

**HAS MULTICULTURAL EDUCATION IN ENGLAND BEEN  
EFFECTIVE IN MEETING ITS AIMS?**





***Table of Contents:***

Introduction:..... 4  
Characteristics of Multi-Cultural Education in Relation to Theories: ..... 4  
Current issues in multicultural education: ..... 5  
Antiracist Teaching: ..... 6  
Equality and diversity: ..... 7  
Concluding:..... 9  
References:..... 10



## ***Introduction***

Heavy emphasis is placed on the understanding of the culture among and within social groups and racial-ethnic in Multicultural education (Karacabey, 2019). But neither does it mean to promote the concept of feeling good about one's own self and others or emphasize cultural exoticism and trivia. It is observed that sometimes the multicultural practices are not in-lined with the theoretical ideas. Rather they focus too much on superficial and obvious symbols, the tradition of cultures, customs and artefacts. The reason for this is due to the lag that constantly exists between the practice and theory, attitudes, behavior and teacher's competencies. Along with it also the difficulties in implementing the educational innovations in the system (Parkhouse, 2019). Depending on the approach and its context in the educational theory, the concept of Multicultural education has been defined in multiple ways. The concept of Multicultural education can be perceived and mean different issues to different teachers, and this may affect how actually it is being taught. Thus, the aim of this essay is to evaluate the effectiveness of multicultural education in meeting its developed aims and objectives in England.

### ***Characteristics of Multi-Cultural Education in Relation to Theories:***

Taylor is among one those theorists who efficiently concentrate and analyze the learning aspects, and he has applied the transformative learning theory of Mezirov in order to illustrate the process of developing intercultural competence. He has emphasised the concept that in order to become competent on an intercultural basis, one needs to go through a perspective transformation which may occur as a result of an acute personal crisis or shock or either through a series of cumulative transformed meaning schemes (Chau, 2019). According to Taylor, when an individual stays in contact with another culture, he goes through or experiences some sort of transformation in which such a person must look at his world from a different perspective which might turn out to be in conflict with his beliefs and values.

As the individuals participate in extensive intercultural activities, they feel the gradual change in their internal conditions. That is what Intercultural transformation means. In order to achieve the higher stage of self and cultural awareness, a person must transcend some sort kind of culture shock. In the learning growth model, there are multiple stages that have been noted. For example, Kim explains this process as a continuous cycle of growth, adaptation, and stress. In the light Critical Race Theory, it has been argued by many researchers that the goal of achieving

harmonious multicultural education will continue to face challenges until and unless a proper interrogation of the curriculum that the educational institutes of UK use is brought in front of any research agenda based on multicultural education specifically and the education social studies in general.

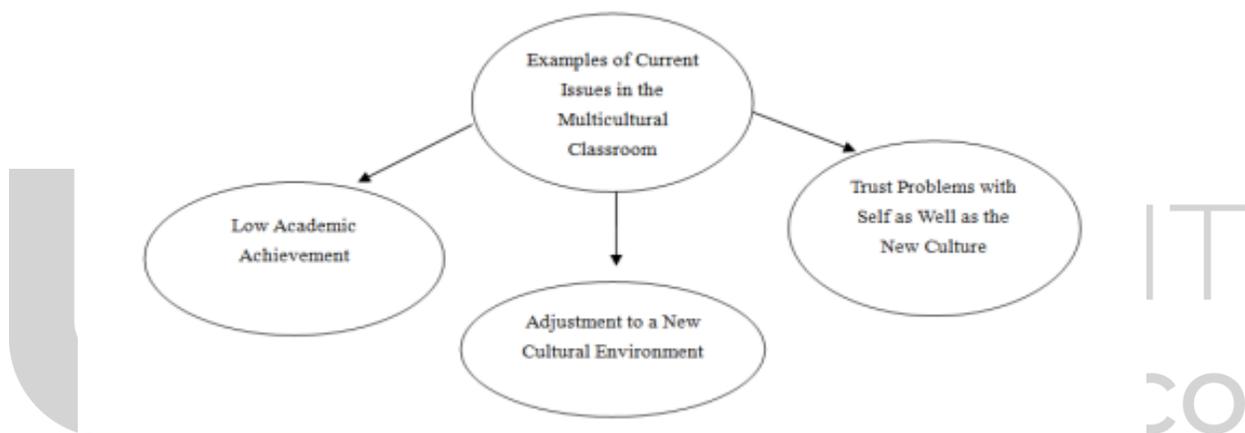
Although, in many ways, Taylor's theory sound quite comprehensive still, there are some questions that one may raise. He has based his theory in such a way in which learners experience the need for change in order to cope and survive and contact other cultures for a longer time within this context. Solutions, dilemmas, and experiences have to be specifically monitored and planned. This approach has to be supported by the whole curriculum. There are also some features of educational practices that have been suggested by Taylor in his theory which would flourish the transformative learning in the classroom. These features include emphasizing the participatory and experiential instructional methods, encouraging the trainee to be critically reflective, the creating safe and supportive learning environments, and recognising the fact that learning to be intercultural and competent is a process which involves interconnected events in a series overtime experience, and variety of approaches. That is the reason why education should be diverse, long-term and comprehensive (Çiftçi, 2018).

