

**INTERACT**  
**WP8 Report, summary**  
The Danish University of Education

Work package 8 includes an assessment framework with eleven categories: Programme (type and title), Institution and Department, Course (type and title), Duration, Objectives, Keywords, Main Contents, Methodology, Competencies, Type of assessment and Target group. This framework was applied to ten courses and programmes selected and analyzed in WP 7.

#### Conclusions

As regards in-service training and further education for primary school teachers there are a great deal of shorter courses that deal with intercultural education, cultural understanding etc., whereas only a 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.

Several BA- and MA-courses offered by the universities deal with human rights. These programmes treat human rights in an intercultural and international perspective. Other relevant courses deal with cultural interaction, cultural understanding, and intercultural communication. However the democratic element is not in focus in these courses and none of the selected courses at the universities at bachelor and post-bachelor level (bachelor plus two years) have a didactic or educational approach to their subjects.

Three master programmes were relevant for the inquiry. The *Master in Globalisation and Integration*, offered by The University of Southern Denmark, deals with migration and modernity, global and national culture, refugee problems and human rights, democracy and political culture, as well as language and cultural interaction. The MA in *Citizenship Education* at the Danish University of Education 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 the MA in *Intercultural Education* from the Danish University of Education deals among other things with cultural studies/cultural 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.

In general the courses and programmes selected and analyzed in WPs 7 and 8 focus on either intercultural issues, for example intercultural competence and cultural encounters or democracy and democratic education. With a few exceptions the two perspectives do not meet. And it is important to stress that none of the programmes and courses analyzed in WP 8 are compulsory. In Denmark there is no official educational policy or compulsory programmes for further education within intercultural democratic citizenship education.