Intercultural Training for Educators- InterTrainE

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IO3: Curriculum on intercultural education

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Introduction

Europe is experiencing one of the most significant arrivals of migrants and refugees in its history. As the number of migrants entering Europe increases, their cultural integration and inclusion in European societies becomes a priority. Bearing in mind that integration is a two-way process which is not linear but multifaceted and complex, the increasing multiculturalism of EU societies requires intercultural education programmes that recognise and effectively support diversity, promote mutual acceptance and respect, while combating racism and xenophobia. With this in mind, the IntertrainE course (Intercultural Training for Educators) seeks to offer educators and teachers the necessary training and understanding of culture and intercultural communication in the context of migration, as well as cultivate and promote reflexivity in intercultural education practices through awareness of one's own culture, bias and prejudices.

The course is the product of a two-year EU-funded international project (KA2 Erasmus+ project #2018-1-UK01-KA204-047987) with the following partners:

Coordinator: Heriot-Watt University, UK

- Creative Learning Programmes (CLP), Edinburgh, UK

- Il Sicomoro, Matera, Italy

- Studio Risorse, Matera, Italy

- European Education and Learning Institute (EELI), Rethymnon, Greece

- **KEKAPER** – Department for Lifelong Learning, Education, Employment Vocational Training Centre, Regional Unit of Rethymnon, Region of Crete, Greece

- Learning for Integration (LFI), Helsinki, Finland

InterTrainE is research-based and follows the four pillars of intercultural education established by UNESCO[1]:

1. Learning to know: how to communicate and acquire broad knowledge.

2. Learning to do: how to acquire necessary skills needed to fit in a defined society.

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[1] UNESCO Guidelines on Intercultural Education, 2006, pp. 19-20 https://unesdoc.unesco.org/ark:/48223/pf0000147878

3. Learning to live together: how to create a spirit of solidarity and cooperation amongst individuals and groups in society, which could be enhanced through constructivist education methodology.

4. Learning to be: How to develop yourself, be autonomous and responsible in society while preserving the right to be different.

The overarching goal of the InterTrainE course is to design a programme for adult educators working with migrants and refugees. For this purpose, the project partners will:

a) conduct a needs analysis in each partner country and produce national reports as well as a project report on the specific intercultural training needs for educators working with migrants and the specific target migrant audience;

b) investigate the status quo regarding migrant integration policies, existing programmes and training structures on intercultural training for migrants and educators in partner countries;

c) compare and analyse the results of this investigation to develop a needs analysis for intercultural education of trainers;

d) develop an internationally competitive modularised training curriculum with qualification standards specialised for Adult Education (EQF Level 5);

e) produce a handbook for trainers, which will include learning outcomes, a theoretical framework of basic concepts and the training package itself which will include practical exercises and, where possible, case studies. The handbook will be translated in the six project languages and will be freely available in electronic form;

f) Adapt the learning material for online access to interested stakeholders.

The InterTrainE curriculum in particular is a detailed plan of the course with a clear definition of learning outcomes and sequence of activities designed to help the participants who attain them. The methodology of working out the programme is based on the following principles:

- The curriculum addresses concrete, previously identified needs of Adult educators.

- The programme of learning covers the aspects of intercultural education which can be applied in educational practice.

- The proposed curriculum will contribute to the assimilation of factual and theoretical knowledge and to the development of new sets of skills and competences that foster interculturalism in contemporary multicultural learning environments.

- The curriculum is open to further input/modifications in the course of the training materials development and its pilot implementation in the InterTrainE course for Adult educators.

Against this backdrop, the course is divided into four distinct Modules, which could also be studied independently. A certificate is issued only upon completion of all four Modules, including the respective assessments. The duration of study of each Module is approximately 7 contact hours and 7-8 effort hours. The structure of the course is as follows:

- Module 1: Theoretical Background, Basic Principles and Concepts
- Module 2: Intercultural Competences in the Context of Migration
- Module 3: Adult education practices in intercultural contexts
- Module 4: Impact and Global Citizenship

Overview

The aim of this report is to present the results of the Intellectual Output 3, the Curriculum on Intercultural Training for Adult Educators, which was based on the needs analysis and research completed in O1 and O2.

The first step was to distil the research of Activity 2 into a set of focal points for the curriculum and determine these focal points and relative weight of curricular elements.

This was a crucial step to ensure that the curriculum reflects the educational needs of adult educators in migrant education, and therefore to ensure the success of the graduates of the programme. Once the general focal points were in place, their relative weight in the curriculum was decided upon.

Here again, the research findings and results provided the basis for decision-making. These curricular elements were then modularised based on a commonly decided template and each module was assigned to different partners, to permit maximum flexibility in the delivery of the course content.

Data and Methods

The design of the curriculum proceeded in the following stages which involved all partner teams in the elaboration of the programme.

Needs analysis of the target group

This task was finalised prior to the curriculum development phase. The survey on educators' needs for intercultural training gave an essential preparatory ground for defining the focal points of the curriculum. The findings of the research were presented in "Report OI 2 – Research Report on Intercultural Education", which includes the results of 104 semi-

structured interviews we held with educators across all participating countries, in which we asked them about the training programmes they attended. This report should ideally be consulted first, to grasp the specific needs which are addressed by the InterTrainE programme of learning.

Determination of focal points of the curriculum

The focal points which derived from the needs' analysis were translated into the thematic domains of the curriculum. The programme is modularised to permit maximum flexibility in the delivery of the course content. The afore mentioned key areas were identified, which outline the needs for intercultural training and the potential impact on adult education, and they are thus discussed in the specific modules of the curriculum.

Definition of learning outcomes

The InterTrainE course uses a curriculum in which the proposed learning outcomes are clearly stated for each module and inform on the following activities, finally leading to an assessment and possibly certification. The adopted approach has been adopted taking into consideration the European Qualification Framework (EQF) in which learning outcomes are understood as "statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence". All the learning outcomes have been revised as a whole set of expected results of the training to ensure consistency of the InterTrainE learning experience.

Developing content of specific modules

The curriculum was developed by the core team of the project partners and the task force behind the specific modules is:

- Heriot-Watt University and CLP (UK) –authors of Module I
- Il Sicomoro and Studio Risorse (IT) – authors of Module II
- EELI (GR) - author of Module III
- LFI (FI) - author of Module IV

All the modules have the same structure; slight differences appear among modules, but still all of them are consistent as parts of one curriculum.

- Short description of the module: this section provides a brief introduction to the themes to be explored, with a definition of main concepts elaborated in more detail in the course training materials.

- Aims: the aims relate to the perspective of the trainer running the module (what he/she intends to do).

- Learning outcomes: the learning outcomes outline the prospective benefits for the course participants (what they are expected to learn).

- Time/duration: this part gives approximate time needed to complete the proposed scenarios.

- Learning content: this section presents basic skills and knowledge that educators involved in adult education for migrants should possess.

