

Journal of International Mobility
Moving for education, training and research

Call for papers
Special Issue No. 11

**Interculturality, intercultural skills and mobility
in adult education**

Regular call for contributions

VARIA articles
Reading notes
Case studies

Deadline for submission of **articles: 28 April 2023**

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The multidisciplinary, peer-reviewed *Journal of International Mobility*, published by PUF and managed by Agence Erasmus+ France/Éducation Formation, brings together scientific contributions on all aspects of international mobility in education and training in Europe and around the world. One of its objectives is to achieve a clearer understanding of the issues, conditions and impact of mobility, providing material for the researchers and policy makers who are called upon to support it.

The agency is now launching a call for contributions to the latest special issue, placed under the editorial supervision of Jérôme Mbiatong (Université Paris-Est Créteil, LIRTES), Thierry Ardouin (Université de Rouen Normandie, CIRNEF), Hervé Breton (Université de Tours, Éducation Éthique Santé) and Alessandra Keller-Gerber (Université de Fribourg, Switzerland).

This special issue is entitled: *Interculturality, intercultural skills and mobility in adult education*. Individual and multi-author submissions are welcomed. Authors are advised to position their contributions in relation to one or more of the themes discussed below.

Varia articles on educational mobility in Europe and around the world may also be considered for inclusion. Two other sections are also open for submissions: **reading notes** and a **case study** section (see details below). Contributions are welcomed from various disciplinary fields: sociology, education sciences, history, geography, anthropology, economics, language teaching, etc.

Special Issue

Interculturality, intercultural skills and mobility in adult education

Special issue coordinated by Jérôme Mbiatong (Université Paris-Est Créteil, LIRTES), Thierry Ardouin (Université de Rouen Normandie, CIRNEF), Hervé Breton (Université de Tours, EES) and Alessandra Keller-Gerber (Université de Fribourg, Switzerland)

Intercultural and interdisciplinary skills are now recognised as crucial priorities in the training dispensed to the professionals of the future, and all the more so in the context of career mobility or collaboration with others engaged in mobility programmes (Mbiatong, 2022). The current international political and educational recommendations call for more ‘intercultural intellectuals’ (European Council white paper, 2008) and more training on ‘intercultural citizenship’. (UNESCO, 2013) The development of intercultural skills has become a key objective for all professionals in the field of education, academia, social work, the health sector and economics. Whatever category learners may fall into, as individuals they are expected to be capable of acting and communicating in an effective and appropriate manner in intercultural situations, in order to achieve their objectives (Berardo & Deardorff, 2012). Above and beyond the political discourse emanating from our elected institutions, how are individuals and organisations engaging with these recommendations? How are training organisations contributing to a shift in the perception of ‘intercultural’ matters, in the interest of fostering a more inclusive society?

Such questions concerning intercultural capabilities assume particular importance in the context of international mobility. Experiencing a new environment offers the opportunity to acquire new knowledge and develop cross-cutting skills, on account of the intellectual work required when we find ourselves immersed in situations and milieus to which we are unaccustomed. Learning to operate in unfamiliar, or even strange, environments is part of a training experience which encourages learners to reflect upon the different levels at which we operate, the evolution of professional practices and the transformation of our understanding of and approach to different professions. Nevertheless, recognising the importance of knowledge acquired outside the framework of formal training requires us to examine more closely the

instruments which make it possible to attach value and status to such cross-cutting, intercultural skills. How do we define the skills acquired in uncertain environments? What indicators can we use to evaluate them? What importance should we attach to skills acquired elsewhere which seem to defy categorisation using the familiar terms of our respective disciplines? How can we support training programmes which include periods of mobility, leading to both academic certification and professional capacity-building?

