

## Citizenship and intercultural dialogue *a trajectory in a EuroMed context*

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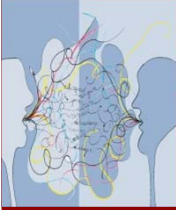
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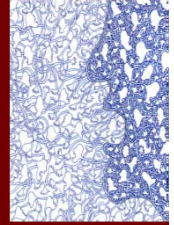
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# Point of Departure: Diagnosis and Contextualisation

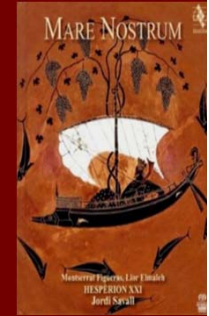
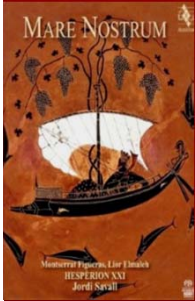
## Global Challenges and Social Trends



- Various economic, political, social and cultural challenges in the age of globalisation have a drastic but diversified impact on societies, states, regions, peoples, communities and persons across the globe, also in the EuroMed Region.
- New, innovative and peoples-oriented approaches are needed to respond to the challenges of fragmented and disturbed societies
  - Therefore we need a new culture for education and citizenship in respect of an integral human development in multi-cultural and complex societies, recognising various learning environments (formal, informal, non-formal)
  - Teacher driven/rooted learning as to competences and challenges: importance of practices, pedagogies, case stories and exercises

# Point of Departure: Diagnosis and Contextualisation

## Euromed Challenges and Social Trends



- To overcome the dichotomy Europe/Southern Mediterranean
- Internal and external dimension
- Euromed specificity
- Formal and non-formal education beyond the State
- Different legislative frameworks
- Changing mentalities: rights and responsibilities, freedom vs. shared common values
- Cultural and religious dimension
- Diversity vs. identity
- Skills and life competences

# I. KEY CONCEPTS

- “Responsible” Citizenship (“a citizen is a person who co-exists in a society”)

- Intercultural dialogue

>> In order to link both concepts you need

- Intercultural Citizenship (based on intercultural dialogue and responsible citizenship for democratic inclusion)

- Intercultural competences

# CITIZENSHIP

## Components:

- Sense of belonging to a community (> identity building)
- Respect of fundamental rights and human dignity
- Recognition of (civic) responsibilities
- Political and civil participation
- Respect of (cultural) diversity

# Pro-active citizenship-building

## Key Competences:

- Political and (multi)cultural literacy
- Critical thinking and the development of certain attitudes and values
- Active participation

## Conditions for political and civic participation:

- 1) Knowledge and education
- 2) Information
- 3) Curiosity and scepticism
- 4) Sense of belonging and social responsibility
- 5) Social engagement and global solidarity

# INTERCULTURAL DIALOGUE

## Content

- *«Intercultural dialogue is an open and respectful exchange between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's world perception.»*
- Objective: to learn to live in peace and constructively in a multicultural world and develop a sense of community and belonging. It can also be a tool for the prevention and resolution of conflicts.
- National Approaches:
  - The instrumentally integrative approach: focus on economic and social rights
  - The cultural equity oriented approach: focus on cultural rights
- Sector Approaches:
  - Education
  - Culture
  - Youth

# INTERCULTURAL DIALOGUE

## Practices

Global context:

### ■ UNESCO

- *“Building competences to develop policies and programmes for intercultural dialogue respectful of human rights”*, Unesco’s programme of Action for a Culture of Peace and non-Violence
- World Education Forum (from Dakar/2000 onwards)

### ■ Alliance of Civilisations (UNAOC) (2005)

- Regional project: *“Reconciling diversity and cohesion: a human rights model to build inclusive and participatory societies in European countries”* (2011)

### ■ World Forum of Intercultural dialogue (Baku, 2011): in partnership with UNESCO, UN Alliance of Civilisations, UN World Tourism Organisation, Council of Europe, CoE North-South Center and ISESCO.

