



# 4th MODULE KEY POINTS (150 HOURS)

MBM Training & Development Center,  
5th TPM Torino, January 25<sup>th</sup> – 26<sup>th</sup> 2018



## pacemaking the education & employment

PARTNERI PROJEKTA



Pučko otvoreno  
učilište Koprivnica



Financirano sredstvima programa  
Europske unije Erasmus+

[www.p-ee.eu](http://www.p-ee.eu)

**MODULE 4**  
**Intercultural Competencies in Adult**  
**Education:**  
**Research, Analysis, Planning and Implementation**



Author:

Bo Daskalova

Research Manager



# Intercultural Competencies in Adult Education: Overview

## Curriculum

180 Hours of interactive and participatory adult learning, including:

- Expert inputs;
- Brainstorming sessions;
- Moderated discussions;
- Small group interactive exercises, followed by debriefing sessions.



# Rationale

- The Module discusses the development of intercultural competence through adult education.
- It does so by describing in detail the nature of intercultural competence and its components, namely the specific attitudes, knowledge, understanding, skills and actions which together enable individuals to understand themselves and others in a context of diversity, and to interact and communicate with those who are perceived to have different cultural affiliations from their own.
- It offers a rationale for a systematic development of this competence, and describes a range of theories that could be linked with methodological approaches, appropriate for its development in various adult education contexts in Europe.



# Target Groups

- This Module is designed as a support of adult educators, working in intercultural settings in Europe.
- It could also be useful to teachers, teacher trainers, mentors and coaches, textbook authors, curriculum designers and policy makers in the fields of informal, non-formal and formal education; as well as to any person taking responsibility for learning with regard to intercultural competence.



# Chapter 1. Intercultural Competencies in Adult Learning Settings

## CONTENT:

- Needs Assessment: Why are Intercultural Competencies (ICC) Important?
- Intercultural Learning - Introduction. Intercultural Literacy, Intercultural Fluency and Intercultural Intelligence.
- Introducing ICC via the 3H-approach (Head-Hand-Heart) in adult learning.
- Conceptualizations of Intercultural Competencies.
- Approaches to Gaining ICC. ICC Dimensions. Stages of ICC-building.

**OUTCOMES:** Introducing key concepts of the Course; Placing intercultural competence-building in the adult-learning process.

**Horrarium:** 30 hours (all interactive, including expert inputs; brainstorming; moderated discussions, small group interactive exercises, followed by debriefing)



# Chapter 2

## Culture: Between Sharing and Dividing

### CONTENT:

- **The Iceberg Model of Culture and Cultural (Self)Awareness**
- **Culture – an Attempt for Definition. Culture as Shared Meaning. Dynamic Aspect of Culture.**
- **Culture-Based Stereotypes and Prejudices: Ethnocentrism, Xenophobia. Racism – a Case Study. Genocide and Ethnic Cleaning.**
- **“In The Name of Culture” - Paths to Division, Discrimination and Human Rights Abuses.**

**OUTCOMES:** Understanding of the concept of culture as a dynamic entity with shared meaning – in relation to the concept of intercultural competences. Linking cultural stereotyping to discrimination and human rights violations.

**HOURS:** 30 (all interactive, including expert inputs; brainstorming; moderated discussions, small group interactive exercises, followed by debriefing)



# Chapter 3. Cultural Diversity Management

## CONTENT:

- Cultural Diversity
- Cultural Theory of Otherness: Cultural Hierarchies and Power Relationships
- Monoculturalism – contemporary dimensions of populism - “The Dream of a Lost Paradise” and “Make ... Great Again”
- Multiculturalism, Interculturalism and Cross-culturalism Compared
- Inter-culturalism as a Vision of UNESCO, CoE and EU.

**OUTCOMES:** Awareness and understanding of the contemporary dimensions of various cultural diversity management theories in Europe.

**HOURS:** 10 (all interactive, including expert inputs and interactive exercises, followed by debriefing)





# Chapter 4: Intercultural Dialogue and Human Rights

## CONTENT:

- Critical approach to Huntington's "The Clash of Civilizations"
- Dialogue between Civilizations (Intercultural Dialogue)
- Intercultural Dialogue, Human Rights and Democracy
- Education for Intercultural Dialogue and Human Rights

**OUTCOMES:** Understanding about the role of political instrumentalization of the "Clash" Theories. Developed critical thinking to Intercultural conflicts and tensions and opened dialogical perspective of understanding. Understanding the role of human rights approach to intercultural dialogue.

**HOURS:** 30 (all interactive, including expert inputs; brainstorming; moderated discussions, small group interactive exercises, followed by debriefing)



# Chapter 5: Cultural Debate on Human Rights

## CONTENT:

- Universal Human Rights.
- Universalist vs Cultural Relativist Approach to Human Rights
- Cultural Relativism – Concept and Main points.
- Cultural Relativism and Protection of Traditions. The Theory of Maryam Namazie.

**OUTCOMES:** Understanding of Cultural Relativism and Human Rights Universalism as concepts. Learning about the conflict dynamics and forming a critical approach to it.

**HOURS:** 30 (all interactive, including expert inputs; brainstorming; moderated discussions, small group interactive exercises, followed by debriefing)



## Chapter 6. Intercultural Sensitivity and ICC. Managing Differences and Resolving Conflicts

### CONTENT:

- Milton J. Bennett's Developmental Model of Intercultural Sensitivity
- Process-oriented Skills in Intercultural Learning. Conceptual and Operational Framework on Intercultural Competences - UNESCO
- Hall's Model of Intercultural Communication. High and Low Context Cultures. Tips for Communicators.
- Managing Differences and Resolving Conflicts in Adult Learning Settings.

OUTCOMES: Understanding of ICL as a process. Linking Cultural Sensitivity with Intercultural Communication. Reflection and understanding on own communication and conflict management styles.

HOURS: 30 (all interactive, including expert inputs; brainstorming; moderated discussions, small group interactive exercises, followed by debriefing)



# MAIN SOURCES

- *International Post-graduate Course in Interculturalism and Human Rights by MBM TDC.*
- *UNESCO, Universal Declaration on Cultural Diversity, (2001)*
- *Intercultural Competence for All: Preparation for Living in a Heterogeneous World, Josef Huber, Council of Europe (2012)*
- *“The White Paper on Intercultural Dialogue – Living together as equals with dignity”, Council of Europe (2012)*
- *Rattansi, Multiculturalism: A Very Short Introduction (2011).*
- *Edward Said`s "The Clash of Ignorance“ and other critical essays on Huntington`s Clash of Civilisations (2001).*
- *Andrew Okolie about Cultural Hierarchisation (2003).*
- *Zygmunt Bauman on Othering (1991).*
- *Other internal documents and notes by MBM Training and Development Center.*