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Curriculum interculturALE

An intercultural-didactical curriculum for staff in adult learning
and education of refugees



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Curriculum for an additional qualification for instructors and volunteer
learning guides in low-threshold German courses for refugees

DVV International



DVV International is the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV), the German Adult Education Association. DVV represents the interests of the approximately 900 Adult Education Centres (Volkshochschulen) and their state associations, the largest further education providers in Germany.

As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 45 years. DVV International provides worldwide support for the establishment and development of sustainable structures for Youth and Adult Education.

We are a professional partner in dialogue with the local people. To achieve this, we cooperate with more than 200 civil society, government and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe. Our country and regional offices build local and regional cooperation and ensure the quality and effectiveness of our action in our partner countries. Our work focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.

DVV International finances its work through funds from the Federal Ministry for Economic Cooperation and Development (BMZ), the German Federal Foreign Office, the European Union, as well as other donors. In concert with national, regional and global adult education associations, DVV International promotes lobby work and advocacy for the human right to education and for lifelong learning. To achieve this, we orientate ourselves on the UN Sustainable Development Goals (SDGs), the global education agenda Education 2030 and the UNESCO World Conference on Adult Education (CONFINTEA). DVV International supports the European and global exchange of information and expertise through conferences, seminars and publications.

Our Vision



We fight poverty through education, and we support development. As a globally acting professional organisation for adult education, we build a sustainable system for further education along with citizens, educational organisations and governments. Together with the people in our partner countries, we establish places for lifelong learning.

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1. Introduction

1.1. A brief portrait of Curriculum interculturALE

Curriculum interculturALE¹ is a tailor-made intercultural training course for instructors and volunteer learning guides who work with refugees² in low-threshold German language courses. It has been developed by DVV International, the International Institute of the German Adult Education Association, in cooperation with an international team of experts. The course consists of three modules, comprising:

1. **Who am I?** –
My role as an adult educator in a culturally-diverse setting;
2. **Who are my students?** –
Understanding learners' backgrounds, experiences and contexts³; and
3. **How can we learn together?** –
Diversified methodologies for learning from one another.

Within this framework, Curriculum interculturALE helps German as a Second Language (GSL) instructors and volunteer learning guides to master the challenges which are encountered when working with highly-diverse groups. The aim is to enable their learners to benefit from an enhanced learning environment.

The training is the result of a process of international exchange of knowledge in adult learning and education: Curriculum interculturALE makes use of best practices in the empowerment of displaced adult learners in other countries, namely in the Middle East, where DVV International has regional offices and a strong network of partners who are experienced in that field. Consulting diverse perspectives on education after forced displacement, and on intercultural learning, is therefore intended to help master challenges in integration work in Germany. The qualification provides impulses for adopting an attitude of appreciative inquiry. Instead of giving ready-made solutions for working with particular groups of learners from specific countries of origin, it fosters the ability to choose learner- and situation-orientated learning and teaching strategies for creating an appreciative learning atmosphere.

The training was first conceptualised and piloted in 2017-2019 by DVV International in cooperation with partners from their Middle East offices. Both the conceptualisation and the pilot implementation in German Adult Education Centres (VHS) were funded by the German Federal Ministry of Education and Research (BMBF) within the 'Einstieg Deutsch' ('First steps in German') project, implemented by the German Adult Education Association (Deutscher Volkshochschul-Verband/DVV).

¹ ALE stands for adult learning and education, an internationally-used term which emphasises the fact that adult learning and education must be a crucial component of education systems [cf. UNESCO Institute for Lifelong Learning (UIL): uil.unesco.org/adult-education].

² Learners in 'Einstieg Deutsch' courses are refugees from the age of 16 who are not yet attending an integration course that is prescribed by law. Attendees can have good prospects or unclear prospects for remaining in Germany.

1.2. The structure of this document

The scheme of this document is as follows. The chapter entitled **The conceptual framework of the curriculum** explains the central ideas of Curriculum interculturALE and the central educational approaches. Derived from these approaches, the curriculum is based on a targeted framework of four competences introduced in the subsequent chapter entitled **The intended outcome of the qualification**. The qualification consists of three modules described in the **Module descriptions** chapter. Here, each module is introduced via a brief description, specific modular learning objectives, and recommended learning contents. Additionally, this chapter provides a module-mapping table indicating how each module is interconnected with the targeted framework of competences.

Recommendations regarding the implementation of the qualification are provided in **Guidance for the implementation of Curriculum interculturALE**. For a more profound understanding of the process of development and the corresponding project work, read the chapter on **The background of the development of Curriculum interculturALE**. The qualification comes with a comprehensive set of materials and resources, such as methodological worksheets, handouts, videos with instructional material, dossiers on topics and on countries of origin, etc., which support participants and encourage them to broaden their understanding as well as shaping their individual learning progress on the basis of self-learning.

These materials are available online at

<https://www.vhs.cloud/link.php?overview%7Cinfo%40cint.dvvi.vhs.cloud%7C/>



2. The conceptual framework of the curriculum

‘Adult education can play a vital role in the current refugee situation in Europe. Through civic education and intercultural learning a mind-set of active citizenship and hospitality can help create an integration-friendly culture amongst the Member States. In providing language and basic skills training for migrants from inside and outside of Europe, migrants will be enabled to become active citizens in their new home countries. The implementation of cultural dialogue can foster an exchange between the indigenous and new citizens of the Member States, both helping migrants to understand the cultures and social contracts of their new home countries and giving host citizens the opportunity to adopt new habits and develop their countries into future-oriented democracies.’

European Adult Education Association 2017:
Manifesto for Adult Learning in the 21st Century

With the aim in mind of promoting and professionalising adult education in the context of migration, and with a view to designing a customised curriculum for course staff working with refugees in low-threshold German courses, Curriculum interculturALE takes as a basis a selection of important sources from the context-specific side of the ‘Einstieg Deutsch’ courses as well as approaches from the global perspective of international adult education and development.

2.1. Context specifics: The linkage between Einstieg Deutsch and Curriculum interculturALE

Two superordinate, context-specific sources that have been developed by the DVV within the 'Einstieg Deutsch' ('First steps in German') project are

1. the conceptual course framework³, and
2. a 10-module blended course curriculum⁴.

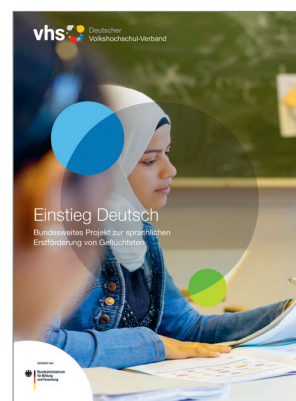
The conceptual course framework provides information on the idea of the courses, on the target groups, on the project funding, and on requirements and opportunities for participating educational organisations in terms of how to customise the courses to suit specific target groups.

