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Intercultural education and social contentment

PhD Diana Spulber , Department of Political Sciences [DISPO], University of Genoa

Abstract

With the incremented mass movement the society is in a significant transformation, this fact can be a risk for social unrest. Demographic evolution and change of the society stress the challenges for the institutions. The school represent one of the institutions where future citizens are educated and formed. The classroom is a mirror of the society in change. Today the school is a place of meeting of different cultures; we have more and more multicultural classes with pupils from different countries. The proposed work will analyse how intercultural education can influence the risk of social unrest and improve social contentment. In particular, will be stressed the concept of how the education of intercultural competences can allow the future adults to participate in a constructive and effective way to social and professional life.

Method: empirical analysis of literature and research done in the field of intercultural education analysis of the current situation through the ecological model of Brofenbrenner with a specific focus on micro and mesosystem and correlation between all ecosystems.

Keywords: *Intercultural Education, Culture, Social Unrest, Social contentment, Ecological model*

Background

Globalisation means not only a circulation of goods or circulation of people it also means circulation of knowledge, circulation of a different tradition, circulation of different cultures. In the last decades, immigration has increased, and uncontrolled immigration is one of the causes of social unrest. Moreover, in this social exchange, the intercultural education become more and more critical. Before to speak about intercultural education let check how is the migration flow, both concepts are interconnected. According to the United Nations report about migration 2017 registered 257,715 thousand people. The major migration is between the same world regions states as indicated in figure 1 Europe host around 61 million migration people. Intra-European countries mostly interest this migration process as we can see from the figure above it is around 41 million. In fact, according to UN data around 67 % of migrants are from Europe followed by Asia with 60% of migrants,

Oceania with 60% of migrants and Latin America and Carabian Countries are the only migrants that emigrate mostly to another Region in this case to North America around 56%.
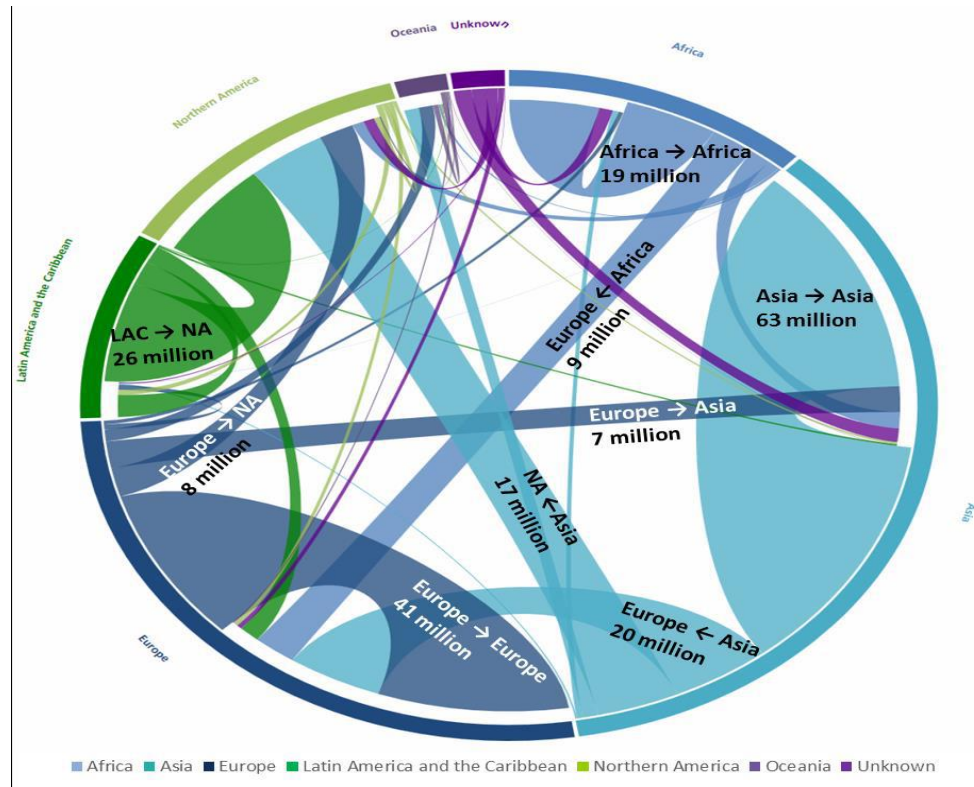

Figure 1: World Migration flow by region of origin and destination, the year 2017 (Source ???)

