

## Stage Two: Teacher Survey on Intercultural Understanding in Australian schools

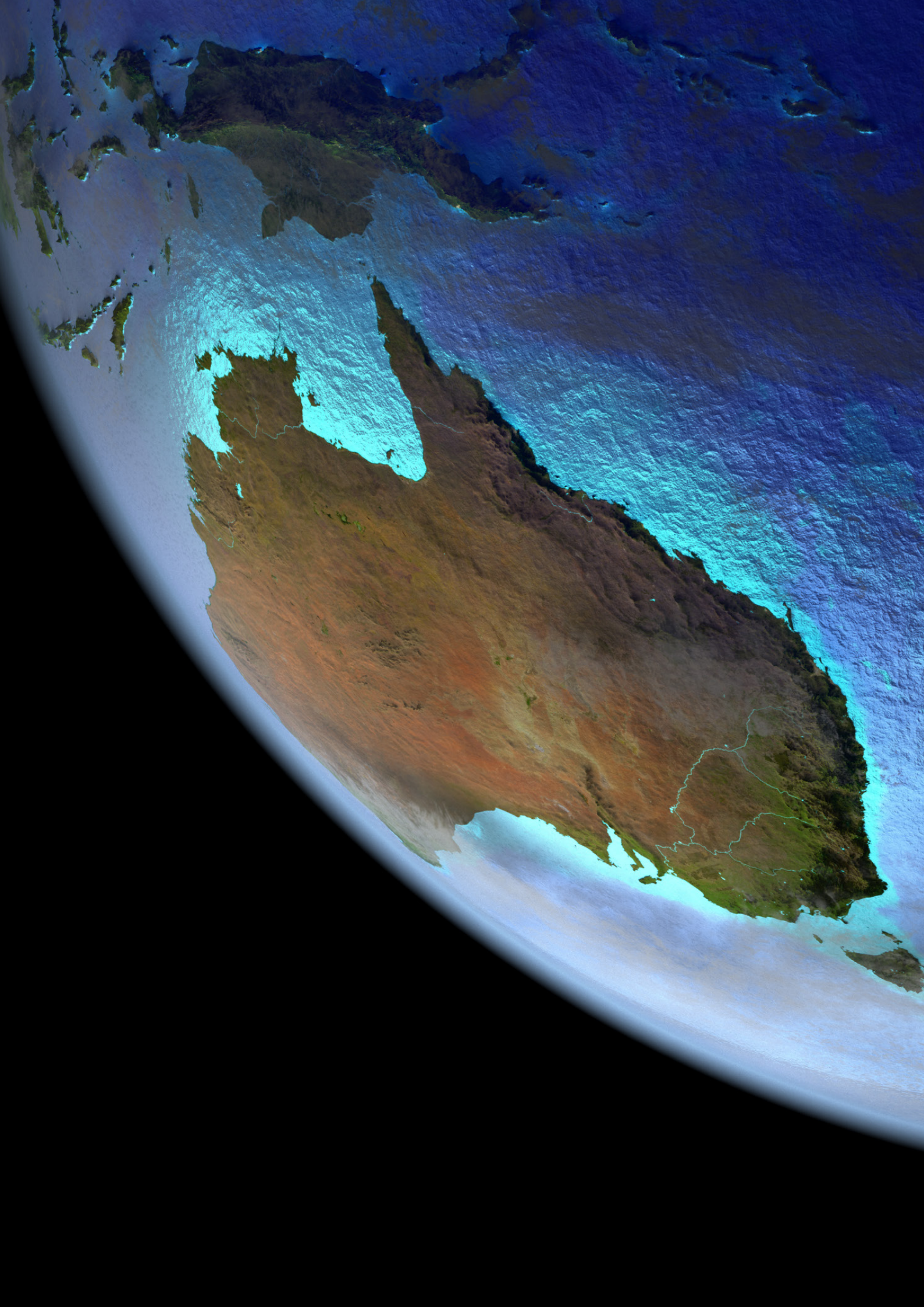
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Prepared by Cultural Infusion

On the occasion of the UNESCO 2021  
Forum on Education for Sustainable  
Development and Global Citizenship  
Where do we stand on Target 4.7?

Sydney Opera House, Sydney, New South Wales, Australia





# About us

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## About Cultural Infusion

Established in 2002 to foster global harmony through intercultural understanding, Cultural Infusion is internationally recognised as an innovator in culture and education technology.

The team at Cultural Infusion are regularly invited to advise state and federal government on multicultural and social cohesion policy, and provide diversity and inclusion data and advisory services for the public, private, not for profit, and university sectors.

Cultural Infusion has a strong track record in delivering professional services and digital technology. Our latest platform, Diversity Atlas, a diversity mapping tool for organisations, has been featured both in Australia and internationally at leading DEI conferences.

Cultural Infusion is an official partner of the Australian National Commission for UNESCO, located within the Department of Foreign Affairs and Trade (DFAT).

## About Author

Cultural Infusion's Project Assistant, Nicola Diomides, who holds a Bachelor of International Studies (Royal Melbourne Institute of Technology) has prepared this report in preparation for UNESCO's 5th Forum on Transformative Education.

## About the Project

**This review is Stage Two of a two stage submission – UNESCO.**

The purpose of this document is to report on a survey which aimed to determine the reality on the ground' (ie in Australian classrooms) in relation to the findings from Stage One of Cultural Infusion's research into the teaching of Intercultural Understanding in schools. This will provide insights about Australia's progress towards UNESCO Target 4.7: Sustainable development and global citizenship.





# Secondary Report – October 2021<sup>1</sup>

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In April of 2021, the Preliminary Report, “A Review of Australian Educational Policy and Curricula for Intercultural Understanding” by Christine A. Hale was released. For any reference to the Preliminary Report henceforth, see [Appendix 1](#). This document provides a review of Australian educational programs and curriculum which work towards the achievement of UNESCO Target 4.7: Sustainable development and global citizenship. As noted in this report, due to the broad nature of Target 4.7, this study focuses on global citizenship in the form of Intercultural Understanding (ICU).

**The second stage, completed by the end of September 2021, set out to test the findings from the preliminary research and measure Australia’s progress towards Target 4.7 outcomes ‘on the ground’ (in schools and classrooms). Testifying to the importance of this stage, the Global Education Monitoring (GEM) Report states (sic):**

“Data are lacking not only on the target’s global indicator but also on most of its thematic indicators” (UNESCO 2020-a, p. 278).

Stage Two of our research provides current data from an Australia-wide teacher survey, which assessed teachers’ level of confidence and approach in teaching ICU. To obtain these understandings, a range of areas have been assessed including, teaching resources used, effectiveness of resources, and support received from their respective school. By collecting and analysing this data, recommendations can be made on policy and curricula development in Australia, and, in turn, contribute to Target 4.7 objectives.

“Monitoring target 4.7 therefore necessitates alternative efforts and piecing together insights from multiple sources” (Ibid.).

Findings from the two stages previously mentioned have been synthesised to form a comprehensive study, which provides Australia’s current stance on ICU as a key component of Target 4.7. The complex issues addressed in Target 4.7 require close examination of its various layers in order to understand the interconnections, thus calling for a Systems Thinking approach to achieve effective problem solving (Acaroglu 2019).

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South Coast, Australia



# Introduction

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**The literature review of Stage One (see [Appendix 1](#)) has provided key insights to inform the survey design and data analysis. For the purposes of this report, the most pertinent general findings have been highlighted below:**

- Intercultural Capability is one of seven General Capabilities in the Australian Curriculum (ACARA n.d. -a)
- The Melbourne Declaration of 2008 has been a key document in the formulation of the Australian Curriculum, highlighting the need to adapt learning outcomes in the context of 21st century globalisation
- Victoria and the Northern Territory are the two most proactive jurisdictions in progressing Intercultural Understanding in their education sectors
- On a national scale, there are limited resources available to Australian schools which assist teachers in achieving ICU

**This report deciphers the accuracy of these findings in alignment with Target 4.7. As stated in the GEM Report, the components of this Target include:**

Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment. (UNESCO 2020-a, p. 275)

Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) are recommended as the basis of National Curriculum Frameworks on a global scale due to the relevance of this education in the context of 21st century globalisation (UNESCO, 2017-b). However, as has previously been stated, this study is focused on 'global citizenship' specifically and uses the term Intercultural Understanding (ICU) to refer to this concept as it is the predominant term that is used and understood across the Australian education system.

