



Diversity Education

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

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*IAEC - Appreciation of Diversity
and Integration in Education,*
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!“

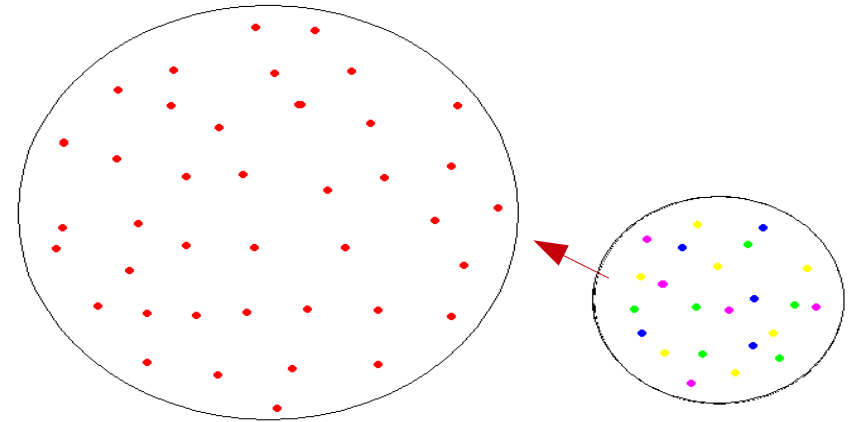
„The others are different, which is harmful for us (and them)“

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

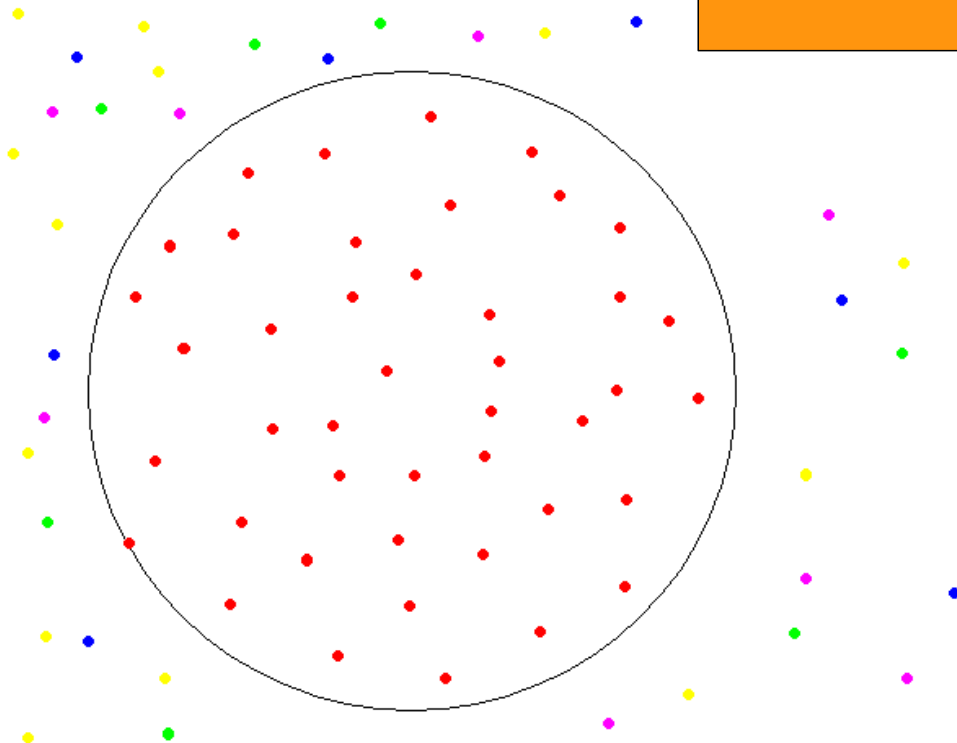
Target group: „others“: „Ausländer“ /
children of „guest workers“; „**Them over there**“