As we can see from figure 1 the most impressive migration flow is the European one. Europe host around 50 millions of migrants 41 of which are from intra-European countries.

If we analyse the data of the last three years of migration we can see that in 2015 around 4,7 million people immigrated to one of European Union member Country for at least 12 months. Usually, the term "immigrant " is referred to a person who established in a new state for at least 12 months.Obviously, immigration does not regard only extra-European citizens: for example in 2015 around 50% of total migrants in figures it is about 2,4 million were not EU citizens 30% migrant had other EU citizenship and around 19000 were stateless (less than 1%). If we analyze the countries who hosted more immigrants for 2015 we can see that Germany hosted around 33 % of the total Eu Immigration quote and in figures it is about 1544000 persons, followed by the United Kingdom that hosted 14% of immigrants

(EU and Non EU) that is about 631 000 people, France hosted 8% of immigrants, Spain hosted 7% of immigrants and   Italy hosted around 6% of immigrants.

If we check the data of share of immigrants in EUCountries we can see that in 2017 Luxemburg hosted around 47.6 % (but as we will see from table 2 it is mostly from another EU country) followed by Cyprus with 16.4 and Austria with 15,2 % of foreign citizens

Country	Population in millions	Share of foreign citizens In 2017%
Germany	82.9	11.2
Austria	8.8	15.2
Belgium	11.4	11.9
Bulgaria	7.1	1.1
Croatia	4.1	1.1
Cyprus	0.9	16.4
Czech Republic	10.6	4.8
Denmark	5.8	8.4
Estonia	1.3	14.9
Finland	5.5	4.4
France	67.2	6.9
Greece	10.7	7.5
Hungary	9.8	1.5
Ireland	4.8	11.8
Italy	60.5	8.3
Latvia	1.9	14.3
Lithuania	2.8	0.7
Luxembourg	0.6	47.6
Malta	0.5	11.8
Netherlands	17.1	5.4
Poland	38.0	0.6
Portugal	10.3	3.9
Romania	19.5	0.6
Slovakia	5.4	1.3
Slovenia	2.1	5.5
Spain	46.7	9.5
Sweden	10.1	8.4
United Kingdom	66.2	9.2

Table 1: Share of foreign citizens per EU countries in 2017 (Source https://www.destatis.de/)

In figure 1 is indicated the global international migration flow from which we can see that Europe is the one with the most significant international migration flow. In table 1 is indicated the percentage of share of foreign citizens per European Union members countries with the UK.

However, if we check the absolute numbers and as a percentage of the total foreign citizens or foreign-born population the situation is changing, from table 1 we can see that the majority of international immigrants hosted by Luxemburg are from EU

countries (from Portugal 34,4%, from France 15,7%) followed by Norway, Liechtenstein, Ireland, Slovakia and Switzerland. Latvia and Estonia are the only two countries with so-called Recognized -not citizens migrants that are citizens from ex-Soviet Union Countries.

Bulgaria host mostly not EU foreign citizens in particular citizens from Russia 26,4, Syria 14,5 and Turkey 13,4, followed by Slovenia that host migrants Bosnia and Herzegovina 44% from Kosovo 12,6 %, migrants from Serbia and Macedonia around 9% the same for Portugal that host mainly foreign citizens from Brazil 20,4 % and Capo Verde 9,2%. Belguim host EU Foreign citizens mostly from France, Italy and Netherland (12,2 - 11,6 %) and from not EU countries Migrants from Morocco and Romania (6,1 -5,9%), Romania for example host migrants from Italy 13% and from Moldova 8,1 %. Germany host migrants mostly migrants from Turkey 14,5, from Poland 7,9 %, from Syria Italy and Romania (6,3 -5,5 %).

By the same way from table 2 we can see that Indians migrants are hosted mainly by the United Kingdom, Vietnam migrants are hosted mainly by the Czech Republic, Finland hosts migrants from Iraq, Bulgaria mainly hosts migrants from Syria (14,5%), Germany 6,3% and by the Netherlands (5,8%).

