Handbook

"Feel like a migrant –

multicultural approach in teaching"

FLAM

Feel like a migrant

Introduction

The integration of people migrating to other countries presents a special challenge: it is a complex and long-term undertaking. Anyone who is in favour of migration should make an effort to foster the successful integration of migrants already living in countries and that of new migrants. One of the groups of people who are very close to migrants are teachers, trainers and other educational staff who in everyday working life have a personal contact with them.

According to the report of the European Parliament and Council the important role of education is to strengthen social cohesion and enable people to enter and stay in working life. Furthermore, "education contributes to preserving and renewing the common cultural background in society and to learning essential social and civic values such as citizenship, equality, tolerance and respect, and is particularly important at a time when all Member States are challenged by the question of how to deal with increasing social and cultural diversity"[1]. But in reality migrants are less likely to take part in adult learning than the native population. Trainers, teachers and educational staff can play the role of a bridge between the world of migrants or ethnic minorities and the world of the hosting country, but this role demands special competences for teaching with a multicultural perspective. To raise empathy and understanding for the migrant's situation it is necessary to put teachers and trainers into the "role" of a migrant.

It is also well known that acquiring knowledge of a foreign language is not only another way or possibility to participate in communication but is also a process of acquiring knowledge of other cultures and the life, history and traditions of another society.

Learners should have the possibility of learning intercultural communication, that is, the ability for two persons from different cultures to understand each other. Through the process of learning a foreign language a person becomes immersed in a completely new and unknown world. The learner can become familiar with the great spiritual wealth of the nation/culture, but the language itself does not give all this information. Therefore, foreign language learning should be closely linked with learning about the culture, the life and the people who speak it every day as their mother tongue.

Therefore in the process of learning it is important to acquire not only linguistic, pragmatic and functional but also sociolinguistic competences.

The "FLAM" partnership, consisting of various education institutions from Austria, Germany, France, Great Britain, Romania, Spain and Switzerland, undertook the mission of developing and implementing the concept of a multicultural teaching approach as a new strategy and method in teaching, through realisation of workshops for trainers, teachers and other educational staff. In addition, this European partnership aimed to promote awareness of the importance of cultural and linguistic diversity in Europe as well as promoting the understanding of cultural backgrounds and providing reflection in order to increase tolerance and to reduce prejudice and xenophobia.

The starting point to develop the concept of a multicultural teaching approach was a survey of current education policy and programmes in partners' countries. The survey included both desk and field research on the integration process of learners with a migration background in a new society and on the delivery of in-service training on multicultural competencies for teachers, trainers and other educators. The main parts of survey were interviews with teachers and trainers on the one hand and with migrant learners on the other. Each interview began with a question: *"Feel like a migrant – what does this sentence mean to you?"*

These are the responses we obtained in our survey:

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1 RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

General category of response	Migrant learners	Teachers and counsellors of migrants
Loneliness and isolation	"Isolation." "As a migrant, you do miss beloved people and circumstances you were used to in your previous life."	"Sometimes being a migrant must mean feeling lonely and isolated."
Being made to feel like "the other"	"May feel some discrimination." "Being different."	"'Feel like a migrant' to me sounds as if I am in an inferior position. I have lost something and have not yet received recognition, e.g. citizenship of the new country." "Not accepted." [Migrant teacher] "To feel oneself in a minority, with a cultural identity that is not that of the majority, sometimes a feeling of inferiority." "Not to be integrated."
Coping with a new language and adapting to a new way of life	"Language can be a difficulty." "Having to effectively cope and adapt to daily life in a new and foreign country."	[Former migrant] "A lot seemed strange to me. At the beginning I felt like a stranger. Nobody was talking German with me..." "Living in a foreign country without speaking the language and sometimes without knowing the customs."
Loss of freedom and independence	"You depend on others, more than at home."	[Former migrant] "Of course I was – unlike many migrants – free to leave whenever I wanted."
Confusion and uncertainty	"Life around you is confusing."	[Migrant teacher] "To feel uncertainty, that things are provisional." "Migrants must face a lot of challenges they had not thought of before coming to their new country."

Denial versus technical definition	[Several settled migrants] "I do not feel like a migrant because I am married – migrants are people who leave their own country only because of money or looking for a job." "I am moving from my country to another country to do something that I want to do."	[Second-generation immigrant] "Somebody who is living in a foreign country."
Strategic approach: use empathy to understand situations in order to assist solving students' problems."		"Put yourself in their shoes." "Imagine you're a migrant in a foreign country – what problems and challenges would you have to cope with?"

Many teachers ignored this question but those who did gave a range of answers that mirrored those from many migrant learners who were interviewed: isolation, discrimination, struggling to cope with life in a new language, confusion and loss of independence. Two were able to answer from their own experience of migration. None, however, gave the answer: "it depends on the individual and their situation." For most teachers and counsellors, it was self-evident that being a migrant was difficult; they showed a stereotyped, if sympathetic, view of migrants. Several people who might be classified as migrants, however, did not see themselves in this way: their primary source of identity included being a student or having a family life.

Two teachers interpreted the question in a strategic way – that is, they considered what they must do in order to feel like a migrant. Both believed that empathy and imagination – and we would add reflection – were necessary in order to teach their students well and help them settle into the new country.

The purpose of this handbook is to provide background material on the multicultural teaching approach for teachers, trainers and counsellors working with migrants. The handbook includes three parts: theory, curriculum and training materials. The handbook, including the curriculum and tools, was tested during the pilot activities by the partnership and evaluated by external experts: any recommendations for improvement were incorporated into the final version of the handbook. The handbook is designed for teachers, trainers, education staff and counsellors working in adult and vocational education with migrant learners. It can be used, because of its modular structure, for a wide variety of measures, such as initial teacher education, in-service training courses, additional courses to raise teaching competences and skills and a self education tool for teachers, trainers and other staff.

Part 1 of the handbook gives a theoretical overview of the topics of Europe and its cultural diversity, the conceptions and philosophical foundations of a multicultural approach and an overview of the latest outcomes of scientific research in the field of integration through education and vocational guidance. It outlines the concept of intercultural communication and the impact of social, cultural and family factors on intercultural communication. It also includes background materials on characteristic of migrants' learning, the motivation of learners and social and cultural aspects in the process of learning for migrants. The last part of the theoretical background consists of a description of a multicultural teaching approach and its setting in the teaching process with learners with a migration background. The last part outlines the multicultural competences of teachers, trainers and other educators, such as beliefs, attitudes,

knowledge and skills. It gives a background to the principles of learner-centred learning and the principles of content- and socially-oriented learning.

Part 2 is the curriculum for teachers, trainers, counsellors and others working with learners with a migration background. The four modules are based on the theoretical background provided in part 1 of the handbook. Each module has a short overview of the subjects, a description of the aims of the module and recommended aids and materials for learners / users of the handbook.

Part 3 of the handbook includes tools related to the four modules. There are various tools of which some can be used either during in-service training courses for teachers, trainers and others involved in education or as activities for self-reflection: either as written assignments or as discussion during the training course. The tools in the first three modules are directed to trainers, teachers and other educational staff, although because of their structure they can be also easily be used as tools for migrant learners directly in the process of teaching. Only module 4 of the toolbox, because of its teaching approach, includes a division of tools for both groups: teachers, trainers and other educational staff as well as migrant learners.

Icebreaker

To focus the attention of teachers in initial or continuing education, we suggest that the first question to be posed, as an icebreaker in the introductory session, should be similar to our question but extended:

"What must you do in order to feel like a migrant?"

This may be followed by a brief practical exercise in which course participants imagine that they are travelling to the college for the first time (using public transport, finding the way to the college, locating their classroom and so on). Some could play the role of migrant students, others of bus drivers, passers-by, receptionists and so on. What difficulties might students have? What would help them?

This icebreaker will set the tone for the course: all the exercises accompanying the modules demand, as a starting point, the qualities of reflection, imagination and empathy.

Final words

The handbook developed by the partnership refers to the special requirements of migrants and different cultural and social backgrounds. It reflects on the real situation of the target group, migrants, and includes different social and communication skills focusing on the specific requirements in their environment. It also aims to sensitise and understand the aspect of learning in multicultural environments. Through the "FLAM" handbook we aim to help trainers, teachers and other involved in education to put themselves into the situation of migrants, in another words to feel like a migrant. We believe that our concept can have a high impact in raising awareness concerning social cohesion, intercultural dialogue and the importance of increasing multicultural competences.

Content

Part 1 Theoretical and pedagogical background

There are three sections in this module: Europe and its cultural diversity; the conceptual and philosophical foundations of a multicultural approach; and an overview of the latest outcomes of scientific research in the field of integration through education. Since this is a theoretical module it differs in format, particularly in its detailed references to scientific literature, from the other modules, which are more practically oriented, but it does contain exercises in the form of questions for reflection or discussion.

Module 1 Europe and its culture diversity

1 Europe and its cultural diversity

The history of humanity is the history of migration and settlement, beginning from those ancient times when our common ancestors left Africa to the present time. In the last 500 years European nations have contributed directly to world migration movements, including the slave trade, the settlement of the Americas and Australasia, flight from poverty, famine and persecution and the transfer of indentured labour to distant lands. The focus here, however, will be on more recent times, on migration into Europe and between European countries.

1.1 Modern origins of Europe's diversity

Not only is Europe culturally diverse, with its many languages, traditions, religions or religious sects, cuisines and national histories and myths, European states are in varying degrees culturally diverse. There are no homogeneous societies. This diversity, arising mainly from migration, has a very long history but we shall limit ourselves to the current era, that is, the period within living memory.

In the past few decades, Europe has experienced several waves of internal migration and exile, including displaced persons before, during and after World War II, in the 1960s when "guest workers" were invited from South Europe to the richer states, after the fall of the Iron Curtain and through conflict in the former Yugoslavia. In addition, many people have arrived from the rest of the world and for similar reasons to those prompting internal migration: for example, flight from war, mortal danger and persecution; assisted relocation programmes; the search for economic opportunities or a better life; the urge to acquire higher level education; and to join family members who had previously migrated or for marriage. These can be encapsulated in the taxonomy developed by the International Organisation for Migration (IOM) (1994): economic and non-economic reasons; opportunity-seeking and survival migration. Survival migration, for example, can be economic or non-economic.

1.2 Current situation concerning migration

Today, as before, migrants to Europe include: those who come for to find work or take up jobs they have already been offered; professionals seeking work experience that will be of value when they return home; those fleeing persecution and war, that is, refugees and asylum-seekers; students from abroad on long courses (some of whom may stay to work); pensioners seeking a cheaper and sunnier place to live; students and other young people doing seasonal work in other countries; *au pairs*; people joining their families; and many more, including, tragically, those who are recruited or trafficked to be used as cheap exploited labour or to work in the sex "industry".

These are just some of the reasons for migration: can you think of others?

Thus, the temporal nature of migration also varies: some is intended to be permanent, some temporary and some is seasonal. To differentiate migrants from tourists or students on short-term courses, the United Nations (UN) definition of an international long-term migrant is useful: that is, a person who makes the new country his or her usual residence for at least a year (OECD 2004). Some migrants have been in Europe for many decades whereas others are recent arrivals.

1.3 Migrants, ethnic minorities, foreigners

There is also the question of citizenship. Some migrants retain their original nationality (when they have one), others become naturalised. In some countries the children of migrants, born in the country of migration, retain their parents' nationality (for example, in France and Germany), in others that of the country of their birth (for example, in the United Kingdom [UK]). Some countries permit dual nationality, others do not. In some ways, "foreigner" should be the simplest term to define, where it refers to citizenship of another country; but in Germany, for example, it is applied to people born in Germany who have effectively inherited the citizenship of another country which they may never have visited or even whose language they do not speak.

This leads to the concept of "ethnic minority". This is even more contentious, not least because definitions vary from country to country. In the UK, for example, ethnic monitoring takes place in the census and in organisations, and there are categories covering the most numerous groups (the rest come under "other"). Ethnic minorities include both first and subsequent generations of migrants and also members of other European Union [EU] states. They include both British citizens and citizens of other countries. Refusal to categorise oneself is allowed. In Germany, the term used is equivalent to "people of immigrant background" and includes those born abroad; children born in Germany of foreign parents; naturalised persons; ethnic German repatriates; and children with at least one parent in any of the above categories. The majority of "people of immigrant background" were born in Germany. Similarly, in Romania the children of migrants are classified as immigrants even if born in Romania.

In France, on the other hand, it is illegal to collect statistics on what are freely termed ethnic minorities in the UK, on the grounds that every citizen is equal and should not be differentiated in any way. Instead the migrant population is defined as those born in a foreign country, whatever their current citizenship, and is different from foreigners, who include the French-born children of foreigners who have not acquired French citizenship. This does not mean, of course, that ethnic minority groups do not exist in France, in their own perceptions and those of others.

The situation is quite different in other countries. In Austria, for example, the term "ethnic minority" refers to native Austrians from six recognised groups (Slovenes, Croatians, Hungarians, Roma, Czechs and Slovaks), who retain their language of origin as well as German. Furthermore, a term equivalent to "persons of foreign background" is used to describe people who were born outside Austria, or were born to parents from outside Austria and thus includes both migrants and non-migrants. They may or may not have become Austrian citizens. In Romania too there are "national minorities" who have been living there for at least a hundred years and have chosen to retain a separate identity. Such groups comprise Hungarians, Roma, Germans, Serbs, Slovaks, Ukrainians, Turks, Tatars, Great Russians, Jews, Armenians, Poles, Croats, Banat Bulgarians and Greeks.

Furthermore, some "ethnic minorities" are visibly different in appearance, dress, accent and so on from the majority of inhabitants and their life chances may be diminished by comparison with the majority or even with other ethnic minorities, whereas others are to all appearances identical to the majority and their children become almost indistinguishable from the longer-established population.

◻ What is the position of the children of migrants, born in your country? At what point do people stop being "migrants" and start being seen as "ordinary citizens"?

1.4 How does it feel to be a migrant?

When asked about their major difficulties in everyday life in Austria, all migrants in the FLAM study named aspects related to finding work (finding employment in specific sectors, living on low wages, accessing child care while working) or social integration (finding friends, being accepted).

Of course, not all migrants feel the same way: some "find their feet" very quickly. There is, however, ample evidence that migration may solve some problems and create others. Migrants generally have mixed fates on entering European countries. In the United Kingdom, for examples, refugees have a high rate of unemployment, irrespective of their education and skills; women migrants are likely to suffer a decline in social and economic status that may take years to recover, if it ever does, although they report that their safety and the life chances of their children dramatically improve, especially in the case of refugees (Clayton 2005).

One term that is used very frequently is "integration", but this can be hard to define. In some cases it appears to mean finding work (though not necessarily satisfying work), in others to becoming part of a stable, cohesive community and conforming to the social values of the new country. A more useful view – especially given that some migrants are not in a position to do paid work or have difficulty accessing it and that the host community is not always willing to integrate with migrants – is that expressed by Greco *et al* (2007, p. 9):

> Integration means being at ease, in the sense of understanding the new country and being able to operate efficiently in it. There are many factors that affect the process of integration and the length of time taken, including age, gender, health, access to support networks, education and skills, experience of migration, fluency in the new language, discriminatory practices in the new country and the type of immigrant status held. One common feature of integration processes, however, is that they involve learning and thereby change. A degree of acculturation takes place, that is, cultural adjustment involving conflict and possible psychological disturbance. Integration is not, then, an easy path.

In the case of newly arrived migrants, the main type of learning first undertaken is likely to be the language of the new country, in classes consisting of speakers of foreign languages. Some students may also be long-established residents who have not previously had the opportunity to learn the language. Other types of learning include vocational skills and work shadowing. People of migrant background, that is, who were born in the country, are almost certain to be native speakers of the majority language and found in mainstream education.

The term "feel like a migrant", has a double meaning: firstly, it is not necessary to be a migrant to be made to feel like one, in a pejorative sense, a situation experienced by the children of migrants in some European countries; and secondly, a multicultural approach, which shows insight into how it feels to be a migrant, is necessary to give students the best possible education and chances in life.

2 Conceptual and philosophical foundations of a multicultural approach

Here we consider two dimensions of a multicultural approach: equality and diversity; and recognition of barriers and constraints.

2.1 Equality and diversity

The conceptual and philosophical foundations of a multicultural approach can be summarised in a single phrase: equality and diversity. This means that every individual is of equal human worth, but at the same time we are all different, in the sense of belonging to at least one of a range of social categories, and these differences should be respected.

This philosophy can be traced back in history at least to the Enlightenment but the first important step towards spreading this philosophy throughout the world is encapsulated in the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948. This was followed by the Convention for the Protection of Human Rights and Fundamental Freedoms adopted by the Council of Europe in 1950[2]. In 1966 came the United National Convention on Human Rights International Covenant on Economic, Social and Cultural Rights[3], in force from 1976. The Preamble to the Covenant states:

> The ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his [sic] economic, social and cultural rights, as well as his civil and political rights and freedom.

This approach is crystallised in various European Union directives[4], including age, sex, sexual orientation, disability, faith or religion, national or ethnic background, including Roma[5], Gypsies and Travellers. The Directives most relevant to this course are the Racial Equality Directive 2000/43/EC[6] and the Employment Equality Directive 2000/78/EC[7]. Not only is discrimination on the grounds of ethnic or racial origin made illegal, but the Racial Equality Directive "allows for positive action measures to be taken, in order to ensure full equality in practice" (note that positive action is not the same as positive discrimination – the latter is often illegal).

What examples of positive action can you think of think of that would ensure equality of treatment in the learning environment?

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2 Convention for the Protection of Human Rights and Fundamental Freedoms, Council of Europe 1950, see http://conventions.coe.int/Treaty/en/Treaties/Html/005.htm (accessed 04.06.2009).

3 Office for the High Commission for Human Rights (1966), The United National Convention on Human Rights: Covenant on Economic, Social and Cultural Rights, Geneva.

4 European Law, Anti-discrimination directives: http://ec.europa.eu/social/main.jsp?catId=612&langId=en (accessed 04.06.2009).

5 The European Union and Roma: http://ec.europa.eu/social/main.jsp?catId=518&langId=en (accessed 04.06.2009).

6 Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0043:en:HTML (accessed 04.06.2009).

7 Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0078:en:HTML (accessed 04.06.2009).

2.2 Recognition of barriers and constraints

It is important, however, to retain the focus on the individual, that is, to avoid stereotyping (that is, assuming that everyone from a particular social group has identical interests, needs, ideas and so on) and to take a holistic approach that takes into account external factors of importance in an individual's life as well as their immediate needs – by which, in this course, we mean their learning needs.

The national reports revealed that migrant learners face many barriers and constraints, both external and personal. Many of these arise from their social and economic situation. One of the main reasons that some migrants are not trying to access lifelong learning lies in their often very limited financial resources. Childcare is another barrier: it is hard for parents, particularly the low-paid, to find good-quality affordable childcare. This issue particularly affects women and is an important reason for drop-out. Another problem of cost and availability, especially in rural areas, concerns the difficulty of travelling to classes. Working life often inhibits participation. Once migrants have found paid work, which is often at a low level and may involve long or anti-social or unpredictable working hours, they have neither the time nor the energy for lifelong learning.

There are personal factors in some cases. Poor basic skills in their own language and the resulting lack of confidence can be a powerful inhibiting factor, as are lack of confidence, illness, including depression and disability. These are often the cause of dropping out of a course.

What could you do to persuade a learner from dropping out of a course because of personal factors?

Institutional factors are important too. Lack of information was reported in France and the UK, both about language courses and vocational training. Long waiting lists, or the perception that they will have to wait, are both a real and psychological barrier to participation. Available courses may be at the wrong level or of less interest than, for example, vocational training. Many migrants are interested in ICT, but do not have the requisite language skills. It is particularly de-motivating for people with higher-level qualifications from their country who are unable to access learning at an appropriate level for their existing skills and knowledge[8]. In some cases there is confusion about eligibility. For example, some colleges in the UK gave the wrong information on access to vocational courses.

What kind of information and support are needed in the learning environment where you work that could eliminate barriers caused by institutional factors?

Clearly, these barriers also apply to people who are not migrants, but are exacerbated in the case of people whose grasp of the national language is poor. This is demonstrated by British research showing that migrants' participation in education and training is lower than that of members of the same ethnic minorities who were born in the UK.

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8 See, for example, Clayton, P. (2005), "Blank slates or hidden treasure? Assessing and building on the experiential learning of migrant and refugee women in European countries", International Journal of Lifelong Education 24 (3), pp 227-242; Lucio, M. M., Perrett, R., McBride, J. & Craig, S. (2007) Migrant Workers in the Labour Market: the role of unions in the recognition of skills and qualifications, London, UnionLearn.

3 Overview of the latest outcomes of scientific research in the field of integration through education and vocational guidance

Not only teachers but counsellors and other educational institution staff who have contact with migrant learners are recommended to read the works summarised below or similar publications.

The OECD published a book in 1987[9], in English and French, on multicultural education. This is now out of print but should be available in libraries. There are, however, some recent publications of interest, on multicultural education and multicultural counselling. These are in English but extracts are presented here. There are also useful perspectives from an unpublished doctoral thesis.

3.1 Extracts from relevant research

Works that are available include the following. Some are available from the authors or partners in the "*Feel like a Migrant*" project.

> Clayton, Pamela (2005), 'Blank slates or hidden treasure? Assessing and building on the experiential learning of migrant and refugee women in European countries', *International Journal of Lifelong Education* 24 (3), May-June, pp 227-242.

"Commonly, the work situation of migrant and refugee women declines notably on arriving in the new country, irrespective of their existing qualifications and even after they have taken accepted qualifications. The primary objectives of this research were to test the hypothesis that women bring to their new countries skills and competences arising from their education, working life and experiential learning, in addition to those learnt in the process of adapting to a new way of life, such as communicative and intercultural competences; and to develop a typology which would facilitate access to appropriate education and training. This process also, crucially, involves vocational guidance and counselling to ensure that women develop goals which are both realistic and desirable to them. To this end an interview schedule was developed and delivered, after adaptations to local circumstances, to 120 women in four countries: Denmark, Germany, the Czech Republic and the UK. This paper presents the detailed findings only from the UK research. The main value of the data gathered is qualitative and the samples used were non-random, but certain patterns emerged which are described in this paper. It was concluded that education and training were usually necessary in the new country but that a much more considered approach needs to be taken to placement on courses. The paper concludes with recommendations for practice by institutions of further education and case studies to illuminate the findings. Four case studies are attached."

> Clayton, P. M., Plant, P. & Rohdin, I. (2008), European solutions for guidance and counselling for socially disadvantaged groups, Milan, Franco Angeli.

"This book is aimed at the guidance and counselling sector, with the purpose of increasing understanding and knowledge of socially disadvantaged groups and thereby increasing their participation in lifelong learning. Many individuals face a variety of obstacles arising from, for example, dependency on others, restricted choices, physical and social barriers and prejudice. The vocational training world is no exception, because unintentional barriers are often created by providers due to insufficient knowledge and understanding of disadvantaged people. The result is that this group is effectively denied access to lifelong learning, a situation which is clearly against the priorities established in 2002 on active citizenship, social inclusion and

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[9] OECD (1987), *Multicultural Education*, Paris, OECD Publishing.

personal development[10] and undoubtedly indicates that more effective guidance provision is needed[11]....

"Chapter Five, "Migrants, forced and unforced", by Pamela M. Clayton, Mar Camarasa, Pilar Quevedo, Ghislaine Tafforeau and Andrew Shorey, draws on research in the United Kingdom, Spain and France, and differentiates between refugees and economic migrants and between men and women while raising issues common to all. It includes the voice of a refugee who had benefited from vocational guidance and the biographies of four women who had undertaken adult learning but had found it hard to return to their original social or economic level and one who was improving her situation thanks to outside support. The chapter also includes Roma women, who in many cases are not migrants but who suffer exceptionally poor chances in the labour market. Separate recommendations for action are offered for migrant and Roma women and for migrant men.

"Chapter Six, "Ethnic minorities", by Pamela M. Clayton, Lorena Stoica and Andrew Shorey, is based on research from the United Kingdom and Romania. The groups on which the chapter focuses are black and ethnic minority women and young Asian males in the United Kingdom and young Hungarians and older Roma in Romania. Many of the young people interviewed were well educated but still faced problems of discrimination in the labour market coupled with parental ideas of "proper" employment for their children. Older Roma in Romania, on the other hand, suffered illiteracy or low levels of education as did the Pakistani women surveyed in the United Kingdom. One disturbing finding was that many young British Asians either had had poor experience of guidance or were unaware that it was available after leaving education. The British guidance counsellors, however, were well aware of the barriers faced by this group whereas the Romanian counsellors needed extensive training."

Greco, S., Clayton, P. & Spreizer, A. J. (2007), Migrants and Refugees in Europe: Models of integration and new challenges for vocational guidance, Milan, Franco Angeli.

"The authors of this book (...) do not believe that the answer is the assimilation model – it is not about becoming a different person or discarding one's culture – but being at ease, in the sense of understanding the new country and being able to operate efficiently in it. There are many factors that affect the process of integration and the length of time taken, including age, gender, health, access to support networks, education and skills, experience of migration, fluency in the new language, discriminatory practices in the new country and the type of immigrant status held. One common feature of integration processes, however, is that they involve learning and thereby change. A degree of acculturation takes place, that is, cultural adjustment involving conflict and possible psychological disturbance. Integration is not, then, an easy path...

"The functions of holistic guidance, as currently conceptualised, go far beyond information and advice. Put simply, this is a guidance service that addresses the whole person and takes full cognisance of all aspects of their lives, past and present, which affect their well-being and their ability to make choices. Such a model was conceptualised in the Eurocounsel survey of adult guidance and is still being expanded. In this model additional functions for guidance are put forward.

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[10] These priorities were identified in the Resolution on lifelong learning adopted by the Council of the European Union (Education and Youth) on 27 June 2002.

[11] Priorities identified in the draft Resolution of the Council and of the representatives of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the Field of Guidance throughout Life in Europe on 14 May 2004.

"The fundamentals are, of course, to help people to: interpret information and make choices; find out what they want and need and work out various ways of meeting their wants and needs; and be able to choose opportunities appropriate to their personal, educational and vocational development.

"In addition, a service may provide learning experiences to help people gain the skills needed to make decisions and transitions, such as courses on interview techniques and confidence-raising. It may also support people in dealing with educational institutions or employment agencies, in a way that encourages them to do it by themselves another time. In the meantime, advocacy may be needed, for example, directly negotiating with institutions or agencies on behalf of a guidance seeker...

"A holistic model of guidance means that much other knowledge is required to help guidance-seekers meet non-vocational – and often more pressing – needs. Such needs are, of course, related to vocational needs as they form the basis on which the guidance seeker can go forward in their desired directions. Essentially this means an intimate knowledge of local services, including legal assistance and advice, medical services, schools and careers guidance for guidance seekers' children, housing, social benefits and so on. Such knowledge includes, ideally, not only the contact details of such services but knowledge of their personnel so as to recommend guidance seekers to try to contact staff known to have multicultural competence. Where guidance seekers are isolated from networks – or have reason to avoid groups ostensibly representing fellow nationals (for example, where there is or has been civil war) – the counsellor can put them in touch with groups, befrienders and general support and campaigning organisations. This requires knowledge of such organisations. In nearly every case helping guidance seekers meet non-vocational needs means referral to other organisations and this requires good organisational practice, in order to avoid the repeated giving of the same details to different agencies and being sent from pillar to post, as too often happens.

"Where guidance meets the needs of people from a variety of backgrounds, we may call it multicultural guidance. Indeed, Pedersen (1988) sees multiculturalism as a strategy for the survival of the counselling profession in a world where people from different cultures increasingly come together. Cecil Holden Patterson (2000), on the other hand, warns of the dangers of emphasising difference rather than similarity. It is true that we are indeed all human beings with the same needs, hopes and fears but, as described above, barriers to personal fulfilment are much higher for refugees and immigrants than for natives. Moving from one complex system to another requires much practical and cultural learning and adaptation and there may be linguistic and cultural barriers to communication with natives...

"An individual has been conceptualised as an onion, with many layers surrounding the personality at the centre and both forming and protecting it. These layers include (from the inside out) upbringing, family pattern, religion, language, food, clothes, habitation and work. When someone moves to another country some of these layers may peel off and the more layers that have gone, the more vulnerable the person becomes (Særkjær 2004). Without making any assumptions about particular cultures, it is a useful starting point in the guidance process to realise that an immigrant or refugee guidance seeker may be in this psychological state. A lot more, however, is involved in multicultural guidance.

"The competencies of a culturally competent counsellor have been described as awareness of one's own assumptions, values and biases; understanding the worldview of a culturally different guidance seeker; and ability to develop appropriate strategies and techniques. Beliefs and attitudes, knowledge and skills underpin each of these three aspects (Launikari, Puukari 2005)...

"All cultures have important factors in common (for example, the hierarchy of needs, families, existence of laws and norms, methods of conflict resolution) as well as a variety of differences (notably language but also religion, taboos and laws on marriage, inheritance and so on). It is important to keep in mind the similarities as well as the differences between different cultures

– and it is equally important to be aware of our own culture, something that is so familiar to us that we may take it for granted...

"Thus, multicultural competence involves a mixture of skills based on knowledge, self-knowledge, reflection, will and proficiency. It means being conscious of one's feelings and reactions, especially to surprising or disturbing events in the guidance process and being able to see that there might be a range of explanations for the behaviour of a guidance seeker. Above all, it is necessary to develop the skill of intelligible communication with people whose first language is not the counsellor's and who have different norms and values. Communication is always a complicated process. Not only does it involve decoding body language and intonation as well as the words, phrases and sentences used, there are factors – or filters – that get in the way of a message being received exactly as transmitted. Such factors include prejudice, preconceptions, preoccupation with personal concerns, anxiety, fear – and this applies to both sides. In multicultural communication there are the added filters of cultural norms and expectations, language skills and in some cases the presence of an interpreter."

Ladson-Billings, G. & Gillborn, D. (2004), *The RoutledgeFalmer Reader in Multicultural Education*, London, Routledge (references omitted).

"Multicultural education recognises the value and importance of diverse cultures, and aims to treat people from diverse ethnic and cultural backgrounds equally. Multicultural education is based on the notion that learning and understanding about a range of cultures will reduce prejudice and discrimination towards those from a cultural and ethnic background different to those from the dominant culture and ethnicity.

"Within the multicultural education discourse there has been a view that black and minority ethnic children have suffered poor self-concept because of the ethnocentric curriculum. This view has tended to lay the blame for the academic underachievement of these young people on themselves. This is one reason for the criticism of multicultural education. Another reason has been that whilst possibly diversifying the curriculum, multicultural education has often been used tokenistically often latching on to cultural festivals and artefacts and exoticising young people from minority ethnic groups. In this way the marginalisation and 'othering' of young people has been exacerbated. In addition to this multicultural education has been criticised for failing to challenge racism."

Launikari, M. & Puukari, S. (eds) (2005), *Multicultural Counselling – Theoretical Foundations and Best Practices in Europe*, Helsinki, Centre for International Mobility CIMO (Finland) and the Finnish National Board of Education. Extracts.

"Regardless of the circumstances, immigrants and refugees face many issues of adjustment in a new country and the integration process is a major concern for the delivery of professional services... guidance and counselling roles are evolving to meet the needs of individuals who cross cultures. There are many challenges posed in preparing migrants, in preparing professionals and in preparing educational and employment settings for the social inclusion of immigrants... As borders of trade, travel and employment shift throughout the world, professionals need to be reflective about their own practices and ways to enhance their multicultural competencies... The publication has a two-fold function. In the first place, it is a handbook for guidance counsellors who work with migrant clients and who need additional information and advice on theories, methods and good practices of multicultural counselling. Secondly, it is targeted at trainers of guidance counsellors who can apply the contents and exercises of the handbook to their training programmes for developing multicultural awareness and skills among course participants. Additionally, human resources personnel in multinational and multicultural organisations can also benefit from the book...

"We consider all guidance and counselling to be multicultural in the sense that counsellors need to recognise that all of their clients bring their unique personal history and cultures (e.g. gender, social class, religion, language, etc.) into the guidance and counselling process. However, given the current challenges that immigration and multiculturalism pose to Europe

and other parts of the world, the main emphasis in this book is on how to address the needs of cultural minorities in guidance and counselling...

"Perhaps the most well-known way in conceptualising multicultural counselling competencies is the one developed by Sue et. al (1992; 1996). They divide the multicultural competencies into three characteristics of a culturally competent counsellor: 1) awareness of his/her own assumptions, values and biases, 2) understanding of the worldview of a culturally different client and 3) an ability to develop appropriate intervention strategies and techniques. Each of these characteristics includes the following three dimensions: 1) beliefs and attitudes, 2) knowledge and 3) skills...

