



ADAPTATION OF TRANSFER MATERIAL AND PRODUCTION OF HANDBOOKS FOR DEVELOPMENT OF INTERCULTURAL COMPETENCE

INTRODUCTION

In the second decade of the twenty-first century, intercultural competence is among the central ingredients of society life. In our days world we have is to live and to work with people from many cultures. Because of demographic, technological, economic, peace, and interpersonal concerns, the need to improve accommodation and understanding among people who differ from one another is growing (Lustig & Koester, 2013).

The economic success of the European Union in the global arena increasingly depends on individual and collective abilities to communicate competently with people from other countries. Economic relationships require global interdependence and intercultural competence, since economic growth or retrenchment in one part of the world now reverberates and affects many others. European banking and debt crisis is having worldwide consequences. The integration into the global workforce of workers from of new members of EU is driving labour costs.

European Union vocational education is also a service-sector export. Corporations can also move people from one country to another, so within the workforce of most nations, there are representatives from cultures throughout the world. Despite of culturally diverse student and staff populations throughout the European Union countries educational system, however, it should equip them with knowledge about the role and working of societal institutions and regulations, as well as the norms and values that form the binding element in the functioning of society.

In 2008, the Council of Europe's *White Paper on Intercultural Dialogue: Living Together as Equals in Dignity*¹ identified intercultural education as one of several key areas where action is required to enhance intercultural dialogue to safeguard and develop human rights, democracy and the rule of law. The *White Paper* viewed intercultural competence as a crucial capability which needs to be developed by every individual to enable them to participate in intercultural dialogue. Intercultural competence is not acquired automatically, but instead needs to be learned, practiced and maintained throughout life. Later, the report of the Group of Eminent Persons „*Living Together: Combining Diversity and Freedom in 21st*

¹ Council of Europe (2008). *White Paper on Intercultural Dialogue: Living Together as Equals in Dignity*. Launched by the Council of Europe Ministers of Foreign Affairs at their 118th Ministerial Session, Strasbourg, 7 May 2008.

Century Europe (2011)² stressed that educators and education authorities in all member states should aim to develop intercultural competence as a core element of school curricula, and should aim to extend it beyond formal education to non-formal settings as well.

When widening access to intercultural views and increasing the students' opportunities and competence in intercultural development, it is important to understand the education as a global. Global education is an education perspective which arises from the fact that contemporary students live and interact in an increasingly globalized world (Cabezudo et al., 2012). Global education may be understood as the pedagogical concept of development of intercultural competence. It could be interpreted as holistic response to the historical challenge to response to gender, socioeconomic, ethnic, religious and cultural differences of today's world.

² Council of Europe (2011). *Living Together: Combining Diversity and Freedom in 21st Century Europe*. Report of the Group of Eminent Persons of the Council of Europe. Strasbourg: Council of Europe Publishing.

A BRIEF DESCRIPTION OF TRANSFER MATERIAL

The transfer material „Building Intercultural Competences: A Handbook for Professionals in Education, Social Work and Health Care“ (edited by M. G. Onorati and F. Bednarz in 2010) provides interdisciplinary, international and inter-professional perspective on development of intercultural competence. The transfer material presents the theoretical framework and educational model for development of intercultural competence, and focuses on the practice and experience gained during the implementation of intensive International Course of Intercultural Competences – the learning program which was funded by the European Commission and declared as the best in both academically and vocationally oriented higher education. It can be concluded that the book successfully connects theory and practice of intercultural competence development.

The book „Building Intercultural Competences: A Handbook for Professionals in Education, Social Work and Health Care“ consists of three parts.

The first - “Multidisciplinary theoretical framework for intercultural competency” - is concerned with the theoretical background of development of intercultural competence. There are seven chapters in the first part of the book written by the different authors: “Interculturality as an educational task in global societies”; “Building up intercultural competences: challenges and learning processes”; “The use of hermeneutics in dealing with cultural diversity”; “Understanding diversity, boundaries and identification in the context of cultural diversity”; “Sociality as a basic dimension of intercultural competences. Intercultural education in a sociological perspective”; UNESCO guiding principles for intercultural education”; “Expanding roles” as a condition for an intercultural approach to education: the I-3 model”. This part of transfer material contributes to the multidisciplinary approach of pedagogy, anthropology and sociology to development of intercultural competence.

The second part is “Learning pathways”. Tools and methods for developing intercultural awareness” - offers the methodologies and methods for development of intercultural competence. The second part consists of seven chapters too: “The relevance of conceptual maps in intercultural education”; “The media in intercultural education: from social reproducers of racist prejudice to educational tools to contrast xenophobia”, “Approving skills for caregivers: (inter)cultural awareness”; “Confronting interculturality using city exploration”; “ Case studies and interdisciplinary teams in solving intercultural

challenges”; “Reflective strategies and tools, between individual and social dimensions. Diaries, debriefing sessions, tutoring”; “Final reports: enhanced reflective tools for evaluating intercultural competences”. This part of transfer material presents the innovative tools (media, town exploration, field visits, case studies, neighborhood activity exploration, and reflective diary) appropriate for development of intercultural competence.

The third part of the book – “Evaluating intercultural learning” - presents methods and tools for monitoring and evaluation of intercultural competence development process. In the third part there are two chapters: “Measuring the effects of an intercultural learning process: The case of ICIC“, and „Social background as a clustering factor of students’ evaluation of the learning pathway“. This part analyses questionnaires, focus groups, and subjective representation of learning models as the intercultural competence development feedback sources.

It should be noted that the very comprehensive and great list of references is presented at the end of the book.

The process of intercultural competence building presented in the transfer material was aimed at developing intercultural competency in the fields of education, social work and health care. Nevertheless this intercultural competence building process could be transferred to the other fields at the VET institutions. The development of intercultural competence at the VET institutions answers to the needs of global job market, workforce mobility and lifelong learning. The process of intercultural competence building presented in the transfer material includes several activities possible to be applied at different cultural environments. Analysis of this process is urgent for institutions educating workers for different job areas. “Experience, comparison, analysis, reflection and cooperative action are most effectively implemented in non-formal and formal education if teaching and learning methods are in line with the educational aim of developing intercultural competence in any subject matter” (Barett et al., 2013, p. 37). Thus, the process of development of intercultural competence revealed in the transfer material could be available to other institutions of VET.

DEVELOPMENT OF INTERCULTURAL COMPETENCE IN EDUCATIONAL CONTEXT

The intercultural competence is seen as an open and complex construct, and a lifelong learning process. This competence is presented as multi-dimensional in itself as it includes variety of skills.

Intercultural competence can be developed in different ways through different types of education. This education contains informal, non-formal and formal aspects (Barett et al., 2013).

In informal education – for example in what is learnt from parents, peers, journalists and others in one's social environment – intercultural competence is acquired with differing degrees of deliberate activity on the part of parents, peers, journalists and others.

Non-formal education means any planned program of education designed to improve a range of skills and competences outside the formal educational setting, and throughout lifelong learning. In non-formal education – as provided for example by local communities, NGOs, youth work, adult education and social work – intercultural competence is a *pedagogical goal* pursued through deliberate inclusion of specific activities for learning.

Formal education means the structured education and training system, and it can take place at vocational educational institutions. In formal education, the pedagogy of intercultural competence involves the planned inclusion of learning outcomes defined in terms of the components of intercultural competence. In formal education, with its high degree of planning, responsibility for developing intercultural competence in learners reaches across the explicit and the 'hidden' curriculum, and is shared by all teachers albeit to differing degrees.