The contents of this report will assess how effectively ICU is being taught in Australian schools with respect to elements of measuring Target 4.7. By analysing data insights from the survey, improvements to a) national education policy, b) curricula, and c) teacher education may be formed.

# Survey Objectives

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**Our Australia-wide online survey was delivered to teachers from Foundation to Year 10 level and broadly aimed to a) assess how effectively Intercultural Understanding is being taught in Australian schools ‘on the ground’ and b) test the findings from the literature review undertaken in Stage One.**

In the making of this survey, local and global objectives were considered in relation to facilitating global citizenship education. By categorising the goals of the survey, the implications of the research on micro and macro levels can be understood, thus enabling us to reap maximum reward.

## National Objectives (Australia)

1. Help Australian schools with diversity planning needs
2. Support children from minority backgrounds and enable them to thrive in Australia
3. Examine the implementation of Intercultural Capability (one of seven General Capabilities in the Australian curriculum)
4. Develop understandings to improve the Australian curriculum and progress global citizenship

By identifying gaps in schools’ preparedness to teach Intercultural Understanding, there is potential to make necessary improvements. In turn, well-rounded teaching of ICU will better serve students from diverse backgrounds as there will be capacity

to adapt to their unique needs and learning styles (ACARA n.d.-b). It is necessary to account for factors such as a multitude of worldviews, belief systems and linguistic capabilities when educating. Additionally, by gathering teacher feedback on the level of support received to deliver Intercultural Capability, conclusions can be drawn about whether there has been an effective integration of this Capability in the national curriculum. This can then form a framework for development which can contribute to the achievement of effective global citizenship education.

An additional consideration is that when assessing the implementation of Intercultural Capability, it is important to understand the organisational elements of the Australian Curriculum with regard to ICU. These include:

- ‘Recognising culture and developing respect’
- ‘Interacting and empathising with others’
- ‘Reflecting on intercultural experiences and taking responsibility’
- ‘Intercultural Understanding in the learning areas’

(ACARA, n.d.-c)

In progressing these elements, McCandless et al. (2020) speak to the value of ICU in the Australian curriculum, noting that schools play a vital role in fostering interculturalism, and the fact that, in the context of Australia’s multicultural society, schools



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should actively work to bring diverse individuals together.

Gaining insights to refine the current Australian curriculum is the ultimate national objective of this survey as school environments should all reflect a shared value of Intercultural Understanding and systemically integrate this into everyday relations and teaching activities.

### Global Objectives

1. Raise awareness of the meaning of Intercultural Understanding
2. Measure national progress in alignment with Target 4.7 to contribute ideas for future global approaches, policies, frameworks and benchmarking

As highlighted by UNESCO (2010-d), it is crucial to understand the meaning and significance of Intercultural Understanding and how teaching this subject contributes to sustainable development.

Changing attitudes and behaviours towards those who are different from ourselves involves much more than raising cognitive awareness, which we know does not by itself change actions. An understanding of our own culture, a deep exploration of our personal and cultural values, and the experiential development of respect and compassion for the rights of others, translated into positive action, are also required. This means that the process of teaching and learning intercultural understanding are just as important, if not more so, than its content. (UNESCO 2010-d, p. 12)


In relation to Target 4.7, it has proven difficult to measure progress towards the achievement of prospective outcomes. As the GEM Report states:

“Target 4.7 covers issues central to transformational SGD ambitions but difficult to act on” (UNESCO 2020-a, p. 276).

Furthermore, it has been noted that, “(f)ew countries have mechanisms to track progress in cognitive, social and emotional skills, reflecting implementation challenges” (UNESCO 2020-a, p. 279).

Through the use of this survey, we have aimed to provide a data sample that reflects the challenges and successes within the Australian education system in achieving goals of Target 4.7. It is worth noting that the survey data collected comes from a range of Australian schools. From 88 total respondents, 87 schools were reached, demonstrating that our data coincides with the need for “A Whole-school Approach to Education for Intercultural Understanding” (UNESCO 2010-d, p. 30). The rationale behind reaching the maximum number of schools is that one teacher’s approach to ICU should reflect the entire school’s approach to ICU. This is indicative of the intention to promote effective integration of ICU into school environments.





This need for a holistic approach is transferrable when developing policy and benchmarking advice. UNESCO (2017-c) points to a suggested measurement strategy by reporting thresholds on a continuum from low to high, with high signifying social justice and orientation towards transformation whilst low is associated with limited engagement. With our data coming from a variety of schools, there is potential to compare the progress of schools from their respective states, which simultaneously tests the findings from the Preliminary Report.

Our objective to contribute new ideas for future measurement of Target 4.7 is encompassed in the GEM Report which notes:

“Target 4.7 calls for incorporating new perspectives into education policies, curricula, teacher education and learning assessments.”  
(UNESCO 2020-a, p. 281).



# Participants

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Teachers were the chosen targets of this study, as they are 'one of the most influential and powerful forces for equity, access and quality in education and key to sustainable goal development' (UNESCO n.d.-e, para. 1).

An additional consideration noted by UNESCO in the GEM report is, 'young people's knowledge and feelings are difficult to measure' (2020, p. 278), making teachers the most appropriate participants for this study. At Cultural Infusion, we concur with these views and believe that teachers act as role models and have the ability to expand the minds of children and develop their critical thinking skills which is key to understanding the complex world in which we live, thus contributing to sustainable development (Taimur & Sattar 2019).

## **Endorsing these beliefs, below is a list of Cultural Infusion's Survey Partners:**

- Western Australian Primary Principals' Association (WAPPA)
- Asia Education Foundation
- Music Teachers' Association of NSW
- English Teachers' Association of NSW
- Victorian Association for Philosophy in Schools
- Australian Institute for Teaching and School Leadership (AITSL)

- Social and Citizenship Education Association of Australia (SCEAA)
- Australian Association for the Teaching of English (AATE)
- IB Schools Australasia
- Modern Greek Teachers' Association of Victoria
- The English Teacher's Association of Western Australia (ETAWA)
- Primary English Teaching Association Australia (PETAA)

When planning this survey, the intention was to reach 500 schools and 15,000 teachers (this is outlined in the Preliminary Report). However, despite the support received from our Survey Partners, we experienced external obstacles in achieving this goal and, thus, have managed to only survey 87 schools, with a total of 88 responses. To demonstrate, the effectiveness of our efforts to promote the survey to teachers across Australia resulted in 3373 survey visits. However, only around 2% of survey site visitors actually completed the survey. There are many factors that have impacted the willingness of teachers to attempt or complete the survey, most of which relate to consistent lockdowns across Australia in response to COVID-19 outbreaks, which have caused much uncertainty and disruption to the education sector.

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It is necessary to analyse the conditions in which the survey was launched, and the reasoning behind the lack of participation, as this will aid in developing improved surveys in the near future and a continued effort towards Target 4.7.

Our education team has been dedicated in following up on schools that chose not to complete the survey. Through this, we have found invaluable insights about the process for distributing surveys. Notably, receptionists are responsible for receiving surveys and then must pass it on to the principal of the school for review.

**Below are some of the common reasons we have found for lack of participation:**

## 1. Virtual Fatigue

In the context of the COVID-19 pandemic and lockdowns across Australia, many Australians have had to transition to remote learning and working. According to IT Brief (2021), it was found that 59% of Australians are using more video communication in 2020 than in any other year. Furthermore, the Australian Disability Clearinghouse on Education and Training (ADCET 2021) reports on the recent phenomenon of Zoom Fatigue with effects including, extra mental effort and strain on the eyes.

**The following response was received from a community leader of a school:**

*'We wouldn't be able to roll this out to Teachers and our current Associates – just due to the **deluge of surveys** received over the past couple of months'* (emphasis added)

Also found was some reluctance to the word 'survey' in telephone communication. When attempting to explain the survey over the phone, the general response would be along the lines of, 'send an email'. It is plausible to interpret this as survey fatigue due to a possible overwhelming influx of online surveys, resulting in less enthusiasm to participate in research.