- Learning activities: this section presents a sequence of activities leading to the achievement of the intended learning outcomes elaborated in more detail in the course training materials.

- Assessment: this is a specification of evaluation scenarios aligned to the intended learning outcomes.

- References/Suggested materials: this section lists resources. The references given are mainly in English; more resources in national languages will be listed in the actual course training materials. For the purposes of this report, these reference lists include both core and additional reading. In the actual modules, a clear distinction between core and additional reading will be made.

The modularised character of the curriculum makes it easier to use it as a flexible tool when planning future courses for Adult educators on intercultural education, and as a pool of ideas and methods on intercultural learning. The InterTrainE course has been designed as a whole, integral curriculum but the modules can possibly be further used as stand-alone units of learning in other educational contexts. Please note, however, that even through the modules can be free-standing, it is strongly advised for learners to take all modules and

complete the course. Learners will only be issued with a Certificate of Completion of the course (and with the relevant credits) upon completion of **all** modules.

Results

The InterTrainE Curriculum consists of the following modules addressing a set of aims identified as relevant for the needs of adult educators.

Module I: Theoretical Background, Basic Principles and Concepts

The **first module** of the InterTrainE course explores the basic concepts, principles and theoretical background that are necessary for the intercultural training of educators of adult migrants. The module focuses on concepts such as acculturation, integration, hospitality, intercultural communication models and critiques, theories on adult learning, and theories on intercultural education. To this end, the module is split into two main sections: **1. Adult Education** and **2. Interculturalism**. These are followed by an overview of the module and a Glossary of relevant terms.

This module aims at providing educators with the level of knowledge and understanding of key concepts and debates on adult learning and intercultural education that are required for teaching adult migrants in an intercultural context. Specifically, the module will provide:

- An overview of adult learning theories
- An overview of intercultural education models
- An overview of the UNESCO guidelines on intercultural education
- Critique of current debates in adult and intercultural education

Module II: Intercultural Competences in the context of migration

The **second module** looks at intercultural competences in the context of migration. Firstly, an important distinction between voluntary and involuntary (forced) migration and displacement is made, with a focus on the contemporary European context. This part also examines the following:

- Terminology (forced migrants, economic migrants, asylum seekers, refugees, etc)

- EU legislation relevant to migration, asylum, the EU Action Plan against Migrant Smuggling etc.
- National legislation, with a focus on InterTrainE's partner countries (UK, Greece, Italy, Finland).

The module provides localised information on each of the partner countries. Having considered the contemporary context of migration in the EU and in individual countries, the concepts of prejudices and stereotypes are introduced to see how they shape our attitudes to migrants in the classroom. The module also considers 'migrants' as a category and explores the complexities of their identities, their backgrounds and personal stories. There will be examples of classroom experiences of intercultural communication challenges, such as non-verbal communication (proxemics, kinesics, haptics etc.), politeness, conflict, perspectives of time etc.

Module III: Adult education practices in intercultural contexts

This module is designed for adult educators and trainers who wish to complete or deepen their knowledge and skills of teaching migrant adult students and trainees in various thematic fields, as well as to develop new resources they can later apply to specific contexts and levels. This module aims to provide adult educators with the ability to organise training activities and choose the appropriate training techniques for migrant learners. Specifically, the module aims:

- to develop a broad theoretical base reflecting current cutting edge research within applied adult education in intercultural contexts and related disciplines.
- to reflect and further develop adult educators' understanding of both theoretical and practical considerations in the field of adult learning and teaching, drawing from the principles of intercultural training.
- to develop greater knowledge and skills in relation to experiential learning in adult education.

Module IV: Impact and Global Citizenship

In Module 4, we considered what has been learned during the course and what impact all these factors, approaches and training have on the professional and personal development of educators and migrants. There is a focus on self-reflection and self-evaluation in terms of learners' professional practice, and this is situated in the broader sense of global citizenship. The following topics are considered:

- How will the improved knowledge of both adult education practices and theory help educators find better approaches to teaching adult migrants?
- How will the improved knowledge on intercultural education and its concepts help educators better support and teach adult migrants?
- How will learning about cultural backgrounds, different cultural concepts of time, dignity etc. help educators better understand and teach adult migrants?
- How will the course help develop the professional skills of educators of migrants? How will the course help their personal development?
- What impact will the course have on the lives of the migrants, as they will gain more support from educators?
- What is the value of the course?

We will also introduce the concepts of global citizenship and global education and reflect on how migrants will be able to integrate better in more inclusive societies with the help of this training.

The curriculum should be seen as a practical tool in planning the InterTrainE course for adult educators on Intercultural Education, as a useful resource and a pool of ideas and methods for educators on intercultural learning. The programme is an outline of the steps to follow which needs to be concretised in more detail. For this purpose, the training materials are designed which mirror the structure of the curriculum but give a deeper insight into the content to be learned.

Module 1:

Theoretical Background, Basic Principles and Concepts

A. Short description

Adult education is "a means to improve [adult learners'] ability to adapt to changes in the labour market and society and provide a means of up-skilling or reskilling those affected by unemployment, restructuring, career transitions as well as makings an important contribution to social inclusion, active citizenship and personal development" (Fejes, 2019, p. 234). In this context, the complexity of migrant adult education should not be overlooked. The meaning of the term 'migrant' in different languages and societies, the difference between voluntary and involuntary/forced migration, forced displacement or forced placement, are all important in understanding the profiles and needs of learners. If we focus on migrants' integration, the general understanding of their cultural backgrounds and their needs will have a serious influence over the adoption of any educational methods. Additionally, migrant learners are experiencing constant devaluation of their skills, habits and ways of living.

In this context, intercultural education "goes beyond passive coexistence to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for and dialogue between the cultural groups" (UNESCO, 2006, p. 18). In the scope of the European Union and adult migrants, such approaches seem essential as a way forward in today's multicultural European societies. It is therefore of paramount importance for educators of adult migrants to have the necessary skills, knowledge and attitude to fulfil their role in contemporary multicultural classrooms without disadvantaging adult migrants in any way. To do this, they must be aware of their own biases and prejudices first, as well as explore their own culture before attempting to understand others. It is also necessary for them to understand the key notions and basic principles surrounding adult learning concepts, interculturalism and migrant integration.

The **first module** of the InterTrainE course explores the basic concepts, principles and theoretical background that are necessary for the intercultural training of educators of adult migrants. The module focuses on concepts such as acculturation, integration, hospitality, intercultural communication models and critiques, theories on adult learning, and theories on intercultural education. To this end, the module is split into two main sections: **1. Adult Education** and **2. Interculturalism**. These are followed by an overview of the module and a Glossary of relevant terms.

