

MIE – Multiculturalism in Education: Facing and Interpreting the Challenges Ahead

MQF Level: 6

ECTS Value: 8 ECTS

Programme Description

Schools and classrooms are today multicultural, made up of students with different nationalities, speaking different languages, with different creeds and different traditions. Over the years, the concept of unity in diversity was not implemented effectively. For there to be unity in diversity, acceptance and integration there needs to be understanding and this can only be achieved through education. Healthy multicultural environments can only be achieved through a conducive learning environment where students are taught about different cultures, religions and traditions.

Racism, xenophobia and Islamophobia can only be mitigated if addressed more profoundly within the classroom. Both students and teachers come to school with preconceived ideas which may do more harm than good. Thus educators too need to have a reality check.

This course helps educators learn and relearn about other cultures and religions. (context based) It empowers educators and provides them with the right tools to teach students learn to accept and tolerate students coming from different cultural backgrounds. The course also provides teachers tools and pedagogical assistance on how to address sensitive situations in the classroom like, racism, xenophobia, islamophobia, extremist views and radicalisation. It helps them teach students how to be critical about what they see on tv, on the net and on social media as well as punctuating events around the world.

Entry Requirements

Applicants interested in following this programme are to be in possession of an MQF Level 6 qualification (minimum 180 ECTS), or higher.

Overall Objectives and Outcomes

The objectives of this short programme are for participants to be able to:

Competences

- a) Sets aside his/her own personal beliefs or preconceived idea to create a harmonious environment for all students in the school or classroom.
- b) Creates an equal level playing field for all the students in the classroom
- c) Engages in effective communication with the students when sensitive subjects about citizenship, values, religion and traditions arise in the classroom.

- d) Monitors, identifies and addresses racist, xenophobic, islamophobic incidents occur in the classroom, on the net and social media.
- e) Identifies and acts on extremist or radical views or behaviours of students which can turn violent.
- f) Collaborates with competent authorities and law enforcement agencies when the need arises particularly when referrals are made.
- g) Identify and addresses constructively sensitive subjects, topics or global events which may lead to hot debates and conflicts within the classroom environment.

Knowledge

- a) Comprehends and distinguishes between religions i.e. Roman Catholic, Christian -Orthodox, Judaism, Jewish -Orthodox, Islam and the differences between it's various factions Sunni, Shia, Salafism /Wahhabism).
- b) Understands why racist, islamophobic and xenophobic incidents need to be addressed on the spot and why zero tolerance to discrimination needs to be enforced.
- c) Understands the difference between freedom of speech and when views are to be deemed extreme or radical.
- d) Identify students that may be more vulnerable to radicalisation and takes action about it.
- e) Develops counter-narratives in the classroom using different educational tools e.g projects, exhibitions, plays, organised debates.
- f) Employs critical thinking in the classroom.
- g) Communicates effectively through the use of teaching methods the importance of acceptance, tolerance and enhancing integration of foreign students in the classroom.
- h) Employs the right tools to convey the importance of citizenship, respect for democratic values and tolerance towards other communities.

Skills

- a) Better understands the needs of foreigners in their needs.
- b) Addresses on the spot sensitive situations in schools and classrooms dealin with racism, xenophobia, islamophobia.
- c) Identifies extremist/radical views that may lead to violent behaviour.
- d) Learn how to address such situations and when to refer.
- e) Conveys effectively the values of citizenship and respect for the rule of law through everyday teaching
- f) Introduces new, innovative practices that improves integration.
- g) Eliminates discriminatory practices in schools and classrooms
- h) Builds partnerships with other competent authorities e.g law enforcement agencies.

Programme Structure

This programme is composed of the following modules:

- Different Religions and Traditions: the importance of recognising and accepting this diversity in the classroom (2 ECTS)
- Facing and addressing challenges (3 ECTS)
- Building Community Based Partnerships (3 ECTS)

Certification

Upon successful completion of this programme, course participants will be conferred an accredited certification.

Further Learning Opportunities and Career Progression

Upon successful completion of this programme, course participants may use this certification to apply for Recognition of Prior Learning for accredited programmes. Teachers may use this certification in their application for accelerated programme.

MIE01 – Different Religions and Traditions: the importance of recognising and accepting this difference in the classroom

MQF Level: 6

ECTS Value: 2 ECTS

Module Description

Schools and classroom environments are rapidly changing in Malta due to the effects of globalization, migratory pressures and inter-racial marriages. Schools in Malta have to rapidly adapt and meet the needs of a multicultural school environment. This entails reforms and adaptations. Heads of schools and teachers need to be empowered so as to address effectively and efficiently these new challenges. Teachers need to be trained how to address unprecedented, sensitive situations and require tools to address cultural and religious differences that might cause conflict in the classroom. Educators need to leave behind their preconceived ideas and learn to accept and help integrate students coming from different walks of life.

Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

Competences

- a) Confronts own prejudices and pre-conceived ideas about different religions; Roman Catholic, Christian Orthodox, Judaism, Jewish Orthodox, and Islam (Sunni, Shia, Salafism/Wahhabism)
- b) Understands and respects that Islam, unlike other religions, is closely intertwined with everyday life of a Muslim.
- c) Clearly conveys the message to students that whatever their nationality, citizenship and democratic values are for everyone to respect.
- d) Applies zero tolerance to discriminatory behaviour.
- e) Takes immediate action when racist, xenophobic and Islamophobic incidents occur in school, classrooms, or even on social media.

Knowledge

- a) Distinguishes between Roman Catholicism, Christian-Orthodox, Judeasim, Jewish-Orthodox, and Islam (Sunni, Shia, Salafism/Wahhabism).
- b) The importance of enforcing zero tolerance to any form of discrimination in schools and classroom.
- c) Countering racism, xenophobia and Islamophobia are key to the promotion of tolerance and acceptance.

Skills

- a) Comprehend and distinguish between religions i.e. Roman Catholic, Christian -Orthodox, Judaism, Jewish -Orthodox, Islam and the differences between its various factions Sunni, Shia, Salafism /Wahhabism).
- b) Understand why racist, islamophobic and xenophobic incidents need to be addressed on the spot and why zero tolerance to discrimination needs to be enforced.
- c) Understand the difference between freedom of speech and when views are to be deemed extreme or radical.
- d) Identify students that may be more vulnerable to radicalisation and takes action about it.
- e) Develop counter-narratives in the classroom using different educational tools e.g projects, exhibitions, plays, organised debates.
- f) Employ critical thinking in the classroom
- g) Communicate effectively through the use of teaching methods the importance of acceptance, tolerance and enhancing integration of foreign students in the classroom.
- h) Employ the right tools to convey the importance of citizenship, respect for democratic values and tolerance towards other communities.

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module will be assessed through: Project

Suggested Readings

1. Akbarzadeh, S. (2013), 'Investing in Mentoring and Educational Initiatives. The Limits of de-radicalisation programmes in Australia.' Institute of Muslim Minority Affairs. Vol 33, No. 4, p. 451-463.
2. Dati, R. (2015), 'Report on the prevention of radicalisation and recruitment of European citizens by terrorist organisations.' European Parliament.
3. European Commission. (2014), 'Preventing Radicalisation to Terrorism and Violent Extremism: Strengthening the EU's response.'
4. Davies, L. (2008), "*Educating Against Extremism*," Trentham Books Limited.
5. Fink, N.C., Veenkamp, I., Alhassen, W., Barakar, R., Zieger, S. (2013), 'The Role of Education in Countering Violent Extremism.' Center on Global Counterterrorism Cooperation and Hedayah.
6. Gereluk, D. (2012), "*Education, Extremism and Terrorism. What should be taught in citizenship education and why*," Continuum International Publishing Group.
7. Jamieson, A. & Flint, J. (2015), "*Radicalisation and Terrorism. A Teacher's Handbook for Addressing Extremism*," Brilliant Publications.
8. Neuman, P.R. (2013), 'The trouble with radicalisation', *International Affairs*, 89:4, p. 873-893.

9. Olivetti, V. (2001,2002), "*Terror's Source. The ideology of Wahhabi-Salafism and its Consequences,*" Amadeus Books.
10. Radicalisation Awareness Network. (2015), 'Preventing Radicalisation to Terrorism and Violent Extremism. A collection of approaches and practices.
11. Richards, A. (2011), 'The problem with 'radicalization': the remit of 'Prevent' and the need to refocus on terrorism in the UK." *International Affairs*. 87:1 p.143-152.
12. Tahir -ul- Qadri, M. (2015), "*Islamic Curriculum on Peace and Counter-Terrorism,*" Minhaj Publications.
13. Terra. 'Inventory of the best practices on de-radicalisation from different member states of the EU.'
14. The Change Institute. (2008), 'Study on the best practices between authorities and civil society with a view to the prevention and response to violent radicalisation. A study commissioned by DG JLS of the European Commission.
15. UN Counter-Terrorism Task Force. (2006) 'First report of the Working
16. group on Radicalisation and Extremism that lead to Terrorism: Inventory of State Programmes.' P. 1-22.
17. UK Department for Education. (2015), 'The Prevent Duty. Departmental Advice for schools and childcare providers." P. 1-11.
18. Van Driel, B. (2004), "*Confronting Islamophobia in Educational Practice,*" Trentham Books.
19. Witte. T & Notten, T. (2014), 'On the radicalisation of Muslim youngsters in the Netherlands. Current research and some perspectives.