## 2. Lack of Government Support

It became apparent that Australian schools sometimes require proof that the survey is led by the government education department to authorise distribution of questionnaires to teachers. This finding is applicable to future surveys that we conduct as there could be opportunities to partner with education departments in respective Australian states in order to obtain the greatest participation possible.

**To illustrate this, the following piece of feedback was received from a Victorian school:**

*"Unfortunately, we can't commit to the survey - surveys, which touch on the elements below have been provided to our community, led by DET [Department of Education and Training]"*

**A similar response was also received from a school in Queensland:**

*"Thank you for contacting the [x] regarding your research. The [x] supports the United Nations Sustainable Development goals, and we wish you well with your study."*



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For your convenience and future research, I am including a link to the Department of Education's *Guidelines for conducting research*.

The [x] is unable to assist research that is not approved by a human ethics board of a university or that has not been reviewed and approved by the Queensland Department of Education. This decision is final and the [x] will not be responding to further correspondence on this matter." (emphasis original)

**It can also be concluded that without government support, the study can be confused as market research. This is shown by the following response:**

"Thanks for your e-mail requesting our support in promoting your survey to our members. While we do promote and support research projects on a regular basis, we do not do so when there is a marketing element."

### 3. Less Engagement with Schools

Cultural Infusion delivers more than 100 different cultural education programs across Australia, available in person and virtually. Prior to the COVID-19 pandemic, we delivered over 1500 face-to-face programs and reached over 1000 schools annually. However, during the lockdown period, these numbers significantly reduced. To illustrate this, during 2021 we have delivered 568 programs and reached less than 500 schools.

With this understanding, it can be assumed that due to significantly higher level of contact and engagement with schools pre-COVID, there would have been more opportunity to promote the survey and gain higher participation.

### Adapting Participant Data

Despite observing less participation than anticipated, our data can be adapted to reflect "A Whole-school Approach" as mentioned in the 'Global Objectives' section of this report. In the planning stages of the survey, we proposed to survey more teachers and less overall schools (500 schools and 15,000 teachers). However, currently, our survey results reflect almost equal representation between schools and teachers (87 different schools out of 88 total responses). The actual outcome of the survey facilitates a new perspective that reiterates the importance of cohesive ICU education across the Australian education sector.

# Methodology

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## Selection of Data Collection Method

To obtain relevant insights for the purposes of this research, an Online Questionnaire was designed and distributed to teachers across Australia from Foundation to Year 10. The online survey method was selected due to its high accessibility, which is pivotal in the midst of lockdowns and the closure of schools. Online surveys are advantageous due to their potential 'reach', which in the case of Cultural Infusion's survey, extends across different states and territories in Australia (Evans & Mathur 2018, p. 856). According to the Australian Bureau of Statistics (ABS), in 2018, there were 14.7 million internet subscribers in Australia thus demonstrating the suitability of online surveys, particularly during the COVID pandemic (2018-a).

Additionally, this method is ideal for its 'analytic strength' (Atkeson & Alvarez 2015, p. 28). Survey data can be efficiently inputted, and reports can be automatically generated, enabling accurate reading of the data. Aiding with accuracy, surveys mean that the questions are standardised and there is little scope for the data to be impacted by interpersonal factors (Denscombe 2014). This is important for the desired outcomes of this research, as the objective is to acquire specific insights that address elements of Target 4.7.

However, speaking to the constraints of this method, pre-coded questions can cause frustration as respondents may find this restrictive which in turn, may impact their response (Denscombe 2014).

As Denscombe (2014) also discusses, a significant challenge of questionnaires is 'respondent motivation' which can be affected by 'response burden' and the 'circumstances of distribution' (p. 168). Unpacking these terms, 'respondent motivation' considers the interest of respondents to participate and 'response burden' refers to the time and energy associated with completing the survey. In the context of our survey, COVID-19 played a significant role in the circumstances in which the survey was distributed. The notion of questionnaire fatigue can be addressed here, which is the idea that participants' enthusiasm decreases as they move through the questions and can often lead to withdrawal. This is relevant to the findings from our survey, as we attracted a high volume of participants that viewed the survey (3373 viewers) but chose not to complete the survey due to potential factors such as 'response burden' and 'questionnaire fatigue'.



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## Survey Design

This research employed a “mixed-methods approach” (Denscombe 2014, p.146; McNabb 2021, p. 373) as it consists of both qualitative and quantitative elements within a single method focus. While quantitative data provides concrete insights about numeric variables which can be utilised for the purpose of measurement, qualitative data contributes information about categorical variables and can be used to collect particular knowledge (ABS n.d.-b) The perspective behind this approach is a mid-way ontological view which is neither objective nor subjective. This enables a degree of flexibility to the questionnaire design, as although there are factors that impact the effective teaching of ICU such as available resources, support from the school and level of confidence, it was important that teachers have the opportunity to slightly mediate the data in order to acquire personal experience and feedback from individual teachers. For example, while most of the questions are multiple choice and provide quantitative insights, we have also employed open-ended ‘why’ questions, such as question 7a), ‘If not effective, why not?’ (see [Appendix 2](#)), which provides valuable qualitative data.

**The formulation of the survey questions were designed to explore how teaching on the ground reflects the priorities of Education Departments around Australia with regard to Intercultural Capability. Some of the overarching questions that the survey questions attempt to address include:**

- Are curriculum objectives of Intercultural Capability being met?
- Are teachers adequately supported to deliver learning outcomes of Intercultural Capability?
- What resources are available to support Intercultural Capability?

Another important aspect of the survey design was to tailor it to the findings from the Preliminary Report. For example, one of the initial questions in the survey asks what state or territory the participant is from so that correlations can be made between survey findings and the comparative conclusions drawn about specific Education Departments from Stage One of this study.

# Results and Data Analysis

This section will analyse national and state by state data against the findings from the Preliminary Report. The results will then be synthesised to measure Australia’s overall progress towards Target 4.7. This two-step approach will assist in deciphering the effectiveness of the different approaches to teaching ICU and the contribution that Australia has made towards Target 4.7. Essentially, the data analysis seeks to investigate two important questions, 1) What do the results tell us about Australia’s progress towards transformative education? and 2) Is there room for improvement?

## National Findings

### Implementation of Intercultural Capability as part of the Australian Curriculum

As noted in the Preliminary Report (p. 14), Intercultural Understanding is one of the seven General Capabilities in the Australian Curriculum and is supported by three Cross Curriculum Priorities: Aboriginal and Torres Strait Islander Histories, Cultures, Asia and Australia’s Engagement with Asia and Sustainability. Students develop Intercultural Capability from Foundation to Year 10, combining personal, interpersonal and social knowledge and skills. As also articulated in the Preliminary Report (p. 25), the Australian Curriculum is embedded within Australian schools, both government and private.

Australia’s trajectory of implementing Intercultural Understanding is highlighted in the Preliminary

Report (p.7). It was found that since Australia was found to be lacking in the area of educational policy in the 2003 report on Education for Intercultural Education in Australia, efforts were made to address this. Specifically, the Melbourne Declaration of 2008 instigated the need to prioritise ICU. However, we may explore whether ICU remains a high priority in the Australian education system.

### Application to Survey Findings

As previously mentioned, the survey came from 87 schools with a total of 88 responses. Of these schools, 31.82% came from private schools and 68.18% came from government schools.

Choices	Response percent	Response count
Private	31.82%	28
Government	68.18%	60

Table 1. Private and Government Schools

According to the ABS (2021-c), government schools hold the greatest share of enrolments in Australia, with 65.6%, while non-government schools hold 34.4% of enrolments. These statistics are parallel with the survey findings in Table 1, indicating that our data sample will provide insights that are reflective of government and private school representation in Australia.



Survey Question 4 asks, “How much emphasis does your school place on Intercultural Understanding as a General Capability in the Australian Curriculum?”. Below are the results of this question.

