



IO2: A Context Specific Qualifications Framework for the Cultural Awareness Competence Linked to the Active Citizenship ladder

Lead Partner: DIMITRA



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Introduction

About EMKIT₂

The EU migrant crisis has a direct reflection on migrant employment rates. The gap in labor market participation at EU level between EU citizens and migrants has increased in 2014 (Eurostat–Migrant Integration Statistics-Employment). During the last eight years, the activity rate (% of active persons in comparison to the total population) of the EU-28 population of non-EU countries has recorded systematically lower activity rates than EU citizens. Since 2009, this gap has increased noticeably (3 % points). Also the unemployment rate per sex and educational background is higher for migrant women with low educational background (Eurostat). Cultural, social barriers, low skills and media illiteracy discourage these women from actively seeking for jobs. As a result the pressure is enormous on the welfare systems and society itself of the EU-28 countries.

EMKIT₂ suggests the empowerment of low skilled migrant women by developing 42 digital tools for trainers for implementing innovative workshops to develop the social, civic, cultural and media literacy (SCM) competences to achieve active citizenship

This project builds upon a successfully completed project, EMKIT. The objective of EM-KIT was to tailor an empowerment online tool for trainers in order to empower low skilled migrant women to reach active citizenship (AC). EMKIT was based on the AC ladder (scale), an innovation introduced in EMKIT. This scale suggests that a woman who is living in isolation (stage 1) must progress through all stages in order to achieve AC. These stages are:

- *Isolation
- *Going Outside
- *Joining In
- *Voluntary Work
- *Working on Professional Qualifications
- *Active Citizenship

EMKIT toolkit also includes 35 digital interactive tools (i.e. 35 activities/short workshops) that can be implemented to address the needs of migrant women. depending on their stage on the active citizenship ladder.



EMKIT2 aims to:

1. Develop 3 Qualification Frameworks for the Social & Civic (S), Cultural Awareness & Expression(C) and Media Competence(M) (SCM competences) tailored for the specific target group in a specific context (i.e. migrant women to reach active citizenship)
2. Based on the Learning Outcomes of the QFs developed enrich activities offered at each stage by designing 42 new experiential and innovative workshops for the development of the SCM competences.
3. Develop 42 digital tools for the newly developed workshops for trainers for the development of the SCM competences and incorporate them in the existing EMKIT online tool.
4. Introduce & develop a digital assessment tool and incorporate it on the existing EMKIT toolkit in order to assess the stage that a migrant woman and validate the results of the empowerment process, that is evaluate whether the workshops delivered have helped the woman to progress on the next stage of the active citizenship scale.

The direct target group is trainers/mentors who work with migrant women (i.e. trainers in Adult Education Providers implementing projects funded by Integration Funds/Daphne & Justice Projects and volunteers/mentors working at NGOs and associations providing guidance and training services to migrants). Trainers will benefit by a more complete EMKIT tool that also develops 3 important context specific competences.

About the Qualification Frameworks

The EMKIT2 partnership developed 3 Qualification Framework guides for 3 important competences that migrant women should develop in order to achieve Active Citizenship: a) the Social and Civic Competence, b) Cultural Awareness and Expression and c) Media Literacy.

These QFs follow the general guidelines of the European Reference Framework – ERF (where applicable) and are written according to the European Qualifications Framework, expressed into Learning Outcomes.

The focus on these 3 QFs is to identify the Learning Outcomes for migrant women in order to progress in the new society.

For each competence, the partnership identified the main Work Areas (Dimensions), validated those Dimensions with experts through the implementation of a focus group, expressed those Dimensions into Learning Outcomes (LOs) for Knowledge, Skills and Competencies (KSCs) and mapped the Learning outcomes to be achieved to reach one of the 6 stages of the Active Citizenship Scale.

These QFs form a guide for trainers, mentors and counsellors working with migrant women, providing guidance of the learning outcomes that need to be achieved.

Additionally, these guides form the basis for the development of innovative workshops to empower migrant women to move from one stage of the AC Scale to the next.



WA1: Introduction to cultural awareness and expression

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

This competence requires knowledge of local, national, regional, European and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions can influence each other as well as the ideas of the individual. It includes understanding the different ways of communicating ideas between creator, participant and audience within written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms.

Skills include the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in a range of arts and other cultural forms. Skills also include the ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively.

It is important to have an open attitude towards, and respect for, diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership. A positive attitude also includes a curiosity about the world, an openness to imagine new possibilities, and a willingness to participate in cultural experiences.

Cultural awareness and expression is an essential competence for a free and democratic Europe. A solid base and a structural framework for training this competence are paramount for our open and democratic societies.

