

The background features a gradient from light green at the top to dark blue at the bottom. On the left side, there are several concentric circular patterns and a large arc with a scale ranging from 140 to 260. The scale is marked with numbers every 10 units. The overall design is modern and academic.

INTERCULTURALITY IN HIGHER EDUCATION

3TH AND 4TH OF JUNE 2021

DR. ŠPELA RAZPOTNIK

MY BACKGROUND

- Department for social pedagogy
- Previous research on migration, second generation immigrants, youth, gender in the migration experience, inclusion, limits of inclusion, socio-economic status in experience of migration, intersectionality, ...
- Trainings on University of Ljubljana for staff in higher education

MY RECENT EXPERIENCE

- Experience with mentoring some foreign students in past months (during lockdowns) - noticing some new phenomena:

loneliness and isolation; struggling to meet all official and administrative demands; being „caught“ in the country waiting for official responses about status; being forced to leave the country, having nowhere to study during lock down (living in shared apartment not having own place to study), being far from family, partner for longer period of time, dealing with uncertainty ...)

- Good practices:

Psychosocial counselling for students– operating in different languages [Faculty of Education: Psychosocial counselling for students \(uni-lj.si\)](#)

Engaging in different meaningful activities to fulfil the „empty“ time, also volunteering

Support in everyday challenges

To organise peer support

PLAN, GOALS

- To discuss topics of interculturality in our plenum and in smaller groups
- To exchange views and experiences
- Experiential learning process, reflection upon our own images, sensibilisation
- Critically discuss institutionalised system and its elements that allow discrimination
- Getting to know participants and to develop mutual communication - to build dialogical environment which allows participation and cooperation

INTRODUCTION OF PARTICIPANTS

- *Where am I coming from (which field, institution, ...)?*
- *Which languages I was surrounded with in my life?*
- *What are my wishes and expectations regarding today's workshop?*
- *Pick the next person and pose one question to her/him (whatever you would like to know about person, person can decide whether to answer or not ..)*

ACTIVITY 1

- Activity „**Guess who is coming to our department!**“
- Work in 4 randomly formed groups
- Instructions: make up the story spontaneously, without thinking too much, by each of the members adding one sentence..., about the background of the person coming to your department as a guest student / worker.
- *Who is this person coming and what is her/his motivation to come? Is he or she coming alone?*
- *What do we need to think of providing her/him a place in our community?*
- 15 – 20 minutes

DISCUSSION

How was the process of story making like?

Was it easy, difficult?

What could we say about the background of our beliefs that showed out from the story?

UNEQUAL APPRECIATION OF DIFFERENT COUNTRIES, CULTURES, ...

- What is it based upon?
- When we consider someone as „one of us“? *Story of...* in IN-IN (AND-AND, stories of composed identities – forged, hybrid; transcending essentialism, identities as social constructs)... [PDF view of the file ompadmin, 699-Book Manuscript-230-1-10-20190929.pdf \(zrc-sazu.si\)](#), insert from the story of M.S. Zimani
- Is it really a matter of cultural or racial differentiation or are there socio economic inequalities that lie behind?

treated as a second category

Rom

accepted if musician



*Arise, children of the Fatherland,
The day of glory has arrived!*

La Marseillaise



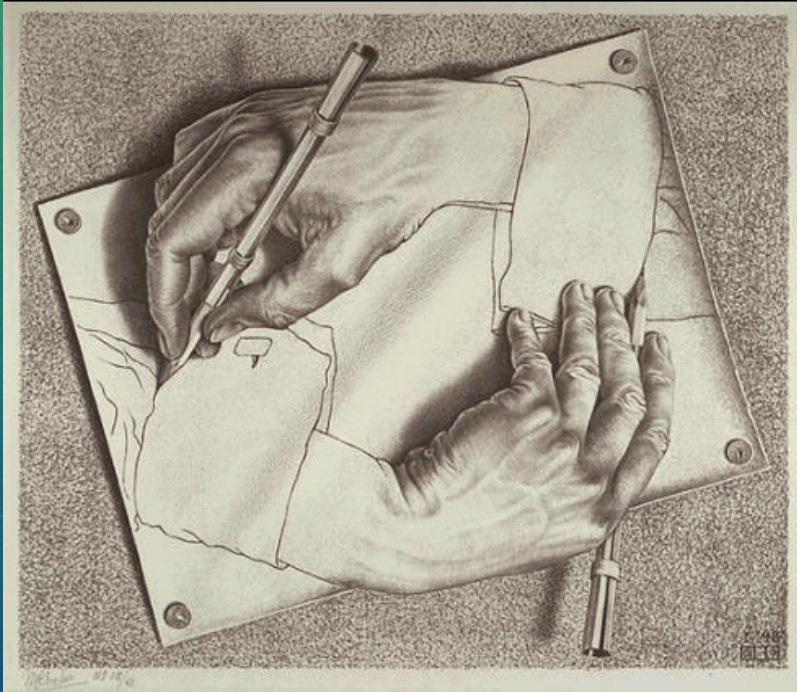
CORE CONCEPTS

- Identity
- Minority - majority interactions
- Racism, nationalism, discrimination ...
- Institutional racism / discrimination (examples)