Educators play an essential role in facilitating the development of intercultural competence at all levels and types of education. Teachers have a unique and powerful influence on students' interactions in the classroom and beyond. Problematic issues can include differences in expectations concerning classroom behaviors as the rules of participation and turn taking, discipline and control, and educational approaches such as lectures, group learning, and self-paced work.

Important point for teachers is to understand what guided interventions can enable students to become intercultural competent. In the context of intercultural learning much of competence is gained by experiencing intercultural interactions either at home or

when traveling abroad, and much literature on training is concerned with preparing individuals to cross into a different culture (Hall et al., 2012).

Research on cultural competence focuses on sensitivity to cross-cultural differences and ability to adapt to other cultural environments, reflective awareness of cultural influences on one's thoughts and behaviors, and role of meta-cognition of culture in cross-cultural competence. Cultural meta-cognition, which is predictive for cross-culturally competent behaviors, refers to awareness of the distribution of cultural knowledge and its sources within and across cultures (Chiu et al., 2013).

While attitudes, knowledge, understanding and skills are all necessary components of intercultural competence, possessing these components alone is insufficient for an individual to be credited with intercultural competence: it is also necessary for these components to be *deployed and put into practice through action* during intercultural encounters. People often profess attitudes and often acquire knowledge and skills which they fail to put into practice. For this reason, in order for an individual to be credited with intercultural competence, they must also apply their intercultural attitudes, knowledge, understanding and skills through actions (Barett et al., 2013).

Relevant *actions* include (Barett et al., 2013):

1. Seeking opportunities to engage with people who have different cultural orientations and perspectives from one's own.
2. Interacting and communicating appropriately, effectively and respectfully with people who have different cultural affiliations from one's own.
3. Cooperating with individuals who have different cultural orientations on shared activities and ventures, discussing differences in views and perspectives, and constructing common views and perspectives.
4. Challenging attitudes and behaviors (including speech and writing) which contravene human rights, and taking action to defend and protect the dignity and human rights of people regardless of their cultural affiliations.

VET institutions in all participating in this project countries face with the challenge to find the most suitable way for intercultural competence improvement of their students and staff. They seek to prepare their graduates for the globalized world. That means that VET institutions' educational mission is to help students to acquire intercultural competence.

METHODOLOGICAL RECOMMENDATIONS FOR TRANSFER PROCESS

Transfer of material must be done considering the use and modification of the transfer material produced in one cultural and/or organizational setting for application in a different context (Browsers et al., 2009). The aim of transfer is to take advantage of transfer material in order to enhance the efficient use of it. When transferring such principles must be followed:

1. Respect and accountability for the transfer material.
2. Use of reliable and consistent methods to ensure the quality of transfer.
3. Involve of all project partners to foster acceptance of the transferring.
4. Consideration of content during transfer to ensure relevance for project partners' practice.

Transferring could be done on three different levels (Browsers et al., 2009): on macro level; on unit level and on specific parts of the text level. Options for transferring of material could be: re-ordering of material when the order in transfer material is not suitable for the particular target group; omission of material when it seems inappropriate, unproductive, etc., for the particular target group; addition of material when there seems to be inadequate coverage of key question; reduction of material when it seems too long for the particular target group; extension of material when it seems needed to explain for the particular target group; modification of material when it seems less accessible to the particular target group; replacement of material when it is considered as inadequate, for whatever reason; branching of the material when it is decide to add options to the existing material or to suggest alternative pathways through the material.

The process of transferring could involve 5 steps:

Step 1: Description of intercultural competence.

Step 2: Determination of intercultural competence framework.

Step 3: Settling of objectives of the material.

Step 4: Establishment of learning objectives and outcomes.

Step 5: Selection and sequencing of content of transfer material.

It is very important in the multicultural countries to have reliable translation of existing instrument for intercultural competence development, because this process is less expensive and faster than the creation of new instrument. The cross-cultural transfer can

facilitate collaboration and exchange of information between academic learning context and VET settings. The process of material transferring involves working in close contact with the primary developer of material.

The transfer material provides clarification of basic concepts, orientation how to put it into practice, and practical support for the development of intercultural competence by teaching and training resources.

Intercultural competence is the combination of knowledge, skills, values and attitudes (Cabezudo et al., 2012). All of them could be applied through action which enables students to:

1. understand and respect people who are perceived to have different cultural affiliations from oneself;
2. respond appropriately, effectively and respectfully when interacting and communicating with such people;
3. establish positive and constructive relationships with such people;
4. understand oneself and one's own multiple cultural affiliations through encounters with cultural 'difference (Barrett et al., 2013).

The *knowledge dimension* of intercultural competence could be related to understanding of the diversity and heterogeneity of different cultural groups, awareness of stereotypes, prejudices and discrimination, understanding of influence of cultural affiliations on experience; communicative awareness, knowledge of beliefs, values, practices of people with different cultural orientations, and understanding of cultural interaction.

The *skills dimension* of intercultural competence could include the ability to center out from one's own cultural background, skills in perceiving information about other cultural backgrounds, ability to understand and respond to other people's beliefs, values, attitudes and feelings, ability to change and adapt according to contexts and new cultural environments, skills in translating, interpreting and explaining.

The value and attitudes dimension of intercultural competence could consist of valuing of cultural diversity, respecting people with different cultural affiliations, being curious about people with different cultural orientations and be willing to empathize with them, to tolerate ambiguity, and to cooperate with.

It is clear that knowledge, skills, values and attitudes as the dimensions of intercultural competence could be deployed and put into practice through actions (Barrett et al., 2013).

The ethical dimension of intercultural competence development should be taken into account as awareness, active participation to construction of a communicative space, responsibility for pursuing shared goals, respect and positive appraisal of differences.

It is also important to underline the significance of participatory approach to development of intercultural competence. Such approach is based on cooperative learning which favors the expression of cultural differences but also the possibility for dialogue.

Transfer of material must allow achieve compatibility and fitness between the material and learning environment of project countries, to increase the value of the learning experience for the benefit of particular VET students and trainers, and to achieve the most effective learning outcomes.

The sequence of transferred material parts could be this sort of:

1. Theoretical background for development of intercultural competence.
2. Learning strategies of intercultural competence development.
3. Methods used to develop intercultural competence.
4. Methods used to assess the development of intercultural competence.

Transferred material could be based on:

1. Paradigm of multiculturalism (Portera, 2011).
2. Dimensions of intercultural competence (Spitzberg & Changnon, 2009).
3. Pyramid and Process models of intercultural competence (Deardorff, 2009).
4. Developmental model of intercultural sensitivity (Bennett, 1993).
5. Methods and tools presented in the transfer material.

Multiculturalism is the policy of maintaining diversity of ethnic cultures and the point of view that different cultures can enrich society (Portera, 2011).

The main dimensions of intercultural competence are cognitive; affective and behavioral (Spitzberg & Changnon, 2009). Cognitive dimension is revealed by knowledge in the intercultural competence area. Affective dimension is opened by motivation or willingness to develop intercultural competence and by positive attitudes to interculturality. Behavioral dimension is expressed in actions and skills relating to intercultural competence.

It should be noted that the Pyramid model of intercultural competence (Deardorff, 2006; 2009) is very consistent with these dimensions. This model presents the framework of intercultural competence, based on a research approach. The theoretical

background of the methodology of transferring could be the Pyramid model of intercultural competence. This model had found resonance in different cultural contexts and can be used to guide curriculum and/or assessment of development of intercultural competence. The Pyramid model starts from attitudes continues with knowledge and skills and ends with desired internal and external outcomes.