Our ambition for this publication is to explore interculturality, intercultural skills and mobility in the field of adult education. Adult education here encompasses adults in full-time education and continuing education, in both formal and informal programmes, as well as the social and informal dimensions of teaching adults (Ardouin, 2017). Adult education is not confined to the field of professional training, defined as the task of adapting individuals' knowledge and know-how to the profession that they practice or intend to practice. Adult education also encompasses other training contexts such as the training of students, regarded as future professionals, and language training for adults with literacy problems. Adopting a critical approach to this field, submissions to this special issue may choose to explore the mechanisms of identity-based and ethno-social-cultural adjustment at work in both the individual and the collective dimensions associated with intercultural training actions. They may also, or concomitantly, seek to analyse the engineering of 'intercultural skills' and the development of related systems. Structured around three key themes, this special issue is intended to provide a platform for sharing theoretical innovation and discussing the latest innovations, trends and preoccupations, as well as the practical challenges encountered and the solutions adopted in the domain of intercultural training. We offer here a number of themes and questions which might serve to guide submissions.

Theme 1: The current state of the intercultural field — theoretical frameworks, methodologies and analytical tools

This theme constitutes an invitation to explore the concept of interculturality, its origins, its construction and its usage in the field of adult education. The roots of the intercultural perspective on adult education can be traced back to the 1970s (Abdallah-Preteille, 1996). A number of authors have remarked upon the coincidence that a sudden interest in intercultural training programmes emerged, particularly in developed nations, at a time of growing immigration from other countries. To begin with, intercultural training for adults was almost exclusively a matter of providing (socio)linguistic training for immigrants (students, workers, refugees), but these efforts gradually expanded to encompass training for teachers and expatriates. The work done at the Council of Europe (Byram, Neuner, Zarate, 1997) played a pioneering role in the development of this field. The theoretical approach to interculturality is rooted in research engaging with the notion of culture (Ferreol & Jucquois, 2010).

Research methodologies in the field of intercultural studies have generally tended to fall into one of two camps: comparative approaches to cultural studies, or interactionist approaches to the relations between cultures (Dasen, 2022). Interculturality is also increasingly being adopted as an analytical framework for examining relations between different socio-professional groups within establishments, institutions or federal structures.

As the field of adult education continues its constant evolution, and the need to conceptualise interculturality remains as real as ever, these conceptual and methodological dimensions are ripe for re-examination. In addressing this theme, submissions to the forthcoming special issue may seek to engage with the various dimensions of professional or sociocultural interculturality (territory(ies) versus language(s)), as well as the bearing that intercultural issues may have on comparative education.

Theme 2: Interculturality in the context(s) of professional and academic mobility

The opportunities for European mobility offered by the ECTS (*European Credit Transfer System*) and ECVET (*European Credit for Vocational Training*) schemes provide students, apprentices and learners on continuing education programmes, but also educators and training course designers, with immersive

experiences conducive to the acquisition of knowledge and skills which are not always easy to express in words (Toumen, 2020), and which are steeped in interculturality. A number of initiatives have been established for the purpose of defining and recognising these skills, including the Europass. Nevertheless, formal validation of the benefits of mobility continues to face numerous challenges which need to be more effectively defined and conceptualised, particularly within the context of course design and certification planning (Breton, 2016).

Research submissions to this special issue may thus choose to explore the ways in which the skills acquired during periods of academic or professional mobility are formally defined, recognised and validated. How can course designers make room for mobility? How do certification systems recognise these intercultural, inter-disciplinary skills? How can we define the professionally pertinent dimensions of the experience of transnational mobility?

Theme 3: Course design, reflexive practices and intercultural pedagogy

This theme invites contributors to examine the content of training courses, the models invoked, the example and references used. Contributions addressing this theme may also choose to focus on course content and training practices, considering questions such as: what are the postulates underpinning these courses? What are their theoretical foundations? How and on what are they founded, and how do they connect to the overall training programme? What teaching practices are put in place to enable knowledge transfer and provide participants with intercultural experiences? What innovative teaching practices or approaches could help participants to nurture their intercultural skills? What tools are needed? Subject to what requirements and conditions? In other words, how is the course designed to be consistent with the objectives, means and audience associated with its particular context?

More specifically, whether it is regarded as a research tool (used to better understand the way in which subjects position themselves in relation to the realities of their studies) or as a teaching method, the learning narrative occupies an important position in adult education. This tool is regarded as reflexive, in so far as it can help learners – by encouraging them to verbalise their experiences – to become aware of the learning processes in which they are engaged, and how they fit into their broader educational careers (Baroni, 2021, Keller-Gerber, 2022). As the popularity of reflexive practices continues to grow both with learners and educators – since real life is, by definition, an absorbing subject – how can we ensure that there is a rigorous didactic framework in place to guide such discourse, where everybody feels qualified to contribute? In other words, how can we make sure that this process of self-verbalisation is truly (per-)formative for learners? And what status should be afforded to such individual discourse, formulated by learners themselves, with a view to advancing teaching practices?