Major European organisations dealing with intercultural dialogue:

1. European Union: policy & initiatives
2. Council of Europe: policy, initiatives & declaration

Anna Lindh Foundation for the Dialogue between Cultures in the EuroMed



# Intercultural Citizenship/Intercultural competences

## ■ Intercultural citizenship

- relies upon conciliating multiple identities and contexts simultaneously
- assumes an ability to engage in intercultural dialogues respecting the rights of cultural others
- and ideally becomes one step toward promoting peace

## ■ Intercultural competences

- *“having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others, as well as having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures”.*
- *Core components: Attitudes, Skills, Knowledge and Behaviour*

## Competences of an Intercultural Citizen in the EuroMed Region

- Be aware that his/her action can make a difference in the community and aware of his civic and political rights
- Be able to cooperate with others for social progress
- Be empathic, open minded and respect other people's opinion and cultures
- Have a basic knowledge of the history, culture, current affairs of Euromed societies and languages
- Develop critical thinking, dialogue skills, be able to find peaceful solutions to conflicts
- Aware of the problems faced by people on both shores of the Mediterranean and of the common destiny of the region
- Be able to participate in the modernisation effort of civil society associations and know how to influence political processes through activism
- Have spirit of entrepreneurship and be ready to change

## II. CRUCIAL ROLE OF EDUCATION

- Education (“Learning to live together by learning to do together”)
- Citizenship Education (focus on cognitive, functional, personal and ethical lifelong competences)
- Intercultural Education
  - learning processes which lead to a knowledge of other cultures and favour behaviour patterns of availability, openness, respect and dialogue for a constructive and convivial living together in and among societies
  - Promotion of learning skills for constructive conviviality in a multi-form cultural and social context, valorising the cultural dimension of active citizenship
- Intercultural Citizenship Education
  - a tool to live and do together
  - *“Empowering and stimulating people to contribute to social cohesion and cultural enrichment with respect for diversity and on the basis of equality.”*

# Pedagogical Approaches/Learning Methods

- Challenge: *“How to deal with the learning environments in order to be an agent of change within society?”*
- Adoption of learner-centered, problem-oriented and practice-focused methodology > a dialogic pedagogy
- It should draw on a multiplicity of learning resources, involve multidisciplinary techniques, and provide examples and practices taken from the informal education sectors in order to apply them at the formal level.

### **III. ALF STRATEGY**

#### **Work Programme Guidelines (2012-2014)**

In the framework of its multi-annual initiatives on intercultural dialogue the ALF Workprogramme 2012-2014 proposed to develop a project of Education for Intercultural citizenship with the preparation of a Handbook on Education on Intercultural citizenship

- A regional education project for intercultural citizenship in the EuroMed space
- enhance the role of the “Euromed Intercultural Citizen” as an agent of change within multicultural societies
- A resource and practical pedagogical tool for the formal, informal and non-formal sector
- An innovative framework for understanding and practising intercultural citizenship education
- A co-owned partnership between ALF, a committed core group and teachers

# Outline

Foreword and Acknowledgment

Part 0: Introduction: purpose, process and use

Part I: Key Concepts and Pedagogical Approaches

A. Key Concepts

B. Pedagogical Approaches

Part II: Learning Components

Part III: Case Stories: Examples of Practices

(link with E-tool)

Part IV: Exercises

Part V: Resources



## Conclusion: an ongoing learning process challenges and opportunities:



### Need for continuous, sustainable and trust-building efforts

- Committed engagement of persons coming from different disciplines, experiences and origins
- Continuous search for a balance between concepts and practices through relevant exercises
- Co-ownership of the group with teacher involvement and contribution
- A major concern: how to address the relationship between identity, citizenship and nationality in the Mediterranean (not only conceptually) >> recognition of different interpretations, multiple perspectives and various voices in ICE.
- Crucial role of informal learning (civil society, NGO's, the "broad" school, community-driven activities) >> recognition of the interconnectedness of the various formal, non-formal and informal types of learning; importance of exchange programmes to learn to live diversity
- Support and respect for educators in their specific activities beyond traditional tools and approaches >> valorise all existing practices, examples and case stories in order to make participants co-owner of the process
- Focus on young generations. >> need to speak their language, listen to them, understand their expectations and recognise them as actors of change.
- We must be aware of variable legal environments for mutual learning.

# Policy Suggestions

- Continuous and sustainable effort in the EuroMed education environments
- Possible Collaboration
  - UNIPD is developing an innovative and interdisciplinary PhD programme on «Human Rights and Multi-level Governance» to be launched in 2015-2016
  - Joint international doctoral degree on human rights and multi-level governance with a number of partner universities within and outside Europe
  - Rector/University of Padua as coordinator supports the initiative with the financing of PhD fellowships
  - Proposal of Agreement sent to possible partners within and outside Europe
  - possible partners include private organisations in view of EU financed Mary Curry PhD fellowships
  - ALF as a network organisation or individual EuroMed Universities could become a partner of the project by introducing the EuroMed dimension