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International Learning:
Learning to be International
A world of Views

Presentation Abstract

Strand 2: Drivers of International Learning	
Presenter	Transformation or Confirmation of Timeless Notions? Abstract
<p>Ian Hill Deputy director general IB Organization Geneva ian.hill@ibo.org</p>	<p style="text-align: center;">Multicultural and international education: never the twain shall meet?</p> <p>The purpose of this paper is to bridge the gap which exists between researchers and practitioners in the fields of multicultural education and international education. These two disciplines have grown independently and from two quite different angles. Multicultural education is anchored in state systems of education and seeks to respond to the needs of migrant children, generally representing a lower socio-economic section of the community. International education is historically linked to the international school movement catering principally for the children of diplomats, UN personnel, and employees of international</p>



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companies as they move around the world; for this reason, international education has often been described as elitist. Although today, as this paper will indicate, international education is practised in many national schools, both state and independent, a sense of exclusiveness lingers on.

The discussion commences with an attempt to define multicultural education and the closely synonymous term intercultural education from an historical perspective and with regard to current usage of the terms. This paper adopts the term “multicultural education” rather than “intercultural education.” The rise of international schools is then addressed in order to situate historically the emergence of international education. UNESCO’s definition of this concept, for implementation in national education systems, is explored together with reference to the International Baccalaureate Organization’s mission statement, as an example of international programmes of education in practice. The international education section terminates with a visual representation of national, multicultural and international education in an attempt to sharpen the distinctions (in terms of typologies) but at the same time to show how national and international education have been merging over time.

The paper goes on to propose that intercultural understanding is a major, common aim of both multicultural and international education and that it has the potential to unite scholars and practitioners from both fields. Concluding comments urge for much more interaction in research and practice between multicultural and international education, and some suggestions for collaborative research to the mutual benefit of each are made.

This will be an update of my published paper:
Multicultural and international education: never the twain shall meet? International Review of



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