The first section on Adult Education will give an overview of adult learning theories and introduce the basic principles of adult education, such as andragogy, learning styles, experiential learning, social theories of learning etc. It will also encourage reflective and critical attitude and practice in teaching, by looking at critical adult education and critical theory of adult learning. All this will be in line with the latest academic literature as well as relevant applied projects led by practitioners. The second section, on Interculturalism, will introduce basic concepts and debates such as monoculture v. multiculture, multiculturalism v. interculturalism, tolerance v. hospitality, ethnocentrism, models of intercultural communication, models of intercultural competence, bias and prejudice, anti-racist educational approaches and decolonising intercultural education. The module ends with a section on critical use of terminology, as well as a Glossary of relevant terms.

B.   Aims

This module aims at providing educators with the level of knowledge and understanding of key concepts and debates on adult learning and intercultural education that are required for teaching adult migrants in an intercultural context. To achieve these aims, the module will:

- Provide an overview and critique of adult learning theories
- Provide an overview and critique of intercultural education models
- Familiarise learners with the UNESCO guidelines on intercultural education
- Offer a critique of current debates in adult and intercultural education

C. Learning Outcomes

After the completion of this module, learners will be expected to be able to:

- Demonstrate critical understanding of the main theories and terminologies regarding adult learning and intercultural education.

- Demonstrate knowledge of the key guidelines established by UNESCO but also general agreements following the implementation of intercultural education learning.

- Understand the needs to identify your learners and how to engage in a two-way learning environment.

- Critically review and consolidate knowledge, skills, practices and thinking in adult learning, interculturalism and intercultural education.

- Demonstrate awareness of the challenges and complexity of adult migrant education.

D. Duration

Approximately 7 contact hours and 7-8 effort hours, depending on the prior level of knowledge.

E. Learning content

This curriculum aims at integrating further teaching material and is broad enough to provide adult learners (educators in this case) with an adequate overview of the field. It also supports adult educators and other interested parties (e.g. educational or training institutions) to provide both online and face-to-face learning.

The online course will be based on a web platform, specifically created on the InterTrainE project website, which will be accessible to the participants via their unique username and password. The training activity will be made available through the download of didactic materials in a structured and intuitive way (please see Learning Activities below). Each activity will be created in such way the participants could apply previous knowledge. Their

learning level will be monitored with online quizzes, overviews provided at the end of each module, as well as a progress bar indicating the percentage of the course that has already been completed. Clear instructions will be provided to explain how to use the platform and access the material. Participants can contact the coordinator and/or administrators if there are any problems with the platform.

Module 1 "*Theoretical Background, Basic Principles and Concepts"* is split into two main sections: Adult Education and Interculturalism:

1.   **Adult Education**

Adult learning and education are viewed as "a solution to a range of societal challenges ranging from environment to individuals becoming employed to the more general aim of economic growth" (Fejes, 2019, p. 234). Its main purpose, highlighted by the UN, is to ensure "inclusive and equitable education and promote lifelong learning opportunities for all" (ibid.). In this respect, one of the EU 2020 goals in adult learning is to "improve their ability to adapt to changes in the labour market and society and provide a means of upskilling or reskilling those affected by unemployment, restructuring, career transitions as well as makings an important contribution to social inclusion, active citizenship and personal development".[2] It improves employment perspectives, promotes income development, encourages and supports citizenship practices.

Given the importance of Adult Education in contemporary societies, the first section of this module will give an overview of adult learning theories and introduce the basic principles of adult education, such as:

- Adult learning (also referred to as *andragogy*, but we will be using the term 'Adult Learning' in this module)
- learning styles

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[2] European Commission/EACEA/Eurydice, 2013. Education and Training in Europe 2020: Responses from the EU Member States. Eurydice Report. Brussels: Eurydice. https://abdigm.meb.gov.tr/projeler/ois/009.pdf

- social theories of learning

- Social cognitive theory and analysis

- Learning by direct experience

- Learning by observation

- critical adult education

- critical theory of adult learning

It will also encourage reflective and critical attitude and practice in teaching, in line with the latest academic literature as well as relevant applied projects led by practitioners.

2.   Interculturalism and Intercultural Education

The importance and role of adult education is particularly relevant in the case of migrants,[3] as it becomes a crucial asset for their integration in societies. For Fejes (2019), the role of adult education is essential to the integration process of asylum seekers in particular. Often, migrants are being placed in lower status categories compared to their learning capabilities, which reinforces inequalities. In that context, adult education becomes a platform for adult migrants to enter the labour market by adjusting and confirming their prior learning. It is therefore important to remember that adult migrants' level of knowledge of a particular topic or skill may be higher or more developed than assessed in the host country due to the differences in educational or professional criteria and systems.

Furthermore, the UNESCO guidelines (2006) state the following three principles that should be implemented as part of intercultural education:

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[3] UNESCO defines a migrant as "any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country" (http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/migrant/). The UN's definition of migrant "… should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external compelling factor" (ibid.). Our project adopts a broader definition of migrant that includes forced, involuntary migration. The partner countries have had an increasing number of asylum seekers and refugees in the past 5-7 years following conflicts and political instability in many parts of the world.

- **Principle I**: Intercultural education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all. It implies the appropriate creation of curricula, teaching and learning material development, improvement of teaching methods and training and facilitating exchanges between schools and various community.

- **Principle II**: Intercultural education provides every learner with cultural knowledge, attitudes and skills necessary to achieve active and full participation in society. As mentioned before, it focuses on providing the necessary knowledge to receive equal chance of integration into society from language, to culture and institutional knowledge.

- **Principle III**: Intercultural education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding, solidarity among individuals, ethic, social, cultural, religious groups and nations. It could be achieved through the appropriate teaching and learning methods providing tools to communicate and co-operate beyond cultural barriers.

It should be noted here that adult learning tends to focus on the *perceived* needs of migrants, is often one-directional and ethnocentric. One of the main aims of this module is to disrupt the dominant Eurocentric or ethnocentric cultural and social order, so that adult learning can offer a place of practice, enabling migrants to be key actors of their learning and highlighting their personal needs and goals. Adapting adult learning methods to be more flexible to the diverse range of migrant background and cultures is key in this process. For this reason, InterTrainE has conducted research in four countries (UK, Finland, Greece and Italy), collecting views and feedback from migrant learners and adult educators on their experiences and needs. The results of this research have been fed into the design of the InterTrainE course.

To this end, the section on Interculturalism and Intercultural education introduces the following key principles and theoretical debates:

- Monoculture v. multiculture

- Acculturation, assimilation, integration

- Tolerance v. hospitality

- Multiculturalism v. interculturalism

- Intercultural competence (models and critiques)

- Intercultural perspectives of time

- Dignity and diversity in the classroom

- Bias and prejudice – self-awareness of educators

- Anti-racist educational approaches

- Decolonising intercultural education

- Limitations and traps / common mistakes

- Critical use of terminology

3. **Overview**

An overview of what has been covered in this Module will be provided at the end, for better revision and monitoring of learning.