IDENTITY AS A CORE CONCEPT

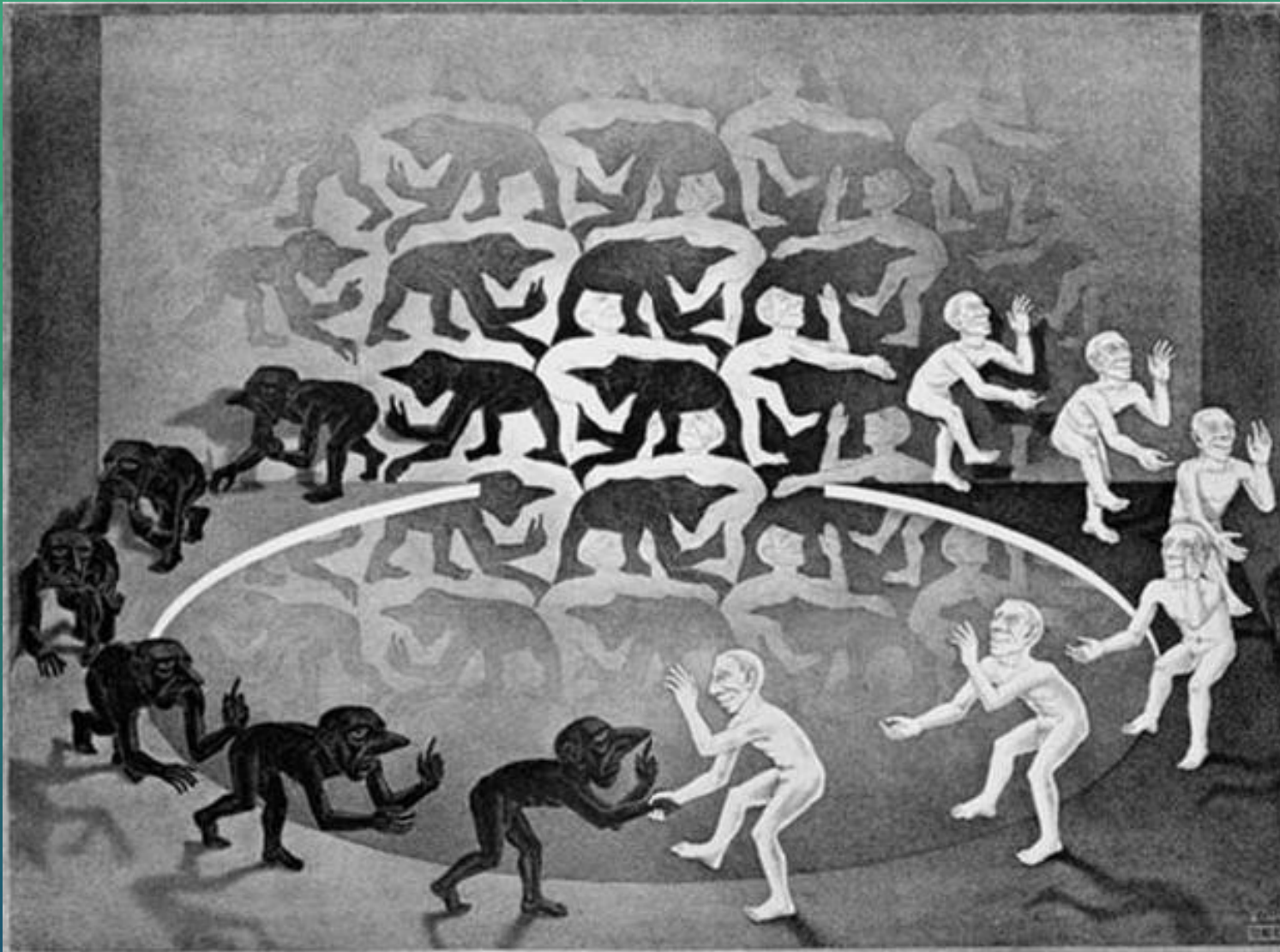
IDENTITY MAKING AS INTERACTIVE PROCESS

- Identity is constructed in the process of interactions



*Drawing Hands is a lithograph by the Dutch artist
M. C. Escher first printed in January 1948.*

- Ones' identity is constructed regarding to the other, through interactions, in the circularity of becoming ...



Interactivity
Encountering
Relationality

Hierarchy
Dualism
Binarism

M. C. Escher, Encounter

Hierarchical process of identity making – symbolic interactionism; meaning making through interaction

The theory which defines socially mediated attitudes of the individual towards oneself. Identity is not only what we feel for ourselves, but also how others define us; as others define us, we experience ourselves, there is no objective above pre-social identity).



Goffman – The theory of stigmatised identity

RACISM, NATIONALISM, ETHNOCENTRISM, DISCRIMINATION

- Un-founded belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.
- Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.

Lexico

- Negative processes that form lenses through which we interpret, act, ...
- Face to face, explicit ... vs. institutionalised, subtle, implicit practices of racism



*we learn
quickly*

RACISM

INSTITUTIONAL RACISM (DISCRIMINATION, NATIONALISM ...)