The background of Pyramid model of intercultural competence is the requisite attitudes:

- *Respect* (valuing other cultures, cultural diversity).
- *Openness* (to intercultural learning and to people from other cultures, withholding judgment).
- *Curiosity and discovery* (tolerating ambiguity and uncertainty).

On the second level of the model are two important components:

1. Knowledge and comprehension:

- *Cultural self-awareness.*
- *Deep understanding and knowledge of culture* (including contexts, role and impact of culture and others' worldviews).
- *Culture-specific information.*
- *Sociolinguistic awareness.*

2. Skills:

- *Listen.*
- *Observe.*
- *Interpret.*
- *Analyze.*
- *Evaluate.*
- *Relate.*

On the third level of the model there is the desired internal outcome:

- *Adaptability* (to different communication styles and behaviors; adjustment to new cultural environments).
- *Flexibility* (selecting and using appropriate communication styles and behaviors; cognitive flexibility).
- *Ethno relative view.*
- *Empathy.*

The fourth and highest level of Pyramid model of intercultural competence is appointed for the desired external outcome:

- *Behaving and communicating effectively and appropriately* (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree.

The degree of intercultural competence depends on acquired degree of underlying elements.

The Process model of intercultural competence (Deardorff, 2006; 2009) reveals the interaction between attitudes, knowledge, skills and outcomes in the development of intercultural competence (see Figure 1).

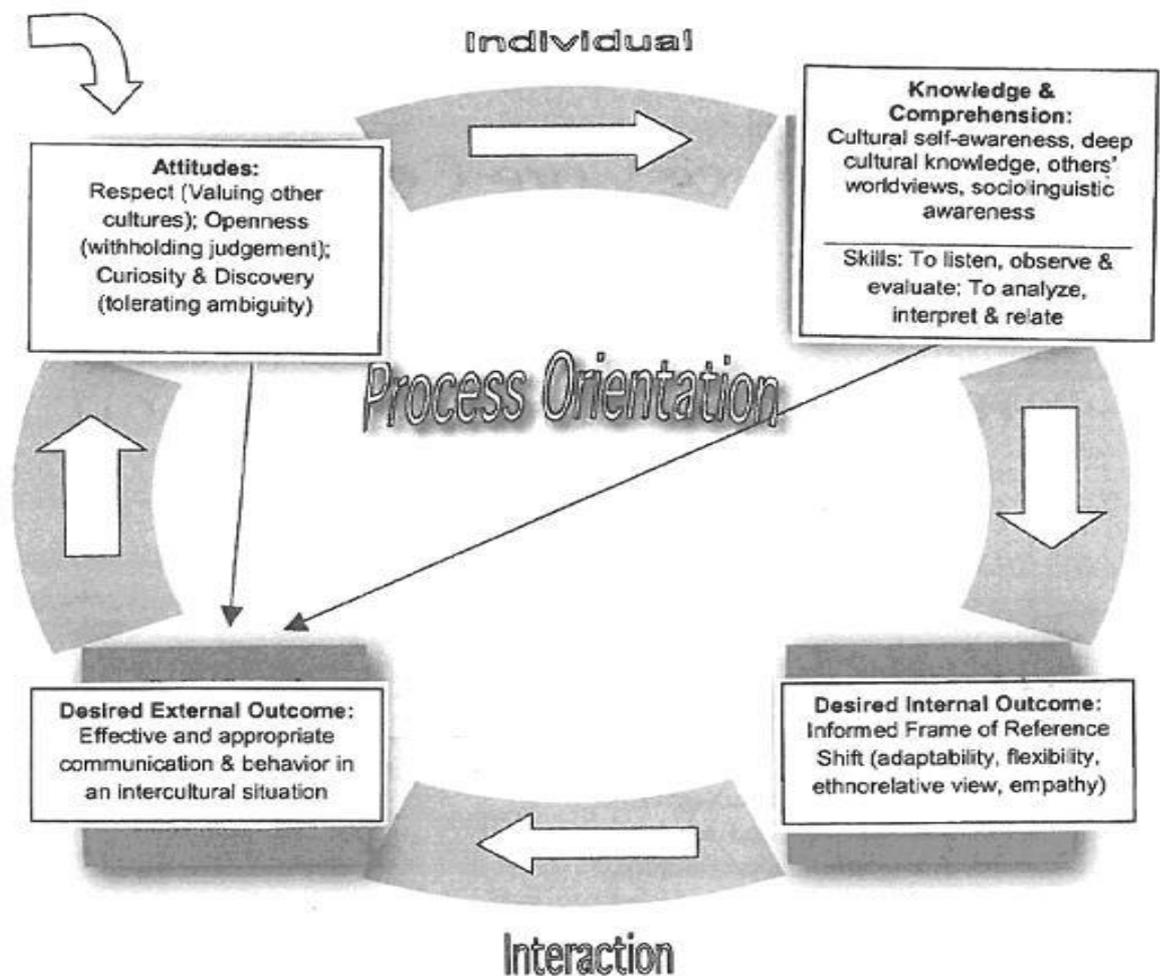


Figure 1. The process model of intercultural competence according to Deardorff (2009).

The Process model of intercultural competence depicts the educational mission of VET institutions to acquire intercultural competence very well. This model distinguishes different skills and attitudes which enable the students and the staff to think and feel at the intercultural situations correctly and to react flexibly and constructively (Bertelsmann Foundation, 2008). The more positive are attitudes of the students and the staff, the more knowledge and skills they can develop (Hiller, 2010). Using of the practical training methods, the abstract terms of intercultural competence can be transformed into experience.

The development of intercultural competence does not happen without motivation. The general aim of such development is to motivate the students and the staff of VET institutions to become interested in the process and to seek to receive education of their intercultural knowledge, skills and attitudes.

The methodology of transferring could be based on the Developmental model of intercultural sensitivity created by Milton Bennett in 1993, where the stages of intercultural competence development are presented as well starting from the stage of denial and ending with the stage of integration (see Figure 2).

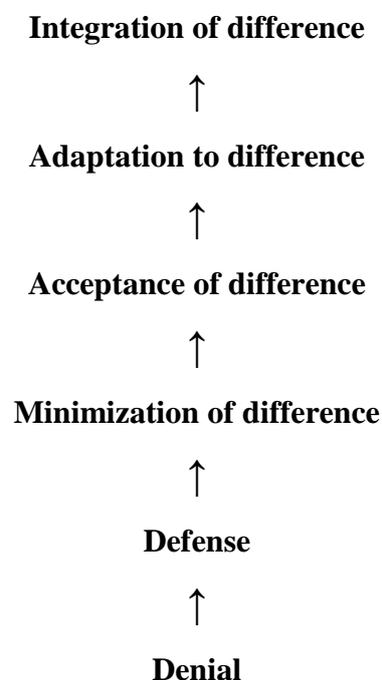


Figure 2. The stages of intercultural competence development according to Bennett, 1993).

The initial Denial stage is connected with stereotyping and culturally deviant behavior. Developmental task at this stage is to recognize the existence of cultural differences. The Defense stage is characterized by dualistic thinking and isolation from cultural differences. Developmental task at this stage is to mitigate polarization by emphasizing “common humanity”. The Minimization of difference stage is revealed by recognition of cultural differences. Developmental task at this stage is to build the cultural self-awareness. The Acceptance of difference stage is opened by appreciation of cultural differences in behavior and values. Developmental task at this stage is to refine analysis of cultural contrasts. The Adaptation to difference stage is expressed by the development of communication skills that enable intercultural communication. Developmental task at this stage is to develop frame of reference shifting skills. The Integration of difference stage is exposed by the internalization of multicultural frames of reference. Developmental task at this stage is to resolve the multicultural identity.

