



**Facing the Challenge of Preparing
Maltese Schools and Students for a
Multicultural Society:**

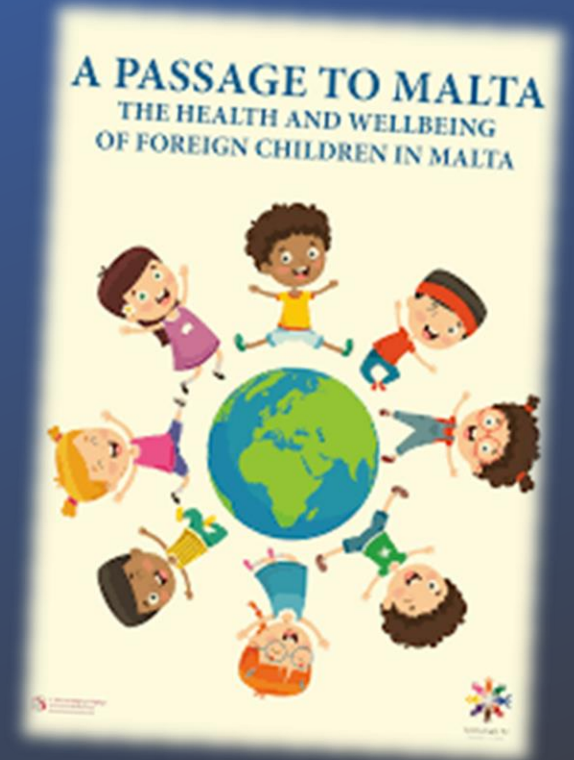
An Opportunity to Redefine Identity in
the Light of “Otherness”


Edward Wright



- Secretariat for Catholic Education (SCE)
- Centru Animazzjoni Missjunarja (CAM)
- CPi (CAM Productions International)

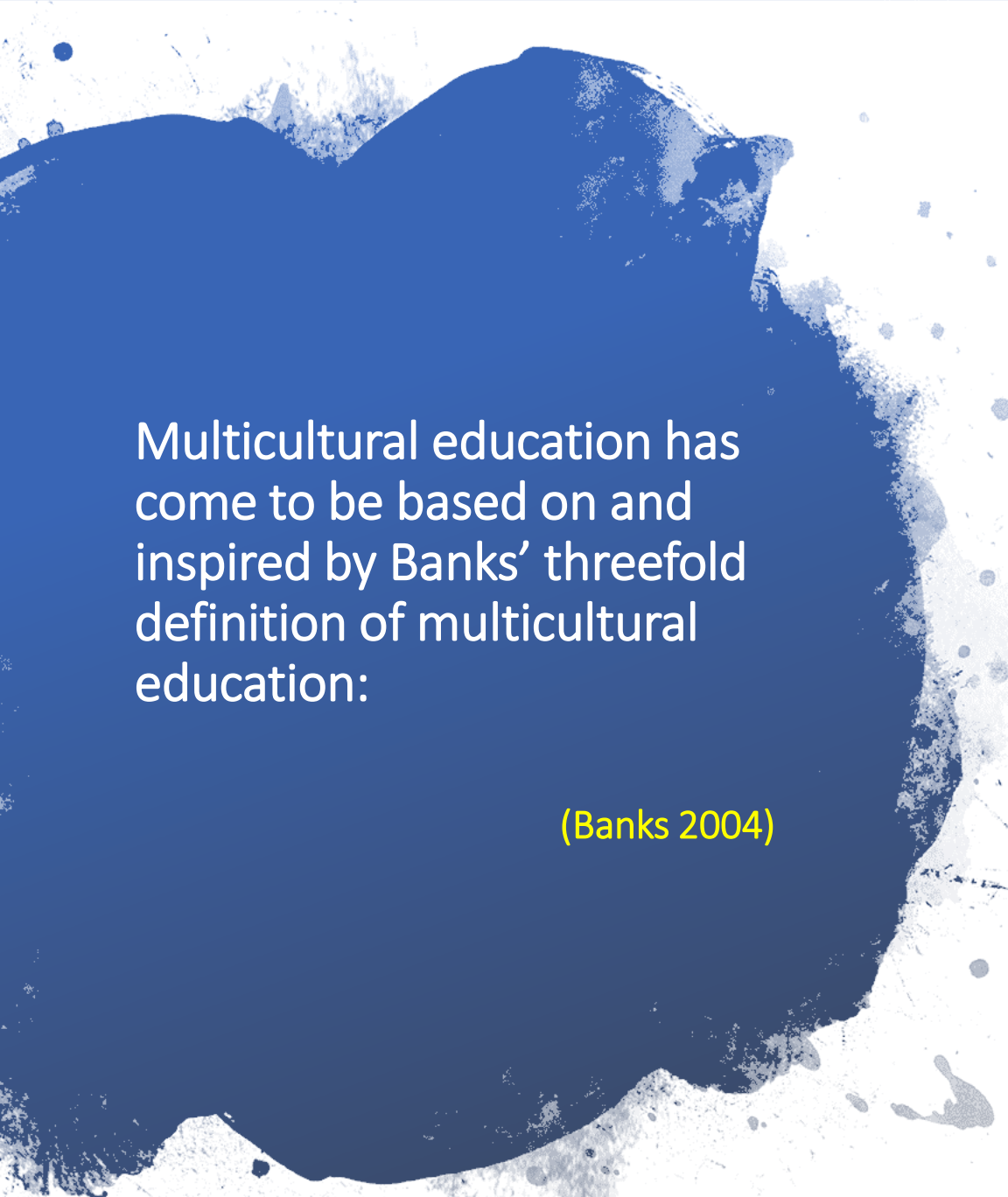
‘A Passage to Malta: The Health and Wellbeing of Foreign Children in Malta’





