# Language Acquisition within Democracy Citizenship Education

## IO 7: Trainers Manual

### Content:

**Introduction to Trainers Manual for LADECI –** *page 2*

**Background for the LADECI project – general core issues –** *page 3*

**Report – LADECI baseline perspectives – specific issues in 4 countries –** *page 5*

**Aim for the LADECI project and its target groups –** *page 6*

**Building unities in LADECI –** *page 7*

**Hands on; teaching setting, time span and how to choose and combine the elements –** *page 12*

**Path or ideas for further teaching based on LADECI –** *page 19*

**Glossary for LADECI –** *page 21*

## Introduction to the Trainers Manual for LADECI

This Trainers Manual to ***L-***anguage ***A-***cquisition within ***DE-***mocracy ***CI-***tizenship Education, ***LADECI***, is a guideline on how to implement a didactic program for in-service teacher training. It has been developed as a product of an ERASMUS+ project. The material was created and tested in the period from 2017 to 2019 by the following partners:

**: Berlin; Senatsverwaltung für Bildung, Jugend und Familie Germany**

**: Weingarten; Paedagogische Hochschule Weingarten, Germany**

**: Palermo; Universita Degli Studi Di Palermo, Italy**

**: Stockholm; Stockholms Universitet, Sweden**

**: Esbjerg; University College Syddanmark, Denmark**

This Trainers Manual offers general ideas for setting up programs and teach about literacy related to democratization in school and thus to invest in citizenship objectives and contribute to the further development of European democracies. Its main idea is to strengthen democratic processes in the education system and to assure that all (!) pupils can participate even if they have limitations in speaking or writing the common language. In this Trainers Manual you will also find guidance on how to use the developed materials and possibilities to set up a program of in-service-training matching your organization's needs. You will find a detailed schedule, a navigation on each lesson, information on how to carry out this in-service teacher training in the background of the importance of the academic and general human topic. Although it is a manual for the use of in-service teacher trainers working as multipliers with the in-service teachers, it can be adapted to university teaching and applied on classes with teacher students.

## Background of the LADECI project – general core issues

The background of the project is the need to address and focus on issues like language acquisition and its promotion, democracy and citizenship education in a modern 21 century Europe facing challenges such as digitalization, changes on the labour - market, discourse on climate change, or migration. It is also about our societies in general trying to tackle growing inequality, exclusion, self-exclusion, isolation from society, parallel societies and the like.

Realizing the education system and especially schools are crucial organizations to strive for a better and more equal, tolerant society this project takes the education system in responsibility because it is the arena for starting positive, promising and sustainable change and development related to the above-mentioned aim. The LADECI program interconnects language acquisition with democratic citizenship education. Therefore, the LADECI program aims at empowering teachers who in their professional acting need inspiration and ideas for planning, completing, evaluating and reflecting on practices and didactics.

Teachers are facing a challenging job dealing with heterogeneous multilingual and multicultural groups of pupils in their classrooms and diverse linguistic, cultural, social and political backgrounds. It requires a professional, ethic, creative and flexible way to understand and meet the need and create a situation in education, that meets every child's needs and prerequisites them to be an active part of the community with equal rights and opportunities.

The LADECI program provides an in-service training for teachers addressing just that which not only helps them to cope with all the challenges by providing ways on how to interconnect language instruction with education for democratic citizenship. It also stimulates the creation of modern teaching units for multicultural and multilingual target groups that will promote the teachers' learning, raise the students' skills as well as to facilitate a constructive learning atmosphere. This includes exercises in how to handle conflicts, how to bargain and how to handle diversity in a democratic, inclusive way. It also aims at the enhancement of self-organized learning, cooperation and collaboration in classrooms and other learning-settings beyond as well as students' empowerment to study and act according to values in society in general as well as to the local school ethos.

By combining education for democratic citizenship with language instruction the ideas the project provides will furthermore foster the development of social, civic and intercultural competences. For example, critical thinking will be enhanced by offering modules s like "Young people debating" and "Socratic dialogue" which focus on individual access, participation, dialogue and debate in class. For the part of language acquisition, the program offers modules focusing on "Plurilingualism", which focusses on language as a resource, scaffolding language learning and thereby improving linguistic competences in the respective language of academic instructions which increases literacy and reduces the disparities in learning outcome. In each module of the LADECI program, the criteria of language acquisition and democratic citizenship education are interwoven. Supplementary, there are also sessions which provide theoretical background in both subjects for all those who may not feel too familiar with it, yet.

The LADECI program is built with a strong focus on didactic principles like:

- LADECI is supporting a democratic, inclusive learning environment and a focus on multilingual language approach based on the fact that every child´s language and

individual history in itself is a resource for learning in order to work on mutual relations and the development of skills to participate in groups actively and contribute to societal processes.