"Differences in cultural backgrounds of counsellors and clients need to be approached and studied from multiple perspectives, as suggested e.g. by Sundberg and Sue (1989): mutual understanding of the purpose and expectations of counselling is required; the intercultural understanding and communication skills of counsellors should be developed; intercultural attitudes and skills need to be developed; the external environments of clients should be understood and noted in the counselling process; and universal and culture-specific elements in counselling are distinguished and understood by the counsellor.

"We need to start by becoming more aware of our own personal history, the paths through which we have become who we are now; culture, or more precisely cultures, are major elements influencing our development here... The principle of promoting free mobility of citizens has been written into European educational policies. Additionally, the philosophy of educational equality has been clearly included in the educational statutes of most European countries. Furthermore, at the beginning of the twenty-first century the ideas of lifelong learning have been defined to be the goals of improving practice within the educational systems. This means that teachers all over Europe are increasingly encountering students with various ethnic backgrounds of all ages, who have varied educational backgrounds, life situations and work-experiences and, accordingly, are in need of diverse educational support within educational settings.

"The growth in demands for equal educational rights for all inevitably strengthens the demands for the development of the skills of the teaching and counselling staff in order to meet the individual needs of learners that arise for diverse reasons and to counsel them accordingly. However, with this new concentration on the needs of diverse students emerging on issues like immigration, age, race, gender, special educational needs or the like, there seems to be some uncertainty with regards to what the development of these skills might mean for the practices of educational settings, their teachers and other staff and, accordingly, for training professionals for educational settings...

"Immigrants often have difficulties finding adequate work related to their education. Accordingly, they search for alternative ways to become full members of society through educational possibilities. There are wide differences in educational experiences among immigrant adults. Education systems, educational thinking, the roles of teachers and students, levels of use of technology in education are just of few examples of differences between countries. The educational culture, which the adult immigrants have learnt, affects the students' actions in a new environment. The learners' prior socialisation to learning has to be taken into consideration...

"It has been highlighted that educators working with immigrants should have a multicultural perspective. What is meant by a multicultural perspective? Wurzel (1984) defines it as a critical and reflective understanding of oneself and others in historical and cultural contexts, an awareness of both differences and human similarities. For educators and counsellors, it means infusing practice with an awareness of their own personal and cultural background and experiences as well as those of their students or clients (Kerka 1992). Kerka has formed five strategies, which synthesise approaches to multicultural education, career education and development from a number of sources. The strategies are related to the atmosphere of the learning environment, curriculum, bilingualism and the language used in teaching, teaching

and counselling methods and a balanced view of students as individuals and cultural group members. We agree with Kerka that the issues mentioned are relevant in multicultural education, but we want to stress those strategies that we have found essential in adult education and working with immigrant adults.

"1. Educators establish a climate of acceptance. Students have to be able to be themselves in the group. Teaching with a multicultural perspective encourages appreciation and understanding of other cultures as well as one's own.

"2. The promotion of a positive self-concept is essential. Seeing every student as a unique individual, with something to contribute, is an important strategy. The sense of progress and success is one of the support factors.

"3. The group is an educational resource for all. Adults with very diverse backgrounds bring a lot of different knowledge, skills and views to the group. Multicultural adult groups are mixtures of different occupational fields, expertise, cultural backgrounds, languages and a wide spectrum of life experiences. It is valuable that the students learn to share their expertise and experiences.

"4. Network building during education is one of the key strategies that promote the establishment of relationships with working life and colleagues working in different organisations. The members of a diverse and multicultural student group are part of the network, which the students can turn to during the education and later on after their education. This is very important especially for immigrant adult students, who very often lack contacts, friends and relationships with surrounding communities and working life.

"5. The curriculum is a kind of framework for the students. It is flexible and gives space to approach the wider issues from the students' own point of view, which is meaningful for each of the adult students and their professional development. It is extremely important to develop a curriculum that addresses the lived experiences and real concerns of the programme participants (Lee 2001). Lee also stresses that the underlying assumption is that if a curriculum is relevant to its participants and reflective of their needs, learners will be more motivated to participate. According to Gomez (1991) the appropriate curriculum for understanding diverse cultures is a multicultural curriculum. It promotes recognition, understanding and acceptance of cultural diversity and individual uniqueness. This curriculum is based on concepts such as cultural pluralism, intergroup understanding and human relations. It is not restrictive or limited to a specific course, set of skills or time of year."

> Papageorgiou, I. (2006), *Learning Beyond Words: The impact of second language adult education on migrants' social involvement: a comparison between Scotland and Greece,* unpublished PhD thesis, University of Glasgow (quotations by kind permission of the author). Extracts from Chapter 12 (references omitted):

"The interviews showed that the class is a crucial space for migrants' social life. In all settings, the prospect of acquiring better communicative abilities was a major incentive for engaging in education. Especially in Glasgow, a large number of interviewees joined the classes partly to meet people and make friends... for the interviewees in Glasgow the gap between arriving in the city and starting the class was significantly shorter than the gap experienced by their counterparts in Athens... Equally important is the fact that, contrary to Glasgow, in Athens interviewees were in paid employment, which not only means that they might have become acquainted with other people at work, but most importantly that their free time is considerably limited. However, despite the need and yearning among Glasgow students for making social contacts through the class, only half of them have any social contact with fellow students outside class hours and that is mostly in outreach courses that are provided within the community. In contrast, the large majority of the students in Athens have at least some minimum contact with fellow students...

FLAM
Feel like a migrant

"The interviews demonstrated that the more an educator attaches importance to the social aspect of the class, the more keen students become in actually getting socially involved. Those tutors in Glasgow who see as part of their function the encouragement of interaction among students, considered the use of non-formal teaching methods, such as group work, learning games and casual conversation, as means of building social networks which would increase the students' social capital. In turn, social capital is expected to further students' social involvement. This function of teaching methods was not really acknowledged by tutors in Athens, although many students did suggest that they would prefer their lessons to be held in a more informal atmosphere.

"Nonetheless, tutors in both cities saw the importance of providing information about events outside the class, and they exhorted their students to participate in them. It has to be noted though, that unless the tutors themselves attend these events, students tend not to take up these opportunities. The function of extra-curricular activities organised either by the educational establishment or by the tutors themselves is also valued by those educators who perceive the encouragement of their students' social participation as an element of their teaching. These activities can either be purely social or they can have an educational aspect. Most of the students consistently attend these activities and when the tutors, rather than just the administrative staff, actively participate in their preparation, students themselves begin to take up similar initiatives. On the other hand, where no extra-curricular activities are organised, the students do not instigate themselves any social contact outside the class. Nevertheless, it has to be recognised that extra-curricular activities demand a lot of the tutors' time and thus it is required a lot of dedication on their part to fully encourage the students' social involvement...

"In their effort to encourage social interaction, those tutors in Athens who want to encourage social involvement, rather than employing non-formal teaching methods, use the curriculum instead. Social themes can be integrated as topics of communicative activities. In this way, when practising oral skills the tutor can encourage students to discuss social issues, instead of the more trivial topics of famous personalities or food. Alternatively, social issues can be discussed separately, in the form of an independent course component. Obviously the linguistic ability in a beginners' class will limit the possibilities for dialogue on themes that require a substantial linguistic competence. However, this does not prevent certain tutors broadening the curriculum as soon as it becomes possible.

"Although all tutors discuss social and cultural issues to a certain extent, the tutors in the charity and campaign organisations in Athens proclaim their dedication to expanding the content of their teaching in order for it to include topical political and social issues. Contrary to the other tutors who aim to transfer knowledge in order to assist their students' understanding of the host community, tutors in these two organisations intend to set their students thinking about social and political problems. However, this approach is opposed by most tutors in Glasgow who believe that issues that have a political or religious touch are not appropriate elements for classroom discussion, all the more when students in their class are in the vulnerable position of seeking asylum.

"There are two concerns that emerge from this rationale. Apart from the argument that the adoption of a politically neutral position by educators has been challenged as unattainable, the fact that the tutors are so careful not to threaten or harm the students through raising socio-political issues brings to light a view of the students as feeble. An obsession with building the students' self-esteem as a way of fighting social exclusion reflects the therapeutic philosophy that increasingly dominates British society. Without trying to dispute the gravity of the circumstances migrants may go through – both in the country of origin, during their journey and in the host country – it is considered condescending to simply see them as powerless victims, subjects of persecution and not as social actors who have been actually dealing with the problematic circumstances they have been facing.

"Wanting to gauge the students' response on this issue, the student interviewees were asked if they considered the discussion on society, culture and politics as an element of the lesson.

It transpired that the students' responses consistently mirrored the views of their tutors. Thus, the students of tutors who place importance and spend time on the discussion of such themes all saw society and culture as an integral part of the lesson. On the other hand, those students whose tutors avoid the discussion of politics, social problems and religion dismissed the appropriateness of such elements as course components.

"Students in the two Athens organisations where society and politics enter the curriculum not only claimed to enjoy the discussions but actually wished for more. Social and political discussions are seen by those students as fulfilling both their yearning for knowledge and their emotional well-being. As expected, those interviewees had a much better awareness of current affairs and showed a higher interest in learning more about social and political aspects of the country. The way they perceived me was different as well. Rather than being treated as an interviewee, our meeting was considered more like a social occasion. Their ease in interacting with a newly acquainted member of the host community was evident, and according to them, the class has played a role in it.

"Obviously society cannot be shut off from the classroom and social problems related to students' lives will crop up in discussions in all second language classrooms. Where the tutors are happy to discuss social issues as long as they are not politicised, social problems are treated as personal rather than collective. Although feminism has proclaimed that the personal is political, this is the case provided that the personal is shared and becomes the starting point for deliberation and political action. Therefore, a description of personal problems in itself remains a therapeutic process and, even though it might bring people closer together, it has limited possibilities for building solidarity amongst a group.

"Furthermore, the withdrawal of the political from the class can be immensely detrimental to students' social participation. Three prerequisites have been identified for the learning of active citizenship. These are social agency, responsibility and identity. The first refers to the student developing a sense of agency, the second to them taking responsibility and coping with social issues and lastly to developing convictions, opinions and ideas that connect the student to others. Drawing from the above, all these aspects of the students' learning are seriously undermined if the educator is unwilling to engage in discussions relating to social problems and political issues...

"There are some interesting differences in the pedagogy of Glasgow and Athens. First, although the tutors' responses have been very similar among the tutors in Glasgow, their counterparts' answers clearly reflected the different philosophy of each educational institution. Thus, for example, the aims of the college's tutors in Athens reflected a rather functionalist approach of education for social and vocational incorporation whilst those teaching in the campaign organisation take a much more radical stance. The explanation for this disparity seems to be the permeation of a particular educational theory in Scotland contrary to the situation in Greece, where political rather than educational theory has more significant impact on the educational approach.

"Contrary to the lack of an adult education tradition in Greece, Scottish educational settings have been historically prevailed by liberal adult education. Commitment to liberal adult education has remained true to the day, which partly accounts for the avoidance of political issues discussed above. Nonetheless, the pedagogy followed by the tutors in Glasgow demonstrates that it is a particular type of liberal adult education whose influence has become dominant: that of humanistic adult education. Rogerian ideas are based on trust in people to be essentially competent human beings and on a holistic view of learning with the objective of developing fulfilled individuals. Responding to this aim, the educator needs to act as a facilitator of learning, based on the principles of being real, prizing the students and having an empathic understanding of their needs and yearnings. It has to be noted though that liberal adult education, and the humanistic tradition in particular, has been criticised for its individualism, and more specifically for its focus on methods to the expense of the content of education and its social outcomes.

"Empathy was actually mentioned by a large segment of the tutors interviewed in Glasgow as a motive for doing this work. Within the class, drawing from notions of facilitation and in an effort not to be authoritarian, the tutors describe their function as that of befriending and facilitating. In addition, Glasgow tutors assert the absence of power relations in their classroom, which they claim to ensure through their friendliness and non-formal methodology. On the other hand, tutors in Athens claimed to play a much more important role, which could derive from more traditional ideas about the role of the teacher, and although the importance of treating students as adults was emphasised, the power relation between students and educator was not explored.

"Still, the withdrawal of the educator in humanistic education does not mean an abandonment of power. In actual fact, Rogers used his power as an educator to enable learners to exercise theirs. Similarly, from a social purpose adult education point of view, Freire sees the educator both as a joint learner with students and as someone who holds authority by virtue of greater knowledge on the taught subject. The implicit authority of the educator's position has to be openly acknowledged if it is to be confronted. Therefore, by respecting the students and treating them as equals does not necessarily follow that hierarchies disappear. When tutors restrain from addressing political and religious issues they implicitly control the agenda. Ultimately, that the students' views on curriculum issues reflected those of their individual tutors and the effects of tutors' conduct on their students' wider social involvement are examples of the power the tutors unwittingly within the classroom...

"The findings of this study could also be expanded on other educational settings. Considering the impact educational experiences have on students' social involvement, educators should carefully reflect on their pedagogical choices. Moreover, the encouragement of participation should not be simply seen as a side aspect of the lesson, but as an integral part embedded both in the activities, methods and content of the class. The role of the educator, both as a purpose and as a relationship to the students should not be just assumed. The finest intentions do not necessarily bring the best results and one has to be open to explore ways through which power is exercised before being able to contest it. Lastly, it would be interesting to investigate further how dominant educational theory is affected by the wider culture and seek ways for less dominant theoretical traditions, such as the social purpose perspective, to move beyond the academic arena into that of applied pedagogy."

3.2 A short selection of useful web sites on multicultural teaching and multicultural guidance

Vocational guidance and counseling

Mainstreaming vocational guidance for refugees and migrants, www.gla.ac.uk/rg

Multicultural teaching

CRLT: Multicultural Teaching, www.crlt.umich.edu/multiteaching/multiteaching.php

Multicultural Education: Teachers Diversity Reform, www.edchange.org/multicultural/teachers.html

Teaching with a Multicultural Perspective, www.ericdigests.org/1992-5/perspective.htm

Websites for Multicultural Teaching Resources, e.csumb.edu/s/sleeterchristine/world/Websites/teacher_resources.html

Multicultural Education & Culturally Responsive Teaching - WISE, www.ithaca.edu/wise/topics/multicultural.htm

Multicultural Teaching & Learning Resources, http://www1.umn.edu/ohr/teachlearn/resources/multicultural/index.html

Effective Teaching for the Multicultural Classroom, www.diversityweb.org/digest/F97/curriculum.html

Teaching For Change, www.teachingforchange.org

Term papers on Multicultural Teaching, www.academon.com/lib/paper/104819.html

Teacher Educators' Narratives of Teaching Multicultural, Anti-racist education, www.umanitoba.ca/educ/westcast/proceedings/Teacher%20Educators%20Narratives%20of%20Teaching.pdf

The Learning Wheel - A multicultural teaching tool, www.wheelcouncil.org/LearningWheel.html

Multicultural, Cross-cultural, & Intercultural Games & Activities, http://wilderdom.com/games/MulticulturalExperientialActivities.html

Community languages organisations – CILT, http://www.cilt.org.uk/community_languages.aspx

Adult literacy

Resources for adults with very low literacy levels or no formal education http://www.literacytrust.org.uk/resources/practical_resources_info

Talent - training adult literacy, ESOL and numeracy teachers, www.talent.ac.uk

National Adult Literacy Database, http://www.nald.ca/index.htm

Module 2 Intercultural communication as a challenge in work with migrants

1. Competency

1.1 Introduction

We could say the same of competency as we say of information; namely that it is a "conceptual chameleon". Even its status as a concept can be misinterpreted: the notion of competency has for some time been part of our common language and it is used daily by those who do not question its meaning. This is indeed one of the challenges of the notion of competency: that it is a familiar term easily confused with its true meaning.

The definition of competency can vary according to the organisation or work situation it is used in. As such we cannot be limited by one definition:

- According to Levy-Leboyer, competency refers to "a collection of behaviours that enable a person to be efficient in any given situation";

- According to Tardif, competency is "a conditional and procedural knowledge-based system organised in a structured pattern" that enables problem resolution;

- According to Toupin, competency consists of "the ability to bring together everything that applies to a situation such as knowledge, empowerment and attitudes".

For the purpose of this study, however, we shall use **Guy Le Boterf's** definition. Le Boterf[12] is the author of several works and has provided consultancy to numerous organisations on the subject of competency.

1.2 The measure of competency

We can consider that competency evolves like a cursor moving between two poles:

- One pole represents repetitive and routine work situations.

- The other pole represents confrontation, initiative-taking, complexity and innovation.

When the cursor is nearer the first pole, competency is defined in terms of "know-how". It consists of carrying out one or a number of instructions according to fixed guidelines. Such a definition lends itself perfectly to training situations that lead to certification and "know-how" can be considered as a fundamental elemental component of competency.

When the cursor is nearer the second pole, competency tends to be defined more as an ability to know how to behave and react to different situations. Under these circumstances, being competent is to know what to do and when. Faced by unexpected events or complex processes, the professional would need to know how to:

Take initiative and make decisions	take risks
negotiate and arbitrate	react to problems
make choices,	be innovative on a daily basis and take responsibility.

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[12] Le Boterf, Guy (1994) Of Competency: essay on a strange attraction, Paris: Editions d'Organisation; Le Boterf, Guy (1997) Competency and professional navigation, Paris: Editions d'Organisation

To be recognised as being competent, it is no longer sufficient to be able to follow instructions. One now also needs to be able to go **over and beyond instruction**. One should however note that professionals can find themselves both in situations where they are required to go over and beyond and also in situations where they need only follow simple instructions. It is misguided and ill-advised to wish to define competency as behavioural in a context or situation where the tasks are repetitive or simple to execute. However it is also misguided to reduce competency to simple know-how in organisations seeking to encourage responsibility, initiative and versatility.

If competency must always be defined in terms of action (know-how, knowing how to behave and react …), this definition will always be relative to the workplace that both demands this and makes it possible.

1.3 Understanding why and how we behave.

Professionals are not only able to behave pertinently in a particular situation, but also understand why and how they behave.

According to Piaget, understanding a situation consists of constructing a conceptual representation of it, or an "operating model". This representation enables us to simulate various outcomes and to form hypothetical courses of action. To construct one's own operating model, professionals need the ability to **distance themselves from the situation**. They need to be capable of reflection and able to clearly communicate the way in which they have reached their conclusions. They must also be able to apply the results of their reflection to any other work situations that arise.
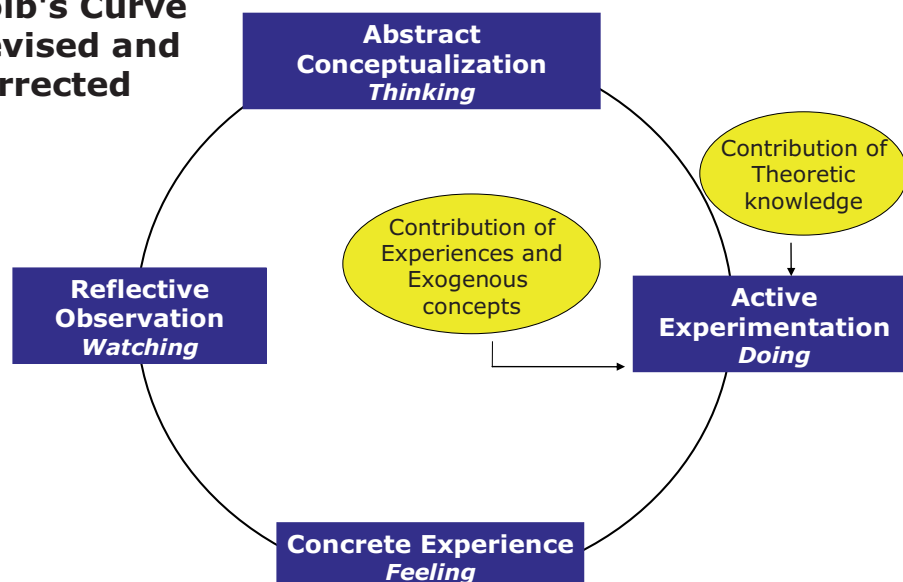
And yet they also need to be able to step back from their experience. They must not only **ob-serve and take note** from their previous professional experiences, but must also **think and be capable of communicating** their experiences. Communicating their way of working and their approach will enable them to **transfer these to other situations**. The author describes four stages in the experiential learning cycle.

1. Firstly, the moment of **real life experience corresponds to direct action** and to the learner's interaction with diverse learning situations. But this phase is not sufficient for learning and knowing how to transfer skills. Indeed, **by only behaving, the adult risks creating automatisms** which cannot be applied to other work situations without being adjusted.

2. The second phase of the learning cycle, according to Le Boterf, corresponds to the clarification and setting of context of the experience. As such, it is not sufficient to simply observe and take note. Learners are led to **make sense of their actions**. "This signifies the necessity to describe a train of thought, to propose a dynamic version of the facts, to understand where the players stand, to understand the stages and key moments and to reason in terms of scenarios."[13] And so, as well as describing a situation, it is important to organise the elements of the situation. The author reflects therefore on the difficulty of describing an experience alone. Again, a tutor or any other person can act as a mediator or guide for the learner.

3. The third phase, **conceptualisation and modelling, should conclude with the construction of models permitting an understanding of situations experienced in professional life**. Learners will therefore elaborate their theories by trying to eliminate the context, generalising their acts and constructing a model applicable to numerous situations. According to the author, they can for example be led to research certain invariables such as:

- The types of problem,
- The types of risk,
- The terms of action,
- The priorities and sequences to respect,
- The sources of information to take into account etc …

4. Finally, the fourth phase consists of transfer and return to the situation and putting the solution into practice. Learners behave, therefore, by taking into account lessons learned from previous experiences. They will put into action the models that they have constructed from each of the previous phases. "Assimilation" can then take place, in Piaget's sense, of new data if the context differs only slightly from those constructed on the basis of theories and courses of action. In the opposite case, learners will proceed, if necessary, to an "accommodation" by modifying these courses of action. However, as the experience and chosen courses of action established by the learners are occasionally not sufficient to resolve the problem, the subject will also need to make reference to other external theories that they may have learned prior to this training.

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[13] Le Boterf, G. (2000, p.86)

1.4 The relationship between learning and transfer

Numerous studies show that transfer, in the field of pedagogy, can be subjected to three different approaches, each at differing levels of complexity:

- On a first level, the concept of transfer can be defined as applying a contact, a competency or expertise from one situation to another. This assumes that learners have identified similarities between the two situations in question and that they are attempting to "de-contextualise" what they have learnt from one situation in order to "re-contextualise" this elsewhere. Such an approach can, in fact, form part of training where the tutor makes sure to consistently provide opportunities for the learner to think in the future of how the learning points picked up during training could be applied. This can also be facilitated by encouraging the learner to think of past experiences when trying to solve a new problem.

- **On a second level, the concept of transfer can be defined as "making bridges"**, as in bridges between different disciplines, between the learning environment and the learner's culture or between academic knowledge and "real world" experiences. As such, we are considering not only a "transposition" or a transport of a mechanism from one situation to another, but even more so a veritable reconstruction of a series of actions according to what has already been learnt. Also taken into account are any new elements that one encounters based on the particular environment that one finds oneself in, as well as the social codes, habits and specific history of the subject. This is far from the first level of transfer which isolated in quite an artificial way a rational segment in the learner's mind, applying it very simply and without context to one logical outcome. Here again we can see that training can favour this type of transfer by encouraging learners to modify situations of social engagement by working on the complexity of what exactly we are transferring.

- On a third level, the concept of transfer can be defined as integrating "dead" personal knowledge and learning from one's own actions. Indeed, as demonstrated by Bernard Rey "it is not enough for learners to possess cognitive competency that enables them to resolve a problem. It is also required for them to have enough of an understanding of the situation to conceive how to use this competency". Suffice to say that transfer, in this instance, is not at all "mechanical" but is a process or an "intention", according to the author, that analyses the relationship between the content being transferred and the individual's identity. As a regular principle of pedagogical practices, transfer is considered as the mechanisms by which knowledge can be assimilated by people and therefore contributes to their individual and collective development.

1.5 Competency: a combination of resources to produce a result

A task therefore is an objective that must be achieved under specific conditions. The more complex the task becomes, the harder it is to apply a precise process to it. Eventually a task becomes "personal" in that it is left entirely to the discretion of the person performing it.

Definitively we can say that:

- Competency comes from an individual or collective in a given situation

- Competency is recognised socially; it is validated by its environment

- Competency corresponds to a number of resources being mobilised into action: knowledge, know-how and aptitudes combined in a specific way and completed through environmental resources being mobilised, with a result of generating a predefined result

Competency cannot be reduced into being simply a targeted performance or be broken down into the resources that are required to produce it. **The term represents the process which drives a result.**

Example:

If the professional sector recognises that a tutor has the ability to animate a course (i.e. an identified skill), this implicitly implies that the tutor is able to combine a number of skills and knowledge such as knowledge of the subject and having the ability to choose course materials and content according to both the target audience and target objectives. The tutor clearly also knows how to speak confidently within the classroom and facilitate a productive learning experience for the subjects.

The **synergy of these skills** allows the tutor to conduct a productive lesson. We can break this down into elementary know-how, but competency should not be dismissed as such. There exists a dynamic relationship between all of these elements. Competency is organised as a system: it must be thought of in terms of connections and not isolated components or "fragmented ingredients".

We can therefore conclude according to Guy Le Boterf's definition that:

We recognise that a person knows how to act competently if equipped with:

- A knowledge of how to combine and mobilise a number of pertinent resources,

- An ability to deliver results to professional standards within pre-determined timescales

2. Intercultural Competency in Learning

2.1 The notion of culture

As with the notion of competency, culture is also subjected to varying definitions. In 1952, Kroeber and Kluckholn listed 164 different definitions. As such there cannot be a consensus on the definition of culture.

In this section, we will base our definitions of culture on an article by Rakotomena Mialy Henriette[14]. She defines culture in broad terms as:

A system of meanings learnt and shared between members of a group

Meanings are made up of:

- **beliefs** (elements considered to be true)
- **values** (preferences concerning others or one's self or the universe),
- **standards** (set of rules created and shared by a group of people)
- **artefacts** (these refer to immediately observable realities such as: behaviour, dress, diet, status etc … that characterise a set of individuals. These reflect the main "explicit and tangible" part of culture. The essential idea is that culture is composed of an implicit dimension [more profound and therefore more difficult to observe] and an explicit dimension [immediately observable].)
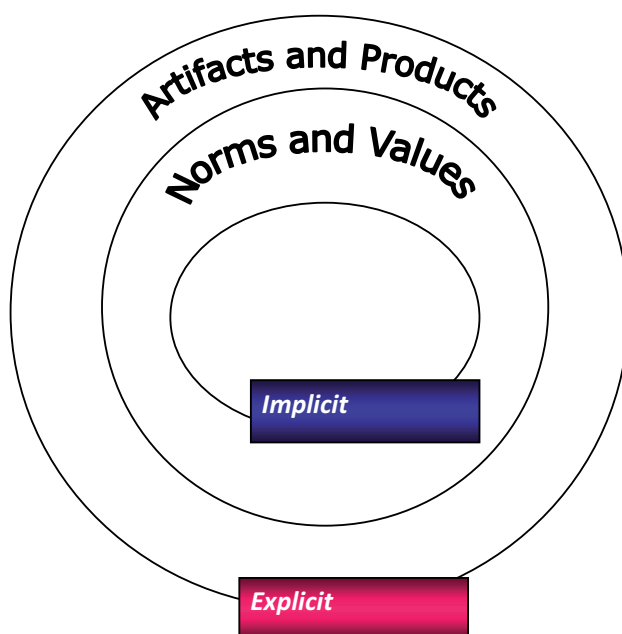
The strata of culture, Trompenaars and Hampden-Turner (1997)

[14] Rakotomena Mialy Henriette (October 2005), Individual resources for individual intercultural competency, International Review on Work and Society

2.2 Culture = System

Culture is the product of **constantly interacting** components that make up a coherent whole (Cuche 2004). It is the result of a process of construction.

This process of construction is influenced by numerous denominators such as family, language and communication, religion, government, politics, education, technology, society, climate, topography and economic systems (Baligh 1994). Reciprocal relationships of influence exist between environment and culture. Culture can therefore also influence the denominators mentioned above.

There are two important notions:

1. *The notion of group*

Culture is shared between the members of a **group**. This group can be a country (national culture), an organisation (organisational culture), a family (familiar culture), a religion (religious culture), a sport (a sports culture), a building trade, a generation, a region or a socio-professional category.

2. *The dynamic aspect*

Culture is not a fixed concept. It evolves and changes through interaction. This evolution is, however, slow and happens only through external influences such as the forces of nature (e.g. climate change) or mankind (e.g. colonisation, conquest, scientific discovery or commerce).

This transformation of *mental programming* occurs through the changing of its behaviour.

2.3 Cultural Characteristics

As described above, culture is a complex system and should not be reduced to a description of a few visible aspects. Hence, simply to list some characteristics of certain cultures lead to the omission of the implicit dimension, of the hidden facets of this notion. Any such attempt at listing would need to make use of the stereotypes and generalisations which circulate within one culture concerning another.

The notion of the 'intercultural' implies the idea of inter-relations, of relationships and exchanges between different cultures. In a world in which these different cultures interact daily, it seems necessary to distance oneself from a definition of culture as an objective and rigid set of data and move towards a dynamic understanding of culture which perpetually evolves. A theoretical and unalterable knowledge of the characteristics of a few major cultures will not give the student the necessary resources to develop competency in intercultural situations. In fact, it is not cultures which interact, but persons or groups belonging to different cultures. Priority does not reside in the cognitive process, but in the inter-personal relations, the capacity to observe, describe and to be conscious of that which constitutes culture, including one's own.

To this end, in the following section of this module, we have decided to describe some criteria which will be taken into consideration to create a list, based on the important underlying principles in the context of an intercultural situation, and not specific characteristics linked with certain cultures.

2.4 Relationships between different cultures

There is a relationship between cultures in an intercultural situation. An *intercultural situation* is a context in which individuals and groups of differing backgrounds meet and interact.

Hofstede's notion of "culture shock"

Culture shock is the result of a difference of values or opinions of the **implicit** section of a culture. The shock appears during the first impression of the culture and can be accentuated by appearances.

From this incident comes the feeling of insecurity, fear of the unknown and realisation of difference. Mutual comprehension will often be necessary in order to move on to a phase of adaption without which the relationship can end in failure or result in interpersonal judgments and hasty conclusions.

Hofstede classes *"culture shock"* in the second phase of the **process of cultural integration** which is a process of reciprocal adaptation between cultures (Hofstede 1994).

Acculturation Curve (Hofstede, 1994)
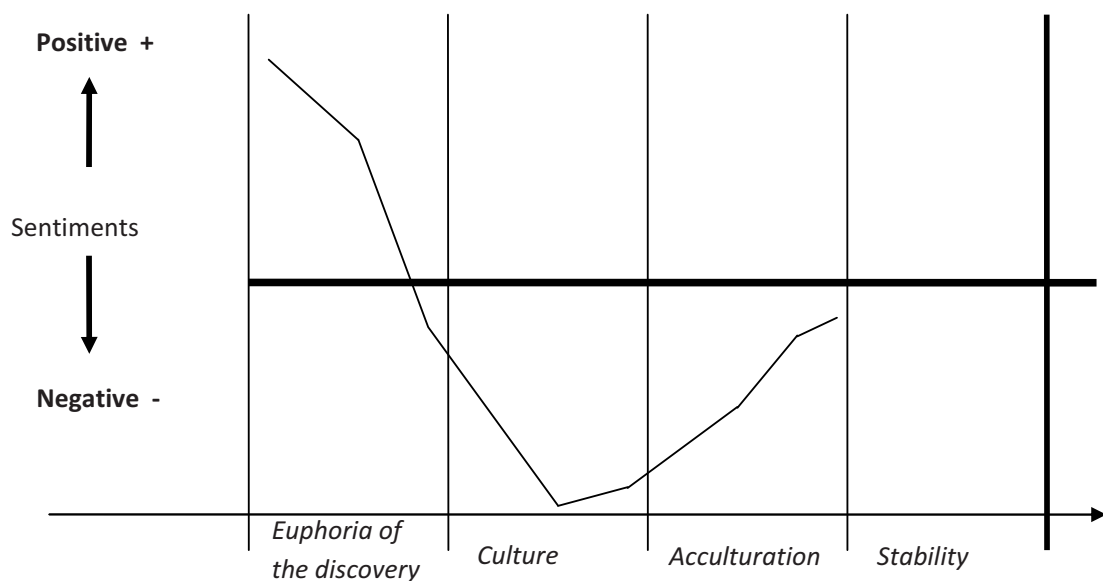
- The first phase is known as the **euphoria of discovery**, during which one only discovers the explicit section of the culture. This phase does not yet give rise to an interactive process of encounter and as a consequence does not cause any issues as such.

