



## Diversity Education

- overview of approaches and trouble spots (in German discourse)
- "Schule der Vielfalt" – teacher training course

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Munich, 18 May 2017



**„The others are different, which is harmful for us (and them)“**

**„Others are different, but we're different, too –  
intercultural differences enrich our lives!“**



**„All different, all equal. Celebrate diversity!“**

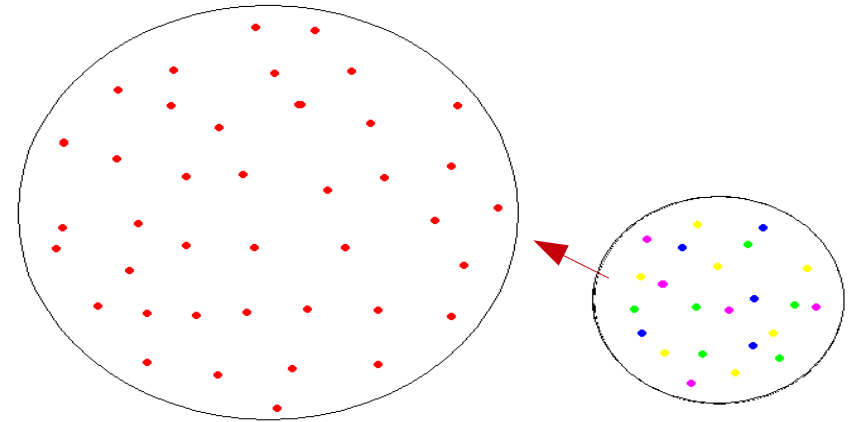
# „The others are different, which is harmful for us (and them)“

## Exclusivism / Exclusion:

**Aim:** preservation of hegemony /  
Exclusion of minorities, “foreigners“

**Focus** only on „us“/ „Inländer“  
**difference valued negatively**

**unworthy of discussion**  
**as a concept in education**



## ethnocentrism

## Assimilation

**approach:** „**Ausländerpädagogik**“ (1970s)

**characteristic:** deficit orientation

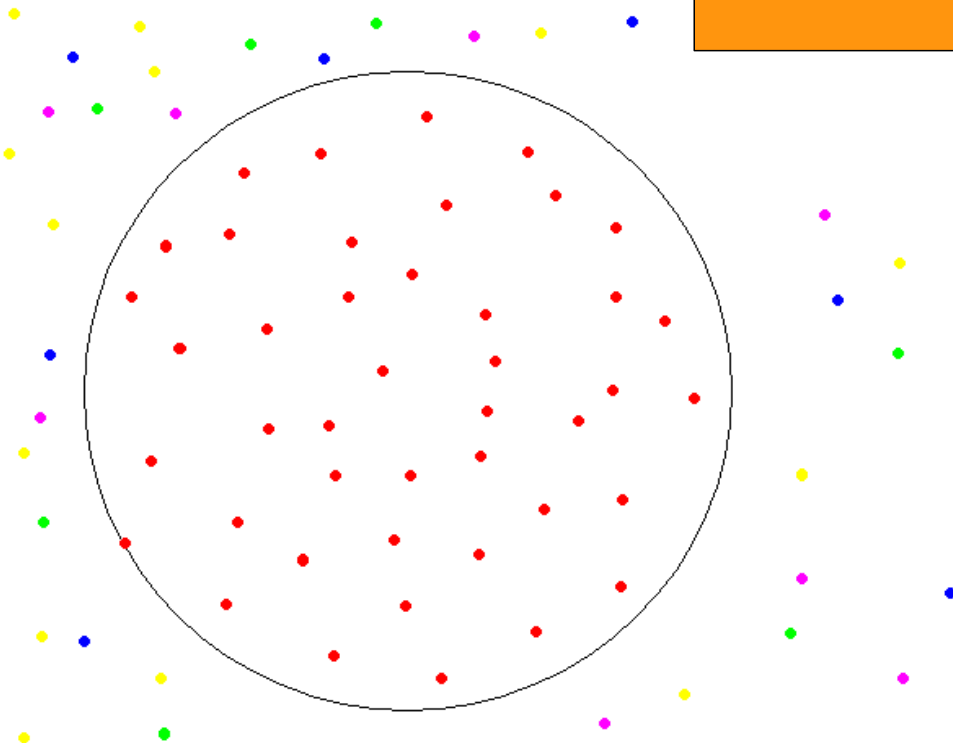
**Target group:** „others“: „Ausländer“ /  
children of „guest workers“; „**Them over there**“