MIE02 – Facing and Addressing Challenges

MQF Level: 6

ECTS Value: 3 ECTS

Module Description

Heads of schools and teachers need to create an equal level playing field for all students independently from where they might come from. Zero tolerance for discrimination is what should make students grow up into healthy, mature individuals identifying the value of citizenship and respect the democratic values of the country they live in.

Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

Competences

- a) Implements counter-narratives also using social media.
- b) Monitors and identifies extreme or radical views in the classroom and is able address them effectively.
- c) Monitors and identifies students who may be vulnerable to radicalisation.
- d) Creates an equal level playing field for all students independently from where they come from.
- e) Introduce new, innovative practices that improves integration e.g. ethics class should become obligatory for all.
- f) Eliminate discriminatory practices.

Knowledge

- a) The importance of enforcing zero tolerance to any form of discrimination in schools and classroom.
- b) Countering racism, xenophobia and Islamophobia are key to the promotion of tolerance and acceptance.

Skills

- a) Understand why racist, islamophobic and xenophobic incidents need to be addressed on the spot and why zero tolerance to discrimination needs to be enforced.
- b) Understand the difference between freedom of speech and when views are to be deemed extreme or radical.
- c) Identify students that may be more vulnerable to radicalisation and takes action about it.
- d) Develop counter-narratives in the classroom using diferrent educational tools e.g projects, exhibitions, plays, organised debates.
- e) Employ critical thinking in the classroom
- f) Communicate effectively through the use of teaching methods the importance of acceptance, tolerance and enhancing integration of foreign students in the classroom.
- g) Employ the right tools to convey the importance of citizenship, respect for democratic values and tolerance towards other communities.

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IFE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module will be assessed through: Assignment

Suggested Readings

1. Akbarzadeh, S. (2013), 'Investing in Mentoring and Educational Initiatives. The Limits of de-radicalisation programmes in Australia.' Institute of Muslim Minority Affairs. Vol 33, No. 4, p. 451-463.
2. Dati, R. (2015), 'Report on the prevention of radicalisation and recruitment of European citizens by terrorist organisations.' European Parliament.
3. European Commission. (2014), 'Preventing Radicalisation to Terrorism and Violent Extremism: Strengthening the EU's response.'
4. Davies, L. (2008), "*Educating Against Extremism*," Trentham Books Limited.
5. Fink, N.C., VeenKamp, I., Alhassen, W., Barakar, R., Zieger, S. (2013), 'The Role of Education in Countering Violent Extremism.' Center on Global Counterterrorism Cooperation and Hedayah.
6. Gereluk, D. (2012), "*Education, Extremism and Terrorism. What should be taught in citizenship education and why*," Continuum International Publishing Group.
7. Jamieson, A. & Flint, J. (2015), "*Radicalisation and Terrorism. A Teacher's Handbook for Addressing Extremism*," Brilliant Publications.
8. Neuman, P.R. (2013), 'The trouble with radicalisation', *International Affairs*, 89:4, p. 873-893.
9. Olivetti, V. (2001,2002), "*Terror's Source. The ideology of Wahhabi-Salafism and its Consequences*," Amadeus Books.
10. Radicalisation Awareness Network. (2015), 'Preventing Radicalisation to Terrorism and Violent Extremism. A collection of approaches and practices.
11. Richards, A. (2011), 'The problem with 'radicalization': the remit of 'Prevent' and the need to refocus on terrorism in the UK.' *International Affairs*. 87:1 p.143-152.
12. Tahir -ul- Qadri, M. (2015), "*Islamic Curriculum on Peace and Counter-Terrorism*," Minhaj Publications.
13. Terra. 'Inventory of the best practices on de-radicalisation from different member states of the EU.'
14. The Change Institute. (2008), 'Study on the best practices between authorities and civil society with a view to the prevention and response to violent radicalisation. A study commissioned by DG JLS of the European Commission.
15. UN Counter-Terrorism Task Force. (2006) 'First report of the Working
16. group on Radicalisation and Extremism that lead to Terrorism: Inventory of State Programmes.' P. 1-22.
17. UK Department for Education. (2015). 'The Prevent Duty. Departmental Advice for schools and childcare providers.' P. 1-11.
18. Van Driel, B. (2004), "*Confronting Islamophobia in Educational Practice*," Trentham Books.