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

Difference valued negatively

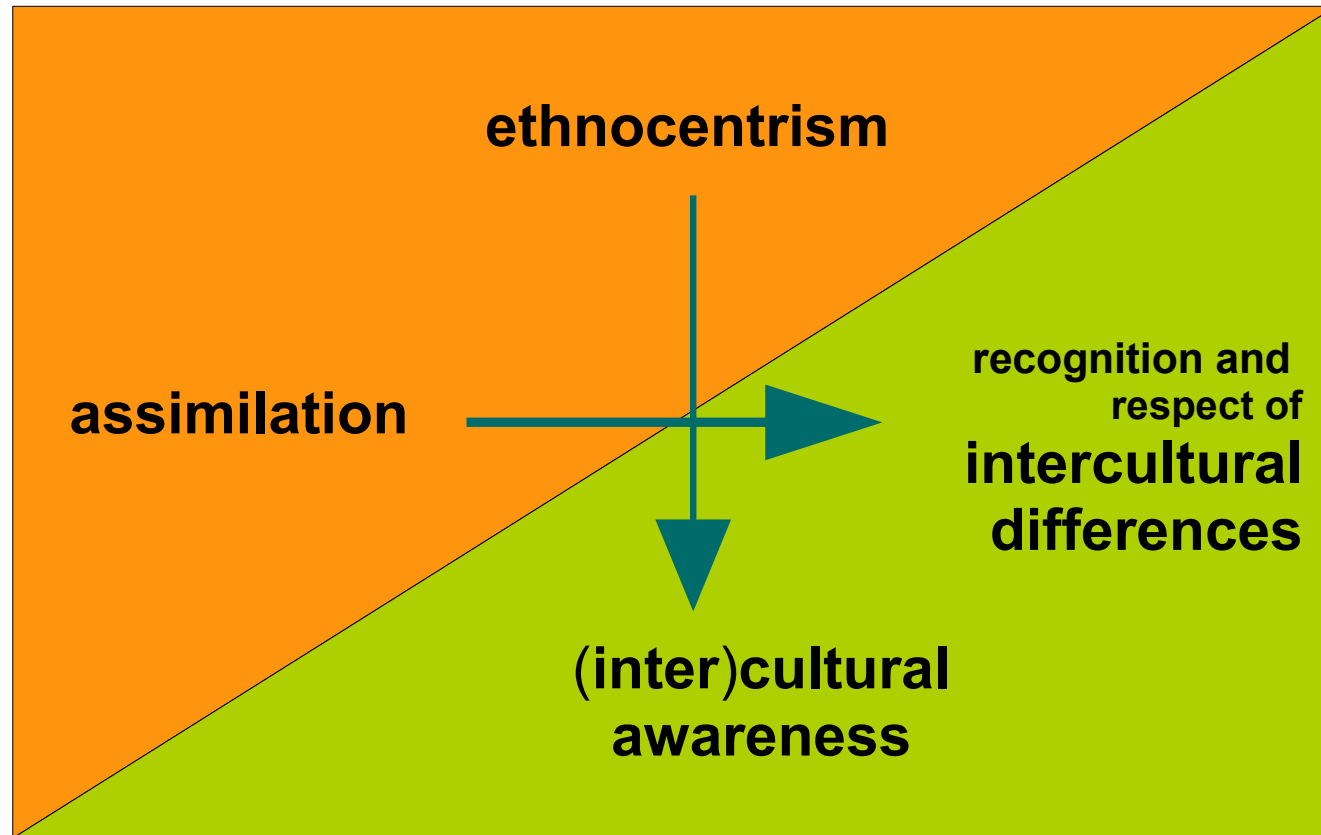
critique of assimilationist measures (1980s)

- **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

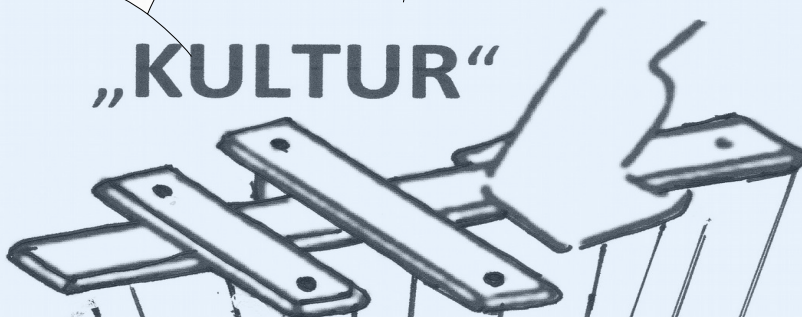
esp. in business
and economics

(→ „globalization“)

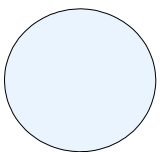
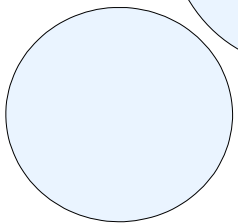
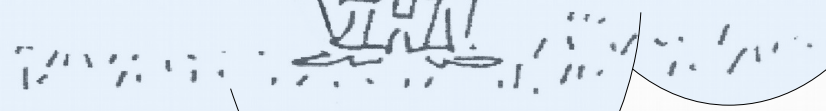
problems/dangers:

- **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“

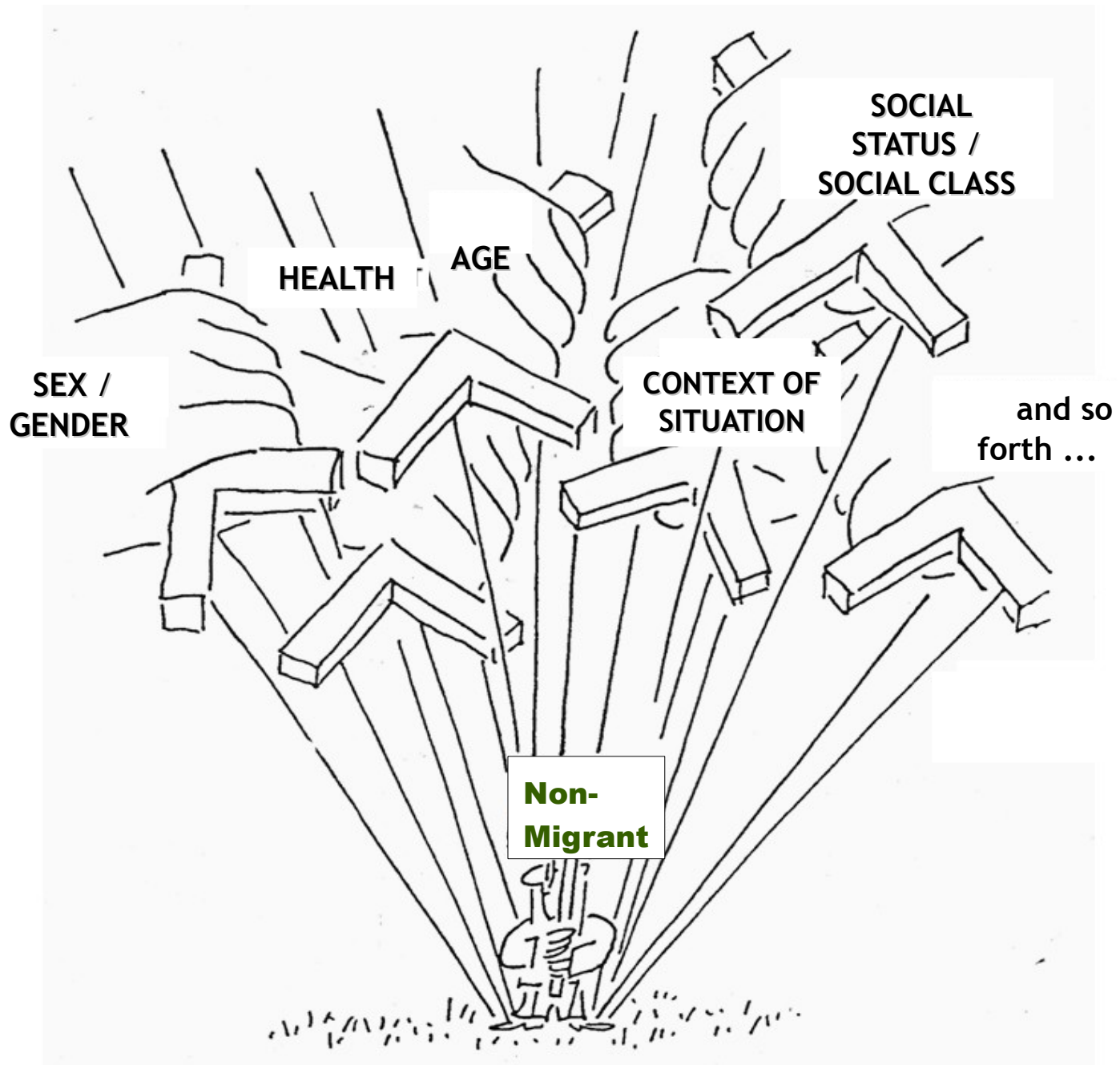


MIGRANT



**Non-
Migrant**