- „Critical racial studies“, racism not only as a direct and explicit violence toward other group (ethnic, national, racial, cultural ...) but also functioning of institutions / system that treats them unequal or keeps the gap between to groups, institutions functioning as „gatekeepers“
- I.R. exists on the level of: educational system, employment, housing, culture, politics ...)
- Embedded in everyday practices, subtle
- The task of critical knowledge / professions /professionals: to reflect and to change self-evident institutional practices

EXAMPLE 1

FROM THE NEWS... (31.5.2021),

LATEST SUGGESTED CHANGES OF THE SLOVENIAN IMMIGRATION LAW

DELO

Ovira za tuje študente, škoda za slovensko visoko šolstvo

Tuji študenti bodo morali za študijski vizum pokazati okoli pet tisoč evrov.



Tukaj vnesite izraz za iskanje

08:13
2. 06. 2021

„Obstacles for foreign students, harm for Slovenian higher education...”

„Foreign students should provide about 5.000 euro for obtaining the study visa...”

EXAMPLE 2; MY EXPERIENCE FROM SUPPORTING FOREIGN STUDENTS THROUGH BUREAUCRATIC PROCEDURES (E.G. OBTAINING RESIDENCE PERMIT CARD)

<https://www.mladina.si/195018/drugorazredni/>

PETER PETROVČIČ
Follow @petrovcpeter
27. 12. 2019 | MLADINA 52 | POLITIKA

Drugorazredni

Kakovost storitev javne uprave je za tujce slabša kot za državljane Slovenije

Upravna enota Ljubljana, Oddelek za tujce
© Borut Krajnc

Verjetno ste urejali formalnosti pri državnem organu – recimo na upravni enoti – in naleteli na gnečo pred sprejemnim okencem, na dolgotrajnost vsebinskega reševanja zadeve, na nedosegljivost uradnih oseb po telefonu. To se zgodi, kadar je zaradi številnosti vlog pritisk na upravni organ velik. Navadno takšne razmere ne trajajo večno. Za tujce

- Office for foreigners: no translations, forms in Slovenian language, no translators, difficult bureaucratic language, no response...
- „*Second class treatment*“, *quality of public administration for foreigners is worst as for Slovenian citizens, long queue hours before opening, lack of personal, unavailability by phone ...*“

THE OTHER SIDE – INVITING AND WELCOMING

S

b

b

S

+

Ideal Student Life - Study in SloveniaStudy in Slovenia

← → ↺ 🏠 🔒 https://studyinslovenia.si/why-slovenia/ideal-student-life/ 🔍 📖 ⚙️ ⭐ 📌 👤 ⋮

A student in Slovenia is a privileged student and Slovenia is a perfect destination!

Slovenia lies in **the heart of Europe**, which makes it really easy to travel out of the country either by renting a car or flying from one of the nearest airports. If you decide to travel around Slovenia you can take a train or share a ride and there are plenty of places to visit and activities to enjoy. The younger population speaks English almost fluently which means that communication won't be a problem wherever you go.

Slovene student organisations are very active and always ready to help you organise your life and get your social network started. Student organisations, called ESN ([Erasmus Student Network](#)), are active in all the university cities. They organise welcome or orientation weeks to help international students get to know each other and settle in. They also organise many sports and cultural events, parties and trips.

Ljubljana, Maribor and Koper are **university cities** which makes it easy for you to arrange your student life and enjoy your free time. Most of them don't have strict campuses, but all the faculties around the city have at least one student dormitory nearby or a plentiful selection of private accommodation.

Universities also have a **tutor system**, whereby students help other students at most of the faculties. These are Slovenian students that you can ask for advice or for a tour around the faculty.

Lectures are usually not obligatory, but professors highly recommend you attend. On the other hand, seminars and laboratory work are mostly obligatory. The university library is free for students – you just need to register before you can begin to use it.

Being a student in Slovenia brings numerous other **benefits** to both Slovene and international students who enjoy discounts on public transport, entrance fees to events or different activities. If you love biking Ljubljana is ranked 13th on the list of best cities in the world for urban cycling.

The biggest benefit of being a student are the heavily **subsidised meals** available in a wide range of restaurants across Slovenia. A special coupon system for student subsidised meals ensures that you will always eat well for a reasonable price.

Food coupons

Public transport also offers subsidised monthly passes.

Festivals are very popular in Slovenia. Many student organisations in Slovenia organise various festivals that bring students together throughout the year. The *Skisova tržnica*, which takes place at the beginning of May in Ljubljana, is Slovenia's biggest and best attended festival. *Lampijončki*, the second biggest festival which is held in Maribor, also takes place at the beginning of May. There are also festivals like *Majske igre*, *Bogračfest* and many other different concerts around the year organised specially for students.

Students in Slovenia like to **party** during the week as well as during the weekend. Party days might differ from one city to another. In Ljubljana, Slovenian students party on Wednesday and international students

WHY SLOVENIA?