- LADECI offers modules that work on competences and identifies possibilities and challenges concerning participation in multicultural classrooms, and to gain ideas for didactical approaches that can support participation.
- Working with LADECI, the participants of the in-service training will get the opportunity to work on relevant conventions and declarations such as the Convention on the Rights of the Child (CRC), the UN Universal Declaration of Human Rights , the UNESCO Salamanca Statement and Convention on the Rights of Persons with Disabilities,  policies and ethics in order to connect them to values and didactics in their daily work at their t schools. It is important to strengthen the focus on the vertical link between global and local levels of these conventions and declarations because herein lie the possibilities for on teaching on common and global guidelines and how they are dealt with locally.
- Furthermore, the contributions by different countries in the LADECI project offer opportunities for teachers to learn about transnational and global perspectives.
- Finally, LADECI offers modules that focus on challenges with regard to students' diversity, emotional resistance, prejudices and relationships. The material lead to activities that foster participation of each and everybody in school.

LADECI supports and enhances the dialogue about ethics for professionals, that demands reflection and action, concerning how to meet every child's needs, in order to understand and invite every child to be part of a meaningful community through an open creative teaching and learning atmosphere.

Find the LADECI homepage and read more here: https://ladeci.webnode.com/

## Report – LADECI baseline perspectives – specific issues in 4 countries

The outset for LADECI is a baseline report on a transnational survey on the demands and requirements for an in-service training for teachers that combines language acquisition in a

context of education for democratic citizenship. The report is located on the LADECI website and the report offers information and knowledge about the following aspects:

- Crucial and relevant research on LADECI issues like multilingual based teaching
- Knowledge and documentation on issues related to the situation in the field on teaching and learning new language with a LADECI perspective
- Some good-practice examples in the field of newcomers learning a new language

Find the link to the reports and read here: https://ladeci.webnode.com/intellectual-outputs/

## Aim for the LADECI project and target groups

The overall aim of the project was to explore and develop an in-service teacher training to a higher-level by providing teachers with support by means of new knowledge and new methods for their way of dealing with conflicts, sentiments and their own anxieties caused by linguistic problems related to cultural issues and different backgrounds. Due to the current challenges in European schools related to multicultural societies and local municipalities and areas all over Europe struggling with lack of coherence in communities of practice, the LADECI objectives and suggestions have been designed as support for both general reflection but also concrete classroom development. Not least when related to refugee and immigrant children who need to cope with integration and inclusion.

Teachers, pedagogical staff and school principals as much as teacher trainers or in-service trainers are the target groups for the LADECI program. The program can be applied for the development on pre-school level to higher education level, although it mainly addresses pupils from primary and secondary first level. The structure and activities in the program refer to the relevance of working together within the single school but cooperation with outside collaborators beyond is possible, towards like other professions or institutions is obvious as well.

## Building unities in LADECI

Context and pedagogics go together like ‘hand in glove’ as what to do in which way is about specific human beings in a specific place at a specific time, hence situations and challenges of any kind but nevertheless definitive. Therefor the LADECI program entails the idea of using single sessions or build unities out of single sessions in order to make greater achievement when designing learning arrangements in classroom or other learning places according to the particular contexts and needs. Its modular design serves as a unit assembly system and users can either apply the whole, selected modules or single sessions.

Of-course any user of the LADECI program must base activities on her or his former experience and pedagogical and epistemological understanding. To operate LADECI in a team or in collaboration with other professionals or stakeholders optimizes the collaborative development and hereby offers support for team reflections as a possibility for a more professional and defined ‘LADECI didactic’.

**Possibilities to apply the LADECI-program according to context and needs**

LADECI is a ‘stand-alone’ program for supporting different kinds of professionals in various subjects with various objectives in primary and secondary school years on language acquisition interwoven with democratic citizenship education.

(1) LADECI is first and foremost a training program to be used by multipliers in in-service teacher training that plan programs of in-service trainings or teach teacher trainers. It can be adapted to the various, country-specific teacher training schemes, and it contains material and guidelines for in-service teachers in different countries with different core interests within the general topic of integration and democratic citizenship education.

In the course of the LADECI project it turned out that schools these days require tailored and “customized” in-service training arrangements fitting their individual needs and challenges. We therefore suggest all multipliers who want to make use of the LADECI program first to look at the module “Problem-based collaborative learning” and design their offer to schools accordingly. This design can be run for example in an initial or preparatory session of two or three hours with either members school management or teachers or both consulting together. Thus, the most urgent challenges and problems any single school may face can be identified and then the multiplier can use further LADECI modules or individual LADECI sessions to tailor the school-related in-service training.

With an extensive and comprehensive project like LADECI it is important and necessary to adapt it to different teachers, teacher trainers, pupils and other participants that work with its contributions. Therefor LADECI is designed as a flexible system and calls for the user of LADECI to be creative with the program, its suggestions, models etc. in order to obtain the maximum effect of using the material.

(2) Next to multipliers in the in-service-training system LADECI can easily be used by a single school team that doesn't get it offered by external professionals but apply it for their development self responsibly. In this case we recommend that an initial group puts together the sessions or modules that are suitable for the whole team according to the amount of times that will be invested in the in-service training. This team also brings out the training sessions in one or more training events with the whole staff. It is also possible then to start with the module "Problem-based collaborative learning" and get the staff's feedback on needs first and afterwards put together unities.

(3) Finally in schools also single professionals or two or three teachers that work together informally can read into sessions of their interest and get ideas what to reflect on among their little group, what texts to read or material to look at in order to further professionalize themselves. Likewise, groups like professional learning communities or a teacher class team can insert the material of the LADECI program into their regular meetings.

