



DDP/EYCB/ICLCM/2018/28 rev

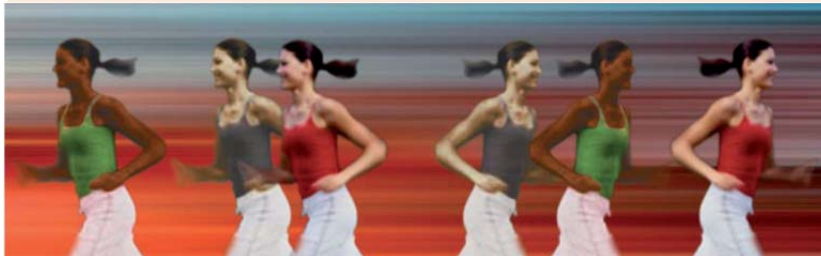
Budapest, 3 December 2018

## Intercultural Learning and educational approaches and practices of the European Youth Centre

### Consultative Meeting

4 – 6 December 2018

European Youth Centre Budapest



## DRAFT PROGRAMME

*This is a draft programme of the meeting. It may undergo small adjustments.*

Sessions highlighted in grey are livestreamed at [WWW.FACEBOOK.COM/EYCBUDAPEST](http://WWW.FACEBOOK.COM/EYCBUDAPEST)

All times are CET

## *Monday, 3 December 2018*

### *Arrival of participants*

19:00 Dinner

20:30 Welcome evening (4<sup>th</sup> floor lobby)

## *Tuesday, 4 December 2018*

09:30 Opening and introductions

Welcome words by GORDANA BERJAN, Executive director of the European Youth Centre Budapest (tbc)

Rationale and objectives of the meeting, RUI GOMES, Head of Division Education and Training, Youth Department of the Council of Europe

Expectations and programme

10:30 Intercultural praxis: a view from Québec, by EMIE VALIQUETTE, intern at the European Youth Centre

Exploring the context of intercultural learning from the participants practices of non-formal education education

*(Break included)*

12:15 Conclusions and main findings for further discussion

13:00 Lunch

14:30 ***Discourses and narratives on intercultural learning of the youth sector of the Council of Europe – still plastic and contingent?*** Presentation by GAVAN TITLEY, Senior Lecturer at the Department of Media Studies, Maynooth University

15:45 Break

16:15 Working groups on key issues raised by Gavan Titley

17:45 ***Why do we still talk about culture?*** – presentation by BASTIAN KUNTZEL, Incontro-training.org

19:00 Dinner

Free evening – possibility for informal café or participant-led activities.

## *Wednesday, 5 December 2018*

09:15 Opening and programme of the day

09:30 ***Intercultural learning in education –some core issues and questions***, presentation by ALESSIO SURIAN, Department of Philosophy, Sociology, Education and Applied Psychology at the University of Padova

10:45 Break

- 11:15 Intercultural Learning in educational practices: approaches, contents and methods
- Workshops
- 13:00 Lunch
- 14:30 ***Intercultural learning, fostering youth participation and democratic citizenship in multicultural societies in a globalising world – What can we learn?*** Presentation by HELMUT FENNES, Research-based Analysis and Monitoring of Erasmus+ Youth in Action Programme
- 15:30 ***Intercultural learning with a view from Istanbul*** – by LADEN YURTTAGULER, Bilgi University
- 16:15 Break
- 16:45 Workshops on the social and education functions of intercultural learning and its expression education and training activities, including:
- The Council of Europe Competences for Democratic Culture
  - Human rights education
  - Training with vulnerable groups
  - Activities in member states
  - ...
- 18:30 Closing of the day's programme
- 19:30 *Boat trip and dinner on the Danube*

### ***Thursday, 6 December 2018***

- 09:15 Opening and programme of the day
- 09:30 ***What competences for intercultural learning today?*** – The view point of the European Federation for Intercultural Learning, by IZABELA JURCZIK-ARNOLD, Head of Training
- Defining areas for further research and development for the quality and consistency of the educational approaches of the European Youth Centre (in working groups)
- The quality standards for intercultural non- activities of the European Youth Centres
  - Education resources and manuals
  - Youth policy development
  - Online activities and e-learning
  - Research and evaluation
  - ...
- 11:00 *Break*
- 12:00 **Conclusions and proposals** of the groups
- Feedback and conclusions** by FRANCESCA BRAGAGNOLO, rapporteur of the meeting

Evaluation

12:40 Closing remarks

EMILJA GAGRČIN, Advisory Council on Youth

RUI GOMES, Youth Department of the Council of Europe

13:00 Lunch

*Departure of participants*



Background of the activity

The youth policy of the Council of Europe aims is to provide young people, i.e. girls and boys, young women and young men with equal opportunities and experience which enable them to develop the knowledge, skills and competences to play a full part in all aspects of society. Youth policy, in the way it has been developed in the Council of Europe's youth sector has an intrinsic intercultural dimension. This results to a great extent from being a policy developed together with governmental and non-governmental partners from a variety of countries (and supposedly cultures), but also because it is meant to take into account realities of young people that are very diverse across Europe and within any given society.