4. **Glossary of key terms**

A Glossary of key terms will also be provided at the end, which will be helpful for revision but also as a quick reference to the key concepts, theories and debates on Adult Education and Interculturalism.

F. **Learning Activities**

The Module "Theoretical Background, Basic Principles and Concepts" is the first module of the e-learning course InterTrainE. This module, as all modules included in this course, can be studied independently, however, it is recommended to complete the training. A certificate of completion will only be available to those who have completed the module and any

assessments connected to it. The module includes both theoretical and practical components; the theoretical components are introduced to the learners with the use of:

- online presentations

- pdf files for academic sources and background reading

- case studies

- videos

- podcasts

- role-playing activities

- discussion forums

This module, and the InterTrainE course in general, aims at creating a constructivist learning environment. This is defined as a "social process in which learners collaboratively construct knowledge through interactive processes of information sharing, negotiation and modification" (Wang, 2009, p. 1). In the context of our project, the implementation of a web platform seemed much more adequate to the implementation and flexibility of adult learning across the diverse European societies. Such an approach facilitates a social process of understanding and potentially benefit members of different cultural backgrounds. The InterTrainE platform will allow collaborative learning and knowledge construction through the given access of extra sources and provision of reading materials.

The training methodology will be based on the use of a web platform, specifically created on the project website, which participants can access with their username and password. They can then download the didactic materials available on the platform, which are organised in a structured and intuitive way to encourage participants' involvement, interactivity, motivation, as well as application of previous knowledge. The platform will also monitor participants' learning level via a module overview, short tasks and a quiz at the end.

Clear instructions on how to use the platform, how to download contents, or how to use self-evaluation tools will be provided. Technical assistance will also be available via the platform administrators.

G. Assessment of learners

The module is planned in such a way as to give participants a clear indication of the level of attainment of the intended learning outcomes. Each activity introduces a specific aspect of selected theories; methods; activities of "Adult education practices in intercultural contexts" module. At the end of the module adult educators and trainers are asked to answer a set of questions which are reflecting the level of understanding of the key concepts in focus. Adult educators will be able to assess their learning with a multiple-choice test. They will have to take the test at the end of each module. They must get minimum score of 70% to successfully complete the module.

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Ethics of intercultural training:
https://www.sietarusa.org/Resources/Documents/EoEArticles/4EthicsinInterculturalTrainingPaige_Martin.pdf

Bennett's model and critique:
https://www.sciencedirect.com/science/article/abs/pii/0147176786900052

Global Network on Intercultural Competence: https://iccglobal.org/

Module 2

Intercultural Competences in the Context of Migration

A. Short description

Migration today is a central topic in the current political debates at European level. According to European Commission data extracted in March 2019, 2.4 million migrants entered the EU from non-EU countries in 2017; 22.3 million people (4.4 %) of the 512.4 million people living in the EU on 1 January 2018 were non-EU citizens; and EU Member States granted citizenship to 825 thousand persons in 2017.[4] Additionally, irregular arrivals were registered as four times higher than in 2017. This module will look at intercultural competences in the context of migration.

Firstly, an important distinction between **voluntary** and **involuntary (forced) migration** and **displacement** will be made, with a focus on the contemporary European context. This part will also examine the following:

- Terminology (forced migrants, economic migrants, asylum seekers, refugees, etc)
- EU legislation relevant to migration, asylum, the EU Action Plan against Migrant Smuggling etc.
- National legislation, with a focus on InterTrainE's partner countries (UK, Greece, Italy, Finland)

Next, the module will provide localised information on each of the above countries. For the rest of the EU countries, a short overview and links to the relevant information will be provided.

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[4]   Data   extracted   in   March   2019   -   https://ec.europa.eu/eurostat/statistics-explained/pdfscache/1275.pdf

Having considered the contemporary context of migration in the EU and in individual countries, we will then introduce the concepts of prejudices and stereotypes once more, and see how they shape our attitudes to migrants in the classroom. This module will be informed by the principles of anti-racist educational approches.

Next, the module will consider 'migrants' as a category and explore the complexities of their identities, their backgrounds and personal stories, e.g.:

- Who are migrants? What is their profile?

- What were the push and pull factors that led them to the host country?

- What is their situation now? Have they been through trauma, are they caring for relatives, do they have a job, are they the main earner of their family, etc.

- What are their competences? Are they literate, are they highly educated but deskilled because of their migrant status? Do they feel alienated because of this?

- Specifically, what are their linguistic competences, and how do these affect their learning?

- What are their reasons for pursuing adult education?

- What are their roles and identities in addition to that of a migrant?

This awareness will help educators find out more about the types and variety of learners in their intercultural classroom.

Finally, the module will bring everything together in considering intercultural competences in the context of migration through case studies and real-life examples. These will focus on classroom experiences of intercultural communication challenges, such as non-verbal communication (proxemics, kinesics, haptics etc), politeness, conflict, perspectives of time etc.

B. Aims

- Understand the impact of migration on learners' culture and identity
- Learn migration trends in Europe

- Reflect on the possible conflicts caused by cultural differences in the classroom

- Clarify the meaning and consequences of stereotypes, prejudice and discrimination

- Reflect on stereotyping and bias in the classroom

- Develop skills in active listening, empathy and assertiveness

- Experience the danger of miscommunication at various levels through case studies.

C. Learning Outcomes

After completing this module, learners should develop the following skills:

- Develop awareness of different migration categories and experiences

- Develop an understanding of how these experiences affect the lives, attitudes and behaviour of learners

- Acquire localised knowledge of migration, history and trends in EU countries

- Develop an understanding of different cultural backgrounds and how these connect to people's migration experiences

- Develop an awareness of mediation skills in conflict management;

- Become more aware of the mechanisms of prejudices and stereotypes

- Develop an awareness of processes of translanguaging in the classroom

- Use active listening, empathy and assertiveness.

- Consolidate skills in intercultural communication introduced in the previous module.

D. Duration

7 contact hours and 7-8 effort hours (approximately).

E. Course content

The course will be structured as follows:

1. Theoretical component:

- *Slides in PDF Format* on the Migration context

- *Multimedia Power Points* with information and links to short texts of in-depth analysis about the Migration situation in the UK, Greece, Italy and Finland (InterTrainE partner countries)

- *Links* to main European or National sites about the Migration situation in the rest of Europe

- *Short PDF Texts* about main principles and information about Intercultural competences in the context of migration

- *List* of recommendations on multicultural classroom management (Adult Education)

2. Practical component:

- *Practical examples* of games, role plays and other activities

- *Videos* of real case studies concerning multicultural classroom management (Adult Education)

- *Examples of Exercises* for the development of intercultural competence, with a focus on recently arrived migrants.

3. General Overview of the Module

- Summary of the Topics
- Overview of main Learning Outcomes

4. Final Short quiz

- Multiple choice test

- Interactive games

Learners must get a minimum score of 70% to successfully complete the module.