Need to address the
multicultural reality of Maltese
society in education, especially
SCHOOLS

- *National Minimum Curriculum (NMC) (MoE 1999)*
 - *Network of Experts in Social Sciences of Education and training (NESSE 2008)*
 - *National Curriculum Framework (NCF) (MoE 2012)*
 - *Guidelines on Intercultural Education (UNESCO 2016)*
 - *A Policy on Inclusive Education for schools: Route to Quality Inclusion (MEDE 2019)*
-



Multicultural education has come to be based on and inspired by Banks' threefold definition of multicultural education:

(Banks 2004)

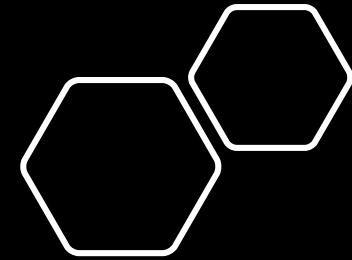
- as a philosophy that encompasses a set of values and beliefs representing cultural and ethnic influences on identities, experiences and lifestyles. Thus, such a concept embraces the values of educational equality, excellence and cultural pluralism;
- as a process that approaches this facet of contemporary education as a systematic and continuous component within a more eclectic understanding of education;
- as a catalyst for educational reform in terms of structure and procedure, that is reflective of the changes that occur in the much broader context of society – changes that are related to racial, socio-cultural, linguistic and ethnic diversity.

The Project:

An Opportune Challenge

- In its first year (scholastic year 2015-2016) the project took the form of school day seminars for Year 10 (Form 4) students (offered only to Church schools);
- was intended to be 'informally piloted' in its year of inception, and after its analysis and assessment, it was to be decided whether it was to be kept;
- remained a yearly appointment in the calendar of the schools which participated in it. Feedback initially collected was informal;
- from its second year, it was decided that it would be offered to all Maltese schools: State, Church and Private.





Seminar
Posters
sent to
schools



X'nista' nagħmel jien? Seminar dwar l-Edukazzjoni fil-Multikulturaliżmu

Il-Gimgha 12 ta' Frar 2016 | 9.00 - 12.30

Gewwa d-Dar ta' San Ġuzepp, Sta Venera

L-ghalliema ser jigu nfurmati dwar is-seminar edukattiv li jitratta l-edukazzjoni għall-multikulturaliżmu li ser ikun organizzat għall-istudenti tar-raba' klassi sekondarja.



X'nista' nagħmel jien? Seminar dwar l-Edukazzjoni fil-Multikulturaliżmu

Jigi spjegat lill-ghalliema l-ghanijiet ta' din l-attivita' għall-istudenti u r-relevanza tagħha.