Choices	Response percent	Response count
Very Strong <b>(1)</b>	14.77%	12
Strong <b>(2)</b>	36.36%	32
Unsure <b>(3)</b>	22.73%	20
Minimal <b>(4)</b>	21.59%	19
None <b>(5)</b>	4.55%	4

**Average rating: 2.65**

*Table 2. Emphasis on Intercultural Understanding*

Speaking to this, almost half (48.87%) had negative responses to this question. This signals a lack of consistency across the Australian education system, as some schools place ‘very strong’ or ‘strong’ emphasis on Intercultural Capability as part of the Australian Curriculum, while others place less emphasis. This is supported by the research of Torii & O’Connell (2017, p. 19) which found that there is significant emphasis on literacy and numeracy in the Australian education system, however the limitation of this is that this content alone will not support the future employability of youth. Furthermore, an ACER study (2021) found that Australian students are not choosing to learn languages with 64% of 15-year olds stating that they were not involved language learning. It was also found that just over one third of Australian students felt that learning about world religions was important. Building understandings about world languages and religions is a key facet of ICU as this will aid in strengthening mutual understanding and tolerance.

Additionally, research (Ohi et al. 2019) has found that education that successfully delivers ICU should be embedded in broader school practices. The report discusses the need for Australian schools to take responsibility for adapting ICU programs to suit the needs of their specific school environment. In turn, this will aid in ensuring effective integration into the school culture and everyday practice. This relates to the flagged notion of a ‘whole school approach’ and is relevant here, as placing emphasis on ICU means ensuring that there is shared and clear commitment to its key teachings.

Pulling together this data, the implication that arises is that there does not appear to be sufficient emphasis on Intercultural Capability on a national level. This could indicate a need to better embed this Capability into the curriculum and re-evaluate the balance being achieved between all seven General Capabilities. It is evident that ICU is an important global skill which will effectively serve students in their future lives and careers; thus, it should be treated as a priority.

## Teacher Confidence in ICU

The Preliminary Report elucidates that teachers play a key role in the development of the Australian Curriculum as they may suggest improvements (p. 13). Thus, it may be assumed that the teaching guidelines of the General Capabilities (including Intercultural Capability) are accepted by teachers.

### *Application to Survey Findings*

The level of teacher confidence in ICU can be measured by Survey Question 5 which asks, “How confident do you feel in guiding your students in the

area of Intercultural Understanding?”. The results are included in the below table.

Choices	Response percent	Response count
Very Confident (1)	32.95%	29
Adequately Confident (2)	40.91%	26
Natural (3)	21.59%	19
Not Very Confident (4)	3.41%	3
Not Confident (5)	1.14%	1

**Average rating: 2.65**

*Table 3. Teacher Confidence in Intercultural Understanding*

73.68% of teachers are “Very Confident” or “Adequately Confident” about teaching ICU, which can be interpreted as a positive sign that teachers have the knowledge and resources that they need to develop students’ Intercultural Capability. However, a consideration is that the data sample from this question could be misleading, as this question is open to interpretation. Some teachers may have indicated that they are confident due to their personal interest in the subject matter, however their response may not be reflective of their confidence in terms of preparation and ability to teach ICU. It is plausible to suggest that this question could have provoked an emotional response rather than a pragmatic one.

#### **Research by Grainger & Willis (2020) asserts:**

Teaching the General Capability of Intercultural Understanding is an Australian government mandate, but an ongoing challenge for teachers, many of whom may have little or no experience dealing with the teaching of intercultural

understanding and lack confidence to embed this focus in their classrooms. (p. 1)

The mention of ‘experience’ here implies that this is an important factor that can categorise a teacher’s confidence in teaching ICU. However, the question that arises is whether the varied levels of background experience that teachers have should be considered by the Australian Curriculum authority. These inconsistencies and the difficulty of measuring teacher confidence is further highlighted by the finding that teachers may carry unconscious biases and assumptions which impede their ability to confidently teach ICU (Grainger & Willis 2020, p.2).

#### **Another aspect that may impact teacher confidence in teaching ICU is assessment. As Torii & O’Connell (2017) write:**

“Assessing capabilities is often not as simple as assessing literacy and numeracy, and may require a triangulated assessment strategy” (p. 20)

This demonstrates that evaluating the confidence of teachers is not clear-cut, as there may be variations in personal experience or sentiments as well as other impacting factors. Therefore, while the survey results in this area are positive, this may, at least in part, be due to the inconsistencies mentioned. In turn, this may indicate the need for more cohesive strategies to prepare teachers effectively to teach ICU.

The urgent need for teacher confidence in ICU is highlighted by Watkins and Noble (2016) as this issue is “missing in this discussion” (p.43).



They proceed to explain that in order to equip students with Intercultural Understanding skills, there should be assessment of the skills, knowledge and capacity of teachers. This further endorses the point that a nationally coordinated approach is needed to measure the teaching abilities across Australia.

## ICU Teaching Resources

In relation to national ICU resources that are available to teachers across Australia, the Preliminary Report (p. 27) points to the Professional Learning Program (PLP), which was funded by the Australian Government Department of Education, Employment and Workplace Relations in 2009. This program is made up of seven learning modules which seek to address teaching for ICU. However, as stated in the Preliminary Report, it is uncertain whether these modules have been adopted in schools.

### Application to Survey Findings

Choices	Response percent	Response count
Incursions	56.82%	50
Excursions	37.50%	33
Overseas Sister School Partnerships	19.32%	17
Printed Resources	55.68%	49
Community Resources	43.18%	38
Online Resources	73.86%	65
Recorded Materials	32.95%	29
None	7.95%	7

Table 4. Intercultural Understanding Teaching resources

Question 6, 'What resources do you use in the classroom or in extra-curricular activities as learning tools for Intercultural Understanding, if any?' and the subsequent question, "Please list the resources you use, including name, title or website where applicable", provide quantitative and qualitative insights regarding this area.

From the quantitative data in Table 4, it can be said that the data is populated around the categories of "Online Resources", "Incursions" and "Printed Resources". This indicates the need for teachers to diversify their approach to ICU and make use of different resources due to the complex nature of intercultural issues. This is supported by Watkins & Noble (2016) who assert that teachers need:

*"conceptual resources that would help them consider the complexities of their school communities: concepts such as identity, complexity, essentialism, hybridity, globalization and transnationalism" (p. 50)*

Upon analysing the qualitative data whereby teachers could list the resources that they personally use in the classroom, there was no mention of the national PLP program, which demonstrates its poor rollout and implementation. This finding corresponds with the question that the Preliminary Report poses about the adoption of the PLP in schools. It is evident that Australia lacks nationally standardised ICU resources which consequently hinders the ability to deliver cohesive ICU education.

An additional survey question that addresses teaching resources is Question 7, "How effective do you find these resources?". Results are recorded in the below table.

Choices	Response percent	Response count
Very Effective <b>(1)</b>	39.77%	35
Somewhat Effective <b>(2)</b>	40.91%	36
Unsure <b>(3)</b>	14.77%	13
Not Very Effective <b>(4)</b>	3.41%	3
Not Effective <b>(5)</b>	1.14%	1

**Average rating: 1.85**

*Table 5. Effectiveness of Intercultural Understanding Resources*

From these results, there appears to be positive attitudes towards the effectiveness of available resources. However, the restraint of this data is that it is uncertain what the participants are measuring this "effectiveness" against. Watkins and Noble (2016) tackle this idea, denoting that the effectiveness of resources or programs is dependent on the values of the particular school, specifically, whether the school prioritises immediate learning demands or thinks systemically about broader outcomes. Considering this, it is unclear whether participants based their answer on short-term or long-term effectiveness.

## State and Territory Findings

Below is a breakdown of the Australian states and territories of which data was received. It must be noted that no data was received from the Northern Territory.