The figures below are an example on which society are we now and how this society is in rapid development and exchange.

The massive immigration flow can create a unbalance on hosting societies that can be a source of social unrest. Hostility to immigration may be motivated by perceived intergroup competition, by threats to lose the cultural - national identity of national characteristic, with different effects like discrimination, exclusion, aggressive behaviour, racism. According to Group Conflict Theory anti-immigrant feeling are a defensive reaction caused by perceived intergroup competition and by risk to interests of own social group, this fact can be emphasised by socio-economic crises when over-scare of resources can translate these perceptions into an irrational ethnic-antipathy, prejudice and most grave in an over-reaction to immigration. According to Social Identity Theory the discriminatory behaviour racism and xenophobia can be explained by a threat to lose the national identity, and as stated by McLaren L.M. (2003) the groups threatening the nation's distinctive identity are likely to elicit hostility.

In fact, if we analyse the anti-immigration events, we can see that the years 2016 and 2017 has registered two of the peak years of the migration crisis, in the same period have been registered major cases of physical aggression to foreign nationals. Germany, according to data released by the government on the occasion of a parliamentary question, has registered a total of 3,500 attacks on refugees and asylum seekers throughout 2016.

Main countries of citizenship and birth of the foreign / foreign-born population, 1 January 2017
(in absolute numbers and as a percentage of the total foreign/foreign-born population)

Belgium

Citizens of	(1000)	(%)	Born in	(1000)	(%)
France	163.7	12.2	Morocco	214.1	11.4
Italy	156.3	11.6	France	184.5	9.8
Netherlands	153.2	11.6	Netherlands	129.8	6.9
Morocco	82.6	6.1	Italy	119.7	6.4
Romania	79.8	5.9	Turkey	98.5	5.3
Other	710.7	52.8	Other	1130.0	60.2

Bulgaria

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Russia	20.9	26.4	Russia	27.7	19.0
Syrian Arab Republic	11.5	14.5	Syrian Arab Republic	12.3	8.5
Turkey	10.7	13.4	Turkey	10.2	7.0
Ukraine	5.3	6.6	Ukraine	8.8	6.1
United Kingdom	4.0	5.1	United Kingdom	8.7	6.0
Other	27.0	34.1	Other	77.7	53.4

Czech Republic

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Ukraine	118.0	23.1	Ukraine	110.3	23.7
Slovakia	107.4	21.0	Slovakia	98.9	21.3
Vietnam	59.5	11.7	Vietnam	46.6	10.0
Russia	37.7	7.4	Russia	36.2	7.8
Germany	21.3	4.2	Poland	19.4	4.2
Other	166.9	32.7	Other	153.6	33.0

Denmark

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Poland	37.6	7.8	Poland	39.4	5.9
Syrian Arab Republic	31.0	6.4	Germany	35.7	5.3
Turkey	28.1	5.8	Syrian Arab Republic	33.5	5.0
Romania	25.3	5.2	Turkey	32.4	4.9
Germany	24.4	5.0	Romania	24.4	3.7
Other	338.4	69.8	Other	502.6	75.2

Germany

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Turkey	1336.3	14.5		:	:
Poland	726.0	7.9		:	:
Syrian Arab Republic	577.3	6.3		:	:
Italy	566.8	6.1		:	:
Romania	507.1	5.5		:	:
Other	5506.5	59.7		:	:

Estonia

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Russia	86.7	44.1	Russia	122.9	63.8
Recognised non-citizen	77.9	39.7	Ukraine	22.7	11.8
Ukraine	8.0	4.1	Belarus	10.7	5.6
Finland	4.0	2.1	Latvia	4.9	2.6
Latvia	3.2	1.6	Finland	4.7	2.4
Other	16.6	8.4	Other	26.6	13.8

Ireland

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Poland	127.0	22.5		:	:
United Kingdom	107.3	19.0		:	:
Lithuania	38.3	6.8		:	:
Romania	29.3	5.2		:	:
Latvia	20.7	3.7		:	:
Other	242.3	42.9		:	:

Spain

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Romania	683.8	15.5	Morocco	699.5	11.6
Morocco	665.6	15.1	Romania	611.9	10.2
United Kingdom	293.5	6.6	Ecuador	408.2	6.8
Italy	203.8	4.6	Colombia	361.5	6.0
China	177.5	4.0	United Kingdom	296.8	4.9
Other	2395.3	54.2	Other	3646.8	60.5

Italy (¹)

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Romania	1168.6	23.2	Romania	1036.0	17.1
Albania	448.4	8.9	Albania	458.2	7.6
Morocco	420.7	8.3	Morocco	434.5	7.2
China	282.0	5.6	Ukraine	237.6	3.9
Ukraine	234.4	4.6	China	220.1	3.6
Other	2493.1	49.4	Other	3667.5	60.6

Latvia

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Recognised non-citizen	222.9	79.7	Russia	126.9	50.5
Russia	42.2	15.1	Belarus	45.5	18.1
Ukraine	3.4	1.2	Ukraine	33.0	13.1
Lithuania	3.1	1.1	Lithuania	15.4	6.1
Belarus	1.9	0.7	Kazakhstan	5.8	2.3
Other	6.0	2.2	Other	24.8	9.9

Lithuania

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Russia	8.3	41.5	Russia	52.3	41.1
Ukraine	2.5	12.5	Belarus	30.0	23.6
Poland	1.4	6.9	Ukraine	12.4	9.8
Stateless	1.3	6.4	Latvia	5.5	4.3
Latvia	0.9	4.7	United Kingdom	5.0	3.9
Other	5.7	28.1	Other	22.1	17.4

Luxembourg (²)

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Portugal	96.8	34.4	Portugal	72.5	26.8
France	44.3	15.7	France	39.0	14.5
Italy	21.3	7.6	Belgium	20.5	7.6
Belgium	20.0	7.1	Italy	17.0	6.3
Germany	13.1	4.7	Germany	16.5	6.1
Other	0.0	30.5	Other	104.4	38.7

Hungary

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Romania	24.0	15.9	Romania	206.3	40.2
China	19.1	12.7	Ukraine	55.8	10.9
Germany	18.6	12.3	Serbia	42.0	8.2
Slovakia	9.5	6.3	Germany	32.4	6.3
Ukraine	5.8	3.8	Slovakia	21.1	4.1
Other	73.8	48.9	Other	156.0	30.4

Netherlands

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Poland	121.4	13.3	Turkey	190.8	8.9
Turkey	74.1	8.1	Suriname	178.6	8.4
Germany	73.3	8.0	Morocco	168.7	7.9
Syrian Arab Republic	51.4	5.6	Poland	126.6	5.9
United Kingdom	45.3	4.9	Indonesia	120.8	5.7
Other	549.5	60.0	Other	1351.8	63.2

Austria

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Germany	181.6	13.6	Germany	224.0	13.6
Serbia	118.5	8.9	Bosnia and Herzegovina	164.3	10.0
Turkey	116.8	8.8	Turkey	160.4	9.7
Bosnia and Herzegovina	94.6	7.1	Serbia	139.1	8.4
Romania	92.1	6.9	Romania	105.6	6.4
Other	729.6	54.7	Other	855.6	51.9

Portugal

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Brazil	81.3	20.4		:	:
Cape Verde	36.6	9.2		:	:
Ukraine	34.5	8.7		:	:
Romania	30.4	7.7		:	:
China	22.6	5.7		:	:
Other	192.4	48.4		:	:

Romania

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Italy	14.9	13.0	Moldova	161.8	38.4
Moldova	9.3	8.1	Italy	56.5	13.4
Turkey	8.4	7.3	Spain	42.2	10.0
China	7.5	6.5	Ukraine	16.7	4.0
France	6.3	5.5	United Kingdom	15.3	3.6
Other	68.2	59.6	Other	129.2	30.6

Slovenia

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Bosnia and Herzegovina	50.4	44.0	Bosnia and Herzegovina	104.7	42.7
Kosovo (³)	14.4	12.6	Croatia	45.6	18.6
Former Yugoslav Republic of Macedonia	10.8	9.5	Serbia	24.6	10.0
Serbia	10.6	9.3	Kosovo (³)	16.7	6.8
Croatia	9.2	8.1	Former Yugoslav Republic of Macedonia	16.5	6.7
Other	19.0	16.6	Other	37.2	15.2

