

SELF-ACCESS MODULE 4: “INTERCULTURAL SKILLS & ATTITUDE TOWARDS DIFFERENCE”.

CONTENTS

Intercultural skills are the skills that can help you communicate flexibly and sensitively with people from other cultures. Developing intercultural sensitivity means exposing your blind spots.

Understanding your own attitude, creating awareness, acquiring cultural knowledge and developing intercultural competences: all these are part of this self-access module.

READING

- Tolerance includes the willingness of citizens to live in harmony with other people who have different or even opposite values, opinions, cultural habits, religions or convictions. Establish your tolerance level and attitude towards difference via <http://tolerancetest.eu>
- Let yourself be coached all along the way via this resource: http://www.norquest.ab.ca/corporate/edresources/intercultural_coach/index.htm
- Get a good idea of the five dimensions of culture and use Hofstede's cultural dimensions as a starting point to evaluate your approach, your decisions, and actions based on a general sense of how others might think and react to you (includes tips !): http://www.mindtools.com/pages/article/newLDR_66.htm

WATCHING

- Interesting and Grundtvig award winning video where a number of trainers from all over Europe look back on a special intercultural experience and relate what they have learned: <http://www.eaea.org/doc/video/video.php?swf=GR08>
- A whole series of intercultural sensitivity-related videos, just pick and choose:

<http://www.kwintessential.co.uk/KwintVision/category/inter-cultural-sensitivity/>

AIMS

- To encourage self reflection about your culture awareness.
- To recognize your own personal barriers and face the cultural baggage you carry with you.
- To gain a solid understanding of cross-cultural differences.

To increase your repertoire of teaching strategies where cultural diversity is concerned.

TIME ALLOCATED / DURATION

180 minutes

ACTIVITY

1. Questions for Reflection

1. Considering your own teaching / training practice with adults, how do you ensure that multiple voices and cultural perspectives are covered in each one of the R M A thematic meetings?

2. What do you think of the idea that adult learning staff should become “researchers” in their own training sessions / R M A meetings in order to gain a better understanding of different cultural perspectives and become more culturally sensitive in the process?

2. Exercise – Learning how to do.

1. Share your view, your personal interpretation of intercultural dialogue with others via this multi-lingual website: <http://openlines.labforculture.org>, an ongoing online participatory project tracing similarities and variations within a lyrical interface design.
2. Through adult education an awareness of the positive value of cultural diversity can be promoted, improving both educational design and adult education itself.
Start collecting examples from a range of cultural reference points (including adult learners' examples).
Tip: Ask yourself which views and perspectives are missing in your standard repertoire of illustrations and examples of themes you often deal with (and / or the R M A themes) ?

Theme 1:

Examples are:

Theme 2:

Examples are:

Theme 3:

Examples are:



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