L-ghalliema jingħataw riżorsi li ser jintużaw f'din l-attivita' mal-istudenti biex anka jkun jstgħu jużawhom fil-klassi.

Tingħata l-opportunita' lill-ghalliema biex jaraw u jipparteċipaw f'din l-attivita' qabel l-istudenti u jesperjenzaw il-benefiċċji tagħha.

L-ghalliema jkollhom iċ-ċans li jghidu x'jaħsbu dwar din l-attivita' edukattiva u jissuggerixxu kif tista' ssir bl-aktar mod effettiv.

L-objettivi ta' l-attivita' mal-istudenti tar-raba' klassi sekondarja jigu ndirizzati permezz ta' attivitajiet varji li jstimulaw id-diskussjoni u l-hsieb kritiku, u juru l-htiega għal azzjoni urgenti.

Dawn l-objettivi jkun ndirizzati fil-kontest kulturali u soċjali Malti li jagħgen il-hajja tal-istudenti fl-iskejjel tagħna.

Dawk kollha prezenti jkollhom l-opportunita' jaraw il-'Learning Outcomes Approach' fl-azzjoni.



X'NISTA' NAGHMEL JIEN

WHAT IS MY ROLE?

Edukazzjoni fil-Multikulturalizmu 2019 - 2020



9.00 am	Video Clip 1 (FACES + Quotes for Reflection)
9.05 am	Introduction by Fr.Louis and Edward (AIMS of seminar)
9.20 am	Ice-Breaker (PHOTOETHNICITY)
9.30 am	Drama Part I (X'NISTA' NAGHMEL JIEN?)
9.45 am	Small Group Discussions
10.30 am	BREAK
11.00 am	Video Clip 2 (FACES + Quotes for Reflection)
11.05 am	Drama Part 2 (X'NISTA' NAGHMEL JIEN?)
11.35 am	Student sharing and discussion on Drama
11.45 am	PERSONAL EXPERIENCE OF A REFUGEE (in the form of an INTERVIEW)
12.20 pm	QUESTIONS, REACTIONS & CONCLUSION

I.

Designing the Seminar

- Designing the SHORT DRAMA
- Designing suitable and adaptable pedagogical activities
- Creating a resource pack for educators