Independently from the models that have been reviewed above, the authors of transfer material specify such three consolidate phases of intercultural competence development pathway:

1. Phase of fostering of interactions and encounters in order to create some effects that would enable the learners make a concrete experience of diversity.
2. Phase of developing of self-awareness of learners.
3. Phase of facilitating the modeling processes, based on deconstruction and reconstruction of mental schemes and mindsets.

The development of intercultural competence is understood as a gradual, never ending learning process, therefore the learning methods must allow for holistic and complex effects. It should be emphasized that the learning model which is transferring relies upon a holistic approach to learning and competence, and is strongly based on experience and reflection, both considered as necessary source for learning in complex societies and managing change.

The strategic approach to intercultural learning should also be highlighted in the process of intercultural competence development. Such approach is based on contextualization and good knowledge of the rules steering action within a well define context, so as to manipulate them in order to achieve the expected goals.

The transferring material is based on learning and teaching methods of experience and reflection. Experience, comparison, analysis, reflection and cooperative

actions could be effectively implemented both in non-formal and formal education at VET institutions.

Such learning and teaching tools as presented in the transfer material (concept mapping, use of media, “intercultural shock”, city exploration, case studies, reflective diaries) could be applied in development of intercultural competence for students as well as for trainers at VET institutions.

It should be emphasized that by the time of adaptation of transfer material, the study was conducted to investigate the opinions of VET trainers and students about the intercultural situation and intercultural competence development situation at their institutions, also about the peculiarities of the transferring of material. Questionnaires were created and administered to the VET students (see Appendix I) and to the teachers (see Appendix II) as the data collection instruments. Data were drawn from sample of 101 students and 35 teachers in Estonia, Germany, Italy and Lithuania. The analysis of study results was carried out and the resulting percentages are shown in Appendix III.

It was found after generalization of all answers that just 21% of students and 37% of teachers perceived their institution as providing training in intercultural competence, but 48% of students and 55% of teachers indicated the mixed-nationality study groups in their institution. Such results of study have revealed the serious educational problem: there is a need to develop the intercultural competence, but the level of its satisfaction is low. Intercultural competence development becomes even more relevant after the generalization of answers to the question about the number of cultures in the environment, when 65% of students and 61% of teachers referred two cultures in their environment.

The study has revealed the most popular ways for development of intercultural competence. In students’ sample there were:

1. International week (59%).
2. Cultural programs (52%).
3. International competitions (40%).
4. Student organizations (38%).

In teachers’ sample there were:

1. International conferences (83%).
2. International week (76%).
3. Cultural programs (69%).
4. Language classes (50%).

The level of intercultural competence in students' sample was the middle (M=42.28) and in teachers' sample was the similar, but somewhat higher (M=57.51). It should be emphasized that the scale for intercultural competence measurement (see the question 6 in Appendix I and the question 7 in Appendix II) was based on the students' and teachers' view of themselves. In this case the real level of intercultural competence of students and teachers may be much lower.

The approach to the effectiveness of different methods of intercultural competence development was investigated during the study too. Assessing the sum of ranks, the use of media proved to be the most effective method for development of intercultural competence in students' sample and the reflective diaries – in teachers' sample. The less effective method for development of intercultural competence in students' sample proved to be the concept mapping and the “intercultural shock” – in teachers' sample.

It became clear that the special international course would be helpful for development of intercultural competence (53% of students and 71% of teachers).

The majority of the teachers (87%) identified the special international course as moderately easy to implement in their institution.

The examples of intercultural misunderstanding in the institutions were related most often with linguistic problems, prejudices, educational segregation and different communication and/or life styles.

The suggestions for the improvement of intercultural competence were associated with accumulation of experience when traveling and communicating with people from other countries in their own language, taking part in conferences, study tours, cultural events, making the international career, reflecting social and communicative conventions and conflicts, getting some learning material about cultural differences.

It should be noted that the process of transfer of material must consider the results of the study.

RECOMMENDATIONS FOR THE STRUCTURE OF HANDBOOKS' CONTENT

The recommendations for the structure of project products are based on the need to have the constructive generic framework for development of intercultural competence, on the requirements for course description, on dimensions of intercultural competence, and on assessed VET trainers and students needs (see Appendix IV).

The structure of the content of the “Handbook of methodology for development of intercultural competence“ could be based on epistemological meaning of the word “methodology” and on the need to have the constructive generic framework for development of intercultural competence. Its content could be such:

1. Introduction.
2. Paradigm of intercultural competence.
3. Significance of intercultural competence for labour market and its influence to learning and working processes.
4. Theoretical models for development of intercultural competence.
5. Set of methods and tools for development of intercultural competence.
6. Methodological recommendations and examples of how to handle with this material.
7. Conclusions.
8. References.

The „Development of Intercultural Competence: Handbook for VET teachers and students“ could be split into two parts:

- I. “Development of Intercultural Competence: Handbook for VET teachers“
- II. “Development of Intercultural Competence: Handbook for VET Students“.

Each part could be accompanied by the “Examples of learning material, practical tasks, analysis of cases, and video material“.

The structure of the content of the “Development of intercultural competence: Handbook for VET teachers“ could be based on requirements for course description (ECTS User’s Guide, 2009). According to the European Credit Transfer and Accumulation System (ECTS), the course description should contain information about learning outcomes (list of

knowledge, skills and attitudes to be developed), course content, assessment methods and course literature. The content structure of the book „Development of Intercultural competence: Handbook for VET trainers“ could be as:

1. Theoretical assumptions of the intercultural education.
 - 1.1. Definitions, concepts and principles. Development process, goals and objectives, content, results, evaluation and assessment techniques of intercultural competence.
 - 1.2. Philosophy and ideology.
 - 1.3. European multiculturalism.
 - 1.4. Models of the adjustment to intercultural identities.
2. Training objectives and guidelines for the organizational process of the intercultural competencies.
 - 2.1. Educational aims and means.
 - 2.2. Problems of the intercultural education.
 - 2.3. Cultural diversity and content of the training (race, nation, religion, gender, social groups)
3. Development of the teaching/learning methods used in intercultural environment.
 - 3.1. Conception of the teaching/learning methods in the intercultural context.
 - 3.2. Technology of usage of the specific teaching/learning methods in the development of the intercultural competence process (methods of warm-up, individual tasks, discussion, argumentation, confrontation, role play, problem and other)
4. Intercultural competence of age groups.
5. Innovative methods and use of ICT in education of intercultural competence.
6. Glossary of terms for teachers.
7. References.

The content structure of the project product “Development of intercultural competence: Handbook for VET students“ could be slightly different according to specificity of learners’ needs:

1. Global world.
 - 1.1. What Europe stands for and where does it go?
 - 1.2. Conception of European diversity.
 - 1.3. European values.
2. Youth and intercultural learning.

- 2.1. What is culture and what does it mean intercultural?
- 2.2. Model of culture as an iceberg.
- 2.3. Formation of the stereotypical attitude. „Cultural glasses“.
3. Intercultural communication practice.
 - 3.1. Usage of language in communication process.
 - 3.2. Communication difficulties.
 - 3.3. Listening habits.
 - 3.4. Posture seeking to achieve understanding with different the representatives of different cultures.
 - 3.5. Solution of intercultural conflicts.
4. Success cases in learning and working processes. 5. Glossary of most the frequently used terms.
6. References.