- EDUCATIONAL QUALITY
- NATURAL BEAUTY
- WELCOMING CULTURE
- SLOVENIAN HIGHER EDUCATION
- TRAVEL OPPORTUNITIES
- IDEAL STUDENT LIFE
- PHOTO GALLERY
- PROMOCIJA STUDY IN SLOVENIA

Being a student in Slovenia gives you numerous possibilities to travel, discover the immaculate nature and do sports, taste different food that will delight your taste buds and view various events that are magnificent performances and music for your ears. Slovenia is a hidden treasure waiting for you to discover it!

SEND US YOUR QUESTION

info@studyinslovenia.si

[Privacy & Cookies Policy](#)

Tukaj vnesite izraz za iskanje

ACTIVITY 2

SIMULATION FOR ILLUSTRATION ENROLMENT TO THE FACULTY ...

- Role playing – 6 persons playing a role (from A – F), others observing ...
Persons with roles reflect upon how they felt in their roles
- Observants share their observations
- Conclusions

EDUCATIONAL SYSTEM AS A FIELD OF OVERCOMING RASISM AND REDUCTION OF INEQUALITY?

- In most of the EU countries people with migrant background are more often undereducated and unemployed Due to ethnic, cultural, family experiences, students, members of minorities, e.g. Roma, although equally capable as others, often need additional support within the education system, e.g. extra hours of language, extra learning support ... to bridge unequal starting positions.
- If the school doesn't do that?
- What is the procentage of Roma minority in higher education?
- Migration picking up but rising unemployment hurting immigrants...

...

- Reported discrimination in EU (Roma, migrants from sub-Saharan Africa, middle East countries...)
- High level of unreported discrimination (80% according certain data*), due to not knowing rights, the law or organisation that could help in recognising discrimination...
- Slovenia: enrolment of young people with immigrant background (basically from former Yugoslavia) in less demanding and less promising secondary schools; the important distinctive factor is socio-economic background; enrolment in preschool does not fulfil the gap in SES, although it is its main declarative goal (Klun)

EQUITY AND EQUALITY



Equality = Sameness

GIVING EVERYONE THE SAME
THING ———> It only works if
everyone starts from the same
place

Equity = Fairness

ACCESS TO THE SAME
OPPORTUNITIES ———> We
must first ensure equity before we
can enjoy equality

- Discussion

2ND DAY



ANOTHER PERSPECTIVE: MULTICULTURAL VS. EGALITARIAN APPROACH

- Multicultural vs. egalitarian approach within educational context
- M: individuals have engaged with different socio-cultural contexts so they have legitimately different perspectives and beliefs, these should be embraced and viewed as enriching;
- E. beliefs emphasize the importance of treating all people equally. Finding similarities and common grounds between students of different ethnic and cultural backgrounds, regardless of their ethnic or cultural background (Markus, Steele, & Steele, 2002; Richeson & Nussbaum, 2004; Wolsko, Park, & Judd, 2002). In line with „a‘color-blind’ ideal“.
- Looking for the balance amongst both?
- Hachfeld et al (*Teacher Cultural Beliefs Scale* - TCBS).

DOSING OF „OTHERNESS“

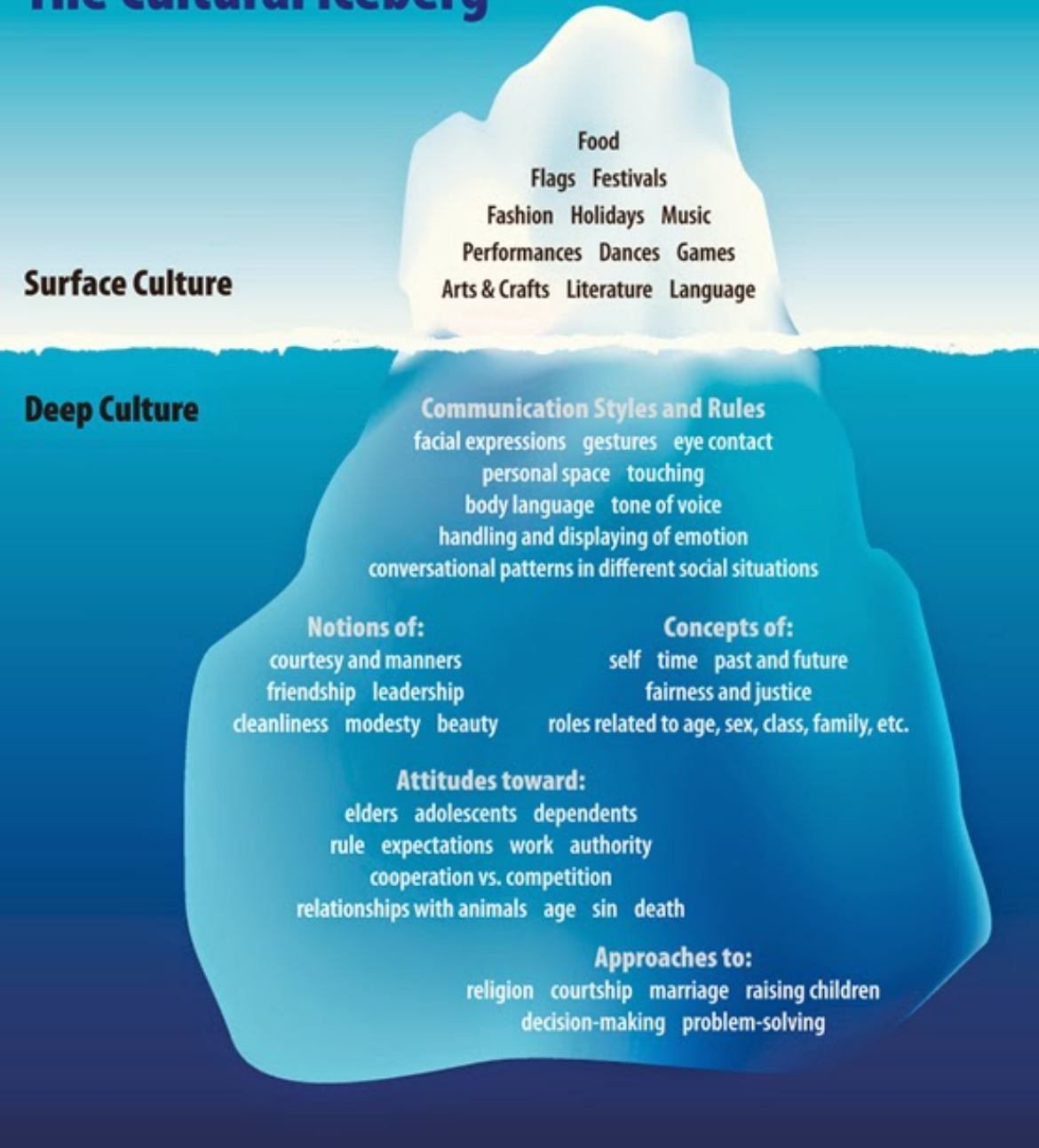
BUREK BI, DŽAMIJE PA NE?