### ***Current Issues In Multicultural Education***

Education faces many challenges throughout the world, and the most significant among them is to educate all the students throughout the world. It was now a thing of the distant past when there were traditional classrooms in which one or a maximum of two cultures was represented. The educational culture of this generation is a lot diverse in population, which accordingly requires teaching strategies that are also diverse in order to be successful in educating students in the right manner. Multicultural education focuses on providing the children with a sense of belonging and individual identity within the educational setting. Any country that graduates such students who are not equipped to deal with the global economy cannot remain a dominant power. In order to prepare the student for the diversity of life, Multicultural education attempts to incorporate all the diverse cultures in the classroom.

At the same time, multicultural education faces numerous obstacles of different types, such as ill-prepared teachers and standardized curricula and even infusion techniques. It is well supported and documented that there is an overwhelming need for a diversified cultural

curriculum. England is a nation of many cultural and ethnic backgrounds, that is why to ignore the cultural differences is literally not acceptable and is considered as asking for failure in the system of public schools. It will take the efforts of every individual on the school campus to develop promising ways to engender cooperation, appreciation and respect among students, so that sense of belonging and ownership permeates the campus (Shannon, 2018). The major issues that the teacher and students are facing currently in the multi-culture classrooms in the schools of are, trust issues with self as well as with the new culture, feeling difficult to adjust with the new cultural environment, and most alarmingly the issue of low academic achievement. A conceptual framework has been provided of the above mentioned current issues so that better understanding and clarity will be achieved.



### ***Antiracist Teaching***

Although on the educational performance, its conclusion turned out to be failed to account for the impact of acknowledging sufficient variations, social class, and different educational performances within and between the ethnic minority groups. It has been observed in IQ testing that the issues of particular concern to the inquiry with respect include evidence of cultural biases (Irwansyah, 2018). The emphasis of the inquiry was on the racism by the teachers which has caused significant pressure and considerable controversy. However, it is not suggested that racism has disappeared or was a mirage. These major achievements have been despite the socioeconomic disadvantage, difficulties of cultural adaptation and racism. However, there is also evidence to suggest that in the university admission process, there is some racial discrimination. The main point is that this is a phenomenon that does not go with the already existing analytical approaches as they assume a deficit model with respect to the ethnic minorities. They have failed to note that

the ethnic minorities and migrants have some educational ambitions that were not inlined with their initial class position.

The British educational system would be sufficiently supportive and open to enable the groups of the minorities to at least realize their ambitions partially as elsewhere, the tormenting issue of gender inequality exists in England as well, especially in the debate of multicultural society and the place of religion in it (Bakti, 2022). A number of schools across England in order to reform the achievements of minority and black ethnic people are reforming their curriculum as it will also help in addressing the tormenting legacy of colonialism after a forceful demand from the students. It has been calculated that more than 665 schools in England alone have signed up for the anti-racist and diverse curriculum developed by the council staff and the teachers. In the London borough of Hackney. Some schools are already observed to promote and incorporate anti-racist policies in their school's practices for example, St. Hugh's School, University of Birmingham, etc.

### ***Equality and Diversity***

As an inclusive concept, the aim of multicultural education is used to describe a wide variety of practices, materials, and programs related to school which are designed for students to help them experience the educational diversity as they are from diverse groups. Western democratic multicultural education has been raised from the western democratic ideals of equality, justice and freedom. Empowerment of social structure and school culture occurs for the structure of the school system is totally transformed, allowing the students from diverse social classes, genders, ethnic groups and racial to experience a sense of empowerment and equality. Complete equality has still not been met when only a small percentage of about 44% of the students of England graduate from the high school in comparison to the percentage of Caucasians, which is about 83% that graduate from the high school. Multicultural education may be the answer to it as something has to be done about it.

The concept of multicultural education is far beyond just adding students of different colors to the existing education system. It is actually a reform movement meant to produce equality, critical thinking skills, and a sense of empowerment for all the members of the group (Aragona, 2018). The aim of Multicultural education is to promote social justice and educational equality as it is a comprehensive reform movement. It has been widely misunderstood that its concept is the

integration into the curriculum the ethnic content (Tolosa, 2018). Through its application of culturally responsive teaching and culturally relevant material, multicultural education combats desulfurization, reduces the effects of stereotypes and prejudice, promotes critical thinking skills and empowerment through the use of critical pedagogy and enhances other-group orientation. There are numerous benefits of multicultural education. It has been proven through multiple types of research that it has positive effects on the students successfully. To reform a school's ethnic studies into the curriculum was not enough. There is a need to alleviate the educational inequality that students of different skin color tones face (Hajisoteriou, 2018).

