



Intercultural Education for Peaceful Living Together (ICE-PLT)

Pestalozzi Children's Foundation and Partners
Southeast Asia

www.pestalozzi.ch

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- I. Pestalozzi Children's Foundation and Intercultural Education for Peaceful Living Together (PCF & ICE-PLT)

- II. Putting Human Rights based Approach and Child Rights Based Approach to Development in Practice-Application and integration of ICE and Participator Learning and Action (PLA) in Project Cycle Management

- III. Challenges, Opportunities, Recommendations



I. Pestalozzi Children's Foundation and Intercultural Education for Peaceful Living Together (PCF & ICE-PLT)

- The Pestalozzi (1746-1827) Children's Village (1946) Founder Walter Robert Corti (1910-1990)
- PCF International Development Cooperation (1982-Present)

<http://www.pestalozzi.ch/en/who-we-are/the-foundation/historical-overview/>

- PCF's Seven Guiding Principles on ICE
- Application of the simplified, contextualized principles in Practice: The 'I-You-We' Trichotomy of Intercultural Education
ICE Learning Processes



Pestalozzi Education Foundation 7 ICE Principles :

1. Interculturality stretches from **a critical appreciation of one's own culture**, to **an in-depth understanding of any foreign culture** and to a meeting and/or mediation between both.

2. Culture is not static, arises in interactions between people whose perceptions and values differ. It is subject to continual processes of change and simultaneously knows many constants. Intercultural education is based, therefore, on a **dynamic concept of culture**.

3. Education is taken to be **a process of partnership**, in which the relevant cultural contexts are taken into account and in which teachers can also be learners

4. The holistic principle laid down by Johann Heinrich Pestalozzi, which aims to access the **head, heart and hand** of the pupil, underlies all the educational activities of PCF.

5. Cultural education helps children and adolescents to grow and develop in **unison with their cultural backgrounds**. Enabling them to live in a intercultural setting requires the development of their **willingness and ability to self-reflect** and to adopt other perspectives.

6. Intercultural education aims to **employ cultural, linguistic and other forms of diversity as a resource**. It is designed for all children and adolescents; it has the purpose of strengthening the cultural competence of social groups and of developing people's aptitude for **intercultural coexistence**.

7. PCF's approach to intercultural education can only be **applied** within a **holistic**, long-term view of school and general education in the sense that intercultural education is **not another subject to be taught**, but **an integral part of an educational principle** which is **always sensitive to its context**.



Application of the simplified, contextualized principles in Practice:

The 'I-You-We' Trichotomy of Intercultural Education-ICE Learning Processes:

PCF Intercultural Exchange Projects cover the four pillars of holistic education as defined by UNESCO (learning to be, learning to do, learning to know and learning to live together)

Emphasis is on the process of a responsible mutual learning exchange. Do activity together, discuss, reflect, experience together, continue the spiral learning exchange.

The learning objective is to build self confidence.





Peace in the heart, Peace in the Home, Start with reflecting and learning about the “I” (Self-perception-Self-awareness-Self-esteem-Self-confidence)

Our Intercultural pedagogy is based on the premise that people need to be self-confident in order to be able to communicate freely, naturally and without inhibitions with others, who are often strangers.

Consider learning as a process that depends on the activity of the learner. Before understanding others, one must start with learning about oneself. A range of activities facilitate and aid the learning process to help participants reflect and learn about themselves.

Examples:

1. **Dream Journey** -story-music-childhood to present self reflection
2. **“I” Logo**-self representation-symbol
3. **Sensitive Identity Circle/Star**-What makes me today? Who and what make me/who I am today.



Learning about you, listening to you, talking to you, learning from you

Share and exchange about
the “I to the “you”

Before being able to share
about the “I” to the “you”
there are several activities to
help with building self-
confidence and **trust**.

Some of the range of activities
to aid experiential learning
exchange are:

1. **Group clusters** according to similarities and differences
2. **“Speed dating”** – exchange and get to know each other better at personal level





“We” forward looking to a common future, taking action together

After confidence and trust is built within the “I” the “you”, experiential learning exchange take plan, connections are made at personal and professional levels, common goals and vision can be shared, different actions can be taken towards that common vision: A world fits for all Children – Peaceful Living Together.

The “we” strings of connection activity according to our similarities and common goal.

Circle of connections: Personal. Connect to a person from personal level as well as professional levels. The stronger the connections enables the “we” to uphold those common values together and take action to reach the goal and vision.





Relevance of ICE in Southeast Asia-Thailand

- In the national-building process to create a “unified” Thai identity resulted in different forms and levels of discrimination including structural discrimination that has continued to hinder the full realization of children’s rights, especially the rights to quality education for All.
- For example, without the Mother Tongue Based Multilingual Education, the Indigenous and local non-Thai ethnic children could not have equal access to quality education.
- The fact that the national curricula does not yet include Multicultural Education and Intercultural Education in core national curricula create “Cultural Insecurity” for Indigenous/Ethnic children in the classrooms as well as in society at large.
- However, there have been some eventual slow positive developments.