(YOU'D LIKE TO HAVE A „BUREK“, BUT NOT A MOSQUE?) STREET
GRAFFITY IN LJUBLJANA

TODAY A PART OF THE PERMANENT COLLECTION OF THE ETHNOGRAPHIC MUSEUM LJUBLJANA

- On certain fields we acknowledge „otherness“ but we do not want to go deeper ...
- Analogy with spicy food (we like it but **under control**)
- „Corporative multiculturalism“ (aka *Benetton effect* – does not need any critical content, is superficial)
- [benetton campaigns – Iskanje Google](#)
- Are ideas of interculturalism in HE sometimes limited by this concept? (we share food, music on our multicultural events, ...)

The Cultural Iceberg

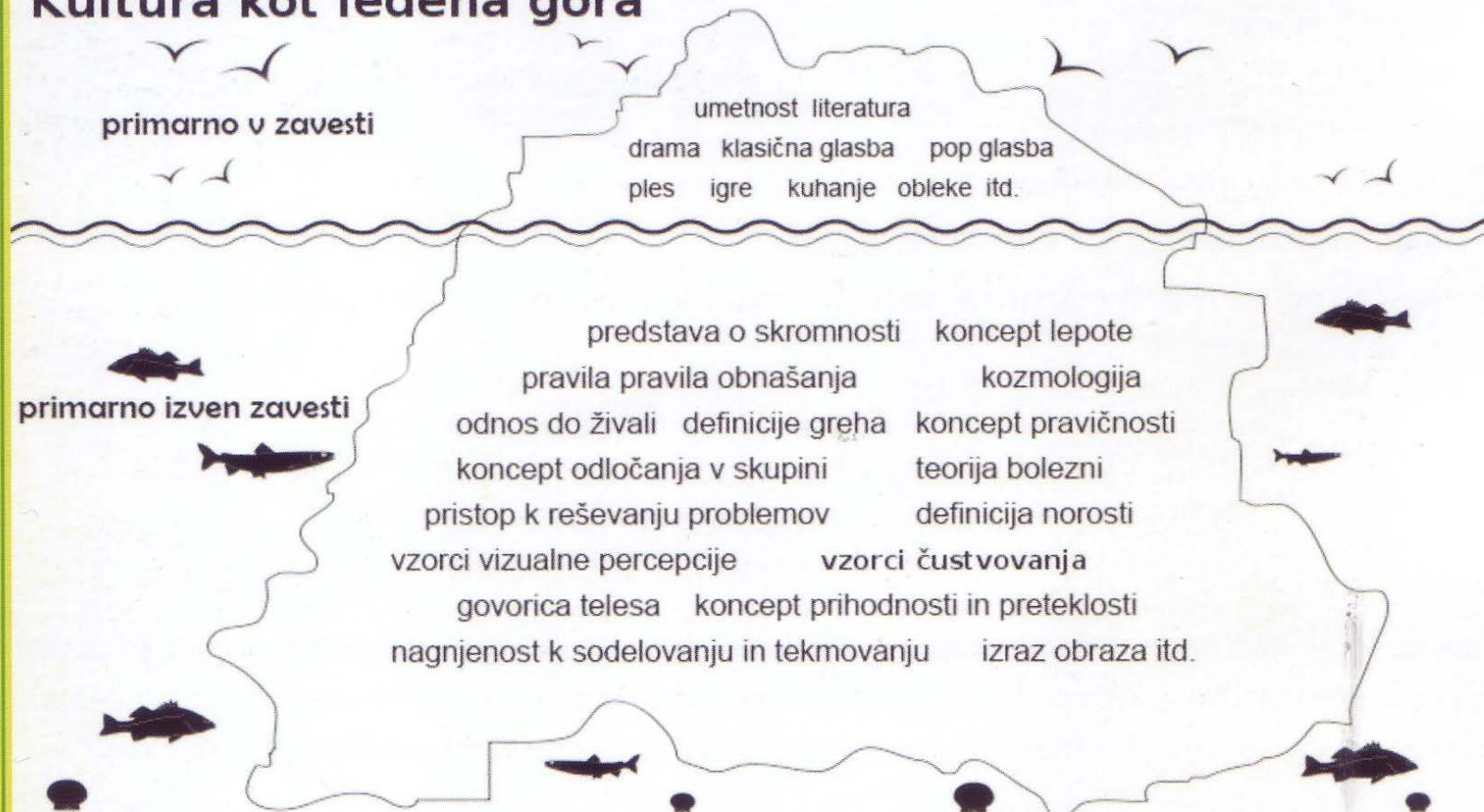


- Under the surface there are many important components of culture, including ideas, preferences, priorities, values; what individuals within culture have learned about what is acceptable and unacceptable behaviour in the society
- Everything seems fine, as long as we stay under the surface and tolerate... We walk past each other until we bump into each other
- Many forms of this metaphor exist, to emphasise different aspects

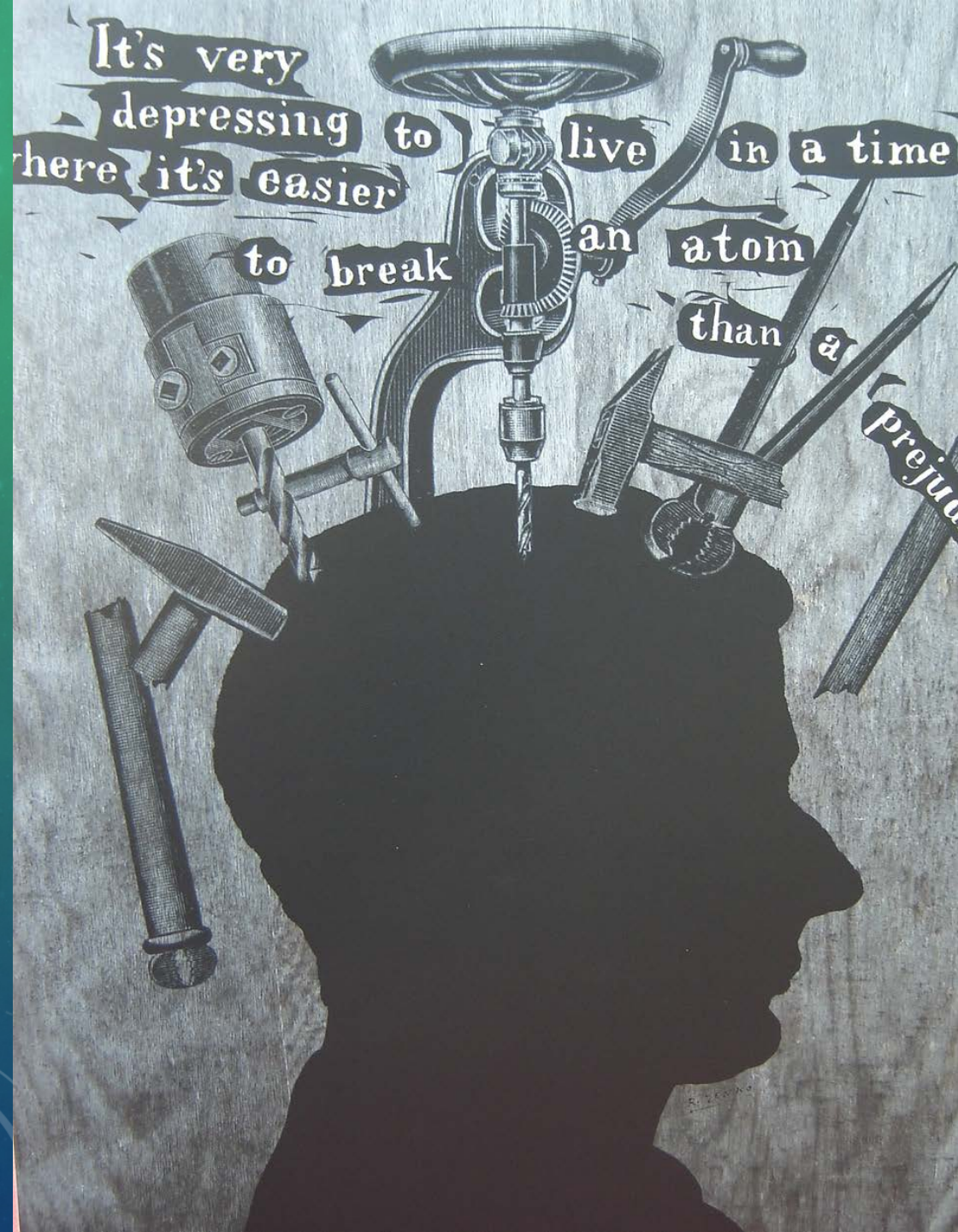
ANOTHER FORM ...