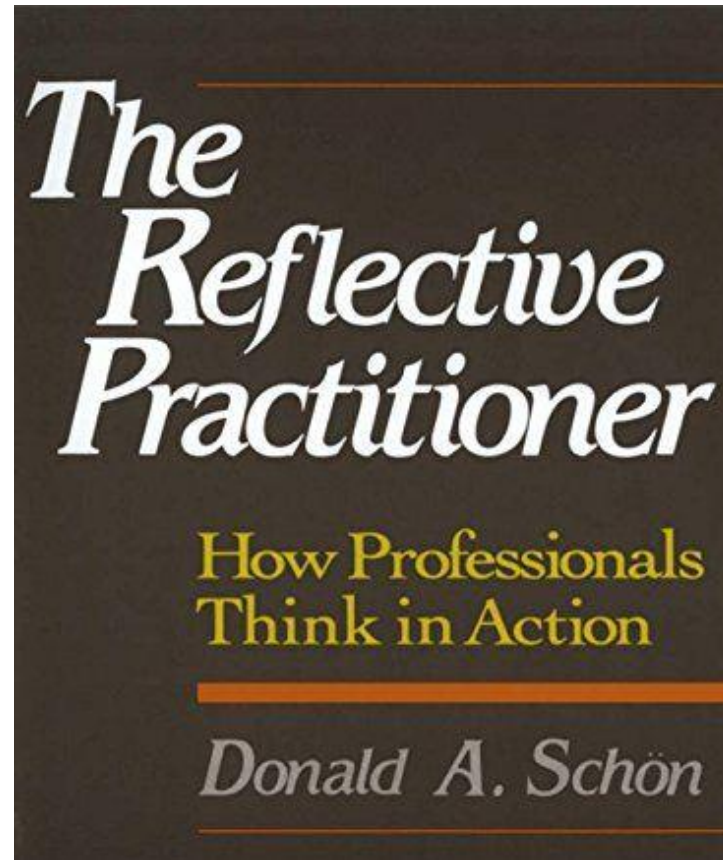
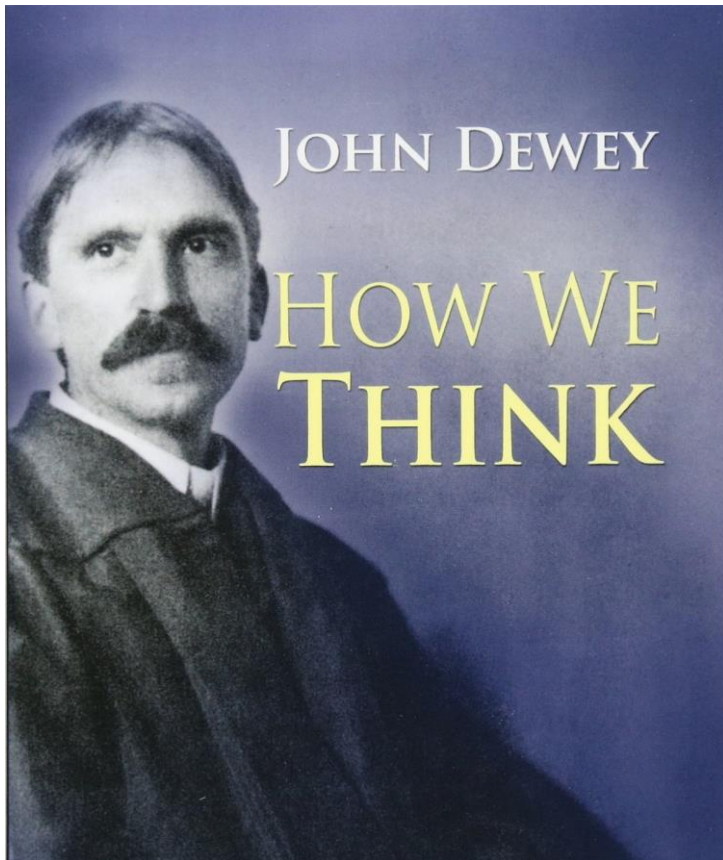


II. Participation

Details for seminar attendance

Scholastic Year	Schools	Church Schools	State Schools	Private Schools	Boys	Girls
2015-2016	10	10	0	0	164	145
2016-2017	16	9	5	2	280	236
2017-2018	18	10	6	2	296	248
2018-2019	21	12	7	2	324	240
2019-2020	12	8	4	0	176	138
TOTAL number of students					1240	1007

- III. Assessing success through a mixed method research methodology embedded in professional practice



Schon's basic notion is that through reflection-in action "our knowing is in our action, we can gain verifiable insight into our thought processes"

(Schon 1984:49)

IV.