**Aim:** compensation of „deficiencies“/“deficits“;  
assimilation to what is assumed to be „normal“

**Difference** valued negatively

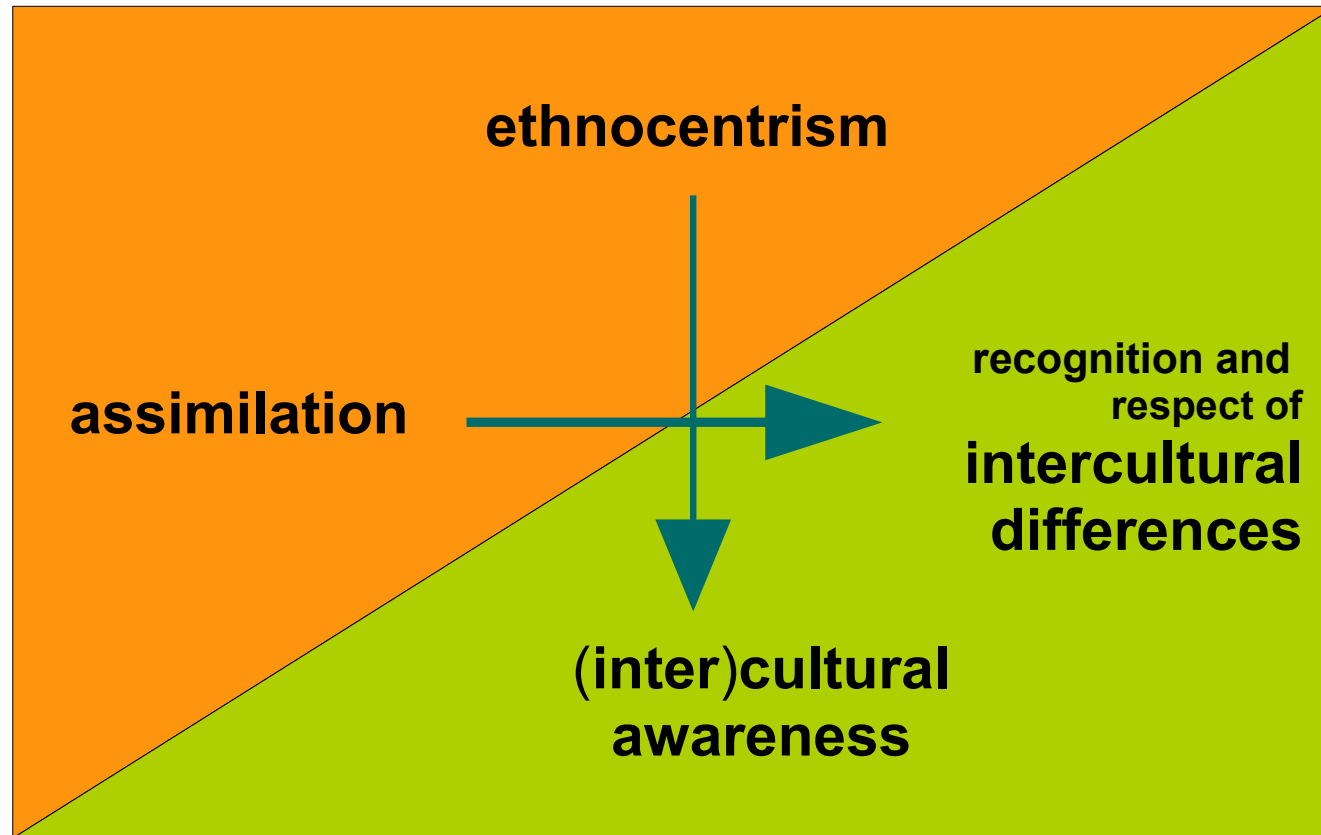
**critique** of assimilationist measures (1980s)

- **ethnocentrism,**
- **paternalism**
- **measures based on assumptions only**



# *1st shift of paradigm*

*BASIC ATTITUDE:*



*CENTRAL AIM :*

# “Others are different, but we're different, too – intercultural differences enrich our lives!”

## Integration / Multiculturalism

Approach: „**Interkulturelle Pädagogik**“ (1980s/90s)

Aim: accept **differences**; show understanding for „others“  
develop „self-“ and „other-awareness“  
develop a multicultural perspective

Target group: claim: everybody  
de facto: majority / own ethnic group

Difference: **valued positively**

intercultural communication  
**understanding, encounter**  
intercultural conflict mediation

social / political  
emancipation /  
empowerment

GB:  
**Anti-Racist  
Education**

GER: **Erziehung  
gegen Rassismus**

- in GER mostly employed by members of the white majority => **paternalism?**
- **institutional discrimination** really in focus?

### training of intercultural competencies

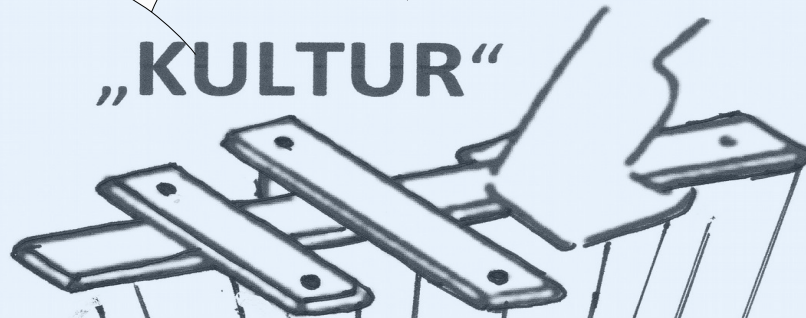
growing demand  
since 1990s  
esp. in business  
and economics

(→ „globalization“)

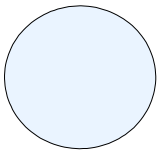
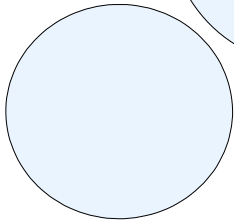
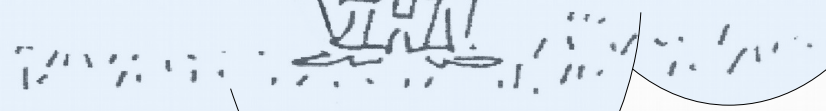
### problems/dangers:

- **tendency** towards **culturalisation** and '**othering**'  
(=> possible reinforcement of **clichés** and **stereotypes**)
- partially **folklorism**, **exotism**
- **human rights**, **discrimination** and  
relations of **power** often left out of focus

„KULTUR“

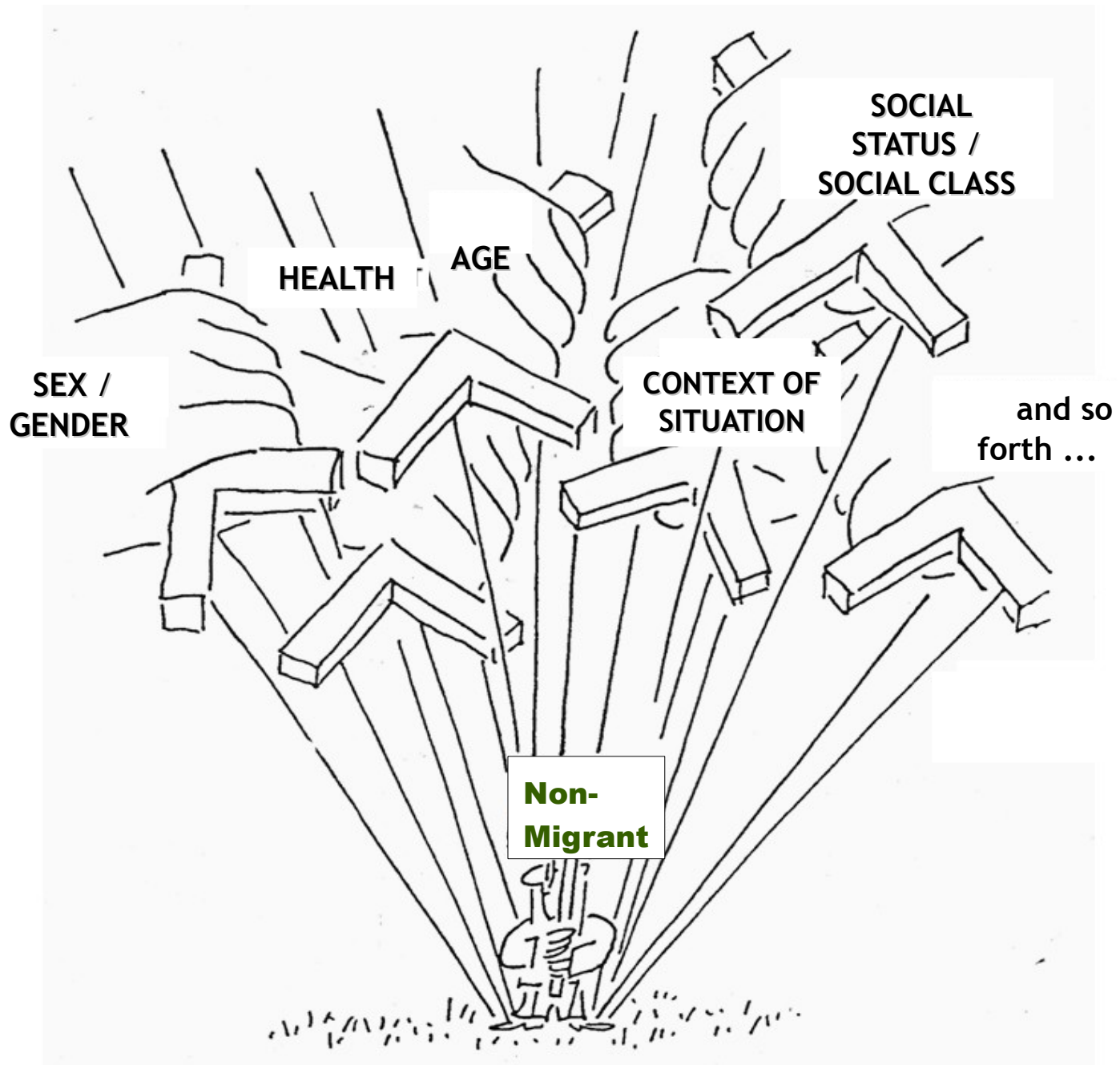


