, 2010), Humanism of the Diverse (Abdallah-Pretceille, 2003), Actionable Postcolonial theory (Andreotti, 2010), etc.?

- What about research methodology and methods? Do they differ in the two fields?  Are researchers’ reflexivity, feelings and experiences more shared in their research now? Is “objectivism” gone? Are we really moving towards researching *with* rather than researching *on*?

- The importance of language has often been ignored in research on multicultural and intercultural education: the language(s) used by research participants but also the researcher’s language (and power) – for example in the way s/he labels a child as an L2 speaker of a language and when s/he translates data. Is there now a serious place for taking into account language ideologies in researching intercultural/multicultural education (Risager, 2007; Blackledge, 2005)?

I hope you enjoy the conference and welcome to the Department of Teacher Education!

Conference chair

Prof. Fred Dervin, Education for Diversities (E4D), Department of Teacher Education, University of Helsinki (<http://blogs.helsinki.fi/e4diversities/>)

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We are delighted to welcome **Raquel Benmergui** at the conference. Raquel is a graphic recorder and arts-based facilitator. She will follow the conference, capturing and synthesizing the conference events into large-scale drawings. Raquel will use a combination of images and words to record the verbal exchange of information which will take place at the conference. The drawings will be on display and can be photographed.

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In order to use the wireless network at University of Helsinki, choose HUPnet and login with any of the usernames and passwords below.

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**Finally… Finding the rooms…**

On Thursday 29.8 the conference will take place in Minerva-Plaza, K226 (11-12; 17-18; check location here: <http://goo.gl/d8ZqA>) and S3A, SH 302; S3A, SH 168; S3A, SH 169 (12-17; check location here: <http://goo.gl/Nrxnn5>)

Rector’s Reception: University of Helsinki Main building, Teacher's Reading Room, Unioninkatu

34 (located here: <http://goo.gl/HcvWOI>)

On Friday 30.8 the conference will take place in Minerva-Plaza, K226 (9-11; 16-17) and Minerva K113, Minerva K218, K115 (11-16). All situated here: <http://goo.gl/d8ZqA>

Lunch on Friday: Olivia, Minerva building, located here <http://goo.gl/d8ZqA>

**Thursday 29.8.2013**

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| **10.00-12.00**  Outside Minerva Plaza, Siltavuorenpenger 5 A | Registration, Coffee | | |
| **11.00-11.10**  Minerva-Plaza, K226 | Introduction to the conference:  **Fred Dervin**  **Jari Lavonen**, Head of the Department of Teacher Education, University of Helsinki | | |
| **11.10-12.00**  Minerva-Plaza, K226 | *Language among the inter/multiculturalists –*  *Die grosse Lücke*  **Michael Byram,**  University of Durham, England | | |
|  | **Session 1A**  **(room: S3A, SH 302)** | **Session 1B**  **(room: S3A, SH 168)** | **Session 1 C**  **(room: S3A, SH 169)** |
| **12.15-12.45** | **Mirja Tytti Talib**, University of Helsinki, Finland, **Sari Hosoya**, Kanto Gakuin University, Japan  *Teacher Education for Diversities - Multicultural Education v.s. Intercultural Education* | **Efrat Kass, Roni Reingold,** Achva Academic College Of Education, Israel  *Strengthening the self-efficacy framework of multicultural education: The Case of Israeli Student Teachers of Ethiopian Descent* | **Michael Berry**, TSE/University of Turku  *Becoming Response Able*  *via*  *Transpersonal-Cultural Experience* |
| **12.45-13.15** | **Lesley Harbon**, The University of Sydney, Australia,  **Robyn Moloney**, Macquarie University, Australia  *‘Intercultural’ and ‘Multicultural’, Companions not Rivals: The case in schools in NSW Australia* | **Pia Mikander**, University of Helsinki, Finland  *“Our” population growth and mobility and “theirs” – constructions of othering in Finnish school text* | **Lidija Georgieva, Zoran Velkovski, Lena Damovska**  University St Cyril and Methodius-Skopje  *The Role of Higher Education in Fostering Inter-cultural Dialogue and Understanding in a Multiethnic Society- the case of Macedonia* |
| **13.15-13.45** | **Hanna Ragnarsdóttir, Hildur Blöndal**, University of Iceland, School of Education *Multicultural and inclusive education in two Icelandic schools* | **Giuliana Ferri**, Institute of Education, University of London, England, UK  *A comparative study of intercultural education in Italy and multicultural education in the UK* | **Andréanne Gélinas Proulx**, University of Ottawa**,** Canada  *Intercultural training in Morocco for French-Canadian school principals: Conditions for improvement and intercultural training model* |
| **13.45-14.15** | **Lidia Kostikova**, Ryazan State University, Russia  *Developing “Diversities” Competence through Teaching a Foreign Language to the University Students in Russia* | **Carola Mantel**, University of Teacher Education Zug, Switzerland  *Diverse Teachers and their Experiences of Difference* | **Kirsten Lauritsen**,  University College of Nord-Trondelag, Norway,  *Strategies in ‘cross-cultural’ dealings: avoiding,*  *rejecting or highlighting the matter of origin* |
| **14.15-14.45** | Break | | |
|  | Session 2 A (room: S3A, SH 302) | Session 2 B (room: S3A, SH 168) | Session 2 C (room: S3A, SH 169) |
| **14.45-15.15** | **Daniella Arieli, Victor J. Friedman,**  Emek Yezreel College, Israel  *"Cultural Safety": A contribution to intercultural education from the world of nursing* | **Taizo Miyachi**, Tokai University, Japan; Takashi Furuhata, University of Utah, USA  *Intercultural and Multicultural Communication for a Great Disaster with Six Layered Knowledge* | Presentation of the project *Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries* ([Nordforsk Project](http://www.nordforsk.org/en/news/research-projects-granted-within-the-programme-education-for-tomorrow), 2013-2016)  (1 hour) |
| **15.15-15.45** | **Souryana Yassine**, University of Tizi Ouzou, Algeria  *Developing Intercultural Competence in EFL Textbooks* | **Ina Juva,** University of Helsinki, Finland  *Construction of identities in the official intercultural educational programs in Mexico* |
| **15.45-16.15** | **Antoinette Gagné,** University of Toronto, Canada, **Stéphanie Soto Gordon**, Toronto District Board of Education, Canada  *Learning to be intercultural citizens: Diverse teens in cultural, religious, and social justice clubs in Canadian secondary schools* | **Olesya Chernetsova,** Ryazan State University, Russia  *Developing Intercultural Competence for Future Teachers in Russia* | **Zerrin Tandogan**, Bilkent University, Turkey *Communication Skills: Intercultural or not? A Case Study from Turkey* |
| **16.15-16.45** | **Heini Paavola, Mirja Talib,** University of Helsinki, Finland *Immigrant background class teachers’ studying, employment and adjustment to teachers’ work in Finland* | **Irina Krutova***,* Ryazan State Medical University,Russia  *Teaching and Assessing Intercultural Competence in Foreign Language Classes for Medical Students in Russia* | **Bela Gligorova**,  NOVA International Schools  Skopje, Macedonia  *Pedagogies of the Home and International Schools: new models for (de)localized cultural policies?* |
| **17.00-17.45**  **Room:** Minerva Plaza, K226 | *Achieving equity and social justice in education:  pointers for educational research and teaching practice*  **Geri Smyth**, University of Strathclyde, UK | | |
| **18.15-20.00**  University of Helsinki Main building, Teacher's Reading Room, Unioninkatu  34 | **Rector's Reception**  Hosted by Vice-Rector Johanna Björkroth | | |