As there was stressed above, each of handbooks could be accompanied by the “Examples of learning material, practical tasks, analysis of cases, and video material“. The content structure of the project product “Examples of learning material, practical tasks, case studies, and video material“ could be based on the dimensions of intercultural competence: cognitive, affective and behavioral, and could take such the content:

1. Introduction
2. Knowledge: learning material, practical tasks.
3. Motivation: analysis of cases, video material;
4. Skills: practical tasks, analysis of cases;
5. Examples of success in the process of learning and labour market.
6. Findings.

Intercultural competence development for VET students and trainers become more and more relevant because of fast job market internationalization process. The content of handbooks for development of intercultural competence could assimilate the good experiences, topics and creative methods from transfer material.

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Appendix I

Development of Intercultural Competence of Students and Trainers in EU VET institutions

No. LLP-LDV-TOI-2013-LT-0145

Questionnaire No 1 for VET students

Sometimes people need to work and interact with those who have different cultural or ethnic backgrounds. In order to consider the needs of students we kindly ask you to complete this questionnaire. Please read each question, select and check the response that best describes your opinion.

Country _____

Name (voluntary information)

Name of organization/individual

Your age :

15-18	19- 22	23 – 26	27 and older

1. Does your institution provide training in intercultural competence for students?

- 1.1. Yes.
- 1.2. No.
- 1.3. Don't know.

2. Are the mixed-nationality study groups in your institution?

- 2.1. Yes.
- 2.2. No.
- 2.3. Don't know.

3. How many cultures are presented in your environment?

- 3.1. One.
- 3.2. Two.
- 3.3. More (*please write how many*) _____

4. What are current examples of intercultural misunderstanding or intercultural conflict in your environment?

5. What are the key ways in which you are enabled to develop your intercultural competence?

- 5.1. Study tours
 - 5.2. Cultural tours.
 - 5.3. Cultural programs.
 - 5.4. Pre-departure workshops to prepare students for study abroad.
 - 5.5. Intercultural competence module.
 - 5.6. Optional courses.
 - 5.7. Specific subjects on bridging cultures.
 - 5.8. Language classes including cultural aspects.
 - 5.9. Project work assignments in international groups.
 - 5.10. International weeks.
 - 5.11. International competitions.
 - 5.12. International conferences.
 - 5.13. Opportunities to mix students from other countries as members of the same international cohort.
 - 5.14. Internships.
 - 5.15. Student organizations.
 - 5.16. Other (please write)
-

6. Using the scale below, please indicate extent to which each statement describes you. Select the answer that best describes you AS YOU REALLY ARE (5 - strongly agree, 1 - strongly disagree).

Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
6.1. I respect other cultures					
6.2. I am open to intercultural learning					
6.3. I am open minded about people from other cultures					
6.4. I am tolerant for ambiguity					
6.5. I am flexible in using appropriate communication styles and behaviors in intercultural situations					
Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
6.6. I am curious					
6.7. I enjoy interacting with people from different cultures					
6.8. I have cultural understanding/awareness					
6.9. I understand other's worldviews					
6.10. I have culture-specific knowledge					
6.11. I am aware of using other languages in social contexts					
6.12. I have good skills to listen, observe, and interpret					

6.13. I have good skills to analyze, evaluate, and relate					
6.14. I do unto others as I would have others do unto me					
6.15. I easily adapt to different communication styles/behaviors					
6.16. I easily adapt to new cultural environments					
6.17. I sometimes find it difficult to see things from the “other man’s” point of view					
6.18. I work best with people from my own culture					
6.19. I check the accuracy of my cultural knowledge as I interact with people from different cultures					

7. What do you think can be improved in your intercultural competence in your situation?

8. Please indicate how much could the following activities help to develop your intercultural competence? Rank by giving numbers from 1 to 6 (1 – most helpful, 6 - least helpful).

Activity	Rank number
8.1. Concept mapping (organization of intercultural knowledge to the structure and finding relationships between concepts)	
8.2. Use of media (for example, analysis of racist messages conveyed by photos and movies)	
8.3. “Intercultural shock” (miscommunication following the experience of a different cultural environment and analysis of it)	
8.4. City exploration (observation and analysis of the multicultural areas of the host town)	
8.5. Case studies (telling the stories about cultural diversity and searching for alternative solutions)	
8.6. Reflective diaries (understanding of experience on the cultural diversity, norms and values)	

9. Please identify the helpfulness of special international course (which will consist of preliminary phase by distance learning (six months) and intensive phase by contact learning (two weeks)) on your intercultural competence development:

- 9.1. Very helpful.
- 9.2. Helpful.
- 9.3. Unhelpful.
- 9.4. Very unhelpful.

Thank you for answers!

Appendix II

Development of Intercultural Competence of Students and Trainers in EU VET institutions

No. LLP-LDV-TOI-2013-LT-0145

Questionnaire No 1 for VET trainers/administration

In order to consider the needs that the trainers face with the development of intercultural competence we kindly ask you to complete this questionnaire. Please read each question and select the response that best describes your opinion.

Country _____

Name (voluntary information)

Name of organization/individual

1. Does your institution provide training in intercultural competence for students?

- 1.1. Yes.
- 1.2. No.
- 1.3. Don't know.

2. Does your institution provide training in intercultural competence for trainers?

- 1.1. Yes.
- 1.2. No.
- 1.3. Don't know.

3. Are the mixed-nationality study groups in your institution?

- 2.1. Yes.
- 2.2. No.
- 2.3. Don't know.

4. How many cultures are presented in your environment?

- 3.1. One.
- 3.2. Two.
- 3.3. More (*please write how many*) _____

5. What are current examples of intercultural misunderstanding or intercultural conflict in your environment?

6. What are the key ways in which you are enabled to develop your intercultural competence?

- 6.1. Study tours
 - 6.2. Cultural tours.
 - 6.3. Cultural programs.
 - 6.4. Pre-departure workshops to prepare students for study abroad.
 - 6.5. Intercultural competence module.
 - 6.6. Optional courses.
 - 6.7. Specific subjects on bridging cultures.
 - 6.8. Language classes including cultural aspects.
 - 6.9. Project work assignments in international groups.
 - 6.10. International weeks.
 - 6.11. International competitions.
 - 6.12. International conferences.
 - 6.13. Opportunities to mix students from other countries as members of the same international cohort.
 - 6.14. Internships.
 - 6.15. Student organizations.
 - 6.16. Other (please write)
-

7. Using the scale below, please indicate extent to which each statement describes you. Select the answer that best describes you **AS YOU REALLY ARE** (5 - strongly agree, 1 - strongly disagree).

Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
7.1. I respect other cultures					
7.2. I am open to intercultural learning					
7.3. I am open minded about people from other cultures					
7.4. I am tolerant for ambiguity					
7.5. I am flexible in using appropriate communication styles and behaviors in intercultural situations					
7.6. I am curious					
7.7. I enjoy interacting with people from different cultures					
7.8. I have cultural understanding/awareness					
7.9. I understand other's worldviews					
7.10. I have culture-specific knowledge					
7.11. I am aware of using other languages in social contexts					
7.12. I have good skills to listen, observe, and interpret					
Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
7.13. I have good skills to analyze, evaluate, and relate					

7.14. I do unto others as I would have others do unto me					
7.15. I easily adapt to different communication styles/behaviors					
7.16. I easily adapt to new cultural environments					
7.17. I sometimes find it difficult to see things from the “other man’s” point of view					
7.18. I work best with people from my own culture					
7.19. I check the accuracy of my cultural knowledge as I interact with people from different cultures					

8. What do you think can be improved in your intercultural competence in your situation?

9. Please indicate how much could the following activities help to develop intercultural competence? Rank by giving numbers from 1 to 6 (1 – most helpful, 6 - least helpful).