(4) Applying LADECI to university would mean to choose from the sessions and modules according to the standards that a course leads to and adapt the sessions to the requirements of university teaching. Some modules of the LADECI program are possible to use at any class others again blend better in courses that accompany a phase of internship.

To get to know the LADECI program better below the most common and central unities of the project will be presented

**Building blocks**

*Modules:*

Modules are the essential overreaching structure for the organization of the activities. There are nine main activity blocks formed each into a module. Each module is comprised of a number of sessions; some cover three sessions, some up to nine sessions.

*Sessions:*

Sessions represent the time structure which breaks down the content of activities in various timeslots about 45 minutes to longer periods or periods without a defined amount of time. Sessions are outlined in the main steps how to proceed and information is given on how to run it. Each session is also combined with the material needed to bring it out. Some sessions are linked together and should be applied in a row, while others can be taken as single sessions.

*Topics:*

Topics in the LADECI project are literacy, personal life stories, communities of practice, democratic talks, inclusive and exclusive processes, children's rights and ethics etc. If you put together sessions, you will cover important LADECI issues. Since we think of professionals using the unities of LADECI we expect that people adjust to their competencies, too. A number of sub-topics can be found within one module.

*Materials:*

Materials proposed for activities can be everything from work sheets over YouTube clips to the use of pictures and texts or physical artefacts for illustrating like a toy, daily live objects etc. Part of the material are also models and readings as presented below.

*Models:*

Models are simplifications and clarifications of the real world used in forms of visualized models, pictures, texts, metaphors and other ways of communication about content and objectives for activities.

*Reading and Additional Reading:*

Reading is providing basic or supportive sources of all kind for information and knowledge in order to inform and qualify activities. The central texts for the project will be highlighted for the LADECI teachers and participants to obtain the optimal output. Additional reading recommends consulting what seems to be secondary sources for information and knowledge but on the other hand could end up providing basic information and knowledge and additional reading can be any kind of text or artefact.

*Related Classroom Material:*

LADECI not only provides an in-service training program with materials to use within these trainings but also material for teaching in the classroom. Some of the sessions work with the material that is also suitable for teaching pupils, others have different material for the professionals than for the pupils. Bringing out an in-service training on LADECI one can also use classroom material to illustrate aspects of 'new teaching' didactics and practices.

In the template below the different possibilities for using LADECI material is illustrated, and the examples of how to organize LADECI activities is elaborated in the next paragraph.

## Hands on; teaching setting, time span and how to choose and combine the elements

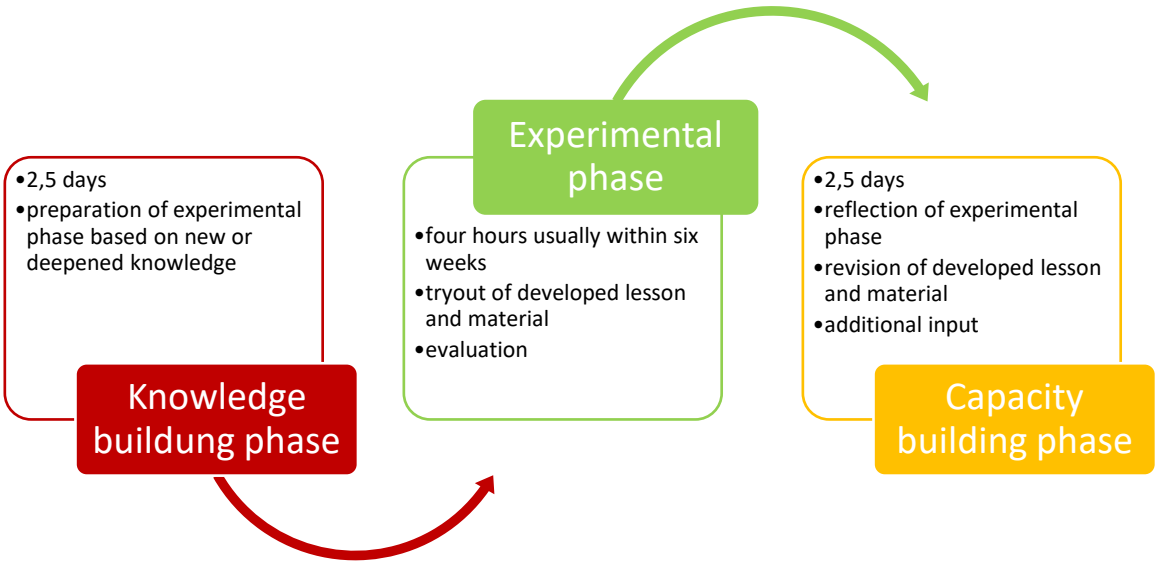
The first part of this 'step by step' introduction presented reflections and arguments what the program can serve for. Subsequently, it will be shown how the material can be used and combined, as the LADECI program is designed flexibly to be applied according to the specific local need.