MIGRANT



**Non-  
Migrant**





SEX /  
GENDER

HEALTH

AGE

CONTEXT OF  
SITUATION

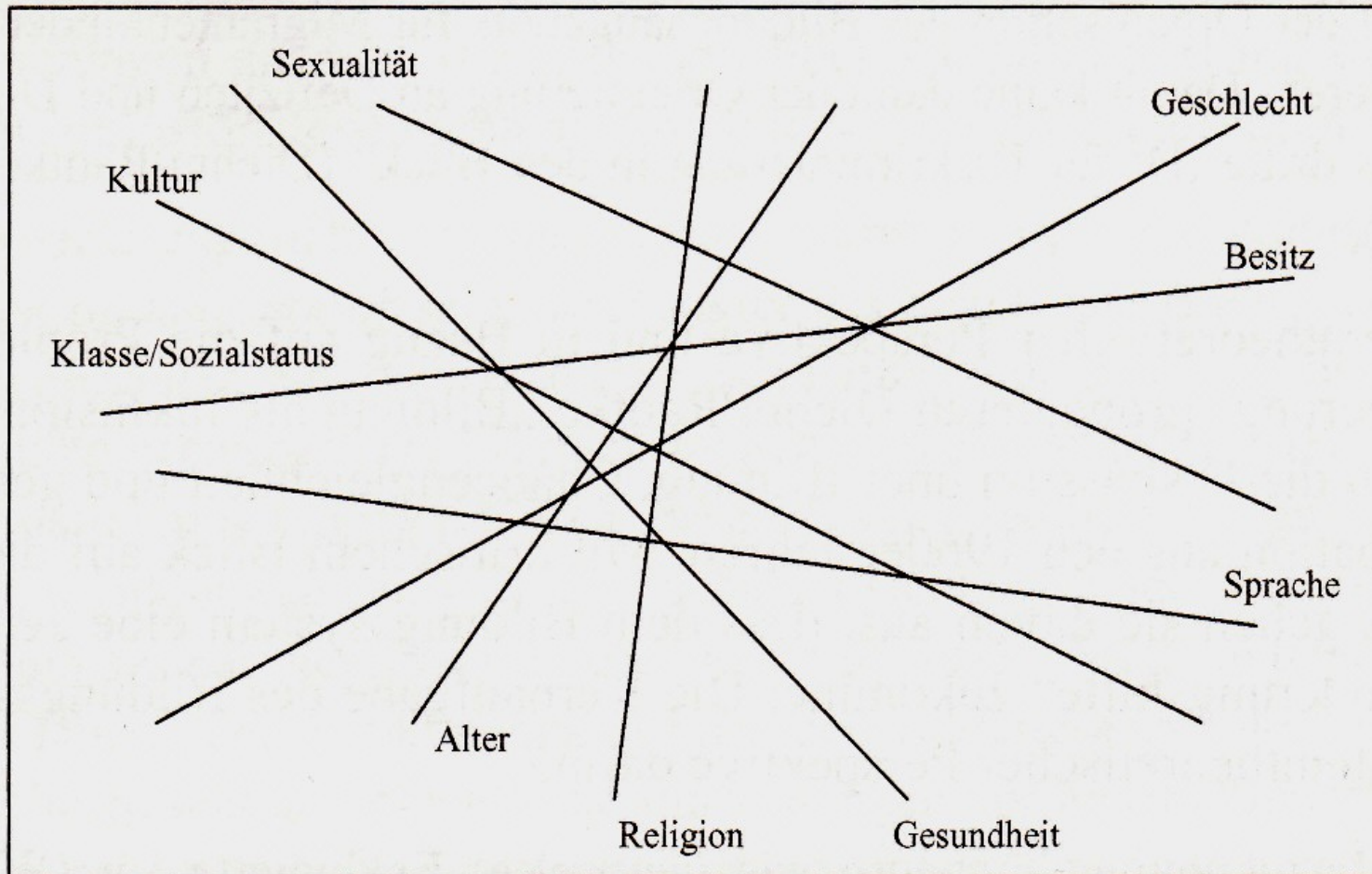
SOCIAL  
STATUS /  
SOCIAL CLASS

and so  
forth ...

**Non-  
Migrant**



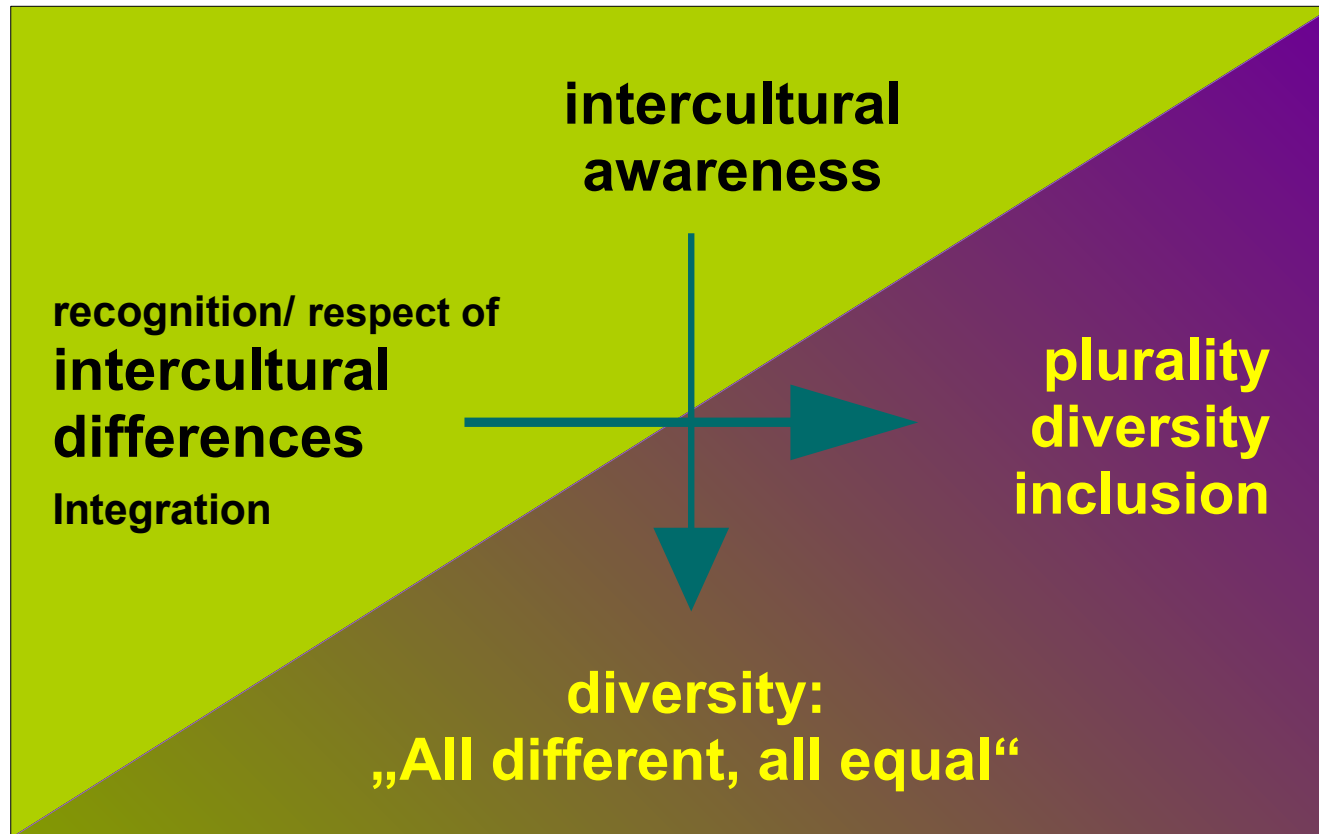
Abbildung 4: Beispiel: Differenzlinien im sozialen Raum