- Following the **culture shock** phase during which efforts are made by both cultures to understand each other comes the **adaptation phase** where all parties attempt to understand the communication codes of each other.

- Finally the stability phase comes during which all parties are able to strive and undertake joint activities regardless of differences.

The effort of understanding when faced with the perceived difference of another culture is an essential aspect of an intercultural situation. Understanding is a key as each party is generally convinced of having a good sense of judgment. As Lainé (2004, p. 55) puts it: indifference is a negative response to difference and culture is the milestone of our judgement.

The notion of intercultural

Several prefixes can be attached to the notion of culture such as multi- or trans-. The inter- or intra- prefixes suggest *a situation between two positions*, where on one side there is an idea of connection and reciprocity and on the other an idea of separation and disjunction (e.g. prohibition). These ideas can be associated with the term *intercultural*.

We can therefore define the term intercultural as a relational process stemming from the interaction between two cultural groups and resulting in complex relationships and reciprocity of exchange.

All forms of human relationship can be considered as intercultural as all humans stem from a culture.

There are many approaches we should consider in an intercultural situation:

- Firstly an **anthropological** approach that suggests that all humans are universal with common characteristics (e.g. biological needs).

- Secondly, a **psycho-cultural** approach that suggests that a human belonging to a particular group shares things in common with the other members of this group (e.g. religious faith).

- Finally, a **psychological** approach that suggests that all human beings have something unique (e.g. personality) (Lainé 2004).

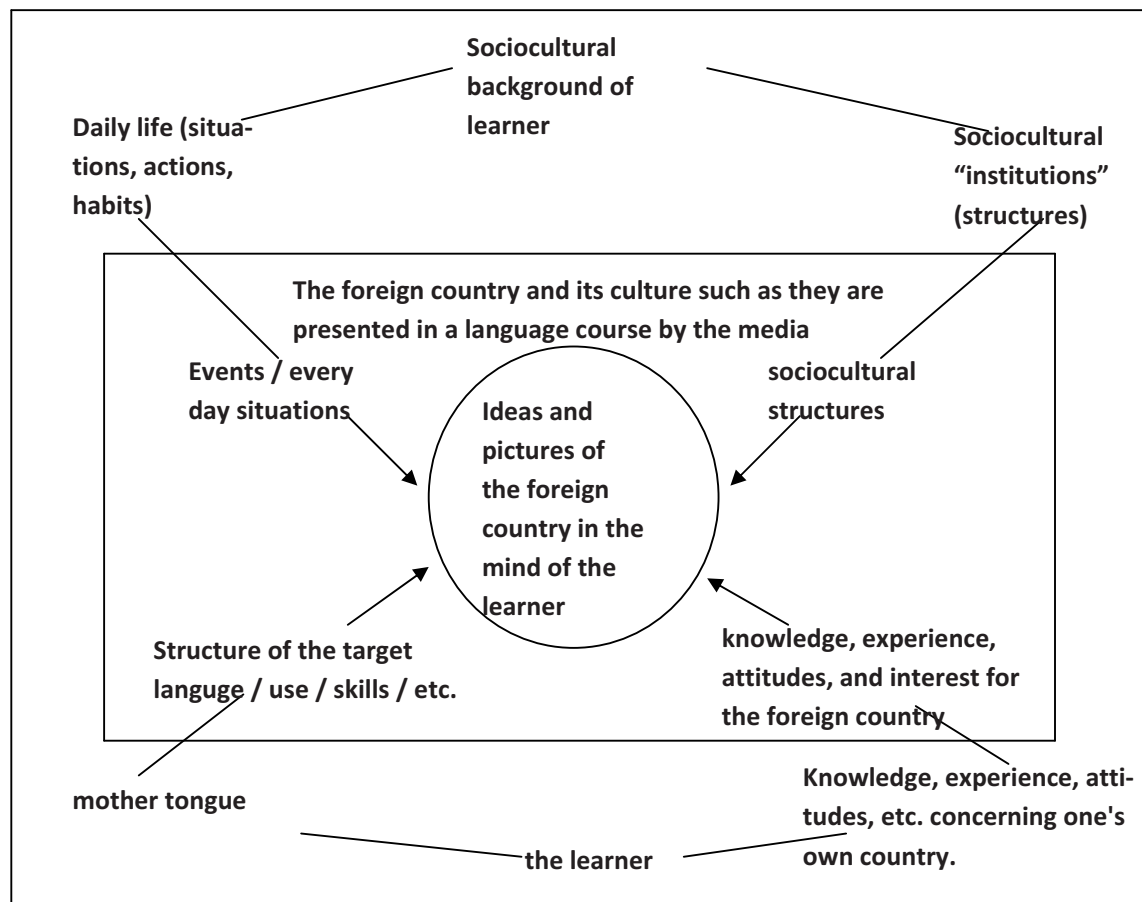## Intercultural conflict or the resistance to change

To interact in a significant way with one or several people from a culture different from our own is fascinating and enriching, difficult, frustrating and exhausting. Other than discoveries on the surface (architecture, music, traditions etc …) which can be enriching from the start, in a situation of intercultural communication, in the sense of a "negotiation of common ground" as defined by Stella Ting-Toomey (2007), deeper discoveries (underneath the iceberg) often generate a period of uncertainty, anguish, resistance and destabilisation before being seen as positive, interesting and integral to a new enriching dimension to one's life and identity.

Our values, beliefs and standards have generated in us behaviours that allow us to live our cultural identity. If, considering an alternative cultural scenario, we are made to believe that our own values and beliefs are inadequate if not unacceptable, then the new culture will be perceived as a menace to our very identity, that on which we base all reality.

Human beings resist any change that can generate such magnitude of uncertainty.

Figure 1[15]

Daily life (situa-tions, actions, habits)

Sociocultural background of learner

Sociocultural "institutions" (structures)

The foreign country and its culture such as they are presented in a language course by the media

Events / every day situations

Ideas and pictures of the foreign country in the mind of the learner

sociocultural structures

Structure of the target languge / use / skills / etc.

knowledge, experience, attitudes, and interest for the foreign country

mother tongue

the learner

Knowledge, experience, atti-tudes, etc. concerning one's own country.

There can therefore be no doubt that the socio-cultural background of the learner contributes a great deal to the regard he or she will have of the country in which they are learning the language. We can draw the following conclusion:

- That learner has already forged their own opinions of the country before beginning to learn the language. Once tutors have familiarised learners with the socio-cultural content of the language, they no longer have "blank pages" in front of them: they must take into account the knowledge of the learners;

- That learners will resort to categories and models of perception that they know in order to try and interpret the socio-cultural facts of the country of whose language they are trying to learn;

- That the learner's perceptions are not immutable and are therefore susceptible to change.

To open one's self to another does not require sacrificing one's own identity in order to absorb the other's. But once we are at the resistance stage, we do not know this yet … or have forgotten.

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[15]   Gerhard Neuner, « Sociocultural competency in the apprenticeship and teaching of languages », Article studying the role of sociocultural competency in the apprenticeship and teaching of living languages, 1998, page 45 à 108, Council of Europe Edition.

The following are examples of resistance to cultural change:

◙   Insisting that a person gives us eye contact when meeting when that person considers not giving eye contact a sign of respect.

◙   Insisting that a student decide for themselves on their future, when they come from a family where the future of the community is more important than that of the individual.

◙   Taking back one's daughter to have her married despite the fact that she is well integrated in her new country where she is studying and is happy.

If we are so ill at ease with change, it is because it provokes a sense of loss. We risk losing:

◙   the certainty that the way we chose to live is normal if not the best

◙   the certainty that our teaching technique is normal if not the best

◙   the certainty of being able to express one's self and be understood by the other

◙   the conviction that our medical practices are the best.

The section on "culture shock" below highlights that the loss of sense, orientation and of identity is part of the daily routine during a prolonged intercultural experience.

When we no longer see that things make sense and our identity is thrown into question, resistance to change becomes a natural survival strategy. If human beings are by nature conservative, however, they equally have the capacity to adapt and a well-managed transition process allows this resistance to be overcome, to be supportive of the sense of loss and disorientation and to reconstruct little by little a new direction and self-confidence.

Three stages of transition

William Bridges (2006) highlights the difference between change (external) and transition, an internal process that permits one to make sense of change. He proposes three stages of transition: mourning, emptiness and a new beginning – three stages recognised for millennia by traditional peoples who, for all the important changes in life, ritualised them as rites of passage.

Tannenbaum and Hanna (1985) suggest very similar stages when they speak of "clinging on – letting go – going forward". To understand that cultural transition is a staged process allows us to conceive resistance to change as part of a much greater phenomenon and also allows us to manage it, for ourselves and others, with more empathy.

◙   **Giving up / clinging on:** something disturbs that which gives sense to our lives, our identity is threatened and we resist. We try to cling to the world with which we were formerly familiar, but when that becomes impossible we give up. The world seems incomprehensible and we retreat from it.

◙   **Neutral zone / letting go:** we let go, stop clinging to previous structures and our former identity. We are between our former life and that to come, and we are in neither the one nor the other.

◙   **New beginnings / Going forward:** New structures and a new sense of self progressively being established. A new identity is constructed, which constitutes elements of one's previous identity.

To recognise losses linked to change is the best method for managing resistance to change, in one's self and in others. We can then support ourselves personally and mutually, in an appropriate manner, during the various phases of the transition process.

Appropriate / suitable support for the phases:

- **Giving up / clinging on.** One must differentiate between superficial changes and deep-rooted changes. It is the latter that threaten fundamental values. One must recognise loss and the fact that anxiety, suffering and resistance will be present. Say goodbye to your previous way of life, your previous hopes. Realise that this process will take some time.

- **Neutral zone / letting go.** Recognise that this period is a potential source of great learning and try not to go through this phase too quickly. Be aware of the parts of your support networks that have not changed and the experts who can help you. Dare yourself to enter the void in order to become conscious of the fuller picture and heighten your expectations. Be patient with yourself and others.

- **New beginnings / going forward.** Be open to the possibility of achieving objectives different from those you would have normally achieved. Take the initiative; try out new things; get involved and identify yourself in this new light. Remain flexible and good to yourself and others. Be aware of the continuities even at the heart of change.

It is therefore advisable to be attentive to connections/links, articulations, subtle transitions and projections that allow learners to build for themselves a largely unforeseeable story, and which make them into true learners.
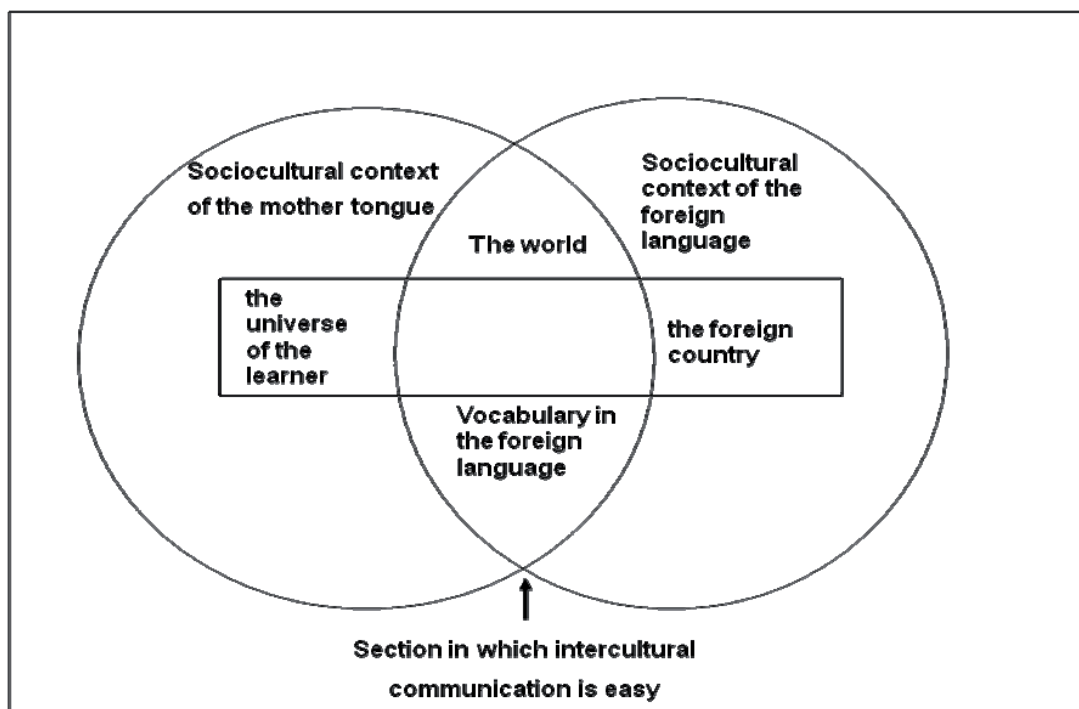

Figure 2[16]

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[16]   Gerhard Neuner, idem

Mutual understanding; tolerance and the spirit of cooperation; interest in other ways of life; acceptance of cultural differences and all those other "qualifications" necessary in order to surmount political, religious, ethnic, social and cultural barriers: all these are simply impossible to prescribe. Learning to live as much as a citizen as a member of a community is a never-ending process – a long quest for equilibrium between personal aspirations and collective responsibilities.

It is important to note that in a course setting, or any other exchange between individuals, conflicts can have multiple sources, even when these involve people from different cultures. The cultural dimension is not the only dimension concerned and it is often not the only source of a conflict. Therefore, it becomes important to adopt behaviour without judgement for the resolution of a conflict, no matter its source. It is our opinion that family factors should be treated in the same manner. These can be linked to an intercultural situation, but we propose to include them in a wider set of factors such as social factors.

2.5 Intercultural competence

The notion of intercultural competence appeared about ten years ago. As far as we know, few studies have taken place to shed more light on this concept. As a result of internationalisation and globalisation requiring more and more officials and managers of mobility and diversity, intercultural competency is one of the complementary abilities to be developed for expatriates, international managers or those responsible for managing multicultural staff (Earley 1987; Schneider and Barsoux 2003; Lainé 2004).

Gersten (1992), in adopting an evaluative approach to this competence, has shed light on its different dimensions. Three evaluative, complementary approaches have been analysed:

- By the capacity to adapt within a culture or country
- By personality traits
- By people's knowledge of the characteristics of a culture

Intercultural competence therefore results in interaction between:

- **A communicative dimension** (everything relating to verbal and non-verbal communication: the tongue, expressions and gestures, for example) and behaviour (everything relating to knowing how to be: respect, flexibility and listening, for example)
- **A cognitive dimension** (everything relating to having a notion about culture: for example, someone else's culture and one's own culture)
- **An emotional dimension** (everything to do with sensitivity and understanding in relation to the other culture) (Gersten 1992; Iles 1995)

Communicative competence constitutes the first objective in learning a foreign language. Those who limit themselves to only linguistic competence are, nevertheless, numerous. Linguistic ability is sometimes sufficient for giving simple information. It is not sufficient for communicating.

Communicating is not just about knowing how to use the lexical and grammatical structures of a language. In order to communicate, it is equally essential to understand attitudes, the system of values; behaviour, points of view; the whole cultural context of the person one is speaking to. One needs to be able to correctly decipher the other person's message and to know how to position oneself in relation to him/her when referring to one's own cultural context. To communicate, it is necessary to have mutual understanding and not just exchange and interact at a linguistic level. Success in intercultural communication does not only rest with the level of linguistic competence. Without intercultural competence, the simplest communication will turn out to be sometimes impossible.
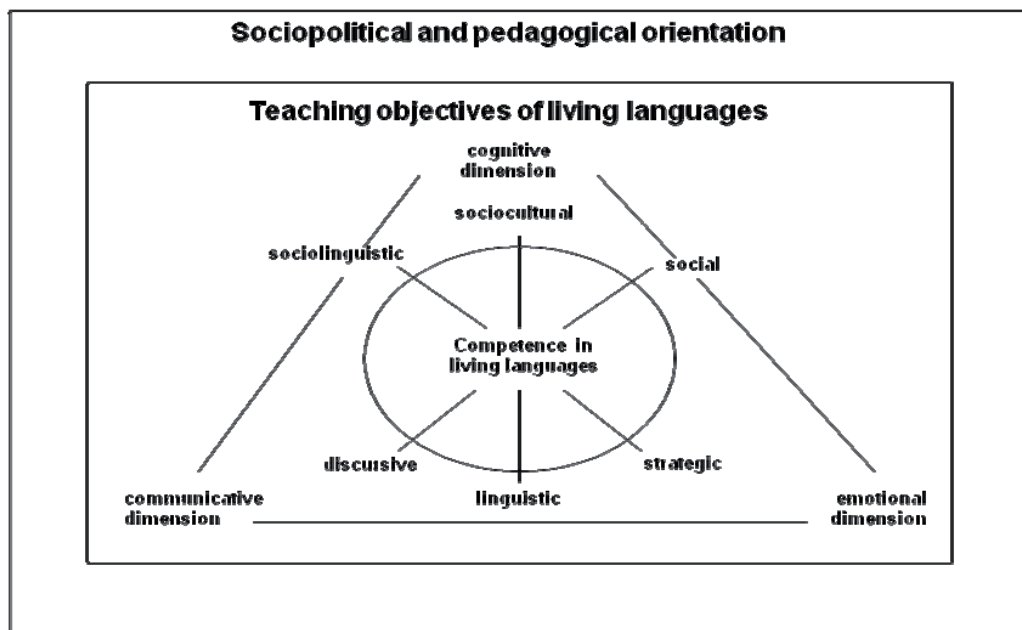
Figure[17]

To make the learner sensitive to difference and develop his/her capacity to communicate effectively with those who are different, the methods and aids used must go beyond a theoretical framework, for we know that theoretical learning does not guarantee know-how when faced with difference. It is necessary to add practical intervention through interaction with authentic representatives from other cultures and languages. The teaching/learning of intercultural competence must therefore be based on the common accomplishment of concrete tasks carried out in real situations during which the use of the language is real and justified.

In order to look deeper into the notion of intercultural competence we have made an inventory of a series of definitions from different authors:

▢   Ability to work effectively in another culture

▢   Ability to understand the context of contact between people and groups who come from different cultures and at the same time to know how to handle these situations

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[17]   Gerhard Neuer, idem, page 55

- Ability to distance oneself enough in relation to a culture clash in which one is implicated, in order to be able to locate and understand how the process plays out so that one can call up one's resources.
- Ability to adequately manage the intercultural aspects of one's work and preferably be able to also profit from working together with other people from different cultures
- Ability to cope in this new environment and solve problems that may arise from this
- Ability to not only understand the difference of another culture but to be able to continue to communicate effectively through these differences and fit in
- Analytical aptitudes and strategies which increase the range of interpretations and actions of the individual in his/her interaction with members of other cultures
- Critical awareness of the distinctive characteristics of another culture as opposed to one's own
- Attitudes that are treated with interest and open-mindedness as well as a disposition to seeing other cultures, including one's own, without judgement.

Knowledge acquired is of two types: on the one hand knowledge of social groups – their products and practices – in one's own country and in that of the interlocutor; on the other hand knowledge of general processes of individual interactions as well as interactions appertaining to a society. Therefore the necessary aptitudes comprise the capacity to interpret and make contact, to discover and interact, as well as having a critical awareness/political education.

Qualities which are most often attributed to the intercultural speaker are respect, empathy, adaptability, patience, interest, curiosity, openness, motivation, a sense of humour, tolerance of uncertainty, avoidance of judgment. Empathy, not to be confused with sympathy, is seen as an attitude that allows one to understand other people's emotions or state of mind.

On this basis, let us propose a primary definition:

> **Intercultural competence is an ensemble of abilities necessary for successful interaction with a person or a group of people from a different culture.**

In order to define the concept, some other authors have placed the emphasis on the result of intercultural communication (Gersten, 1992; Barmeyer, 2004; Bittner & Reisch, 1994). Intercultural competence is "empirical" know-how (knowledge gained and practices enriched thanks to lessons drawn from experience), thus a total mastery of different intercultural situations.

Flye Sainte Marie (1997) stressed the importance of behavioural aspects. Intercultural competence is linked to certain personality traits or qualities.

> **Intercultural competence is the capacity to understand; to analyse the differences of another culture; to adapt, evolve and reach one's goals within this different culture.**

3. Intercultural communication

3.1 The hidden side of intercultural communication

As Edmond Marc Lipiansky[18] tells us, in meeting a foreigner, once the language barrier has been surmounted, the obstacle of a "hidden dimension" still remains – that of the codes and rites of each person, representations and stereotypes, indeed, conflict between countries…

In communication between individuals belonging to separate nationalities, the difference is more evident and more sensitive – often signified by the use of different languages. In addition, communication has both objective and subjective aspects.

- In respect of the objective aspect, as well as language, the difference is anchored to the specific "habitus"[19] of the speaker, which results in a process of enculturation and socialisation: ways of life; system of values; customary ways of feeling, thinking and acting; rituals of interacting characteristic of the culture one belongs to. All these elements constitute one's "cultural identity" which in turn dictates conduct and, notably, ways of communicating

- In respect of the subjective aspect, one can find emotional and cognitive mechanisms brought about by contact with a person who is perceived as unfamiliar. This perception alone will provoke reactions which will influence the relationship with the other person

Cultural codes

We often have a tendency to reduce the difficulties in communication between people of different nationalities into a question of the mastery of each other's language. We might therefore believe that, from the moment we speak the other person's language fluently, there will be no more problems. Of course, this linguistic ability is necessary for intercultural communications, but it is not sufficient. It does play a central role, but in conjunction with other codes: rhythm and intonation; non-verbal codes; conversational and narrative techniques (how to lead a conversation; interact with the other speaker; give an account; argue…) and ritual codes (that are currently marked out by "knowing how to behave", "good manners"). All these codes vary from one culture to another and therefore pose problems in translation and interpretation, in the same way that there are problems with language. However, those aspects are less evident than the strictly linguistic dimension. They risk being unnoticed and being the source of misunderstandings or incomprehension more complex than the speakers are aware of.

The hidden dimension

Another "hidden dimension" is personal space when communicating. Edward T. Hall[20] showed that it varied according to culture. He noted, for example, that in Arab countries it is habitual for one to position oneself very close to the speaker and even to touch him/her, whereas such behaviour would put Americans or Europeans ill at ease.

Silence in communication is not the same between civilisations: in Asia silent moments within a discussion are very well tolerated (seen as a sign of reflection), whilst Europeans, for example, might find these silences unnerving.

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[18]   Article dans « La communication – Etat des savoirs», Editions Sciences Humaines, 1998

[19]   According to Pierre Bourdieu this includes behaviour and lifestyle acquired in one's original social milieu which inform ones daily practice.

[20]   La dimension cachée, Editions du Seuil, 1971

The rituals of interaction, often responding to similar principles, also vary from one country to another. In Germany, it is impolite to give a bouquet of flowers wrapped in cellophane whereas in France this is the preferred method. The French are quite happy to put up with several people speaking at the same time and occasionally interrupting each other in an animated discussion whereas this behaviour would be judged as rude in other countries. However, certain differences are more subtle: the observation of group discussions between Germans and French tend to show that the former centre more on the content of the exchange whilst the latter are also attentive to the relational dimension. Additionally, the latter found the Germans to be a little bit "coarse" and too direct in discussions/debates. However, the Germans for their part thought of the French as "seducers" and "manipulators".

Communication styles

We have seen the manner in which one expresses oneself with words – communicating with words varies strongly from one culture to another and indeed from one person to another within the same culture. Speaking the same tongue is not in fact synonymous with speaking the same language (based on the Palo Alto school, cf. Paul Watzlawick, 1972, 1980).

Each person has a preferred way of communicating. Cultural values and styles of communication, for example, offer us strategies for engaging in conversation with others, standards for interpreting and evaluating the manner in which we perceive communicative experiences and the way in which we evaluate them.

Styles of different communication have been developed over centuries and generations – closely connected to cultural values, norms and behaviour of the groups/people concerned. To know these styles is to be aware of one's own styles of communication. To know how to recognise the styles used by our interlocutors contributes greatly to a better intercultural understanding.

Knowing how to recognise the styles of communication and respecting them is a first step in the development of intercultural competence. To know how to modify one's listening in order to make sense of a message communicated in a style of communication other than ours is the next step. The final step – even more difficult, but proving intercultural competence – is to know how to adapt one's own style of communication to the context and, little by little, to learn to communicate using the styles of the other person.

No one style of communication is better than another, just as no one perception is more justified than another. All these styles allow all subject areas to be discussed. The difficulty appears in the meeting between people practising different styles who do not understand or respect each other's style.

🔲   Linear - circular

People who communicate in a linear way say very precisely and explicitly what they want the other person to understand. The circular way presents all the elements of contexts necessary for the person listening to be able to make links between these elements and understand what the speaker is saying, but the speaker does not say explicitly what they want the other person to understand.

🔲   Direct – indirect

With the direct style, the message is to be found in the words used and not in the context. A person using this style says exactly what he/she thinks. This style tends to prioritise the content of the exchange. The indirect style favours the use of proverbs, metaphors and silence. The message is to be found outside the words used: hence, in this style of communication, the context is also important for transmitting meaning. This style tends to prioritise the relationship, the harmony between those present.

- Expressing emotion – expressing little emotion

People who communicate by showing their emotions think that to respect the other person and create a real relationship, they show him/her what they are feeling. The other group of speakers prefer to keep their emotions to themselves and manage them from within. The fundamental idea is that, to respect the other person, to protect the harmony of the relationship and to avoid invading that person's space with one's own emotions, we do not show what we are feeling.

- Concrete - Abstract

The concrete style of communication prefers to use examples of stories, real cases and true situations in order to convey its message. The other style prefers to express itself by using theories, concepts and abstract thoughts.

In each seminar the participants explore the manner in which their styles of communication influence their perception of other styles. Then they develop strategies that may allow them to interact in a more enriched way with other styles.

Suggestions to develop competences in terms of styles of communication

Linear style ⇔ Circular	Circular style ⇔ Linear
Be patient, do not interrupt too quickly; stop waiting for an explicit conclusion.	Ask questions if the response appears to be too brief.
Listen in order to interpret and make connections between the elements of the context provided.	Listen in order to be able to synthesise and reformulate.
Do not forget the importance of the relational aspect.	Try to pre-select and prioritise what one is going to say and perhaps give a linear response to which one can add context.

Direct style ⇔ Indirect	Indirect style ⇔ Direct
Stop having confidence in words alone and read the meanings between the lines.	Remember that direct people appreciate direct communication – they tend not to think or take things on a personal level.
Learn to use metaphors and proverbs to convey a message.	Try to use as many facts as metaphors.
Reflect on the impact of words that are used: develop a diplomatic approach.	Try to say exactly what one is thinking.

Expressing emotions ⇔ expressing little emotions	expressing little emotions ⇔ Expressing emotions
Listen to the needs of the other	Listen to one's own emotions and attempt to express them.
Think about the impact which one's emotions can have on the other.	Open one's self with confidence in the other, while respecting one's own sensitivity.

Concrete ⇔ Abstract	Abstract ⇔ Concrete
Reformulate in order to develop concepts and theories.	Think about theory while daring to make links with examples or concrete experiments without being too personal.

A good interpreter is capable of not only translating words but equally the styles of communication. That explains why quite long phrases are at times better shorter when translated and vice-versa.

It is not necessary, however, to be a diplomatic interpreter to learn to respect and appreciate the variety of communication styles. We can begin by recognising our own styles and learning

to interact in a respectful and appropriate manner with other styles which we come across. These steps are important for the development of intercultural competences.

3.2 Non-verbal communication

Just like verbal communication, non-verbal communication in an intercultural situation requires care, knowledge and specific competences.

One could qualify verbal communication as digital and non-verbal communication as analogue. If verbal communication consists of numerous, well-understood dimensions (choice of words, styles of communication, pauses, intonation, context…), the constituent elements of non-verbal communication are even more numerous and often neither the person speaking nor the person listening is aware of them.

The list below demonstrates that non-verbal communication takes place simultaneously on very different levels and that it can be seen, understood and/or felt.

Given that the numerous aspects of non-verbal communication are outside the remit of linguistics and that, additionally, non-verbal communication can simultaneously be intentional and non-intentional, it can generate emotional senses and misunderstandings which neither the speaker nor the person listening comprehend.

The key dimensions of non-verbal communication are:

- Facial and body movements – use of the arms, hands, head, eyebrows, mouth – in a conscious or unconscious way
- Visual contact (looking)
- Tone of voice and volume
- Space – at what distance or how near do people stand when talking to each other? Are they face-to-face or at an angle/slantwise?
- Environment – style and decoration of rooms, furnishings and architecture
- Time and how it is conceived and used during conversations, meetings, etc.
- Silence

Different research Projects (Mendoza, 1995, Larroche, 1994) carried out by eminent specialists in intercultural communication show that 65% to 90% of the message of all communications is taken from non-verbal communication.

Even more impressively, most of the research demonstrates that the non-verbal message influences/affects the verbal message and that it can reinforce or contradict the latter. That signifies, for example, that if a person says, "Welcome. It gives me great pleasure to see you again", but his/her non-verbal message (tone of voice, eye contact, the way he/she holds his/her head; hand or arm gestures) indicates that we are not really welcome, the non-verbal dimension of the message has more credibility and we will trust that non-verbal message more than the words.

If diverse cultures and diverse peoples have different preferences in terms of communication styles (verbal), it is the same with non-verbal communication. We make use of non-verbal messages to communicate feelings, nurture relationships; express friendship, humour and irony; power relations, questions, trust; or to be alerted to danger.

It is in our earliest infancy that we begin to absorb the norms, fine distinctions and sense, often inarticulate, of the non-verbal language of our original culture. However, it can be very difficult to identify and decode non-verbal codes used by someone from another culture.

It is so easy to confuse them with our own codes or to read them using our own standards (often inappropriately).

Certain gestures, for example, are similar from one culture to another, but their significance and message can be totally different in each culture. On the other hand, similar values or messages can be expressed by different non-verbal expressions. In certain cultures, for example, to show respect, children are forbidden to look at adults when they are speaking to them.

Learning to read and understand non-verbal codes from another culture can be as difficult as learning another language and at least as important.

Even if there is not a simple answer, there is a golden rule: observe, try to understand and adapt one's non-verbal communication so that it contributes to mutual understanding in the process of intercultural communication.

Development of competency at a non-verbal level

The following practices help us to develop our competency in non-verbal communication:

- Become more conscious of the functions of our non-verbal codes and the norms and cultural values underpinning them.

- Observe, without judging, the non-verbal language of the people around us.

- Conscientiously adapt our non-verbal language (eye contact, personal space, tone of voice, touching) when the person we are interacting with operates in a very different way to us. Also try to be conscious of the effort required in doing this and the uncertainty that this will generate in us.

- Watch films with an eye on the non-verbal communications. They can be a rich source of learning without judging.

- Keep on trying to understand the 'why' and the 'what for' of non-verbal expressions, rather than judging them.

The non-verbal dimension of intercultural communication is fascinating and difficult. In effect, as with an iceberg, we can only see the visible part and we are often too little aware of the invisible dimension which gives meaning to the visible part. Our perceptions and interpretations of non-verbal communication are therefore often inexact – based on our own norms and values and not on those of the person with whom we are interacting.

4 The important principles of intercultural pedagogy

According to Gerhard Neuner (1998), the implications of a socio-cultural approach are evident. It is necessary, in effect:

- To develop exercises that allow flexibility and creativity, which focus on the active use of the foreign language and inspire the learners to experiment with the foreign language

- To develop tasks which focus both on reading comprehension and the interactive use of the language

- To present a socio-cultural theme from various angles in order for learners to be able to qualify their judgement and make up their own minds

- To encourage comparison between the two countries (the learner's country and that of the target language) in order to favour reflection and discussion in the way in which the learner perceives the foreign country and his/her own.

Once learners have dealt with the elements and structures of the country whose language they are learning, they try to "make sense" of the information they receive (comprising linguistic data) by first likening it to what they already know; that is to say, by drawing on the bank of knowledge and experience they have of the culture of their country. As the two countries are different, the learners' "attempt to understand" has a strong risk of ending in failure if help is not at hand.

The first two fundamental principles of intercultural pedagogy are therefore:

- Interaction with real characters
- Task based learning

The learner must, more than ever, be involved in the process of learning. He/she must be aware of the targets and be capable of dealing with a new intercultural situation. The other two fundamental principles of intercultural pedagogy are:

- Student centred learning – his/her autonomy in the learning process
- The consequent new role of the trainer

5. Conclusion

Many language trainers are afraid of teaching intercultural competency for they do not feel sufficiently competent themselves. Others think that, in order to learn intercultural competency, it is necessary for the learners to have already acquired quite a high language level. In both cases nothing could be more incorrect.