### Context for the use of LADECI –*setting and time span*

The LADECI modules have been prepared to be used in a very flexible way, so you can choose models for

1. An in-service training of several days (the LADECI Origin)

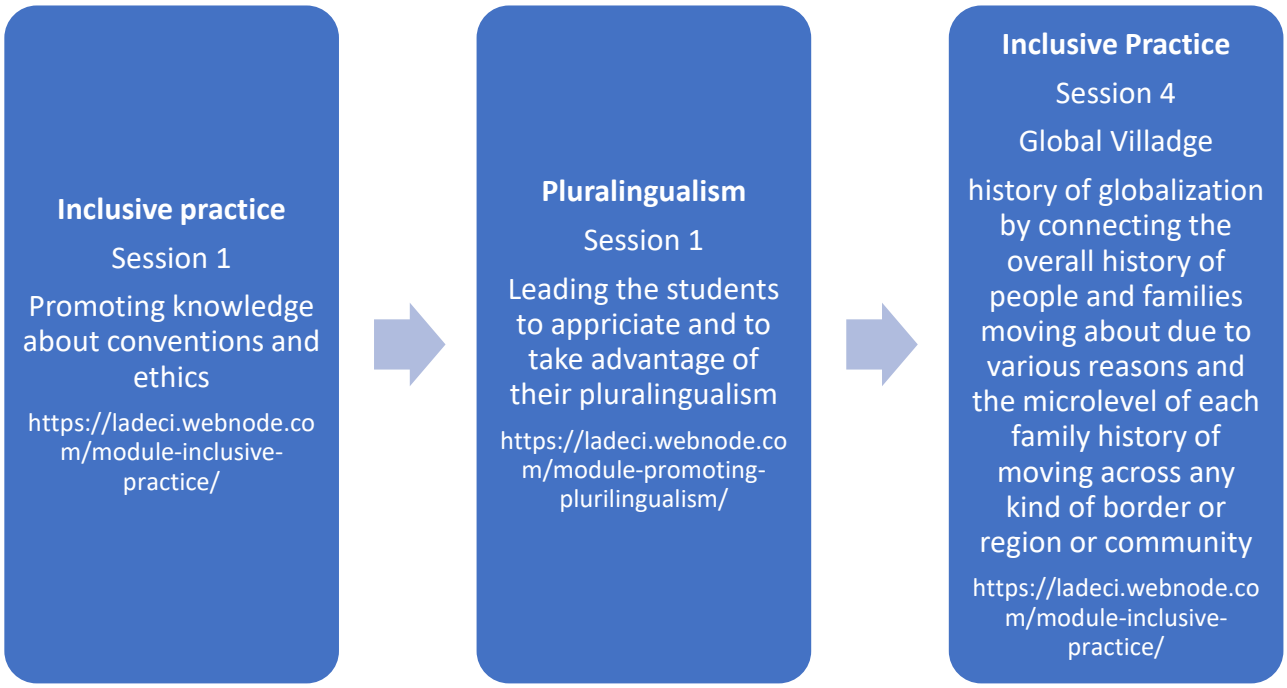
The progression in how to combine and work with the modules follow a 3-step model. Important is the phase of practical development between part 1 and part 3 during which participants reflect on their experience in concrete practice.




2. Include one or more sessions (45') of the modules in a one-day training (or shorter) scheme like a teacher' conference day (LADECI short term adaption)

When you plan a teachers' conference day on a topic related to democratic citizenship education interwoven with language acquisition (e.g. to reflect it within the issue of inclusion), you can choose single sessions (each of about of 45 minutes) as part of your conference.

It can be introductory sessions or a session of reflection, didactical approach or method that you chose according to the interest of the school team**.** Using LADECI sessions in a short-term training can also be organized as workshops.

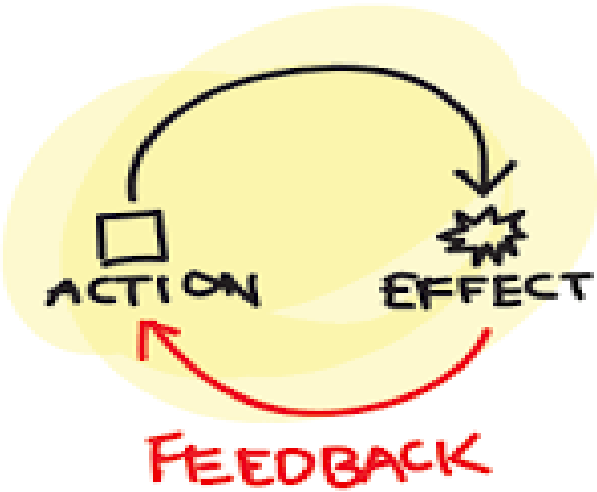



3. Include modules (several sessions) in an extensive in-service training for school development (LADECI long term adaption)

If you plan an in-service training as a school development program (e.g. for a year) you can choose whole modules or parts of them that match your objectives and thereby cover a couple of sessions of your in-service training with LADECI material. Thus, LADECI trainings elements can relate to other elements like lectures of experts, phases of self-evaluation or job shadowing. Having obtained this level of activity will mark a milestone.

4. Choose from LADECI in a problem-based approach

Alternatively, you can handle LADECI by reflecting on experiences teachers have had in a problem-based approach (see: Module “Problem-based collaborative learning”). Then you can choose a module after having detected the issue of interest, i.e. identified and named the problem itself. What you take out of the LADECI program can then follow the available time, either the LADECI short term or the LADECI long-term adaption. No matter what’s chosen, any LADECI based action must be related to what effect it causes in a systematic feedback process.