Zavedanje lastne kulture in kulture drugih

Kultura kot ledena gora



Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984



It's very depressing to live in a time where it's easier to
break an atom than a prejudice.

Albert Einstein

QuoteMaster.org

THE FACES OF RACISM REVEALED

[http://www.kulturalna.warszawa.pl/wydarzenia,1,65935.
html?locale=en_GB&b=1](http://www.kulturalna.warszawa.pl/wydarzenia,1,65935.html?locale=en_GB&b=1)

„BLATTANT“, EXPLICIT PREJUDICES AND „SUBTLE“, IMPLICIT (M. ULE)

- *„Great ideological stories actually live in a variety of everyday particular micro-ideologies“ (M. Ule)*
- *Prejudices are based on ideologies but they take part in everyday world ideologies that support inequality, dominance, subordination. They are translated into sphere of everyday life where they act through our actions, intergroup relations.*

1. „TRADITIONAL form“:

Explicit, violent, hateful, BLATTANT

2. MODERN FORM: not set of violent phrases about others; more argumentative strategies, racialised and legitimised broadly. THEY SUPPORT STATUS QUO IN GIVEN SOCIETY. (This is their function).

Implicit, subtle (*I do not have nothing against them, but ...*; NYMBY effect (not in my background); even ignorance towards other group is a form of implicit form

- To tolerate others (Trpeti?) →
- <https://voiceofracism.co.nz/>

FROM MULTICULTURALISM TO INTERCULTURALISM

- **Multiculturalism** (different cultural groups living sharing environment but with no intense interaction between them; *example of our faculty and Erasmus exchange now*) (we tolerate others ... ; we are forced to live with them)
- **Interculturalism** (different cultural groups living together entering in open interactions, exchanges, mutual relations, **mutual** recognition – in the process; *example of our faculty and Erasmus exchange before*).
- The space in between, relationality

- What are our working environments like?
- What do we prefer?
- **How to organise our activities to move from multi to inter-culturalism** (if we see it beneficial)?

INSERT FROM THE NEWS... 2ND OF JUNE 2021



V Orehek prihajajo turški delavci: družba jim bo postavila "kampus" iz zabojnikov - RTVSLO.si

https://www.rtv slo.si/lokalne-novice/v-orehek-prihajajo-turski-delavci-druzba-jim-bo-postavila-kampus-iz-zabojnikov/...

RTV SLO MMC SLOVENIJA SVET ŠPORT KULTURA ZABAVA IN SLOG POSEBNA IZDAJA

navirus Gospodarstvo EU Znanost in tehnologija Zdravje Okolje Lokalne novice • 30 Burna dvajseta Številke

Lokalne novice

Erika Pečnik Ladika, TV Slovenija

2. junij 2021 ob 22:23
Postojna - MMC RTV SLO, Televizija Slovenija

f t e

V Orehek prihajajo turški delavci: družba jim bo postavila "kampus" iz zabojnikov

Gradili bodo predore in viadukte drugega tira

V Postojno te dni prihajajo delavci turškega podjetja, ki bodo na trasi drugega tira gradili predore in viadukte. Do jeseni bodo nastanjeni v turističnih kapacitetah, septembra pa se bodo preselili v kampus, posebej zanje zgrajen v naselju Orehek.

Zemljišče z opuščenimi hlevi nekdanje zadrage se že leta prodaja. Ali bodo v prihodnosti tam stale stanovanjske hiše ali morda dom starejših, kot predvideva prostorski načrt, še ni jasno. Zagotovo pa je, da bodo prihodnja tri leta tam bivali turški delavci. Domačini so jim že zdaj izrekli dobrodošlico.

Edino, kar jih je skrbelo, je bila številka 450, to je namreč dvakrat toliko prišlekov, kolikor je prebivalcev Orehka. **Tina Klanjšek** iz Krajevne skupnosti Orehek pojasnjuje: "Vendar je turško podjetje zagotovilo, da bodo vsi izhodi delavcev organizirani, tako da se delavci naj ne bi prosto gibali po vasi."

Tukaj vnesite izraz za iskanje

08:13
4. 06. 2021

- *Construction workers from Turkey are coming to Orehek ...*
- *Turkish company assured that their exits will be organised so they will not move freely around*

INTERCULTURALISM IS NOT BASED ON „ASSIMILATION“

BERRY'S ACCULTURATION MODEL

"Is it considered to be of value to develop relationships with the larger society?"	Yes	Assimilation	Integration
	No	Marginalization	Separation
		No	Yes
		"Is it considered to be of value to maintain one's cultural heritage?"	

Critiques of the model ...
Sees cultures as monoliths
(not as hybrids, not as fluid and dynamic entities ...)

Derives from majority perspective ...
(asks:
What does the migrants do
And not
What does the host (larger) society do?)