Education in intercultural competency does not mean endowing the learner with a multitude of facts about the culture of a foreign country. Louise Damen (1987) refers to Hall when she states that cultural awareness consists of discovering and understanding that behaviour and beliefs are culturally conditioned – ours as well as those of others. Therefore, the process not only involves observing the similarities and differences between cultures but also recognising the distinctive features of the maternal culture, or, to use Hall's (1959) expression again, the distinctive features of our own "hidden culture".

Intercultural competency consists of a certain amount of "knowledge", but it is above all the know-how and knowing how to be that decide **the capacity to establish a relationship** with others; to communicate and interact with them. The learner does not need a very high level of language to learn the most basic know-how and knowing how to be. **One does not learn intercultural competency, one lives it in interaction with representatives of other languages and cultures.** The tutor is, therefore, not obliged to have all sorts of knowledge and know-how in respect of the culture of the country whose language they are teaching.

It is necessary, above all, to possess an intercultural awareness that will allow tutors to encourage learners to realise there is diversity; open their minds to it; teach them how to relativise their points of view; and present a fact in its cultural context by always referring to their own culture.

Intercultural competency is a lifelong learning process and no teacher ever ceases to be himself/herself a learner. On the other hand, any learner can become, at each stage of learning, a teacher to others.

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Module 3 Characteristics of migrants' learning

1. Introduction

In this module three characteristics are brought together: motivation; cultural and social aspects in learning for migrants; and best practice examples. Most of the material is drawn from research conducted for the project, including interviews with migrant learners.

This module refers principally to the social and institutional factors that support or hinder access to learning for migrants and successful completion of courses. It begins with a short section on theories of motivation for learning, which is followed by a summary of the motivations reported by our interviewees and in other research. It does not include ways of raising motivation in learners who attend classes only because they are obliged to. It continues with a survey of barriers to accessing learning. Next is a section on social and cultural factors that can inhibit learning in a more general sense than only in the classroom. The final section consists of recommendations to improve practice in various aspects of migrants' learning and is based on good practice reported by interviewees as well as on negative experiences. It is divided into recommendations for general policy, for learning providers, for curriculum development, course content and the quality of teaching.

2. Motivation for learning

Much of the research on adult participation in learning has focused on motivation (Edwards *et al* 1993). One of the first analyses was by Houle [1961], who postulated three types of adult learner: goal-oriented (in order to reach a planned objective), learning-oriented (to gain knowledge for its own sake) and activity-oriented (participation for reasons not connected with the purpose or content of the course). Subsequent analyses perceived three dimensions: extrinsic (such as gaining a job or a promotion), intrinsic (self-improvement) and social-affiliative (non-educational reasons such as social contact). In practice motives may be mixed and the initial motivation may give way to another, as when vocational learners become interested in learning for its own sake or leisure learners see vocational opportunities in learning (Clayton 2000).

Related theories of participation include that of the hierarchy of needs (once basic primary needs are met, higher level needs are activated); the congruence model, concerning the relationship between the learner's self-concept and the nature of the learning opportunity; force-field theory, concerning the relationship between expectations of success in learning and the value (positive or negative) a learner assigns to the activity of learning; life transitions theory, according to which participation in learning often follows life change such as divorce; and reference group theory, in which participants usually belong to a social and cultural group that takes a positive view of education, or join a course in order to gain the advantages of such a group. There are also theorists who stress the wider social context, such as income and status. Finally, there are several models that integrate some of the above theories, such as Cross's [1981] "Chain of response" model. In this, the more positive learner are about their self-evaluation, attitude to education, motivation to learn, life transitions, opportunities and barriers and information on learning opportunities, the more likely they are to participate.

None of the above theories refer specifically to language learning or migrant learners and the research conducted for the project illuminated many concrete aspects of their motivation, that may be seen in the light of these theories. The most important reason for attending courses was found to be instrumental (that is, goal-oriented, extrinsic): to get a job or to gain permission to stay by proving knowledge of the language. The final exam is very important for some participants as it may lead to a job, a settlement permit, citizenship or other practical benefits. Gaining knowledge and know-how is another motive that is learning-oriented and intrinsic. The wish to help children with their homework and to communicate with their schools is more

complex. It may be classified as partly activity-oriented but for language courses the motivation is also goal-oriented.

Interviewees described two other aspects: to discover more about the life and culture of their new country (learning-oriented but also instrumental); and to have contact with people (activity-oriented, social-affiliative). Courses were perceived by learners as one of the very few possibilities to meet other people, as most of them go back home after the course and have no further contact with other people or with the language they aim to learn. For some, of course, motivations were mixed. It is important to note, however, that in some situations attendance was forced, not voluntary, and motivation in terms of the theories described above is not a factor in participation. Nevertheless, those forced to attend might go on to voluntary participation later, or not, depending on a wide range of factors, from educational experience to life events.

3. Barriers to migrants' learning

Some learners interviewed had found out about courses through work or contact with relevant organisations and where necessary had been able to get funding and other forms of support; but however high the motivation to learn, there are practical difficulties for many migrants. These include difficulty of access and of retention and a poor or inadequate experience in the environment provided by the learning provider. It is difficult to know how many migrants succeed in accessing lifelong learning, but our interviewees said that they knew migrants who did not attend classes. Some of the non-participants were reported to have difficulties with basic skills and suffered low self-esteem. Teachers have reported that students have dropped out before completing their courses. It should be pointed out that many of these barriers also apply to marginalised groups from the host country.

According to the research conducted in all partner countries, the main reasons for not attending courses, dropping out or failing to complete a final exam can be grouped into structural, institutional, situational and personal. These are in practice often interlinked and overlapping. Clearly, barriers to access also apply to people who are not migrants, but are exacerbated in the case of people whose grasp of the national language is poor.

The most obvious structural barrier lies in the policy area. A lack of or a shortage of free or heavily-subsided courses excludes many migrants as does limited eligibility to attend courses. Courses supported often consist only of language learning with too few opportunities for other forms of vocational learning.

On the institutional level, learning providers were criticised for a number of reasons. Some interviewees reported that they had found it difficult to find out what courses were on offer; others had felt discouraged over long waiting lists. Course choice was another issue. The bulk of lifelong learning open to migrants appears to consist of courses in the national language, sometimes supplemented by orientation sessions. Available courses may be at the wrong level or of less interest than, for example, vocational training. Many migrants are interested in ICT, but do not have the required language skills. It is particularly de-motivating for people with higher-level qualifications from their country who are unable to access learning at an appropriate level for their existing skills and knowledge. Some classes were too large (such as 25-30), which made it difficult for learners to participate on an equal basis or to feel equally valued. Classes with too wide a range of learners were also unpopular, especially when the teacher concentrated on those who, for example, had greater fluency in the language being taught.

For those who had found the course they desired and a supportive learning provider, there were still situational issues. These included associated costs such as travel to the centre, which could be prohibitively expensive for those who live far away or in country districts, and childcare costs or finding appropriate childcare. Juggling work and education was difficult for

those with paid work, especially where this involved long, anti-social or unpredictable working hours.

Personal factors included low confidence and self-esteem because of low basic skills or experience of marginalisation and exclusion; illness, including depression or the effects of trauma; and unhappiness at being separated from their families, especially in the case of young refugees.

4. Socio-cultural factors inhibiting learning

This section addresses not only the cultural background of the migrant learners but the culture of the country in which they now live, and above all the practical difficulties arising from negotiating a different culture and society (see Module 2 for theoretical discussion of culture and intercultural communication), ranging from finding the best way to travel around to dealing with bureaucracy.

Students reported difficulties in understanding the unwritten social and cultural rules of the new country, including the educational culture which may differ greatly from that in their country of origin (for example, in the type of communication between teacher and learner and the degree of active participation expected in class).

They often found it difficult to find opportunities to practise their skills outside the classroom or with native speakers outside the educational provider. This could lead to feelings of isolation and exclusion as well as difficulties in consolidating their learning in real situations – including the ability to understand a wide range of accents. Often the teachers and other staff were their only contacts and provided information and psychological support as well as knowledge and skills. It could also feel strange, at least at first, to learn in a class alongside people from a range of cultures, countries and language groups. This discomfort was exacerbated when conflicts between students were not managed swiftly and effectively.

Some learners felt bitter that their existing competences were rarely recognised and a few were uncomfortable at anti-migrant rhetoric and discrimination, which made them doubt that learning would bring them much benefit. This latter view, however, was held by a tiny minority.

5. Participants' recommendations for improvement

The learners and teachers interviewed had many suggestions for improvement in provision and the content and quality of courses. These were based partly on negative experiences and partly on good practice that they had experienced and appreciated. The majority of learners appreciated their tutors and the opportunity to learn, but there is clearly room for improvement, both in the training of tutors and in institutional arrangements.

5.1   Policy recommendations: general

- It is not always clear what entitlements migrants have to education. These should be expressed clearly in official documents and translated into the most common foreign languages used by migrants.

- Transparent and adequate funding needs to be provided for migrants who need to learn the language of the host country.

- Where demand clearly exceeds supply, efforts should be made to increase provision of courses.

- The need for childcare is an important factor in the exclusion of women in particular. It is recommended that vouchers for childcare services or an on-site crèche be provided for people caring for children below school age and who wish or need to attend courses.

5.2 Policy recommendations for learning providers

- Pre-course assessments should be rigorous so that learners are placed on courses that are suitable to their existing level and needs.

- A greater range of courses and more contact hours would be appreciated by some learners, with clear and easily-negotiated progression paths to more advanced courses.

- Greater provision of courses that integrate vocational and language learning would be beneficial to migrant learners.

- Courses should be available not only for advanced learners but also for highly educated migrants who may be capable of learning faster than average.

- Vocational and educational guidance and counselling services should work more closely with educational providers the better to advise guidance-seekers on the most appropriate course for their needs, to inform them on funding for vocational training and assist with other practical issues.

- Vocational guidance services, educational providers, other support services for migrants and organisations of migrants should create strong networks in order to exchange and disseminate information, provide coordinated services and implement policy made centrally.

- Vocational guidance services, employment agency personnel and non-teaching staff should have access to training in multicultural awareness and the diverse backgrounds of migrants.

- Some learners recommended that trained teachers from migrant backgrounds should be recruited, partly as these would provide professional role models.

- Large classes were particularly disliked, as were having a succession of teachers on the same course, learners in the same class but at very different levels (especially when some students are not literate in their own language), lack of designated classroom or inappropriate venues and shortage or poor quality of study materials. It was therefore recommended that these situations be avoided.

- Educational providers should have libraries and other resources for self-study.

- There should be a range of relevant, interesting and attractive course materials rather than reliance on a single textbook.

5.3 Recommendations for tutors and curriculum and programme designers

5.3.1 Curriculum development

- Courses should be designed to be flexible, to take into account needs not necessarily foreseen in the original curriculum design.

- Curricula should be reviewed regularly in order to ensure that they respond to changing needs and changing migrant populations.

5.3.2 Course content

- Try to find out what learners want and need

- Include learning on how to get a job and language helpful for employment as well as social and conversational skills

- Courses should strike a balance between the four skills of language acquisition rather than prioritising either the spoken or written.

- Organise opportunities to meet native speakers in informal settings and visits to local employers so that learners can observe working life

- Include material in language courses that helps learners to understand the culture of the new country and practical information on dealing with everyday life as well as the language

5.3.3 Quality of teaching

- Learners appreciated tutors who were properly prepared, patient and paid attention to all learners

- They also liked tutors who showed an awareness of the migrant experience even if they did not share it, respected cultural differences

- It was important that tutors managed conflict effectively

- In vocational courses, learners needed tutors who were sympathetic and supportive of their language needs

6. Conclusion

Motivation for learning is mixed but for migrants who need or wish to integrate into the new country instrumental motivation predominates and can be very high. There are potential barriers, however, for the most motivated learner, which are classified as structural, institutional, situational, personal or a mixture of these. Such barriers are particularly high for people new to the country. Other inhibiting factors apply only to these, and include difficulties in learning to negotiate the new culture and society and to make contacts with native residents. The recommendations are detailed but not necessarily complete and students of this course will be able to generate further ideas from their own experience and reflections.

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Module 4 Multicultural teaching approach and strategy

The framework of **multicultural teaching competences** is based on the basis on the three dimensions of cross- cultural counselling competences: beliefs and attitudes, knowledge and skills.

The first dimension concerns the teacher's attitudes and beliefs about racial and ethnic minorities, the need to check biases and stereotypes and develop a positive orientation towards multiculturalism. It is important for the teacher to be aware of his or her own culture and of the learners' culture. The teacher should be able to put him/herself in the situation of the learner as a person from another culture. Self-awareness is an essential skill. As you understand your own culture and the biases you may have about other cultures, you will be able to maintain positive relationships with others. This includes an investigation of your own values, practices and beliefs surrounded by culture. The second dimension deals with knowledge. The culturally skilled teacher has a good knowledge and understanding of his/ her own worldview and knows about socio-political and cultural influences. The third dimension includes techniques and strategies necessary in work with learners with migration backgrounds (Sue et al. (1992; 1996)). Using a variety of instructional strategies provides students with the opportunity to gain confidence in learning styles with which they are comfortable and to build competence in learning styles with which they previously may have struggled.

1. Principles of learner-centred learning

The principles of learner-centred learning emphasise the active and reflective nature of learning and learners and focus on psychological factors, which are internal to and under control of learner, which should be understood as a set of principles and not in isolation from others.

Fourteen principles deal holistically with learners in real learning situations. The principles are divided into cognitive and metacognitive, motivational and affective, developmental and social, and also individual difference factors (Learner-Centered Principles Work Group of the American Psychological Association's Board of Educational Affairs (BEA), November 1997)

Cognitive and metacognitive factors

1.1. Nature of the learning process

The learning process is most effective if it is an intentional process of constructing meaning from collected information and experiences, the learners are active, goal-directed, self-regulating and able to assume personal responsibility for contribution to their own learning process.

1.2. Goals of the learning process

The learner is successful if constantly, with the support of the teacher, s/he can create meaningful and coherent representations of knowledge. This requires learners to be goal-directed, that is, to generate and pursue personally relevant goals. In the beginning learners' short-term goals and learning can be fragmentary and sketchy, but over time learners' understanding can be refined by filling gaps, resolving inconsistencies and improving their understanding of the subject matter so that they can reach longer-term goals. The task of teachers/trainers can be of assistance to learners in creating meaningful learning goals that are consistent with personal and educational aspirations and interests.

1. 3. Construction of knowledge –
being able to link knowledge with new information

The success of learning can be also dependent on linking new knowledge, information with existing knowledge and experiences in meaningful ways. The links can be built or developed in various ways depending on the subject areas, talents and interests of learners. However, unless new knowledge becomes integrated with the learner's prior knowledge and understanding, this new knowledge remains isolated, cannot be used most effectively in new tasks and does not transfer readily to new situations. Teachers and trainers can help learners to acquire and integrate knowledge through a number of strategies, such as concept mapping, thematic organisation or categorising.

1.4. Strategic thinking – being able to use a variety of strategies in order to learn or solve a problem

Successful learners are able to use strategic thinking in their learning process and problem-solving, to use a variety of strategies and apply their knowledge in new situations in order to reach learning and performance goals. They are able to reflect on the methods they use. The task of trainers and educators is assist learners in developing, applying and assessing their strategic learning skills.

1.5. Thinking about thinking –
being able to reflect how we think and learn

Successful learners can reflect on how they think and learn, set reasonable learning or performance goals, select potentially appropriate learning strategies or methods and monitor their progress toward these goals. Additionally, successful learners know what to do if a problem occurs or if they are not making sufficient or timely progress toward a goal. They can generate alternative methods to reach their goal (or reassess the appropriateness and utility of the goal). Instructional methods that focus on helping learners develop these higher-order (meta-cognitive) strategies can enhance student learning and personal responsibility for learning.

1.6. Context of learning

The process of learning is affected by environmental factors, such as culture (teachers, colleagues), technology etc. Teachers, learners and the learning environment play a role in the process of learning. The learning takes place not in emptiness but in concrete places with concrete people. Cultural or group influences on students can have an impact on many educationally relevant variables, such as motivation, orientation toward learning and ways of thinking. Technologies and instructional practices must be appropriate for learners' level of prior knowledge, cognitive abilities and their learning and thinking strategies. The classroom environment, and particularly the degree to which it is nurturing or not, can also have significant impacts on student learning.

Motivational and affective factors

1.7. Motivational and emotional influences on learning

Motivation is influenced by the emotions of learners, their beliefs, attitudes, interests and goals.

All those thoughts, goals, beliefs and expectations can influence positively or negatively the process of learning and the motivation of learners. Motivational and emotional factors also influence both the quality of thinking and information processing as well as an individual's motivation to learn. Positive emotions, such as curiosity, for example, in a foreign language,

another culture or habits, generally enhance motivation and facilitate learning and performance. Mild anxiety can also enhance learning and performance by focusing the learner's attention on a particular task. However, intense negative emotions (such as anxiety, panic, rage, insecurity) and related thoughts (such as worrying about competence, ruminating about failure, fearing of being not accepted by the host society, ridicule, or stigmatising labels) generally detract from motivation, interfere with learning and contribute to low performance.

1.8. Intrinsic motivation to learn

Natural curiosity and the learner's creativity contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests and providing for personal choice and control. Intrinsic motivation is facilitated by tasks that learners perceive as interesting and personally relevant and meaningful, appropriate in complexity and difficulty to the learners' abilities and in which they believe they can succeed. Intrinsic motivation is also facilitated by tasks that are comparable to real-world situations and meet needs for choice and control. Educators can encourage and support learners' natural curiosity and motivation to learn by attending to individual differences in learners' perceptions of optimal novelty and difficulty, relevance and personal choice and control.

1.9. Effects of motivation and effort

As mentioned in previous points, acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlikely without coercion. The acquisition of complex knowledge and skills demands the investment of considerable learner energy and strategic effort, along with persistence over time. Educators need to be concerned with facilitating motivation by using strategies that enhance learner effort and commitment to learning and to achieving high standards of comprehension and understanding. Effective strategies include purposeful learning activities, guided by practices that enhance positive emotions and intrinsic motivation to learn, and methods that increase learners' perceptions that a task is interesting and personally relevant.

Developmental and social factors

1.10. Developmental influences on learning

Individuals learn best when material is appropriate to their developmental level and is presented in an enjoyable and interesting way. Because individual development varies across intellectual, social, emotional and physical domains, achievement in different instructional domains may also vary. Overemphasis on one type of developmental readiness – such as reading readiness, for example – may preclude learners from demonstrating that they are more capable in other areas of performance. The cognitive, emotional and social development of individual learners and how they interpret life experiences are affected by prior schooling, home, culture and community factors. Early and continuing parental involvement in schooling and the quality of language interactions and two-way communications between adults and children can influence these developmental areas. Awareness and understanding of developmental differences among children with and without emotional, physical, or intellectual disabilities can facilitate the creation of optimal learning contexts.

1.11. Social influences on learning

The process of learning can be enhanced when the learner has an opportunity to interact and to collaborate with others on instructional tasks. Learning settings that allow for social interactions and that respect diversity encourage flexible thinking and social competence. In interactive and collaborative instructional contexts, individuals have an opportunity for perspective taking and reflective thinking that may lead to higher levels of cognitive, social and moral development, as well as self-esteem. Quality personal relationships that provide stability, trust

and caring can increase learners' sense of belonging, self-respect and self-acceptance and provide a positive climate for learning.

Family influences, positive interpersonal support and instruction in self-motivation strategies can offset factors that interfere with optimal learning such as negative beliefs about competence in a particular subject, high levels of test anxiety, negative sex role expectations and undue pressure to perform well. Positive learning climates can also help to establish the context for healthier levels of thinking, feeling and behaving. Such contexts help learners feel safe to share ideas, actively participate in the learning process and create a learning community.

Individual differences factors

1.12. Individual differences in learning

The learners develop their own capabilities and talent in individual ways. In the learning process learners acquire their own preferences for how they like to learn. However, these preferences are not always useful in helping learners reach their learning goals. Teachers/ trainers need to help students examine their learning preferences and expand or modify them, if necessary. The interaction between learner differences and curricular and environmental conditions is another key factor affecting learning outcomes. Teachers / trainers need to be sensitive to individual differences in general. They also need to attend to learner perceptions of the degree to which these differences are accepted and adapted to by varying instructional methods and materials.

1.13. Learning and diversity

The same basic principles of learning, motivation and effective instruction apply to all learners, but language, ethnicity, race, beliefs and socioeconomic status all can influence learning. Careful attention to these factors in the learning process enhances the possibilities for designing and implementing appropriate learning environments. When learners perceive that their individual differences in abilities, backgrounds, cultures and experiences are valued, respected and accommodated in learning tasks and contexts, levels of motivation and achievement are enhanced. The task of teachers / trainers is take into account these factors in the learning setting and also respect and value them.

1.14. Standards and assessment

Assessment provides important information to both the learner and teacher at all stages of the learning process. Effective learning takes place when learners feel challenged to work towards appropriately high goals; therefore, appraisal of the learner's cognitive strengths and weaknesses, as well as current knowledge and skills, is important for the selection of instructional materials of an optimal degree of difficulty. Ongoing assessment of the learner's understanding of the curricular material can provide valuable feedback to both learners and teachers about progress toward the learning goals. Standardised assessment of learner progress and outcomes assessment provides one type of information about achievement levels both within and across individuals that can inform various types of programmatic decisions. Performance assessments can provide other sources of information about the attainment of learning outcomes. Self-assessments of learning progress can also improve students self appraisal skills and enhance motivation and self-directed learning.

2. Principles of content-oriented learning

- Engage the learner in both linguistic and non-linguistic learning objectives by providing a purposeful and communicative context for language learning
- Develop plans for the integration of language and content instruction: the distinctive characteristics and needs of students must be considered
- To be effective in their roles, teachers will need the knowledge, skills and concepts required for content delivery in the target language
- Create a learning environment that is inclusive of all backgrounds and cultures: a language cannot be taught without coming to grips with its cultural content

2.1. Overview

Content-based instruction (CBI) is a method of teaching foreign languages that integrates language instruction with instruction in the content areas. In recent years content-based instruction has become increasingly popular as a means of developing linguistic ability. It has strong connections to project work, task-based learning and a holistic approach to language instruction and has become particularly popular within the adult education sector.

The focus of a CBI lesson is on the topic or subject matter. During the lesson students focus on learning about some particular topic. This could be anything that interests them, from a serious science subject to their favourite film star or even a topical news story. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

2.2. Communicative context

In this approach, the foreign language is used as the medium for teaching subject content, such as mathematics or social studies, from the regular classroom curriculum. The method is receiving increasing attention because it allows training institutions to combine the goals of the second language curriculum and the regular curriculum, making language learning the vehicle for strengthening general skills and knowledge. "Language is not just a medium of communication but a medium of learning across the curriculum. The goal of integration is both language learning and content learning. Content-based classrooms are not merely places where a student learns a second language; they are places where a student gains an education" (Mohan, 1986). Not only does the content-based language class complement the regular classroom curriculum, it becomes an integral part of the entire college programme.

The success of language immersion programs (where subjects are taught entirely in the foreign language) has stimulated interest in using content-based learning. Incorporating subject content in early language programs puts language into a larger, more meaningful context and provides situations that require real language use. Content-based instruction is part of an integrated approach that brings these domains together.

The benefits of studying language through subject content are evident in students' language and content acquisition:

- In content-based instruction, students become proficient in the language because the focus is on the exchange of important messages and language use is purposeful. The language that students use comes from natural situations.

- It can make learning a language more interesting and motivating. Students can use the language to fulfil a real purpose, which can make students both more independent and confident.

- Students can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs.

- CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarising and extracting key information from texts.

However there are some potential problems:

- Because CBI is not explicitly focused on language learning, some students may feel confused or may even feel that they are not improving their language skills. Deal with this by including some form of language-focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points.

- Particularly in monolingual classes, the overuse of the students' native language during parts of the lesson can be a problem. Because the lesson is not explicitly focused on language practice students find it much easier and quicker to use their mother tongue. Try sharing your rationale with students and explain the benefits of using the target language rather than their mother tongue.

2.3. Curriculum Planning Framework

Pesola (in progress) has developed a curriculum planning framework for the integration of language and content based on the thematic unit. In her model, the dynamic relationships among language, academic content and culture interact so that all three elements form the core of the language lessons. She describes a comprehensive framework to follow in the planning process, including (1) a thematic centre; (2) outcomes for language in use, content and culture; and (3) activities, assessment strategies, materials and classroom setting. Making choices in all three areas of language, content and culture, and maintaining a balance among them, is the fundamental basis of this model. Part of Pesola's framework is the Unit Plan Inventory, which is outlined below. It shows the many aspects of planning that must take place for successful language and content integration in a unit on architecture.

When planning for the integration of language and content instruction, the distinctive characteristics and needs of students must be considered. Who are the students? What is the range of their development? What are they interested in? Second language acquisition research informs us about the value of teaching strategies such as providing comprehensible input, planning many listening activities and giving the students numerous opportunities to use their language and to negotiate meaning.

2.4. Content-Based, Thematic Teaching

In thematic teaching, the curriculum is organised around a thematic centre that can originate in the classroom, the environment or the target culture. Activities that teach language concepts along with the content are interrelated and are planned to fit within the framework of a lesson or thematic unit. Such an integrated, holistic approach is based on the premise that when students are engaged in meaningful activities they acquire language, including writing, as naturally as they learned to walk and talk.

Webs or semantic maps are an ideal way to brainstorm activities based on these themes. A web graphically shows how the activities and the target language are interrelated. Caine and Caine (1991) indicate that facts and skills presented in isolation need more practice and rehearsal to be stored in the brain than does information presented in a meaningful context. The web maps out the context in which second language learning is combined with subject content and cultural learning in an integrated language process. Webs can be organised in different ways (e.g., free form, by content discipline, by multiple intelligences). The following web and chart are examples of thematic or content-based planning.
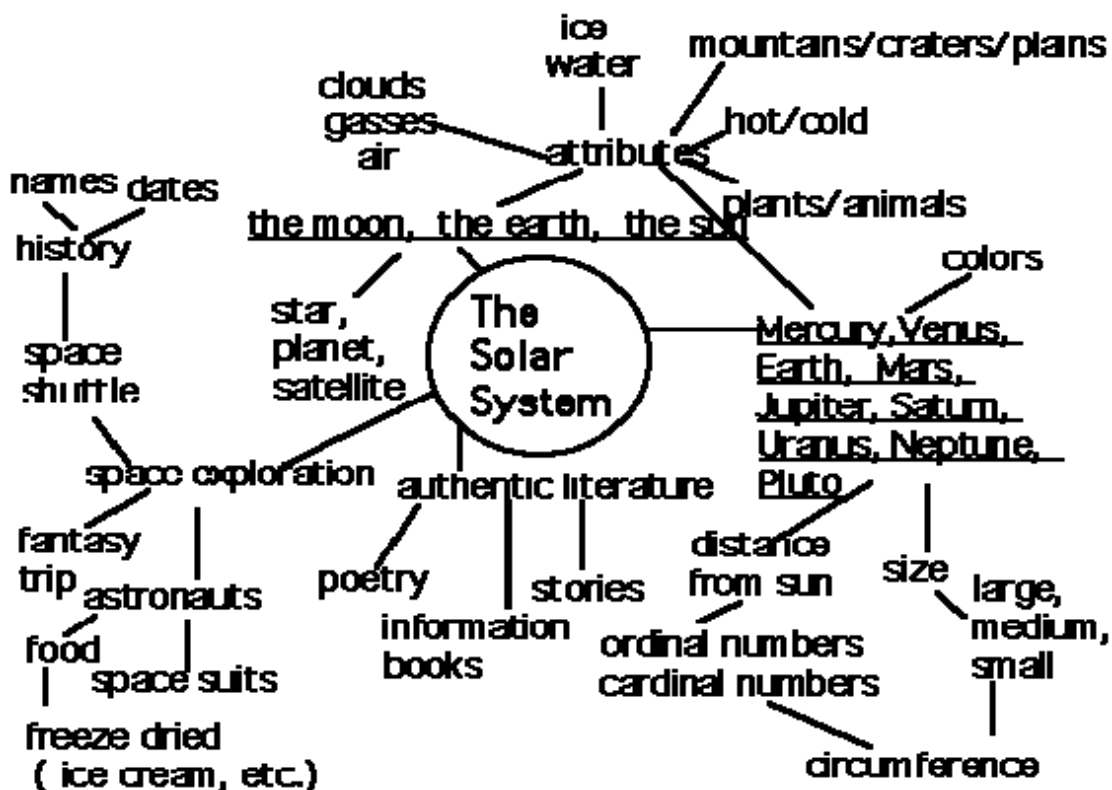
2.5. Teachers' perspective

Teachers in content-based instruction may be content specialists who use the target language for instruction or language specialists who are using content for language instruction. To be effective in their roles, they will need the knowledge, skills and concepts required for content delivery in the target language. All teachers in content-based instruction have similar professional needs but the degree to which they will need certain knowledge or skills may vary by their assignment. To be successful, it will be helpful for teachers to be well prepared in the following areas.

"Content knowledge:"

Obviously, it will be hard to teach content if teachers do not know it themselves. While content teachers will be prepared in their own disciplines, it may be particularly challenging for teachers trained as language specialists who are not familiar with the content. Some language teachers are uncomfortable teaching content in fields they may have struggled with themselves.

"Content pedagogy:"

There are identifiable strategies that make content instruction more effective. Some content specialists have had no training in pedagogy, particularly at the postsecondary Level. Because learning content in a new language can pose difficulties for students, it is essential that teachers (regardless of their content or language orientation) have a repertoire of strategies at their disposal to give students multiple opportunities to access content in meaningful and comprehensible ways. Language specialists, in particular, will need opportunities to become skilled in content-appropriate instructional strategies if they are to teach or use content appropriately.

"Understanding of language acquisition:"
All teachers in content-based instruction will benefit from an understanding of the processes involved in second language acquisition. Selecting and sequencing appropriate learning experiences will be facilitated if teachers understand how language develops in instructional settings.

"Knowledge of materials development and selection:"
When students learn content through a new language they will need a variety of instructional materials. Print and non-print resources developed for native speakers may need modification or adaptation. Teachers may also need to develop their own materials. Criteria for selecting and developing materials include accessibility of language, text organisation that facilitates comprehension (e.g., headings and sub-headings), availability of non-linguistic supports to meaning (illustrations, graphs and diagrams) and degree of cultural knowledge required for comprehension.

"Understanding of student assessment:"
Teachers will need to understand the principles that undergird assessment across disciplines. It will be helpful for teachers to be familiar with a range of assessment options and the contexts in which they are most likely to provide answers regarding student progress. These options may also need to integrate language and content assessments as well as allow learning to be measured independently.

2.6. Cultural content

A language cannot be taught without coming to grips with its cultural content. The European policy of language teaching with its main document "The Common European Framework of Reference for Languages: Learning, Teaching, Assessment" embodies the above-mentioned approach and emphasises the importance of "intercultural awareness" and "intercultural skills", thereby incorporating "the intercultural dimension" into the aims of foreign language teaching or curriculum (Council of Europe, 2001).

There are three systems that affect the cultural content involved in foreign language learning: products, ideas and behaviours (Robinson, 1985:18).

- The system of products encompasses the literature and great achievements of the target culture, folklore, art, music and artefacts

- The second system of ideas comprises culturally-influenced values, beliefs and attitudes which are so deeply rooted in culture that they are never questioned

- The third category that influences the cultural content involved in foreign language learning is the so-called "behaviour culture" (Tomalin and Stempleski 1996: 7). It is described as the study of a culture as a structured system of patterned behaviour

In order for EFL (English as a Foreign Language) students to become aware of the lifestyles of people in English-speaking countries they need to learn what these people do and say in situations which are part of normal everyday experience. Needless to say, the material dealing with this type of cultural content must be authentic so as to enable EFL students to easily compare and contrast information about the lifestyles and patterns in the target culture with those of their native culture.

The students' own experience will, by all means, facilitate learning those patterns. By fostering cultural insights, students will be better prepared to communicate with native speakers and deal with real-life situations they might come across in English-speaking countries, which is the ideal they strive for.

2.7. Case Study

Planning for a Content-Based Unit on Architecture Using the Unit Plan Inventory

Language in Use: Describing, giving information, asking for information.

Subject Content: Architecture, geography, seasons, weather.

Culture: Doors and windows of a target country and students' home town.

Vocabulary: Colours, shapes, sizes, materials (wood, stone), architectural details (ironwork, balcony, ornate), geographical terms (snow, rain, sun, clouds).