Activity	Rank number
9.1. Concept mapping (organization of intercultural knowledge to the structure and finding relationships between concepts)	
9.2. Use of media (for example, analysis of racist messages conveyed by photos and movies)	
9.3. “Intercultural shock” (miscommunication following the experience of a different cultural environment and analysis of it)	
9.4. City exploration (observation and analysis of the multicultural areas of the host town)	
9.5. Case studies (telling the stories about cultural diversity and searching for alternative solutions)	
9.6. Reflective diaries (understanding of experience on the cultural diversity, norms and values)	

10. Please identify the helpfulness of special international course (which will consist of preliminary phase by distance learning (six months) and intensive phase by contact learning (two weeks)) on your intercultural competence development:

- 10.1. Very helpful.
- 10.2. Helpful.
- 10.3. Unhelpful.
- 10.4. Very unhelpful.

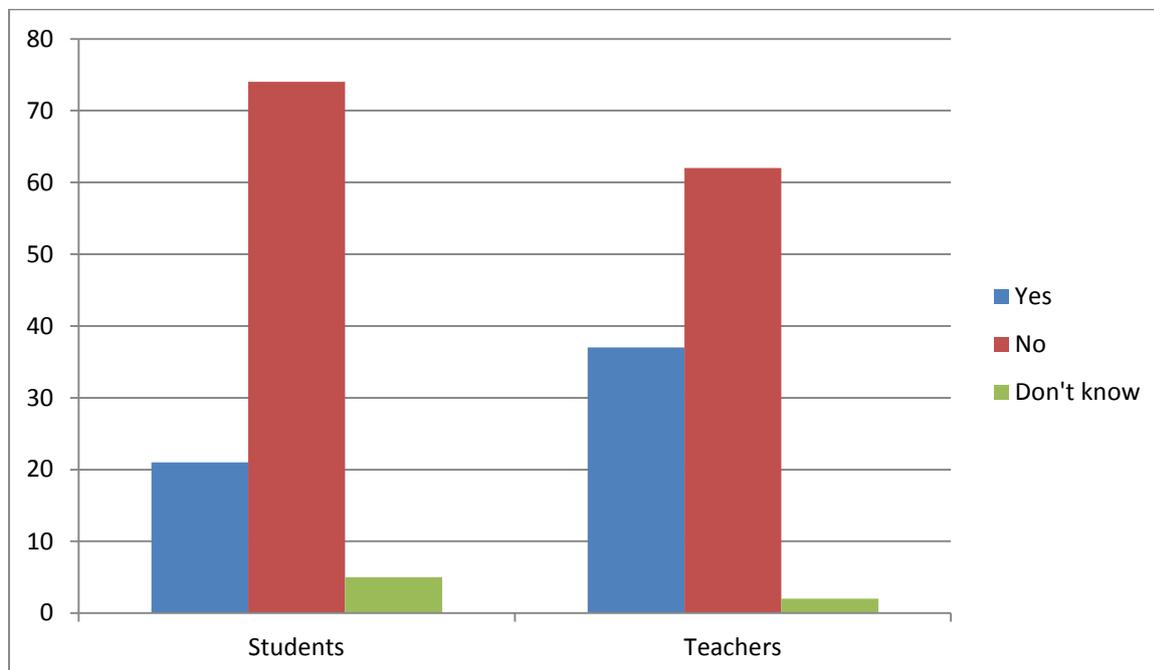
11. *Please identify the ease of implementation of special international course in your institution:*

- 11.1. Very easy to implement.
- 11.2. Moderately easy to implement.
- 11.3. Difficult to implement.
- 11.4. Impossible to implement.

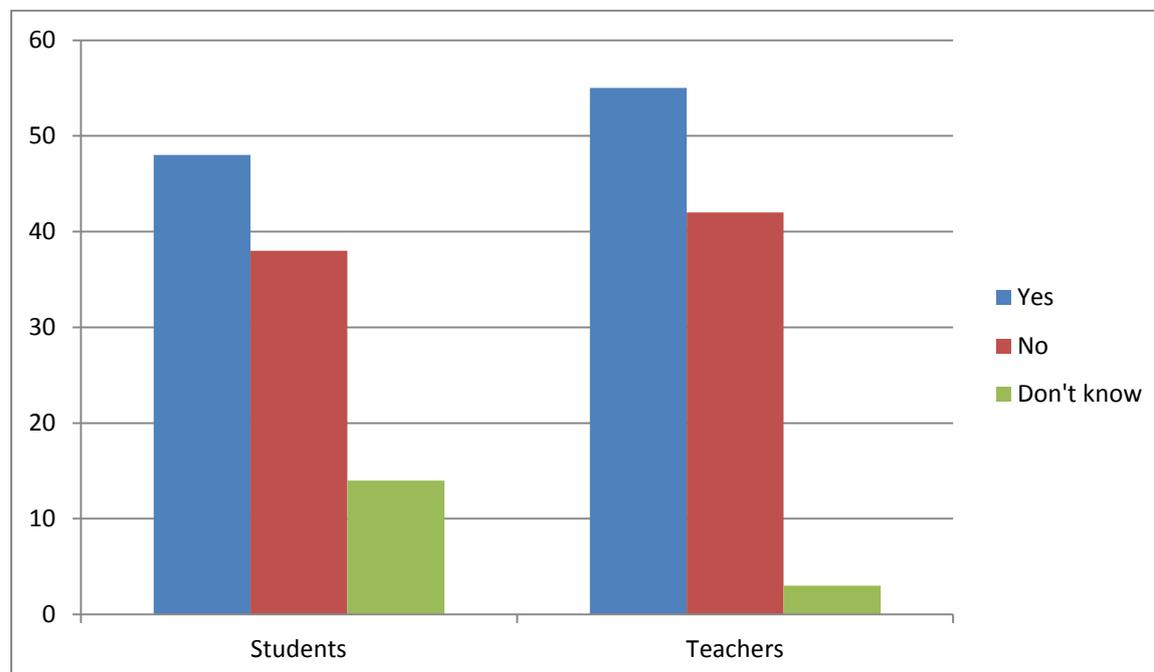
Thank you for taking time to respond!