SOCIAL STATUS / SOCIAL CLASS

HEALTH

AGE

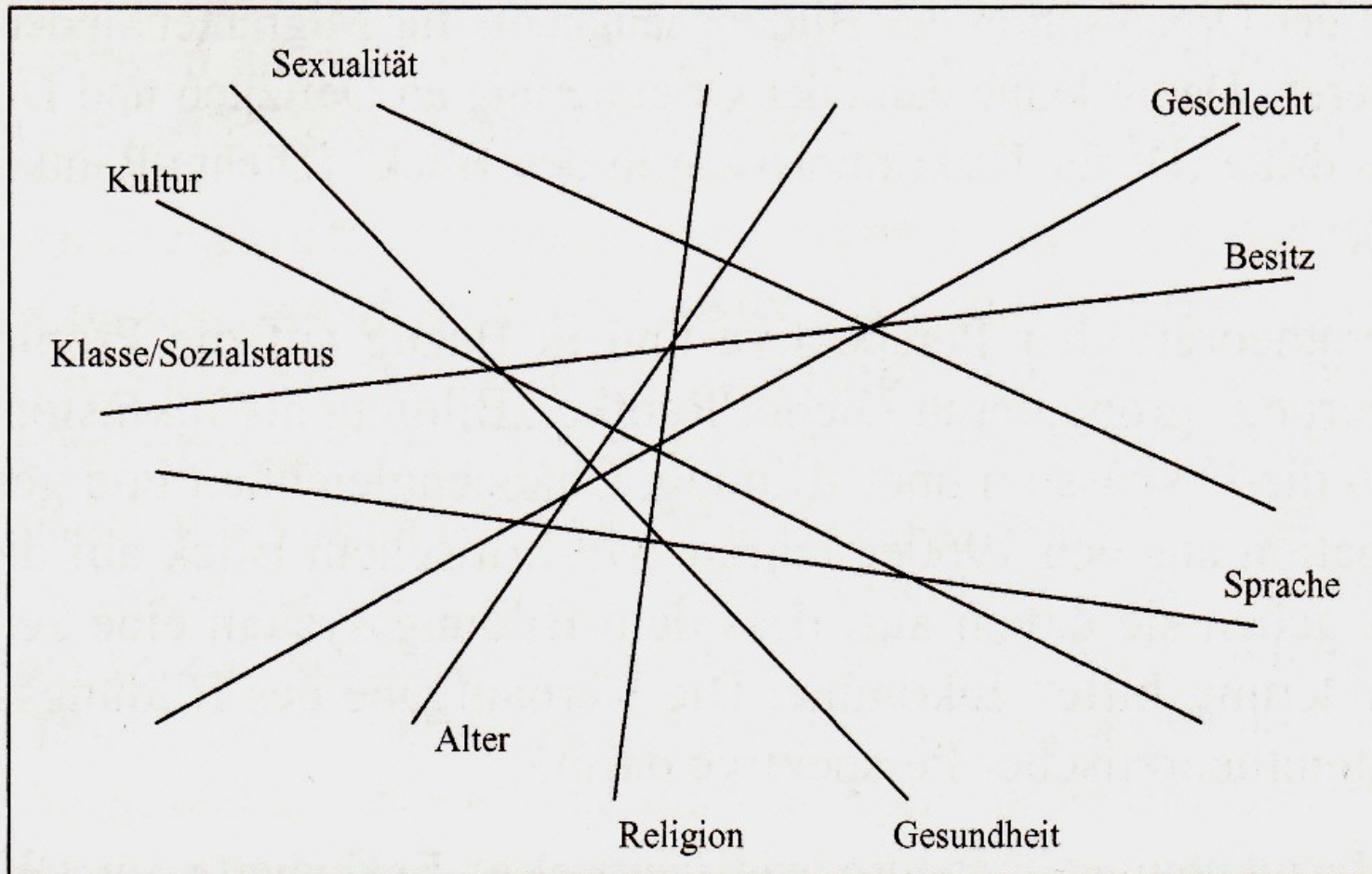
SEX / GENDER

CONTEXT OF SITUATION

and so forth ...