F. Indicative bibliography – Module 2

Barbulescu, R. (2017.) Still a Beacon of Human Rights? Considerations on the EU Response to the Refugee Crisis in the Mediterranean, *Mediterranean Politics,* 22:2, 301-308.

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Sharples, R. (2017) Local practice, translocal people: conflicting identities in the multilingual classroom. *Language and Education,* 31:2, 169-183

Singh, P. & Doherty, C. (2004). "Global Cultural Flows and Pedagogic Dilemmas: Teaching in the Global University Contact Zone." *TESOL Quarterly* 38 (1): 9–42.

Wallace, C. 2011. "A School of Immigrants: How New Arrivals Become Pupils in a Multilingual London School." *Language and Intercultural Communication* 11 (2): 97–112.

+ more country-specific sources

Module 3

Adult education practices in intercultural contexts

A.   Short description

Adult education aims to encourage adults to acquire the necessary knowledge and develop the skills to become employable and to empower them to "take responsible initiatives to shape their own life and that of their community or society in economic, social and political terms".[5] Adult education is of central importance for sustainability, competitiveness and employability, social inclusion, active citizenship and personal development. Access to lifelong learning should therefore be provided and guaranteed for all citizens. Equal opportunities regarding access to adult education, availability and social participation are nonetheless not currently a reality. The challenge throughout Europe is to provide opportunities for all, especially disadvantaged groups such as people with disabilities, the elderly, migrants and ethnic minorities.

At the same time, increasing mobility in Europe is transforming societies and cultures, establishing diasporas and developing transnational identities. As the number of migrants entering Europe rapidly increases, their cultural integration and inclusion in European societies becomes a priority. Bearing in mind that integration is not just the responsibility of the migrant (see Opinion of the European Economic and Social Committee on 'Integration of refugees in the EU' 2016/C 264/03), the progressively increasing multicultural character of EU societies demonstrates the need to introduce intercultural education programmes that recognise and effectively support diversity, promote mutual acceptance and respect, while combating racism and xenophobia. Contemporary education faces the challenge (and opportunities) of diversity, and of the increase in cultural heterogeneity of educational settings. Within this context, teacher and educator readiness to apply intercultural education principles seems to be strongly linked to their intercultural competence.

This module, entitled "Adult education practices in intercultural contexts" is designed for adult educators and trainers who wish to complete or deepen their knowledge and skills of teaching migrant adult learners (such as students or trainees) in various thematic fields, as

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[5] Module 5: Adult education for migrant women/ women from ethnic groups, EU project: Adult learning for marginalised and disadvantaged citizens 510658-LLP-1-2010-1-GR-GRUNDTVIG-GMP

well as develop new resources they can later apply to specific contexts and levels. This module aims to provide adult educators with the tools to organise training activities and choose the appropriate training techniques for migrant learners.

B.   Aims

The module has the following interrelated aims:

- to develop a broad theoretical base reflecting current cutting edge research within applied adult education in intercultural contexts and related disciplines;
- to reflect and further develop adult educators understanding of both theoretical and practical considerations in the field of adult learning and teaching drawing from the principles of intercultural training;
- to develop greater knowledge and skills in relation to experiential learning in adult education.

C.   Learning Outcomes

Upon completion of this module, learners are expected to be able to:

- organise training activities and choose the appropriate training techniques for their implementation,
- create an engaging, interactive learning environment in the classroom,
- choose and use the necessary educational material and equipment,
- apply assessment techniques emphasizing on learning outcomes,
- communicate and cooperate effectively in the context of teams recognizing the benefits of collaborative learning,
- apply principles of group dynamics and experiential learning.

D.   Duration

Depending on the level of the group, approximately 7 contact hours and 7-8 effort hours.

E. Teaching & Learning Module Methods/ Approaches

This training methodology will be based on the use of a web platform, specifically created on the project website, where participants can access with their username and password. The training activity will be carried out through the download of didactic materials elaborated and uploaded on the platform in a structured and intuitive path that will involve participants, motivate them, encourage them to apply previews knowledge, provide them with documents and information according to their possibilities and to the characteristics of available tools, offer support and feedback and constantly monitor the learning level of topics.

Clear instructions that explain the use of platform will be provided, as well as an assistance system that will allow the solution of problems linked to the download of contents and tools of self- evaluation of entrance competences. The role of the trainer in this methodology is monitoring the training path of the trainees, solving doubts and questions and correcting the evaluation, if applicable.

There are many theories and different methods or approaches of Adult education practices in intercultural contexts that a professional, in our case an adult educator or an academic staff, can use in order to consult and help the student. Nonetheless, the aim of this module is not to present in detail the different theories that exist worldwide, but to present the basic skills and techniques that every educator or academic staff involved in adult education for migrants should possess.

Suggested materials (see below) provide a general idea of some basic theories of Adult Education, approaches and methods).

F. Module contents and material

1.   **Approaches and methods**

Adult education requires the use of different teaching methods and techniques. Methods can be classified in three general categories:

a)   Methods of presentation (fast and comprehensive provision of information - difficulty to bring into action critical thinking of learners and relevance of teaching objects with other content or knowledge - danger for passive learners),

b)   instruction methods (the trainer organises learning providing activity guided towards achieving a set of prescribed objectives – cultivation of reflection and critical thinking),

c)   discovery methods (helping learners to follow a process of intellectual and mental exploration – security – practical training – transfer of learning – not promoting communication and social relations).

Some of these categories of methods undoubtedly promote the active participation of learners which is one of the basic goals of adult education. Some of these are:

a) participatory methods developing interaction between instructors and learners,

b) heuristic methods by which the trainees elaborate tasks and discover knowledge,

c) interrogative methods helping learners to discover what the instructors want to teach
    d) active methods combining action with consideration and

d) exploration and application methods.

The use of these methods depends on the nature of the teaching content, the teaching situation and the group of learners. Their combination can prove effective because it stimulates the motivation of adult learners avoiding monotony. Training techniques supporting the implementation of these methods, are according to the literature:

- Enriched presentation

- Questions & answers – discussion

- Brainstorming

- Working in groups

- Case studies

- Role playing
- Interviewing specialists

2.   Experiential learning methods

The foundations of experiential education can be traced at the end of the nineteenth century with the theories of the philosopher and pedagogist John Dewey. According to his theories, the thought of each person is strongly influenced by the environment that surrounds him and with which he/she is in constant relation. Experience determines the way of thinking. However, according to Dewey, not all experiences are educational. On the contrary, some of them can lead to forms of mis-education, e.g. when experiences have the effect of arresting or distorting the growth of further experience. For this reason, a teacher must carefully select the experiences (s)he considers suitable for the learners. In Dewey's philosophy an experience, to be educational, one must satisfy two requirements. The first is what he calls "continuity". To have a positive result for the education of an individual, an experience must be pleasant and influence the further experiences. The second requirement is the "production of interactions". An experience, in addition to modifying an individual, is also a social experience. Therefore, it must have components that allow a positive and constructive interaction with the group in which it is carried out.