The 10-module blended course curriculum is intended to support instructors and volunteer learning guides in planning lessons and agreeing upon topics and contents as well as the utilisation of digital learning facilities. This short curriculum for the first conversation-orientated steps in learning German integrates learning objectives, interwoven societal values and information on rules of social coexistence in Germany. It also refers to the connected units of the digital learning portal and the learning German app provided as Open Educational Resources by the DVV. It furthermore provides ideas for destinations of suitable excursions with the class which are a compulsory part of the course concept. The curriculum offers a basic framework, and leaves space for learner-centred lesson structuring. However, the experience of the DVV shows that many instructors might not follow the recommendation to apply this curriculum since they prefer to work with common textbooks. Furthermore, some of the course staff might not be particularly well qualified when it comes to working with refugees.

The Curriculum interculturALE provides an additional opportunity to instructors and volunteer learning guides in 'Einstieg Deutsch' courses to enhance their capacities for the specific context of working with a variety of adult learners who have a refugee background. It envisions an educational attitude on the part of adult educators that helps both them and the learners to achieve greater success in the courses. Moreover, it makes highly-practical suggestions and has very application-orientated learning objectives.

³ The conceptual course framework is only available in German:

https://portal-deutsch.de/wp-content/uploads/2016/12/Konzept_Einstieg_Deutsch.pdf



⁴ The curriculum is only available in German:

https://portal-deutsch.de/wp-content/uploads/2016/12/Curriculum_Einstieg_Deutsch.pdf

2.2. Educational approaches

Increasing diversity, language barriers, students' background dissimilarity, and high expectations when it comes to helping refugees feel at home quickly, are just some of the issues facing adult educators who work with refugees today. In order to address these issues, the development of Curriculum interculturALE was contingent on an openness towards new educational and intercultural approaches, and flexibility to contain more than one perspective for meeting these demands and challenges. In addition, the development of the curriculum was a great opportunity to gather best practices and approaches applied by DVV International and its partners in the Middle East working with refugees.

The three educational approaches that were adopted, namely:

1. The participatory education approach,
2. Diversity and multi-collectivity, and
3. Active Citizenship Education (ACE),

reflect the spirit of diversity which the curriculum attempts to convey; they originated from different parts of the world, evolved to respond to different realities, and place emphasis on different aspects of the human experience. More specifically, the participatory education approach, which is the brainchild of Brazilian educator Paulo Freire, was developed in Latin America as an empowering tool for illiterate peasants who suffered oppression and marginalisation so that they would be able to change their reality and take part in decisions affecting their lives. This approach places students at the centre of the learning process as competent, active, respected human beings. Diversity and multi-collectivity explore the notion of identity in the plurality of modern times, where increasing global migration results in considerable tensions among different cultural groups. The multi-collectivity approach offers a new alternative to old cultural paradigms. Active citizenship education, originally developed in Europe and the United States, evolved in the context of the establishment of the State and the nation to discuss the concepts of citizens' rights, responsibilities and roles, and to draw on the individual's engagement and participation in the civil and political spheres through his or her belonging to a community and relationship with the State.

These approaches were also chosen because they all reflect the values and attitudes that the curriculum aspires to impart. They are empowering, they encourage open-mindedness and sympathy, they are respectful of human dignity and sensitive to human well-being, and they are all aligned in pursuit of a just, diverse and democratic society. In addition, the three approaches foster a sense of mutual ownership towards the learning process, through the increase in learners' engagement and contribution. Consequently, instructors and volunteer learning guides are expected to gain from this shift, which is reflected in a more active, relevant and lively atmosphere.

The following introductions briefly portrait these approaches:

Participatory Education Approach and REFLECT

The participatory education approach aims to shift learners from passivity towards active awareness and engagement in the learning process; it is **student centred**, whereas the learning experience and learning activities are designed to take learners' needs and interests into account, and to engage in a mutual dialogue. The lecture format, where the teacher expounds and the students passively absorb information, is replaced by the '**culture circle**', where teachers and students face one another and **discuss issues of concern** in their own lives (Freire 1970).

Paulo Freire, the Brazilian educator and activist, laid the foundation for the development of the participatory education approach. He considered that traditional educational systems are dominated by didactic teaching methods which assume that the learner is an empty vessel to be filled with information and that the teacher is the transmitter of knowledge who deposits this information in the minds of students, who in return cash it back in when exam time comes around. He called this process the **banking concept of education**.

The participatory education approach is **skills orientated and empowering**, so that the value of learning can increase the learner's capacity to cope with life's challenges and demands, and to better understand the world around. You will find below a description of an influential teaching methodology, REFLECT, as an example of this practical approach.

REFLECT

('Regenerated Freirean Literacy through Empowering Community Techniques'):

REFLECT is an innovative literacy teaching methodology which fuses the theories of Paulo Freire with Robert Chambers' participatory research tools 'participatory rural appraisal' (Chambers 1983, 1993). REFLECT features graphics such as calendars, maps, matrixes, rivers and trees, which enable participants to communicate their knowledge, experience and feelings without being restricted by literacy and language barriers. Learners will be able to develop their own text based on their experience and needs; the developed text will serve to cover the learning objectives whilst avoiding causing anxiety to learners.

Diversity & multi-collectivity

The notion of diversity emphasises the fact that the **plurality of modern societies**, influenced as it is by globalisation, migration and demographic change, is a fact and is seen as an advantage. This notion guides the work of the German Adult Education Centres, not only in integration and language learning, but also as a cross-cutting principle in terms of both organisational structure and education and training (DVV 2015, 2017). Diversity embraces many layers of human identity, such as sex, age, physical and mental ability, ethnicity, religion or other belief systems and worldviews, as well as sexual orientation and socio-economic background.

Accordingly, the concept of **multi-collectivity** (cf. Rathje 2009) questions paradigms of cultural particularities, and reshapes our understanding of human identity:

Identity is marked by

- relative stability of **collective memberships**,
- **flexibility** to add and end group memberships,
- a **changing relevance** of those group memberships according to context, and
- **radical individuality**, meaning that every human being features a unique combination of group memberships and cultural influences.



Active Citizenship Education (ACE)

At the core of active citizenship lies the basic human need to belong, to be part of a group, community and society, and extends to the importance of interconnectedness between him or her and the society and state in which he or she is. In the context of adult education with refugees, Active Citizenship Education (ACE) aspires to increase learners' **awareness of individual rights and responsibilities** within the new host country. In addition, it enhances learners' **knowledge of existing structures** and institutions that influence their daily lives.

ACE aims to encourage learners to **take up their own roles and actively participate** in or influence existing structures in order to **improve their life conditions** and to help shape the community in which they are living. It emphasises the importance of **individuals' initiative to be part of a community** and work together for the common interest, and the **sense of belonging** as a motivation for action.

It is worth noting that in the context of this curriculum, ACE applies to both groups – to the instructors and volunteer learning guides, and the refugees, alike – in the sense that it provides an opportunity for both groups to take up their roles actively and constructively and be part of shaping the reality in which they wish to live.

The European Commission (2006) recommends lending priority in education in all EU Member States to key competences which contain e.g. the ability to communicate in one's mother tongue and foreign languages, but also, as one of the horizontal skills, adopting civic competence based on knowledge of social and political concepts and a commitment to active and democratic participation.