This work area focuses on the following 3 subdomains:

- Defining Culture
- Elements of Culture
- What is cultural awareness and expression



WA1: Introduction to Cultural awareness and expression

Learning Outcomes	K S C	AC stage
1.1 Defining Culture		
1.1.1 Define what culture is	K	2
1.1.2 Explain the concept of culture to others	K	2
1.1.3 Express thoughts on culture	S	2
1.2 Elements of Culture		
1.2.1 List various elements of culture	K	2
1.2.2 Provide examples of different beliefs, values, customs, behaviors and ethics	S	2
1.3 What is cultural awareness and expression		
1.3.1 Describe Cultural Awareness	K	2
1.3.2 Describe Cultural Expression	K	2
1.3.3 Refer to the various aspects of life that are affected by cultural awareness and expression	S	3
1.3.4 Be able to interpret how cultural awareness and expression may affect some elements of your and your friends and family's lives.	C	3



WA2: Cultural diversity (attitudes and perceptions)

Cultural diversity, synonymous with multiculturalism, is made of collaborating groups with different cultures and backgrounds.

Diversity refers to the attributes that people use to confirm themselves with respect to others, “that person is different from me.” These attributes include demographic factors (such as race, gender, and age) as well as values and cultural norms.

Cultural diversity has emerged as a key concern at the turn of a new century. The resettlement of people in other regions, through migration, for instance, leads to higher diversity within societies. This diversity usually corresponds to the co-existence of differences in behavior, traditions and customs, more precisely a diversity of cultures. In brief, cultural diversity is the existence of a variety of cultural or ethnic groups within a society.

UNESCO adopted the Universal Declaration on Cultural Diversity⁴ in 2001, a legal instrument that recognizes cultural diversity as a "common heritage of humanity" and considers important to safeguard this idea as it directly affects human dignity. The table shows that diversity has many sides. The different dimensions interact with and influence one another to build a person's identity.

The many separate societies that emerged around the globe differ markedly from each other, and many of these differences persist to this day. The more obvious cultural differences that exist between people are language, dress, and traditions, there are also significant variations in the way societies organize themselves, such as in their shared conception of [morality](#), religious belief, and in the ways, they interact with their environment¹.

This work area focuses on the following 4 subdomains

- Understanding cultures and Cultural Differences and Similarities
- Cultural Diversity and Gender
- Cultural Intelligence
- Art and culture

¹ [Universal Declaration on Cultural Diversity](#), Article 1



WA2: (Cultural Diversity) Attitutes and Perceptions		
Learning Outcomes	K S C	AC stage
2.1 Understanding cultures and Cultural Differences and Similarities		
2.1.1 List the different dimentions of culture	K	3
2.1.2 Recognise the different dimensions in your current environment	S	3
2.1.3 Name different eating habits, religions, customs in various cultures	K	3
2.1.4 Explain to others about different eating habits, religions, customs in various cultures	S	3
2.1.5 Lead and participate in a discussion about cultural differences and similarities	C	4
2.2 Cultural Diversity and Gender		
2.2.1 Describe differences among cultures concering gender and family	K	3
2.2.2 Give example of different gender roles among cultures	S	3
2.2.3 Recognise gender stereotypes in everyday environment	S	4
2.2.4 Go above and beyond/Fight gender stereotypes	C	4
2.3 Cultural Intelligence		
2.3.1 Explain what cultural Intelligence is	K	4
2.3.2 Assess Cultural Intelligence	S	4
2.3.3 Describe Cultural intelligence examples	S	4
2.3.4 Improve your Cultural Intelligence over your lifetime and try to learn from others	C	4
2.4 Art and culture		
2.4.1 List various examples of how culture has affected art	K	4
2.4.2 Analyse how people from different cultures may parceive artistic expression	S	4
2.4.3 Express yourself artistically	C	5



WA3: Home versus host country culture

Maintaining or expanding national culture abroad is an issue which goes beyond the questions of immigration and integration. Each migrant abroad is potentially a cultural representative of the culture(s) of the country of origin through his/her daily behavior and cultural consumptions.

Communities of origin try to maintain different kinds of links with their emigrants abroad using a variety of tools one of which is culture. Even though they may be aware that emigrants are, because of migration, evolving in another country and within another cultural environment, they consider the culture of origin to be important in order to maintain links with the country of origin as it constitutes a heritage that is shared with people and places left behind.

The immigration process entails changes in people's lives, which are also referred to the cultural aspect, and it is evident that most of the times migrants carry with them a cultural capital (among others) that they may wish to maintain in some way, and whose impact on integration is becoming obvious in many ways.

Cultural difference involves the integrated and maintained system of socially acquired values, beliefs, and rules of conduct which impact the range of accepted behaviors distinguishable from one societal group to another. Cultural differences at the same time cause behavior and personality differences like body language, thinking, communication, manners, norms, etc. which many times leads to miscommunication creating barriers and conflict. This kind of cultural barriers have to be overcome and nowadays more and more policies are addressed to this issue.