Experiential learning is also influenced by the theories of the psychologist and pedagogist Jean Piaget. According to Piaget, experience is not always a source of learning. Especially among adults, cognitive conflict can occur when new perspectives and theories tend to contrast those previously learned. For this reason, it is sometimes difficult to make the learner accept the conflict that may result in new knowledge. On the contrary, information is fully learned when it comes to fill a gap that is perceived as necessary to solve a problem, to take action. Learning takes place promptly and spontaneously when it is perceived as necessary to solve a need or to improve a satisfactory situation. For this reason, a training experience is more effective the more it is created to solve a real problem faced by the learner.

German psychologist Kurt Lewin also poses the problem of how an experience can become educational for an individual.[6] Due to his exile experience from Nazi Germany, he points out that simple theoretical knowledge does not lead to the modification of stereotypes or prejudices. It almost never modifies the cognitive structures present in an individual. A simple theoretical knowledge, therefore, does not change a false perception. The perception of prejudices can instead be modified by a change in the social perception of the individual. The role of direct experience is fundamental to changing behavior and opinions.

On the basis of these observations, Lewin developed the method of learning groups (still used in teaching adults) and the research-action learning model, developed in laboratories where knowledge takes place through actions with consequent reworking of experience at the theoretical level.

The theoretical bases of experiential learning are laid by David Kolb, who draws widely from the thought of previous researchers for his theory of "Learning cycle" (Kolb, 1984). According to Kolb's theory, learning has a circular structure articulated in 4 phases:

1. Concrete experience
2. Reflective observation
3. abstract conceptualization
4. active experimentation

The use of experiential methods within a heterogeneous group of learners, as generally are classes of political refugees, migrants and asylum seekers, are particularly useful and effective as they are based on the centrality of the student in the learning process, in the development of his autonomy and in full respect of his specific abilities. The experiential methods main feature is the learning based on the specific and personal skills of each

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[6] See A Toolkit For Migrants Inclusion, EU project: REMINT - Refugees and Migrants Inclusion Toolkit 2017-1-IT01-KA202-006177   https://eeli.edu.gr/wp-content/uploads/2019/07/handbook_final-version-no-sweden.pdf

individual, regardless of their level of education or the formal education received. This characteristic makes them particularly effective for teaching classes with a heterogeneous educational level. Moreover, the experiential methods are based on group work, which promotes the creation of social and emotional ties within the group, facilitating the interaction between individuals coming from deeply different social and cultures models.

Moreover, experiential methods are particularly effective in the development of practical language skills, which are necessary for the social and labor inclusion of political refugees, asylum seekers and migrants. An additional advantage they bring to teaching is to enhance interest and motivation within the class group, allowing the development of lessons in a relaxed and pleasant environment, both for learners and teachers.

3.   Case Studies/ examples

Many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique. Case studies have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles by abstracting from the examples. This develops their skills in:

- Problem solving
- Analytical tools, quantitative and/or qualitative, depending on the case
- Decision making in complex situations
- Coping with ambiguities

4.   Group dynamics / work

'No man is an island' (Don). Virtually most of the activities of our lives — working, learning, worshiping, relaxing, playing, and even sleeping — occur in groups rather than isolated from others. This highlights the importance of groups and the benefits that result of them. Adult educators, among others, work with groups and engage group dynamic as an essential part of it. Group work, which has already played a role in the upgrading of our culture and will continue to do so, is an important instrument in promoting functional social relationships. Both personal and social relationships are reformed, as group members regularly learn to perceive and appreciate the functioning of those around them and enjoy one another's achievements. The feelings level emerges into consciousness to a greater degree, group members are brought closer to one another and forge strong bonds that assist in the doing of creative work (see Moreno's social atom repair work).

If you were limited to a single word, how would you describe the activities, processes, operations, and changes that transpire in social groups? What word illuminates the interdependence of people in groups? And what word adequately summarises a group's capacity to promote social interaction, to create patterned interrelationships among its members, to bind members together to form a single unit, and to accomplish its goals? Kurt Lewin (1935) chose the word dynamic. Groups tend to be powerful rather than weak, active rather than passive, fluid rather than static, and catalyzing rather than reifying. Lewin used the term group dynamics to stress the powerful impact of these complex social processes on group members, to describe the way groups and individuals act and react to changing circumstances. But Lewin also used the phrase to describe the scientific discipline devoted to the study of these dynamics.

Lewin's field theory of group dynamics assumed that groups are more than the sum of their parts. Field theory is premised on the principle of interactionism, which assumes that the behavior of people in groups is determined by the interaction of the person and the

environment. The formula B = f (P, E) summarises this assumption. In a group context, this formula implies that the behavior (B) of group members is a function (f) of the interaction of their personal characteristics (P) with environmental factors (E), which include features of the group, the group members, and the situation. According to Lewin, whenever a group comes into existence, it becomes a unified system with emergent properties that cannot be fully understood by piecemeal examination.

A holistic perspective on groups prompted researchers to examine how a group, as a unit, changes over time. Some groups are so stable that their basic processes and structures remain unchanged for days, weeks, or even years, but such groups are rare. Usually, when studying group phenomena we discern three great phases from which a group passes and every group leader should have in mind, psychodramatist, educator or other:

The phases from which a group passes through its developmental process are:

- The initial stage: orientation- hesitant participation- searching for meaning- dependence.
- The second stage: Conflict- domination- rebellion.
- The third stage: development of cohesiveness.

These stages also correspond to the stage of team formation (forming, storming, norming, performing).

G. Assessment of learners

The module is planned in such a way as to give participants a clear indication of the level of attainment of the intended learning outcomes. Each activity introducing a specific aspect of selected theories; methods; activities of "Adult education practices in intercultural contexts" module. At the end of the module adult educators and trainers are asked to answer a set of questions which are reflecting the level of understanding of the key concepts in focus. Adult educators will be able to assess their learning with a multi-choice

test. They will have to take the test at the end of each module. They must get a minimum score of 70%.

H.   Indicative bibliography – Module 3

For adult education:

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Brookfield, S. D. (2003). Pedagogy and andragogy. In A. DiStefano, K. Rudestam, R. Silverman & S. Taira (Eds.), *Encyclopedia of distributed learning*. Thousand Oaks, CA: Sage.

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Knowles, M. S., et al. (1984). *Andragogy in action: Applying modern principles of adult education.* San Francisco: Jossey-Bass.

Moser, H. et al (2012). "Opening Doors to Adult Education for Migrants". Learning Community Project Partnership, Graz. https://www.bgz-berlin.de/files/r18_opening_doors_to_adult_education_for_migrants_hohe_aufloesung.pdf

Symeou, L. & Karagiorgi, Y. (2018) "Culturally aware but not yet ready to teach the "others": Reflections on a Roma education teacher training programme", *Journal for Multicultural Education,* Vol. 12 Issue: 4, pp.314-329,.