It might seem to some to be unrealistic to expect refugees who are still learning the language of a new host country to already engage in the civil or political sphere. However, ACE starts from simply being able to join a close community in the neighbourhood at first, or to find out to which basic services they are entitled. Those first steps can then grow to become support of a group or initiative by contributing the individual's own capacities and skills.



3. The intended outcome of the qualification

In accordance with the conceptual framework, the intended outcome of the Curriculum interculturALE qualification is defined within four core competences that are expected to be acquired through the qualification process. They are briefly presented below. In addition, this chapter includes the desired impact on the participants' perspectives, which describes how the conceptual frameworks and approaches of Curriculum interculturALE would be reflected in the 'Einstieg Deutsch' learning setting.

3.1. The set of four core competences

By participating in the Curriculum interculturALE qualification, it is expected that the instructors and volunteer learning guides will be able to...

- create a safe and appreciative atmosphere in multicultural and diverse learning groups,
- explain the basic principles of education in contexts of forced displacement,
- apply learner-centred methodologies, and
- self-reflect and open up perspectives towards plural values.

3.2. Expected impact on participants' perspectives

Participating in a Curriculum interculturALE qualification is expected to lead to a change of perspectives among instructors and volunteers on the course and on their professional roles in that context. The following aspects describe the expected impact. They are directly derived from the conceptual framework and educational approaches (cf. chapter on **The conceptual framework of the curriculum**) and reflected throughout the tripartite modular structure of the curriculum (cf. chapter on **Module descriptions**). The chapter entitled **The background of the development of Curriculum interculturALE** provides further insights into the reasoning and prioritisation of these four aspects:

a. **'Einstieg Deutsch' is more than a first language course for refugees:**

'Einstieg Deutsch' and similar courses should not only be considered as a first language course, but instructors should rather shift their expectations towards a course that provides a first point of entry for asylum-seekers and refugees into a new country, and a new society, system and environment. This has several implications:

In the first place, the **learning objectives in the course shift from purely linguistic/communication skills in German to encompass a broader set of cultural and communication competences** aimed at embracing diversity with an open mind and as a gateway to 'learning from one other'.

b. **We are connected by a common humanity that binds us:**

Instructors should capitalise on shared experiences. Humans are prone to create differences as a way to express individual and/or collective identities. However, **there are shared experiences of a common humanity that bind us**. Although people's stories may sometimes differ, and can be even overwhelming, particularly in the context of displacement, beneath them there still lie emotions to which we can relate, emotions of love and despair, longing and excitement, happiness and sadness, etc. These are all common emotions that unite us as humans, with which we can sympathise and upon which we can build bridges of communication. In addition, we can go beyond identities which are marked by nationality or by being a refugee; we can go beyond the teacher-student relationship and explore more roles and identities, for example: family roles, interests, skills, belonging, relationships, etc. This draws a more complex and comprehensive picture of the person, and liberates him or her from one-dimensional templates.

c. **The first steps are crucial:**

The learning setting is supposed to be **a safe space that provides support to learners in their process of learning a new language and adapting to their new reality**. It is also a space for creating new personal relationships and solidarities that can be conducive to furthering their learning of the language and the culture from an open-minded point of view. For many refugees, this course may be the first 'formal' framework in which they enrol in the new host country. It therefore has the potential to be highly influential in terms of the overall experience of integration, and many gestures and interactions within the course may be far more meaningful than might appear. For instance:

How are they welcomed into the class? What kind of relationship do they have with the adult educator? How are their questions and needs addressed?, etc. The way in which these issues are handled will surely affect their thinking later and outside the learning setting.

d. Learner-centred education:

Teaching **methodologies** need to be diversified to suit different styles of learning. However, the course design should tend to be **learner-centred and participatory** in nature in order to **avoid an excessively-traditional teacher-student power relationship**, which in the context of 'Einstieg Deutsch' has the potential to underpin the power relationships that refugees may be experiencing in their new country of residence. However, a learner-centred approach might not be comfortable for some students, especially at the beginning of the course, either because they are not used to it, or because they may not yet be sufficiently confident to express themselves in this new setting. Adult educators should therefore be attentive to students' responsiveness, and may apply their teaching style gradually and sensitively.

Participating in a Curriculum interculturALE qualification can sow the seed and give impulses for instructors and volunteers to start making use of, appreciating, challenging and adjusting their attitudes, as well as re-thinking their professional mindsets, in order for them and their students to achieve greater success in courses. Since no assessment is envisioned, except for one recommended practical task, the level of achievement of the identified framework of competences, and the level of development of the listed attitudes, depends on the previous state of knowledge and mindsets of the participating instructors and volunteers. The huge selection of relevant materials provided can enhance their learning progress further if it is made use of on the basis of self-learning before and after attending the qualification.

4. Module descriptions

The Curriculum interculturALE qualification is based on three modules that support the learner in achieving the intended framework of competences. (cf. chapter entitled **The intended outcome of the qualification**). The three modules are marked as follows:

1. **Who am I?** –
My role as an adult educator in a culturally-diverse setting
2. **Who are my students?** –
Understanding learners' backgrounds, experiences and contexts
3. **How can we learn together?** –
Diversified methodologies for learning from one another



In order to display the interconnectedness of each module with the four core learning objectives, the following matrix gives a 'module mapping' that indicates how intensively a core learning objective is meant to be developed in each of the three modules.

| Core competences | Instructors and volunteers are able to... | 1. Who am I? | 2. Who are my students? | 3. How can we learn together? |
|------------------|---|-------------------|-------------------------|-------------------------------|
| A | ...create a safe, appreciative atmosphere in multicultural, diverse learning groups | Light blue circle | Dark blue circle | Dark blue circle |
| B | ...explain the basic principles of education in contexts of forced displacement | Grey circle | Dark blue circle | Light blue circle |
| C | ...apply learner-centred methodologies | Light blue circle | Light blue circle | Dark blue circle |
| D | ...self-reflect and open up perspectives towards plural values | Dark blue circle | Light blue circle | Light blue circle |

Table 1:
This 'module mapping' indicates (ranging from grey=not pursued, light blue=peripherally pursued, dark blue=focused) how intensively the respective core learning objective is pursued in each module.

Furthermore, the implementation of Curriculum interculturALE is based on an idea of learning by doing and on the notion of ‘walk the talk’ (cf. chapter entitled **Guidance for the implementation of Curriculum interculturALE**). This means that every content and topic is introduced via a learning technique which in turn can be seen as content in its own right. This will enable instructors and volunteer learning guides to experience the practical application of a variety of methods and techniques, which in turn can enrich their ability to guide course participants’ learning processes. Module 3 involves a more profound reflection on and evaluation of the methods and techniques applied so far in Modules 1 and 2, as well as throughout the instructors’ and volunteers’ previous course experience.

The following chapters provide a systematic scheme per module, including modular learning objectives, the learning contents, linkages to the other modules, as well as some notes on practical implementation and reflection.