Non-Migrant

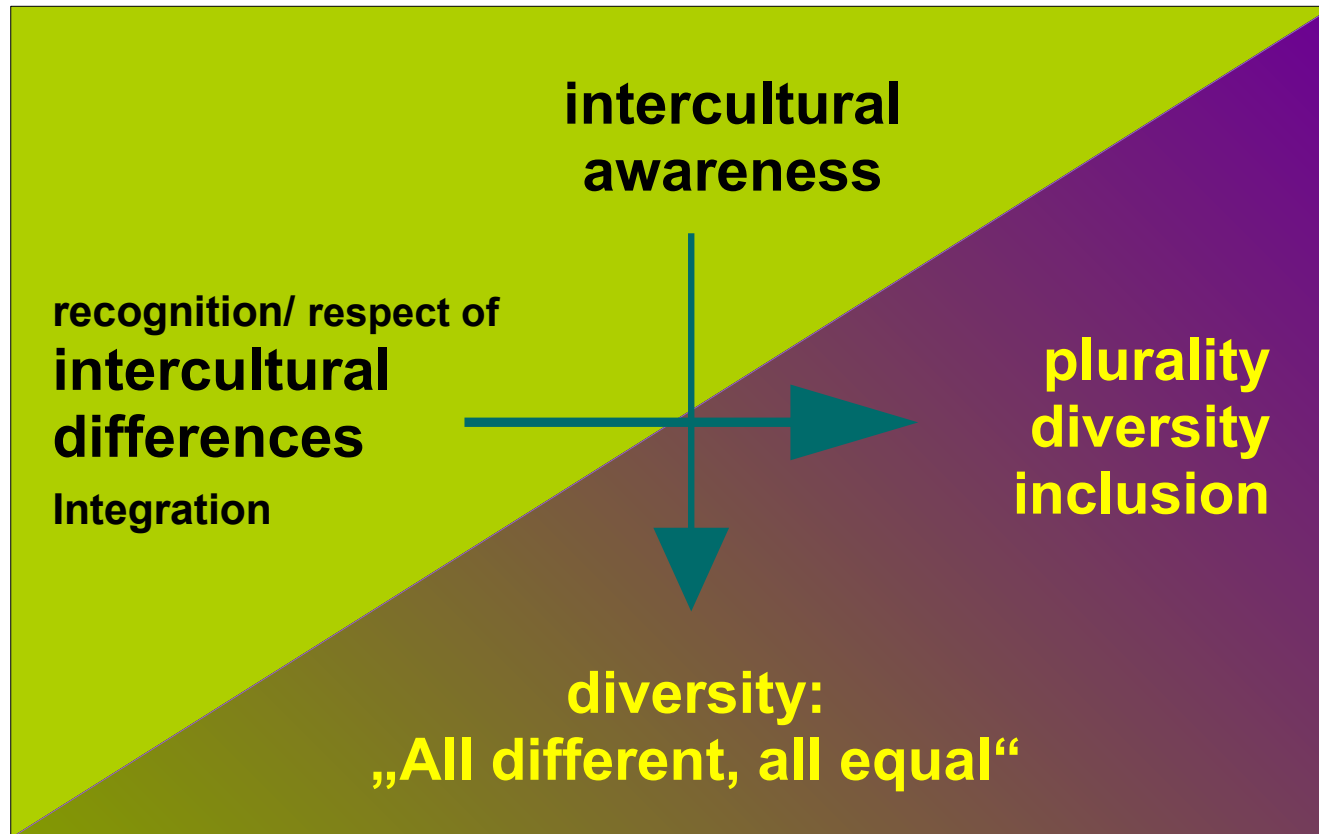
Abbildung 4: Beispiel: Differenzlinien im sozialen Raum