A SMALL CORRECTION (ŠUĆUR)

	Integration	Inclusion
1	Modern concept	Postmodern conceot
2	Hierarhical structures	Nets, horizontal
3	Universalism	Individualisation
4	Tendency towards asimilation	Preserving idenity

HIGHER EDUCATION IS ONE OF THE INSTITUTIONS, BASED ON LOWER LEVELS OF EDUCATIONS AND INTERCONNECTED WITH OTHER FIELDS IN SOCIETY

- Important to consider how ideas from other fields are interconnected with higher education
- To consider paradigms as: internationalisation, globalisation, competition, quantification, massification, openness, cooperation, mutuality, equality and how (in)compatible those are.

ACTIVITY: TAKE A STEP FORWARD

Instructions

- **For the active players (5):**

Get into your role as much as possible. What it doesn't say, you can think of it your way.

We'll read the statements. If you consider the claim to be true for you, step forward (**count yourself 1 point**). If you don't, stay where you are (**don't count any point**). If you are in a dilemma how to decide, decide for yourself whether a particular claim would be true for you – your role.

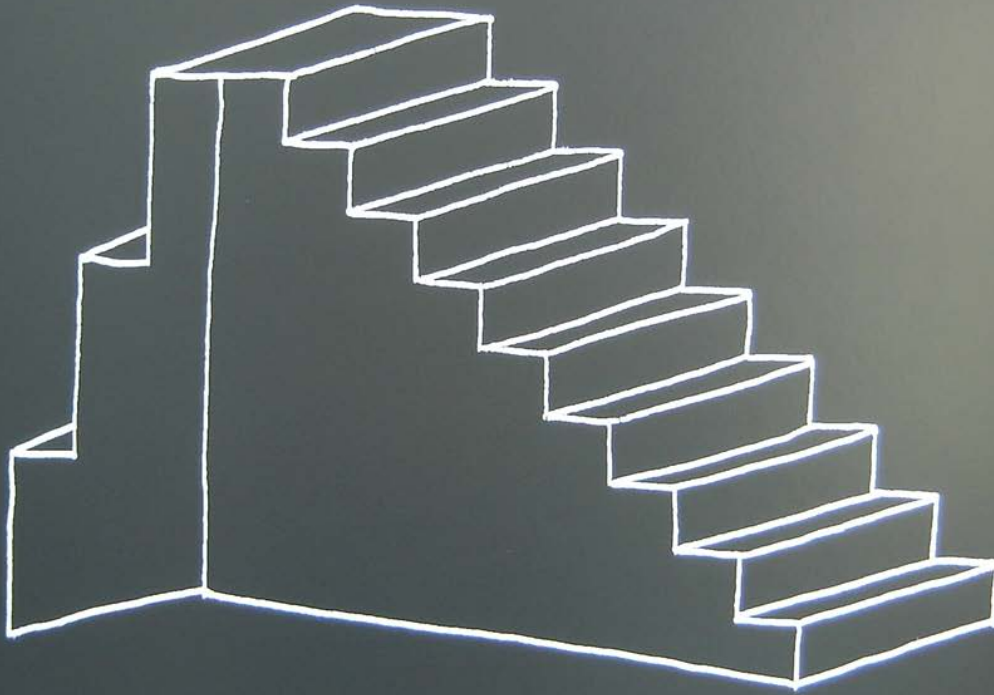
- **For others:**

Please, listen and share your observation after.

**** Maybe situations are not always realistic for MN, ...**

THE SAME EFFORD FOR ALL?

(DONALD NOEL)

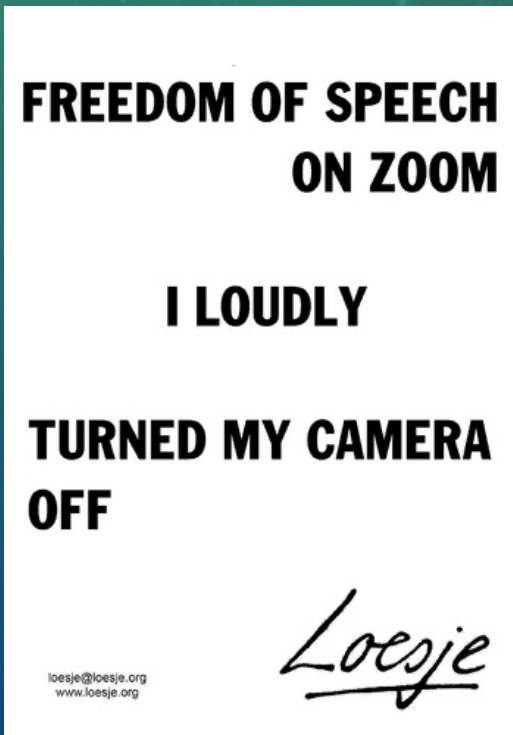


Le **même EFFORT** pour tous ?

DISCUSSION

- Each of participants tell us the number of points
- Others try to imagine what roles were they in
- Active players (actors) read or give a summary of their role, they can share how they felt into their roles.
- How different aspects of inequality interact? (intersectional view) – geographical, gender based, cultural, material – socioeconomical...
- Were some of the roles realistic, possible to happen? Which role was missing?
- What can we say about equal possibilities for all?
- How to implement the experiences into our future work?

- Open questions for the discussion ...



- Thank you so much for your attention!



SOURCES

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