4.1. Module 1: Who am I? – My role as an adult educator in a culturally-diverse setting

Brief description

Module 1 supports self-reflection and self-positioning in order to explore one's own role as an instructor or volunteer learning guide. It reveals effects and influences of one's own image of the perception of oneself and others. It contains a critical analysis of values and presuppositions, and introduces the importance of emotions and communication for interpersonal dialogue, especially in multicultural settings.

Learning objectives

Participants are able to...

- M1.1 identify and explain their own roles as instructors or volunteer learning guides in a diverse learning setting,
 - M1.2 have a deeper awareness of how our perception and values are connected to our behaviour,
 - M1.3 use multiple lenses to analyse situations in a learning setting.
-

Possible topics

1. Self-awareness of the role

- Being a representative of the institution (Adult Education Centre)
- Being part of the first/a very early formal relationship to be established by newly-arrived refugees with a representative of the host country
- The importance of the first experience of being welcomed to the course and the course group as part of the process of becoming familiar with a new society
- The responsibility weighing on instructors and volunteers

2. Self-positioning

- Awareness of one's self-identity and culture and habits as a representative of the host country and how they may be perceived by others
- ...and how this may change through the learning process
- The discussion of integration – assimilation – acculturation

3. Understanding behaviour through different value lenses

- Learning about the competence of changing perspectives
- Learning about culture/unpacking culture

4. Sense of purpose and attitude

- Creating motivation through the personal journey of self-discovery and exploration
- Learning about oneself and questioning familiarities creates a spirit of inquiry and motivation to work with others.

5. Communication

- Raising awareness of one's own communication styles

6. Stereotypes and critical distance

- Acknowledging how over-sensitivity can close us off and may prevent us from reaching out and having a direct and open dialogue

7. Emotions

- Possible reasons for frustration in the classroom
- Identifying strategies (from the above topics) for coping with frustration

Linkages to the other modules

In the session on self-positioning, a first 'zoom out' should prepare for the session on the 'bigger picture' in Module 2: reasons for migration and for international or interreligious conflicts, what is culture?, etc.

Learning and teaching materials

<https://www.vhs.cloud/link.php?overview%7Cinfo%40cint.dvvi.vhs.cloud%7C/>



Notes on practical application

- Group and individual work on the definition and associations of the adult educator's role
- Presentation of a structured theoretical model of understanding the concept of the role
- Group discussions on the attitudes and values shaping one's role
- Simulations and role-playing to explore the student-teacher relationship from different angles
- Individual tasks to plan and design how participants would like to take on their roles differently

Recommended scope

3 hours/4 lesson units



4.2. Module 2: Who are my students? – Understanding learners' backgrounds, experiences and contexts

Brief description

Module 2 enhances an understanding of education after forced displacement. In addition, it fosters an appreciation of diverse educational backgrounds and biographies, raising important political, educational and socio-economic issues in the context of migration.

Learning objectives

Participants are able to...

- M2.1 analyse and question the wider picture of causes and effects in the context of migration,
 - M2.2 describe how and why culture, religion and identity play a role in learning settings,
 - M2.3 relate learning abilities to different causes, such as socio-economic backgrounds or trauma-related influences,
 - M2.4 consolidate empathy towards learners with a forced displacement background.
-

Possible topics

1. Reasons for migration

- What are the various reasons for migration?
- What are the decisions that have been taken?
- What is the bigger picture?

2. Displacement: Trauma

- What does displacement mean? (...as a process? ...as a result?)
- What are the psychological consequences for the displaced?
- In what state of mind do many refugees find themselves?
- What are they going through now? Insecurity? Lack of information? Trauma of being poor and a 'second class' citizen?

3. Identity beyond being refugees: appreciative inquiry

- Who is the individual/human being behind the status of 'refugee'? How can we take their experience into account? How can we make this part of the lesson/methods? (Referring to their life experience/create an environment that welcomes their initiative/input)

4. What is culture? Cultural differences and commonalities

- ...poor/rich, urban/rural, level of education... heterogeneous groups!
- Building bridges between learners themselves and other learners/instructors/volunteers (instead of cultures) through creating an atmosphere of mutual appreciation
- Multi-collectivity

5. 'Why do(n't) we talk about religion?'

- What is a religion?
- How can this category help understand the challenge we are facing? And how might it even distract us from the actual challenge?

6. Schooling and educational approaches in the countries of origin

- What are the different methods and types of teaching and learning?
- Which of these can be found in the host country?

Linkages to the other modules

This module should be based on the self-positioning process that was commenced in Module 1, helping participants to reflect on their perspective towards the information provided in intercultural training, but also in class. Especially Topic 1 of this module (Reasons for migration) should refer to the understanding of culture found in Module 1 (Understanding behaviour through different value lenses) and to a possible 'zoom out' introduced in Module 1. It should be taken into consideration that everyone brings along his or her own hidden agenda.

Learning and teaching materials

<https://www.vhs.cloud/link.php?overview%7Cinfo%40cint.dvvi.vhs.cloud%7C/>



Notes on practical application

- Theoretical input followed by group and individual work on migration and refugees
- Group and individual work on the complexity of identity, focusing on refugees
- Video input, individual work, group work and discussion of the role played by stereotypes
- Discussion and critical reflection on the concept of culture
- Group work on the practical application of the lessons learned

Recommended scope

4.5 hours/6 lesson units



4.3. Module 3: How can we learn together? – Diversified methodologies for learning from one another

Brief description

Module 3 gives clues to a successful choice of teaching techniques in low-threshold language courses for refugees. It fosters participants' skills and motivation when it comes to designing a learner-centred, participatory learning setting. Furthermore, all the methods and techniques that have been previously applied (in Modules 1 + 2), as well as other techniques which can be contributed by the participants, will be summarised and critically reflected on within this module in order to enrich participants' own methodological toolkits. A training plan/teaching unit will be designed.

Learning objectives

Participants are able to...

- M3.1 discuss differences and commonalities in learning/teaching approaches and their hierarchies and power relationships,
 - M3.2 explain and apply the concepts and value of active citizenship, learner-centred and participatory approaches, especially with regard to democratic environments,
 - M3.3 evaluate the relevance and suitability of activities and techniques in terms of usage in their own course contexts, and
 - M3.4 list and adapt a variety of teaching techniques that stimulate learning.
-

Possible topics

1. Refresh and repeat

- Refreshing contents and key elements of Modules 1 and 2
- Synopsis of self-reflecting on the role as an adult educator, possible changes and reasons for changes

2. Teaching and learning approaches

- Common approaches
- Teacher-centred vs. learner-centred teaching approaches
- How can the learner-centred approach emphasise the value of active citizenship?
- How to deal with negative attitudes in the learning setting?

3. Participatory approach

- What is the participatory approach? Advantages and possible achievements.
- Why is it a useful tool in the context of low-threshold German language courses for refugees?
- What is the mapping technique, and how can it be used in the learning setting?