Data Collection through Mixed Methodology



Sources for data collection



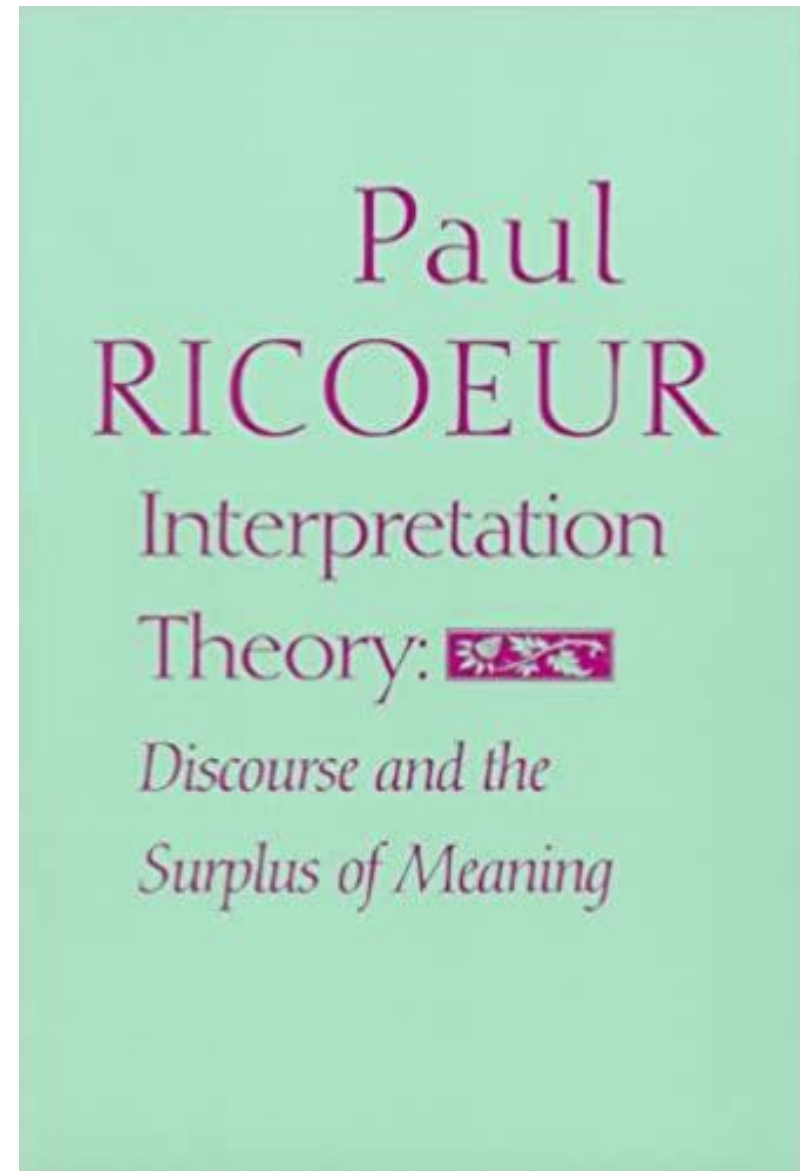
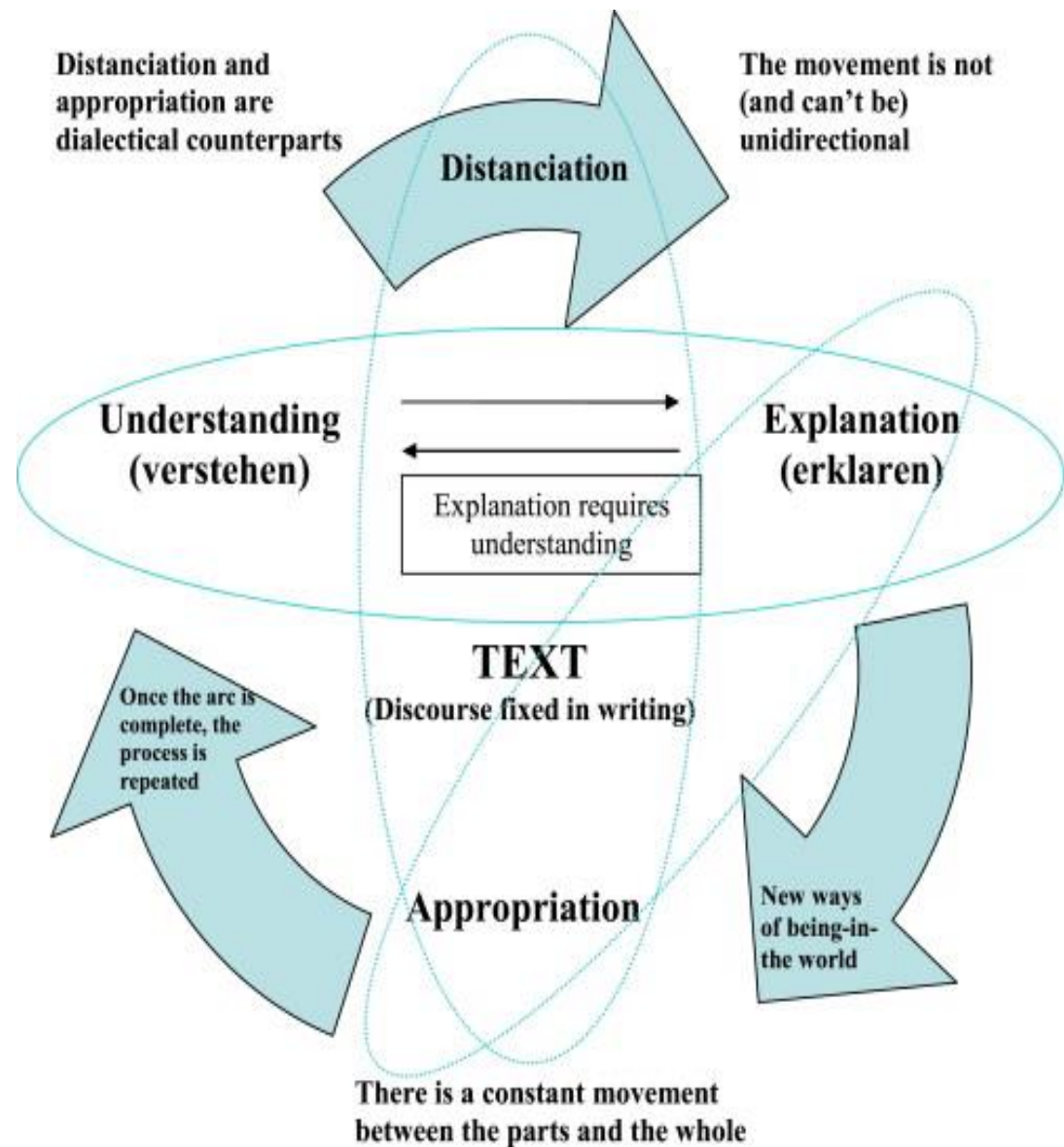
Source of feedback	Feedback collected
Teachers' feedback from students before seminar	135 students from 2 Church and 1 State school
Feedback from short group discussions during seminar	Taken from the notes taken by one of the two facilitating educators
Questionnaires to teachers and students and educators after seminar	255 distributed, 186 collected
Indepth interviews after seminar Teachers Learning support educators Students	Convenient and purposive sample <ul style="list-style-type: none"> ○ 8 teachers ○ 3 Learning support educators ○ 15 students (9 girls & 6 boys from schools (3 Church, 1 State & 1 Private))
Observations and informal feedback during seminar	Taken by myself
Two focus groups, one with STUDENTS and one with EDUCATORS	<ul style="list-style-type: none"> ○ Focus group 1 – 8 students (5 boys and 3 girls from 2 Church schools) ○ Focus group 2 – 5 educators (3 teachers and 2 LSE from the same 2 Church schools)
Charts, storyboards, and other created objects made by and exhibited by students	4 schools, 3 Church and 1 State.

