



'Train the trainers' activity session template

Day One: Session 1. Understanding and Defining the Competence

Targeted competences:

Intercultural Competence

Connection to programme competences or aims

Defining of competence.

Intercultural competence: the competence to perceive, be curious about, open to and respectful of cultures, including one's own; to be able to understand, express and appreciate different values and norms, ways of thinking, practices and behaviours and to engage with others by initiating or being receptive to a constructive exchange.

Learning outcomes for the session

At the end of this session trainers will be able to:

- Describe at least three perspectives on the use of intercultural competence in the achieving a goal in a particular context
- Identify the main elements of intercultural competence
- Defining of intercultural competence

Pre-requisite learning/competence

Experience of working with students in non-formal contexts.

Resources

- Laptop and projector
- Access to academic literature on Intercultural Competence (By Darla K. Deardorff, Duke University, d.deardorff@duke.edu)
- Working file **DARE+: Approaching and Building Intercultural Competence** Competence (By Darla K. Deardorff, Duke University, d.deardorff@duke.edu)

Session duration



2.5 hours

Number of participants

10-15

Session description (By Darla K. Deardorff, Duke University, d.deardorff@duke.edu)

Title: Exploring Intercultural Competence

See Intercultural Competence definition at
https://www.nafsa.org/_/File/_/theory_connections_intercultural_competence.pdf

Learning outcomes for the session

At the end of this session trainers will be able to:

- Articulate intercultural competence
- Prioritize elements of intercultural competence
- Begin to develop an action plan for intercultural competence development
- Understand that intercultural competence is a complex process beyond the scope of one training session

Pre-requisite learning/competence

Ideally, trainers will have some background in intercultural theories. See, for example,
https://www.nafsa.org/_/File/_/theory_connections_intercultural_competence.pdf

If there is no background in intercultural theory/training, it is strongly recommended to read the first three chapters of *Building Cultural Competence* (Berardo & Deardorff, listed below) as well as the article at the link above.

Resources*

Beaven, A. & Borghetti, C. (2015). *IEREST: Intercultural Education Resources for Erasmus Students and Their Teachers*. University of Primorska (available online)

Berardo, K. & Deardorff, D. (2012). *Building Cultural Competence: Innovative Activities and Models*. Sterling: Stylus

Byram, M. (1998). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters

Council of Europe. (2015). *TASKs for Democracy: 60 Activities to Learn and Assess Transversal Attitudes, Skills, and Knowledge*. Strasbourg: Council of Europe (available online)

Deardorff, D.K. (n.d.) Theory Connections: Intercultural Competence
https://www.nafsa.org/_/File/_/theory_connections_intercultural_competence.pdf NAFSA

Deardorff, D. K. (2009) *The Sage Handbook of Intercultural Competence*. Thousand Oaks: Sage



(* Additional useful resources)

Additional useful resources:

Fantini, A. E. (1997). *New Ways in Teaching Culture*. Alexandria, VA: TESOL

Fowler, S. and Mumford, M. eds. (1995; 1999.) *Intercultural Sourcebook: Cross-Cultural Training Methods. Volumes I and II*. Yarmouth, ME: Intercultural Press.

Kappler-Mikk, B., Cohen, A.D., and Paige, R.M. (2009) *Maximizing Study Abroad: An Instructional Guide to Strategies for Language and Culture Learning and Use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition

Kohls, L. R, and Knight, J. (1994.) *Developing Intercultural Awareness: A Cross-Cultural Training Handbook*, 2nd Edition. Yarmouth, ME: Intercultural Press.

Seelye, H. N. (1996). *Experiential Activities for Intercultural Learning*. Yarmouth, ME: Intercultural Press.

Stringer, D. M., & Cassiday, P. A. (2009). *52 activities for improving cross-cultural competence*. Yarmouth, ME: Intercultural Press

Session duration:

It is recommended that this session be at least 75-90 minutes.



Number of participants:

Ideal number of participants: 20 (although many more can be accommodated)

Session description

Here is a basic recommended outline for the training session on introducing intercultural competence to trainers:

1. Welcome, Introductions, Overview and Caveats (that this session will introduce intercultural competence which is a complex process that cannot be addressed in one training session) *(- this usually takes 10-30 minutes depending on how introductions are done)*

(Note: Introductions can be done in a more intercultural way if desired and/or if the group does not already know each other. See Resources for examples of activities).

2. What is Intercultural Competence? *(- this usually takes 30 minutes minimum but often more like 45-60 minutes depending on how ICC models are introduced and the number of other ICC tools included)*
 - a) Have participants think of a person known to them personally (or that they know of i.e. a famous person) who demonstrates the ability to get along well with those from many different backgrounds. Then have participants write down words describing this person. Then share these words with each other and then with the group. Discuss as a whole group.
 - b) Introduce one or more ICC models to the group – It is particularly recommended to introduce the first research-based definition and model of ICC found at https://www.nafsa.org/_/File/_/theory_connections_intercultural_competence.pdf Others can be found in Chapter 1 of the Sage Handbook of Intercultural Competence. These can be discussed in small groups or discussed through a lecture in a whole group. These can also be illustrated by other ICC tools, such as those found in “Building Cultural Competence” (see Resources below).

Note: It is important to emphasize that ICC is a complex life-long process and that the models and definitions are comprised of numerous elements. This means that a one-time training is insufficient and inadequate.