4. Methods and techniques

- Methods and techniques used during the training so far
- Possible applications and explanations/argumentations (considering context, content and target group)

5. Practical task

- Key elements of a training plan/lesson plan/excursion plan
 - Deciding on suitable methods and techniques and applying the newly-learned contents
 - Creating a training plan/lesson plan/excursion plan
-

Linkages to the other modules

As noted above (cf. Topic 1), the contents and key elements of the first two modules will be reflected on and refreshed in Module 3. Furthermore, all methods and techniques presented in the training so far will be summarised, evaluated and reflected on in Module 3.

Learning and teaching materials

<https://www.vhs.cloud/link.php?overview%7Cinfo%40cint.dvvi.vhs.cloud%7C/>



Notes on practical application

- Group work to refresh the contents of the first two modules
 - Individual work, visualisation and ensuing gallery walk to self-reflect on one's role as an adult educator
 - Input and subsequent role-play on learning approaches
 - Application of the mapping technique with different target groups
 - Brainstorming on methods and techniques
 - Group work to adapt methods and techniques to content and context
 - Practical task in pair work: creating, visualising and presenting a training plan/lesson plan/excursion plan
-

Recommended scope

4.5 hours/6 lesson units

5. Guidance for the implementation of Curriculum interculturALE

5.1. Recommended structure of the implementation

The implementation and dissemination of the Curriculum interculturALE training are intended to be conducted in a two-tier structure. There are several stakeholders in the implementation process, such as meta-trainers, multipliers/train-the-trainers as well as instructors and volunteer learning guides. These are defined in the sub-chapters entitled **Target groups of implementation** and **Stakeholders in the development process**.

Within the first tier, international meta-trainer tandems qualify multipliers/train-the-trainers in three weekend workshops of two days each in groups of approximately twelve multipliers/train-the-trainers. In the second tier, the multipliers/train-the-trainers qualified in this process offer two-day weekend workshops to groups of approximately twelve instructors and/or volunteer learning guides. The multipliers/train-the-trainers are also meant to work in tandems.

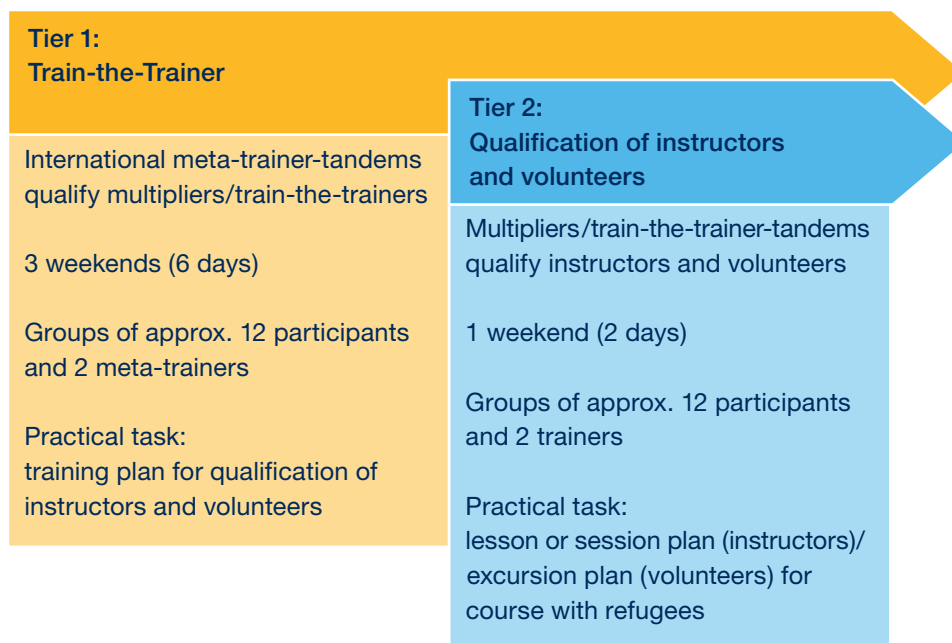


Figure 1:
The two implementation tiers
of Curriculum interculturALE

Both qualification tiers are application orientated, and foster the idea of ‘learning by doing’ or ‘walk the talk’, meaning that during the entire qualification, contents and methods are supposed to be learnt by applying new methods and techniques that at the same time belong to the methodological learning content, and are geared to the target group. In this way, the no-tions practice what you preach/teach and feel how you feel when using a method will support an integrated methodological learning process among the target groups. This aspect of implementation is a means to interweave the learning objectives and contents of Module 3 (‘How can

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we learn together?') into the first two modules ('Who am I?' and 'Who are my students?'). At the same time, it emphasises the methodological-didactical focus of Curriculum interculturALE.

Additional notes on the practical application can be found in each module description in the chapter entitled **Module descriptions**.

Since a Curriculum interculturALE qualification requires active participation on the part of the whole group, it is recommended to verify beforehand whether participants or multipliers/train-the-trainers have any disabilities. If so, the trainer should be informed in order to be able to adjust procedures and sensitively choose activities.



5.2. Target groups of implementation

Qualification Tier 1 is directed towards multipliers/train-the-trainers, who should be experienced in the political, intercultural and didactical training of instructors and volunteers. Multipliers/train-the-trainers are particularly suitable whose personal origin and experience enable them to authentically support the competence development and the modification of attitudes indicated by Curriculum interculturALE. They are likely to have a good command of English, given that their qualification is held by international meta trainer tandems using English as a lingua franca.

Qualification Tier 2 is directed towards instructors and volunteer learning guides who work in low-threshold German courses for refugees, such as ‘Einstieg Deutsch’ courses. These are professional trainers for German as a Foreign Language or German as a Second Language (GFL/GSL), and they might be career jumpers or newcomers to this profession, as well as volunteer learning guides. The group can have very diverse backgrounds and differing amounts of theoretical and practical experience, such as

- instructors with sound experience in the field of language-related integration measures in Germany, e.g. graduates of related academic degree programmes or holding legally-required qualifications for integration courses provided by the German Federal Office for Migration and Refugees,
- instructors with little experience in the field of language-related integration measures in Germany, except those having obtained a first German as a foreign language qualification: e.g. retired teachers, foreign language trainers, university students after the sixth semester, GFL/GSL university students from the first semester onwards, etc., and
- volunteer learning guides who – according to the concept of the ‘Einstieg Deutsch’ courses – support beneficiaries/refugees in regular lessons by means of in-depth learning sessions, particularly using digital learning facilities, as well as excursions, in order to practically intensify the course of learning. Volunteers are not required to have any special qualifications.

5.3. Practical tasks and certificates within the qualification

The application-orientated focus of Curriculum interculturALE is supported by one practical task in each qualification tier: When attending qualification Tier 1, multipliers/train-the-trainers are meant to design – in tandems – individual training plans for the qualification of instructors and volunteers in Tier 2. Then again, as participants of the qualification, Tier 2 instructors and volunteers are to benefit from their qualification in terms of the direct, practical applicability of what they have learned: When attending the Curriculum interculturALE qualification, instructors and volunteers are meant to design lesson or session plans using the newly-acquired techniques or, respectively, (especially volunteers) to design a learner-orientated excursion plan. This outcome is to support their ability to apply what they have learnt and to transfer it to their regular professional contexts. The design of the practical task should reflect the approaches and ideas of Curriculum interculturALE, which should be validated and given feed-back on by the respective qualification leader at the end.