—
V.

Thematic and Narrative Analysis for Data Analysis and Interpretation

- Use of CQR (Consensual Qualitative Research)
- Use of NVivo
- Ricoeur's Theory of Interpretation







VI. Results and Discussion

a. **Unfounded fear of the young generation: The main causes of cultural negative attitudes and stereotypes**

Jiġu hawn biex jeħdulna xogħolna....għalfejn ma jneħħux lill-gvernijiet korrotti tagħhom u jieħdu pajjiżhom f'idejhom?

(Student comment before seminar)

Jiena nibża' minnhom u ma nafdahomx....għax...jista' jkun hemm min hu tajjebimma jkun hemm ħafna ħżiena u kriminali u terroristi li jiġu hawn ukoll bis-saħħa tat-tajbin!

(Student comment before seminar)





VI. Results and Discussion

b. The causes of fear: Lack of correct information, fake news in the media and family influences

Hekk igħidu l-media u l-aħbarijiet....il-ħin kollu...li x-xogħol tal-bini u ħafna xogħlijiet oħra f'idejn il-barranin....

(Student 8 – Indepth interviews)

Fil-familja tiegħi hemm min bata' minħabba dawn in-nies....allura li jingħad huwa minħabba esperjenzi veri

(Student 4 – Focus group)





VI. Results and Discussion

c. Need of students to engage in intercultural and multicultural dialogue in educational contexts

Meta sirt naf lil Charlene jiena bdejt inħares differenti....lejn dawn in-nies I mean....suwed u persuni ta' razza differenti...qabel vera kienu jbeżżgħuni....(very emotional)...imma mbagħad bdejt iktar niħassarhom...