**Context for the use of LADECI – *How to choose elements in the modules***

The LADECI program cover the following eight modules each doing what makes LADECI special: combining language teaching with democratic citizenship education. The modules are here mentioned according to the order in which it is presented on the LADECI website:

- *Academic Language in Academic Contexts* – which deals with competencies for implementing language sensitive teaching and practices for this like observation.

- *Promoting plurilingualism* – which focuses on empowerment in using the languages pupils speak in a creative way to support their learning.

- *Promoting Textual Competencies and Strategies* – which focuses the emergence of language, communication and literacy.

- *Problem Based Collaborative Learning* – which focuses on developing learners' competences through problem-solving in teams.

- *Language-sensitive Class Council* – which focuses on the importance of democratic processes in class providing linguistic support along with living a community.

- *Democratic and Social Communication* – which focuses on the reflection of one's own values and mental frames on diversity and equality.

- *Inclusive Practice* – which focuses on participation and diversity as values in school.

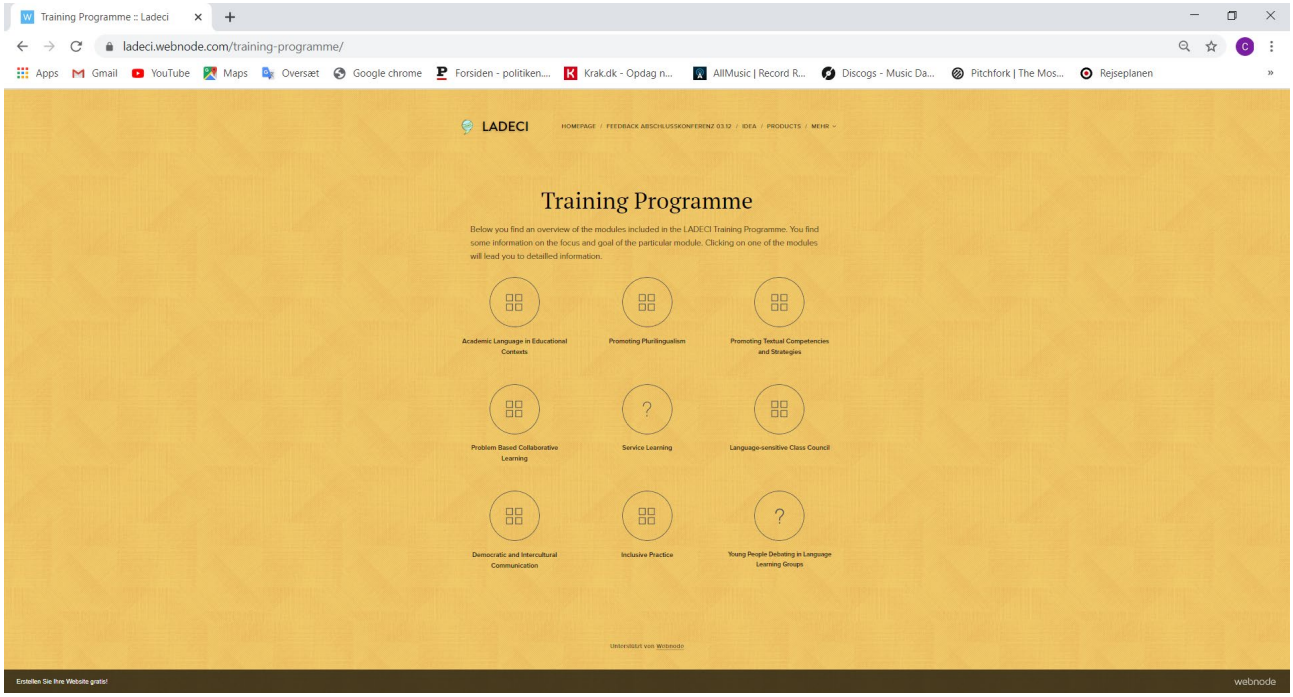
- *Young People Debating in language learning groups* - which focuses on practicing classical Greek debate providing linguistic support along with processes of negotiation.

To work with the LADECI program, users can choose to start with any of the eight Modules mentioned above. For example, it could be a possibility to start with the Module 'Inclusive Practice'. If that is the case, the next step will be to find the Sessions. Sessions contains a

number of proposals for actions described ‘step by step’ making it easy to focus on what and how to do. of.