Intercultural learning has been recognised as being “particularly relevant for promoting intercultural dialogue and combating racism and intolerance”. This recognition places a burden on youth work and youth policy practitioners, that is to live up to the expectations of policymakers and to the requirements of education specialists, including, quite obviously, youth workers and all those who try to make sense of it in social realities that are complex in nature and whose responses cannot always be framed within pre-established conceptual models. Intercultural learning is also intrinsic to the philosophy and educational approaches of the European Youth Centres. The activities held in the centres should be

*an experience in participation, planned intercultural learning and human rights education*

Intercultural learning is thus part of the essence of the non-formal education activities held at the EYCs and as such reflected also in the quality criteria:

*Intercultural learning enables the understanding of the impact of stereotyping, prejudice and ethnocentrism on the relations with and between people from diverse cultural backgrounds. In educational practice, intercultural learning should be part of the formal programme (in an explicit or implicit manner) and inform the overall methodology of the activities. Intercultural learning should enable everyone to contribute to and benefit from the activity regardless of, and in the respect of, their cultural backgrounds and identity affiliations.*

The value and even the understanding of intercultural learning have been regularly debated and updated. A seminar on this subject was organised in 2007 and resulted in the publication *Intercultural learning: which ways forward?* which remains largely valid as a testimony of the issues surrounding intercultural learning . More recently, the partnership between the Council of Europe and the European Commission in the field of youth published a revised version of the

Training Kit on Intercultural learning which re-situates intercultural learning purpose as enabling people “to live together peacefully and respectfully in a multicultural world”.

While social value of intercultural learning is relatively unquestioned – despite recurring phobias around *interculturalisms and multiculturalisms* – the conceptual and practical translation in education activities based on non-formal learning approaches deserves being re-visited..

This is determined by a variety of social and political factors in Europe and the world, including:

- The role of social media and IT tools in educational activities and communication
- The strengthening of nationalist and populist movements
- The proliferation and generalisation of European and international youth programmes with a strong educational component
- The increase in the offers for training in international youth work and activities.

More recently, the Council of Europe developed a model entitled Competences for Democratic Culture to help educational systems prepare learners to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse societies.<sup>1</sup> The competences described in the model are teachable, learnable and assessable. Intercultural education is viewed as being of central importance to democratic processes within culturally diverse societies.

## The consultative meeting

The consultative meeting sets out to discover and analyse different phases of the discourse on intercultural learning and non-formal education and the development of related educational practices in the past years till today, considering milestones such as the international youth year, the All different-All equal campaign, the Human Rights Education Youth Programme and the programme of study sessions organised at the European Youth Centre within. By discussing various approaches and understandings of intercultural learning in non-formal education today, the consultative meeting should lead to a synchronisation about the relevance and understanding of intercultural learning today and result in the identification of areas for further exploration, research and exchange.

### Aim

The consultative meeting will explore past and current approaches towards intercultural learning and non-formal education, related educational practices and quality standards and their application in the activities at the European Youth Centre.

### Objectives

The main objectives of the consultative meeting will be to:

- to discover and analyse the evolution of the discourse about the educational approaches and “pedagogy” of the European Youth Centre with special regard to the programme of study sessions
- to reconsider the relevance and usage of the concepts of intercultural learning in international non-formal education activities in an with an integrated approach together with human rights education and education for democratic citizenship

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<sup>1</sup> Competences for Democratic Culture: <https://www.coe.int/en/web/education/competences-for-democratic-culture>

- to identify challenges of adopting, adapting or updating intercultural learning, transformative learning and participatory approaches in training of trainers and multipliers at the European Youth Centre
- to define areas for further research and development necessary for the quality and consistency of the educational approaches of the European Youth Centre as part of the Council of Europe mission on defending and promoting human rights, democracy and the rule of law.

## **Expected outcomes**

It is expected that the consultative meeting will provide recommendations to the Joint Council on Youth on areas for further research and development necessary for the quality and consistency of the educational approaches of the European Youth Centre. These outcomes will inform the discussion on the future programme orientations of the youth sector of the Council of Europe. Practical outcomes may also be exploited with trainers and facilitators involved in the implementation of the Youth for Democracy programme.