This work area focuses on the following 2 subdomains

- Types of cultural barriers and ways to overcome them
- Conflict Resolution in Intercultural communication



WA3: Home versus host country culture

Learning Outcomes	K S C	AC stage
3.1 Understanding Host Country Culture		
3.1.1 Describe the similarities of the host country's culture to your home country culture	K	4
3.1.2 Describe the differences of the host country's culture to your home country culture	K	4
3.1.3 Give examples of the similarities and differences of the host and home country cultural heritage	S	4
3.1.4 Compare the traditions of the two countries and decide to which of those you would like to participate	S	4
3.2 Culture in everyday life at the host country		
3.2.1 Explain the eating habits of the host and home country	K	4
3.2.2 Accumulate the eating habits of the home country that will make your life easier	S	4
3.2.3 List the common transportation system in the country	K	4
3.2.4 Find the ways to purchase all the produce/products to facilitate yours and your family's everyday life	S	4
3.2.5 Organise your everyday life in the home country the way it suits you better given the available resources	C	4
3.3 Acculturation		
3.3.1 Define Acculturation	K	5
3.3.2 Assess their level of Acculturation in the host country	S	5
3.3.3 Be able to respect and participate at the culture of the host country without losing their cultural identity	C	5



WA4: Cross cultural communication

Cross cultural communication is a discipline that studies communication across different cultures and social groups, or how culture affects communication. It describes the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds. In this sense it seeks to understand how people from different countries and cultures act, communicate and perceive the world around them.

Cross cultural communication can also refer to the attempts that are made to exchange, negotiate and mediate cultural differences by means of language, gestures and body language. It is how people belonging to different cultures communicate with each other.

There is the need to understand the realities of communicating in a culture other than one's own. Because all nations are becoming more globally interdependent, it is imperative that people understand the complexities of living in a foreign culture. Communication across cultural boundaries is difficult. Differences in customs, behavior and values result in problems that can be managed only through effective cross-cultural communication and interaction. Persons of dissimilar backgrounds usually require more time than those of the same culture to become familiar with each other, to speak openly, to share in common ideas and to understand one another.

Therefore, in this work area we focus on 2 subdomains:

- Types of cultural barriers and ways to overcome them Active Citizenship
- Conflict Resolution in Intercultural communication



WA4: Cross cultural communication

Learning Outcomes	K S C	AC stage
4.1 Types of cultural barriers and ways to overcome them		
4.1.1 Understand the differences in communication which result form culture	K	5
4.1.2 Use the appropriate haptics	S	5
4.1.3 Use the appropriate proxemics	S	5
4.1.4 Understand your own bias	S	5
4.1.5 Communicate effectively in an multicultural environment	C	5
4.2 Conflict Resolution in Intercultural communication		
4.2.1 List various types of conflict	K	5
4.2.2 Use techniques of conflict resolution	S	5
4.2.3 Be able to lead a team in order to proeeed in creative conflict resolution and presnt its benefits	C	6



WA5: Culture in work and education

Cultures can exist on many different levels. Within organizations, variations in culture can be found by functional area or even by work group. More broadly, patterns in behavioral norms and values can also exist at the national or regional level. Prior research has shown how [culture varies across countries](#) in systematic ways.

Culture can **affect the workplace** in numerous ways. Positive effects on different **cultural** backgrounds can mean different learning styles, different means of problem-solving, different perspectives on solutions and different ideas. Negative effects can include miscommunication, creation of barriers, and dysfunctional adaptation behaviors. **Culturally** diverse employees have **different** opinions, thoughts, beliefs, norms, customs, values, trends, and traditions.

Education from the other hand is a lifelong process by which people learn new ways of thought and action and belongs to the process of enculturalization where the students are introduced into the culture of the society.

Schools selectively transmit those values and knowledge that a society determines as appropriate through programmes in it. Culture determines the standards of behavior. For a person to perform skillfully in the society as expected of an educated person, one must have been fully brought up and trained in that culture.

Education is a process by which the society through schools, colleges, universities and other institutions deliberately transmit its cultural heritage. Education is initiation into the culture of the particular society into which a child is born. Culture is the content of education and has a bearing on the school administration.

This work area focuses on the above issues and are presented to 2 subdomains:

- Culture in education
- Culture in employment



WA5: Culture in work and education

Learning Outcomes	K S C	AC stage
5.1 Culture in Education		
5.1.1 List similarities and differences of the educational system in your home and host country	K	5
5.1.2 Be able to understand study expectations	S	5
5.1.3 Develop a study plan to meet your educational expectations	S	5
5.1.4 Assess how your educational expectations are affected by culture	S	5
5.1.5 Explain the educational system in your host country	K	5
5.2 Culture in employment		
5.2.1 Describe in what ways can a person be active	K	5
5.2.2 Provide examples of how "norms and values" can affect career path choice	S	5
5.2.3 Recognise opportunities that can arise through culture	C	6
5.2.4 Be able fight/dismiss stereotypes and norms in order to go after what you want.	C	6

*KSC= K (Knowledge), S (Skills), C (Competence)

*AC Stage= Active Citizenship Stage

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