Appendix III

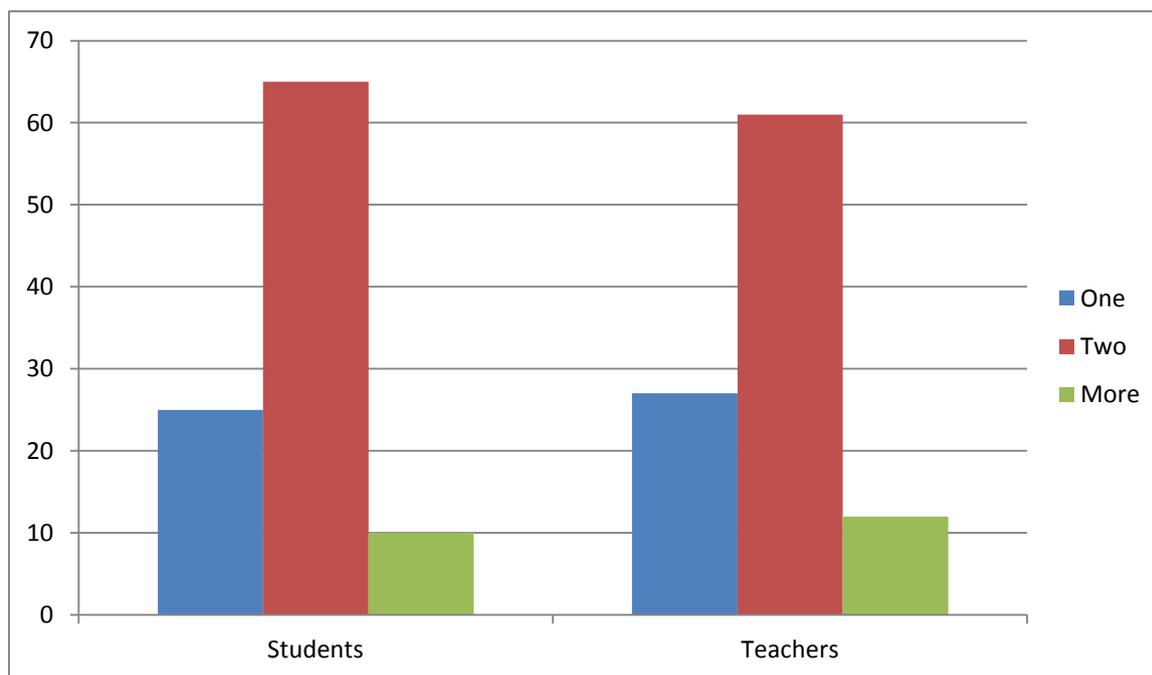
1. Does your institution provide training in intercultural competence for students?



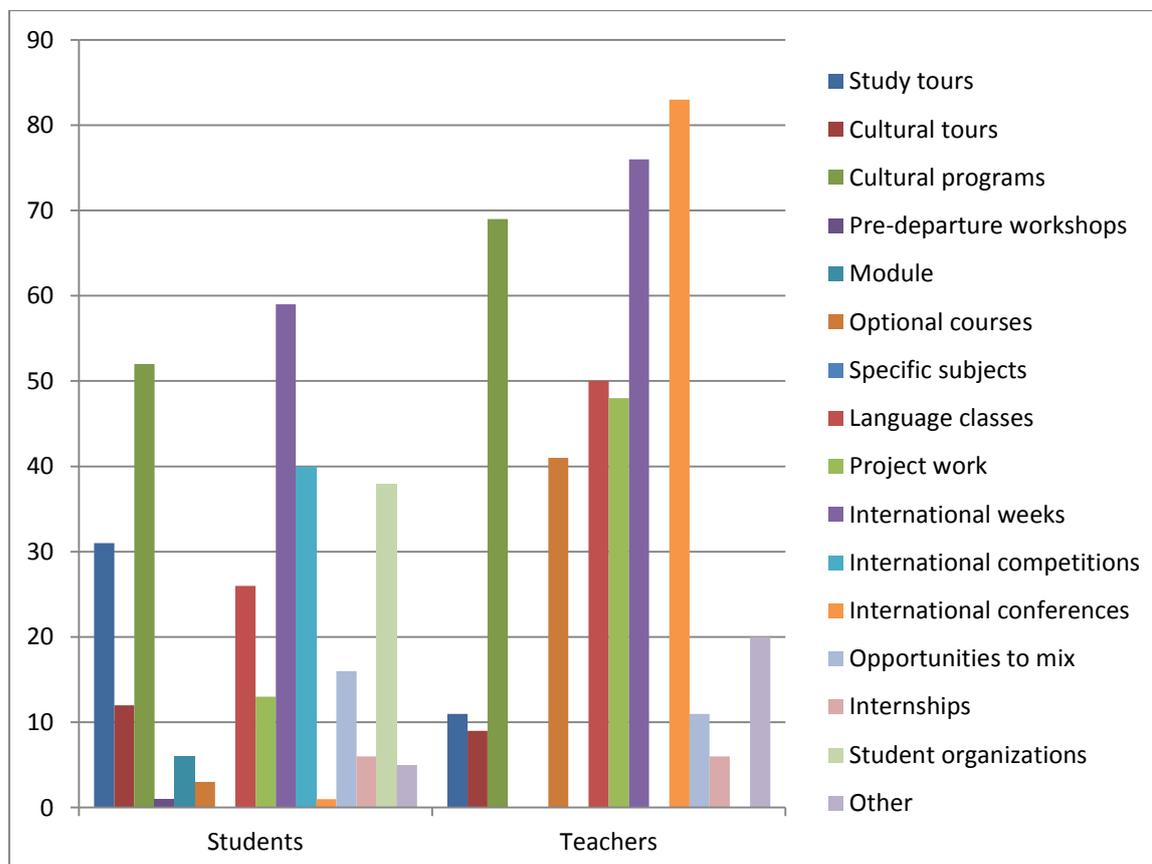
2. Are there the mixed-nationality study groups in your institution?



3. How many cultures are presented in your environment?



5. What are the key ways in which you are enabled to develop your intercultural competence?



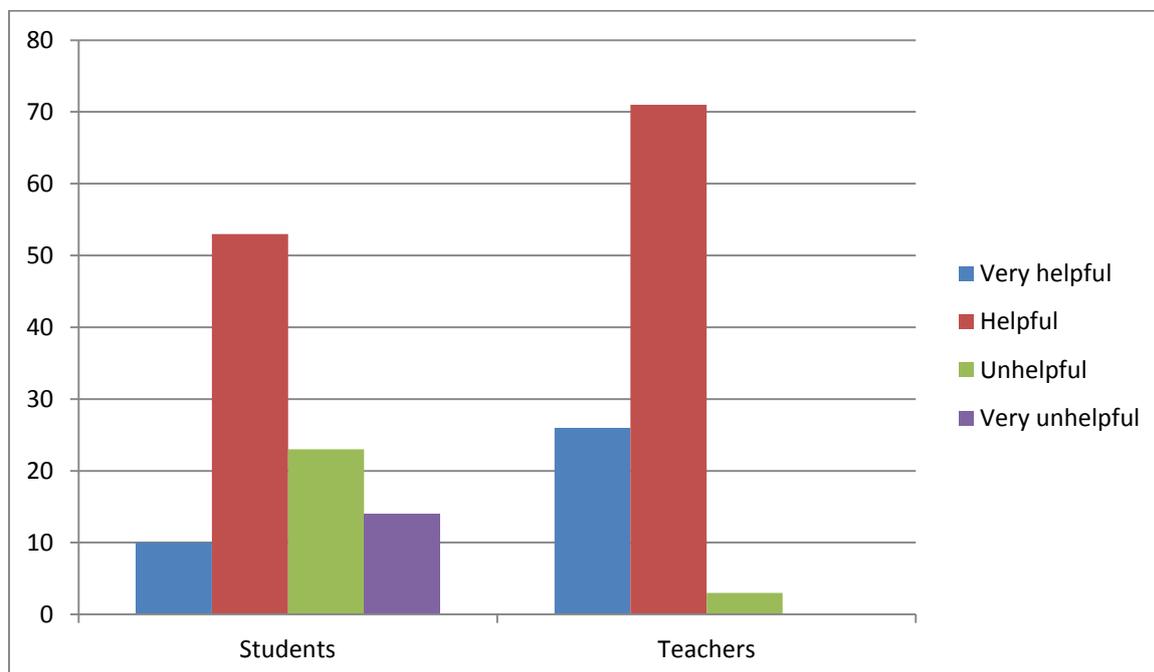
6. Using the scale below, please indicate extent to which each statement describes you. Select the answer that best describes you AS YOU REALLY ARE (5 - strongly agree, 1 - strongly disagree).