Choices	Response percent	Response count
Victoria	63.64%	56
New South Wales	9.09%	8
Australian Capital Territory	2.27%	2
Queensland	5.68%	5
South Australia	5.68%	5
North Territory	0.00%	0
Western Australia	11.36%	10
Tasmania	2.27%	2

*Table 6. State and Territory Breakdown*

## Victoria

The Preliminary Report (p. 28) explores Victoria's history of implementing Intercultural Capability as part of the Australian Curriculum. In particular, a 2011 study by the Victorian Department of Education and Early Childhood Development (DEECD), in partnership with the University of Melbourne and La Trobe University concluded that improvements to ICU teaching and student learning outcomes were necessary. Also noted in the Preliminary Report (p. 29) was Deakin University's finding in 2015 that a more comprehensive school wide approach to ICU was important in progressing Intercultural Capability. Subsequent to this, the Victorian Department of Education and Training



(DET) launched a suite of teacher and student resources called FUSE (Find, Use, Share, Education) in 2018 which aims to target, among other things, Intercultural Capability. In 2020, during COVID-19 lockdowns, the FUSE programs were adapted to remote learning units.

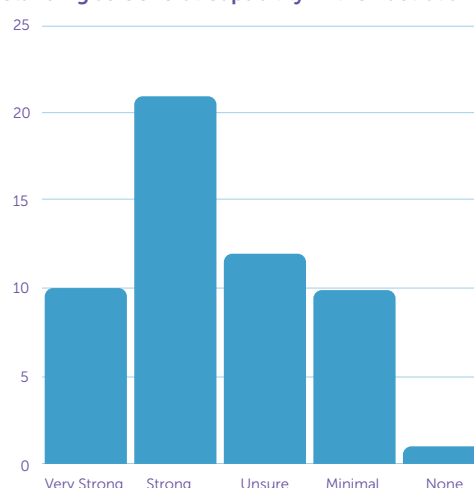
Drawing on the extensive resources available, the Preliminary Report (p. 29) notes that Victoria places a strong emphasis on the General Capabilities of the Australian curriculum, particularly, Intercultural Capability. Victoria is known to be a leading example for the rest of Australia in the area of Intercultural Understanding and global citizenship, as was articulated in a statement by the South Australian Department of Education (p. 30).

### *Application to Survey Findings*

The majority of the survey data came from Victoria (63.64%), which is due to Cultural Infusion's home connection to Victoria, with Victorian schools making up 62% of our client base in the year 2021.

As the Preliminary Report (p.29) found that Victoria places a strong emphasis on ICU, Question 4 seeks to gain teacher feedback on this statement; the results are illustrated below.

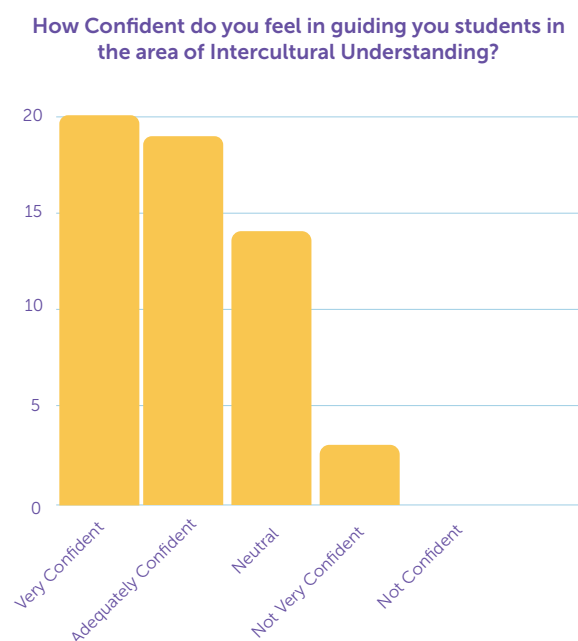
### **How much emphasis does your school place on the Intercultural Understanding as General Capability in the Australian Curriculum?**



*Graph 1. Victoria: School Emphasis on Intercultural Understanding*

While the majority of the data coincides with the Preliminary Report's findings, almost 40% of Victorian participants report that their school places minimal to no emphasis on ICU, or that they are unsure. This implies that the emphasis on ICU is not consistent across the state of Victoria, thus partially contradicting the Preliminary Report's findings. As mentioned, strong emphasis on ICU should be reflected cohesively and, with this understanding applied to the data. It seems that not all schools agree that there is a strong emphasis on ICU. This signals that further work is needed in Victoria to ensure that there is consistent focus on building ICU across the state, which could be achieved through state-wide training programs on how to embed this General Capability into school environments.

The table below presents the findings about teachers' level of confidence teaching ICU in Victoria.



*Graph 2. Victoria: Teacher Confidence in Intercultural Understanding*

The high level of teacher confidence found in the above graph corresponds with the Preliminary Report's research that Victoria is the national leader in ICU education. However, in addressing the Victorian DET's initiative to launch the FUSE program, it was found in the qualitative survey findings that of 56 respondents from Victoria (63.64%), there was only one mention of the FUSE program. Thus, despite teacher confidence demonstrated, it seems that the FUSE program is being inadequately promoted by the state government. Investigating this further, the Victorian DET has a dedicated site to 'multicultural education programs and resources' (2019) which FUSE is listed on. Apart from FUSE, other resources mentioned on the DET's resource page include the Language and Multicultural Resource Centre (LMERC) and the SBS Cultural Atlas resource. From the qualitative data gathered from the survey concerning Victorian

schools, LMERC is mentioned twice and SBS is mentioned twice. This demonstrates the capacity for a more coordinated approach to teaching ICU if there is broader awareness and utilisation of this central bank of resources provided by the state government.

In order to promote the resources offered to teachers via LMERC, so that the FUSE program and other resources can be more readily utilised, and their benefits maximised, these resources should be better intertwined into the curriculum to provide teachers with concrete guidance. The state government could also lead public campaigns to make the programs more well-known across the state.

## New South Wales (NSW)

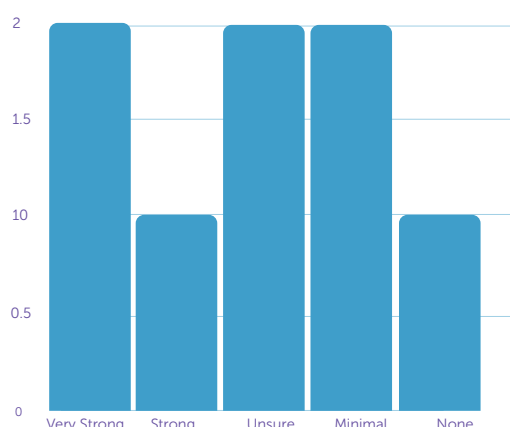
As noted in the Preliminary Report (p.30), The NSW Education Standards Authority (NESA) is responsible for monitoring and implementing the Intercultural Capability of the Australian Curriculum. In 2020, NESA conducted a review of the NSW Curriculum, with improvements set to be implemented by 2022 (p. 31-32). A key finding from the Preliminary Report on NSW was that NESA provides ICU teaching resources through The Henry Parkes Equity Resource Centre based in Sydney. However, as the report flags, it is unknown how many teachers and schools access this resource hub (p.32).

### *Application to Survey Findings*

9.09% of the survey data came from NSW. For reference, Cultural Infusion is connected to 61 schools across NSW in 2021, which is the equivalent of 14% of our client base.

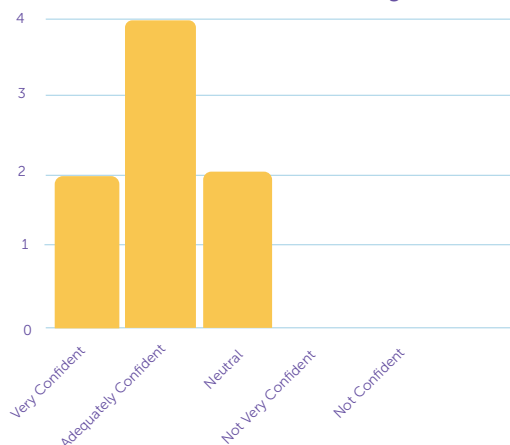
As mentioned above, the NSW Intercultural Capability curriculum is currently a work in progress. In accordance with this, the tables below present the results which describe the emphasis placed on ICU in NSW schools and teacher confidence.