Grammatical structures:

- Verbs in command form – open, close, touch, point to.
- Verbs in present tense – to be, to see, to think, to paint.

Essential materials:

- Photographs from both target and home cultures of doors and windows, geographical landmarks and seasons.
- Paper, ruler, tape measures, paints, markers.
- Map of target country.

Activities:

- Introduce vocabulary through Total Physical Response (TPR) sequence with photos of classroom doors and windows.
- Sort photos by doors/windows, target country/home town, size, shape, material, colour.
- In pairs, estimate then measure doors and windows in classroom.
- Use TPR sequence of map geography, seasons and weather of target country and home town.
- In small groups, paint the original window with a view in the target country or home town.
- Describe a window in writing or orally.
- Display windows in the classroom and have students choose the window they like the best and write why they like it.

Assessment:

- Observe students' participation, assess for understanding.
- Observe students' participation, assess for accuracy and pronunciation.

Assess for participation, use of target:

- Language and accuracy.
- Assess for inclusion of all elements, presentation and participation in group project.
- Evaluate written paragraph for accuracy and meaning.
- Evaluate student writing for coherence, interest and accuracy.

Based on and adapted from a unit prepared by Pam Morgan, Renbrook School, West Hartford, CT.

2.8. Conclusion

While CBI can be both challenging and demanding for the teacher and the students, it can also be very stimulating and rewarding. The degree to which you adopt this approach may well depend on the willingness of your students, the institution in which you work and the availability of resources within your environment.

Incorporating CBI into foreign language classrooms is a way of providing a meaningful context for language instruction while at the same time providing a vehicle for reinforcing academic skills.

3. Social learning / teaching principles

"Students who have had 12-20 years of cooperative learning and who have had opportunities to work cooperatively with students who vary in ability, ethnicity, gender and so forth will be better able to build positively interdependent relationships than will students who have had 12-20 years of competitive and individualistic learning" (Johnson & Johnson 1994).

In today's work life, learning in groups to share knowledge, competences and skills for problem solving, creating new knowledge and learning from one another is a key competence. Hence, educational offers should consider including social learning settings. However, social-oriented teaching approaches are not only about forming a group and letting learners work together, or even knowing that knowledge development can occur without intention; they should rather be structured to enable learning together, from one another and individually. Focusing on one or the other, several theories have evolved dealing with learning in a social environment.

3.1. Theories focusing on learning in a social context

Like many other principles, there are several theories focusing on behaviour and cognition as basic elements for learning in social contexts. The two main ones are the theory of social learning and the theory of social development.

The Social Development Theory says that cognition and consciousness are products of social behaviour and social interaction has to take place before development can occur (Lev Vygotsky[21]). The Social Learning Theory - derived from Cornell Montgomery's - says that human behaviour is a continuous reciprocal interaction at cognitive, behavioural and environmental level. Behaviour is such influenced by both psychological and social factors (Bandura, 1977).

Böttger et al. (n.d.) recognise two different cognitive systems in social interactions: the one of an individual and the one of a group. They allocate three different perspectives along this axis from the individual's cognition on one side to the group's cognition on the other: the socio-constructivist one, the socio-cultural one and the perspective of shared cognition.

The socio-constructivist theory refers to individual development based on social interaction; one cognitive system in contact with another one communicates and interprets information essential for its further development. Thus, depending on the level of development, specific social interactions and further development can take place. In group interactions, individual and social levels become connected.

The socio-cultural perspective sees the relation between social interaction and individual cognitive development. Through social interactions, individuals develop their cognitive systems. However, the socio-cultural perspective recognises development at both levels: the social and the individual. From one person to the other, communication can take place to interact (inter-psychological level). Within each individual, this can cause self-reflection (intra-psychological level). Thus, the interactions of other people can influence one's own.

The third one is the perspective of shared cognition which sees the environment as one part of cognitive activities; it focuses on several individual cognitive systems forming one. By inter-acting/ communicating the cognitive system of each group member can develop and thus the group's cognitive system develops.

This means that knowledge in groups can be acquired on an individual basis, as a collective or by research co-operation with others (Probst, Raub & Romhardt, 1999). Whatever and

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[21] http://tip.psychology.org/vygotsky.html

however the knowledge is acquired, social learning settings all have in common that interactions can be split into specific phases.

3.2. Phases in social interactions

When people team up several social processes can be recognised; they form specific group phases which in some occasions can be identified more clearly than in others. There are four main phases that can occur in any social learning environment. Recognising them, as well as knowing the main characteristics, can help in creating an emphatic environment for learners. Therefore, the following description also shows the range of roles the trainer/ teacher/ tutor can take in such teaching settings – some of which can be of importance in all phases. However, the following, among others, are typical.

At the beginning of such group systems, there is always the phase in which people need to orient themselves; this goes from getting to know the others (better) to finding (or getting) one's role in the group setting. Curiosity and anxiety can play an important role; certainly their degree depends on former experience in dealing with new people, new environments and new challenges. In this phase, the trainer/ tutor has the important role of a facilitator: s/he has to create a welcoming climate of acceptance and respect; to explain tasks, procedures and rules and thus invite all group members to open themselves and starting to work/ learn together.

The following phase is dedicated principally to starting interacting on the main topic of the group session; group members interact by discussing, for example, ideas, views and perspectives. In this phase, the trainer/ tutor is mainly a moderator and/ or mediator: s/he has to mediate in case of conflicts, steer the discussion and foster the engagement of silent participants. S/he has to support new group members who enter the team in this phase.

In the third phase group members are getting more at ease, interacting with each other and using their socialised behaviour with the aim of solving a problem, writing a group report or similar joint activities.

In this phase, the trainer/ tutor is rather the promoter: s/he has to promote interactions according to the group setting, tasks and individual learners' features. This can take place in manifold ways: interactions could be pre-structured and set or open, formal or informal.

At the end of the group session, group members focus on finishing their work together and they are one step from getting back to their other activities. At this point, learners start returning into their daily routine. In this phase, the trainer/ tutor can become the enabler: his/her main role is to enable self-reflective work and foster the transfer of what group members have learnt into their daily life.

3.3. Didactic Methods/ strategies for socially-oriented principles

For social learning environments in which learners are grouped together to work and search for meaning, understanding or solutions, the umbrella term collaborative learning is frequently used. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams and other activities. These are all methods of learning/ teaching in which learners come together to explore a significant question or manage an issue, or in which learners group to discuss about a topic or a shared assignment. However, all these activities are closely related to the notion 'cooperative learning'. In this type of learning, the learners work together on a structured activity and both their individual work and the group work as a whole are assessed. Hence, it can be said that in collaborative learning participants work together to achieve an individual goal but in cooperative learning they work together to achieve a common goal.

Most of the collaborative/ cooperative learning methods can be applied in many subjects, with different target groups and learning scenarios. In general, they differ according to their degree of self-organisation, responsibility and form of evaluation. In addition to these parameters,

some of these learning scenarios may rather apply to small, others to larger groups. However, they are based on concepts like observational learning, imitation and modelling. Some of the most frequent settings are the following:

Pair-share and reciprocal learning – this involves two learners to, for example, share ideas or solve a problem. In such a small group, both participants have the responsibility to speak, listen and give/ get feedback. This method could be used as reciprocal learning in which one learner starts reading and summarising/ interpreting a text before the two of them then discuss it and the other learner starts reading and summarising/ interpreting the next sequence.

Jigsaw groups – these offer learners the possibility to discuss and explore a question and then by forming another/ a new group teach their new peers. Learners will be in one group "beginners" and in the other "experts".

Split-class discussion – the whole group of learners is split in two to discuss and debate a major topic. The larger the group size is, the lower the opportunity will be for all individuals to become actively involved and the need for coordination will grow.

Random groups of three or four – in larger groups it is sometimes better to split the group in smaller ones of three or four group members to debate a broad topic. Thus, all members can take active part and work out a response.

Interest groups – learners with the same or similar interest team together (in some cases, it could be of benefit to form groups with mixed interests, with representatives from different backgrounds, cultures, religions and or ages)

Peer-led roundtable – smaller groups of five to seven learners could team up and hold a roundtable discussion. This can also take place in a very constructive form: finding consensus together even if opposite opinions exist.

Student Teams Achievement Division - after the initial introduction of the main topic, small groups carry out some exercises before entering a quiz. In this quiz, each learner collates assessment points for his/her team. Then individual reflection takes place which is assessed as well.

New technologies have added a new dimension to collaborative and cooperative learning in the last few years. Computer-supported collaborative learning (CSCL) and computer-supported cooperative work can be distinguished. In both scenarios – the first referring to learning and the other focusing on working – new technology is used to help support, control and/ or monitor group interactions, to manage tasks and roles and transfer or store (new) knowledge. These tools can thus improve efficiency and effectiveness of learning processes in social contexts.

Peer work, group work and discussions can be of value in generalising and transfering learners' knowledge from one to another, so learning can go beyond individual learning. Activities like those described earlier can also be of benefit in testing and synthesising ideas and understanding what is being learnt (Reznitskaya, Anderson & Kuo, 2007; Corden, 2001; Nystrand, 1996; Reznitskaya, Anderson & Kuo, 2007; Weber, Maher, Powell & Lee, 2008 and Corden, 2001; Matsumara, Slater & Crosson, 2008). Hence, learning in social context can have specific benefits for learners; in general, these could be on cognitive, emotional-motivational and social level. Some of the main advantages of social learning scenarios are listed in the next section.

3.4. Benefits from group learning in a collaborative environment

Diversity and intercultural competences

Learning in groups can bring learners together with different social, cultural and/or religious background. Working in teams and engaging in group discussions with them can give insight into a multitude of perspectives and help to raise awareness, tolerance and/or avoid intercultural misunderstandings. They get to know new ideas and benefit from other people's knowledge, skills and competences.

Inter-personal development

By interacting with other people, learners learn to relate to peers, other learners and teachers/trainers in a structured way. Learners with migration backgrounds can take part in a team, discuss and solve problems together and learn social behaviour according to the social system in their "new" home country.

Intra-psychological development

By communicating and exchanging information, working out, presenting and discussing issues with others, learners can reflect upon various sights and verify existing knowledge, amend or modify and anchor it in their memory. Hand in hand with this, they may create a cognition that is more comprehensive than without this social interaction.

Development of social skills

Discussing different points of view can help them to better understand other points of view and to defend their own, engage in critical thinking and take ownership of related issues. In some cases, this can be a side-effect, in addition to learning about the main topic.

Motivational factors

One other advantage is that learners might be more motivated – or for longer – to learn in a group than alone.

Various feedback opportunities

Based on the additional interactions among learners themselves, they receive more personal feedback about their ideas and responses than solely from the tutor/ trainer/ teacher. Self-reflection can be organised based on this external feedback.

Solving difficult problems

The joint cognition of the group can help to solve problems single individuals cannot overcome. In real life, two or more group members will probably not have exactly the same competence, skill and knowledge. Forming a group, each individual can contribute his/ her cognition to solve a problem.

Possible drawbacks

However, social interactions may also cause some drawbacks a teacher/ trainer/ tutor should take into consideration, particularly valid for many migrant learners who need to orient themselves in a new culture/ society. Some of these possible drawbacks are:

Taking responsibility for learning: Making learners responsible for each other's learning can cause stress for some inexperienced learners or those with low self-esteem.

Roles in groups: Allocation of roles can cause conflicts between learners, particularly in a group with many "strong" individuals.

Influence of the social system: People in any kind of social interaction will be influenced by their "original" social context and communication between group members will be influenced by social behaviour. This also includes the danger of:

- **Reinforcing stereotypes**: group learning may become a microcosm of "traditional" views.

- **Lower-level thinking**: in large groups there is sometimes only time to focus on tasks at its most basic level which leads to ignoring strategies of higher-level thinking.

Necessary preconditions for mutual learning laid out by Johnson & Johnson (1994) inlcude positive interdependence, direct interaction, individual responsibility, social skills and the assessment as main factors – there are some key success elements mentioned in the list of recommendations below that a teacher/ tutor/ trainer in a social learning context should consider.

3.5. Recommendations for socially-oriented teaching principles

FLAM teachers/ trainers/ tutors applying this principle should:

- offer an introduction to the session with a clear outset of the activity, responsibilities and (realistic, achievable and measurable) learning aims,

- expect excellence from all learners; let them know that you believe in them and value their contributions alike,

- offer guidance throughout the whole learning process and an assessment of the final work with detailed feedback,

- whenever conflicts arise, show learners how they can be resolved and prevented in the future,

- help learners reflect on their progress on a regular basis,

- last, but not least, promote humour.

Since migrants, and particularly female migrants, often lack social networks and have only their families as a point of reference, the social character of migrants' education and counselling is crucial. This is even more important, as many migrant learners sometimes also show a lack in self-esteem and self-confidence. The application of socially-oriented learning principles should encourage every migrant learner to contribute with his/her own background, personality and inputs to the learning sessions, improve self-confidence and contribute to the learning success within the group. In an ideal atmosphere of mutual understanding and support, migrant learners are enabled to cooperate and thus learn from each other.

The social learning principle mainly involves people learning from one another by observing, imitating and modelling. So trainers should be aware when planning lessons of how students are able to acquire knowledge or skills from each other. Group work is one of the best strategies in order to learn with other students. As mentioned above, there are two types of learning methods in a group work; cooperative and collaborative learning, with different goals. These two learning methods are different so that trainers have to choose one of the methods to suit the learning objective. The collaborative, learner-centred and multiple-strategy approach to teaching and learning is fundamental to multicultural education.

Socially-oriented learning principles aim at creating a pleasant learning atmosphere of mutual knowledge exchange. Sessions should take the character of a "social event" rather than simply an occasion of knowledge transfer. The application of socially oriented learning principles should encourage every migrant learner to contribute with his/her own background, personality and inputs to the learning sessions and thus contribute to the learning success within the group. In an ideal atmosphere of mutual understanding and support, migrant learners are enabled to cooperate and thus learn from each other. Such methods are particularly important

for self-conscious learners who are often too shy to address the teacher / trainer directly. Teachers / trainers can try to raise these learners' self esteem by employing socially oriented methods.

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5. Case studies

Case study 1

Vienna Municipal Department 17 – Integration and Diversity, Project: "Start Coaching"
MA 17 - Integrations- und Diversitätsangelegenheiten 1200 Wien, Dresdnerstraße 93, 5.
Stock, Zimmer 5.54 und 5.63
http://www.startwien.at/

Philosophy/mission statement/stated aims and goals

"Start Coaching" is a service provided by the MA17 that is designed to help newly arrived migrants find their way around Vienna better and faster. The "Education Booklet" that all clients of "Start Coaching" receive is supposed to record all education and further training programmes that the migrants attend in order to facilitate proof of German language skills, professional qualifications, education and training. Furthermore, the booklet is supposed to help the project partners see at a glance which programmes the migrant has already participated in and what they should offer him or her next (Education booklet, see Start Wien Homepage). An additional goal of the service is to help the city of Vienna measure integration (http://andreasreisenberger.viennablog.at/2008/1 1 /05/bildungspass-stattfremdenhass).

1. History, context and general structure

Vienna has offered "Start Coaching", a new orientation measure for newly arrived immigrants, since November 2008. The free service is divided into 3 main areas: The start coaching, the education booklet and the information modules. The Start Coaching is designed to take place immediately after the migrants' appointment with MA 35; that is after receiving their first time permission to stay in Austria.

2. Target groups and content of the service

"Start Coaching" is aimed at all migrants who received their first-time permission to stay in Austria on or after 1 October 2008. Employees of MA17 offer counselling in 15 important migrant languages, primarily regarding the Integration Agreement, but also any other topic that is related to immigration.

At the "start coaching appointment", a first orientation is provided for the new arrival. The status of the migrant is clarified, his or her perspectives are analyzed and it is decided what steps have to be taken next. Additionally, migrants receive the so-called "Vienna education booklet", which provides information on language courses, information events as well as counselling services. Furthermore, all education and further training programmes that the migrants attend are recorded in the booklet. The education booklet also contains vouchers from the City of Vienna for German Integration Courses worth € 300. Before vouchers can be used for an Integration Course, however, migrants have to attend at least one of several special information modules, carrying the following titles: "Career counselling for newly arrived migrants", "Recognition of qualifications acquired abroad", "Residence matters", "Understanding the Viennese", "The Austrian health care system", "The Austrian school and education system", "Living in Vienna" and "My language(s), our languages – learning German". The modules are offered in the migrants' native languages and are taught by persons of foreign background. Upon attending one of these events, migrants receive a stamp on their language voucher and education booklet. Only then the voucher can be used for an Integration course (MA 17, Start Wien Homepage).

3. Access

MA 17 cooperates with MA 35, the Austrian immigration authority. Thus, anybody who receives his or her first time permission to stay in Austria is automatically referred to "Start Coaching" to make an appointment. The information modules, however, can be attended by anybody who is interested, not only by holders of the education booklet.

The service tries to attract migrants by offering them free counselling and particularly the vouchers for the German Integration Courses worth 300 €. Furthermore, it offers counselling and information modules in 15 languages, so it helps foreigners who do not yet speak German feel comfortable and benefit from the service.

4. Networking

"Start Coaching" closely cooperates with a number of educational establishments, vocational guidance services and migrant networks and organisations. Thus, it represents an interface between migrants and the appropriative institutions. Regarding educational institutions, a special focus is put on German language acquisition in order to fulfil the Integration Agreement. Many language schools, migrant organisations and adult education centres offer these courses. The "Start Coaching" Homepage provides a Database for all Integration Courses on offer.

As for vocational guidance services, "Start Coaching" offers a module on career counselling held by waff, the Vienna Employment Promotion Fund. This institution promotes active labour market policy and offers information for job seekers in several languages. Migrants can learn all about their rights, duties and opportunities in the labour market at the career counselling for newly arrived migrants.

"Start Coaching" also collaborates with the "Recognition and continuing education counselling centre for migrants" (Beratungszentrum für MigrantInnen: Anerkennungs- und Weiterbildungsstelle). Here migrants can receive information about the rules of the Austrian labour market, career opportunities with qualifications that may differ from those in their country of origin, possibilities for training and continuing education and available funding and the recognition of qualifications acquired abroad. The centre offers career counselling, advice on training and further education, and supports its clients during their training and further education and with recognition procedures.

Another fundamental partner of "Start Coaching" is the Public Employment Service Austria (AMS). It is Austria's leading provider of labour market related services. It matches candidates with job openings and assists jobseekers and companies by offering advice, information, training opportunities and financial assistance.

The Vienna Chamber of Labour (AK), another partner, not only represents its members' interests to the federal state but also provides financial assistance for further training measures in the form of its education voucher.

Finally, "Start Coaching" collaborates with the Vienna Economic Chamber (WKO), which represents one of the largest training and further education providers in Austria. (Start Wien Homepage/PartnerInnen).

5. Outcomes and assessment

Goran Novakovic, MA17 spokesperson, comments that the effectiveness of "Start Coaching" is due to its close collaboration with the AMS and the waff. By drawing on such powerful institutions customised measures of further education can be developed, which take the individual's knowledge and abilities into consideration. Thus, migrants will have better chances on the labour market in future (http://andreasreisenberger.viennablog.at/2008/1 1 /05/bildungspass-statt-fremdenhass).

After the first information module in November 2008 which 150 persons attended, the number more than doubled in December 2008 (370 persons). Integration councillor Sandra Frauenberger deduces that the programme is the right way to help newly arrived migrants by showing them how to get settled in Austria
(http://www.vhs.at/aktuelles_detailansicht+M595cfd4068c.html).

Because of its recent start, so far little is known about the outcomes of the programme. It can, however be considered an example of good practice for several reasons. Firstly, it tackles the major problems that migrants face in Austria: ignorance of their own perspectives, unsatisfactory information about education and labour market structures and difficulties with the recognition of qualifications acquired in their country of origin. Secondly, it aims at clarifying migrants' rights and duties. This is essential particularly as far as the Integration Agreement is concerned, as there is little knowledge among migrants on what the Integration Agreement is and who has to fulfil it. Finally, the fact that "Start Coaching" serves as an interface between the migrants and relevant institutions certainly helps clarify the competences in different regards. This undoubtedly saves time and energy not only for the migrants themselves but also for institutions and organisations.

References:

http://www.startwien.at/ [15 Jan 2009]

Case study 2

Youth Education Centre - Jubendbildungszentrum [JUBIZ] Verein Volkshochschule Ottakring

Ludo-Hartmann-Platz 7, A-1160 Wien

http://www.jubiz.at/aktuell.html

Philosophy/mission statement/stated aims and goals

The main aim of the Wiener Volkshochschulen, of which JUBIZ is a sub-section, is to provide the Viennese population with a comprehensive and low threshold education offer (http://www.vhs.at/ueberuns.html?&L=). JUBIZ applies this mission to young migrants.

1. History, context and general structure

JUBIZ is a section of the Volkshochschule Ottakring (adult education centre) and offers various kinds of education-related measures for young migrants between the ages 15 and 25. Since summer 2006 JUBIZ also includes an education counselling service.

2. Target groups and content of the service

JUBIZ covers two main areas of youth education. On the one hand they run an education counselling service (Beratungs- und Kompetenzstelle für Sprachförderung und Bildungsarbeit mit jugendlichen ImmigrantInnen) for young migrants and on the other hand they provide various kinds of courses for them. The education counselling service is explicitly addressed to recently-arrived young migrants and those migrant teenagers or young adults who want to enter or re-enter the Austrian education and employment system. It provides vocational orientation as well as information on German language courses, literacy and basic education courses, secondary school diplomas, A-levels (Matura), methods of funding education and any other education-related topic. Young migrants are also supported while preparing job applications, e.g. writing CVs, job interview trainings etc.

JUBIZ offers a variety of courses for young migrants. Firstly, they run German language and literacy courses at two levels. These courses are aimed at migrants between the ages 15 and 25 who are registered in Vienna and who did not have the chance to attend school in their countries of origins at all, or could attend school only for a short time. The courses convey basic German and reading and writing skills as well as basic mathematics. There are regular excursions and group activities in order to foster the students' social and communicative skills. Courses last one semester and take place Monday to Friday in the afternoon (15 hours weekly). The courses are funded by the MA 17, so that students only pay 90 € per semester.

Secondly, JUBIZ runs specialised German and orientation courses funded by "Start Wien" (MA 17). They are aimed at recently-arrived teenagers and young adults. Defined course goals are the improvement of language skills and the acquisition of study strategies. Additionally, practical life competences (such as orientation in Vienna, offices and authorities etc.) are fostered as well as key competences conveyed. The course is finally designed to prepare the students for their participation in further education measures, such as the secondary school leaving certificate (Hauptschulabschlussprüfung). Courses take place Monday to Friday (20 hours a week) over an entire school year at a total cost of 205 €.

To young migrants who already speak German and are planning to take the secondary school certificate but cannot pass the entry test because of lacking reading, writing and basic skills, JUBIZ offers a basic education module. The course is designed to convey important text competences so that later, when the students are attending a secondary school certificate course, they are able to use written study materials and can follow the lessons. The young migrants

also study subjects of general education and mathematics, which are a premise for further education. The course runs over 2 semesters and covers 20 hours a week. The inscription fee of € 100 is refunded when the students pass the final test. Apart from this, there is only a € 50 fee for study materials, because the courses are funded by the Austrian Ministry for Education, Arts and Culture (BMUKK).

JUBIZ furthermore offers courses that prepare for the secondary school leaving certificate (Hauptschulabschluss). Once the students gain their secondary school certificate JUBIZ also provides further vocational and educational guidance. Courses run over a year and cover 30 hours a week. The inscription fee of € 150 is refunded after graduation and when students have attended the course on a regular basis. Study materials cost € 50.

Finally, for students who in spite of holding a secondary school certificate do not start an apprenticeship or do not want to or cannot attend a higher school, there is a training course called KomFlex (Communication and Flexibility) with a special focus on computer skills. Besides further basic education students study economics, rhetoric and project management, and are provided with further vocational and educational guidance. The course lasts for one year and covers 30 hours weekly. The total cost is € 200.

(http://www.jubiz.at/lehrgaenge.html)

3. Access

JUBIZ attracts migrant students by offering a comprehensive approach to education in Austria. Students are not only provided with vocational orientation services but can acquire many of the qualifications that they might lack directly at JUBIZ. Many courses are structured into different groups according to the students' preferences and abilities (German classes for girls only, classes with faster or slower progression...) in order to make the students feel comfortable in the educational environment.

4. Networking

JUBIZ is part of the ESF (European Social Fund) network "Dynamo", which is a network for imparting basic qualifications and school certificates to young people as well as for the integration into educational systems and the labour market. The target audience of "Dynamo" are young people of foreign background between the ages of 15 and 25. What is more, JUBIZ is a sub-group of the Wiener Volkshochschulen, the most prominent provider of adult education in Vienna.

5. Outcomes and assessment

JUBIZ can be considered an example of good practice, as it strongly encourages its students into continuing education. Step by step the students can acquire the qualifications that they need in order to successfully enter the Austrian education system and job market. All the courses that JUBIZ offers include vocational guidance, that is the students are at all times aware of the possibilities they have and can then decide freely at what educational level they want to arrive. Finally, thanks to multiple funding mechanisms (BMUKK, ESF, MA 17, waff) JUBIZ is able to offer its courses at an extremely low cost.

References

http://www.jubiz.at/ [16 Jan 2009]

Case study 3

Verein Interface GmbH
1040 Wien, Paulanergasse 3/1/2
http://www.interface.or.at/

Philosophy/mission statement/stated aims and goals

Interface defines itself as an organisation aimed at the promotion of educational projects relevant for integration. The goals are:

- to help children, teenagers and adults of foreign background to participate in social life
- to heighten sensibility towards migration, integration and diversity through specific measures
- to impart key competences (in the areas of education, culture and sports) to migrants, in order to secure them equal chances in participation in social life
- to realise and support integration-related events of educational policy on behalf of the City of Vienna or national, European and international organisations

1. History, context and general structure

Interface began its activities on 1 January 2005, when a new policy of diversity for the migrants of Vienna was implemented (responsible authority: MA 17 Municipal Department for Diversity and Integration). The organisation, which is funded by the MA 17, consists of the following three departments: the "Jugendbildungswerkstatt" (workshop for youth education), the department for parents and children and, since April 2008, an attendance service for those entitled to be granted asylum (Startbegleitung für Asylberechtigte und subsidär Schutzberechtigte). An additional project called "Lernbar" has already been concluded. The EU-funded project was realised between 1 January 2002 and 31 May 2008. It was aimed at improving the degree of education in particular of teenagers and women of foreign background in the Vienna districts 2 and 20. Apart from career and education counselling people could also attend German, reading or computer classes (http://www.interface.or.at/lernbar.htm).

2. Target groups and content of the service

Currently Interface runs various courses for migrants. The department "Jugendbildungswerkstatt" focuses on teenagers and young adults between 15 and 25 and thus fosters their degree of integration. Besides counselling services the department thus provides German courses with integrated vocational guidance, creative learning in terms of projects and beginners' and advanced computer courses for the target audience. A component of all the courses is the creative unit. The intention of these offers is to mine the communication in the group, to get to know various creative techniques and to implement acquired knowledge.

The department of parents and children offers "Mum learns German" courses (see case study "Mum learns German"), Integration courses for women, learning aid for children and other projects that are currently being planned.

Finally, the attendance service for those entitled to be granted asylum (Startbegleitung für Asylberechtigte und subsidär Schutzberechtigte) helps finding housing, work, further education, German courses and schools/kindergartens for children.

As for the trainers teaching the various courses that Interface is offering, they regularly receive invitations to professional training events, mostly in terms of workshops. There are also regular group meetings of the teachers where they can discuss problems, introduce new ideas etc.

3. Access

Students find out about the organisation mainly through the internet, through the networking between migrant organisations and most importantly through promotion by MA 17. Since Interface cooperates with the City of Vienna and is funded by the MA 17, the latter refers its clients to the individual organisations that run the courses, including Interface.

Interface puts great importance on audience-specific courses in order to make their students feel comfortable in the educational environment. For instance, there are separate groups for teenagers and young adults, there are women-only Integration Courses and the very specific "Mum learns German" classes. Thus, possible fears and inconveniences of the students are reduced. Additionally, many of the employees at Interface speak at least one of the important migrant languages (Turkish, Bosnian/Croatian/Serbian and others) in order to guarantee adequate education counselling and information services

4. Networking

Interface most prominently cooperates with the MA 17 by which it is funded. On the Interface homepage, however, are find links to basically all important migrant organisations/networks, educational establishment and vocational guidance services existing in Austria.

5. Outcomes and assessment

Interface and some of the projects it runs (e.g. Mum learns German) has collected throughout positive feedback in the Austrian media. Most recently, on 10 December 2008, the project "Sprache Plus" run by Interface was awarded the European trophy for innovative language projects ("Europasiegel für innovative Sprachenprojekte", ESIS). "Sprache plus" is aimed at young people between 15 and 25 who already have concluded their basic education when they come to Vienna and in most cases directly enter the labour market. "Sprache Plus" tries to avoid these young migrants ending up in low qualified jobs by offering them the chance to learn German and receive vocational guidance at the same time. What is more, the course encourages them to work on their creative and social skills. "Sprache plus" also takes into consideration the young migrant's languages of origin in order to secure comprehensive language skills. In 2007, 1136 young migrants from over 70 different countries took part in these courses and were thereby enabled to improve their chances for the future.

Integration councillor Sandra Frauenberger concludes that the courses offered by Interface represent an important step towards offering young migrants a real future perspectives in terms of education and job. This, so she says, makes "Sprache Plus" an example of "best practice" (http://www.wien.gv.at/vtx/vtx-rk-xlink?DATUM=2008 1211 &SEITE=02008 1211017).

On an academic level Interface has participated in an evaluation on migrants in Vienna institutions of adult education conducted by the Institute of Sociology of the University of Vienna (Reinprecht Studie, http://www.interface.or.at/archiv_index.htm).

References:

http://www.wien.gv.at/vtx/vtx-rk-xlink?DATUM=2008 1211 &SEITE=02008 1211017
[16 Jan 2009]

http://www.interface-wien.at/ [16 Jan 2009]

Case study 4

ProDiverse (UK)Ltd
www.prodiverse.co.uk

Philosophy/mission statement/stated aims and goals

- Our mission is to enable individuals, teams and organisations to realise their full potential.

- At *ProDiverse* we celebrate and value diversity

- We offer creative people-focused solutions to improve individual, team and organisational performance.

- We embrace a customer-first culture and are committed to providing a value added service at all times

- We deliver a results orientated service

- We provide flexible and comprehensive training, recruitment and consultancy services.

- We are committed to the highest professional and ethical standards and work in partnership with our clients and customers to add value and quality to their lives or their organisations.

1. History, context and general structure

ProDiverse UK Ltd was incorporated in October 2001 and its first office was at the Tottenham Green Enterprise Centre. By July 2002- the company opened a second office in Enfield which became its HQ. By 2004, the company had 3 branches in North London, a mobile service and a branch in South Africa. In 2005, the company was restructured and a branch was opened in Harrow. It now has two main offices in Enfield and Harrow and two sister companies, **ProDiverse Recruitment Services Ltd** and **ProDiverse Consultancy and Training Services Ltd.**

ProDiverse is a training, recruitment and job brokerage organisation, specialising in the delivery of equality and diversity services. It is one of the strongest performing welfare to work providers in London, with an excellent track record in helping the unemployed to secure sustainable employment by offering tailor-made training and job-search advice.

The organisation is specifically skilled in engaging with the hardest to reach and ran the most successful ethnic minority outreach provision.

2. Target groups and content of the service

(a) Sessional classes for different groups of people of variable lengths

(b) Literacy classes from entry level 3 to level 2

(c) Employability skills, job seeking skills, job search support and guidance

(d)Personal development and soft skills

(e) Students vary in age, ethnicity, qualification level and need, many from disadvantaged groups

(f) Aims to recruit any students who require the services provided

3. Access

Students find out about the organisation through word of mouth. In order to attract migrant students, ProDiverse advertises in the UK and runs promotions at seminars and events. It also receives referrals from Government agencies.

To make learners feel comfortable in the educational environment, it provides small classes, with teachers who are not necessarily UK natives who are aware of some of the difficulties the students may face.

4. Networking

ProDiverse has links with Enfield, Southgate and College of North East London; Next Step career guidance services; and providers of vocational training in the locality. It has referral mechanisms both from and to migrant network and organisations; and the Centre Manager maintains relationships with appropriate networks and organisation by attending meetings, seminars and events.

5. Outcomes and assessment

Students complete evaluation forms. They are tracked for progression and offered further guidance from appropriate service providers. Service delivery is subject to meet Ofsted regulations and standards (this is a national quality control standard for education and training).