(Student 3 – Indepth Interviews, repeated from seminar)

Meta titkellem magħhomu speċi ta (thinking)....issir tafhom iktar...tinduna li huma vera orrajt u tal-ġenn....u tista' anki titgħallem minnhom...jien hekk ġrali

(Student 6 – Focus group, repeated from seminar)



VI. Results and Discussion

**d. Need for cross- and
extra-curricular
initiatives in
multicultural education**



VI. Results and Discussion

e. Need of students to engage in intercultural and multicultural dialogue in educational contexts

Dak li niddiskutu d-dar huwa l-opinjoni tagħna....mhux kulhadd għandu dritt ikollu opinjoni fuq dawn l-affarijiet?

(Student during seminar)

Jiena naħseb li missieri għandu raġun fuq ħafna affarijiet....missieri jaħdem ix-xatt u jiltaqa' ma' ħafna minnhom u allura jaf x'ikun qed igħid

(Student during seminar)

U tgħid mhux ser nitkellem hekk id-dar? Kieku jtajjarni missieri!

(Student 2 – Indepth interview, Student 7 – Focus group)





VI. Results and Discussion

e. Need of students to engage in intercultural and multicultural dialogue in educational contexts

Teachers and learning support educators were especially emphatic on the need for parents to be educated in their understanding of and perspective towards multiculturalism. One comment by a teacher with more than 30 years in the profession sums up nicely what educators feel and believe:

Aħjar nibdew mill-ġenituri...għax ħafna velenu li għandhom (referring to students) minnhom jiġi...

(Teacher 2 – Indepth interview, Teacher 1 – Focus group)

U inti jekk id-dar ħlief mibgħeda u razzizmu ma jisimgħux, x'tistenna?

(LSE 1 – Indepth interview, LSE 2 – Focus group)





VI. Results and Discussion

f. Need for multicultural education addressed to teachers and educators

Jiena kieku nkun nixtieq nagħmel iktar ...imma mhux faċli...u kultant tikkonfondi x'taqbad tgħid u tagħmel...

(Teacher 7 – Indepth Interview)





VI. Results and Discussion

g. Need for leaders to commit more to action and implement policies

L-ewwel ħafna bla bla bla u omeliji fuq valuriu mbagħad biex tagħmel xi ħaġa trid titkarrbilhom...l-importanti hu biss li l-iskola tidher sabiħa u li tagħmel xi ħaġa...

(Teacher 5 – Indepth interview, Teacher 3 – Focus group)



VI. Results and Discussion

g. Need for leaders to commit more to action and implement policies

- sensitivity to issues related to language and religion when it comes to foreign students

Aħjar jaraw (referring to people in authority, in politics and education) kif jistgħu l-għalliema u l-LSEs jitgħallmu jikkomunikaw b'lingwi differenti u jirrispettaw u jitekellmu fuq ir-religjonijiet differenti, l-iktar l-Islam...

(LSE 4 – Indepth interview, LSE 2 – Focus group)

Hemm bżonn ikunu ċerti li l-istejjer ta' studenti bħal dawn li jbatu ħafna ...joħorġu...imma l-iktar li l-għalliema kapaci joħolqu l-klima...u jkunu komdi huma...

(LSE 2 – Indepth interview, LSE 3 – Focus group)



VII.

Recommendations



- Pressure on political and educational authorities to ‘walk the talk’
- The professional formation of educators in multiculturalism
- Addressing real needs through the educational curriculum
- More cross-cultural and extra-curricular initiatives for pupils and educators
- Multicultural education for parents
- Taking the media by the horns and promoting media literacy education



VII. Recommendations



Student: Jiena l-media vera n'hobbha....u kieku jkolli çans li jien u sħabi niktbu script u nagħmlu film fuq razzizmu...il-ostra kieku...nifqgħu l-iskreen

Interviewer: Għalfejn?

Student: Għax għandna ħafna esperjenzi ta' razzizmu...niltaqgħu ma' ħafna suwed u barranin...uħud minnhom ħbieb tagħna...u naraw ħafna jgħajruhom u jabbużawhom...