**How much emphasis does your school place on the Intercultural Understanding as General Capability in the Australian Curriculum?**



*Graph 3. NSW: School Emphasis on Intercultural Understanding*

**How Confident do you feel in guiding you students in the area of Intercultural Understanding?**



*Graph 4. NSW: Teacher Confidence in Intercultural Understanding*

These findings indicate a level of inconsistency across the data sample, particularly concerning the emphasis of ICU in schools. With the Preliminary Report's findings, it can be assumed that in the current context of the NSW Curriculum under

review, teachers may be feeling uncertain about its content and how to best teach the subject matter, as they are awaiting advice from NESA.

Additionally, according to the qualitative findings about teacher resources used, of the 9.09% from NSW, one NSW respondent mentioned The Henry Parkes Equity Resource Centre. Although the data sample is small, in addressing the Preliminary Report's question about how many teachers and schools access the resource hub, the conclusion can be drawn that not all NSW schools are utilising it. As the primary resource provided by NESA, The Henry Parkes Equity Resource Centre should be capitalised on for all teaching of ICU across NSW.

## Australian Capital Territory (ACT)

As the Preliminary Report (p. 33) notes, the ACT released a report in 2018 on the state's future education strategy. In this document, there was no mention of Intercultural Understanding and no mention of teaching resources from the state's education department. However, there was mention of making education more accessible and inclusive for Aboriginal and Torres Strait Islander peoples as well as children from culturally and linguistically diverse backgrounds.

### Application to Survey Findings

Only 2.27% of the survey data came from ACT, meaning that this small sample will not be reflective of teachers' attitudes across the state. This can be explained by Cultural Infusion's limited engagement with ACT. In 2021, we delivered programs to just 1 school in ACT, making up 0.31% of our current client base.



In addressing the Preliminary Report’s findings, the two respondents from ACT (making up the 2.27%) said there was a ‘strong’ emphasis on ICU as a General Capability. It is unclear whether the respondents were reflecting on the emphasis on inclusive education for diverse groups or more generally about ICU.

In analysing the qualitative data from the two participants, one respondent wrote ‘stuff’ when asked what resources are used in the classroom and the other mentioned the use of a Victorian resource called InspiredMedia as well as YouTube clips, books and websites. Although the data is minimal, there is no reference to resources offered by the ACT Education Department which confirms what the Preliminary Report found.

### Queensland (QLD)

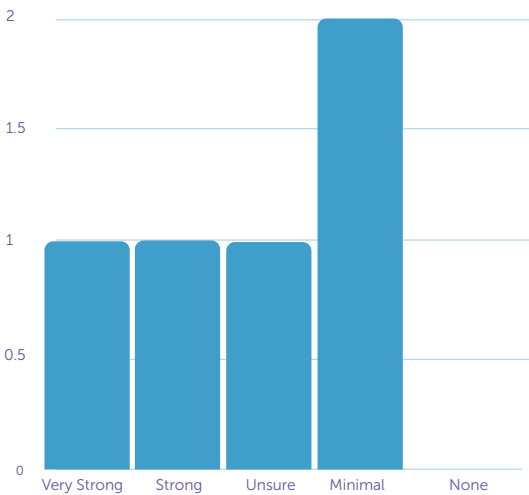
The Preliminary Report (p. 35) discusses a 2018 study of teacher training in QLD which found that meaningful experiences should be better embedded into intercultural teacher education in order to help teachers develop intercultural sensitivity in their teaching approaches. Following on from this, it was discovered that in 2019, the Queensland University of Technology (QUT) offered a one-day professional development course, although, it is unclear whether the courses have continued to the present day.

#### Application to Survey Findings

5.68% of the survey data came from QLD and in 2021, Cultural Infusion delivered programs to 52 schools, which is 12% of our current client base.

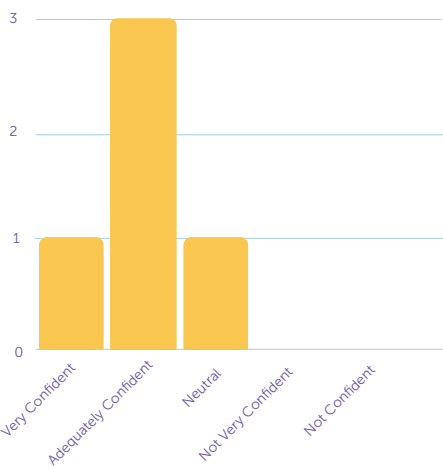
The below tables seek to respond to the Preliminary Report’s findings about whether teachers feel supported and confident about teaching ICU.

How much emphasis does your school place on the Intercultural Understanding as General Capability in the Australian Curriculum?



Graph 5. QLD: School Emphasis on Intercultural Understanding

How Confident do you feel in guiding you students in the area of Intercultural Understanding?



Graph 6. QLD: Teacher Confidence in Intercultural Understanding

The above data reveals that the majority of QLD respondents feel that there is ‘minimal’ emphasis on ICU within their school environment and most teachers from the data sample are ‘adequately confident’ about teaching the subject matter.

Furthermore, within the qualitative survey insights, there was no mention of government resources or the QUT’s teacher training program. One sample response from the QLD qualitative data regarding educational resources is included below:

“I will google search and see what comes up”

This supports the Preliminary Report’s insight that there is a lack of support being offered by the QLD education department to embed ICU into teaching strategies. The sample response shows that the government is not doing enough to provide teachers with direction or a reference point for delivering the ICU capability.

South Australia (SA)

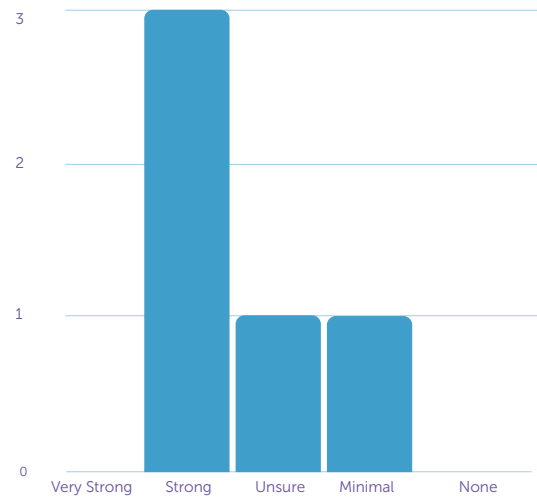
The Preliminary Report (p. 36) points to the South Australia Department for Education’s Curriculum Review which was released in 2020. As discussed, this report found that there was a lack of direction about how to approach ICU across the state’s education sector. In response to this review, The SA education department’s development of the ‘What Works’ BRIDGE program (Building Relationships through Intercultural Dialogue and Growing Engagement) aimed to offer support and guidance for teachers in delivering the ICU capability.

Application to Survey Findings

Of the survey data, 5.68% came from SA, and in relation to Cultural Infusion’s connection to SA, our programs have reached 5 schools in 2021, which is the equivalent of 1% of our current client base.

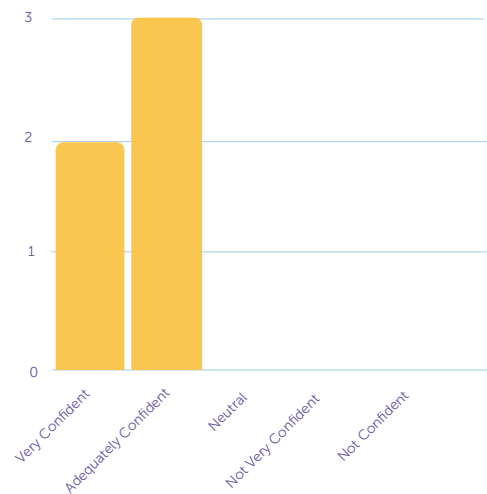
The below tables aim to address what was found in the Preliminary Report.

How much emphasis does your school place on the Intercultural Understanding as General Capability in the Australian Curriculum?



Graph 7. SA: School Emphasis on Intercultural Understanding

How Confident do you feel in guiding you students in the area of Intercultural Understanding?



Graph 8. SA: Teacher Confidence in Intercultural Understanding

Overall, the above data suggests high levels of confidence from teachers and mostly strong emphasis on ICU education. This demonstrates positive attitudes and sentiments towards this area.