Case study 5

Integration courses

Volkshochschule im Landkreis Cham e.V., Pfarrer-Seidl Str. 1, Cham 93413,
www.vhs-cham.de

Philosophy/mission statement/stated aims and goals

The aim of the integration course is to promote the integration of migrants with regard to social participation and equal opportunities. The course focuses not only on acquiring language knowledge but also on the culture, history, political values of the constitution, the legal system and the political institutions of the democratic constitutional state.

1. History, context and general structure

A framework of the course was developed by the Goethe Institute with the support of Ludwig Maximilian University in Munich (LMU) and Friedrich Schiller University in Jena (FSU) on behalf of the Federal Ministry of the Interior (BMI). The framework provided is an orientation guide for institutions and course planners. It also helps to develop teaching and learning materials as well as tests, e.g. "Deutsch-Test für Zuwanderer" ("German Test for Immigrants") and is part of the quality assurance and development measures.

The language course consists of 600 teaching hours (6 modules), where the first 300 hours are provided as a basic language course and the other 300 hours as an intermediate language course. Additionally 45 teaching hours of orientation course are offered for migrant learners.

Participants with very basic or no knowledge of German attend the course starting from the first module. Participants with prior language skills, who are placed in a higher level language course as a result of the assessment test, may – if they do not achieve the learning target "ausreichende Sprachkenntnisse" ("sufficient language skills") more quickly – take advantage of all 600 teaching units. Once the maximum funding period is over, individual modules may be retaken or the course may be continued at the participant's own expense.

2. Target groups and content of the service

Target groups are migrants without sufficient language skills, i.e. language skills that are below language level B1 according to the Common European Framework of Reference for Languages (CEFR). Participants in the orientation course are persons who have completed the language course or migrants with sufficient language skills.

The basic language course lays the foundation for the growing linguistic independence of the participants. This allows migrants to deal with everyday situations, thus shaping their immediate environment and providing initial orientation in everyday life. The necessary linguistic resources of

vocabulary, grammar and topics / situations / speech patterns are provided.

The content of the course focuses on the migration situations of everyday life like: offices and authorities, jobs and professions, training and further training, caring for and raising children, services / banks / insurance; shopping / trade / consumption, food and drink, leisure time, health and hygiene / the human body, media and media use, places / mobility and traffic, nature and the environment, about oneself / social contacts etc.

As well as regular lessons, VHS Cham e.V. organises every two years the "Fest der Kulturen" (cultural event). The event is prepared and conducted by teachers, trainers and migrant learners. The event is a great opportunity to present the various cultures represented by migrant learners, present German culture and habits as well as to enable dialogue among citizens and migrant learners.

Counselling services e.g. on the job, social life for migrant learners, are offered by the institution as a part of training measures.

3. Access

Information about integration courses is available in employment offices, migration organisations and city hall.

Before attending the course, participants take part in the assessment tests in order to assess their language knowledge and to be placed in at the appropriate course level.

The integration courses are also provided by qualified language teachers with a migration background. The migration background of teachers makes the learners feel comfortable in the educational environment.

4. Networking

VHS Cham e.V. is a member of a network "Integrationsforum" which consists of migration organisations in the region, cultural organisations, local employment agencies, local authorities and vocational institutions and schools. The network gives opportunities to exchange ideas, concepts regarding the integration of migrants and to develop together new initiatives towards social inclusion and assimilation of migrants.

5. Outcomes and assessment

Assessment on the policy level:

"In order to guarantee the quality of integration courses, teaching plans and the final test will be constantly evaluated and developed. This will also apply to teaching and learning aids. The Evaluation Commission is responsible for these tasks in accordance with § 21 of the Ordinance on Integration Courses. It is also responsible for developing the quality control process and improving the nationwide integration course programme. In addition, the Evaluation Commission is responsible for the special programmes for integration courses for women, parents and young people and the integration course including literacy skills."[22]

Assessment on the institutional level:

The participants of the course after 645 teaching hours can take part in the exam. The results of the exams are also evidence of quality of integration courses. VHS Cham e.V. has implemented the quality management for languages developed by Bavarian Adult education association. Quality management includes tools and guidelines for quality assurance of langage courses.

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[22] http://www.integration-in-deutschland.de (16.03.2010)

Curriculum

FLAM

Feel like a migrant

Part 2 - Curriculum

Module 1 - Europe's cultural diversity

Description of the module

This module introduces the course. The topics are:

1   Europe and its cultural diversity

The history of humanity is that of migration and settlement, but the focus here is on more recent movements, both into Europe and within Europe. These have included internal migration and exile arising from warfare, the arrival of "guest workers", the enlargement of the European Union and forced and unforced migration from outside Europe. These have contributed greatly to Europe's cultural diversity.

Not only are there many reasons for migration, its temporal nature also varies, from seasonal to permanent. One definition of an international long-term migrant is that of a person who makes the new country his or her usual residence for at least a year. There are also variations between European countries in access to citizenship, both of migrants and of any children born after their migration.

How does it "feel" to be a migrant? There is no one answer but there is ample evidence that while migration may solve some problems it may create others, such as difficulty in gaining employment commensurate with qualifications acquired in the country of origin, problems of understanding the new country and negotiating complex, often unwritten, social rules and having to learn a new language – in other words, achieving a measure of integration. All of these aspects involve learning and some of the most important institutions that migrants may encounter are providers of education and training.

2   Conceptions and philosophical foundations of a multicultural approach

The phrase "equality and diversity" means that each individual is of equal human worth but there are many differences, notably in social category, including age and gender, for example, as well as culture and ethnic origin. Respect for difference has been promoted on a global scale since 1948, with the Universal Declaration of Human Rights. Putting this into practice has proved problematic, however. Migrant learners face a range of barriers, some arising from their own life situations, such as poor financial resources and some from institutional inadequacies, such as failure to provide correct information. These barriers also apply to many people who are not migrants but are exacerbated in the case of people whose grasp of the new language is poor.

3   Overview of the latest outcomes of scientific research in the field of integration through education and vocational guidance

Migrant learners encounter not only teachers but also vocational guidance staff and other educational support workers, such as receptionists and office staff. It is, therefore, important that all members of staff in educational institutions respect the equality of the students as well as recognising their diversity and facilitating their engagement in education.

There is a large and growing literature on education and vocational guidance for integration, some of it arising from studies in several European countries. The details provided in Part 1 refer to literature and web sites in English, so it will be necessary to find similar information in French, German, Italian, Romanian and Spanish. Relevant topics include recognition of prior formal and experiential learning; understanding barriers to education for disadvantaged groups, focusing on refugees, migrants and ethnic minorities; holistic guidance; multicultural competencies; multicultural education; multicultural counselling; and the facilitation of social integration through formal learning that goes beyond teaching techniques.

LEARNING AIMS AND OBJECTIVES

- An understanding of Europe as an area of longstanding cultural diversity, the current situation on migration and real-life examples of how it feels to be a migrant;

- An understanding of the values of a multicultural approach: equality and diversity; respecting the other; respect for the individual;

- An understanding of embedding equality and diversity in learning.

AIDS AND MATERIAL FOR LEARNERS

The following activities are envisaged for this module:

- Reading (see Theoretical and Pedagogical Background 4);

- Reflection on immigration and implications for teaching;

- Research and discussion on integration, positive action, supporting learners and lowering barriers;

- Literature and web searches on multicultural teaching and/or guidance.

TOOLS:

Nr 1   The impact of reasons for migration on the teaching of migrants

Nr 2   Forever a migrant? Starting to think about integration

Nr 3   Positive action for equality in learning

Nr 4   Preventing drop-out through personal factors: can teachers and counsellors help and, if so, how?

Nr 5   Jumping over institutional barriers: how can learning providers lower the barriers to prevent drop-out?

Nr 6   Literature searches

Nr 7   Web site searches

Module 2 - Intercultural communication as a challenge in work with migrants

Description of the module

As a first step, we focus on "**Intercultural competence",** defined as "all capacities required for a successful interaction with a person or a group coming from a different culture". In our context it could be identified as the ability to understand and analyse differences of another culture in order to adapt, to manage and to reach one's aims within this difference.

Through this module, together with participants we will consider **how to develop an intercultural approach** that consists in:

- Reflecting, that is to say to consider objectively my own frame of reference, to become aware of my reference frame as an individual (or member of a group) that is part of a culture (and sub-cultures)

- Taking the other's place, demonstrating empathy and observing, having an open attitude in order to discover what will make sense for others (what are their roles, beliefs, status etc. based on).

- Willingness to cooperate, to overcome prejudices, to try to understand others

- Understanding how others perceive reality and how they might perceive me, in order to decode messages, to understand the other person's behaviour grid

The third topic is **"Intercultural communication**", the added value that can be found through talking, exchanging with others, "learning others" in order to manage conflicts.

The last part of this module is dedicated to **"How to put this competence into practice?"**

Participants will be encouraged to develop flexibility when facing ambiguity and unknown situations and people in order to overcome mental representations, to see through stereotypes, to identify one' own frame of references, representations and misunderstandings.

We also emphasise opening up our "availability", taking someone's place, trying to understand from inside using:

- **Recognition** or ability and competence in observing (for example: meals and nutrition habits, attitude on getting into contact with somebody, non-verbal codes, etc…)

- **Empathy** or willingness to go further than our own cultural frames and our acceptation of an enlarged identity

- **Respect**, which in this context means to consider and accept our own roots and others' and to adapt our attitudes and speech in order to be accepted by the others. It is necessary to adapt our behaviour in interaction with other social groups according to social situations and selecting appropriate attitudes. For example, knowing how to manage personal space and non-verbal communication.

LEARNING AIMS AND OBJECTIVES

FLAM
Feel like a migrant

- To develop understanding of intercultural approach in pedagogy
- To define and understand intercultural competences
- To identify key elements for intercultural communication

AIDS AND MATERIAL FOR LEARNERS

The methodology selected for this module focuses on creating "a cognitive shock" in order to persuade trainers to modify their conceptions and representations and to accept new knowledge and to adjust their conceptions in order to become familiar and comfortable ("accommodated") (cf. Piaget).´

TOOLS

Nr 8   Explaining the way to….

Nr 9   Welcoming information

Nr 10   Responding in a negative way

Nr 11   To identify spaces and persons within the training organisation

Nr 12   Work on identity, filling in a form

Nr 13   Name plate translated into an alphabet unknown to the participants (Cyrillic letters)

Nr 14   Transport to come to the training centre

Nr 15   Rock around the clock

Nr 16   Main futures of intercultural pedagogy

Nr 17   Build your image of cultureSome exercises selected in the manuals mentioned here below can be used when running training workshops with participants

Sources for tool nr 15:

HOW STRANGE!

Using anecdotes in intercultural competence development
Antoinette Grima Camilleri ed.
Ecml http://www.ecml.at/doccentre/abstract.asp?r=41

MIRROR AND WINDOWS Intercultural communication manual
(Martina Huber-Kriegler, Ildikó Lázár et John Strange)
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Module 3 - "Characteristics of migrants' learning"

Description of the module

Module 3 is focused on the aspects of motivation of learners, why they learn, attend a training programme. It focuses also on social and cultural aspects in learning of migrants.

The main aim of the module is also to identify social and institutional factors that support or hinder access to learning for migrants.

Motivation for learning

The motivation of learners to participate in language learning can have various reasons, according to the researches in the project the most important reason for attending courses is the instrumental one e.g. to get a job or to gain permission to stay by proving knowledge of language.

Social and cultural life plays also important role in the process of learning, the language courses are perceived by migrant learners as a place of contact with people, to get to know other people.

Negative influence on motivation has however "forced attendance", many participants attend the courses because they are sent by e.g. employment agency. Nevertheless, the role of teacher/trainers as well as other participants might be to change the learners' attendance from forced to voluntary.

Barriers to migrants' learning

However high motivation to learn among migrants, there are practical difficulties to attend the courses or teaching activities, according to the research conducted within the project, the main reasons for not taking part in courses or falling to complete an exam are institutional, structural, situational and personal.

One of the barriers to attend the courses are e.g. lack of or shortage of free or heavily subsided courses, long waiting list to take part in the course or not enough among of participants to organise a course for the new learners, lack of specific vocational courses for migrants (ICT courses), some classes overcrowded or with too wide a range of learners.

The personal factors like low confidence, self-esteem and unhappiness in new country can also build a barrier to the learning life.

Secondly, c**ultural differences** between migrants and between cultural background of migrants and the culture of new country influence their learning process. Therefore, acquiring knowledge of foreign language is not only another way or possibility to participate in communication act but also is a process of acquiring knowledge of other culture, life, history and traditions.

Participants' recommendations for improvement

The interviews with teachers and learners during the project revealed many suggestions for improvement on the policy, learning providers, tutors, programme designers, content and quality of teaching. The list of improvements is not complete; it can be during the course discussed and generate concrete action plans in order to implement proposed improvements into ongoing learning.

LEARNING AIMS AND OBJECTIVES

- Understanding why migrants learn & migrants' motivation
- Understanding migrants' expectations
- Understanding how migrants learn
- Understanding the impact of cultural differences in the education process
- Understanding migrants' behaviour during training

AIDS AND MATERIAL FOR LEARNERS

The following methods can be used:

Role play, pair or group work or reflection, which will make participants more aware of the aspects of motivations among learners and what kind of barriers can appear on the learning paths of migrants. The aim is to put participants "in shoes of migrant learners", to try to think like they.

TOOLS

Nr 18   Removing barriers to learning

Nr 19   Both side of a coin

Nr 20   Twin souls

Nr 21   Motivations and fears

Nr 22   Feel Equal

Nr 23   BaFa' BaFa'

Nr 24   Open to Diversity

Module 4 - Multicultural teaching approach and strategy

Description of the module

This is designed to raise awareness about the importance of multicultural teaching competences and to provide information on some principles of learning, i.e. learner-centred, content-oriented and socially oriented teaching.

Multicultural teaching competences focusing on beliefs and attitudes, knowledge and skills: The teacher's attitudes and beliefs about racial and ethnic minorities, the need to check biases and stereotypes and develop a positive orientation towards multiculturalism are important for the development of multicultural teaching. The teacher should be able to put him/herself in the shoes of a person from another culture. As you understand your own culture and the biases you may have about other cultures, you will be able to maintain positive relationships with others. Any teacher, trainer or counsellor working with migrants should have a profound knowledge and understanding of the socio-political and cultural situation of his/her learners. Based upon this, techniques and strategies essential in the work with migrants should be used to provide students the opportunity to gain confidence in learning and to build competence in learning styles with which they previously may have struggled.

The module includes the following topics:

1 Principles of learner-centred teaching

With most groups, teachers are confronted with one or several rather reserved learners showing lack of communication and/or motivation. Frequently, migrants are inexperienced learners, either because they are early school drop-outs, or because many years have passed since they last attended some kind of educational measure. Many have also had negative experiences during their previous educational paths and therefore have negative associations with learning environments. Sometimes learners also show a lack in motivation and / or willingness to learn. In this case, non-traditional, learner-oriented teaching strategies have proved useful in order to encourage those learners to participate in the class activities.

2 Principles of content-oriented learning

Content-oriented learning, in particular in language learning, focuses on conveying meaningful, relevant and cognitively demanding contents to the learners, rather than just meaningless structures. Since the priority of migrants' language learning is set on enabling communication, content-related learning is by far more useful than training language structures to their perfection. Content-oriented learning, however, is not limited to language courses. Also in computer or accounting courses, for instance, the learners will be more engaged in the subject if new inputs are exemplified with the help of interesting contents. For example, if migrants are learning how to create tables and diagrams in a spreadsheet, they could use migration statistics as a basis, or any other content that is relevant to them.

The principle of content-oriented learning should go as far as making the learners forget that they are actually learning a language or any other subject, thus making the learning "automatic", because so much interest is put in the content. What is more, through content-oriented learning, intercultural knowledge can easily be trained as it leaves room for various contents and the discussions arising from them.

3 Principles of socially oriented teaching

These principles aim at engaging single learners in group or pair activities, creating a pleasant, motivating learning atmosphere for mutual knowledge exchange. Since migrants, and particularly female migrants, often lack social networks and have only their families as a point of reference, the social character of migrants' education and counselling is crucial. Sessions should rather take the character of a "social event" rather than simply an occasion of knowledge transfer. The application of socially oriented teaching principles should encourage every migrant learner to contribute with his/her own background, personality and inputs to the learning sessions and thus contribute to the learning success within the group. In an ideal atmosphere of mutual understanding and support, migrant learners are enabled to cooperate and thus learn from each other. Such methods are particularly important for self-conscious learners who are often too shy to address the teacher / trainer directly. Teachers / trainers can try to raise these learners' self esteem by employing socially oriented methods.

LEARNING AIMS AND OBJECTIVES

- To raise awareness of trainers' own assumptions, values and biases and understand the worldview of learner from a different culture
- To know appropriate intervention strategies and techniques
- And to be able to develop, amend and adapt strategies for own target groups of learners with migration background

AIDS AND MATERIAL FOR LEARNERS

Such methods can be used:

- **Games**: Many learners enjoy learning through games, because they can concentrate on the playful character of the activity while learning "along the way".

- **Role play**: A role play is a game in which participants assume the roles of fictional characters. Thus, role play allows participants to slip into another role, not being oneself, whereby they are able to "forget" their shyness. This is often helpful in motivating more reserved persons. Furthermore, the playful character of role plays even attracts people with a resistance towards learning. Role play can be "produced" spontaneously, that is, be improvised, or after a preparation time. Note that not all learners feel comfortable when they have to act out a play in front of the class, so let the learners work in small groups and do not force anyone to present themselves in front of the plenary. This is important in particular when classes have not yet had the chance to get to know each other well.

- **Pair or group work**: Two or more learners work together. By working in pairs and / or small groups shyer learners can be encouraged to participate in what's going on. What is more, when working in pairs or groups they might be able to ask their colleagues questions that they do not want to ask the trainer (->Socially oriented learning).

- **Trainers as "mentors" or "advisors":** Often it is advisable for trainers to back out of the main scene and stay in the background. Learners often feel safer, if they are not under steady "control". Trainers should therefore rather act as "mentors" or "advisors", who are there when needed and not as "teachers" in a conventional way.

Reflection: In order to empower learners, it is advisable to help them define their individual goals (educational / vocational / other) and develop strategies in order to achieve them. Some migrant learners need a great deal of support and encouragement to define what they want to achieve in their future, as they are often restricted by family structures or bureaucratic obstacles (e.g. recognition of diplomas) and thus have given up on their dreams and aspirations. Reflective work (e.g. diary writing) can help elicit a future perspective for these migrants. Apart from mere thinking, there are more activities that are based on the principle of reflection, which may give learners more responsibility for their own learning processes and outcomes.

TOOLS:

Nr 25   Attitudes and Beliefs

Nr 26   Describing teaching experiences

Nr 27   Investigating multicultural teaching strategies

Nr 28   "Silent" reflection

Nr 29   Integration of learner-oriented strategies into one's own teaching framework

Nr 30   Integration of content – related teaching strategies into one's own teaching framework

Nr 31   Integrating socially oriented teaching strategies into one's own teaching framework

Nr 32   Taboo topics

Nr 33   Assumption

Nr 34   Rhyme

Nr 35   Self-reflection – Multicultural teaching competences

Nr 36   Labels

Nr 37   What do you know about …. (a selected country)

Nr 38   Whom would you like to live with?

Nr 39   Wall of prejudice

Nr 40   Portfolio

Additional Tools for learners with migration backgrounds:

Nr 41   Richness in diversity

Nr 42   Valuing ourselves

Nr 43   Living abroad

Nr 44   Stations of my life

Nr 45   Portfolio

Nr 46   Do's and Don'ts

Nr 47   Prejudices

Nr 48   Learning experiences

Nr 49   Holidays

Nr 50   Wall of prejudice

Toolbox

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Part 3 - Toolbox

Module 1 – Europe's Cultural Diversity

Recommended module(s) 1	Europe's Cultural Diversity

N° 1
Name of the tool

The impact of reasons for migration on the teaching of migrants.

Target group(s)

New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.

Duration

20-30 minutes, depending on the size of the group and whether done as an individual or group activity.

When to use it?

Current situation regarding migration.

Goal/Learning aims

- To encourage course participants to think for themselves;
- To think about reasons for migration in a non-stereotypical way;
- To relate knowledge about the reasons for migration to its impact on the teaching of migrants;

Description of the activity

Course participants are posed these questions:

- The course book suggests some of the reasons for migration: can you think of others? What are the most important aspects from the point of view of a teacher or counsellor of migrants?

Group activity:
- Discuss the questions;
- Make a list of responses;
- Make an overall summary of the responses;
- Write down the results and present them to the course leader and/or to other groups;
- Course participants compare and discuss responses;
- Production of an overall summary, answering the question (where there is disagreement, a majority report and a minority report can be written).

Individual activity:
- Reflect on the questions;
- Make a list of responses;
- Make an overall summary of the responses;
- Write down the results and present or send them to the course leader and/or to other course participants;
- Where possible, discuss individual responses on a learning platform.

Materials/resources required   Flipchart, pens, drawing pins or similar item to pin up flipcharts in order to share results.

Notes   This activity can be done in a group or individually, depending on the mode of course delivery.

The activity can also be extended, for example, by asking course participants if they are or have been migrants and inviting them to share their reasons and perceptions with the rest of the group.

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Recommended module(s) 1	Europe's Cultural Diversity

N° 2 **Name of the tool**	**Forever a migrant? Starting to think about integration**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	20-30 minutes, depending on the size of the group and whether done as an individual or group activity.
When to use it?	Migrants, ethnic minorities, foreigners.
Goal/Learning aims	To encourage course participants to:

- Find information;
- Think about citizenship;
- Work towards a definition of integration.

Description of the activity	Course participants are posed these questions:

- What is the position of the children of migrants, born in your country?
- At what point do people stop being "migrants" and start being seen as "ordinary citizens"?

Group activity:

- Discuss the questions;
- Make a list of responses;
- Make an overall summary of the responses;
- Write down the results and present them to the course leader and/or to other groups;
- Course participants compare and discuss responses;
- Production of an overall summary, answering the question (where there is disagreement, a majority report and a minority report can be written).

Individual activity:

- Reflect on the questions;
- Make a list of responses;
- Make an overall summary of the responses;
- Write down the results and present or send them to the course leader and/or to other course participants;
- Where possible, discuss individual responses on a learning platform.

Materials/resources required	Flipchart, pens, drawing pins or similar item to pin up flipcharts in order to share results.
Notes	This activity can be done in a group or individually, depending on the mode of course delivery.

The activity can also be extended, for example, by adding a further question: "How do you define integration?"

Recommended module(s) 1	Europe's Cultural Diversity
N° 3 **Name of the tool**	**Positive action for equality in learning**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	20-30 minutes, depending on the size of the group and whether done as an individual or group activity.
When to use it?	Equality and diversity.
Goal/Learning aims	To encourage course participants to apply the concepts of equality and diversity in a practical way.
Description of the activity	Course participants are posed this question: - What examples of positive action can you think of that would ensure equality of treatment in the learning environment? **Group activity:** - Discuss the question; - Make a list of responses; - Make an overall summary of the responses; - Write down the results and present them to the course leader and/or to other groups; - Course participants compare and discuss responses; - Production of an overall summary, answering the question (where there is disagreement, a majority report and a minority report can be written). **Individual activity:** - Reflect on the question; - Make a list of responses; - Make an overall summary of the responses; - Write down the results and present or send them to the course leader and/or to other course participants; - Where possible, discuss individual responses on a learning platform.
Materials/resources required	Flipchart, pens, drawing pins or similar item to pin up flipcharts in order to share results.
Notes	This activity can be done in a group or individually, depending on the mode of course delivery. The activity can also be extended, for example, by considering positive

action currently in place and evaluating it.

Recommended module(s) 1	**Europe Cultural Diversity**
N° 4 Name of the tool	**Preventing drop-out through personal factors: can teachers and counsellors help and, if so, how?**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	20-30 minutes, depending on the size of the group and whether done as an individual or group activity.
When to use it?	Recognition of barriers and constraints.
Goal/Learning aims	To encourage course participants to think of
	▣ solutions for drop-out through support by teacher, learning organisation or guidance service,
	▣ barriers that cannot be overcome by the teacher, learning organisation or guidance service,
	▣ other institutions that might help to overcome barriers.
Description of the activity	Course participants are posed these questions:
	▣ What could you do to persuade a learner from dropping out of a course because of personal factors?
	▣ What situations could you not help to resolve?
	▣ What other institutions might help to resolve these situations?
	Group activity:
	▣ Discuss the questions;
	▣ Make a list of responses;
	▣ Make an overall summary of the responses;
	▣ Write down the results and present them to the course leader and/or to other groups;
	▣ Course participants compare and discuss responses;
	▣ Production of an overall summary, answering the question.
	Individual activity:
	▣ Reflect on the questions;
	▣ Make a list of responses;
	▣ Make an overall summary of the responses;
	▣ Write down the results and present or send them to the course leader and/or to other course participants;
	▣ Where possible, discuss individual responses on a learning platform.
Materials/resources required	Flipchart, pens, drawing pins or similar item to pin up flipcharts in order to share results.
Notes	This activity can be done in a group or individually, depending on the mode of course delivery.

Recommended module(s) 1	Europe's Cultural Diversity
N° 5 Name of the tool	**Jumping over institutional barriers**: **how can learning providers lower the barriers to prevent drop-out?**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	20-30 minutes, depending on the size of the group and whether done as an individual or group activity
When to use it?	Recognition of barriers and constraints
Goal/Learning aims	▣ To encourage course participants to think about: ▣ Barriers erected by institutions, including learning providers; ▣ Information and support needed to assist migrant learners to overcome these barriers.
Description of the activity	Course participants are posed these questions: ▣ What are the institutional factors that erect barriers for migrant learners? ▣ What kind of information and support are needed in the learning environment where you work that could eliminate barriers caused by institutional factors? **Group activity:** ▣ Discuss the questions; ▣ Make a list of responses; ▣ Make an overall summary of the responses; ▣ Write down the results and present them to the course leader and/or to other groups; ▣ Course participants compare and discuss responses; ▣ Production of an overall summary, answering the question (where there is disagreement, a majority report and a minority report can be written). **Individual activity:** ▣ Reflect on the questions; ▣ Make a list of responses; ▣ Make an overall summary of the responses; ▣ Write down the results and present or send them to the course leader and/or to other course participants; ▣ Where possible, discuss individual responses on a learning plat-form.
Materials/resources required	Flipchart, pens, drawing pins or similar item to pin up flipcharts in order to share results.
Notes	This activity can be done in a group or individually, depending on the mode of course delivery.

Recommended module(s) 1	Europe's Cultural Diversity

N° 6 Name of the tool	Literature searches
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	The time depends on the size of the group and whether done as an individual or group activity. Most of the activity is carried out outside the classroom.
When to use it?	Overview of the latest outcomes of scientific research in the field of integration through education and vocational guidance:
	Extracts from relevant research
Goal/Learning aims	To encourage course participants to:

- Find materials for themselves;
- Build up their own set of theoretical resources.

Description of the activity	Course participants are asked to:

- Find material in their language that is similar to that in Module 1.

Class activity:

- Divide the class into groups;
- Assign each group to search for materials on a particular topic;
- Group members discuss search methods and each take a different approach (e.g. the library catalogue; asking the librarian; putting particular terms into a search engine);
- After the search activity, each group makes a bibliography for presentation to the teacher.

Individual activity:

- The learner carries out the task alone but if using online learning this can be organised so as to divide the work between learners.

Materials/resources required	Computers with internet access; library
Notes	This activity can be done in a group or individually, depending on the mode of course delivery. The ease of this activity depends on the educational level of the course participants and their familiarity with computers, libraries and literature search in general. It may require considerable assistance from the course tutor.
	This exercise is more appropriate for use in initial education than in continuing professional development, as it takes up more time than may be available.

Recommended module(s) 1	Europe's Cultural Diversity

N° 7
Name of the tool — **Web site searches**

Target group(s) — New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance

Duration — The time depends on the size of the group and whether done as an individual or group activity. Most of the activity may be carried out outside the classroom. If, however, the class takes place in a computer laboratory, course participants could be given 10 minutes preparation, 5 minutes for an initial search and 10 minutes to compare results.

When to use it? — Overview of the latest outcomes of scientific research in the field of integration through education and vocational guidance: 3.2 A short selection of useful web sites on multicultural teaching and multicultural guidance

Goal/Learning aims — To encourage course participants to:

- Find materials for themselves;
- Build up their own set of web resources.

Description of the activity — Course participants are asked to:

- Find web sites in their language that are similar to those in Module.

Class activity:

- Divide the class into groups;
- Assign each group to search for web sites on a particular topic;
- Group members discuss search methods and each take a different approach (e.g. putting particular terms into a search engine);
- After the search activity, each group makes a list of useful web sites for presentation to the teacher.

Individual activity:

- the learner carries out the task alone but if using online learning this can be organised so as to divide the work between learners.

Materials/resources required — Computers with internet access.

Notes — This activity can be done in a group or individually, depending on the mode of course delivery. The ease of this activity depends on the familiarity of course participants with computers and search engines. It may require some assistance from the course tutor.

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Module 2 - Intercultural communication as a challenge in work with migrants

Recommended modules 2	Intercultural communication as a challenge in work with migrants

N° 8
Name of the tool Explaining the way to

Target group(s) New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance

Duration About 1 hour

When to use it? When starting to talk about intercultural communication

Goal/Learning aims
- To identify difficulties faced, to give some information and benchmarks that enable and facilitate understanding among participants whatever the knowledge of the place and language could be
- To think about how to provide information, to make it accessible for all within institutions or training centres.

Full description of the activity

Select 2 departure and arrival points in the town centre.

2 groups. For each group:

1 Equip participants with a city map and postcards or photos of the town that will enable them to identify buildings, public or historical places, shops, parking, station etc…

2 Ask participants to prepare an oral presentation of the itinerary to be followed.

- Group A explains the way to group B, which has to work out the itinerary to follow and mark it on the map.
- Duplicate the exercise with Group B explaining the way to Group A.

Debriefing:

Participants analyse difficulties faced and tricks they have invented regarding explanation and understanding.

Notes The group in charge of discovering the way is not allowed to ask any questions – only body language is accepted.

The group in charge of giving information and explanation can use gestures and drawings in addition to speaking.

Material required / resources
- City map
- Postcards
- Photographs
- Paper and coloured pencils

Recommended module(s) 2 and 3	Intercultural communication as a challenge in work with migrants

N° 9
Name of the tool Welcoming information

Target group(s) New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance

Duration About 15 minutes

When to use it? When participants arrive on a training course.

Goal/Learning aims
- To be able to introduce oneself and express a request by speaking;
- To understand and follow oral and written orders or advice;
- To go to the first language training course and go to the "reception and welcoming" office;
- To say hello in a polite and appropriate way;
- To let people know about your presence;
- To get informed of the course location;

Full description of the activity

The participants enter the training centre in groups.

They go to reception where a member of staff who does not speak the participants' language will welcome them and speak to them (in a language unrelated to the learners' mother tongue).

Each participant will wait in the queue.

The first one will say hello, explain what he/she is here for and ask where the course is taking place.

Information given by the receptionist:

- Feed-back;
- Indication of the training course classroom;
- Provision of the map of the premises;
- Giving the name of the trainer;
- To announce to participants that the trainer will be late;
- To explain training hours and map of the premises;
- To explain to learners how to go to the waiting room;
- To indicate where the cafeteria is.

Notes During this exercise learners and trainer will use observation and remarks noted on a notebook. Then they will make a common synthesis in order to exchange about main features of intercultural pedagogy

Material required / resources
- Map of the premises;
- A practical information flyer (opening hours, parking, cafeteria etc);

- A receptionist who can speak only one language;
- Notebook.

Recommended module(s) 2 and 3	Intercultural communication as a challenge in work with migrants

N° 10 Name of the tool	**Responding in a negative way**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	15 minutes
When to use it?	At a time that seems appropriate during the training module
Goal/Learning aims	To bring trainers to feel the same frustration and discouragement as trainees when they have to cope with a trainer's negative attitude
Full description of the activity	The trainer running the course will ask participants, in a foreign language they do not understand or do not speak very well, some questions on the topic under consideration. He/she offers one of the participants to speak and express him/herself in this language.
	When the participant tries to speak and to be understood the trainer will express through his/her words and attitude (body language) that he/she is not satisfied with the answer. He will keep on asking the learner to say it again and again until he/she gets the expected answer.
	Debriefing:
	After a few minutes he/she will stop the game and ask the participant how he/she felt during this exercise.
	Then he/she will ask the other participants.
	Together they will analyse their different feelings and reactions and suggest how a trainer should behave.
Notes	The trainer has to be quite expressive and rigid when expressing that he/she is not satisfied with the given answer.
Material required / resources	No specific training material.

