

WORKSHOPS GUIDE

Partners:



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IntCultAE WORKSHOPS GUIDE

INTERCULTURAL COMPETENCES WORKSHOPS GUIDE

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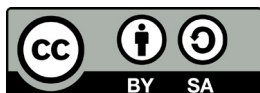
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Introduction

The Intercultural Competences Workshops Guide was developed to support thematic, in-person workshops designed to build intercultural skills. By seizing the potential of group face-to-face activities, the guide provides technical implementation guidance and highlights the importance of practicing skills in real-life scenarios, along with the opportunity to share experiences in focused discussion groups.

Who is it for

The guide aims at:

- a) Organizations and learning institutions interested in developing their workshops on intercultural competences for adult educators.
- b) Adult Education organizations who want to promote workshops to practice intercultural competences.
- c) Adult educators, not necessarily the ones applying them.

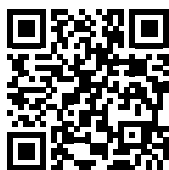
How it works

The project stands out for its innovative approach, combining intercultural competences with films, selected scenes and real-life examples of intricate, yet successful, intercultural encounters and acculturation stories. The guide serves as a dynamic educational resource, incorporating practical media tools to promote active and experiential learning.

The guide is organized into the following components, ensuring a holistic and impactful approach to developing intercultural understanding and capacity. Each workshop is addressing the contents of one session of each of the three modules created in online course, in EQF level 5 or 6, and focused on Learning Outcomes addressing Attitudes, selected from the IntCultAE Course Framework.



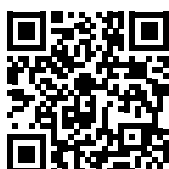
Tools



IntCultAE FILMS AND SCENES CATALOGUE

<https://www.intcultae.eu/en/catalog.html>

A curated catalog of films and selected scenes that provides an interactive and engaging way to explore examples of intercultural contact.



IntCultAE REAL-LIFE STORIES

<https://www.intcultae.eu/en/stories.html>

Real-life cases of successful acculturation stories, showcasing the experiences of nationals living abroad and foreign-born individuals in a host country. These stories highlight how culture influences perspectives and demonstrate the challenges and rewards of intercultural interactions.



IntCultAE MASSIVE OPEN ONLINE COURSE (MOOC)

<https://www.intcultae.eu/en/course/online.html>

- a) Three modules on building adult educators' intercultural competences, based on an online course that provides comprehensive materials and resources.
- b) Interactive activities grounded in the framework of attitudes, awareness, knowledge, and skills. These are designed for adult learners, addressing levels 5 and 6 of the European Qualifications Framework (EQF).



MODULE 1		CULTURE AND US	
SESSION 1	WORKSHOP 1	EQF level 5	
Culture in Daily Life			
TYPE & NATURE:	Work in small groups, in educator presence, face-to-face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.5	Identifies cultural elements that are relevant to the society in which he/she lives.		
A_02.1.5	Recognise their limit of openness, tolerance.		
RESOURCES & TOOLS necessary:	Flip charts or large paper sheets.		
	Markers, pens, colored pencils.		
	Sticky notes.		
	Timer or clock.		
	Pre-prepared cards listing daily life activities (e.g., “Breakfast,” “Commuting,” “Greeting people,” “Celebrating birthdays,” “Meal times,” “Personal space,” etc.) Examples - min. 6 - Attachment 1.		
SHORT DESCRIPTION:	Participants reflect on how culture shapes everyday habits and routines, discovering differences and similarities in daily life. The activity helps highlight the invisible parts of culture and builds respect for diverse practices.		