In terms of resources, there was no mention of the BRIDGE program in the qualitative data per se. However, there was one reference to 'Department resources' by a respondent which could be a reference to the program. As the Preliminary Report finds, BRIDGE is the main resource that is offered to advance ICU education in SA.

It is positive to observe that the South Australian Education Department has resources available to teachers, which has been confirmed by the survey data. However, it is still unknown whether the BRIDGE program is being adequately promoted and utilised.

## Western Australia (WA)

An important point that the Preliminary Report (p.37) addresses about Western Australia's education system is that although the Australian Curriculum is followed, the General Capabilities are embedded in the overall curriculum, rather than being treated as separate learning outcomes. It was also found that the WA Department of Education places more emphasis on numeracy, literacy, STEM subjects and school leadership. However, there is little attention on ICU, with more of the focus being on Indigenous education.

Also highlighted was that WA strongly prioritises its connections with Asia, and its ICU education policies focus on developing language skills to further strengthen these economic ties. This raises some concern about whether the WA Education Department views ICU as a vehicle for sustainable development and the personal development

of children, or whether it is simply viewed for economic benefit.

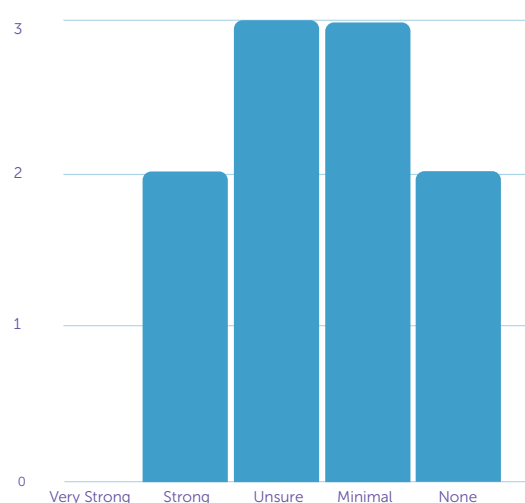
Despite this, there has been an attempt at promoting global citizenship education through the resource bank developed by the United Nations Association of Australia, Western Australian Division (UNAAWA). However, the Preliminary Report notes the lack of research on the effectiveness of this resource bank and whether it is being employed.

### Application to Survey Findings

11.36% of the data came from WA, which is the second highest data category collected, behind Victoria. In relation to Cultural Infusion's engagement in WA, our programs have reached 41 schools in 2021, the equivalent of 10% of overall schools that Cultural Infusion reaches.

Below are tables that represent WA responses to the standardised questions.

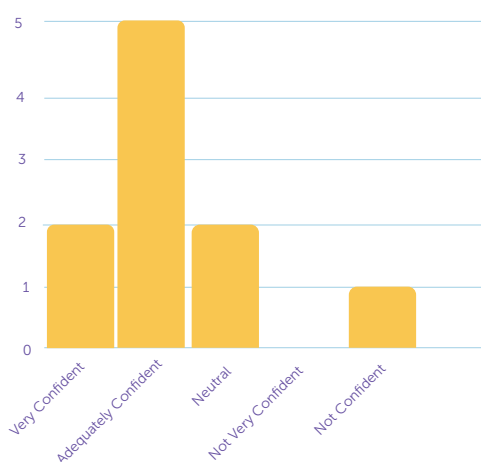
**How much emphasis does your school place on the Intercultural Understanding as General Capability in the Australian Curriculum?**



Graph 9. WA: School Emphasis on Intercultural Understanding



#### How Confident do you feel in guiding you students in the area of Intercultural Understanding?



Graph 10. WA: Teacher Confidence in Intercultural Understanding

As shown, 80% of respondents from WA answered 'unsure', 'minimal' or 'none' when asked about their school's emphasis on ICU, and no responses indicate 'very strong' emphasis. This coincides with the Preliminary Report's findings that ICU is not emphasised as much as other curriculum areas such as numeracy, literacy etc.

This is reinforced by the following response which was provided in the qualitative data section:

*"Our school is concentrating on Aboriginal cultural awareness"*

This is also consistent with the Preliminary Report which found that Aboriginal education receives greater attention than ICU more broadly.

It is also worth noting that one teacher reported feeling 'not confident' providing ICU education. This likely reflects teachers' sentiments and attitudes towards ICU across the broader school environment.

When examining the resources available to teachers in WA, there was no mention of the UNAAWA, which is known as Global Citizenship Schools (UNAA n.d.). The only relationship to the UN, was the mention of:

*"UNICEF - Rights and responsibilities for children"*

One teacher also mentioned, "Languages online" as an ICU resource. This ties in with the Preliminary Report's observation that language skills are prioritised in order to strengthen regional connections.

## Tasmania

The key insight about Tasmania, as found by the Preliminary Report (p. 38), is that the Department of Education places minimal emphasis on the General Capabilities or Cross Curriculum Priorities and there is little reference to ICU.

Addressing available resources, the Education Department did launch an Education Ambassador program. However, this is specifically for students of government schools and its purpose is to attract international students to Tasmania as an ideal study destination.

### Application to Survey Findings

Very little of the survey data came from Tasmania (2.27%), thus, any analysis drawn does not provide a complete picture. Cultural Infusion has little engagement with Tasmania; in 2021, we did not deliver programs to any Tasmanian schools and pre-COVID, Tasmanian schools made up approximately 1% of our client base.

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*One piece of qualitative data regarding available resources sheds light on the Preliminary Report's findings:*

"We have a canvas course provided by the DoE in Tasmania that we have delivered called 'Intercultural Understanding'"

This quote came from a government school, which implies that the 'canvas course' mentioned may be part of the Education Ambassador program, particularly because it is provided by the Department of Education.

Although this data sample is very small, this particular insight has confirmed the Preliminary Report's findings that there is a resource from the Education Department, and it is targeted towards the public sector. This distribution of resources can be viewed as problematic as it is underpinned by opportunistic intentions. Rather than focusing on cohesively strengthening ICU education due to its benefits for students and future sustainability towards Target 4.7, ICU education is acting as a façade to advance economic prosperity.

## **Australia's Progress towards Target 4.7**

Through the analysis of state-by-state data, there is capacity to provide an overview on Australia's overall progress towards Target 4.7. Specifically, the outcomes of this survey address a) national education policies, b) curricula and c) teacher education (UNESCO 2020-a, p. 275). The investigation will highlight progress as well as areas requiring further improvement.

## **National Education Policies**

According to UNESCO (n.d.-f):

'Solid, coherent policies and plans are the bedrock on which to build sustainable education systems, achieve educational development goals and contribute effectively to lifelong learning.' (para. 1).

This endorses the value of effective and cohesive policy documents to set out the long-term objectives of ICU education, and its ability to drive sustainable development. In line with this, UNESCO (2010-d) also points to a whole-school approach, which should be accounted for in policymaking decisions. In turn, this promotes greater national commitment to the achievement of Target 4.7.

The research from this study indicated varying objectives of individual jurisdictions across Australia. While some states were found to have very specific goals and lost sight of a broader perspective, others showed greater awareness towards Target 4.7 outcomes. For example, while the Victorian Department of Education has released state-wide resources to address ICU, Tasmania has only launched ICU programs to its public education sector.

This can be explained by the differing long-term objectives of the states. At the core of Tasmania's decisions, has been how to best attract international students. However, Victoria has shown a state-wide approach to ICU, which has more inclusive benefits. A report by the University of Melbourne (Fernandez 2007) for the purpose of advising the Victorian Department of Education and Trade stated:

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It is important not to lose sight of the broader educational goals of language learning, and the unique insights and understandings which this entails (see sections A to C of this report). Considered together, the intellectual, cognitive, intercultural and economic benefits of language learning provide a solid, compelling rationale for endorsing and supporting the unique role of language learning in the curriculum. (p.18)

This speaks to the notion that economic benefits should not be the sole consideration when devising educational policy. In relation to the findings from this study, there were many inconsistencies in policy underpinnings across Australia. This signals the need for the federal education authority (Department of Education, Skills and Employment) to reflect on its long-term objectives of ICU education, specifically in relation to Target 4.7. Through this critical step, there is potential to create more cohesive, national policy on teaching ICU.