Quelle: Krüger-Potratz/Lutz 2002, S. 89

# 2nd shift of paradigm

**BASIC ATTITUDE:**



**CENTRAL AIM :**

# „All different, all equal. Celebrate diversity!“

## Transculturalism - Diversity - Inclusion

- in Germany esp.: „**Pädagogik der Vielfalt**“ (A. Prengel)
- **several new approaches**

**Target group:** each individual child / „**All of us, together**“

**Approach to „difference“:** differences between **groups not** in focus; concentration on the **individual** child/student (multi-group identities)

### **Change of perspective:**

equity and equality - diversity as a resource;  
avoidance of culturalisation (and of unreflected use of „culture“)

Focus on  
**school life in general:**  
e.g. the way we deal and cooperate with one another (students, staff, parents ...);  
inclusive school policy ...

### **possible shortcomings:**

**discrimination** and relations of **power** sometimes left out of focus

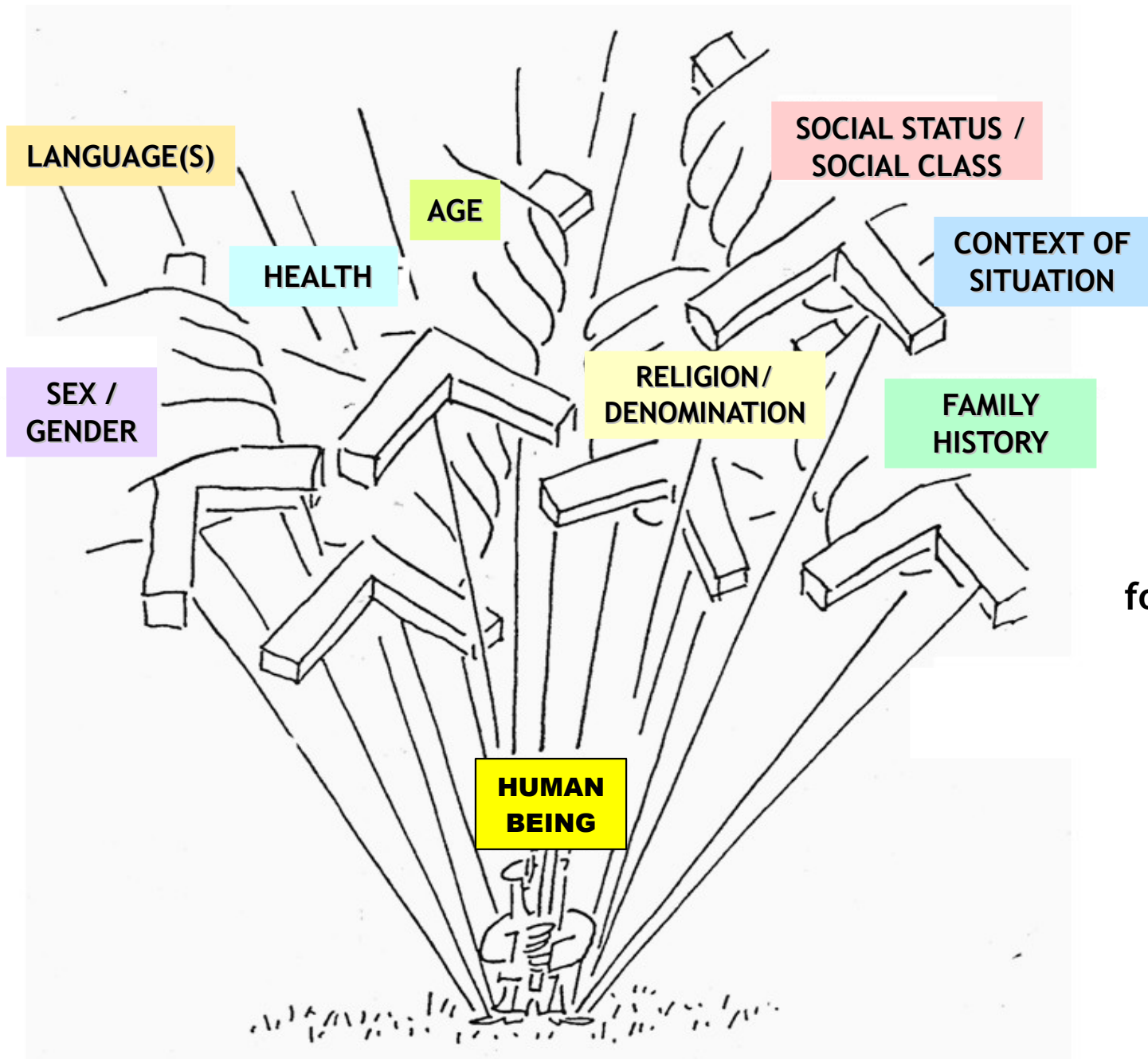
„**Anti-diskriminierungs-pädagogik**“

**Aim:**

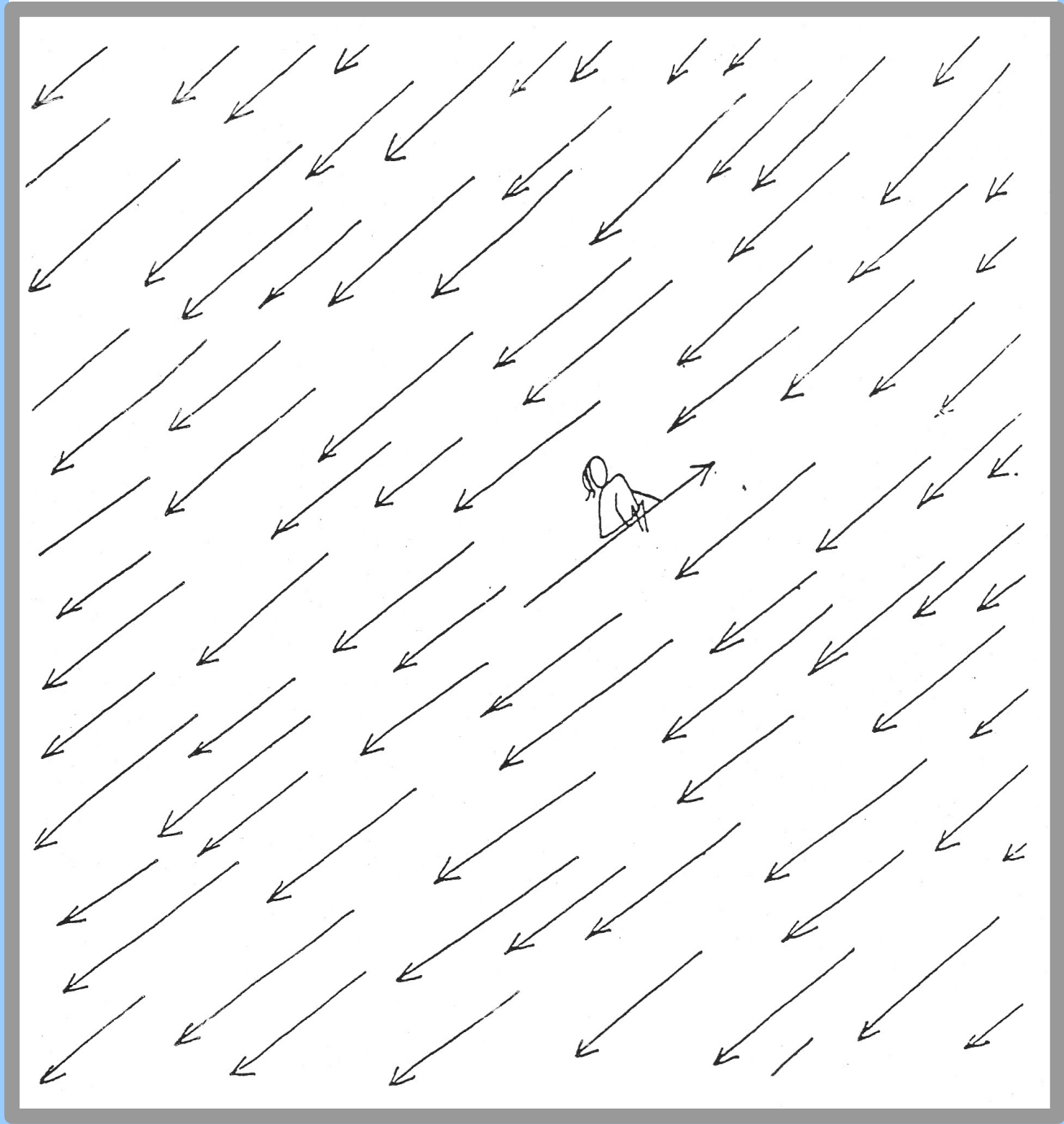
**school development focusing on equal opportunities/ inclusion/ participation**