IMPLEMENTATION	TIME
INTRODUCTION Welcome participants. Explain that culture isn't only art, music or language but also small everyday actions, habits, and preferences. Share 1-2 personal examples (e.g., breakfast habits, greeting styles).	5 min
Part 2. DAILY ROUTINE DISCUSSION <ul style="list-style-type: none">• Distribute pre-prepared cards with different daily life activities.• In small groups, participants choose or draw one card each and discuss:<ul style="list-style-type: none">• How is this activity done in your culture?• Are there variations within your country or region?• Do you know of other cultures where it's done differently?	10 min
Part 3. MAPPING CULTURAL HABITS <ul style="list-style-type: none">• Groups pick 3-4 daily activities from the cards.• On flipchart paper, they:<ul style="list-style-type: none">• Write or draw how each activity is performed in their culture.• Note differences in other cultures (if known).• Write sticky notes with why these habits are important or meaningful.	25 min
Part 4. SHARING AND DISCUSSION <ul style="list-style-type: none">• Each group presents their cultural habit "maps".• Facilitated discussion:<ul style="list-style-type: none">• Did anything surprise you?• How can knowing these details help avoid misunderstandings?• Do these differences make our interactions richer?	15 min
CLOSURE Summarize key insights, highlighting how "ordinary" habits are deeply cultural and how respect for differences fosters inclusion and understanding.	5 min
RECOMMENDATIONS: <ul style="list-style-type: none">• Encourage curiosity, not judgment.• Emphasise there's no single "correct" way to do everyday things — only cultural differences.• Invite participants to share personal anecdotes for a more engaging atmosphere.	



ATTACHMENT 1

DAILY LIFE ACTIVITIES CARDS (examples)

You can print it out, cut it up, and distribute it among the groups.

EATING BREAKFAST

- What foods are typical?
- Is breakfast quick or a family moment?

GREETING PEOPLE

- Kissing on the cheek, bowing, handshake, verbal greetings?
- Are greetings formal or casual?

GIFT GIVING

- Are gifts opened in front of the giver?
- Are certain colors or numbers avoided?

PERSONAL SPACE

- How close do people stand when talking?
- Are touches on the arm acceptable?

CELEBRATING BIRTHDAYS

- Are birthdays private or big parties?
- Are gifts expected? Are certain traditions important?

DINING ETIQUETTE

- Is talking allowed at the table?
- Are specific manners important (e.g., chopsticks, cutlery, hands)?

(Facilitators may create additional cards or allow participants to add their own examples relevant to their cultural context.)



MODULE 1		CULTURE AND US	
SESSION 1	WORKSHOP 2	EQF level 6	
Culture Collage			
TYPE & NATURE:	Interactive and creative group activity, face-to-face.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identify how their attitudes towards culture affect their individual professional work.		
A_02.4.6	Identifies the impact of personal characteristics in interpersonal interactions at the professional field.		
RESOURCES & TOOLS necessary:	Presentation 1 - Attachment 1.		
	Posters with “culture definitions” - Attachment 2.		
	Magazines, newspapers, colored paper.		
	Scissors, glue, markers.		
	Large cardboard or poster boards.		
SHORT DESCRIPTION:	Participants create a visual collage that represents cultural diversity and individual cultural identities, followed by group discussions.		



IMPLEMENTATION	TIME
INTRODUCTION Explain cultural diversity and identity briefly; divide participants into groups.	5 min
Part 2. COLLAGE CREATION Each group creates a collage using images, words, and symbols reflecting their collective cultural identities.	30 min
Part 3. PRESENTATION Each group presents their collage, explaining their choices and meanings.	15 min
CLOSURE Discuss common themes, differences, and insights into diversity and inclusion.	5 min
RECOMMENDATIONS: Encourage creativity and openness; ensure everyone participates equally.	



ATTACHMENT 2

CULTURAL COLLAGE DEFINITIONS OF CULTURES (examples)

These definitions can be printed or shown digitally if preferred, and distributed among the groups.

DEFINITION 1

“Culture is the shared patterns of behaviours, interactions, and understanding that people learn through socialisation.”

DEFINITION 2

“Culture includes language, customs, beliefs, values, art, and everyday practices that define a group of people.”

