

INTERACT
WP7 & WP8 Report, draft
The Danish University of Education

Introduction

The objectives of wp7 & 8 are to select national in-service programmes and courses of further education that address issues of intercultural education, to examine their contents and approaches, and identify convergent and divergent elements amongst them.

In Denmark primary school teachers are trained in teacher training colleges which are part of Centres of Higher Education (Center for videregåendeuddannelse, CVU). There are 10 such regional educational centres in Denmark, which offer training, in-service training and further education in teaching and pedagogy. As further education the educational centres offer Diploma Programmes (PD) comparable to a medium-cycle higher education. Furthermore, the CVUs offer some shorter educational courses.

Since the educational reform of 1998 teacher trainees graduated as bachelors.

Secondary school teachers (A- and O-levels, polytechnicals, higher commercial schools etc.) graduate from a university. Shorter further educational courses are offered by the professional organizations. At the universities the secondary school teachers can attend master programmes or other supplementary programmes.

Methodology

The following analysis covers two application rounds, which took place in June 2005 and February 2006. On-going reference is made to courses that are described in survey 1, 2 etc.

First, courses offered by the CVUs targeting teachers of primary school are discussed, then in-service and further educational courses for teachers of secondary school offered by the professional unions, and last, courses offered by the universities at bachelor and master levels are dealt with.

In-service training and further education at the educational centres for primary school teachers

Various Centres for Higher Education have Diploma Programmes and shorter courses on Danish as a second Language, but citizenship education or the Danish concept "democratic education" is not mentioned in the course descriptions. Intercultural communication is one of the elements of the Diploma Programme at the educational centre of Copenhagen (CVU, Cph.) and the concepts of cultural encounters and cultural understanding are frequent in the other course descriptions.

Furthermore, in relation to the other offers of relevant, shorter courses, generally cultural interaction is in focus again. Central topics are cultural identity, intercultural communication, cultural exchange, and intercultural pedagogics.

A few courses deal with the political aspect of education and cultural understanding, as well. The autumn of 2006 CVU Cph offers a PD-degree in multicultural education (see survey 1). The concept of intercultural democratic education does not figure in the course descriptions, but it says that, "Education focuses on the level of the individual, the institution, and society and on how cultural interaction moulds and

changes the individual and the group through inclusion, exclusion, and processes of identity-formation, and on what consequences this has for multicultural educational competence for action.”.

Holbæk Teacher Training College offers the course ”Education and Culture” (survey 2) ”The aim of the course is to offer teacher trainees the opportunity to acquire intercultural competence through comparative studies of cultures, values, habits and norms, ways of thinking within education, pedagogics, literature, art, and politics, all in a Danish context”.

As mentioned above there are a great deal of shorter courses that deal with intercultural education, cultural understanding etc., whereas few courses have a perspective on the influence of society, democracy and politics on intercultural understanding. All in all, primary school teachers do not have a lot of opportunities for qualifying themselves in teaching intercultural democratic understanding by means of in-service training or further education.

In-service training and further education for teachers of secondary education (A- and O-levels, polytechnicals, higher commercial colleges etc.)

There are no courses offered by the professional organizations that explicitly aim at qualifying teachers of secondary school to teach intercultural, democratic understanding. And there are few shorter offers of education that treat multi- and intercultural understanding. The few courses that are offered focus on cultural understanding, cultural interpretation, cultural differences, or cultural identity.

Courses offered by the universities on bachelor and master levels.

Several BA- and MA-courses deal with human rights. The most relevant one for this inquiry is ”Muslims – a minority in Europe” department for Minority Studies, Cph University June 05 (survey 3): ”On the basis of the study of three kinds of agents (the minority in itself, the majority, and supranational institutions like for instance the EU) the course will focus on the processes of change – of Muslim practices and faith, on the one hand, and the European societies – that the presence of Muslims in Europe participates in creating.”, Human Rights and culture (survey 4) , University of Southern Denmark, Bachelor of Language and Commerce spring 05 and 06: ”The course gives a basic introduction to human rights and its meaning in a global setting. The subjects are among others the history of human rights, the concept of human rights and its content, the universality of human rights, the relation between human rights and ethics.”

Historical (cultural studies) theory, ethical, philosophical, and intercultural implications of human rights and the concept of human rights are treated in the above-mentioned courses. The aspect of education and democracy is not in focus.

Other relevant courses deal with cultural interaction, cultural understanding, and intercultural communication. The most important ones for this inquiry are Cultural Encounters: ”We will focus on themes such as: the concept of culture, ethnicity, cultural identity, language, nationalism, religion, gender and race”, Roskilde University Centre, cultural and language interaction studies (survey 5). Department of Philosophy and the History of Ideas, Aarhus University offers the course: Cultural interaction – religion and world views spring 06. The purpose of the course is, ”to give the individual better opportunity to orientate him- or herself in the field of

tension between national and global society and the multi-cultural and multi-religious society which is our actual reality. The possibility of de-coding and conveying ideas constructively in the cultural interactions demands a deeper understanding of ones own culture as well as insight into the multi-cultural reality” (survey 6). At Aalborg University they have the programme Culture, Communication, and Globalization (survey 7). The programme contains both inter-language elements taught in English: Introduction to intercultural communication, ethnicity, migration and citizenship: Discursive and identity perspectives on challenges to European nation-states, Society, Politics and Internationalization, Democracy and the European Union. And elements of the particular foreign language in which the student has chosen to specialise: English, French, Spanish, or German.

The degree programmes treat citizenship in an intercultural and international perspective. The educational or democratic element is not in focus.

MA-degree programmes

University of Southern Denmark, Odense, offers a MA-programme in Globalization and integration (survey 8) which treats migration and modernity, global and national culture, refugee problems and human rights, democracy and political culture, as well as language and cultural interaction.

The Danish University of Education, Cph, offers two relevant MA-programmes. An MA in Citizenship Education (survey 9). The programme deals with citizenship from the following perspectives: citizenship in a historical-political and didactic-philosophical perspective, citizenship in an ethical and universal perspective and focuses on the development of citizenship competences.

And an MA in Multicultural pedagogics (survey 10) which among other things deals with cultural studies/theory, democratic education, and social roots, the relation between cultural complexity and democratic rights and duties, as well as the multicultural and multi-language aspect in relation to educational and teaching programmes.

Thus, consultants to and teachers in educational institutions and in general organisations of education (e.g. secondary schools, teacher training colleges, CVUs, organizations of education for the people, folk high schools, and non-profit organizations of any kind) have the possibility of qualifying in intercultural democratic education by means of one of the above-mentioned MA-programmes. In the two last ones several aspects of intercultural education are in focus.