

## UNISER TEACHER TRAINING PROGRAM STANDARDS

### Intercultural Communication in Education

1. Clearly define the overall goals of the course:
  - What are the main aims of the training program?  
To equip educators and education professionals with the intercultural competences required to work effectively in diverse and multicultural educational environments. The course focuses on developing participants' awareness of cultural diversity, improving communication across cultures, and strengthening their ability to support the integration of students from different cultural backgrounds.
  - What challenges or needs in education does the course respond to?  
The course responds to the growing challenges faced by educators in increasingly multicultural classrooms. Migration, international mobility programmes, and globalised education systems require teachers and education staff to develop the skills necessary to understand cultural differences, address stereotypes, and foster inclusive learning environments.
  - How will the course support participants in developing their teaching practices?  
Through interactive activities and reflective exercises, participants will develop a deeper understanding of cultural diversity and learn practical strategies to promote respectful communication and inclusive educational practices. The course supports educators in adapting their teaching approaches to culturally diverse groups of learners.
  - How does the training align with European educational priorities (e.g. digitalisation, innovative learning)?  
The training aligns with European educational priorities related to social inclusion, intercultural dialogue, equality, and diversity in education, which are central objectives of programmes such as Erasmus+. It also contributes to strengthening European cooperation by promoting mutual understanding and cultural awareness among educators.
2. Training course summary:
  - General breakdown of the course structure, including modules, sessions, and timelines.  
Module 1 - Culture and Communication  
Module 2 - Stereotypes and Cultural Awareness  
Module 3 - Diversity and Inclusion in Education  
Module 4 - Intercultural Communication Skills

## Module 5 - Integrating Intercultural Approaches in Education

- Overview of the topics covered and the skills/knowledge participants will gain.
  - Understanding the concept of culture
  - Cultural values and their impact on communication
  - Cultural differences in educational contexts
  - Recognising stereotypes and prejudices
  - Understanding unconscious bias
  - Developing cultural sensitivity
  - Cultural diversity in classrooms
  - Communication strategies for multicultural environments
  - Managing misunderstandings across cultures
  - Conflict resolution in intercultural settings
  - Inclusive teaching practices
  - Role of teachers in integration processes
  - Addressing discrimination and exclusion

- Explanation of the methodology or teaching approach used during the course.

The course uses experiential and participatory learning approaches, including:

- Simulation exercises and role-playing
- Storytelling and reflective activities
- Group discussions and collaborative learning
- Case studies from multicultural educational contexts
- Exchange of experiences and best practices among participants

### 3. Training course learning outcomes:

- Clear identification of the skills, knowledge, and competencies participants will acquire.

#### **Skills**

- Effective communication with learners and colleagues from diverse cultural backgrounds
- Addressing of stereotypes and prejudices within educational environments
- Application of inclusive teaching strategies that support culturally diverse learners
- Facilitation of dialogue and mutual understanding in multicultural classrooms

## **Knowledge**

- Understanding of key concepts related to culture, diversity, and intercultural communication
- Recognition of how cultural backgrounds influence behaviour, communication, and learning
- Identification of common barriers to intercultural understanding in educational settings

## **Competences**

- Promotion of inclusive and culturally sensitive educational environments
- Support of the integration of migrant and international students
- Critical reflection on one's own cultural assumptions and teaching practices

### • Measurable objectives to assess the effectiveness of the training.

Participants will be able to:

- Identify at least three strategies for inclusive intercultural communication
- Analyse intercultural scenarios and propose appropriate responses
- Develop a short action plan for implementing intercultural practices in their educational context.

#### 4. Participants requirements:

##### • List of prerequisites, if any, for attendees to make the most of the training.

- No formal prerequisites
- Openness to reflective and participatory activities

##### • Technical specifications or equipment needed for participation (if applicable).

- No special equipment required
- Notebook or laptop recommended for exercises

##### • Any recommended background knowledge or experience.

Educators, trainers, school staff, or professionals working in learning environments

#### 5. Validation:

##### • Assessment criteria or methods to validate participants' learning.

Learning will be validated through:

- Active participation in workshops and group discussions
- Engagement in simulation exercises and intercultural case studies

- Development of reflective activities and collaborative tasks during the training
  - Explanation of how achievements will be recognized or certified.
- Participants completing the training will receive a Certificate of Participation issued by EELI.