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

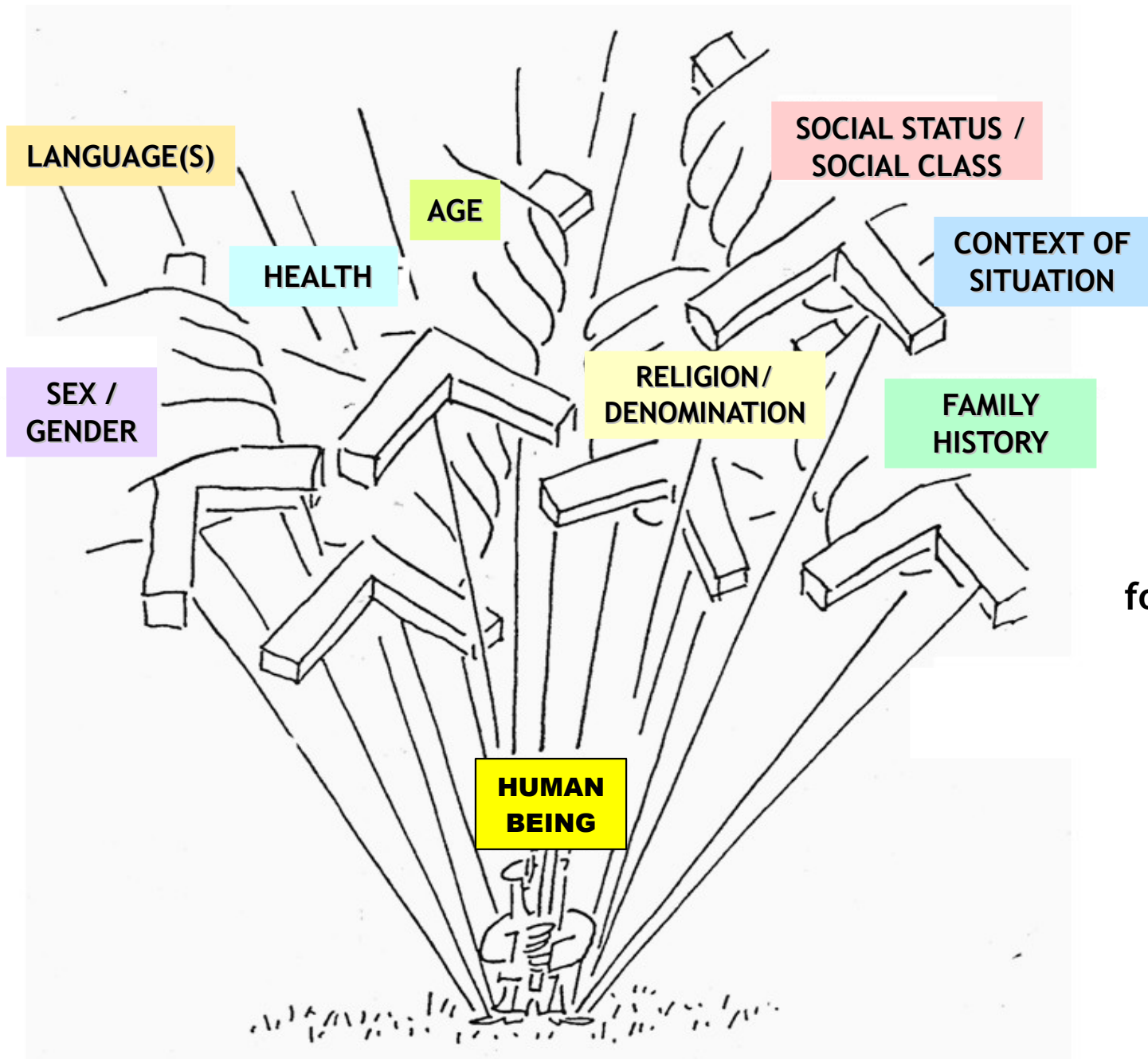
„**Anti-diskriminierungs-pädagogik**“

Aim:

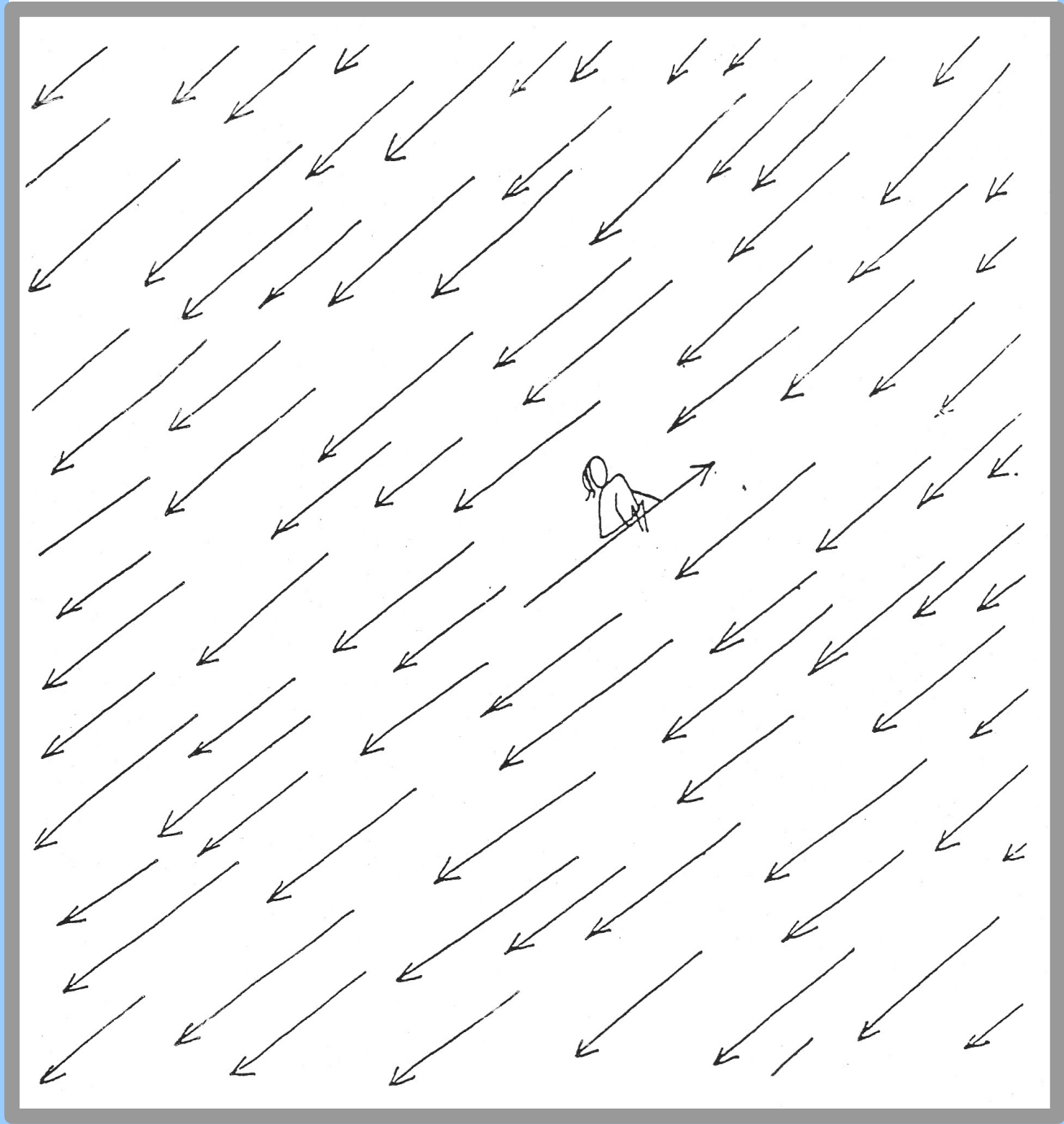
school development focusing on equal opportunities/ inclusion/ participation