Slovakia

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Czech Republic	13.0	18.7	Czech Republic	88.0	47.2
Hungary	9.8	14.1	Hungary	16.6	8.9
Romania	6.3	9.0	Ukraine	10.7	5.8
Poland	5.6	8.0	Romania	9.1	4.9
Germany	3.9	5.7	United Kingdom	7.2	3.8
Other	31.1	44.6	Other	54.6	29.3

Finland

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Estonia	51.5	21.3	Former Soviet Union	56.5	16.2
Russia	31.0	12.8	Estonia	45.7	13.1
Iraq	9.8	4.1	Sweden	32.1	9.2
China	8.5	3.5	Iraq	13.8	4.0
Sweden	8.0	3.3	Russia	13.7	3.9
Other	133.2	55.0	Other	187.2	53.6

Sweden

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Syrian Arab Republic	116.4	13.8	Finland	153.6	8.6
Finland	55.8	6.6	Syrian Arab Republic	149.4	8.4
Poland	52.5	6.2	Iraq	135.1	7.6
Somalia	41.3	4.9	Poland	88.7	5.0
Denmark	35.2	4.2	Iran	70.6	4.0
Other	540.0	64.2	Other	1185.7	66.5

United Kingdom

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Poland	1018.3	16.8	Poland	925.5	10.0
India	372.2	6.1	India	854.3	9.2
Ireland	335.6	5.5	Pakistan	535.3	5.8
Romania	333.3	5.5	Ireland	392.2	4.2
Italy	239.3	3.9	Romania	315.6	3.4
Other	3772.4	62.1	Other	6270.9	67.5

Iceland

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Poland	13.8	45.6	Poland	13.8	30.0
Lithuania	2.3	7.6	Denmark	3.4	7.4
Germany	1.1	3.6	United States	2.2	4.7
Denmark	0.9	2.9	Sweden	2.0	4.3
Latvia	0.9	2.9	Lithuania	1.9	4.1
Other	11.3	37.4	Other	22.8	49.4

Liechtenstein

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Switzerland	3.6	28.2	Switzerland	13.5	54.6
Austria	2.2	17.2	Austria	3.9	15.8
Germany	1.6	12.3	Germany	1.8	7.5
Italy	1.2	9.3	Italy	0.9	3.5
Portugal	0.7	5.6	Turkey	0.6	2.4
Other	3.5	27.4	Other	4.0	16.2

Norway

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Poland	102.0	18.2	Poland	97.6	12.2
Sweden	44.4	7.9	Sweden	48.3	6.0
Lithuania	42.5	7.6	Lithuania	37.7	4.7
Germany	24.9	4.5	Somalia	28.7	3.6
Denmark	23.0	4.1	Germany	28.0	3.5
Other	322.2	57.6	Other	559.6	70.0

Switzerland

Citizens of	(1000)	(%)	Born in	(1000)	(%)
Italy	102.0	18.2	Germany	97.6	12.2
Germany	44.4	7.9	Italy	48.3	6.0
Portugal	42.5	7.6	Portugal	37.7	4.7
France	24.9	4.5	France	28.7	3.6
Spain	23.0	4.1	Kosovo (³)	28.0	3.5
Other	322.2	57.6	Other	559.6	70.0

Note: The individual values do not add up to the total due to rounding. Greece, France, Cyprus, Malta, Poland and Croatia are not displayed because no detailed data by individual country are avail
(¹) Estimate.
(²) Break in series.
(³) This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of Independence.

Table 2: Main countries of citizenship and birth of the foreign/foreign-born population, 1 January 2017 (in absolute numbers and as a percentage of the total foreign/foreign-born population) (Source: https://ec.europa.eu/eurostat/statistics-explained/

In the same year, have been registered 2.545 attacks on individual refugees, with a budget of 560 people injured (of which 43 children). to this situation should be added 243 attacks on the homes that are hosting migrants in the first nine months of 2017, the peak is already more content than the 873 of 20161.