Sheared, V. & Johnson-Bailey, J. (2010). *The hand- book of race and adult education: A resource for dialogue on racism.* San Francisco: Wiley & Sons.

Unknown author (2016). Adult Training Methodology and Techniques. Olympic Training and Consulting. http://www.mediation-time.eu/images/TIME_O5_Trainer_Course_Module_2.pdf

For experiential learning methods:

Girvan, C., Conneely, C., & Tangney, B. (2016). "Extending experiential learning in teacher professional development". *Teaching and Teacher Education* 58, pp. 129-139.

Kolb, D (1984). *Experiential learning: Experience as the source of learning and development.* Prentice-Hall, Inc., Englewood Cliffs, N.J.

Martin, A., Franc, D. (2004). *Outdoor and Experiential Learning. An Holistic and Creative Approach to Programme Design.* Routledge.

For group dynamics:

Lewin, K. (1935). *A Dynamic Theory of Personality*. NY, US: McGraw- Hill

Moreno, L.J. (1952). A Note on Sociometry and Group Dynamics. *Sociometry*, 15, 3/4, 364-366.

Module 4:

Impact and Global Citizenship

A. Short description

We have seen in previous modules that, as the number of migrants entering Europe rapidly increases, their cultural integration and inclusion in European societies becomes a priority. In order to ensure the migrants' integration, a general understanding of the types of migration and their cultural backgrounds is essential in order to adopt the suitable resources and educational methods for their needs. With intercultural training, educators can contribute to better and faster integration, which we see as a two-way process, and thereby towards global citizenship, which means the creation of more inclusive societies and equal citizenship.

The different modules in this training provide resources, tools and techniques for educators of migrants that they can apply when teaching and working with migrant learners. Module 4 provides not only an overview, but also some reflection on what has been learned on the training course. Learners' self-reflection and self-evaluation in terms of their practice is situated in the broader sense of global citizenship.

Module 1 explores the basic concepts, principles and theoretical background that are necessary for the intercultural training of educators of adult migrants. The module focuses on concepts such as acculturation, integration, hospitality, intercultural communication models and critiques, theories on adult learning, and theories on intercultural education.

Module 2 provides localised information on each of the partner countries. Having considered the contemporary context of migration in the EU and in individual countries, the concepts of prejudices and stereotypes are introduced to see how they shape our attitudes to migrants in the classroom. The module also considers 'migrants' as a category and explores the

complexities of their identities, their backgrounds and personal stories. There will be examples of classroom experiences of intercultural communication challenges, such as non-verbal communication (proxemics, kinesics, haptics etc), politeness, conflict, perspectives of time etc.

Module 3, entitled "Adult education practices in intercultural contexts" is designed for adult educators and trainers who wish to complete or deepen their knowledge and skills of teaching migrant adult learners (such as students or trainees) in various thematic fields, as well as develop new resources they can later apply to specific contexts and levels. This module aims to provide adult educators with the tools to organise training activities and choose the appropriate training techniques for migrant learners.

In Module 4, we consider what has been learned during the course and what impact all these factors, approaches and training have on the professional and personal development of the educators and of migrants. The following issues are considered:

- How has improved knowledge of both adult education practices and theory helped educators to find better approaches to teaching adult migrants?

- How has the improved knowledge of intercultural education and its concepts helped educators to better support and teach adult migrants?

- How has learning about cultural backgrounds, different cultural concepts of time, dignity etc. helped educators better understand and teach adult migrants?

- How has the course helped to develop the professional skills of educators of migrants?

- How has the course helped educators' self-evaluation of their practice and their personal development?

- What impact will the course have on the lives of the migrants, as they will gain more support from educators?

- What is the overall value of the course?

The module also introduces the concepts of **global citizenship** and **global education**, and reflects on how migrants will be able to live better in more inclusive societies with the help of this training.

B. Aims

This module aims at providing educators with the understanding of the impact of intercultural education as a whole and the concepts of global citizenship and global education. The module's aims are:

- To provide an overview of intercultural and adult education theories and trends that have been covered on the course.

- To provide the theory and a reflection on global citizenship and global education.

- To demonstrate how the course contributes towards the development of inclusive societies and global citizens.

- To demonstrate the personal and social impact of intercultural adult education and intercultural competence.

- Specifically, to demonstrate the impact of the course on educators of adult migrants (how to avoid ethnocentrism, how to understand cultural background, how to develop an engaging learning environment, what kind of techniques to use with adult migrants, how to improve communication and group dynamics, etc.).

- To provide greater awareness of the impact of the course on the lives of migrants (more support, more motivation, etc.).

- To show how the knowledge, tools and techniques learned can be shared to benefit other educators and migrants in the future.

C. Learning Outcomes

After the completion of this module, you will be expected to be able to:

- Demonstrate critical understanding of the main theories and concepts regarding adult learning and intercultural education that have been learned throughout the course

- Demonstrate critical understanding of the methods and resources that can be used when working with and teaching adult migrants

- Demonstrate knowledge of the theory of global citizenship and global education and an understanding on how the course contributes towards the goal of inclusive societies and global citizens

- Demonstrate awareness of the challenges and complexity of adult migrant education and the skills and knowledge required from the educator

- Demonstrate critical understanding of the impact of the course on the professional development of educators or migrants as well as for migrants themselves

- Understand the ways in which the knowledge and tools can be transferred and shared with other educators and migrants

D. Duration

Depending on the level of the learners, approximately 7 contact hours and 7-8 effort hours.

E. Learning content

1. Personal impact

The modules included in this training present a thorough introduction and in-depth material on intercultural training and adult education, in accordance with the UNESCO guidelines on intercultural education (2006). In line with the UNESCO guidelines, the training provides the educators with "cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding, solidarity among individuals, ethic, social, cultural, religious groups

and nations" (2006). Therefore, the personal impact of this training on the educators teaching migrants will be, above all, higher cultural competence and awareness of how complex an issue migration is and how important it is to take into consideration the specific needs of migrants. Throughout the course, we see how adult education must be tailored to the migrants, and not only that – to the specific needs of the specific type of migrant. A critical understanding and reflection of theories and practice of intercultural competence and adult education are pivotal for educators – including e.g. understanding cultural background, how to develop an engaging learning environment for adult migrants, what kind of techniques to use with adult migrants, how to improve communication and group dynamics.

In terms of the learners, the impact of the course is the benefit they derive from having more involved and educated trainers with higher cultural competence. Receiving education that is tailored to their needs, that takes their background and experience into account and offers the appropriate support with the appropriate means and methods is extremely important in maintaining the learners' motivation. It will also give the learners a feeling of being supported and understood, which further nurtures their confidence and feeling of belonging and integration.