Curriculum interculturALE comes with a selected set of learning and teaching materials supporting the learning process of the target groups during the two qualification tiers. Additionally, the materials and resources provided are to be used on the basis of self-learning before and after attending the respective qualifications.

DVV International will provide all multipliers/train-the-trainers who attended all three modules, and who successfully completed the practical task, with a qualification certificate. A certificate of attendance will be handed out to all those attending the additional qualification.

6. The background of the development of Curriculum interculturALE

‘Einstieg Deutsch’ has been conceptualised [by the DVV] as a first approach to the German language, with support from professional course instructors and qualified volunteer sponsors (Klingenberg/Rex 2016: 6). To this end, the ‘Einstieg Deutsch’ course concept has been developed as a blended course (cf. sub-chapter **Context specifics: The linkage between Einstieg Deutsch and Curriculum interculturALE**) which imparts basic communication skills to refugees from distant locations such as Syria, Iraq, Afghanistan, Eritrea, Pakistan and Somalia who are starting to learn German in their host country Germany. The primary objective is the development of basic conversation skills in day-to-day life. Furthermore, participants are also to be introduced to self-learning techniques by means of using digital learning facilities (learning plat-form and app) provided by the DVV.

Facing a relatively large number of asylum applicants and refugees in Germany, adult education institutions report a lack of specifically-qualified staff featuring both language and intercultural competences and empathy for those particular groups of learners of German as a second language. In order to provide professional support to course instructors and volunteers, DVV International was commissioned to produce a training curriculum building on German and international expertise in the field of intercultural-didactical and political-educational contents, and on experience in the provision of educational opportunities to refugees. As part of the preparatory meetings, a group of selected international experts had the opportunity to meet with several representatives of the stakeholders in the project (cf. the sub-chapter entitled **Stakeholders in the development process**), who shared their experiences with regard to ‘Einstieg Deutsch’ and comparable courses. Several issues were raised during semi-structured conversations during that meeting. These issues emphasise the challenges faced by instructors and volunteers in the courses, as well as the corresponding needs identified by the international expert team:

Diversity in the classroom. Diversity in the course context is related to multiple reasons such as learners’ different original backgrounds, different age groups, and equally important, different learning abilities and individual educational biographies. Whilst an individually-experienced history of conflicts and students’ diverse national backgrounds present a challenge per se, practices in granting asylum further complicate and divide students among different nationalities who are led to feel that they are ‘competing for state resources’. In order to overcome this challenging reality, thinking of diversity beyond the national backgrounds of learners provides an important opportunity for the instructor: While national backgrounds can be overwhelming to the instructors as they are extremely diverse, and non-static categories are bound to change according to national policies on granting asylum, approaching diversity from a learning abilities point of view provides instructors with more familiar territory. This enables instructors to think of differentiation of teaching strategies and methods that improve the learning success of students with different learning abilities. Differentiation is also supported by the blended course concept of ‘Einstieg Deutsch’ since it offers a huge variety of individual methods for gaining access to (guided) self-learning, whilst fostering the development of digital skills.

Emphasis on language acquisition objectives through textbooks. ‘Einstieg Deutsch’ has been conceptualised as a set of 10 self-contained modules to provide flexibility in terms of the pace and direction of learning. However, the analysis of needs conducted by the international team of experts highlighted the fact that many instructors are overwhelmingly concerned to cover as many language learning objectives as possible, mostly through the use of textbooks. Although the course aims to provide learners with basic communication skills, there is considerable anxiety with regard to the amount of learning objectives that should be covered. This in turn leads to a self-imposed pace of learning and unnecessary anxiety among instructors and learners.

Lack of opportunities for students to socialise. Linked to the previous points, the emphasis placed on meeting learning objectives leaves little time for learners and instructors to get to know one other, something which would help build a positive learning environment conducive to motivating students to learn the new language and culture, but also to learn about one another’s experiences at the time of arrival in Germany.

In short, while instructors expressed insecurities with regard to their class composition and capacities, as well as the commitment of their students to learn, students on the other hand felt their ‘Einstieg Deutsch’ classes to be a time of unnecessary stress during which better-skilled learners could thrive by learning some basic communication skills, whilst the non-skilled learner would be left frustrated, thus creating an environment that is not conducive to learning. In order to mitigate these situations and reorientate the purpose of these low-threshold language courses for refugees, the group of international and German experts decided to design a learner-centred training course for instructors which takes the classroom context and the situation of newly-arrived refugees into close consideration. The value of the course as a point of entry into German language and culture should be realised through a learning environment in which self-reflection and dialogue, mutual interest and openness are practiced. Course staff should have an enhanced understanding of education after forced displacement and know that teaching can make a particular difference. They should be motivated to use the opportunities offered by ‘Einstieg Deutsch’ as a low-threshold course, such as deploying digital learning facilities in order to support the language learning process, but also fostering self-learning skills and active citizenship in an increasingly digital environment.

6.1. Stakeholders in the development process

Beneficiaries/refugees are diverse groups of newly-arrived refugees aged from 16 upwards who learn in low-threshold German courses, including refugees from the MENA region (Middle East and North Africa). Diversity ranges from sex, age, country of origin, educational experience and other social aspects, and may even relate to differing cognitive capacities due to displacement and trauma. Moreover, members of this group may have either good or unclear prospects of staying in Germany. Attendees do not include refugees with clear prospects of remaining in Germany, as they have access to an integration course in Germany that is prescribed by law.

Instructors/teachers and volunteers are professional trainers for German as a Foreign Language or German as a Second Language (GFL/GSL) who might be career changers or newcomers to this profession, as well as volunteer learning guides. The group can have highly diverse backgrounds and differing amounts of theoretical and practical experience (cf. sub-chapter entitled **Target groups of implementation**).

Multipliers/train-the-trainers: The curriculum is to serve as a guideline for multipliers (train-the-trainers) who have been trained by meta-trainers applying the Curriculum interculturALE training plan (cf. sub-chapter entitled **Target groups of implementation**).

Meta-trainers/expert trainers apply the Curriculum interculturALE training plan to train the multipliers.

International expert team: The team of developers of the Curriculum interculturALE and of the corresponding training plan (cf. sub-chapter **Cooperation and acknowledgements**).

Regional Associations of the DVV are enabled to qualify multipliers in the pilot phase in order to offer a new qualification for the professionalisation of instructors and volunteers working in 'Einstieg Deutsch' courses at German Adult Education Centres (VHS).

DVV/DVV International are initiators and coordinators of the development of the intercultural-didactical additional qualification, as well as the executing organisation. The project is funded by the German Federal Ministry of Education and Research.