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Recommended module(s) 2 and 3	Intercultural communication as a challenge in work with migrants

N°11
Name of the tool — **To identify spaces and persons within the training organisation**

Target group(s) — New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.

Duration — 1 hour

When to use it? — At the beginning of the training course

Goal/Learning aims
- To identify potential resources in the training organization;
- To identify potential resources among the staff;
- To obtain location marks and reference points;
- Group dynamism.

Full description of the activity

1) Sequence
- Welcoming participants to the class;
- Salutations;
- Introduction (small activity as an "ice breaker");
- Each participant is given a colour card and organised into small groups;
- A treasure map (training tool) is given to each group;
- The instruction is given orally: "Everyone must go to all the sites identified on the map and collect all the answers and then return to the classroom";
- Departure of groups one after the other.

2) Sequence
- Each group goes to the places indicated on the map and must collect information given either orally or in writing (each place will be a situation of oral exchanges and of exchange of authentic written documents);
- Supervision and help from the trainer;
- Groups come back;
- Collection of answers;
- Thank you drink.

Debriefing:

After sequences participants are asked to write down their feelings and comments in their notebook.

Notes

During this exercise learners and trainer will use observation and remarks noted in their notebook and synthesis achieved in common in order to exchange about the main features of intercultural pedagogy.

**Material required /
resources**

- Notebook;
- Coloured cards(3 or 4 different colours);
- A treasure map;
- Questions written on papers and put on walls in different targeted places (activity "Discovering the place");
- Specific documents for each department (internal regulations on the ICT classroom, and password, functioning and organisation of the library) to be used in the next steps.

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Recommended module(s) 2 and 3	Intercultural communication as a challenge in work with migrants
N° 12 **Name of the tool**	**Work on identity, filling in a form**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	45 minutes – 1 hour
When to use it?	At the beginning of the training course
Goal/ Learning aims	- To identify difficulties due to the differences between "married name", "patronymic" or "birth" name and surname or family name; - To identify difficulties encountered in memorising personal data in a foreign language (name, surname, date and place of birth, etc); - To be able to write and produce a written message. Filling in a presentation form; - To be able to introduce yourself orally.
Full description of the activity	The trainer first introduces him/herself and explains the objective of the document provided. It is a real administrative document as, for example, the personal information document required by the training centre, or the form needed to register a child in a kindergarten, or to ask for a telephone line) - Delivering the information form; - Time to discover and get acquainted with the document; - Explanations given by the trainer (name, surname, address, post code.), feedback; - Filling in different questions either by the participant or by the trainer after asking the participant to answer the questions; - Round table where each one will introduce him/herself and exchange different kinds of information; - In order to facilitate help and support among participants, the trainer can form "tandems" of trainees with different language levels. **Debriefing:** At the end of this step participants will write their feelings and remarks in their notebook.
Notes	During this exercise learners and trainer will use observation as and remarks noted in notebook and then make a common synthesis in order to exchange about main features of intercultural pedagogy
Material required / resources	- Notebook; - Presentation form; - Personal identity documents;

- Trainer's support.

Recommended module(s) 2	Intercultural communication as a challenge in work with migrants
N° 13 **Name of the tool**	**Name plate translated into alphabet unknown by the participants (Cyrillic letters) see resource section for options**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	15 minutes
When to use it?	At the beginning of module 2 in order to bring participants to feel very quickly like migrants when they get acquainted with a new written language for the first time.
Goal/Learning aims	- To become aware of how difficult it is to use visual memory to identify signs belonging to an unknown language; - To analyse personal and group reactions on facing this difficulty.
Full description of the activity	When he/she prepares the training course, the trainer will write on nameplates each participant's name using a different alphabet, for example, the Greek or Cyrillic alphabet (see handouts) Before each participant comes back from coffee break he/she will put the name plates on the tables and ask each one to sit behind his/her nameplate. After a few seconds, he/she will give them the appropriate alphabet so they will be able to find the right place in which to sit. **Debriefing:** Together with the group the trainer will analyse participants' reactions and behaviour arising from the situation within the group in order to solve the problem. Some possible questions: - How did you react when discovering the situation? - What has been your personal attitude to finding a solution? - How did you react in relation with other participants? - How did the others react towards you?
Notes	See handouts
Material required / resources	1 nameplate for each participant; - The unknown alphabet in which to write nameplates.

Recommended module(s) 2 and 3	Intercultural communication as a challenge in work with migrants

N° 14
Name of the tool   Transport to come to the training centre

Target group(s)   New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance

Duration   About 1 hour

When to use it?   At the beginning of the training course

Goal/ Learning aims

- To locate a street on a map, a building, a public office;
- To be able to know where we are, how to use various formats for information i.e. timetables, route maps;
- To identify different means of transport that can be used;
- To identify strategic points;
- To calculate how long it will take and the cost of the trip;
- To learn road signs useful for finding the way.

Full description of the activity

ThThe trainer sets up groups of 3 or 4 people around the various means of transport which one can use to come to the course (e.g. train, bus, car).

He/she gives documentation to each group (city map, bus and timetable flyers, web site addresses of transport companies, etc).

Then he/she distributes the following list of activities to each participant:

- To identify the place to go to, to understand the map « co-ordinate to identify a particular building;
- To read a bus or train timetable;
- To identify different types of bus (city centre, suburban, regional, etc) and train;
- To identify ticket purchase counters or machines, main stops, connecting stations;
- To identify the way to take, changes of transport, connections etc;
- To calculate the cost for a specific trip taking into account the elements collected above;
- Identification of road signs: direction signs, traffic lights, logos for "public spaces";
- The trainer supports participants in their research, explains different words and meanings and helps them to select important and useful information.

Debriefing:

At the end of the sequence each participant writes his/her feelings and observations in his notebook.

Notes	During this exercise learners and trainer will use observation as and remarks noted in their notebooks and synthesis achieved in common in order to exchange about main features of intercultural pedagogy

Material required / resources

- Notebook;
- City map;
- Bus and tram maps;
- Bus, tram and trains time table;
- Web sites;
- Logos, highway code.

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Recommended module(s) 2	Intercultural communication as a challenge in work with migrants
N° 15 **Name of the tool**	**Rock around the clock**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	
Goal/Learning aims	◙ To reflect on the students' own culturally determined values, behaviour and ways of thinking; ◙ To raise awareness of intercultural differences in values, behaviour and ways of thinking; ◙ To raise awareness of culturally determined aspects of language use; ◙ To practise observation and interpretation skills as well as critical thinking; ◙ To develop and adopt multiple perspectives; ◙ To negotiate common ground; ◙ To develop empathy, open-mindedness and respect for otherness.
Full description of the activity	Reflecting on your own culture ◙ From observations upon topics related to time such as delay, punctuality, arrival time when invited for a meal … have a look inside your own culture's expected behaviour and attitudes. Discovering other cultures ◙ Let us discover some common cultural codes regarding different topics coming from other cultures: waiting for trains or planes, late arrivals, starting times, what does tomorrow mean to you ?... and compare them to your own cultural codes: what is similar, what is different ?
Notes	It is also possible to work on language, words and sentences related to time such as "hang on a minute" etc
Material required / resources	◙ Photocopy of the text (abstract from Mirrors and Windows: An intercultural communication textbook, Martina Huber-Kriegler, Ildikó Lázárand John Strange- Ed. European centre for modern languages).

Recommended module(s) 2 and 3	Intercultural communication as a challenge in work with migrants

N°16
Name of the tool — **Main futures of intercultural pedagogy**

Target group(s) — New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance

Duration — 2 hours

When to use it? — At the end of tools 10, 12, 13, 14.

Goal/Learning aims
- To collect all remarks and observations noted in participants notebooks to present a common analysis;
- To point out elements linked to knowledge of migrant learners' characteristics, the intercultural didactic and pedagogic approach, and evolution of practice to be considered.

Full description of the activity

Participants talk about an experience they have had, exchange their feelings and impressions and write a synthesis matrix including key elements: for example, make a list of circumstances that aroused negative reactions and the same for positive reactions (questions are prepared by the trainer)

The trainer will form small groups and ask participants, to make a list, from their notebook, of

- Difficulties they have met;
- Different strategies they have developed to overcome each difficulty;
- Hypothesis of answers they can suggest regarding trainer's role and position, tools and methods to use. questions they would like to deepen (development of knowledge).

In the plenary session, participants assemble all their observations and comments in order to establish "a map of ideas" for each group (mind mapping).

Notes

Material required / resources
- Whiteboard/flip chart;
- Mind mapping;
- General frame work.

Recommended module(s) 2 and 4	Multicultural teaching approach and strategy

N°17 Name of the tool	Build your image of culture
Target group(s)	Teachers, trainers working with migrants and ethnic minorities
	Max. 10 participants + 5 observers
	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	30 - 45 min.
When to use it?	During the first part of the session in module 4

Goal/Learning aims

- To understand what are the foundations of a culture;
- To create an image of the intercultural world; Reflexion about perceptions of ourselves, the others, our environment;
- A blind perception of ourselves, the other, space;
- To build something together, to include/understand perceptions of the ones and others;
- To do concretely something abstract (the culture).

Full description of the activity

- 10 participants are asked to leave a room, so that they do not see the organisation of the room;
- Install 5 places with 2 chairs facing each other and on the table, some clay. The other participants are observers;
- Help participants entering blind-folded. Install them around a table, face to face in couples, in front of a place with clay; Explain at this moment what they have to build something abstract like "culture" or "ICL – intercultural learning", in something concrete, with their partner;
- The couples have 10 minutes to create something, without seeing, without speaking, they must just try to feel what his /her partner does;
- The observers act as referees and watch what happens.

Follow-up:

after the realisation, all the couples remain blindfolded. One by one, each one explains what he/she built.

Impact of this method:

To use other senses, directions than those traditionally used, like feeling, touching, not speaking, not hearing and not seeing.

When each one explains what he/she did, it may be completely different from his/her partner's explanation.

Debriefing:

The primary aspect of awareness is the first perception, clothes, food, etc, and lot of stereotypes. And there are primary perceptions beneath the surface: the concept, ideas, the notion of modesty, belief, the nature of friendship.

Notes

Material required / resources
- Clay of different colour;
- Tables and chairs;
- Blindfolds.

Sources: SALTO Euromed

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🅰 Module 3 - Characteristics of migrants' learning

Recommended module(s) 3	Characteristics of migrants' learning
N°18 Name of the tool	Removing barriers to learning
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	20-30 minutes, depending on the size of the group and whether done as an individual or group activity.
When to use it?	Barriers to migrants' learning and recommendations for improvement.
Goal/Learning aims	To encourage course participants to apply the improvements.
Full description of the activity	Course participants are posed this question:

Full description of the activity:

Course participants are posed this question:

- 🟡 What examples of barriers to learning can you think of?
- 🟡 What improvements on the level of course provider can you think of?
- 🟡 What improvements on the quality of course can you think of?

Group activity:

- 🟡 Discuss the question;
- 🟡 Make a list of responses;
- 🟡 Make an overall summary of the responses;
- 🟡 Write down the results and present them to the course leader and/or to other groups;
- 🟡 Course participants compare and discuss responses;
- 🟡 Production of an overall summary, answering the question.

Individual activity:

- 🟡 Reflect on the question;
- 🟡 Make a list of responses;
- 🟡 Make an overall summary of the responses;
- 🟡 Write down the results and present or send them to the course leader and/or to other course participants;

Notes	This activity can be done in a group or individually, depending on the mode of course delivery.
	The activity can also be extended, for example, by considering positive action currently in place and evaluating it.
Material required / resources	Flipchart, pens, drawing pins or similar item to pin up flipcharts in order to share results.

Characteristics of migrants' learning

N°19 **Name of the tool**	**Both sides of a coin**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	From 50 minutes to 1 hour
When to use it?	In the development of point 3 "Impact of cultural differences between learners"
Goal/Learning aims	To help to migrant learners, examining how each is seen and how they think they are seen by others.
Full description of the activity	**1 Divide the class into two groups**, one of natives and the other of people of migrant background, or into two groups from different regions. They are separated because they cannot hear each other (ideally have two different rooms). Each group will ask itself three questions: ◙ Characteristics that define your group – not to say that I think I look like the others, but as you see yourselves. ◙ Characteristics which, according to you, you assign to the other group. ◙ Characteristics which define the other group. How do you see the other group? **2 Meeting of two subgroups.** Both groups meet and one representative from each of them reads the answers given. The answers of the groups alternate. They cannot discuss or answer each other. Questions are allowed only for clarification. **3 New work in separate groups.** Both subgroups separate again and talk about the following questions: ◙ What is the difference between the visions that your group has of itself and how the group sees the other group? ◙ What behaviour of the members of your group may have caused discrepancies? What have you done for the other group to see you as different from how you really are? ◙ What did members of the other group do to make themselves seen as different from how they really? **4 New meeting of both small groups.** Finally, the groups come back together and sit all mixed in one big circle with the teacher. It will be a dialogue about how they could they act in the future to avoid any wrong perceptions.
Notes	

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| Material required / resources | Felt-tip pens, paper and two classrooms or separate areas. |

| Recommended module(s) 3 | **Characteristics of migrants' learning** |

N°20 **Name of the tool**	**Twin souls**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	From 50 minutes to 1 hour.
When to use it?	In the development of point 3 "Impact of cultural differences be-tween learners".
Goal/Learning aim	▣ To check that we are not so different, we do not have such different tastes and preferences; ▣ Better knowledge of what unites us.
Full description of the activity	A few minutes are allotted for each participant to highlight one an-swer from each of the sentences listed on a photocopied sheet (see Resources):
	When they have finished ask them to get together in groups of five who seem to be similar. They have to discuss and see what an-swers match and express graphically (drawing, comics, etc.). In a wall divided in two parts, put all the matches of the small group and all the other similarities.
	In the end, in the large group, assess what we have in common and see which differences are merely personal or accidental.
Notes	
Material required / resources	▣ Pens or pencils; ▣ Photocopied sheet with questions and answers similar or equal to the following: ▣ I would like to be: baby, child, boy, young, adult, old; ▣ My favourite kind of party is: a baptism, a wedding, a birthday, a name day, a party (bash); ▣ I prefer: discotheque, country, cinema, beach, forest, sea; ▣ I became: lion, bird, giraffe, elephant, canary, owl; ▣ I choose: tulip, rose, cactus, geranium, grass; ▣ I would like to change: my voice, my face, my legs, my hair, my hands; ▣ I am good at: studying, lazing around, singing, confusing peo-ple, amusing people; ▣ I am bad at: drawing, being tidy, fighting, begging, anger.

Recommended module(s) 3	Characteristics of migrants' learning

N°21 **Name of the tool**	**Motivations and fears**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance
Duration	1 hour
When to use it?	In the development of topic Motivation for learning (Why do migrants learn?)
Goal/Learning aim	▣ To create a positive atmosphere in the group. ▣ To know the motivations and expectations regarding the group's learning.
Full description of the activity	The moderator asks the group to create subgroups of three persons to whom they are closest; Distribute to each group a worksheet in which they have to answer this question: "How do you feel here?" Each group makes a list of its feelings and the reasons for them; Then the moderator invites each group to read its list, which will be written on the blackboard or on paper, noting the points that are considered positive and those considered negative; Then, another question: "How do you feel about the person who sent you or motivated to do this course?" Again read the answers and they are written on the board or on paper, pointing out the positive and negative; Then, the third question: "What do you hope to learn?" The answers are read it and they are written as before, pointing out the positives and negatives; The fourth question: "What do you think is going to be useful what they learn here?". We read the answers and write them as before, pointing out the positives and negatives; It ends with a plenary session that discusses the answers the four questions.
Material required / resources	▣ Pens or pencils; ▣ Cards or paper sheets.

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Recommended module(s) 3	Characteristics of migrants' learning

N° 22
Name of the tool   Feel equal!

Target group(s)   New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance

Duration   30 minutes, depending on the size of the group

When to use it?   During the development of topic "cultural differences between learners"

Goal/Learning aims   To make teachers feel like a migrant, in order to become more aware of their role in teaching migrants.

Full description of the activity   Questions for the participants:

- What do you think migrants learners feel during the course?
- What can teachers do in order to make learners feel less "like a migrant"?

The exercise:

- The target group of the course is made of teachers of different nationalities, or ethnic groups, or regions;
- The training programme will be delivered, for around 15 minutes, in a language familiar only to some of them, without handouts or other type of supporting material translated in their own language. The topics of training can cover general approach on the country / city, culture & history or specific items such as registering at school, opportunities for migrants' children and do on;
- Possible motivation that can be used - at the end of this module the participants who were active, will receive a reward (dictionaries, e-books…).

Debriefing:

After the 15 minutes of training, the participants will share their feelings, give their feedback and discuss trying to identify solutions and ways through which they will act differently when they will teach migrants.

Notes

Material required / resources   Flipcharts, paper, pens, markers, CDs; map of country / region / city; leaflets and other materials in a language not known to all participants.

Recommended module(s) 3	Characteristics of migrants' learning"

N°23
Name of the tool   BaFa' BaFa'

Target group(s)   New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance

Duration   2 hours, depending on the size of the group

When to use it?   During the module 3, topic socio-cultural factors inhibiting learning.

Goal/Learning aims
- To make teachers *feel like a migrant*, in order to become more aware of their role in teaching migrants;
- Make teachers aware of the issues around cultural differences;
- Motivate participants to rethink their behaviour and attitude toward others;
- Examine how stereotypes are developed, barriers created and misunderstandings magnified;
- Identify diversity issues within the teachers' organisation that must be addressed;

Full description of the activity

Exercise

Initial briefing - common task – for example, the XYZ school (or other type of institution) has to change its location in a given time and with a given budget. Then, the division of participants into 2 groups. In each group there will be selected some participants that will be the *visitors (15 minutes).*

For the purpose of the exercise, two cultures are created

- The *Alpha* culture is a relationship oriented, high context, strong in group culture;
- The *Beta* culture is a highly competitive trading culture.

The participants have to learn, separately, the rules of their designated culture and begin acting accordingly, for at least 30 – 40 minutes; then, for another 20 minutes, observers and visitors are exchanged between the 2 groups and they have to act, without preparation, according to the hosting group behaviour.

The resulting stereotyping, misperception and misunderstanding become the base for the debriefing.

This is the basic approach of *BaFa' BaFa'* exercise – creation of a problem for everyone in the sense of simulating interaction with an unfamiliar context and culture. The participants are asked to live and interact in another culture.

Debriefing:

At this exercise the debriefing will last around 30 – 40 minutes, as each of the participants has to share how they felt in their own group and in the visited one.

Then they have to discuss their behaviour: how they responded to those feelings; in other words, how did they solve the problem?

And, to identify and discuss the solutions that people have developed in their own culture.

Notes

Material required / resources

Flipcharts, paper, pens, markers, training room;

Files with instructions for Alpha and Beta teams (each participant needs a set of materials containing all the information relevant to the group description, the task to be accomplished and the his / her responsibilities).

Recommended module(s) 3	**Characteristics of migrants' learning"**

N°24

Name of the tool	Open to diversity!
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	30 minutes, depending on the size of the group.
When to use it?	During the development of topic "Impact of cultural differences between learners".
Goal/Learning aims	To make teachers to *feel like a migrant*, in order to become more aware of their role in teaching migrants.
	Usually, during the training courses, the interaction between the trainer and the learners depends very much on the skills and personality of both sizes. The teacher has to know how to interact with persons / learners of different nationalities, cultures and to understand their feelings, in order to overcome cultural barriers and transform the training class into a constructive meeting.
Full description of the activity	Questions for the participants in this module:

🔲 How do learners feel and react when they have to work with colleagues of other nationality and/or culture and face foreign traditions and habits?

The exercise - Group activity:

Participants will be divided into groups – 4-5 maximum, depending on the total number of participants; each group will have participants of different nationalities, cultures, religions, regions or whatever divisions are appropriate.

They will be given common tasks which have to be carried out in working groups, in a certain period of time (15 minutes) – for example organising an Easter party or a wedding ceremony.

After finishing their task they will have to present to the other group(s) the results from the working group, from 2 perspectives: organisation of the event and methodology of work.

Debriefing:

After each of the working groups' presentations, the participants will share what they felt during the exercise

Participants will propose what they have to take into consideration when giving group tasks to their learners.

Notes	
Material required	Flipcharts, paper, pens, markers, pictures from different events related

/ resources to the tasks, short films (from weddings or Easter celebration) etc; training room available for at least 15 minutes.

Module 4 - Multicultural teaching approach and strategy

Recommended module(s) 4	Multicultural teaching approach and strategy
N° 25 **Name of the tool**	**Attitudes and Beliefs**
Target group(s)	Trainers who teach migrants.
Duration	Min. 30 min.
When to use it?	At start of session.
Goal/Learning aims	Recognise one's own cultural identity and biases.
Full description of the activity	Belief and attitude: Self-awareness is an essential skill. This tool will help you to analyse your own perception of language used when delivering training to multicultural groups of learner. Divide group into smaller groups of 3-4 persons and ask them to discuss what they understand by the following words: ◙ Assumption; ◙ Stereotype; ◙ Discrimination; ◙ Inclusion. They should write their findings on flip chart paper; This should be discussed in plenary group including critique and how to overcome any identified bias.
Notes	
Material required / resources	◙ Paper, colour pens, Flip chart; ◙ Handouts at end of session with definition of words.

Recommended module(s) 4	**Multicultural teaching approach and strategy**

N° 26
Name of the tool   Describing teaching experiences

Target group(s)   New and continuing teachers of migrants.

Duration   1 hour.

When to use it?   At the beginning of module 4.

Goal/Learning aims
- To collect the existing knowledge of teachers;
- To compare their previous experiences;
- To prepare the learners for the subsequent exercises.

Full description of the activity

1. Write the following questions on the board or flipchart and ask the learners to think about them individually, making some notes:

- Do you have any experience in teaching migrants?
- How would you describe your teaching approach?
- Do you also teach non-migrants? Is your teaching approach different with them?
- What do you like about teaching migrants? What do you not like?
- Have you ever encountered any problems when teaching migrants? What were they? How could you solve them?

2. Divide the learners into groups of 3 or 4 people and invite them to discuss and compare their individual results.

3. Ask the learners to summarise the results of their discussion on a poster. They could draw a mind-map, design a table, or list the results etc.

4. The groups present their results.

5. Discussion in class

Notes   The depth of the discussion will depend on the previous experience of your learners. Nevertheless, the exercise is also suitable for less-experienced teachers/counsellors of migrants to help them prepare for the subsequent topics and exercises.

Material required / Board or flipchart, markers, posters.

Recommended module(s) 4	Multicultural teaching approach and strategy
N° 27 **Name of the tool**	**Investigating multicultural teaching strategies**
Target group(s)	New and continuing teachers of migrants.
Duration	2 hours.
When to use it?	After exercise N°25.
Goal/Learning aims	To become familiar with 3 central teaching strategies within a multi-cultural approach: learner-oriented principles, socially oriented principles and content-related learning.
Full description of the activity	- Write the three strategies on the board/flipchart and ask the learners what comes to their minds when they hear the expressions; - Draw a mind map on the board/flipchart according to the responses of the learners; - Divide the learners into 3 groups and assign each group one learning strategy (learner-oriented/socially oriented/content-related); - Now each group searches the internet on relevant information regarding their strategy. They should focus on the advantages of the strategy and on how to integrate it into teaching; - The learners note the most important findings on a poster; - Each group presents their findings; - General discussion: Have you ever employed such teaching strategies and if yes, how? Why do you think they are useful, not useful etc.?
Notes	If there is no internet access available, you could provide books or handouts on the teaching strategies as a reference for the learners.
Material required / resources	At least 3 computers with access to the internet (alternatively books and handouts on teaching strategies), posters, markers, board/flipchart.

Recommended module(s) 4	Multicultural teaching approach and strategy

N° 28 **Name of the tool**	**"Silent" reflection**
Target group(s)	New and continuing teachers of migrants.
Duration	At least 1 hour.
When to use it?	Immediately after exercise N° 26.
Goal/Learning aims	To reflect on the teaching strategies previously presented.
Full description of the activity	• The learners form groups of about 4 people and stand around a desk; • Every learner receives a poster, which he/she folds 12 times so that 12 "stripes" become visible; • The learners write one question or statement which has to do with one of the teaching strategies (learner-oriented, socially oriented, content-related) into the first "stripe". (E.g. "How do I know what contents are suitable for my learners?" or "When my learners are working in groups, there is always someone who does not participate."); • After having written their question/sentence, the learners put their poster on the table and move on to their group colleague's poster on the same table. They now write an answer or a comment or even a new question to what is written on the poster in the second "stripe". Then they move on to the next poster. After they have answered all the posters on their desk, they move on to another desk. This continues until all "stripes" have been filled with comments; • The learners go back to their initial poster and read out loud their question/statement and all following comments one after the other; • The trainer makes notes of all the topics touched upon on the whiteboard; • General discussion regarding the topics on the board/flipchart.
Notes	This exercise is very helpful for involving everybody in the reflection process, even participants who usually remain quiet.
Material required / resources	Posters, markers, board/flipchart.

Recommended module(s)	**Multicultural teaching approach and strategy**

N° 29 Name of the tool	**Integration of learner-oriented strategies into one's own teaching framework**
Target group(s)	New and continuing teachers of migrants.
Duration	1 hour.
When to use it?	Any time after exercise 26.
Goal/Learning aims	To develop an understanding of how learner-oriented strategies can be integrated into one's own teaching.
Full description of the activity	The learners work together in pairs. ▪ Distribute various statements on learner-oriented teaching (cut into individual stripes, see materials); ▪ Based on their teaching experiences, each pair groups the statements according to 3 categories: "Agree", "Don't agree", "Maybe agree"; ▪ Comparison of results and discussion in class. Guidance by the trainer if necessary.
Notes	You can add new statements, if you feel it is necessary.
Material required / resources	The following statements printed out and cut into single stripes. One set of stripes for each pair. ▪ If a learner has a low self-esteem he or she will usually feel un-comfortable in classroom situations; ▪ Only in a learning environment where the learner feels comfort-able he or she can benefit from the course; ▪ Some migrant learners come from backgrounds where they are used to strict teachers and therefore they also prefer their train-ers in their host countries to be strict; ▪ Most learners can be encouraged to participate, but there are always some which are simply not interested; ▪ Inexperienced learners represent a problem in class; ▪ Inexperienced learners require a great deal of patience; ▪ In heterogeneous groups, one can only precede in the pace of the slowest learner; ▪ Within a heterogeneous group, more advanced learners can help slower learners; ▪ In a heterogeneous group, more advanced learners usually get frustrated because they do not feel challenged enough; ▪ Migrant learners with negative school experiences can hardly be motivated;

- Migrant learners who cannot read or write in the language of the host country must be educated in separate literacy classes;
- Inexperienced learners enjoy learning by playing games;
- Some migrant learners need a great deal of support and encouragement to define what they want to achieve in their future;
- The restrictions that family structures or bureaucratic obstacles (e.g. recognition of diplomas) pose to migrant learners are personal and none of the trainer's business.

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Recommended module(s)	**Multicultural teaching approach and strategy**
N° 30 Name of the tool	**Integration of content-related teaching strategies into one's own teaching framework**
Target group(s)	New and continuing teachers of migrants.
Duration	At least 2 hours, depending on the group size.
When to use it?	Any time after exercise 26.
Goal/Learning aims	▢ To develop an understanding of how content-related strategies can be integrated into one's own teaching; ▢ To develop an understanding of what contents could be interesting to one's own migrant learner groups.
Full description of the activity	Each participant makes individual notes on the following two questions: ▢ What target group(s) do you teach? ▢ What contents are interesting for that group(s)? The trainer collects the results and groups the participants into teams of people working with similar target groups (E.g. one group of trainers working with teenagers, other groups working with women / Muslim migrants / unemployed migrants / older migrants etc.) Each team decides on one topic of interest for their target group. Each team elaborates one teaching unit for their target group around that topic. For authentic material the participants can draw on newspapers, magazines, books, radio-recordings, the internet or any other available sources. Each team presents their teaching unit to their colleagues. After each presentation, the audience is invited to make comments on the teaching unit. Discussion.
Notes	The choice of materials depends on the teaching/counselling context in which the participants are working.
Material required / resources	Authentic material of all kinds: newspapers, magazines, books, radio-recordings, the internet or any other available sources.

Recommended module(s) 4	Multicultural teaching approach and strategy

N° 31 Name of the tool	Integrating socially oriented teaching strategies into one's own teaching framework
Target group(s)	New and continuing teachers of migrants.
Duration	1 hour.
When to use it?	Any time after exercise 26.
Goal/Learning aims	• To develop an understanding of how socially oriented strategies can be integrated into one's own teaching; • To develop problem solving strategies.
Full description of the activity	Divide the learners into small groups. Each group is given the description of a problematic situation in a learning context (see materials). The participants analyse the situation and agree on solutions how to solve it. They then act out the situation, including the solution found, in front of their colleagues. After each presentation the audience is invited to comment and discuss the conflict and the respective strategies.
Notes	Small groups as appropriate. You can also invent other situations if you think it is necessary.
Material required / resources	Various cards (number depending on group size) with the following situation: You are teaching a group of migrants and you want your learners to work in small groups. Suddenly you realise that there is a conflict taking place in one group. The participants of this group are Juri, Imelda, Tvrtko and Fatima. While Juri talks all the time, Imelda does not participate at all and is writing text messages instead. Tvrtko tries to follow your instructions and cooperate, but does not seem to be successful because Juri does not listen to anybody and the two girls seem to be rather indifferent. Fatima comes to you and complains that she cannot work like this. She says that one cannot work with Imelda because her language skills are too poor while Juri is annoying her because he does not let the others talk. She asks you if she can form a team only with Tvrtko. How do you react? (Remember that your aim was to make your students collaborate.)

Recommended module(s) 4	Multicultural teaching approach and strategy

N° 32 Name of the tool	Taboo topics
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	1 hour.
When to use it?	Any time but most suitable after exercise 29.
Goal/Learning aims	- To develop an understanding of which contents are suitable within a content-related approach and which are not; - To be aware of possible taboo topics depending on the culture of the learners.
Full description of the activity	Divide the learners into small groups of 3 or 4 people. Ask them to define for themselves (within their cultural framework) what they would consider topics suitable for classroom work and which topics they would consider taboo. The learners write the results on posters and present them in class. Compare and discuss the results in class. Now ask the participants what they would consider suitable and what they would consider taboo topics from the point of view of their participants. For this, the participants might draw on experiences they have made so far. The participants design another poster and present it in class. Comparison of results and discussion.
Notes	Need to be in small groups, not an individual exercise.
Material required / resources	Posters, markers.

Recommended module(s) 4	Multicultural teaching approach and strategy

N°33
Name of the tool — **Assumption**

Target group(s) — New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.

Duration — Min. 30 min.

When to use it? — At start of session.

Learning aims — Raise awareness from a different perspective;

Teach participants based on a multiple strategy approach.

Full description of the activity — Belief and attitude: Multicultural competence is defined as a person's ability to be aware of his or her own cultural identity and biases. This tool enables people to look at biases from different perspectives based on their attitudes.

Divide group into smaller groups of 3-4 persons and ask them to select 2 members of the group to take opposing views to situation below and debate for 10 minutes. Rest of group to note observations on flip chart and feedback in Plenary group.

Situation 1: A migrant new learner in your class cannot speak your language at all and has lived in your country for 10 years:

- View a: you assume the person is lazy and does not really want to integrate and will be a difficult student;
- View b: you view that the person may have other reasons for not learning the language earlier.

Notes

Material required / resources — Paper, colour pens, Flip chart.

Recommended module(s) 4	**Multicultural teaching approach and strategy**

N°34
Name of the tool Rhyme

Target group(s) New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.

Duration Min. 30 min.

When to use it? Mid session.

Goal/Learning aims
- To make participants "feel like migrants";
- To learn not to base problem-solving on assumptions;
- To break down language barriers when teaching migrants;

Full description of the activity Principles of content oriented learning - knowledge transfer:

Create a learning environment that is inclusive of all backgrounds and cultures.

This tool enables participants to try and solve a problem by thinking "outside the box" by removing initial assumptions and applying strategies that could make all participants feel like migrants.

Write the following 'Rhyme' on a whiteboard or flipchart

And ask the group to write down what they understand by it – give them 5 minutes and ask for feedback

- Der dago;
- For tee lorrez enaro;
- Dement Lorrez demis trux;
- fullov gees an ens an dux.

Outcome:

The rhyme is written in phonetics based on English spoken as a foreign language and when translated into correct English reads:

- There they go;
- Forty lorries in a row;
- Them aren't lorries them is trucks;
- Full of hens and geese and ducks.

