



Minnesota State University
MANKATO

Teaching and Learning for Intercultural Competence in Pakistan Primary and Secondary Schools

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17th Global Studies Conference
Jagiellonian University, Krakow, Poland
17 - 19 July 2024

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Research Question

to understand teaching and learning practices that lead to intercultural competence among pre-service teachers, school teachers, and school children.



Intercultural Competence (ICC)

The capability to accurately understand and adapt behavior to cultural differences and commonality (Hammer, Bennett, and Wiseman, 2003).

As a teaching practice, ICC is —an attempt to raise students' awareness of their own culture and, in so doing, help them to interpret and understand other cultures (Rose, 2003).





Pakistan's Educational Structure

Education Levels	Grades/ Classes	Duration	Age Group
Primary	1-5	5	5-10 yr
Upper Primary	6-8	3	11-13 yr
Secondary	9-10	2	14-15 yr
Higher Secondary	11-12	2	16-17 yr
College	13-14	2	18-19 yr
University	15-16	2	20-21 yr





Education Challenges in Pakistan

- The people are from different castes, languages, and diverse cultural backgrounds.
- Schoolteachers need to know about multiple ethnic groups, teach in a multiethnic classroom, and prepare all pupils for life in a multicultural society.

Sustainability competencies

Environment

Pre-service teachers In-service teachers

Teacher education

Teacher education for sustainability Didactic approaches to ESD Teacher

Education for sustainable Development –ESD-

Sustainability Sustainable development Environmental education

Interdisciplinary competencies

Competencies Research competencies

Curriculum revision Curriculum sustainability Curriculum framework Curriculum



Intercultural Competence among Pre-Service Teachers

Group Scores for Pre-service Teachers at BUITEMS University Quetta (Azam, Baloch, and Sandell, 2024)

IDI® Group Profile Report	IDI® Score	IDI® Stage
Perceived Orientation	110.83	Ethnorelative Minimization
Developmental Orientation	62.23	Ethnocentric Polarization
Orientation Gap	48.6	



Four Recommendations to Teach for Cultural Competency

- Experience cultural diversity more personally and deeply.
- Learn and practice cross-cultural skills.
- Re-design teaching and learning.
- Assess ICC learning outcomes for college and university students.





Recommendation 1

Experience cultural diversity more personally and deeply.

- Community Engagement Projects.
- Cultural Immersion Projects.
- Language Learning

Recommendation 1 (continued)

Experience cultural diversity more personally and deeply.

- Reflective Journals
- Use of Technology for Cultural Exchange
- Volunteer or Intern in Multicultural Settings





Recommendation 2

Learn and practice cross-cultural skills.

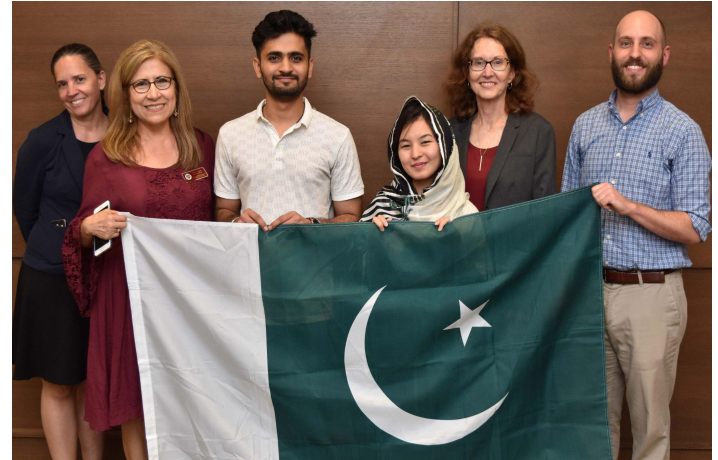
- Attend Training about Other Cultures.
- Attend Cultural Events and Celebrations.
- Cross-Cultural Communication Workshops.



Recommendation 2 (continued)

Learn and practice cross-cultural skills.

- Cross-Cultural Mentoring.
- Cultural Sensitivity Training.
- Cultural Exchange Programs.





Recommendation 3

Re-design teaching and learning to educate professionals..

- Self-Awareness Exercises.
- Cross-Cultural Case Studies.
- Global Citizenship Project.



Recommendation 3 (continued)

Re-design teaching and learning to educate professionals..

- Intercultural Dialogue Panels.
- Cross-Cultural Team Projects.
- Interdisciplinary Group Projects.



Recommendation 3 (continued)

Re-design teaching and learning to educate professionals..

- Read Diverse Literature.
- Role-Playing Exercises.
- Virtual Exchange Programs.





Recommendation 4

Evaluate individuals' abilities to understand, communicate, and interact with others.

- Cross-Cultural Adaptability Inventory.
- Intercultural Development Inventory.
- Cross-Cultural Team Projects.

Recommendation 4 (continued)

Evaluate individuals' abilities to understand, communicate, and interact with others.

- Feedback from Peers and Mentors.
- Global Leadership Assessment.
- Intercultural Communication Assessments.



Conclusions

ICC has profound implications for social inclusivity, peace and conflict resolution, preservation of heritage, and much more.

Future research:

- (1) current practices in Pakistan's pre-service teacher preparation programs and
- (2) current practices of school teachers in primary and secondary schools.



Resources

Azam, M., Baloch, F. A., & Sandell, E. J. (2024). *Examining intercultural competence among preservice teachers at a Pakistani university*. International Journal of Multiculturalism, 5(2).

Sandell, E. J. (2021). Human Relations in a Multicultural Society (Instructor's Module Plans). Available at <https://oercommons.org/courseware/lesson/77874>.

Sandell, E. J. (2020). *Teaching university students for a multicultural society*. International Journal of Multiculturalism, 1(2), 11-31
DOI:10.30546/2708-3136.2020.1.2.11.

Here is our list of references and resources:

<https://tinyurl.com/2wfecm3>



Abstract

Pakistan has a rich history and a range of people from different castes, languages, and diverse cultural backgrounds. Since independence in 1947, Pakistan has faced significant challenges, including a polarized society marked by ethnic tensions and conflicts. Intercultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from various cultural backgrounds. Consequently, schoolteachers should be knowledgeable about multiple ethnic groups, to teach in a multiethnic classroom and prepare all pupils for life in a multicultural society. Previous investigations by other researchers suggested that pre-service teachers in Pakistan have little life experience beyond their home cultures. They may have a clear sense of their values and practices and a desire to preserve their traditions. However, they may see other persons as “others” without much definition or understanding. This leads to school teachers instructing pupils from a monocultural worldview and ignoring the diversity among their pupils. Despite official multicultural policies, issues such as intergroup mistrust, suspicion, perpetuation of stereotypes, and identity-based conflicts continue to persist within higher education institutions. University faculty may want to revise and rebuild the curriculum and policies to intentionally incorporate teaching and learning strategies to foster intercultural competence among pre-service teachers. Through identifying, synthesizing, and analyzing recent scholarly work, this project created a collection of teaching and learning strategies to foster intercultural competence in teacher preparation programs. Project outcomes hold the potential to guide educational curricula and teacher training initiatives.