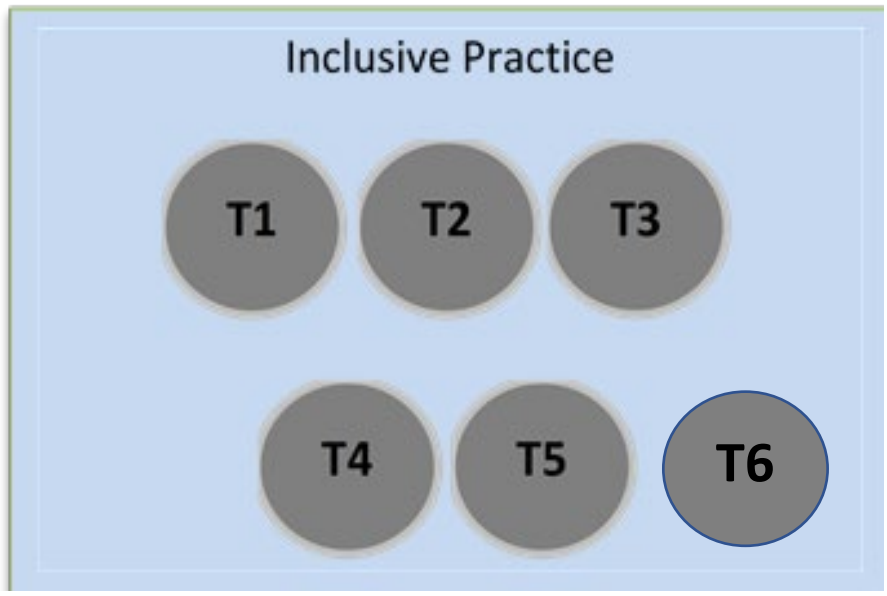
But before choosing for example the module Inclusive Practice’ it would be an advantage to get some impressions of the different modules and what is offered in each of those. If checking out the modules this link leads to the ‘Training Programme’ showing this screen:

https://ladeci.webnode.com/training-programme/




In this overview of the training programme on the LADECI project website it is possible to choose the Module ‘Inclusive Practice’ by clicking on the circle symbol and the text.

The picture shows that the Module consists of five topical sessions and users then again will have to choose which one(s) should be applied in the LADECI in-service training, again this should be done according to the local challenges and needs for focus.




After having chosen the module Inclusive Practice, the next choice will be to check out a specific topic presented in ‘Main Aspects of each Module’. For example, there is a possibility to start with T1, ‘Conventions, Declarations, Policies and Ethics’ as the outset for the respective LADECI in-service training

| | |
|---|---|
| T1 | **Conventions, Declarations, Policies and Ethics: Foundations for LADECI and inclusion** |

This table ‘Main Competency’, ‘Material’, ‘Guideline’ and ‘Tipps’ informs the user about the overall perspectives in Topic 1, as it is the case with all other topics.

The next step will lead the user to this specifically chosen topic, in this case T1, to a detailed instruction for a number of sessions. The number of sessions varies across the eight different topics.

| Inclusive Practice; the sessions in detail |
|---|

In this table the user can read about the ‘focus’ of the specific session. In general, there is the step by step’ instruction on how to carry out the activities with concrete advice as what kind of ‘Material’ is needed and suggestions for ‘Additional Reading’.

| *Focus:* | *In General:* | *Material:* | *Additional Readings etc.:* |
|---|---|---|---|
| Promoting knowledge about conventions and ethics<br><br>*Main competencies:*<br><br>That the participating teachers will get to know:<br><br>What specific topics in the conventions, declarations, and policies there will be relevant for teaching in the framework of LADECI and learning about the LADECI perspectives.<br><br>How democratic citizenship is linked with ….. | PS: As preparation for this session, teachers and participating professionals need to read the relevant and mentioned conventions, declarations and policies. And of course, knowledge about the LADECI project and its objectives and contents in general…….<br><br>*Activity 'step by step':* | Convention texts e.g. https://www.unicef.org/crc/index_protecting.html<br><br>A pixi edition of LADECI translated to Danish<br><br>Collected material of different kind from the media<br><br>School policies and objectives<br><br>Ccompulsory policies on child and youth from the local municipality<br><br>A3 sheets, pencils and diverse artefacts<br><br>Osler, A. & Starkey, H. (2005). Changing Citizenship in Education - democracy and inclusion in education. Open University Press, Berkshire | 'Index for inclusion' by Tony Booth & Mel Ainscow in the 2012 edition or in the Danish translation: 'Inklusionshåndbogen'; translated and revised by Christian Quvang and John Willumsen and Quvang, C. (2017).<br><br>Ethical refelction, In: Engsig, T. T. (red). *Empiriske undersøgelser*. Hans Reitzels Forlag (2015) |

Very conveniently, this structure is the same with all the modules. But the possibilities for using the LADECI material are wider, as the user of course can combine any of the modules that could be relevant to shuffle a variety of order, according to the local needs, challenges, possibilities, professional level, resources etc. as exemplified above. An example of this flexibility in the LADECI material is shown in the table beneath. The main target of this self-combined in-service-program is to combine both democratic values and language acquisition and through the LADECI training program gain skills to identify knowledge and argue about conventions, local values and ethics concerning inclusive practice. Next step is to focus on the language part by acknowledging the existence of multilingual classrooms, by using didactical approaches where students take advantage of their own and others plurilingualism. For example, in session 4, 'Global village', the trainers get an idea of a didactical approach where students participate in a democratic process by building a 'Global Village' by combining values shown in the table below:

**Inclusive Practice**

Session 1

Promoting knowledge about conventions and ethics

https://ladeci.webnode.com/module-inclusive-practice/

**Promoting Pluralingualism**

Session 1

Leading the students to appriciate and to take advantage of their pluralingualism

https://ladeci.webnode.com/module-promoting-plurilingualism/

**Inclusive Practice**

Session 4

Global Village

history of globalization by connecting the overall history of people and families moving about due to various reasons and the microlevel of each family history of moving across any kind of border or region or community