This is not an exhaustive list, and other submissions relating to the theme of this issue are welcomed.

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Submission of articles for the special issue

Please send full articles (**40,000 characters including spaces**) by e-mail (Word document) to revue@agence-erasmus.fr by **28 April 2023**.

Submissions will be evaluated anonymously by two members of the editorial board. You will receive one of four possible responses following the evaluation process: article accepted, accepted with request for minor changes, request for major changes, rejected. If the editors request changes, you will be asked to attach a page explaining the changes to the revised article, and your article will be re-evaluated.

Languages: articles may be submitted in French, English, Spanish, Italian or German.

Timetable

- Submission deadline for full articles: **28 April 2023**
- Response to authors following first round of evaluation: **26 May 2023**
- Submission of articles in response to the feedback from the editorial board: **30 June 2023**
- Response to authors following second round of evaluation: **13 July 2023**
- Submission of finished articles: **1st September 2023**
- Publication: **December 2023**

Full article format

In addition to the text of the article itself, submission should include:

- The full name(s) of the author(s),
- a clear title,
- an abstract in the language of the article (English, French, German, Spanish, Italian) and a translation into either English or French (approx. 1500 characters including spaces)
- 3 to 5 keywords,
- a brief biographical note on the author(s), in both English and French
- a bibliography of texts referenced in the article.

Total number of characters: **40,000 maximum** (including spaces)

Formatting guidelines

Font: Times New Roman 12. Line spacing: 1.

The bibliography and website references are to be given at the end of the article, in alphabetical order.

Footnotes should appear at the bottom of the page in Times New Roman 10, single-spaced.

Quotations (of authors or interview extracts) must be inserted in the text between inverted commas, without italics, in Times New Roman 10, single spaced. Lengthy quotations should be indented and presented in Times New Roman 10, single spaced.

Foreign language expressions or terms should be italicised.

Iconographic documents may be included in the article. Images must be free of copyright and in JPEG format.

All borrowings from other authors must be clearly indicated, and the original sources cited.

Permanent call for papers

In addition to this call for papers on the theme of the special issue, contributions may be submitted to other sections of the journal. Contributions are welcomed from a variety of disciplines: sociology, education science, history, geography, anthropology, economics, language teaching etc. Submissions are welcomed in French, English, Spanish, Italian or German.

- **Varia section**

This section is intended for articles on various topics in the field of European and international education and training mobility studies.

- **Case Studies section**

The Case Studies section is intended to strengthen the link between theory and practice by welcoming contributions from professionals with expertise in the field of education and training mobility. This section can include presentations of practical cases, educational experiments, specific tools, etc.

Format of contributions

40,000 characters maximum, including notes, spaces, abstract, keywords, author biographies and bibliographic references.

The article must be formatted according to the editorial standards of the journal.

- **Reading Notes section**

The Reading Notes section offers the contributor the possibility of presenting the content of a recent work in a synthetic and critical manner. The notes should give an account of the work, highlighting its contributions and limitations. The aim is not only to present a summary of the content, but also to offer a critical analysis of the directions taken, the identification of the subject, the methodology adopted and the results obtained. In addition, the notes should endeavour to put the work into perspective with the existing literature and the topics covered by the *JIM*.

Format of contributions

10,000 characters maximum, including spaces and footnotes.

The text should be formatted according to the editorial standards of the journal.

Evaluation methods and how to submit contributions

Please send full articles (Word documents) by email to revue@agence-erasmus.fr by **28 April 2023 for the next issue, or at any time for consideration for future publication.**

Submissions will be evaluated anonymously by two members of the editorial board. You will receive one of four possible responses following the evaluation process: article accepted, accepted with request for minor changes, request for major changes, rejected. If the editors request changes, you will be asked to attach a page explaining the changes to the revised article, and your article will be re-evaluated.

If the contribution is accepted, it will be included in the next issue to be published, depending on the possibilities offered by the publication schedule.