



IO5/Training Programme for Adult Education Professionals: Fostering Intercultural Communication

INDEX

Introduction.....1

1. Presentation of the training programme.....1

2. Structure.....3

Chapter 1.....4

1. Characteristics of blended teaching and learning.....4

2. Characteristics of (foreign-born) adult learners.....5

Chapter 2.....6

1. How to support the organization of face-to-face food sharing events (potlucks, spreads, lunches/teas, taste-testing events) in the local community.....6

2. How to foster intercultural dialogue and creation of shared storytelling networks.....6

Chapter 3.....6

1. Overview of online learning and socialization spaces that are available and accessible for adults in their country.....6

2. Best practices (of blended teaching and learning for foreign-born adult learners) in the local and European context.....6

References.....7

Sitography.....7





INTRODUCTION

1. Presentation of the training programme

The Training Programme for Adult Education Professionals was created in order to support the delivery of the developed outputs (IO1 and IO2) and ensure a quality training outcome is achieved. This training programme places particular emphasis on working with non-traditional learning approaches and explores the different roles that educators are required to adopt when working in blended learning environments. This training also intends to address some key considerations when working with foreign-born adults (expats, migrants, asylum seekers, and refugees) as well as working with diverse learner groups to maintain effective intercultural communication and positive atmosphere in learning environments.

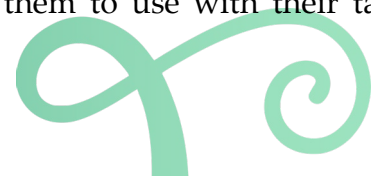
The aim of the training programme is to ensure that adult education professionals are/have:

- a) properly trained to work in alternative, less formal educational programmes
- b) comfortable working with new andragogic resources and suitably trained so they can deliver training in a blended environment
- c) familiar with different ways of structuring learning content that can have a significant impact on foreign-born adult learners
- d) comfortable with digital learning environments
- e) able to manage diverse groups of learners and develop learners' intercultural communicative competence
- f) fully aware of the benefits that engagement with digital media can bring as well as the risks present in online environments and able to safeguard against possible negative online factors.

The training programme is planned to be developed for 20 hours of hands-on, workshop-based learning and reflects the innovative nature of the training materials as part of the set of learning and digital resources.

Relevant and transferable to EU countries, it is available on-line as a handbook in pdf format for printing and as a flipbook for on-line use, in the following languages: English, Croatian, German, Greek, Italian.

It is comprehensive and once educators have completed their training a full suite of new and innovative pedagogic materials will be provided for them to use with their target groups.





2. Structure

The training programme is structured in different chapters, covering different topics, as follows:

- Introduction (0,5 hour)
- presentation of the training programme (30')
 - Chapter 1 (1,5 hours)
- characteristics of blended teaching and learning (1 hour)
- characteristics of (foreign-born) adult learners (30')
 - Chapter 2 (11,5 hours)
- how to support the organization of face-to-face food sharing events (potlucks, spreads, lunches/teas, taste-testing events) in the local community: presentation of IO1/Unit 5 (4,5 hours)
- how to foster intercultural dialogue and creation of shared storytelling networks: presentation of IO1/Unit 1 (4,5 hours) as well as of Units 2 and 3 overviews (2,5 hours)
 - Chapter 3 (6,5 hours)
- overview of online learning and socialization spaces that are available and accessible for adults in their country: presentation of IO2 and IO1/Unit 4 (4,5 hours)
- best practices (of blended teaching and learning for foreign-born adult learners) in the local and European context (2 hours).





CHAPTER I

1. Characteristics of blended teaching and learning

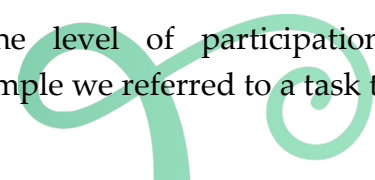
By definition, blended learning is a training methodology that combines face-to-face and distance teaching favouring the integration of the physical and virtual world. Nowadays each process of teaching and learning can be considered “blended” by nature, since they necessarily include the use of both digital tools and contents, in different moments, for different purposes and with different features, as shown in the image hereunder.



(Image 1: Blended learning features)

A significant note has to be made with regards to the place where blended learning is realised. Many think that blended learning refers only to distance education and therefore that it must take place only at students/learners home. But it can also take place into the classroom: if the teacher/trainer is leading the activity – for example, teaching with the support of a digital presentation – we refer to a synchronous schedule. While in case of each students/learners leading, even though in the same place with other mates – for example, when they have to undertake a precise task using their own devices – it can also take the form of both synchronous or asynchronous schedule, depending on the specific goal.

Another distinction must be made in relation to the level of participation of students/learners in this process: in the aforementioned example we referred to a task to be





undertaken by them, and this can be done individually or as a group, within a cooperative learning framework.