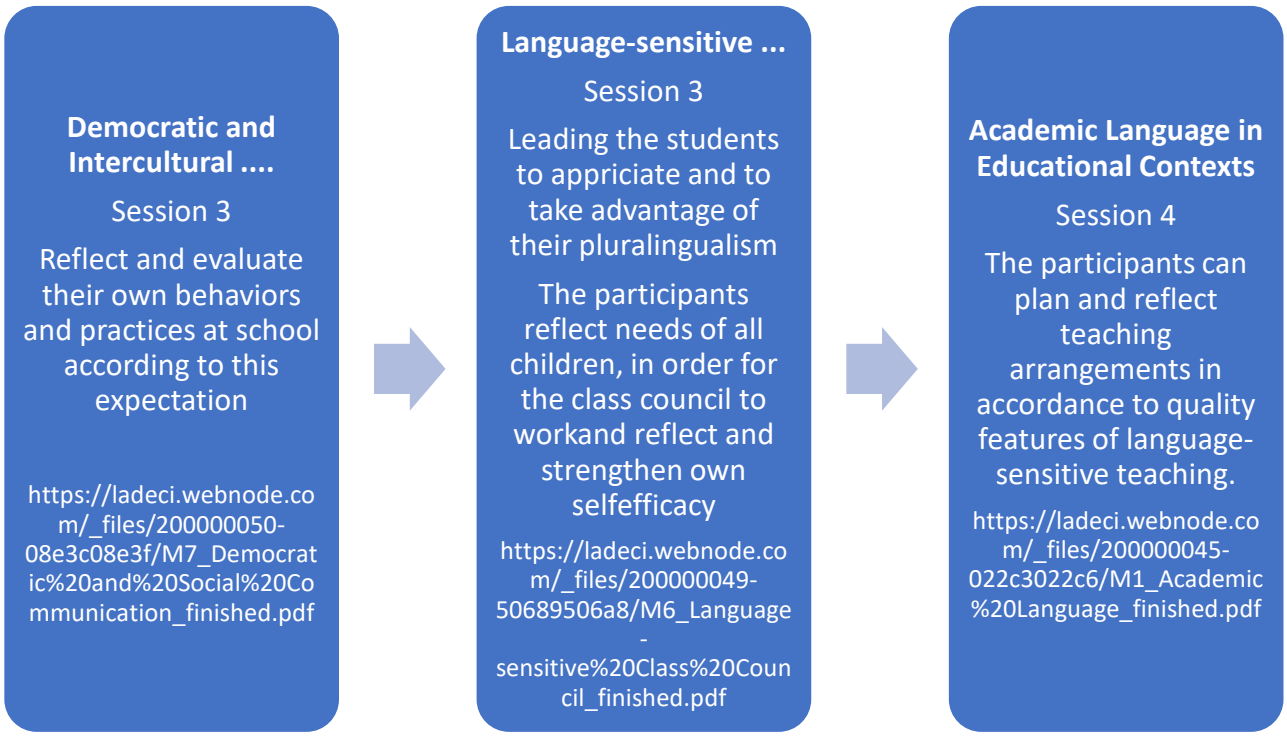
https://ladeci.webnode.com/module-inclusive-practice/

## Paths or ideas for further work based on LADECI

Using the LADECI program provides many opportunities for flexibility. For any user of the program it will be an obvious choice to reflect on how the LADECI modules or sessions or an entire in-service teacher training project can be integrated in all the other activities decided upon or obligatory at an individual school according to the local curricula.

Please do Remember; Sky is not the limit – lack of imagination is.

We provide two main ideas which could be the content for a one-day pedagogical event:



# Glossary for LADECI

## Introduction

To focus on language acquisition combined with democratic citizenship education as the core issues in the LADECI project makes it more than necessary to know about underlying concepts. Notions of them need to be defined and clarified in order to avoid misunderstandings in the group of multipliers, in-service teachers and other professionals using the LADECI program. In order to be successful with the program we recommend discussing the understanding of core concepts. Hence the concepts defined below is a frame as it covers the concepts, we chose to display our understandings. Please note that the concepts are listed alphabetically.

## Concepts

**Autobiography**. You are writing an **autobiography** when you write your own life story. Definition of **Autobiography**. Rather than being written by somebody else, **autobiography** comes through the person's own pen, in his own words. Some **autobiographies** are written in the form of a fictional tale as novels or stories that closely mirror events from the author's real life.

**Auto/biography.** Being a teacher or a person with responsibility for learning or other kind of processes of development related to pupils or adult learners, you are working with these people's biographies. Also, your own biography, being a professional in a certain position, means that you eventually will be a part of this other person's biography. Thus, you have to include your own biography. Hence, we set the slash sign in auto/biography because we understand your biography as a professional as being intertwined with 'the other'.

**Convention on the Rights of the Child:** Commonly abbreviated as the CRC or UNCRC the Convention on the Rights of the Child is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. Nations that ratify this convention are bound to it by international law**.**

The four core principles of the Convention are Article 2, non-discrimination; Article 3, devotion to the best interests of the child; Article 6, the right to life, survival and development; and Article 12, respect for the views of the child. The entire UCR consists of 54 articles.