2. Social impact

a) Towards Global Citizenship

With intercultural training, educators can steer migrants towards better and faster integration, and thereby towards global citizenship, which means the creation of more inclusive societies and equal citizenship. As the UNESCO guidelines on intercultural education emphasise, intercultural training should create "respect for and dialogue between the cultural groups" (2006).

It is important to understand why global citizenship is such a relevant topic, before understanding why intercultural education would benefit both educators and migrants. According to Wintersteiner et al. (2015, p.4) global citizenship is more than a concept. It represents a paradigm shift, where the "relevant frame of reference is no longer the nation state, but a global society that is networked on multiple levels and equally localized and globalized" (Wintersteiner et al. 2015, p.4). In a world where migration is a constant and a reality, either for people that flee conflict areas in search of better opportunities, but also for economic migrants, it is a fact that integration of migrants is not easy and not always a reality. Migration happens, integration not necessarily. But why is that? And what can we do to change this?

Even though the concept of a national culture has long been discredited, we do grow up in a certain cultural context that we perceive as the norm. That cultural context differs from place to place, it changes from one continent to another, and from one country, region and city to another. It also changes from one family to another (Schwartz et a., 2016, p.21; Atallah, et al., 2014, p.43). That is what makes us all so different, but also so complex and unique; which is why any idea of uniformity of cultures is false. Moreover, today's world, mostly due to technology, has shifted from a map design bordered group of blocks, to a global one. Having said that, there are still social and cultural norms that exist in societies, which are based on different value systems. It is crucial to remember this, without forgetting in-group diversity, the multitude of experiences as well as the global dimension.

So habits and social norms are still different, and integration will only occur when the migrants understand the local culture (in the sense of social system) where they are now living, and if the hosts understand that integration takes time, and requires teaching and educating migrants about their country, culture, habits and living in that specific society. It is not only the migrants that require training, but we all must learn to perceive the world as a global place, with different communities and contexts that need to be understood and shared with others. It is in this context that intercultural education is of paramount importance.

Wintersteiner et al. (2015) argue that intercultural education is an educational principle and it involves the concept of an interdisciplinary dimension of classroom teaching. It was created to give response to the increasing immigration effects in schools, and on their routines. During the 1980s, an immigrant pedagogy was created to respond to these changes, "*whose main objective it was to integrate "foreign" children and youths into local school routines and their assimilation* (in the sense of conformity) with local society" (Wintersteiner et al. 2015, p.29).

Intercultural education emerges as a "result of globalization" and of the recent increase of migration. Migrants bring with them a diversity of cultures, languages and world perspectives that was not normal in our societies until now (Lourenço, 2018, p.4). For this author, these changes present challenges to our local, national based educational systems, forcing them to deal with a diversity that they are not prepared for.

b) Intercultural v. Global Education

In 2011, Andreotti et al. stated that global education was something already so urgent that it can be perceived as *"an ethical and educational imperative in global societies characterized by complexity, uncertainty, inequality and diversity"* (Andreotti et al., 2011, p. 16*). This* concept must include also an *"outline of competencies of '21st century learners' as described in recent educational literature"* (Andreotti et al., 2011, p. 16*)* in order for it to be able to respond to both the integration challenge and the e-skills challenge. In this respect, and in line with Andreotti's argument (2011), global education considers that in a globalized society such as ours, education needs to take into consideration the local and global contexts and all the general societal perceptions, relationships and flows, but also the individual's perceptions, the other's perceptions relationships and flows. This implies economical a political concerns and realities, migration, ecology, technology, interactivity and cultural hybridity.

For the teacher this means that it is imperative to teach for sustainability, environmental concerns, peace, human rights conscience, developmental education, and intercultural and multicultural education focused on the goal of global citizenship. Global and intercultural education, requires that teachers know how to make pedagogical choices to equip students with the capacity to understand the world around them, not only the local environment that surrounds them, but the complexity of the world and of our global digital society, so they can prosper in the future.

In the end, intercultural or global education aims to implement the vision that is required so that partnership between people, cultures and religions can be formed, at micro and macro levels (Silva et al., 2012), with the final goal being to bring people together, to understand our real power of shaping the future by broadening our vision of the world, and all the diversity that is natural and necessary. This will give teachers, students, and in the end all of us the tools to transform our society to one based on dialogue and cooperation along with all the nuances and competencies before mentioned, shaping the future of our economy, to one that has human dignity as a central value, that is sustainable and reflects our true needs and a global society.

Module 4 explores the abovementioned themes and concepts with presentations, videos and reflection and discussion tasks.

This curriculum aims at integrating further teaching material and is broad enough to provide adult learners (educators) with an adequate overview of the field. It also supports adult educators and other interested parties (e.g. educational or training institutions) to provide both online and face-to-face learning.

The online course will be based on a web platform, specifically created on the InterTrainE project website, which will be accessible to the participants via their unique username and password. The training activity will be made available through the download of didactic materials in a structured and intuitive way (please see Learning Activities below). Each activity will be created in such a way the participants could apply previous knowledge. Their learning level will be monitored with online quizzes, overviews provided at the end of each

module, as well as a progress bar indicating the percentage of the course that has already been completed. Clear instructions will be provided to explain how to use the platform and access the material. Participants can contact the coordinator and/or administrators if there are any problems with the platform.

3. Overview

An overview of what has been covered in this Module will be provided at the end.

4. Glossary of key terms

A Glossary of key terms will also be provided, which will be helpful for revision and as a quick reference to the key concepts, theories and debates on Adult Education and Interculturalism.

F.   Learning Activities

Module 4 "Impact", as all modules included in this course, can be studied independently, however, it is strongly recommended to complete the training to be able to consider all the aspects of the training in this self-reflection module. A certificate of completion will only be available to those who have completed the module and any assessments connected to it.

The module includes both theoretical and practical components that are introduced as:

- Online presentations
- Summary and review of what has been learned on the course
- Presentations on global citizenship
- Videos and interviews with migrants and educators
- Self-reflection and discussion material and exercises
- Links and PDF files for academic sources and background reading

The training methodology will be based on the use of a web platform, specifically created on the project website, which participants can access with their username and password. They

can then download the didactic materials available on the platform, which are organised in a structured and intuitive way to encourage participants' involvement, interactivity, motivation, as well as application of previous knowledge. The platform will also monitor participants' learning level via a module overview, short tasks and a quiz at the end.

Clear instructions on how to use the platform, how to download contents, or how to use self-evaluation tools will be provided. Technical assistance will also be available through contacting the platform administrators.

G. Assessment of learners

The module is planned in such a way as to give participants a clear indication of the level of attainment of the intended learning outcomes. At the end of the module, educators of adult migrants are asked to answer a set of questions which are reflecting the level of understanding of the key concepts in focus. They will be able to assess their learning with a multiple-choice test at the end of the module. They must get minimum score of 70% to successfully complete the module.

H. Indicative bibliography – Module 4

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