	LEVEL OF INTERCULTURAL COMPETENCE (max – 95 points; min – 19 points)
STUDENTS	M = 42,28
TEACHERS	M = 57,51

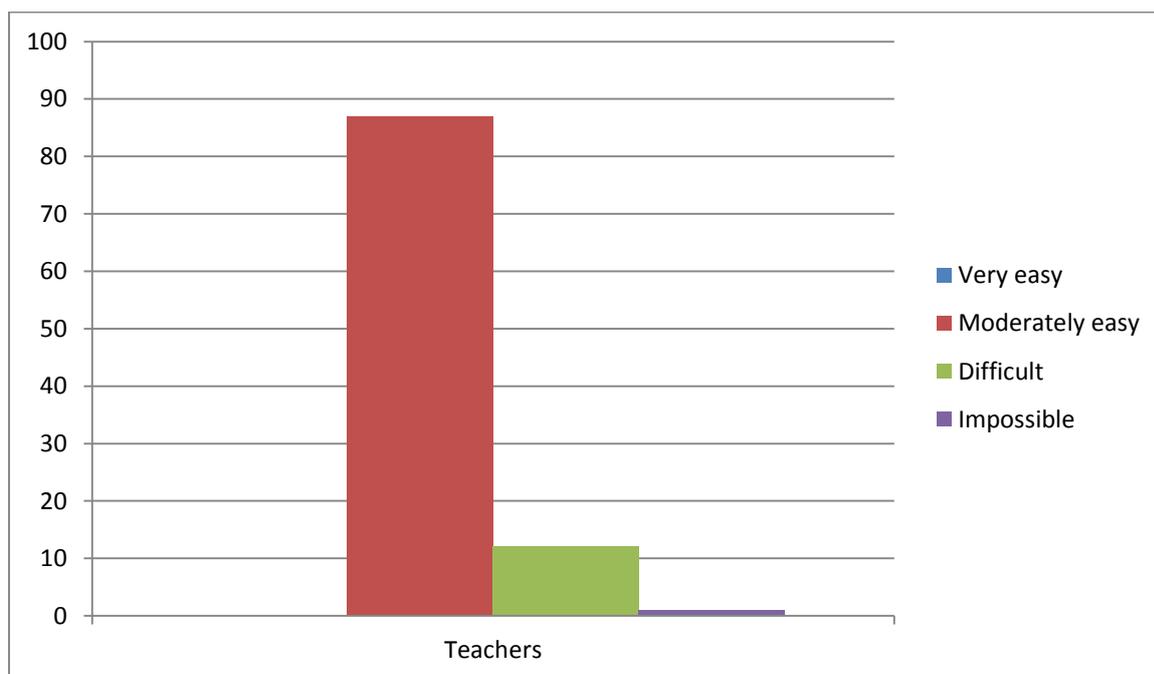
8. Please indicate how much could the following activities help to develop your intercultural competence? Rank by giving numbers from 1 to 6 (1 – most helpful, 6 - least helpful).

Activity	Rank number (students)	Rank number (teachers)
8.1. Concept mapping (organization of intercultural knowledge to the structure and finding relationships between concepts)	6	3
8.2. Use of media (for example, analysis of racist messages conveyed by photos and movies)	1	4
8.3. “Intercultural shock” (miscommunication following the experience of a different cultural environment and analysis of it)	5	6
8.4. City exploration (observation and analysis of the multicultural areas of the host town)	2	5
8.5. Case studies (telling the stories about cultural diversity and searching for alternative solutions)	3	2
8.6. Reflective diaries (understanding of experience on the cultural diversity, norms and values)	4	1

9. Please identify the helpfulness of special international course (which will consist of preliminary phase by distance learning (six months) and intensive phase by contact learning (two weeks)) on your intercultural competence development:



11. Please identify the ease of implementation of special international course in your institution:



Appendix IV

“Handbook of methodology for development of intercultural competence“			
<ol style="list-style-type: none"> 1. Introduction. 2. Paradigm of intercultural competence. 3. Significance of intercultural competence for labour market and its influence to learning and working processes. 4. Theoretical models for development of intercultural competence. 5. Set of methods and tools for development of intercultural competence. 6. Methodological recommendations and examples of how to handle with this material. 7. Conclusions. 8. References. 			
“Development of Intercultural Competence: Handbook for VET teachers and students“			
“Development of intercultural competence: Handbook for VET teachers”		“Development of intercultural competence: Handbook for VET students”	
“Development of intercultural competence: Handbook for VET teachers”	“Examples of learning material, practical tasks, analysis of cases, video material (for VET teachers)”	“Development of intercultural competence: Handbook for VET students”	“Examples of learning material, practical tasks, analysis of cases, video material (for VET students)”
<ol style="list-style-type: none"> 1. Theoretical assumptions of the intercultural education. <ol style="list-style-type: none"> 1.1. Definitions, concepts and principles. Development process, goals and objectives, content, results, evaluation and assessment techniques of intercultural competence. 1.2. Philosophy and ideology. 1.3. European multiculturalism. 1.4. Models of the adjustment to intercultural identities. 2. Training objectives and guidelines for the organizational process of the intercultural competencies. <ol style="list-style-type: none"> 2.1. Educational aims and means. 2.2. Problems of the intercultural education. 2.3. Cultural diversity and content of the training (race, nation, religion, gender, social groups) 3. Development of the teaching/learning methods used in intercultural environment. <ol style="list-style-type: none"> 3.1. Conception of the teaching/learning methods in the intercultural context. 3.2. Technology of usage of the specific teaching/learning methods in the development of the intercultural competence process (methods of warm-up, individual tasks, discussion, argumentation, confrontation, role play, problem and other) 4. Intercultural competence of age groups. 5. Innovative methods and use of ICT in education of intercultural competence. 6. Glossary of terms for teachers. 7. References. 	<p>Introduction</p> <p>Knowledge: learning material, practical tasks</p> <p>Motivation: analysis of cases, video material;</p> <p>Skills: practical tasks, analysis of cases;</p> <p>Examples of success in the process of learning and labor market.</p> <p>Findings</p>	<ol style="list-style-type: none"> 1. Global world. <ol style="list-style-type: none"> 1.1. What Europe stands for and were does it go? 1.2. Conception of European diversity. 1.3. European values. 2. Youth and intercultural learning. <ol style="list-style-type: none"> 2.1. What is culture and what does it mean intercultural? 2.2. Model of culture as an iceberg. 2.3. Formation of the stereotypical attitude. „Cultural glasses“. 3. Intercultural communication practice. <ol style="list-style-type: none"> 3.1. Usage of language in communication process. 3.2. Communication difficulties. 3.3. Listening habits. 3.4. Posture seeking to achieve understanding with different the representatives of different cultures. 3.5. Solution of intercultural conflicts. 4. Success cases in learning and working processes. 5. Glossary of most the frequently used terms. 6. References. 	<p>Introduction</p> <p>Knowledge: learning material, practical tasks;</p> <p>Motivation: analysis of cases, video material;</p> <p>Skills: practical tasks, analysis of cases;</p> <p>Examples of success in the process of learning and labor market</p> <p>Findings</p>