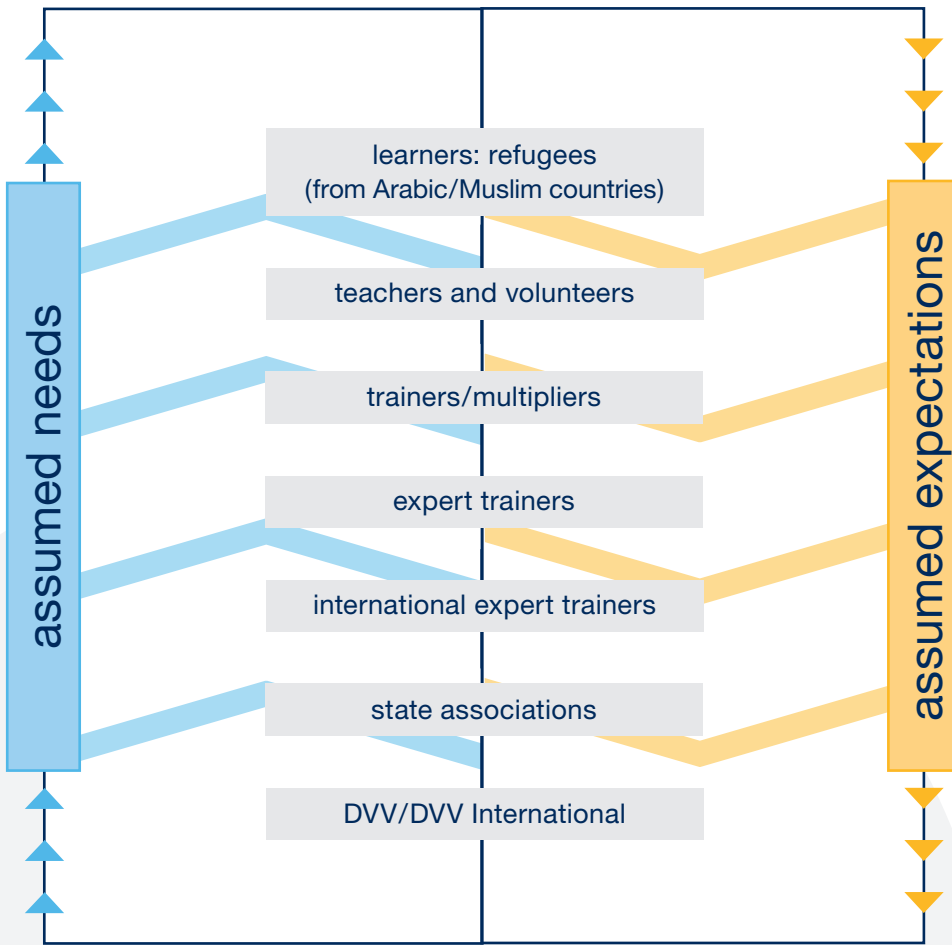


Figure 2:
Stakeholders and roles in the project as presented in the first meeting of the international team of experts

6.2. Cooperation and acknowledgements

The DVV represents more than 920 Adult Education Centres, the largest providers of continuing education in Germany. Those centres are known as Volkshochschulen (VHS) in German. They represent highly-frequented learning venues which are open to anyone seeking lifelong learning, and they also provide a huge number of courses and programmes on integration and career education, such as language-related integration activities.

As the leading professional organisation in adult education and development cooperation, DVV International, the Institute for International Cooperation of the DVV, has committed itself to supporting lifelong learning and creating and strengthening sustainable youth and adult education structures worldwide for more than 45 years. The Institute cooperates with more than 200 partner organisations in over 30 countries in Africa, Asia, Latin America and Europe.

The present curriculum grew out of a cooperation project between on the one hand the DVV with the German Adult Education Centres, and on the other hand DVV International with its regional partners in the Middle Eastern region. The basic idea of this cooperation is the endeavour to make use of the international experience of DVV International and its regional partners for a mutual learning process in order to support German Adult Education Centres in their intercultural opening process and their internationalisation. The binding element in this particular case is the issue of training educators from needs-based education for refugees.

DVV International has regional offices in Amman (Jordan) and Ramallah (Palestine), as well as having partner organisations in the entire MENA region (Middle East and North Africa), where diverse and thoughtful projects for the integration and empowerment of displaced individuals constitute a central work focus. Drawing from these strong networks, it has been possible to establish a group of international experts in integration and empowerment education, together with a number of experts in multicultural integration work in German Adult Education Centres. This international knowledge transfer approach is intended to spread the essential sense of intercultural dialogue on an equal footing, which underlies all of DVV International's work.

The members of the international expert team will be briefly presented below in order to give an insight into their perspectives and expertise.

- **Jawad Al Gousous**

He worked for ten years with the Jordanian Ministry of Social Development in the field of community development. He has vast experience in social development, non-formal and informal education and participatory approaches, mainly in the REFLECT approach. He worked as a consultant with UNESCO's Iraq Office in literacy and adult education. He has also provided a number of consultations on social development and social education in the Arab region. He has been working since 2012 as DVV's Jordan Office International Country Director. He holds a Master's degree in Social Work.

- **Zainab Alkhalil**

She is Head of the Accountability Unit in Arab Renaissance for Democracy and Development (ARDD). She manages projects promoting human rights, accountability and equal access to quality education using a rights-based lens. She worked with UNESCO's Iraq Office (Education Sector) in the planning and implementation of projects promoting human development, life skills and education. During her work with UNESCO, she helped to open more than 140 Community Learning Centres in Iraq targeting illiterate children and adults, including vulnerable Iraqi internally-displaced persons and Syrian refugees, to ensure access to quality adult literacy and self-development lessons. She holds a Master's degree in Peacekeeping Management.

- **Mohanad Berekdar**

He is currently Co-Director of 'Asasat - Organisational Consultancy and Social Development Centre' (Palestine/Germany). He collected work experience as an organisational consultant and capacity-building specialist in several NGOs in Palestine, Jordan, Turkey and Germany, and has been working for the last decade as a consultant and trainer in adult education and lifelong learning with educators and policy-makers from formal and informal systems. He believes in mission-led organisations that practice their purpose and values in their daily work. He holds a Master's degree in Organisational Analysis and a Bachelor's degree in Psychology.

- **Karen Langer**

She formerly worked for DVV International both in Bonn, Germany, as Senior Desk Officer for the Middle East and Afghanistan, and later in Amman, Jordan, as Regional Director. She furthermore gained experience in systemic coaching, (intercultural) training and organisational development of NGOs. She is currently working in the department of organisational development at the Goethe-Institut in Munich, Germany. She holds a Master's degree in Islamic Studies.

- **Dr. Maria del Mar Logroño Narbona**

She is an expert development consultant whose work includes cultural analysis for US government agencies, gender analysis among Palestinian refugees in the Middle East with UNRWA, Life Skills and Citizenship Education Initiative Middle East and North Africa with UNICEF, and programme development for refugees at ARDD (a Jordanian NGO). She holds a PhD from UC Santa Barbara, 2007, and has served as an Assistant Professor at US Universities. She has been awarded two Social Science Research Council grants under their 'Islam in World Contexts' programme.