3. Training for Intercultural Competence *(– this takes 15 minutes minimum but ideally should have at least 30 minutes)*
 - a) Based on the ICC models discussed, have participants prioritize 1-2 ICC elements on which to focus.
 - b) Once participants have prioritized elements, they need to determine the best ways to address these in their programme. It is recommended to utilize some of the resources listed below. Participants then begin to develop an action plan around



these prioritized elements including how these will be addressed, by whom, when, what kind of feedback will be given to participants and when/by whom, and so on. The action plan should also highlight anticipated challenges in this particular ICC training and how those challenges will be addressed.

- c) Participants then share action plans with each other for feedback, including the key in making this happen and/or any questions they have on implementing this plan.
4. Wrap-up (- allow at least 10 minutes minimum)
 - a) Highlight key points again, entertain any further Questions/Answers
 - b) Use 3-2-1 activity (see below for description) as an assessment

Mode of evaluation

This training session will use a variation of a “minute paper” called 3-2-1 as the mode of learning assessment, described below:

At the conclusion of the training, have participants write the following on a sheet of paper which will be collected (this should only take 5 minutes at most):

1. *Write 3 take aways from this session for you. What do you want to remember about intercultural competence?*
2. *Write 2 action steps you will do related to incorporating intercultural competence into a training programme.*
3. *Write 1 burning question you still have about intercultural competence that you plan to investigate further.*



Day One: Session 2. Developing the Dimensions and Levels of the Competence

Targeted competences:

Intercultural Competence

Connection to programme competences or aims

Dimensions and levels of competence.

Learning outcomes for the session

At the end of this session trainers will be able to:

- Identify the main elements of intercultural competence
- Review, revise and adapt the rubrics/tables with dimensions and levels of intercultural competence

Pre-requisite learning/competence

Achievement of learning outcomes in Session 1 (learning outcomes 1 & 3).

Resources

- Dare+ rubrics for intercultural competence
- Laptop and projector, access to academic literature on intercultural competence

Session duration

2.5 hours

Number of participants

10-15

Session description [structure, parts, activities]

- 1) The introduction to the session and the ILOs – presentation by the tutor
- 2) Brainstorming on elements of IC (thinking of their own intercultural experiences and trying to put themselves in the shoes of a foreigner in your culture)
- 3) Distribute examples of rubrics (DARE+ and optionally other proposals)
- 4) Participants compare their own ideas (outcomes of the brainstorming) with the dimensions in the DARE+ rubrics (aim: to critically review the elements/dimensions distinguished and agree on a list common for the whole group) - done in small groups (3-4 persons) then shared in the whole group so as to agree on a common list
- 5) Revision of the level descriptors in small groups; sharing in a plenary sessions

Mode of evaluation



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15 min focus group discussion on achievement of learning outcomes



Title: Day 2: Session 2. Activities to Develop the Competence

Targeted competences:

Intercultural Competence

Connection to programme competences or aims

Output 4_Design+ implementation IP

Output 7_Design of Methodology

Learning outcomes for the session

At the end of this session trainers will be able to:

- Select and adapt training activities in context and with a view to the audience
- Organize and implement activities to develop the competence of Intercultural Competence
- Evaluate the effectiveness of the session

Pre-requisite learning/competence

Achievement of learning outcomes in Session 2

Resources

- Dare+ rubrics for competence of Intercultural Competence
- Laptop and projector, access to academic literature on Intercultural Competence

Session duration

2.5 hours

Number of participants

10-15



Session description [structure, parts, activities]

1. Ask participants if they know of any relevant activities.

<p>If you see that the group is knowledgeable, proceed to 1a.</p>	<p>If not:</p>
<p>1a. In group of 4-5 participants describe a relevant activity each (give time for participants to describe activities in enough detail for the others to understand the dynamics, the aims, etc.)</p> <p>2a. Facilitator shares the rubrics and asks which activities (if any) of those shared in small groups can help students develop this particular aspect/dimension of IC (and possibly - from which level to which level of this dimension the activity can take students // and which level(s) this activity is appropriate for).</p> <p>3a. If any gaps are identified, the facilitator runs an activity focused on this particular aspect (if more than one gap are identified, the facilitator ask the participants to choose which aspect they feel is important but do not know how to address - and runs an activity on this aspect).</p> <p>4a. Facilitator shares the activities descriptions prepared by DARE+.</p> <p>5a. In pairs, participants develop descriptions of two activities they shared in 1a (new descriptions if the activities were not covered by DARE+ descriptions or adaptations if they were).</p>	<p>Distribute DARE+ activities descriptions (1 per participants)</p> <p>Facilitator shares DARE+ IC rubric. Participants - in small groups - are asked to decide which aspects (dimensions) of IC competence (at up to which level) each of “their” activities can help students develop.</p> <p>When this is done, the whole-group mapping is done.</p> <p>Next, you have two scenarios (both aiming at having participants act out and experience at least one activity)</p> <p>Scenario 1: participants choose the aspect (dimension) they consider to be the most important one for their contexts. An activity of facilitator’s choice covering this aspect is done.</p> <p>Scenario 2: ask if any of the participants (have realised that they actually) know a relevant activity not present in the DARE+ activities description materials.</p>

Mode of evaluation

15 min focus group discussion on achievement of learning outputs