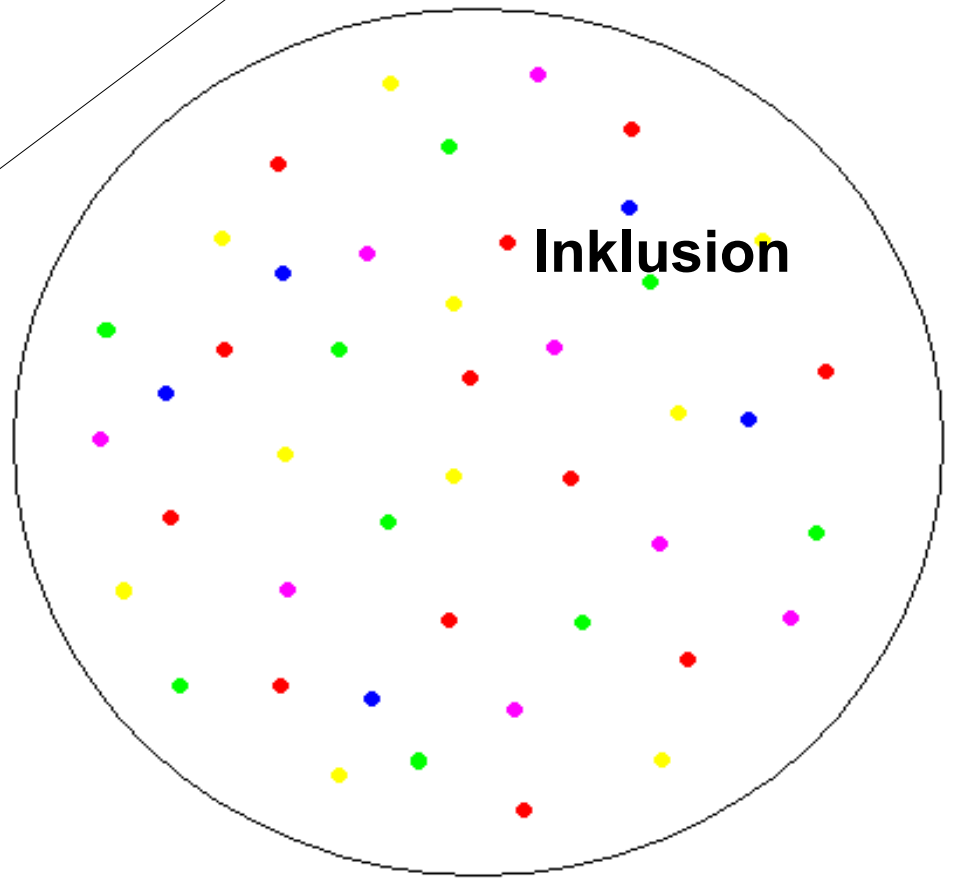
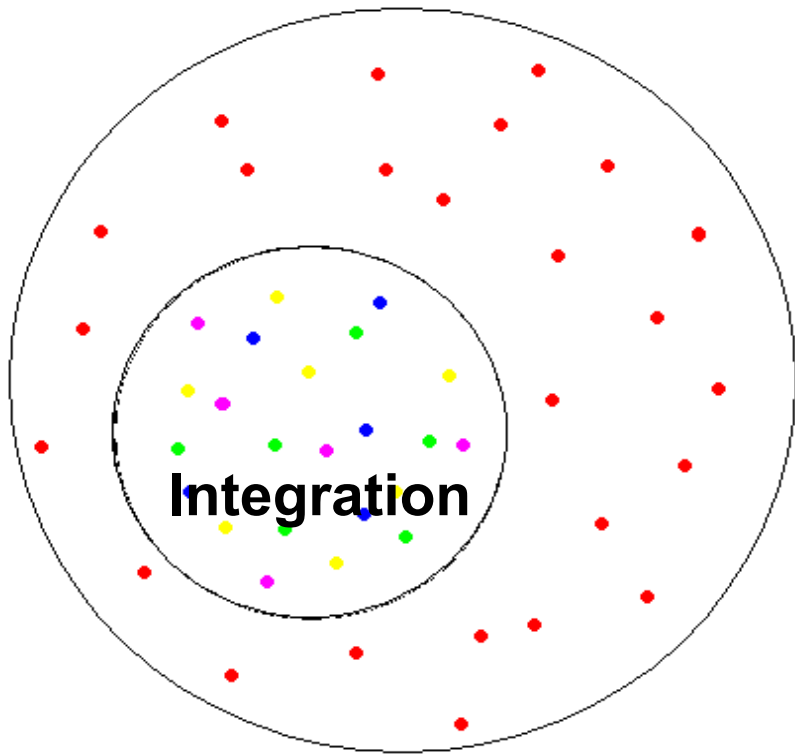
Investigation and evaluation of **educational system and individual schools** to prevent **institutional discrimination** (in structures, programmes, routines)

