

# Promoting intercultural competence as part of Education for Sustainable Development (ESD) using images

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## ESD/Global Citizenship Education and the need of intercultural competence

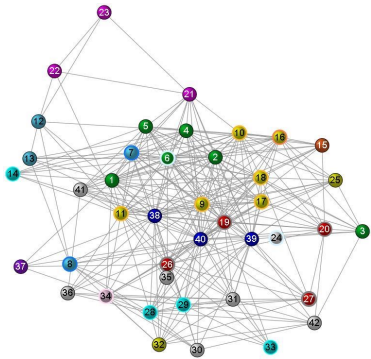
Example for geography classes

## ESD (Education for Sustainable Development)/Global Citizenship Education



- Enable to deal with global challenges
- Fostering competences  
*(like systems thinking,  
change of perspectives, acting)*

## Characteristics of global challenges



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### **Factual Complexity**

highly interconnected  
(ecological, economic, social  
and political) dimensions

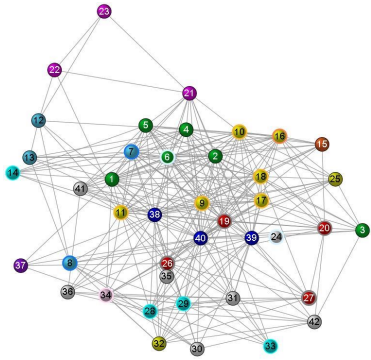
different scientific theories,  
academic disputes

lack of transparency

powerful dynamics

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## Characteristics of global challenges



Factual Complexity	Ethical Complexity
highly interconnected (ecological, economic, social and political) dimensions	Unclear and different priorities for values and intentions
different scientific theories, academic disputes	Diversity
lack of transparency	Uneven power
powerful dynamics	moral conflicts (good/right acting?)

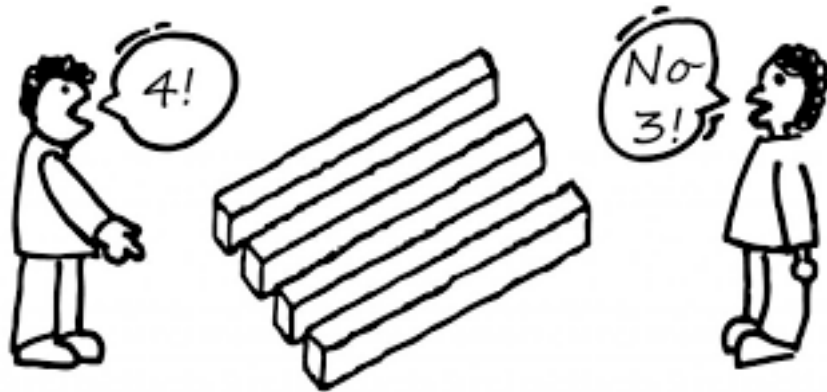


Uncertainty



## Required competences for dealing with ethical complexity

**Thinking about perceptions:** realize that there are different perceptions



**EGYPT**  
*Be patient*



**ITALY**  
*What exactly do you mean?*



**GREECE**  
*That's just perfect*

Never underestimate the importance  
of local knowledge.

## Required competences for dealing with ethical complexity

**Thinking about perceptions:** realize that there are different perceptions

**Thinking about values:** thinking about your own and others' norms and values that influence perception and judgment

**Changing perspectives:** not only recognizing the situation of others and feeling empathy for them, but also reflecting critically on different points of view, changing one's own worldview by including other values and norms.

Example to foster intercultural competence/change of perspectives



## 1 . Subproject

Phase 1: Collection and selection of images of standard spatial situations in terms of the basic functions of existence in Germany and Tanzania.

Phase 2:  
Guided interviews  
with Tanzanian  
interview partners

Phase 3:  
Guided interviews  
with German pupils

Phase 4: Evaluation of the interviews  
Paraphrasing → Generalisation → Extraction of central  
statements

## 2 . Subproject

Phase 6: Testing and  
evaluating teaching  
concepts in the  
classroom  
  
(design based  
research)

Phase 5: Design  
teaching concepts







## Statements from Tanzania

You can see an unfinished building, which could be a store in terms of structure and location.

House construction takes a long time, often many years, because it is built gradually, whenever money is available. Therefore, it may happen that plants settle in the building.

If one wants to build a house, one puts all money immediately into the building, since the prices rise by the inflation almost daily.

Saved money usually has to be shared with family members in need, so larger sums cannot be saved.

Credits are not available. The entire sum cannot be borrowed from the bank due to lack of creditability.



## Statements from Germany

"This is a house is not finished because of bad economic or poor conditions, it is ugly because the house will not be completed and is therefore rather a waste of space. In Germany on the other hand, there is more luxury."

"This is an old, ruinous stone building with plants inside, which can be described as a shabby. The condition and decay of the building testify to the poverty of the people."

"So I think this used to be a house and I think it was damaged by bombs or something and now it's broken.  
I feel sorry for the people who lived in it before."

"The garbage should be removed so that the environment is not polluted, and something should be done about the war."





## Statements from Tanzania

It is a place to rest. You rest because you have worked before and now you are tired.

However, the seats disturb the pedestrians. Moreover, those who sit there do not feel comfortable. It is uncomfortable to eat outside when there are many people around.

In public places, people meet only to discuss business. In Tanzania, however, people would not sit outdoors.

It is also not good to have so many people in one place because diseases can be transmitted. You would definitely need enough toilets.

The tall buildings and people exchanging ideas indicate that it could be a university. Maybe it is a school because I see a blackboard.



## Statements from Germany

It is a pedestrian zone in a city. People come to shop, but especially to spend free time and to meet each other.

In recent years, outdoor seating has become very popular. People like to eat outside, even if it is getting cold in some places.

Some stores complain that cars are not allowed to drive, because they think that less will be bought then, but most people think it is good that cars are not allowed to drive.

# Suggested teaching

## **Think-Pair/Group-Share**

### *Individual Work (Think-Pair)*

1 . Description of the selected pictures. Evaluation of the perceived situations.

### *Group Work*

2. Discussion of results in groups.

3. Discussion of the different judgements. Consideration of values, norms and practices behind the judgement.



4. Analysis of the statements of people from Tanzania on the perception and evaluation of the photos. Discuss the underlying values, norms and customs behind the judgements. Record the results on worksheet (2).
5. Compare the pupils' perceptions and judgements with those of people from Tanzania. Reflect on the different values as a basis for judgement. Consider different consequences for judgements and spatial planning.
6. Reflect on the general findings of the comparison and in which other situations they can be applied.

*Class discussion (Share)*

7. Presentation of results in plenary