In neighbouring Austria have been registered around 50 aggressions to the centres of the accommodation for refugees in 2016, with episodes that include the throwing of "Molotov cocktails" designed fascism symbols as a sign of "welcome" to refugees. In the absence of overall numbers, there are reported episodes similar almost all the Countries of the Eu (or ex-Eu), the United Kingdom and Greece. According to the European union minorities and discrimination survey, a survey on discrimination conducted among ethnic minorities and migrants, 3% of the respondents claims to has had at least one physical attack for racial reasons. However, the results reveal that 72% of assaults has not been denounced, and this fact increases the total - theoretical - episodes of racist aggression in addition to the official numbers.2

The provided data push the academic and policy world to provide a solution in order to avoid the increase of social unrest and xenophobic social movements and to increase the diverse culture coexistence, to promote the interculturality. As stated by Articles 13,15, 27 of the Universal Declaration of Human Rightscultural rights are an integral part of human rights – they are universal, indivisible and interdependent. Cultural diversity can be a source of enrichment but not acause of exclusion of to alienation as a representative of minority groups.

Education can play an essential role in reducing social unrest and increase of social contentment where everyone must contribute to enriching thehuman experience

2 Intercultural education and reduction of social unrest

The exchange on society is also reflected in the schools and in the classrooms where particular importance in the integrational education of pupils can be done through interculturalism (Tourinan 2008) and cultural hybridisation (Gutierez 2005).

According to the intergroup contact hypothesis formulated by Allport, positive intercultural interactions may be realized when some conditions should be met as intergroup cooperation, shared goals, etc.and by that only bringing together people from different linguistic and socio-cultural backgrounds will not assure an intercultural interaction. According to Intergroup Contact Theory (based on Allport contact thesis) promotion of mutual understanding is done through increasing

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[1] https://www.ilsole24ore.com/art/mondo/2018-07-30/attacchi-migranti-non-c-e-solo-l-italia-numeri-europa-181001.shtml?uuid=AE93TcUF&refresh_ce=1

[2] http://fra.europa.eu/en/publication/2017/eumidis-ii-main-results

contact between members of different ethnic groups. Social unrest, feeling of threat can be reduced if the ethnic groups are more likely to become familiar with each other. Developing the relationship between groups can counteract prejudices and xenophobia.

The school, the classes are social groups where different cultures meet each other, and the management of the social interaction between pupils and between parents can be decisive on the promotion of different culture interaction, the environment that permits to know the other cultures.

The founder of cultural psychology, Jerome Bruner, has defined education as "entry into the culture" a long process of cultural enrichment and exchange. The German representative of cultural pedagogy, Eduard Spranger, conceive that the individual became a person through the assimilation of an objective culture, indicating a connection between individual as a subjective spirit that relates to the objective spirit. A complex process, where "I" aware and subjectivise cultural/intercultural values, and then reflect on values following to reconsider, to recreate the values and rebuild them in the space of the real.

Spranger considers that education, as a process of transmission of culture, involves the following steps:

- the reception of the values of cultural/intercultural objectives,
- the subjective living experience of those values
- the creation of new values thanks to the possibility of transformation of thevalues of the objective into subjective values

With the assimilation of new values, education processes achieve the principal goal growing-up of a person with a strong cultural background, with an open mind ready to accept the diversity. Education has the duty to decrease the immigration's social unrest, should reduce marginalization or social outcast of minority groups through promoting the diversity and interaction of different cultures not only inside the school wall but also harden the understanding between individuals between groups and consequently contribute to realizing a social cohesion.

