



MULTI-CULTURAL EDUCATION AS VIEWED FROM THE ANGLE OF CULTURAL PSYCHOLOGY: PARADOXES AND POTENTIALS

Jaan Valsiner is a cultural psychologist with a developmental axiomatic base that is brought to analyses of any psychological or social phenomena. He is the founding editor (1995) of the Sage journal, *Culture & Psychology* and Editor-in-Chief of *Integrative Psychological and Behavioral Sciences* (Springer, from 2007). In 1995 he was awarded the *Alexander von Humboldt Prize* for his interdisciplinary work on human development.

Any multi-cultural perspective that can be constructive for education needs to be based on tolerance of differences and learning from such differences between persons, social groups, and societies. Tolerance is rare in human social life where different political and economic interests as well as interpersonally emerging jealousies work towards establishment of partitions that set the stage for emergence and fixation of conditions of intolerance.

Contemporary cultural psychology includes three sub-areas -- work on social representations, on dialogical self, and on semiotic regulation -- that can be of use in the blocking of the emergence of new versions of intolerance or neutralize the existing ones. Contexts of multi-cultural education can be arenas for mutually trustful educational settings.

Salle LATOMUS, Maison Albert Camus, Campus Walferdange

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**Language, Culture,
Media and Identities**