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Summary

Education for Intercultural Competency

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This paper consists of two parts. The theoretical part addresses the concepts of interculturalism, competency and intercultural competency, which tend to be differently defined by different authors depending on their approach and the models examined. The second part presents the results of a survey whose aim was to explore the students' degree of familiarity with the basic characteristics of intercultural education, establish the level of their ethnocentrism and ethnorelativism, and discover the students' views on desirable intercultural competencies of teachers who work in culturally diverse classrooms. The survey included 304 students from the Universities of Pula and Rijeka. The results imply that the students do have a basic knowledge of the key characteristics of intercultural education, a satisfactory level of intercultural sensibility, and positive attitudes towards desirable intercultural competencies of teachers in culturally diverse classrooms.

Keywords: interculturalism, competency, intercultural competency, intercultural sensibility (ethnocentrism, ethnorelativism).