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Education and Culture DG

Lifelong Learning Programme

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# Theoretical outline of the toolbox

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# CULTURE

- a „new” concept
- very variegated definitions (good to maintain!)
- *something created by human beings*
- expression of human creativity (art is emphasized)
- the evolution of human beings (cultivation)
- a symbolic system: signs, symbols, meanings (Geertz)
- a kind of software: behavioural factors emphasized
- structures of relations and meanings (Levi-Strauss)
- superstructure based on economic-social factors
- part of human production, related to power ony)

# Our approach?

- various, but it should be maybe more reflected
- common points:
  - important but not overemphasized
  - process
  - hidden elements
  - power
  - narrativity
- educational view



# Interculturalism

- the term
- the history and the different approaches:
  - conservative-liberal approach (melting pot)
  - postmodern crisis, radicalism: celebrating difference
  - ambiguities and contradictions ('90s)
  - liberal interculturalism: democracy is pluralism
  - critical interculturalism: deconstructing whiteness

# Our interpretation

- difficult to find one
- reflection ! (an invitation)
- do we (want to) fit in that history
- maybe closer to liberal
- why not considering a more critical approach?



# Identity

- is it a firm dimension of a person?
- what about hybrid and fluid identities?
- given, obtained and adopted identities?
- maybe: questioning is more important than answering
- “narrated identity” concept: identity is always constructed narratively (Ricoeur, MacIntyre).

# Intercultural education

- “conservative-liberal” intercultural education: helping people to integrate
- liberal intercultural education: raising acceptance, tolerance, understanding (of individuals) through self-reflection and knowledge of other cultures
- critical intercultural education: raising awareness of marginalized groups (Freire!), aiding people (students) to criticize actual structures and to act (!) against unjust situations, helping the members of the dominating culture to deconstruct their domination



# The main elements

- (process!)
- identity (see above)
- environment (our pedagogical aims are not only related to the person!)
- competencies (other professional fashion): crucial point, appear in many contributions, *the structure of our tools* is based on a certain competency model



## Common points

- democratic education (we should emphasize maybe the role of the institutional environment as well!!!)
- unveiling and deconstructing prejudices
- narrated identities (ABCD crown model)
- dialog
- the importance of self-reflection
- the importance of an applied kind of sociology for

# Additional points to consider

- helping to question and to criticize
- irony and education
- cultural capital, hegemony and education (cultural hegemony in schools, give voices to the voiceless)
- how to question power?



# Intercultural teacher education

- see above
- mainstream TE
- personality, identity (a more clear approach?)
- competencies (a more detailed list?)
- common ground:
  - professional self-reflection
  - openness of teacher

# Our intercultural experience

- return to the starting point

Our project itself is an intercultural experience, so we really need to collect our experiences, and find a way of a partly common narration of it to construct a shared interpretation/theory that can be presented as the framework for the toolbox.

- so please!!!: your story!!!



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- Our project itself is an intercultural experience, so we really need to collect our experiences, and find a way of a partly common narration of it to construct a shared interpretation/theory that can be presented as the framework for the toolbox.
- so please!!!: your story!!!

# Teams

- read the text carefully again
- what is missing from your theoretical points?
- reflect again on your theory and tools considering this framework
- what are the questions? try to answer
- how you could contribute to the common theorizing
- add something
- where are your tools in this theorizing, what is BEHIND them?