**Friday 30.8.2013**

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| **9.30-10.30 Room: Minerva Plaza** | *“Throw away the baby with the bathwater!”*  *The end of the cultural in the inter-/multicultural?*  **Fred Dervin,** University of Helsinki, Finland | | |
| **10.30-11.00** | Coffee break | | |
|  | Session 3 A (room: K113) | Session 3 B(room: K218) | Session 3 C(room: K115) |
| **11.00-11.30** | **Chin Sin Zi, Universiti Putra Malaysia**  *Interculturality and Intercultural Skills:*  *How do Foreign Language Lecturers in Malaysia understand them?* | **Edda Óskarsdóttir** & **Hafdís Guðjónsdóttir** University of Iceland  *Considering children's perspectives on inclusion* | **Kaisa Kuoppala & Heini Paavola,** University of Helsinki, Finland *STEP students’ employment and adjustment in the Finnish working life* |
| **11.30-12.00** | **Xiangyun Du** & **Mads J. Kirkbæk,** Aalborg University, Denmark  Teaching and Learning Culture, Negotiating context  *Exploration of alternative pedagogy - Task-Based PBL - in an intercultural context* | **Lotta Kokkonen**, University of Jyväskylä, Finland  *Intercultural communication – what do we teach?* | **Kevin Norley**, Bedford College, UK  *Language, social class, ethnicity and educational inequality* |
| **12.00-12.30** | **Yeow E-Lynn,** Universiti Putra Malaysia  *The Asian Students in the French Media: Moving Away from the East/West Dichotomy?* | **Marjo Räsänen**, University of Turku, Finland  *Class teacher students’ memories of multicultural art lessons* |  |
| **12.30-13.45** | Lunch break (Olivia, Unicafé, Minerva building) | | |
|  | Session 4A (room: K113) | **Session 4B (room: K218)** |  |
| **13.45-14.15** | **Maja Muhić, Arta Toci,** South East European University, Tetovo, Macedonia  *Multicultural and Intercultural Education in Southeast Europe: Vision through the Eye of Myopia or Utopia?* | **Roni Reingold, Lea Baratz**, Achva Academic College, Israel *Intercultural ethnocentric dialogue: the case of an Israeli bilingual newspaper* |  |
| **14.15-14.45** | **Eduard Khakimov**, Udmurt State University  *Multicultural Tools as a Resource for Personal Growth of Students due to Polycultural Education* | **Samúel Lefever,** University of Iceland  *Opportunities for teachers of foreign background: making inroads?* |  |
| **14.45-15.15** | **Alena Timofeeva**, St. Petersburg State University, Russia *Multicultural vs. Intercultural: A Post-Soviet Case Study* | **Anne Huhtala**, University of Helsinki, Finland  *Plurilingual and pluricultural student teachers on the threshold of working life* |  |
| **15.15-16.15**  **Room:** Minerva Plaza | *Intercultural/multicultural education or simply a just education?*  **Gunilla Holm**, University of Helsinki, Finland | | |
| **16.15** | Closing remarks  **Raquel Benmergui**, graphic recorder and arts-based facilitator, University of Tampere, Finland  **Fred Dervin** | | |

**Scientific Committee**



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