**Class Council.** The term 'class council' is derived from the classroom assembly. The pupils plan and organize learning themselves. The class council is an agency of self-determination in which all pupils participate with equal rights. It was a core element of experimental schools in the end of the 19th and beginning of the 20th century and have grown as principle of participation of pupils in school in the last 30 years according in the grows of democratic citizenship education. Although it is a form for negotiation in a community of practice, the problem of language limitation has not been discussed much.

**Communication** is the imparting or exchanging of information by speaking, writing, or using some other medium. But communications can also be the successful conveying or sharing of ideas and feelings. Communication is always an exchange which is created as system between the communicating persons and thus mutual understanding is regarded as a process of construction.

**Core value**/s. A value is a principle or belief that a person or organization views as being of central importance. Values can be regarded as desirable or morally well-considered qualities that influence patterns of behavior.

**Curriculum.** The term curriculum refers to the lessons and academic content taught in a school, specific course or program. Depending on how broadly educators employ the term, curriculum typically refers to the knowledge and skills pupils are expected to learn, which includes the learning standards or learning objectives, the units and lessons that teachers teach, the assignments and projects given to students, the methods and materials, and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

**Democracy.** Democracy is a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

**Democratic Citizenship** is membership in a political democracy. The unit for democratic membership does not have to be a nation-state: it can also be a city or some other subnational jurisdiction (a canton, province, or state) or a supranational order (as in the case of a regional compact, such as the European Union).

**Democratic Education aims** to develop real **democracy** through active participation by all those involved in classrooms and **educational** institutions. In a **democratic education,** students are able to influence and have a voice in decisions regarding their learning. In this way, power can be shared democratically.

**Education** for **Democratic Citizenship.** Education for Democratic Citizenship (also known as the EDC) means education, training, dissemination, information, practices, and activities which aim to equip learners with knowledge, skills, and understanding. In this way, the EDC helps with attitudes and behavior. This knowledge can empower students and educators to exercise and defend their democratic rights and responsibilities.

**Ethical**. With ethical we mean the baseline for any profession or professional working with 'the other' having responsibility for their learning, thriving and development. Having this responsibility means to act by the **rule** of always choosing to act according to what is acceptable and to avoid choosing any agency based on unethical practices. Thus, the term ethical is associated with the expectation that a specific moral action which is reflected and can be justified.

**Exclusion.** Exclusion is the dynamic process used by people in power manipulating and suppressing other members of the community and refuse the legal and confirmed rights to participate in this specific group, movement or party of people.

**Human Rights.** Human rights are standards that allow all people to live with dignity, freedom, equality, justice, and peace. Every person has these rights simply because they are human beings. They are guaranteed to everyone without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin,

property, birth, or other status. Human rights are essential to the full development of individuals and communities.

Many people view human rights as a set of moral principles that apply to everyone. Human rights are also part of international law, contained in treaties and declarations that spell out specific rights that countries are required to uphold. Countries often incorporate human rights in their own national, state, and local laws.

**Inclusion.** Inclusion is the dynamic process in communities of practices giving space for participation no matter what kind of diversity this specific person represents as long as values stated in the declaration on human rights are respected and carried out in this specific or any other context. Inclusion sometimes is related only to the integration of handicapped people. We understand inclusion in its broad theoretical diversity oriented understanding that all people are different to others and alike at the same time depending on the category they are compared with.

**Intercultural communication.** Intercultural communication or sometimes also called cross-cultural communication is a discipline that studies communication across different cultures and social groups, or how culture affects communication. It also involves the expectation to understand the different cultures, languages and customs of people from other countries.

**Intercultural dialogue**. The intercultural dialogue is an open and respectful exchange between individuals and groups of different cultural, religious, ethnic, and linguistic backgrounds. It is valuable in maintaining international peace and security, and for that reason, it's essential to treat all cultures and faiths with equal respect, strengthen intercultural dialogue in an inclusive spirit, and settle conflicts by peaceful means.

**Intersectionality.** Intersectionality is the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

**Language.** Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Language is defined

as a system of units and rules that serve the members of a language community as a means of communication.

**Language acquisition.** Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition is one of the quintessential human traits, because non-humans do not communicate by using language.

**Learning standards.** Learning standards or sometimes standards of competences are concise, written descriptions of what students (school or university) are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives — i.e., what students should have learned by the end of a course, grade level, or grade span — but they do not describe any particular teaching practice.

**Learning objectives** in education, **learning objectives** are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.

**Norm.** Norm can be defined as something that is usual, typical, or standard. Norms are related to values and can be seen as rules of action that require all members of a community to act in a certain way.

**Norm Criticism.** Norm criticism is both, a way of analyzing and understanding norms and power structures as well as a tool for challenging and dismantling norms. By using norm criticism one can raise awareness of the privileges, power imbalances and exclusion that some norms create. It is also a way to challenge power structures and combating marginalization of groups in society.

**Social Competence.** Social competence is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings.

**Textuality.** Textuality is a scientific term to describe general characteristic of texts, their thematic structure and semantic organization. It refers to the qualities of a written work that make it suitable material for literary study. The concept of textuality is a product of structuralism, a modern intellectual movement that views cultural phenomena such as literature in terms of linguistic relationships involved in all human activities.