Multicultural education was, in the first place, designed to completely change the educational experience so that the students from diverse ethnic and racial groups, social class groups, both gender groups and even some exceptional students will experience equal educational opportunities in the school system. It is quite clear that still, there are a number of schools that lack a clear understanding of how to create an environment in their school systems that supports multi-cultures which is supportive to all the students enrolled on an equal basis. The students must be provided adequate help by the teachers to develop a delicate balance of national, cultural and global identifications because of the high diversity in England and even throughout the world (Mostafaei, 2018). Though a number of schools have attempted to incorporate a multicultural curriculum into their system, they have failed to do drastically.

A number of students feel that their school is lacking in providing the desired educational experience as it lacks cultural meaning and relevance. Nowadays, students look for an education that reflects the community of their own desired goals and community values. The motivation and interest of students in pursuing their education have been decreasing drastically due to the lack of educational relevance. Critical issues have been faced by the educational system in England as the nation itself has become extremely diverse. It has now become most important than ever to teach the students across cultures. The educational experience of this generation in the population is quite diverse, and it requires teaching strategies which are also diversified in order to be successful. The goal of the multicultural education system is to incorporate all of the various cultures of the nation under the umbrella of a classroom so that the students are getting well prepared in their life for kind of diversities.

## ***Conclusion***

In conclusion, because of uninformed and testing educators, Multicultural education is experiencing multiple difficulties. The failure or success of the student will be declared by the action or inaction of the school system. The responsibility of teaching cultural diversity is on the shoulders of both the schools and parents as well. We can only expect an intolerant and ignorant nation if the responsibilities are ignored by both the responsible parties. And our students will not be prepared to interact globally. By not teaching our students to act with compassion and understanding of others' feelings, our children then are sentenced to a lifetime of hardships and conflicts. Though there was some criticism regarding the multicultural education by British antiracists were well-merited to a certain level at the time that they were made. The concerns related to racial-equalitarian in Britain have to be broadened in order to engage with a variety of contradictory and complex issues that cannot be held within antiracism. Therefore, it is absolutely promoting principles of diversity and inequality in everyday settings.



## **References:**

- Aragona-Young, E. and Sawyer, B.E., 2018. Elementary teachers' beliefs about multicultural education practices. *Teachers and teaching*, 24(5), pp.465-486.
- Bakti, R. and Hartono, S., 2022. The Influence of Transformational Leadership and work Discipline on the Work Performance of Education Service Employees. *Multicultural Education*, 8(01), pp.109-125.
- Chau, T.H.H. and Truong, V., 2019. The Integration of Intercultural Education into Teaching English: What Vietnamese Teachers Do and Say. *International Journal of Instruction*, 12(1), pp.441-456.
- Çiftçi, E.Y. and Savaş, P., 2018. The role of telecollaboration in language and intercultural learning: A synthesis of studies published between 2010 and 2015. *ReCALL*, 30(3), pp.278-298.
- Hajisoteriou, C., Karousiou, C. and Angelides, P., 2018. Successful components of school improvement in culturally diverse schools. *School effectiveness and school improvement*, 29(1), pp.91-112.
- Irwansyah, D. and Azis, Y.A., 2018. Incorporating intercultural competencies in developing English materials for writing classes. *Journal of Language Teaching and Research*, 9(3), pp.540-547. Cherng, H.Y.S. and Davis, L.A., 2019. Multicultural matters: An investigation of key assumptions of multicultural education reform in teacher education. *Journal of Teacher Education*, 70(3), pp.219-236.
- Karacabey, M.F., Ozdere, M. and Bozkus, K., 2019. The attitudes of teachers towards multicultural education. *European Journal of Educational Research*, 8(1), pp.383-393.
- Mostafaei Alaei, M. and Nosrati, F., 2018. Research into EFL teachers' intercultural communicative competence and intercultural sensitivity. *Journal of Intercultural Communication Research*, 47(2), pp.73-86.
- Parkhouse, H., Lu, C.Y. and Massaro, V.R., 2019. Multicultural education professional development: A review of the literature. *Review of Educational Research*, 89(3), pp.416-458.

Shannon-Baker, P., 2018. A multicultural education praxis: Integrating past and present, living theories, and practice. *International Journal of Multicultural Education*, 20(1), pp.48-66.

Tolosa, C., Biebricher, C., East, M. and Howard, J., 2018. Intercultural language teaching as a catalyst for teacher inquiry. *Teaching and Teacher Education*, 70, pp.227-235.