Bronfenbrenner Ecosystem Theory is useful to explain how intercultural education can reduce the social unrest
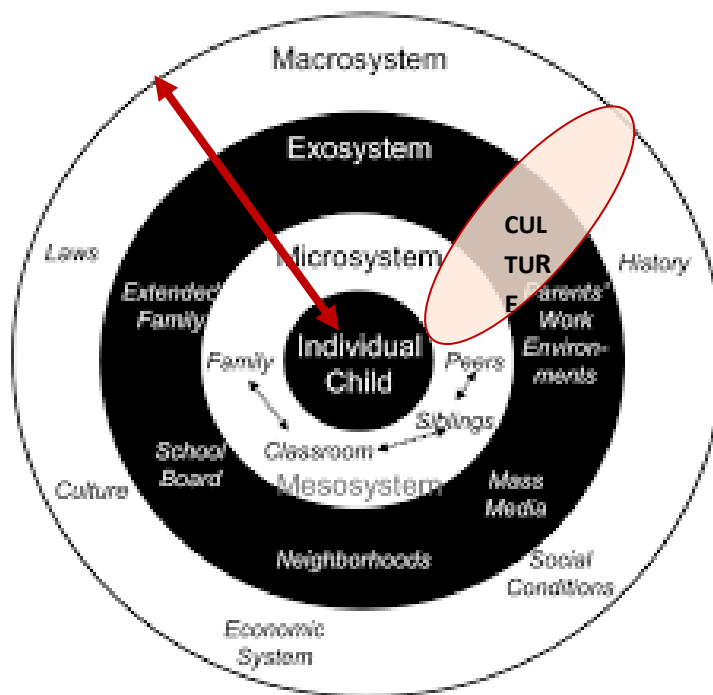
Figure 2: Bronfenbrenner Ecosystem Theory adapted to Intercultural Education

In Bronfenbrenner Ecosystem Theory, culture represented a link that involves stress and connects all ecosystem. In all societies and in our case all ecosystems,the culture is acentral dynamic variable in the construction and in the implementation of the macro models change, the indicator their efficiency and, basically, the essence of the overall development.Culture has always owned a dual status: the resource, for the transmission of ways ofthinking, behaviours, attitudes, etc., and of a source for change, creativity, autonomy, freedom.

The individual become a person through socialization, teaching and cultural values interiorization

The first social interaction of individuals are the parents, the family followed by friends, peers, classroom, all these interactions happen in Microsystems. Microsystem psycho-social environment plays an important role in personality development on cultural values transmission and phagocytotic, on the education of attitudes of behaviour. Culture interacts with the family and micro- social environmentdetermines the individual's development profile. The school environment is a part of mesosystem together with extended family with mass-media with neighbourhoods.

The exchange between cultures and harmonization of social and cultural connection is facilitating by the school environment. Education role is to develop an attitude to solidarity recognition and cooperation and should be based on a dialogue between cultures. The school- family interactionshould be a bonding agent on all education

process but in particular on intercultural education as a multilateral process for learning of different cultures. The school may offer different roots in learning process taking into account individual psychology and socio-cultural aspects. Intercultural education emphasizes the relationship between individuals. The school outcome is accomplished when the student has internalized the new cultures aware about and made own the new values.

That will permit the creation of a knowledge-based society where the others are not a source of fear but a source of enrichment, where individuals with a strong cultural background can interact with representatives of other cultures without the threat to lose their identity.

All ecosystems are interconnected between them as the policy and society influence the education system through decisions, policy, social request and vice-versa the education system provide the principal's actors of the society with a knowledge background with psycho-social characteristic

3 Conclusion

Intercultural education is a complex process. The school and the teachers are forced to adapt to new realities caused by migration and globalization. The culture is a dynamic process and education should undergo a renewal as a consequence of a contact between society and culture, so the evolution of the educational systems travels in parallel with the evolution of the society. Intercultural education met the pedagogical, psychological and social question. It means firstly to reinforce own cultural background and to align the culture of others. On this complex process should be considered the personality aspects, the cognitive peculiarities, the social representatives, the intercultural representatives, the behaviours, the society evolution, the social indicators, and the evolution of values.The education strategy is based on the interactive process: it comprises the values, the education outcomes, the general and school rules, the institutional management, the desirable model of the personality etc. Schools forms the personality, the representations about the environment, contribute to learn the roles, contribute to acquiring strategies of action and of thought in contact with social and cultural realities.

If we take in consideration the idea of Magmesson where ataxonomy of intercultural situations is possible as long as there are order and regularity in the intercultural environment the teachers and the school at all play an important role on this.

Education contributes decisively to the shaping of the human personality and to the"opening" they continue by the values of humanity, to the formation of cultural creativepersonalities

Through the creation of an open and creative personality the intercultural education can contribute to social cohesion and reduce the social immigration's unrest.

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