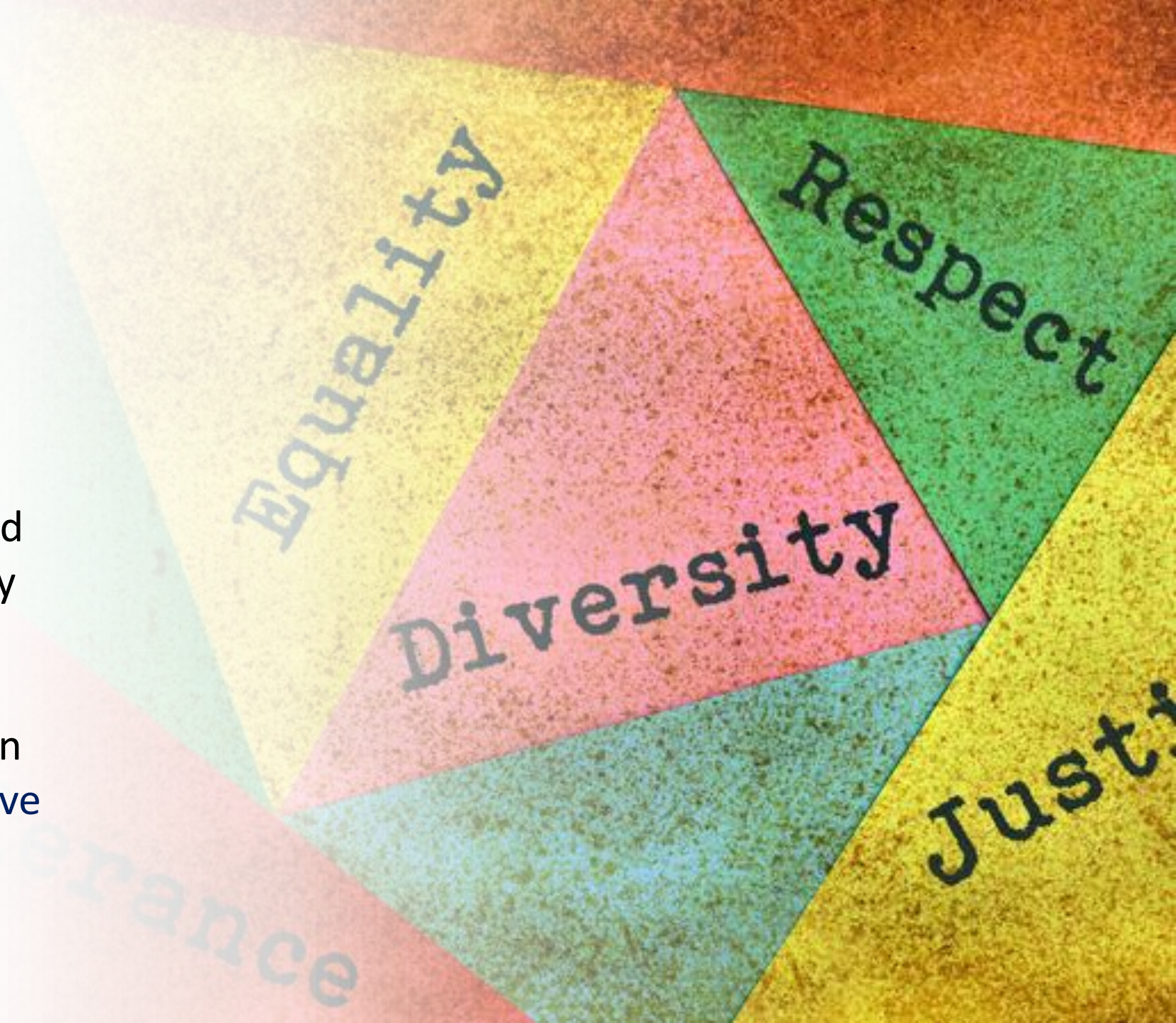
Interviewer: Le....imma ma niddejjaqx niffilmja u nirreçta ...u anki sħabi ...anki dawn il-barranin li nafu...

(Student 7 – Indepth interview)



VII. Conclusion

- More practice-based research projects in multiculturalism and MLE, in the true spirit of a truly democratic society, would certainly contribute to the formation of a society based on justice, equity, inclusion & active citizenship.





My dream would be a multicultural society, one that is diverse and where every man, woman and child are treated equally. I dream of a world where all people of all races work together in harmony.

— Nelson Mandela —

AZ QUOTES



THANK
YOU