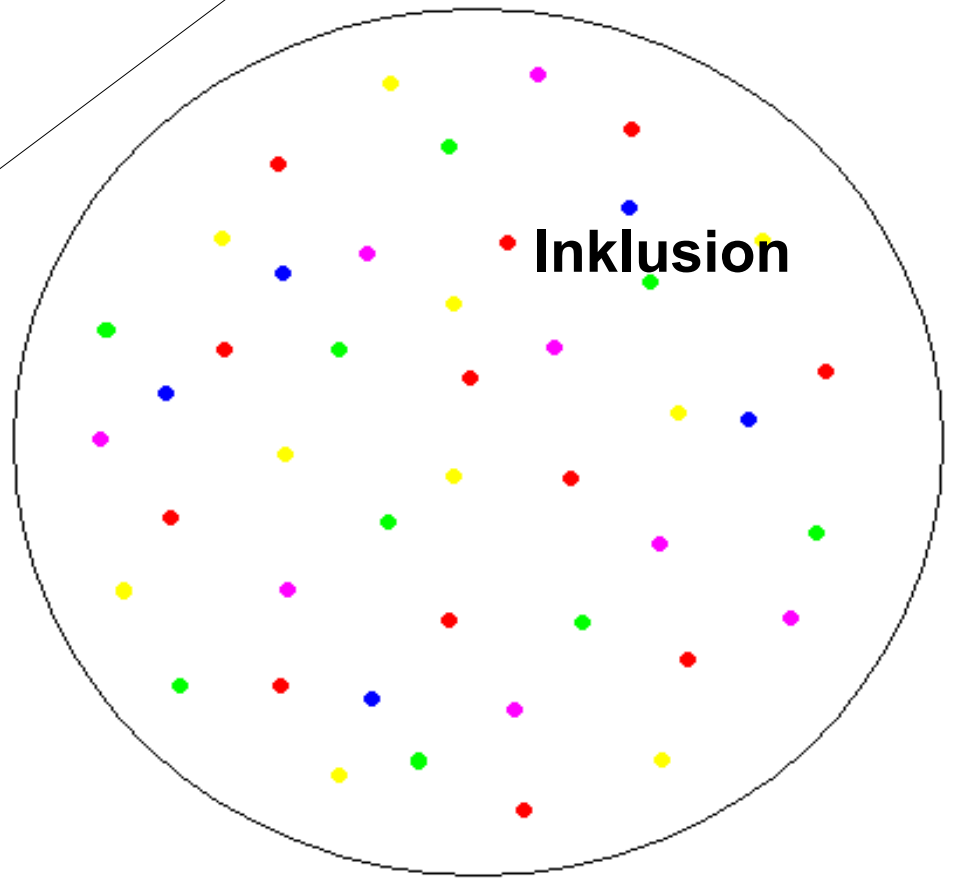
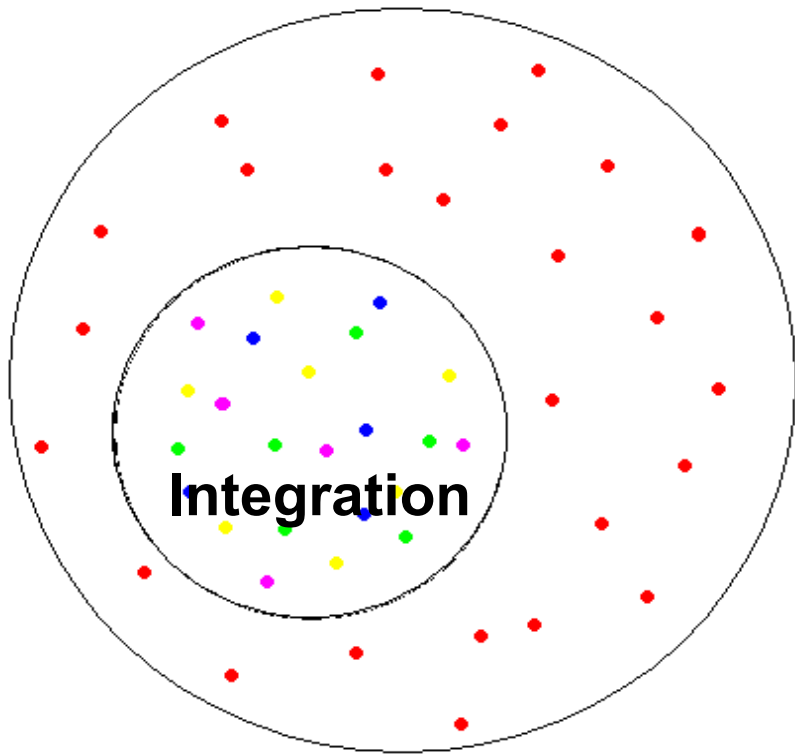
Investigation and evaluation of **educational system and individual schools** to prevent **institutional discrimination** (in structures, programmes, routines)

*Isabell Diehm / Mechtild Gomolla / Frank-Olaf Radtke*



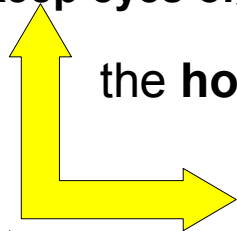
and so  
forth ...





## Some implications for schools ...

- **school programmes and curricula need to address everybody**  
=> need to perceive different **perspectives!**
- **teaching materials/ media** need to be checked for „**hidden**“ **bias**  
(relating to cultural, language, social ... diversity)
- be aware of the fact that there are **many dimensions of inequality**  
(do not only focus on one or two)
- **teachers and staff** need to be encouraged to check (and possibly change)  
their mindset and attitudes towards diversity – based on self-reflection and knowledge
- **schools need to initiate and establish structural changes**
- **keep eyes on both ...**



the **horizontal dimension** (understanding / encounter *inter pares*)  
**and** the **vertical dimension** (anti-bias / anti-discrimination)!