- **Anna Rein (née Sawizki)**

She is currently working as an educational coordinator for immigrants in the municipality of Kassel, Germany. She gained experience in a German Adult Education Centre, especially in cultural projects for equal education opportunities of adolescents and young adults (talentCAMPus), as well as being a social worker and manager in a home for unaccompanied minor refugees. Furthermore, she brings in skills in project management and e-learning from an EU project on climate change. She holds a Master's degree in Educational Sciences and additional qualifications in intercultural communication.

- **Jannik Veenhuis**

He is currently training trainers in migration, development and human rights as well as Islam, and has previously worked e.g. in cultural projects for equal education opportunities of adolescents (talentCAMPus), both of these at the Adult Education Centre in Hamburg, Germany. He collected work experience mobilising both young people and adults for a mutual understanding between the Arab region and Europe, e.g. as co-founder and workshop leader of the 'LIQA' NGO in Germany, Egypt and Tunisia, and as a freelancer. He holds a Master's degree in Islamic Studies.

- **Martti Zeyer**

He has sound experience in teaching German at Universities and in integration courses. He worked at Rhein-Erft Adult Education Centre as head of section for languages, integration and intercultural projects. Besides this, he was a project coordinator for Global Learning at the Catholic Adult Education Centre in Bonn, and researched on migration at the Friedrich Ebert Foundation in Ecuador. His interests are ethnicity and cultural memory. He currently works as a lecturer for German as a Foreign Language and Regional Studies at the Bosphorus University in Istanbul, Turkey. He holds a Master's degree in Social Anthropology.

The development of Curriculum interculturALE would not have been possible without the valuable support of the many individual experts, colleagues and volunteers involved in the entire process, from the project's original inception through to the date of production of this brochure. Be it content and target group consultation or administrative support – every contribution, however small, was important for the final product. We would particularly like to thank Farid Ahmad, Hertha Bär-Schmidt, Katinka Bartl, Christina Bruhn, Katrin Denys, Esther Hirsch, Christoph Jost, Anja Kern, Sonja Peters, Kathrin Quilling, Sascha Rex, Alhan Saed, Beate Schmidt-Behlau, Ingrid Schönwald, Annegret Stahl, Michaela Stoffels and Dirk Wolk-Pöhlmann.



6.3. The methodology for developing the curriculum

In order to develop tailor-made training, the selected intercultural expert team adopted a learner- and competence-orientated methodology.



Figure 3:
Methodology of curriculum development as applied by the international expert team

On the basis of an interactive stakeholder and needs analysis, the targeted framework of competences was defined within four core competences (cf. sub-chapter entitled **The set of four core competences**). This framework was intended to be an amalgam of several stakeholder perspectives comprising experiential and application-related know-how on the one hand, and specialised and meta-knowledge and experience on the other.

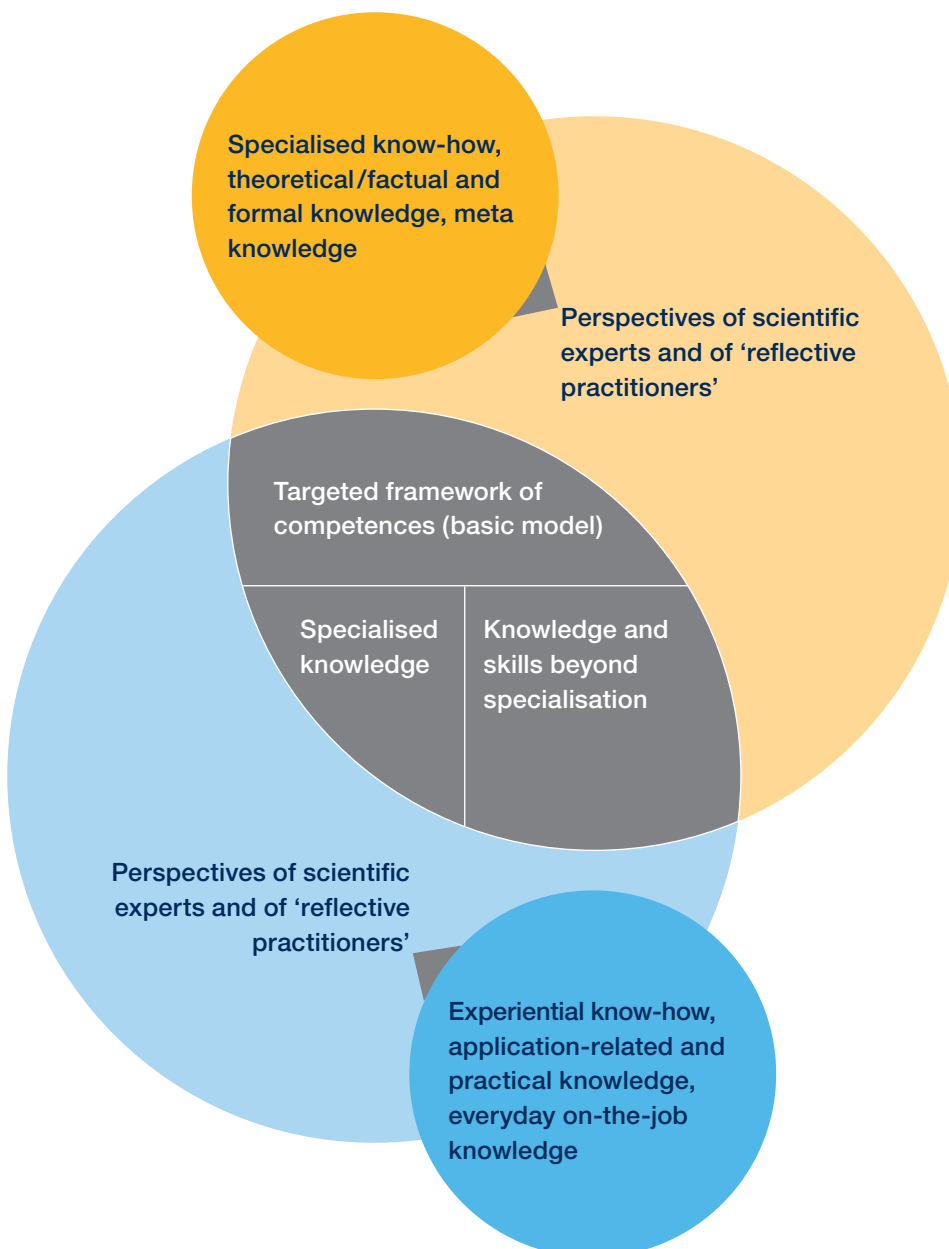


Figure 4:
Approach to define the framework of competences

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As soon as the targeted framework of competences was defined, the learning objectives for each module were formulated and learning contents per module were selected, always in alignment with the core competences. A variety of learning and teaching materials were chosen in terms of a constructive alignment of learning objectives, teaching and learning activities, tasks, outcomes and learning experiences, edited and prepared for the two implementation tiers, respectively (cf. above figures and chapter entitled **Guidance for the implementation of Curriculum interculturALE**).

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