Notes

Material required / resources Paper, colour pens, board/flipchart.

Recommended module(s) 4	**Multicultural teaching approach and strategy**
N°35 **Name of the tool**	**Self-reflection - Multicultural teaching competences**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	Depending from 1 to 2 hours.
When to use it?	Self-reflection after the session.
Goal/Learning aims	- Awareness of trainers' own assumptions, values and biases; - understanding of the worldview of a culturally different client/learner; - an ability to develop appropriate intervention strategies and techniques.
Full description of the activity	1) Create concrete ideas on how you can develop your own Multicultural Competencies (see att.1 below). Try to evaluate which are the most important competence areas you should develop. 2) How would you describe your own cultural identity (in a broad sense)? Reflect, for example, on the following reference groups: gender, religion, social class, ethnicity and race. 3) Consider which social groups are in danger of being marginalised in your own society. What organisational changes or intervention strategies could be introduced to overcome these problems? 4) What are the implications of the framework for your work with your learners?
Notes	
Material required / resources	- The framework of multicultural competences; - See in handouts; - Template to fill it out.

Recommended module(s) 4	**Multicultural teaching approach and strategy**

N°36 **Name of the tool**	**Labels**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	45 minutes.
When to use it?	Beginning or mid session.
Learning aims	▣ To explore the relationships between what is expected of us and how we behave; ▣ To raise awareness of the effect of our own behaviour on others; ▣ To start discussion about the effects of stereotyping people; ▣ To develop cooperation, tolerance, sensitiveness about people with different characteristics.
Full description of the activity	Write one characteristic on each label: lazy, clever, sleepy, shy, selfish, stupid, playboy, funny, slow, cute, hyperactive, friendly, childish, dictator, aggressive, easy to manipulate, boring, sad, happy; Decide one task for the group: create a symbol/sculpture cooperatively regarding the image of minorities e.g. in the Basque country; Place one label on each participant's forehead but don't let them know what's written on it; Explain the task to the group and they must treat each other according to the labels, without ever using the word on the label & without telling them; Evaluation Start by asking people if they could guess their label and then go on to ask about: ▣ How did each participant feel during this activity? ▣ Was it difficult to treat people according to their labels? ▣ Did anyone begin to "prove" their label? ▣ Did someone labelled "witty" begin to tell jokes and behave more confidently? ▣ What sorts of labels do we put on people in real life? How does it affect them and how does it affect the way we think about them? ▣ In real life, who are given some of the labels used in this activity? ▣ Do they reflect the reality or are they valid?
Notes	
Material required / resources	**Material needed** ▣ 6 blue sticky labels ▣ 3 red sticky labels ▣ 6 yellow sticky labels ▣ 2 black sticky labels ▣ 6 white sticky labels ▣ 1 green sticky label

Recommended module(s)	**Multicultural teaching approach and strategy**

N°37
Name of the tool   **What do you know about …..(a selected country)**

Target group(s)   New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.

Duration   2h 45min.

When to use it?   Mid session.

Goal/Learning aims
- ◙ To make a link between the past and the present of (selected County) to be able to understand the current situation in terms of minorities;
- ◙ To encourage participants to think and feel the atmosphere of (selected Country);
- ◙ To allow participants to become aware of stereotypes and prejudices about (selected Country);
- ◙ To engage participants into the realities of (Selected Country);

Full description of the activity

This session shows how people, coming from different countries, already perceive a selected Country. It also allows participants to become aware of their stereotypes or prejudices about the selected Country, i.e. Turkey, where a wide range of minorities live together.

Working groups (2 – 3): balanced groups of max 5 participants. Participants are asked what and how much they know about (the selected Country's reality. The groups discuss about the current situation for 15 min. in terms of minorities, their rights and problems considering:

- ◙ Geography (Neighbour countries);
- ◙ Heritage from Ottoman Empire, Politics;
- ◙ Membership of European Union, Minorities (religious, linguistic, and ethnic).

Plenary sharing

The groups present, very shortly, what they had about (the selected Country) in the plenary. Each group has 3 minutes maximum. If the groups find the same things, they do not repeat them in the presentation.

PowerPoint Presentation

Giving a general view about minorities in (selected Country) plus some maps on the minorities. The presentation can be enriched with ethnic music, pictures and videos from ritual ceremonies. This presentation allowed participants to get an idea about the minorities and their problems. This presentation was a source for the participants to introduce the simulation game where participants acted as minorities (ethnic groups) existing in the selected Country.

Notes	The exercise concerns issues related to selected Country, but it can be use for any other countries and ethnic minorities. Teacher can encourage participants to choose a selected country.

Exercise adapted from SALTO Euromed. |
| **Material required / resources** | |

- PowerPoint with presentation about selected Country;
- Flipchart and markers.

FLAM
Feel like a migrant

Recommended module(s) 4	Multicultural teaching approach and strategy

N°38
Name of the tool

Whom would you like to live with?

Target group(s)

New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.

Duration

45 min group work and 1/2 hour debriefing.

When to use it?

At the beginning of the session.

Goal/Learning aims

An exercise to show the power of prejudices and to start discussing implicit values and preferences in a group and come to a common conclusion.

Full description of the activity

Prepare a drawing of a house on the board or flipchart. The facilitator tells the story of family Miller:

- "In this house live Mr. and Mrs. Miller with their 20 year old son David. The family lives quite happily together in this house. One day a bad accident happens and father and mother Miller lose their lives. David inherits the house of his family and lives a single and satisfied life, until one day David loses his job. David is no longer able to afford the live in the big house by himself. With his last money he decides to split the house into 6 apartments and puts them up for rent in the newspaper."

Now, imagine you are David and that you have to choose five tenants from the list of people applying to your advertisement, in order to be able to keep the house.

Task for the participants:

1. Choose 5 tenants from the list - individually (approx. 20 min.).

2. In group of 5 to 6 persons choose 5 tenants that the whole group agrees on (approx. 20 min.).

Debriefing:

- Has the group found 5 common tenants? Yes /No? Why (not)?
- How did the group work together to find those common tenants? What was difficult, what was easy?
- Discuss the reasons why you decided for these persons.

This exercise shows very well the impact of prejudices and different pre-conceptions we have about other people. To have no prejudices is almost impossible; the most important thing is to understand that these are prejudices and that discussion about differences and getting to know people better can change opinions.

Attention: the debriefing is the most important part of the exercise. Take care of the possible emotions in the group.

Notes It is possible to change the characteristic of tenants.

Material required / resources
- Paperboard, list of possible tenants for the house
- SALTO Euromed

List of possible tenants for the house

- A single mother with a 3 year old child whose father is Tunisian. He visits his son occasionally and sometimes bring along a few friends.
- A Yugoslavian migrant workers family with 5 children between 1 and 12. Father works in the steel industry, the mother would take the position of the concierge.
- A family with a 17 year old daughter attending 11th grade at a secondary school. Father is an accountant in a bank, mother is a teacher.
- A single 70 year old lady living on the minimum retirement income.
- A group of 7 Polish refugees, all working in the kitchen of a large restaurant.
- A group of 5 young people living an alternative life-style rejecting the materialistic ideology of consumption.
- Three Palestinian students who are politically engaged.
- A Gypsy family of 5 persons. Father works occasionally and is unemployed in between times. They are a part of a larger family which has strong ties and likes to hold festivities.
- An American couple without children. The husband works at the International Atomic Energy Authority, the wife takes care of the household and 3 poodles.
- Two artists, about 40 years old, who live rather a bohemian and unconventional life-style and have many artist friends.
- A girl studying piano and singing at the conservatory, who has to practise regularly in the afternoons.
- A black American with his Austrian girlfriend. He is trying to get a work permit as an engineer.
- A religious Muslim family which lives strictly according to the Koran, the mother leaving the house only veiled.
- A gay man who is single, but invites a lot of men to his apartment during the week.
- A young man who is a wheelchair user and lives with his 76 year old mother.
- A girl who is blind and lives alone with her dog.

Recommended module(s) 4	**Multicultural teaching approach and strategy**

N°39

Name of the tool	**Wall of prejudice**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	45 minutes.
When to use it?	Any time - it can also be used as an icebreaker at beginning of the session.
Goal/Learning aims	To introduce concepts of stereotypes, prejudices and discrimination; to understand the difference between those concepts; to meet your own prejudices and stereotypes.
Full description of the activity	On the wall there are 10 white sheets of paper with titles. The titles are different groups of people, selected on different criteria. The task of participants will be to approach all the papers and to write down one or two characteristics of that group of people. It should be the first thing that comes to mind – do not over think this exercise. It is important not to think too long about each title but try to do it as quickly as possible. This is a silent game, so participants should not discuss or make comments while writing on the sheets.
	Groups of people (written on the papers, wall)(try to avoid groups of people to whom participants belong) (Here below are only examples, it is possible to use different ones:

- Japanese;
- Gipsy artists;
- Women;
- English people;
- Russian people;
- Drug addicts;
- Chinese;
- Turkish men;
- Yoga practitioners.

The trainer reads all the papers afterwards.

Sharing and discussion:

What we have now on the walls?

Discussion what stereotypes are, what prejudices are, what discrimination is.

Give out handout (see resources below) about stereotypes.

Notes	See resources for handout for this tool.
Material required / resources	flipchart papers, pens; SALTO Euromed.

Recommended module(s) 4	**Multicultural teaching approach and strategy**

N° 40

Name of the tool	**Portfolio**
Target group(s)	New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.
Duration	-
When to use it?	Continuous use throughout a course.
Goal/Learning aims	Portfolios are tools designed for the empowerment of learners. A large part of portfolios is dedicated to reflection. By reflecting (in a written form) one's personal skills and competences, experiences, goals, learning methods and much more, learners become aware of their own strengths and weaknesses. At the same time, a portfolio enables learners to take responsibility for their own learning outcomes by defining their own goals and how to achieve them.

Portfolios can be used within a large variety of training and courses and therefore should be adapted to the specific needs and requirements of the learners. |
| **Full description of the activity** | Portfolio work is very individual, so the contents of a portfolio vary a lot, but there are some parts that are frequently found in most kinds of portfolios.

These are:

- Reflection: "Who am I" at this stage, what are my skills and competences, what am I good at, what do I like to do, what did I already learn, what do I want to learn; how do I want to learn, which learning methods do I like / dislike, by means of which methods do I think that I am able to learn most effectively.....;
- Definition of status quo, goals and activities;
- Learning journal: often realised as a kind of diary writing exercise;
- Learning materials and outcomes: examples of previous successful work and planning of future path. |
| **Notes** | One of the main challenges trainers often face is encouraging their learners. A powerful tool to empower learners is reflection work. Reflection work is mainly carried out by the learners themselves, with or without their trainers' support.

Reflection can be realised in different ways:

- Unguided reflection: learners write down their thoughts without any kind of "guidance";
- Guided reflection: trainers provide learners with some guidelines, such as guiding questions to be answered, in order to focus on certain aspects of learning; |

Portfolios represent a very individual and also personal approach to self directed and autonomous learning. To some extent, advice from trainers may be useful, but you should also have respect for learners who don't want to show you all parts of their portfolio.

Material required / resources

Reflection is mostly un-guided, but you could provide learners some help by means of questions as mentioned above.

Portfolio templates see handout tools.

Tools for target group: learners with migration background

Recommended module(s) 4	Multicultural teaching approach and strategy

N°41 **Name of the tool**	**Richness in Diversity**
Target group(s)	Migrant learners.
Duration	Min. 30 min.
When to use it?	Early session within scheme of work.
Goal/Learning aims	**Work with the process of cross-cultural communication and learning.**
Full description of the activity	Knowledge about others' cultures is essential. Learn the values, practices and beliefs of other cultures. In doing so, you will be able to see the similarities and differences you share with other cultures. Everyone has a culture, not just people who are different from you. Looking at the similarities and differences of people. This tool will explore the similarities among people and then move on to a celebration of our differences.

- POEM;
- No Difference;
- Small as a peanut;
- Big as a giant;
- We're all the same size;
- When we turn off the light;
- Rich as a sultan;
- Poor as a mite;
- We're all worth the same;
- When we turn off the light;
- Red, black or orange;
- Yellow or white;
- We all look the same;
- When we turn off the light;
- So maybe the way;
- To make everything right;
- Is for God to just reach out;
- And turn off the light!

After discussing how we as human beings share so many things in common, ask the students to imagine a world where everyone looked, dressed and acted the same. For example, an urban setting where all of the buildings are brownish, all vehicles green and all people are of one skin colour and are dressed in identical, brown clothes. Ask the students to imagine what life would be like in such a setting and to write about it in their journals.

Then ask the class to "turn *on* the lights" and take a look at all the *difference* that surrounds us.

To appreciate the diversity we have right within our own classroom, we would go on to take thumbprints of ourselves, each of which will be unique, and compare our eye shape, hair texture and skin tones. People lend themselves well to an exploration of these differences because of its skilful focus in the very beginning on the varying physical characteristics of people.

Notes

Material required / resources

Flip chart for facilitator to note down findings.

Recommended module(s) 4	Multicultural teaching approach and strategy

N°42

Name of the tool	**Valuing Ourselves**
Target group(s)	Migrant learners.
Duration	Min. 30 min.
When to use it?	Any time.
Goal/Learning aims	Create an inclusive learning environment.
Full description of the activity	**Valuing ourselves as individuals and members of a group.**

When instructors facilitate students' ownership-taking in the learning process through a variety of instructional methods, student learning and engagement improve (Weimer, 2002). Students whose identities vary from the historical majority bring experience and knowledge to the learning environment that is often unrecognised and undervalued.

This tool will explore our own individual identities; we will first take a look at **our names.**

We focus on the fact of our names being an important part of our identity

An art-activity involves students creating crayon etchings on which they carve out their names and display them in the room.

In an effort to explore how our names tell much about ourselves, each learner is to write a poem about the positive personal or cultural traits using their names as the subject: their first name is written in a vertical fashion and each line of the poem is made to describe them in some way. For example:

- **M**akes good peanut butter cookies;
- **A**ble to speak 4 languages;
- **R**uns a group for migrant parents at children's school;
- **Y**ellow is her favourite colour.

Notes

Material required / resources	Paper, pens

Recommended module(s) 4	**Multicultural teaching approach and strategy**
N°43 **Name of the tool**	**Living abroad**
Target group(s)	All migrants, heterogeneous groups.
Duration	30-60 minutes.
When to use it?	At the beginning of the course.
Goal/Learning aims	Learners should get to know each other, learn about the different lives, backgrounds and cultures. Along the way, learners become aware of differences and, above all, of commonalities.
	This tool therefore promotes mutual understanding and facilitates the acceptance of different backgrounds and cultures.
Full description of the activity	The learners' task is to conduct an interview with one (or more) other learner(s).
	For this purpose, learners are provided with an interview template which forms a kind of guideline for a semi-structured interview (see materials). Semi-structured means that this template should only be considered as a non-binding aid. Learners should be encouraged to phrase their own questions and to focus on things that are relevant / interesting for them.
	At the end of the interviewing session, each learner presents his/her partner to the others.
	After the presentations, a plenary session in order to discuss the outcomes could be held: What are the differences, what are the common grounds (focus on common grounds.)
Notes	This tool is most interesting if the partners working together come from different backgrounds (e.g. different countries/cultures, different age, different experiences, different interests, etc).
	It may be advisable to change the pairs working together after one turn (i.e. person A interviews person B, afterwards person B interviews person C). Make sure the learners are working with somebody they do not know yet.
	In order to put multicultural teaching and learning into practice, both trainers and learners should be aware that differences do exist, but that they are not meant to constitute a source of problems.

It is therefore important to make yourself and your learners aware that:

- differences are normal and welcome,
- diversity does NOT mean inequality.
- each of us can benefit from differences.
- we can learn from other cultures.
- there are a lot of things that unite people, regardless of the respective differences (e.g. common experiences).

During the plenary session focus on common grounds not on differences.

Material required / resources

Template for the interview

Possible questions asked during the interviews:

- How long have you been living here?
- Where do you come from?
- Why did you come here?
- What do you like here?
- What are the advantages of living here?
- What don't you like here?
- Did you have to face any problems? Which? Could you solve them?
- Are there any things from your home country you miss?
- Would you go back to your home country?
- Would you prefer living somewhere else? Where?
- Do you think living abroad is a good thing? Why / why not?

Recommended module(s) 4	Multicultural teaching approach and strategy

N°44 **Name of the tool**	Stations of my life
Target group(s)	All migrants; heterogeneous groups.
Duration	1 hour and more.
When to use it?	The tool is designed as a kind of "project", but parts of it can be used separately. The tool can be used as a follow up to tool number 43 (living abroad). In that case the questions in tool 2 can be adapted to the purpose of the "Stations of my life" tool.
Goal/Learning aims	The main goals of tool are: To learn about other participants, their lives and backgrounds; To promote mutual understanding and tolerance; To reduce prejudices / negative attitudes towards people with different backgrounds and cultures; To raise awareness of one's one "history" and the story of others; Language: to train past-tense structures;
Full description of the activity	There are different options of carrying out this tool. A common goal of all of them is to find out about important stations in the participants' lives and to record those experiences. Possible ways of carrying out "Stations of my life" are the following: In terms of self-directed learning, learners can produce their own texts that contain important stations of their lives and subsequently present their stories to the others. In order to facilitate socially oriented learning, learners ask each other about the important stations of their lives and make notes about the information gained (e.g. in the framework of interviews as in tool n°43) Thus, final products of this tool can be: "Total" product: a kind of publication (e.g.) a paper / book / brochure / website / etc. containing the stories of the participants' lives; Individual stories of each participant – written by themselves; Individual stories of each participant – written by another one (optionally in combination with tool n°43).
Notes	Tool can be used very basically as a paper and pencil pair work, but it can also be organised as a project, including presentation and publication using different media (poster presentation, print media, online presentation and publication...) Some people may have made experiences they do not want to talk about. Never force them – participants should feel free to tell what they want to tell. It is their story.

| **Material required / resources** | According to the type of presentation / publication, e.g.:

technical equipment (computer, beamer, internet access, printer, camera)

paper & pencils. |
| --- | --- |

Recommended module(s) 4	**Multicultural teaching approach and strategy**

N° 45

Name of the tool — **Portfolio**

Target group(s) — All migrants.

New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.

Duration — -

When to use it? — Continuous use throughout a course.

Goal/Learning aims — Portfolios are tools designed for the empowerment of learners. A large part of portfolios is dedicated to reflection. By reflecting (in a written form) one's personal skills and competences, experiences, goals, learning methods and much more, learners become aware of their own strengths and weaknesses. At the same time, a portfolio enables learners to take responsibility for their own learning outcomes by defining their own goals and how to achieve them.

Portfolios can be used within a large variety of training and courses and therefore should be adapted to the specific needs and requirements of the learners.

Full description of the activity — Portfolio work is very individual, so the contents of a portfolio vary a lot, but there are some parts that are frequently found in most kinds of portfolios.

These are:

- Reflection: "Who am I" at this stage, what are my skills and competences, what am I good at, what do I like to do, what did I already learn, what do I want to learn; how do I want to learn, which learning methods do I like / dislike, by means of which methods do I think that I am able to learn most effectively;
- Definition of status quo, goals and activities;
- Learning journal: often realised as a kind of diary writing exercise;
- Learning materials and outcomes: examples of previous successful work and planning of future path.

Notes — One of the main challenges trainers often face is encouraging their learners. A powerful tool to empower learners is reflection work. Reflection work is mainly carried out by the learners themselves, with or without their trainers' support.

Reflection can be realised in different ways:

- Unguided reflection: learners write down their thoughts without any kind of "guidance";
- Guided reflection: trainers provide learners with some guidelines, such as guiding questions to be answered, in order to focus on certain aspects of learning;
- Portfolios represent a very individual and also personal approach to self directed and autonomous learning. To some extent, advice from trainers may be useful, but you should also have respect for learners who don't want to show you all parts of their portfolio.

Material required / resources

Reflection is mostly un-guided, but you could provide learners some help by means of questions as mentioned above.

Portfolio templates see handout tools.

Recommended module(s) 4	**Multicultural teaching approach and strategy**

N° 46

Name of the tool   Do's and Don'ts

Target group(s)   New and continuing teachers of migrants and members of support services, including vocational/career/educational guidance.

Duration   40 min.

When to use it?

Goal/Learning aims
- Raising awareness of different cultures;
- Learning about appropriate behaviour in different countries and cultures;
- Making beliefs and knowledge visible in order to realise successful multicultural learning.

Full description of the activity   Learners work in groups finding out about dos and don'ts in different countries and cultures including the country they are currently residing in (→possibly asking the trainer).

Outcomes are to be presented and discussed in a plenary session afterwards (e.g. poster presentation).

Notes   The exercise can be more or less specified, e.g.
- do / don't,
- accepted / not accepted / in certain circumstances accepted,

Material required / resources   poster sized paper, pens.

Example:

COUNTRY/CULTURE	DO	DON'T

FLAM
Feel like a migrant

Recommended module(s) 4	Multicultural teaching approach and strategy

N°47 Name of the tool	Prejudices
Target group(s)	migrant learners.
Duration	50 min.
Goal/Learning aims	▢ Reduction of prejudices; ▢ Raising awareness of existing negative stereotypes and emotions. The aim of this tool is to make visible what kinds of prejudices and / or negative emotions towards different cultural groups/backgrounds do exist among the learners and further to discuss these together with the trainer.
Full description of the activity	A major task of trainers therefore is to respect differences on the one hand and at the same time encourage their learners to do the same. The learners' task is to draw a mind map describing what prejudices towards which cultures / countries they know about – regardless if they support these attitudes or not.
Notes	Multicultural teaching implies awareness and knowledge of different beliefs and attitudes people may hold. Those beliefs are not always rational and attitudes are not always positive. Many people are afflicted with negative emotions towards other cultures. Stereotypes are omni-present. This tool can either be used individually, i.e. each learner draws his / her own mind map, or as group work. By working in groups, learners are encouraged to discuss while realising their mind maps. Otherwise, the variety of different ideas and structures is likely to be larger if learners work individually.
Material required / resources	▢ Example: What do mind maps look like – www.mindmap.com . ▢ Paper & pencils (different colours) for each learner.

Multicultural teaching approach and strategy

N°48

Name of the tool	**Learning Experiences**
Target group(s)	All migrant learners.
Duration	1 hour.
Learning aims	Eliciting previous educational experiences.
Full description of the activity	The tool starts with pair work. The learners are invited to talk to each other about their previous education (What school, how long, what did they like / dislike, if they know: what is different between the school system in their countries, etc.) The trainer walks around and helps / clarifies where appropriate.
Notes	Instead of, or additional to, the pair work at the beginning of the tool, a mind-map could be used in order to activate the knowledge of the learners.
Material required / resources	Show an example of mind map

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Recommended module(s) 2, 3 and 4	**Multicultural teaching approach and strategy**

N°49
Name of the tool   Holidays

Target group(s)   migrant learners.

Duration   Min. 50 min.

Learning aims
- Raising awareness of different cultures;
- Learning about customs in different countries and cultures;
- Making cultural background and knowledge visible in order to realise successful multicultural learning.

Full description of the activity

An important holiday in the host country, e.g. Christmas in Austria, is taken as a starting point. First, the trainer elicits and categorises the existing knowledge of this holiday by drawing a mind-map from the inputs / answers of the learners. Then authentic material is used to consolidate the knowledge. For Austria, this could be the lyrics of the Christmas Song "Stille Nacht" (Silent Night). The learners receive the lyrics of the song cut up into individual lines and put the lines in the right order while listening to the song (groups of 3 learners).

Then, a discussion on the most important holidays in the learners' countries of origin is started, comparing them to Austrian traditions. Are the learners able to practise these customs in the host country?

Finally, the learners work together in pairs (if possible, from similar cultural backgrounds) and create a poster on one important holiday (e.g. Bairam for the Islamic world).

Notes

This tool could be combined with an "international buffet", i.e. every learner brings a speciality from his /her country of origin to the class.

Material required / resources

- Lyrics of a Christmas song, cut into single lines;
- Christmas CD;
- (or any other authentic material related to an important holiday)
- Paper, pens, markers for the poster;
- Possible categories for the poster;
- What holiday? Why / Background? How is it celebrated? What do you eat and drink? What do you wear? Etc.

Recommended module(s) 4	**Multicultural teaching approach and strategy**

N°50 Name of the tool	**Wall of prejudice**
Target group(s)	All migrants.
Duration	45 minutes.
When to use it?	Any time - it can also be used as an icebreaker at beginning of the session.
Goal/Learning aims	To introduce concepts of stereotypes, prejudices and discrimination; to understand the difference between those concepts; to meet your own prejudices and stereotypes.
Full description of the activity	On the wall there are 10 white sheets of paper with titles. The titles are different groups of people, selected on different criteria. The task of participants will be to approach all the papers and to write down one or two characteristics of that group of people. It should be the first thing that comes to mind – do not over think this exercise. It is important not to think too long about each title but try to do it as quickly as possible. This is a silent game, so participants should not discuss or make comments while writing on the sheets.

Groups of people (written on the papers, wall) (try to avoid groups of people to whom participants belong). Here below are only examples, it is possible to use different ones:

- Japanese;
- Gipsy artists;
- Women;
- English people;
- Russian people;
- Drug addicts;
- Chinese;
- Turkish men;
- Yoga practitioners.

The trainer reads all the papers afterwards.

Sharing and discussion:

- What we have now on the walls?

Discussion what stereotypes are, what prejudices are, what discrimination is.

Give out handout (see resources below) about stereotypes.

Notes	See resources for handout for this tool.
Material required / resources	- flipchart papers, pens; - SALTO Euromed.

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Handouts

Nr 13   E.g. Greek alphabet

Upper-case letters	Lower-case letters	Name of letters	Name of letters (Greek)	Pronunciation using the Latin alphabet
Α	α	Alpha	⬚λφα	a
Β	β ⬚	Beta	Β⬚τα	b
Γ	γ	Gamma	Γάμμα	g
Δ	δ	Delta	Δέλτα	d
Ε	ε	Epsilon	⬚ψιλόν	é
Ζ	ζ	Zeta	Ζ⬚τα	dz
Η	η	Eta	⬚τα	è or ê
Θ	θ ⬚	Theta	Θ⬚τα	th
Ι	ι	Iota	⬚⬚τα	i
Κ	κ ⬚	Kappa	Κάππα	k et c
Λ	λ	Lambda	Λάμ⬚δα	l
Μ	μ	Mu	Μ⬚	m
Ν	ν	Nu	Ν⬚	n
Ξ	ξ	Xi	Ξ⬚	x
Ο	ο	Omicron	⬚μικρόν	o short, closed
Π	π	Pi	Π⬚	p
Ρ	ρ ⬚	Rho	⬚⬚	r
Σ	σ ς	Sigma	Σ⬚γμα	s
Τ	τ	Tau	Τα⬚	t
Υ	υ	Upsilon	⬚ψιλόν	u
Φ	φ ⬚	Phi	Φ⬚	Ph
Χ	χ	Chi	Χ⬚	Ch hard
Ψ	ψ	Psi	Ψ⬚	ps
Ω	ω	Omega	⬚μέγα	o long

	Participants' awareness of own assumptions, values	Understanding the worldview of the culturally different learner	Developing appropriate intervention strategy and techniques
A: Beliefs and attitudes	1. The trainers are aware of and sensitive to their own cultural heritage and value and respect differences. 2. The trainers are aware of how their own cultural background influences psychological processes. 3. The trainers are able to recognise the limits of their competencies and expertise. 4. The trainers are comfortable with differences that exist between themselves and learners in terms of race, ethnicity, culture and beliefs.	1. The trainers are aware of their negative emotional reactions toward other racial and ethnic groups that may prove detrimental to their learner in the process of teaching. They are willing to contrast their own beliefs and attitudes with those of their culturally different learners in a non-judgemental fashion. 2. The trainers are aware of their stereotypes and preconceived notions that they may hold toward other racial and ethnic minority groups.	1. The trainers respect a client's religious beliefs and values about physical and mental functioning. 2. The trainers respect indigenous helping practices and respect minority community's intrinsic help-giving networks.
B: Knowledge	1. The trainers have specific knowledge about their own racial and cultural heritage 2. The trainers possess knowledge and understanding about how oppression, racism, discrimination and stereotyping affect them personally and in their work. 3. The trainers possess knowledge about their social impact upon others. They are knowledgeable about communication style differences and their impact on learners of a minority	1. The trainers possess specific knowledge and information about the particular group that they are working with. 2. The trainers understand how race and culture may affect personality formation, vocational choices, manifestation of psychological disorders, help seeking and the appropriateness of teaching approaches.	1. The trainers have knowledge and understanding of how different teaching practices suit a culturally different learner. 2. The trainers have knowledge of the potential bias in assessment instruments and use procedures and interpret findings keeping in mind the cultural and linguistic characteristics of the learners.

	Participants' awareness of own assumptions, values	Understanding the worldview of a culturally different learner	Developing appropriate intervention strategy and techniques
	group.		
B: Knowledge		3. The trainers understand and have knowledge about socio-political influences that impinge upon the life of racial and ethnic minorities. For example, immigration issues and racism are often difficult and they may influence the teaching process.	4. The trainers have knowledge of minority family structures, hierarchies, values and beliefs as well as the features and resources of a minority community. 5. The trainers are aware of. Relevant discriminatory practices at the social and community level that may be affecting the psychological welfare of the population being served.
C: Skills	1. The trainers seek out educational, consultative and training experiences to enrich their understanding and effectiveness in working with culturally different populations. 2. The trainers seek to understand themselves as racial and cultural beings and seek actively a non-racist identity.	1. The trainers should familiarise themselves with relevant research. They should actively seek out educational experiences that enrich their knowledge, understanding and cross-cultural skills. 2. The trainersbecome actively involved with minority individuals outside the teaching setting.	1. The trainers are able to engage in a variety of verbal and nonverbal helping practices and pay attention to their culture bound nature while choosing measures. 2. The trainers use interventions for the support of a learner, helping him/her to see when problems are due to bias and racism in others and not in a client. 6. The trainers should attend to as well as work to eliminate biases, prejudices discriminatory practices. 7. The trainers take responsibility in educating their clients to the processes of psychological intervention such as goals, expectations, legal rights

Template for self-reflection

	Awareness of my own assumptions, values	Understanding the worldview of the culturally different learner	How I can develop appropriate intervention strategy and techniques
A. Beliefs and attitudes			
B. Knowledge			
C. Skills			

Nr 40, Nr 45

My skills and competences – A status quo

Skills / Competences		Acquisition		
Definition	Description	When?	Where?	How?

My goals and activities

Goal (What do I want to learn)	Strategy / method (How do I want to learn in order to achieve my goal)	Time frame (When do I want to achieve my goal)

My learning journal

Date	Contents learned	Follow up

My learning outcomes – A selection of my work

Title	Type of work	Description of learning outcome	Statement (why did I chose this work)

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Nr 39 and Nr 50

STEREOTYPES AND PREJUDICES

Our identity is not defined just by how we perceive ourselves, but also how others perceive us.

To make it easier to understand reality we use the mechanism of categorisation, which allows us to gather different experiences into the groups according to some common characteristics. That is the way in which simplified images of experiences are born. Categorisation is a functional and adaptive mechanism, which provides us with the capability to process a great deal of information and make our meeting with reality simpler.

As with any other experiences, our experiences with other people are also influenced by categorisation.

These simplified pictures we call *stereotypes*. By being simplified, they are more or less wrong, but on the whole, they help us to have a stable and predictable picture of the world and make it easier for us to cope with reality.

It should be noticed that stereotypes are always simplified in the same manner – they are partial, they always show "us" as better than "them". The psychological need of people for self-respect makes us to see our group as better than other groups of people.

Stereotypes can be defined as simplified thoughts and mental generalisations of some groups of people when we assume that all individuals in that group have the same characteristics (stereotypes can be both positive and negative).

Prejudices are stereotypes + emotions. They also can be positive or negative, but we often use this word to describe strong negative emotions towards some group of people.

Stereotypes and prejudges are part of socialisation and they are made in very early periods in our lives by the influence of family, friends, media etc. We often adopt them on an unconscious level and they often operate unconsciously, which makes them difficult to change.

Discrimination is prejudice in action. When we have negative stereotypes towards some group and have negative emotions, then if we get power it is very likely that we will discriminate against that group of people in many ways.

Other resources:

Intercultural communication as a challenge in work with migrants

Mirrors and windows An intercultural communication textbook**,** Martina Huber-Kriegler, Ildikó Lázár and John Strange, **European Centre for Modern Languages Council of Europe Publishing,** ISBN 92-871-5193-8, © Council of Europe, May 2003, http://www.ecml.at/documents/pub123aE2003_HuberKriegler.pdf (April 2010)

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