PCF Partners in Thailand

- Foundation for Applied Linguistics – MTBMLE
(PCF-FAL-OBEC-SIL-6 schools, 3 ethnic groups, several communities)
- The Life Skills Development Foundation – Life Skills Education, Child Rights Education “Knowing your rights, Knowing your roots, knowing your world”
- Inter-Mountain Peoples Education and Cultures in Thailand Association – Alternative Education for Indigenous Children and Youth “Intergenerational Transmission of Knowledge, incorporating IK in formal and non-formal education, and advocating for the recognition of Indigenous Peoples Rights”
- Indigenous Knowledge and Peoples Network Foundation “IK, TOT-Teachers Training”



ICE mainstreaming strategies

1) capacity building:

Switzerland – 9 months EmPower Program- For Young Project staff from 12 countries : they learn to live together in the children’s village. After their return, they transfer their knowledge and experience gained to their organizations and children.

-2-3 Weeks short Intercultural exchange project for children.

National level (Thailand)

2) Establishment of ICE working group composed of project staff

3) ICE TOT to establish a pool of trainers.

4) ICE workshops for staff, teachers, communities, children

Feedback from ICE workshop participants:

“by learning about others, I learn about myself more”

“Improved relationship with my colleagues”

“ ICE activities should be integrated into organizational development”

Burma/Myanmar: Learning from the ICE developments in Thailand, PCF Myanmar programme is now in the process of developing its own ICE mainstreaming strategy according to its context.

Laos : Integrating ICE-PLA in project cycle



Laos: Intercultural Education (ICE) integration into Participation Learning and Action (PLA): ICE-PLA



- “I”: I know myself and appreciate what I am...
- “You”: I share with you what shape me to be me as I am today...
- “We”: You and I realise what we are different, similar and/or even the same in some aspects...



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e.g. Training of staff from LSDA and MoES to conduct training of VEDC in establishing a community led child protection mechanism—the participants answered to the question:

- “Respect”
- “Listening”
- “Acceptance”
- “Help”
- “Joint decision making”
- “living together peacefully”



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Common understanding is built on the participants' answers!



Why is the common understanding important?

Because it will shape the way we think, believe and act upon.

E.g. We believe that villagers have potential, cultural knowledge/wisdom, even they cannot read and write. They have their Right to make decisions and to lead processes for their development, so they must be empowered (given back power) to do so.



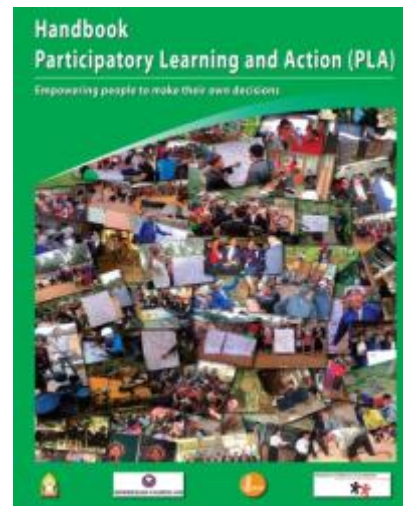
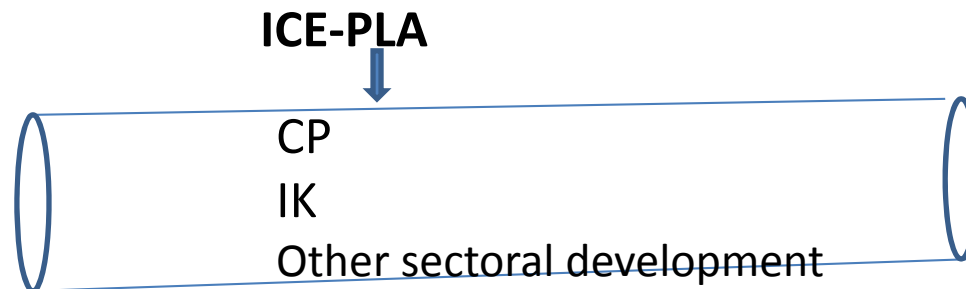
It requires the common understanding as a fundamental basis to be able to interpret PLA “a philosophy of thinking, learning and acting together with the people by respecting, supporting and empowering them to make their own decisions relating to their life and development” into practice.



PLA requires the common understanding as a fundamental basis to be able to interpret PLA “a philosophy of thinking, **learning** and acting together with the people by **respecting**, supporting and **empowering** them to make their own decisions relating to their life and development” into practice.

We are now integrating ICE-PLA into the entire project cycle—
Planning/designing, implementation, monitoring and review.

Conclusion: ICE is a “prerequisite” for more effective application of PLA. For example, without ICE-melt attitudes/behaviour of practitioners , PLA—**learning** from & **empowering** (giving power back to) villagers to take lead on their development—is hardly possible!





Challenges and Opportunities

Challenges:

- The political will and commitment at all levels
- PLA is challenging our Conventional Knowledge of Culture of working that we used to
- Economic system-growth driven

Opportunities:

- Available frameworks and Guide: UNESCO ICE Guidelines, Rights framework: CRC, CERD
- ICE can merge with mindful education
- Network and Allies building for further development cooperation



Recommendations

- The Practice: “Be the Change You Want to See in the World” (Ghandi)ICE-PLA must be applied at personal levels.
- Develop national ICE strategy, make relevant policy, use UNESCO ICE Guidelines
- Some countries such as Ireland adopted ICE national Strategy- can be example for other governments.
- For Development Organizations apply ICE-PLA at work and in each project cycle with all participants