Title: Cultural Diversity and Professional Development of Educators

Abstract

Processes such as globalization, internationalization and mobility have an impact on the quantity and quality of cross-cultural situations. First, the probability of situations where people of different cultural backgrounds meet, is increasing. This can happen both in the context of worklife as well as private life. Second, cultural diversity may lead to synergetic effects, but also may confront people, organizations and societies with disorientation, misunderstandings or fear. It needs professionals in cultural diverse contexts, which are competent to enhance positive and limit challenging aspects. Therefore a professional development of educators is needed enabling them to plan, implement and evaluate learning settings in adult education. For this reason the paper focuses on the professional development of adult educators in Germany and presents results of a research, which analysed offers in higher education and on the training market. Based on a program analysis the two paths of professional development will be compared along a competence based model. The results will offer possibilities to evaluate to what extend adult educators in Germany are professionalized for cultural diverse teaching-learning settings. Furthermore a new model of intercultural professionalization in the field of adult and continuing education, trying to connect both paths, will be introduced being a basis for a continuing discourse and desiderata.

References