Hence, in all these cases, we are always speaking of blended learning – and teaching, if this is the case – whichever technology we use. From the simple smartboard, smartphone and laptop to more complex devices such as AR glasses and robots.

A stable internet connection is essential, together with some specific digital competences: both are targeted by the “Digital Education Action Plan (2021-2027)” implemented by the European Commission and based on two strategic priorities, one each issue. In fact, among other things, “only 39% of teachers in the EU feel well prepared for using digital technologies in their daily work”, “more than one in five young people fail to reach a basic level of digital skills across the EU” and “access to broadband internet varies significantly across the EU, ranging from 74% of households in the lowest-income quartile to 97% in the highest-income quartile”, the same Commission reports (*European Commission 2020, Factsheet – Digital Education Action Plan (2021-2027)*).

To find out more, please check the website of the same Plan: [Digital Education Action Plan \(2021-2027\) | European Education Area \(europa.eu\)](#)

Hence, the blended approach is a good option when it is not possible to assure continued access to adult education, but the type of adult education provided needs to be adapted and customised to the learner. One size does not fit all. In fact, the blended approach may not be the best option for those adults without digital competences or without personal computers or internet. Some adults need to be face-to-face supported to pursue their learning activities, mainly if they are not much self-confident, and the blended approach should be considered as a possible methodology among others.

Finally, one of the remarkable benefits of blended learning is that it allows adult education to be even more flexible, meeting the needs of adults who have many other challenges in life to contend with.

2. Characteristics of (foreign-born) adult learners

According to our framework, foreign-born learners are considered the following: expats, migrants, asylum seekers and refugees and any learner with a migration background.

Foreign and foreign-born residents living in partner countries are: Croatia 6,4% per 1000 inhabitants; Italy 5,5%; Ireland 20,1%; Germany 10,8% and Cyprus 26,9% (*Eurostat*).





CHAPTER 2

2. How to support the organization of face-to-face food sharing events (potlucks, spreads, lunches/teas, taste-testing events) in the local community

In this paragraph we present the Unit 5 of our Blended Learning Course “Presenting Your Culinary Traditions in Digital Media”, entitled “Organising Food Sharing Events”: please refer to the relevant document (<http://tasteofharmony.eu/wp-content/uploads/2023/06/Taste-Of-Harmony-IO1-EN.pdf>).

3 How to foster intercultural dialogue and creation of shared storytelling networks

In this paragraph we present the Unit 1 as well as of Units 2 and 3 overviews of our Blended Learning Course “Presenting Your Culinary Traditions in Digital Media”: please refer to the relevant documents (<http://tasteofharmony.eu/wp-content/uploads/2023/06/Taste-Of-Harmony-IO1-EN.pdf>).

CHAPTER III

1. Overview of online learning and socialization spaces that are available and accessible for adults in their country

In this paragraph we present the Unit 4 of our Blended Learning Course “Presenting Your Culinary Traditions in Digital Media”, entitled “Communication online”: please refer to the relevant document (<http://tasteofharmony.eu/wp-content/uploads/2023/06/Taste-Of-Harmony-IO1-EN.pdf>).

2. Best practices (of blended teaching and learning for foreign-born adult learners) in the local and European context

At European level, as well as at level of each Country, we can easily identify several good practices and experiences in terms of blended teaching and learning for adult learners. And also for foreign and foreign-born adults. How to search for them? Where to start? An effective starting point is EPALE, the Electronic Platform for Adult Learning in Europe, meant to work as “a European, multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers” ([Why EPALE | EPALE \(europa.eu\)](http://www.europea.eu)).

Together with the Erasmus+ project result platform, where it is possible to “explore projects with exceptional outcomes and stories, and find inspiration for your own projects” ([Projects | Erasmus+ \(europa.eu\)](http://www.erasmusplus.eu)).





In this context, we can mention the concept of “Inverse Blended Learning”, which relates to online courses enriched by on-site teaching. For example, the “EBMooc” carried out in 2017 and 2018 by CONEDU ([EBmooc plus – open online course for adult educators | EPALE \(europa.eu\)](#)) was accompanied by weekly gatherings for discussions of the course content at educational institutes near the participants’ residences. In comparison to other MOOCs, the participants’ engagement in discussion forums was significantly higher, as was the completion rate. It can therefore be inferred that inverse blended learning fosters interaction among learners in online learning environments and helps maintaining the participants' motivation.

In the context of Digital Literacy of adult education trainers, an interesting Erasmus + project on the topic took place in Latvia, DigitALAD ([About - DigitALAD \(digitaladproject.eu\)](#)).





Co-funded by the
Erasmus+ Programme
of the European Union



References

European Commission 2020, Factsheet - Digital Education Action Plan (2021-2027)

Sitography

[Digital Education Action Plan \(2021-2027\) | European Education Area \(europa.eu\)](https://european-council.europa.eu/media/e0604000-1234-4123-8123-456789012345/p10201-1_en.pdf)