# „Schule der Vielfalt“ - teacher training course







## Aims of the training course

**enhance awareness of teachers for essential aspects of diversity**

**enable them to**

- appreciate diversity**
- recognize different forms of discrimination, esp. racism, and find ways to work against them**
- develop school and curricula accordingly**

⇒ central focus: teacher training

⇒ additionally: counselling and support for the teams in school development processes



## „Schule der Vielfalt“ (school of diversity) – teacher training course

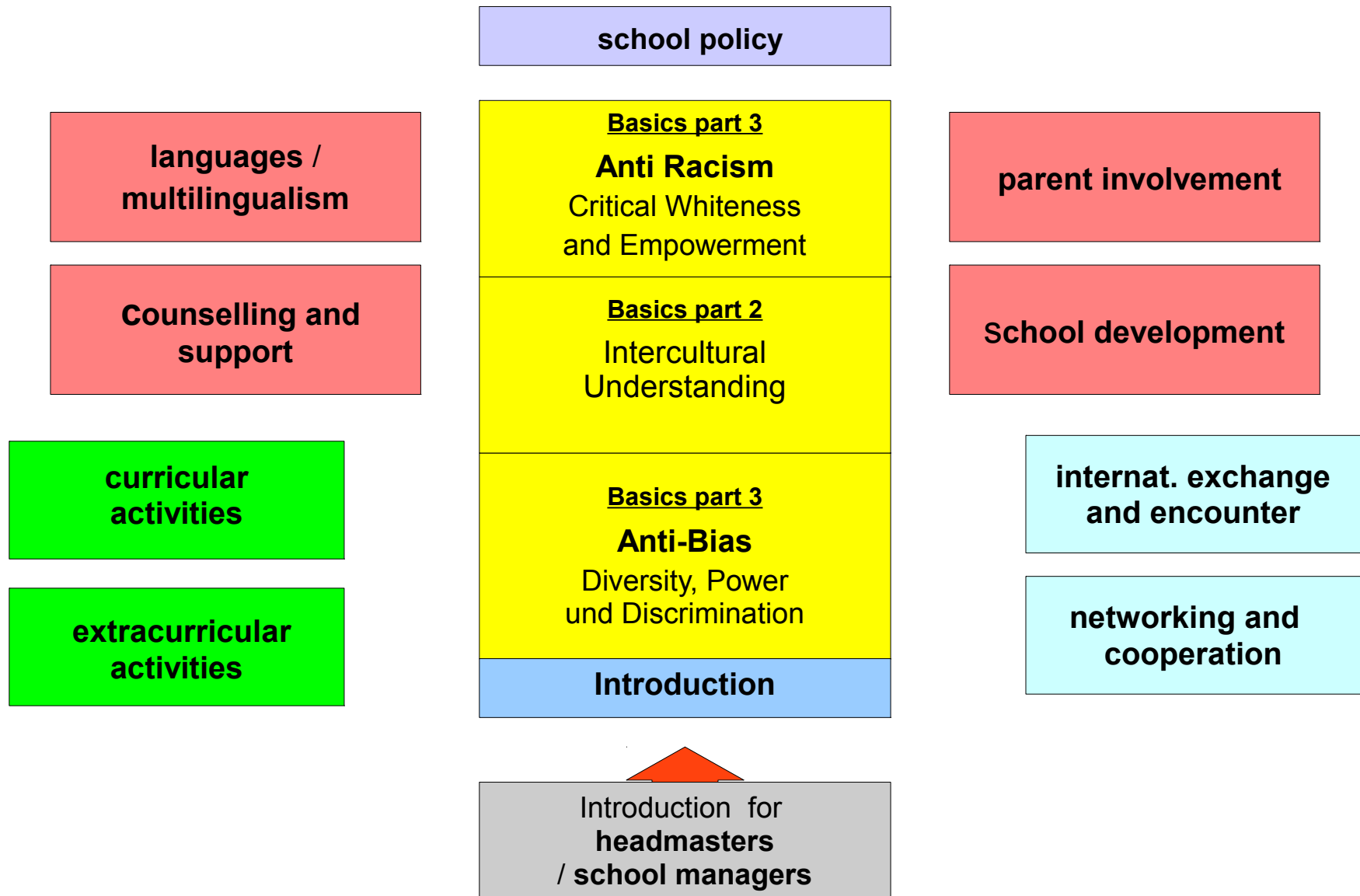
### **Preconditions:**

- ⇒ teams of 2-4 teachers from each school
- ⇒ willingness of headteacher to cooperate and make diversity a major topic in school development (... we offer support!)

### **Teacher training course (certificate)**

- ⇒ multidimensional, integrated concept  
(multiculturalism - diversity – antidiscrimination – antiracism)
- ⇒ 16.5 days (2-3 years)

# „Schule der Vielfalt“ - teacher training course





## **Vielfalt leben – Zukunft gestalten**

Interkulturalität, Diversität, Antidiskriminierung

**26. und 27. Februar 2013**

im **Alten Rathaus**, Marienplatz, und im **Pädagogischen Institut**, Herrnstraße 19

Das Symposium zeigte Ihnen die neuesten Entwicklungen im Themenfeld Interkulturalität, Diversität und Antidiskriminierung auf. Vorträge, Diskussionen, eine Vielzahl an Workshops und kulturelle Beiträge gewährten Einblicke in den Facettenreichtum einer vielfaltsoffenen, rassismuskritischen interkulturellen Pädagogik. Sie luden ein zur Reflexion der eigenen Position und zu spannenden neuen Perspektiven. Sie eröffneten Ihnen Möglichkeiten, Vielfalt bewusst zu leben und dabei verschiedenen Formen von Diskriminierung professionell zu begegnen.





## Contact

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