Multicultural Education

DEMOCRATIC AND MULTICULTURAL EDUCATION
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Causes: Diversity and Equality

- Inevitable differences and diversities of the society
- Failure of Assimilationist projects
- Influence of Civil Right Movements: Equality for All
- Importance of Culture

Multiculturalism (1)

- Parekh (2000: 336-7) Rethinking Multiculturalism
  - First, human beings are culturally embedded in the sense that they grow up and live within a culturally structured world, organize their lives and social relations in terms of its system of meaning and significance, and place considerable value on their cultural identity . . .

Multiculturalism (2)

- Second, different cultures represent different systems of meaning and visions of the good life. Since each realizes a limited range of human capacities and emotions and grasps only a part of the totality of human existence, it needs others to understand itself better [and] expand its intellectual and moral horizon . . .

Multiculturalism (3)

- Third, all but the most primitive cultures are . . . plural and represent a continuing conversation between their different traditions and strands of thought. This does not mean that they are devoid of internal coherence and identity but that their identity is plural and fluid.

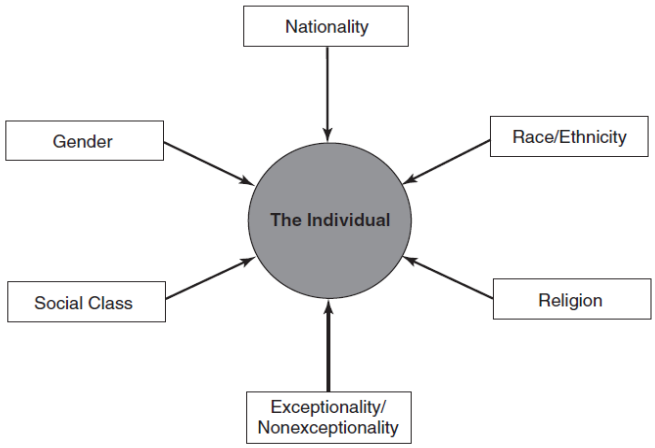
Multicultural Perspective

- [That is] composed of the creative interplay of these three complementary insights, namely the cultural embeddedness of human beings, the inescapability and desirability of cultural diversity and intercultural dialogue, and the internal plurality of each culture . . . From a multicultural perspective, no political doctrine or ideology can represent the full truth of human life. (Parekh, 2000: 338)

Multicultural Education

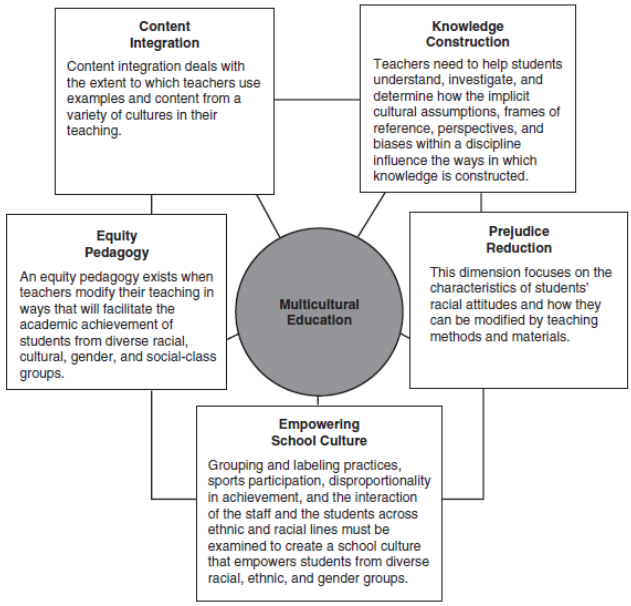
- Multicultural education is at least three things: an idea or concept, an educational reform movement, and a process. Multicultural education incorporates the idea that all students—regardless of their gender, social class, and ethnic, racial, or cultural characteristics—should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students, because of these characteristics, have a better chance to learn in schools as they are currently structured than do students who belong to other groups or who have different cultural characteristics. (Banks, 2010:3)

Student Differences



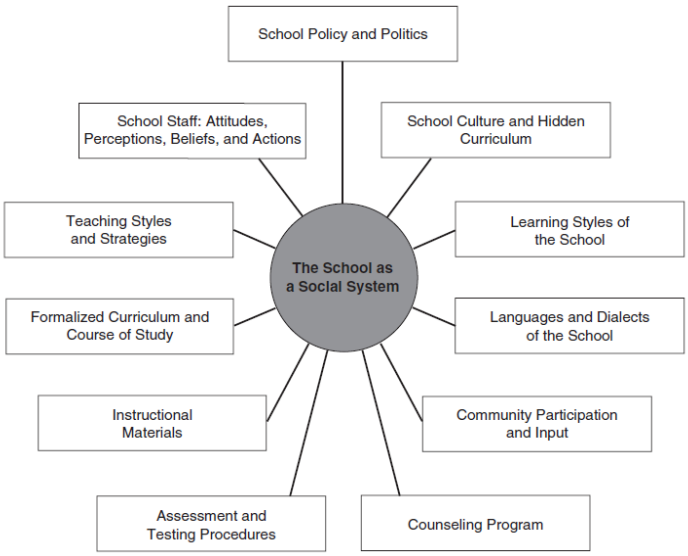
Dimensions of Multicultural Education

- Banks (2009; 2010)
  - Content Integration
  - Knowledge Construction Process
  - Prejudice Reduction
  - Equity Pedagogy
  - Empowering School Culture



School as a Social System

- The total school environment is a system consisting of a number of major identifiable variables and factors, such as a school culture, school policy and politics, and the formalized curriculum and course of study. Any of these factors may be the focus of initial school reform, but changes must take place in each of them to create and sustain in effective multicultural school environment. (Banks, 2010: 24)



Further Readings

- Banks and Banks (Eds) (2010) Multicultural Education: Issues and Perspectives. Ney Jersey: Willey
- Banks (Ed) (2009) The Routledge International Companion to Multicultural Education. London: Routledge
- Race (2011) Multiculturalism and Education. London: Continuum
- DomNwachukwu (2010) An Introduction to Multicultural Education: From Theory to Practice. London: Rowman and Littefield