## Curricula

According to International Bureau of Education (IBE)-UNESCO (n.d.):

‘Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings’ (para. 1)

Not only should the curriculum encapsulate all student learning outcomes, but it is equally important to ensure that long-term national objectives are considered in order to guarantee consistency:

‘The paramount question can be addressed by assessing the alignment of the curriculum to national development goals, the effectiveness of curriculum policies as well as the development, design and planning of the curricula.’ (para. 3)

Australia’s Curriculum is followed by all Australian jurisdictions and is implemented by the relevant Education Department. However, as seen in the findings across Australian states and territories, there are different interpretations, approaches and priorities with respect to the Curriculum. To illustrate, Western Australia integrates the General Capabilities into the overall curriculum, Tasmania places minimal emphasis on the General Capabilities and Victoria places strong emphasis on the General Capabilities.

The differing priorities can be seen through Victoria’s prioritisation of ICU in contrast to WA’s prioritisation of subjects such as mathematics, literacy and STEM. Victoria’s education standards are reinforced by its reputation as the national leader in delivering ICU education. However, this only reinforces the perception of Australia’s disjointed efforts towards Target 4.7 outcomes. By observing the discrepancies between state approaches to ICU, the reoccurring theme that emerges is the need for a nationally agreed upon outlook for the Curriculum across Australia. Rather than fostering competition between states, there should be a greater push for solidarity through joint goals towards Target 4.7.



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## Teacher Education


UNESCO (2010-d) reports on the importance of Teacher Education to address Intercultural Understanding and provides guidelines that ensure:

'teacher trainees have the opportunity to undertake teaching practice in education for intercultural understanding, preferably within a culturally diverse context if possible'

And

'appropriate teaching and learning resources relevant to education for intercultural understanding are available for both teacher educators and for teacher trainees' (p. 34)

As discussed in the Preliminary Report, on a national level, there was one program, the Professional Learning Program (PLP), that aimed to address Teacher Education for the ICU General Capability. However, there was ambiguity about whether the program modules have been adopted in school environments. The survey findings, particularly the qualitative data, found no reference to the PLP program. Thus, it can be concluded that it may not have been very effective or beneficial for teachers.



This suggests room for future improvement and growth, in the form of a nationally coordinated, comprehensive and ongoing teacher training program that adapts to the evolving needs of students and provides updated resources to help teachers across Australia in delivering the ICU General Capability.

Great Ocean Road, Victoria, Australia

# Future Direction

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This research has sought to measure Australia's progress towards Target 4.7 'on the ground', as informed by the Preliminary Literature Review. This was examined by applying the survey findings to the insights gained from the Preliminary Report. In order to evaluate this against Target 4.7, the synthesised findings were then measured against the target indicators. In light of this, Australia's progress and areas for improvement were highlighted in relation to Target 4.7. This is summarised below.

## Progress

- ICU is integrated into the Australian Curriculum as a General Capability
- There have been attempts at national teacher education programs such as the PLP
- Victoria is leading by example in the area of ICU, serving as a model for other Australian states
- Most teachers who responded to the survey across Australia are 'very confident' or 'adequately confident' about teaching ICU, however as discussed, the accuracy of this is unknown

## Areas for Improvement

As shown, it is evident that states and territories across Australia have conflicting priorities. Therefore, a nationally coordinated approach to ICU policy and curricula may prove difficult. Because of this, there is a need to reaffirm the underpinning values of ICU education at a national level, in accordance with the

Target 4.7 principles, including but not limited to the following:

- Sustainable development and sustainable lifestyles
- Human rights
- Gender equality
- Promotion of a culture of peace and non-violence
- Global citizenship and appreciation of cultural diversity
- Culture's contribution to sustainable development

In addition, there is a need for more sustainable teacher education which addresses ICU needs and accounts for varying educational backgrounds of teachers. As demonstrated through the various levels of teacher confidence, the value of culture for student learning and for their futures could be better communicated to educators. This would aid in developing teachers' appreciation for the subject, which intrinsically could encourage profound commitment and may also facilitate greater engagement from students.



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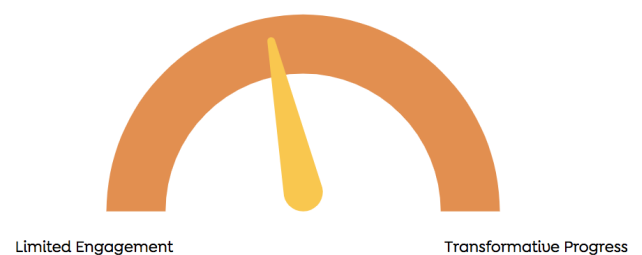
## Recommendations

With respect to the above progress and improvement areas, the following key recommendations aim to inform Australia's future education strategies in line with Target 4.7.

1. Devise an updated national education policy on ICU which addresses its value and instils long-term commitment to UNESCO Target 4.7 outcomes; this provides a framework that Australian states and territories can be guided by when regularly reviewing their curriculum priorities
2. Embed government supported programs into the Curriculum, such as a global citizenship program for students; as a contributor in this space, Cultural Infusion offers ICAP (Intercultural Citizenship Ambassador Program) to students across Australia
3. Ensure a culturally responsive teacher workforce by utilising data-driven mapping platforms such as Cultural Infusion's Diversity Atlas which can enable teachers to tailor ICU education to the needs of diverse students, and provide a baseline for future development
4. Deliver an updated national training program for teachers which unpacks the importance of ICU education, structured in the form of online modules which comprise video tutorials, recordings, lectures, and online resources
5. Create a national resource hub which is accessible to all teachers across Australia and can be incorporated into lesson plans or serve as a reference point
6. Promote cultural education resources, such as those created by Cultural Infusion, through public campaigns and advice
7. Lead national teacher surveys as part of reporting requirements in order to continuously measure approaches and attitudes to ICU education

## Benchmarking

As discussed under Global Objectives, there is a need to report thresholds in order to measure and evaluate national trajectories towards Target 4.7. After analysing the survey data, Australia's current benchmark on a continuum from low to high could be identified as moderate. This is visually represented in the graphic below.



*Chart 1. Progress Towards Target 4.7*

Whilst Australia has laid the foundations to achieve Target 4.7 outcomes, there is still much more work to be done to ensure cohesive strategies and action towards transformative education. As demonstrated, states and territories across Australia focus on disparate curriculum priorities. Therefore, there is a need to emphasise the importance of ICU at a

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national level. The introduction of ICU as a General Capability is a significant step.

However, without a nationally coordinated approach, this element of the Curriculum may not be effectively implemented across Australia.

Intercultural Understanding is a key driver of social cohesion and global harmony. By ensuring that jurisdictions can come together in pursuit of a shared priority, and providing the support that teachers need to deliver effective outcomes, we can enrich ICU education across Australia, and contribute to sustainable development globally. Thus, with adherence to the above recommendations informed by the survey data and continuous research being undertaken to measure future developments, there is potential for Australia to move closer towards transformative progress, and meaningfully contribute to Target 4.7.





Kangaroo Valley Timber Cabin, New South Wales, Australia



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# Appendices

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## Appendix 1

[Preliminary Report](#) – A Review of Australian Educational Policy and Curricula for Intercultural Understanding by Christine A. Hale.

## Appendix 2

Cultural Infusion Intercultural Survey Questions

1. What state or territory are you from?
2. Do you teach at a government or private school?
3. What year level(s) /subject area(s) do you currently teach?
4. How much emphasis does your school place on Intercultural Understanding as General Capability in the Australia Curriculum?
5. How confident do you feel in guiding your students in the area of Intercultural Understanding?
6. What resources do you use in the classroom or in extra curricula activities as learning tools for Intercultural Understanding, if any?
  - a. Please list the resources you use, including name, title or website where applicable.
7. How effective do you find these resources?
  - a. If not effective, why not?
8. Would you like to receive a copy of the report: A Review of Australian Educational Policy and Curricula for Intercultural Understanding?
9. Would you like to claim your 15% discount to use on your next Cultural Infusion school incursion booking?



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