Isabell Diehm / Mechtild Gomolla / Frank-Olaf Radtke



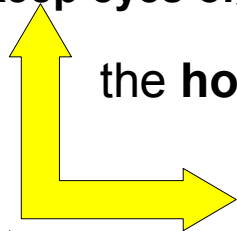
and so
forth ...





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

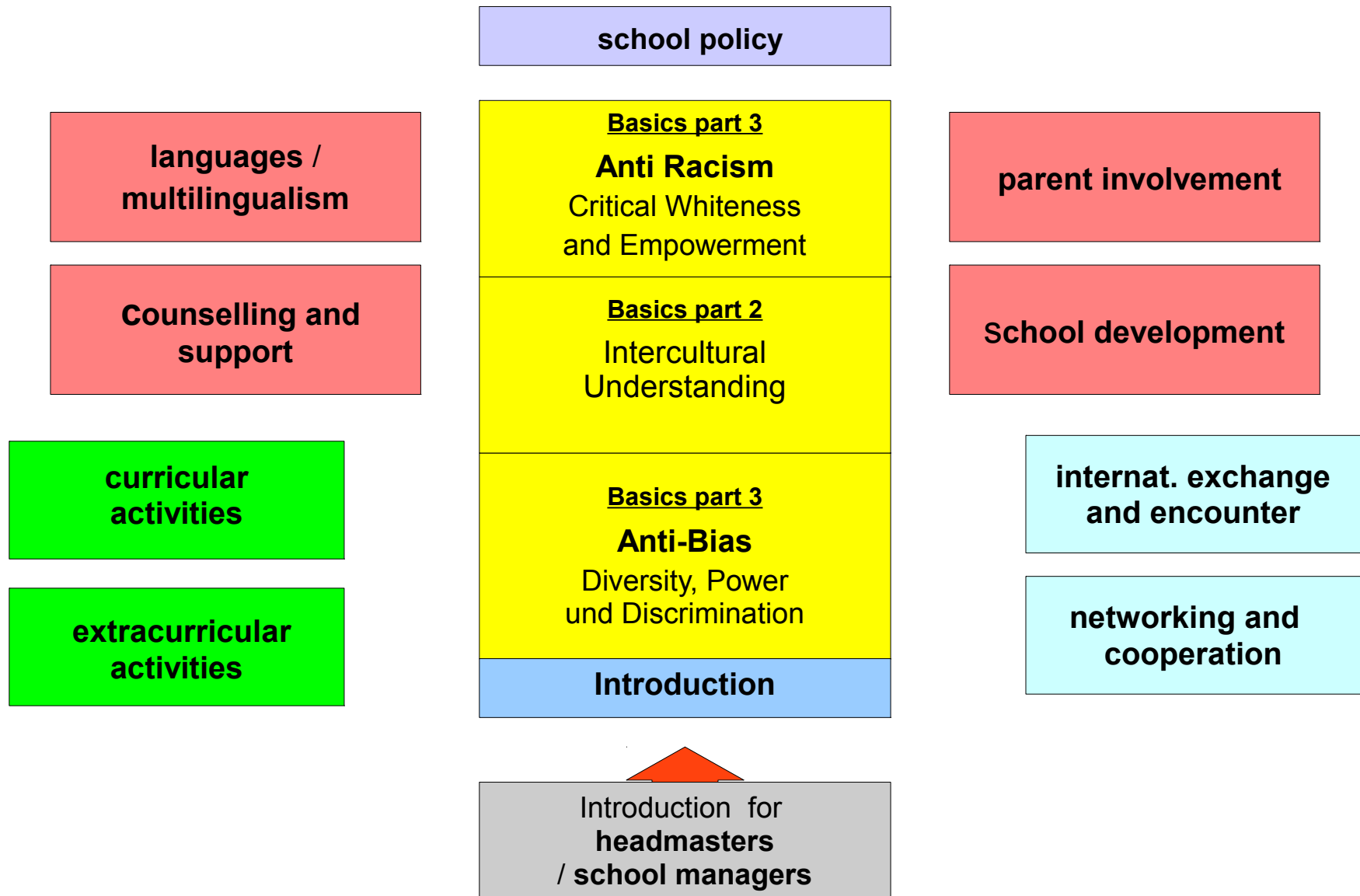
Preconditions:

- ⇒ 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.





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