19. Witte, T & Notten, T. (2014), 'On the radicalisation of Muslim youngsters in the Netherlands. Current research and some perspectives.'

MIE03 – Building Community Based Partnerships

MQF Level: 7

ECTS Value: 3 ECTS

Module Description

Heads of schools and teachers need to build partnerships with the local community, including parents, local councils, cultural and religious organisations as well as law enforcement authorities in order to address holistically these new multicultural challenges using a community based approach. Zero tolerance for discrimination is what should make students grow up into healthy, mature individuals identifying the value of citizenship and respect the democratic values of the country they live in.

Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

Competences

- a) Monitors and identifies students who may be vulnerable to radicalisation.
- b) Works and collaborates with other competent authorities.
- c) Creates an equal level playing field for all students independently from where they come from.
- d) Introduce new, innovative practices that improves integration e.g. ethics class should become obligatory for all.
- e) Eliminate discriminatory practices.

Knowledge

- a) The importance of enforcing zero tolerance to any form of discrimination in schools and classroom.
- b) Countering racism, xenophobia and Islamophobia are key to the promotion of tolerance and acceptance.
- c) Building community based partnerships with local authorities as well as cultural and religious organisations in the country.

Skills

- a) Develop counter-narratives in the classroom using different educational tools e.g projects, exhibitions, plays, organised debates.
- b) Employ critical thinking in the classroom
- c) Communicate effectively through the use of teaching methods the importance of acceptance, tolerance and enhancing integration of foreign students in the classroom.
- d) Employ the right tools to convey the importance of citizenship, respect for democratic values and tolerance towards other communities.

- e) Identify local authorities, cultural and religious organisations that can help foster stronger community values in students
- f) Identify risk behaviour and referral to law enforcement authorities.

Module Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IFE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module will be assessed through: Assignment

Suggested Readings

1. Akbarzadeh, S. (2013), 'Investing in Mentoring and Educational Initiatives. The Limits of de-radicalisation programmes in Australia.' Institute of Muslim Minority Affairs. Vol 33, No. 4, p. 451-463.
2. Dati, R. (2015), 'Report on the prevention of radicalisation and recruitment of European citizens by terrorist organisations.' European Parliament.
3. European Commission. (2014), 'Preventing Radicalisation to Terrorism and Violent Extremism: Strengthening the EU's response.'
4. Davies, L. (2008), "*Educating Against Extremism*," Trentham Books Limited.
5. Fink, N.C., Veenkamp, I., Alhassen, W., Barakar, R., Zieger, S. (2013), 'The Role of Education in Countering Violent Extremism.'" Center on Global Counterterrorism Cooperation and Hedayah.
6. Gereluk, D. (2012), "*Education, Extremism and Terrorism. What should be taught in citizenship education and why*," Continuum International Publishing Group.
7. Jamieson, A. & Flint, J. (2015), "*Radicalisation and Terrorism. A Teacher's Handbook for Addressing Extremism*," Brilliant Publications.
8. Neuman, P.R. (2013), 'The trouble with radicalisation', *International Affairs*, 89:4, p. 873-893.
9. Olivetti, V. (2001,2002), "*Terror's Source. The ideology of Wahhabi-Salafism and its Consequences*," Amadeus Books.
10. Radicalisation Awareness Network. (2015), 'Preventing Radicalisation to Terrorism and Violent Extremism. A collection of approaches and practices.
11. Richards, A. (2011), 'The problem with 'radicalization': the remit of 'Prevent' and the need to refocus on terrorism in the UK.'" *International Affairs*. 87:1 p.143-152.
12. Tahir -ul- Qadri, M. (2015), "*Islamic Curriculum on Peace and Counter-Terrorism*," Minhaj Publications.
13. Terra. 'Inventory of the best practices on de-radicalisation from different member states of the EU.'
14. The Change Institute. (2008), 'Study on the best practices between authorities and civil society with a view to the prevention and response to violent radicalisation. A study commissioned by DG JLS of the European Commission.

15. UN Counter-Terrorism Task Force. (2006) 'First report of the Working group on Radicalisation and Extremism that lead to Terrorism: Inventory of State Programmes.' P. 1-22.
16. UK Department for Education. (2015), 'The Prevent Duty. Departmental Advice for schools and childcare providers." P. 1-11.
17. Van Driel, B. (2004), "*Confronting Islamophobia in Educational Practice*," Trentham Books.
18. Witte. T & Notten, T. (2014), 'On the radicalisation of Muslim youngsters in the Netherlands. Current research and some perspectives.'