DEFINITION 3

“Culture is a dynamic system that evolves over time and shapes how we see the world and relate to others.”

DEFINITION 4

“Culture is the way we express who we are, where we come from, and how we connect with others.”

DEFINITION 5

“Culture influences how we work, communicate, celebrate, and solve problems.”

DEFINITION 6

“Culture is both visible (food, clothing, art) and invisible (values, beliefs, attitudes).”

(These definitions can serve as inspiration or discussion prompts for participants as they create their cultural collages.)



MODULE 1		CULTURE AND US	
SESSION 2	WORKSHOP 1	EQF level 5	
Cultural Artifact Show-and-Tell			
TYPE & NATURE:	Work in small groups.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_02.2.5	Assesses the extent to which attitudes acquired from upbringing are an individual experience and the extent to which they are a group experience.		
RESOURCES & TOOLS necessary:	Participants bring an object or artifact representing their culture or family heritage.		
SHORT DESCRIPTION:	Participants are invited to present a cultural or family artifact and share a personal story about it, explaining its meaning and connection to their heritage. The facilitator encourages group reflection on how such objects and symbols shape identity, belonging, and attitudes toward culture.		



IMPLEMENTATION		TIME
INTRODUCTION Introduce the purpose of the activity and the connection between culture and identity.		5 min
Part 2 Each participant shows their artifact and shares the story or significance behind it.		25 min
Part 3 Facilitator leads a reflection on the role of cultural artifacts in shaping our values, perceptions, and sense of belonging.		20 min
CLOSURE Group shares final thoughts and connections to their personal and professional identities.		10 min
RECOMMENDATIONS: <ul style="list-style-type: none">• Ask participants in advance to bring an object.• Be sensitive to participants who may feel uncomfortable sharing; offer the option to describe an object or show an image instead of bringing it.• Ensure a respectful and open atmosphere.		



MODULE 1		CULTURE AND US	
SESSION 2	WORKSHOP 2	EQF level 6	
Cultural Reflections – Who Am I?			
TYPE & NATURE:	Work in small groups.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identifies how their attitudes towards culture affect their individual professional work.		
RESOURCES & TOOLS necessary:	Film scenes from Minari (scene of the grandmother bringing food from Korea: https://www.youtube.com/watch?v=IOiD8a293MA) and Elemental (scene about linguistic microaggressions: https://www.youtube.com/watch?v=qAfP8_5thSM).		
	Paper or other materials for group notes.		
SHORT DESCRIPTION:	In small groups, participants share personal experiences where their own culture made them feel “strange” among others. They watch selected scenes from the movies Elemental and Minari and reflect together on how to handle cultural shocks in everyday life. Each group prepares a short presentation with key points discussed.		



IMPLEMENTATION	TIME
INTRODUCTION <ul style="list-style-type: none">• Organize participants into small groups (3 or 4 per group).• Introduce the topic using posters with definitions of “culture”.	10 min
Part 2 <p>Each participant shares within their group a situation in which they felt that their own culture made them feel “strange” among others.</p>	10 min
Part 3 <ul style="list-style-type: none">• Watch scenes from the movies Elemental and Minari.• Groups reflect and write considerations on how to handle cultural shocks in everyday life.• Use the shared experiences and film scenes to answer:<ul style="list-style-type: none">• How did these situations make you feel?• How does culture influence daily choices?• How can we better overcome cultural shocks?• Each group presents their ideas, and educator register in white board or computer screen.	30 min
CLOSURE <p>Share insights with the larger group and discuss how to handle cultural shocks in everyday life.</p>	10 min
RECOMMENDATIONS: <ul style="list-style-type: none">• Keep groups small to allow time for sharing.• Ensure film clips are prepared in advance.• Allow enough time for all members to contribute in the discussion.	



MODULE 1		CULTURE AND US	
SESSION 3	WORKSHOP 1	EQF level 5 or 6	
Cultural Exchange Through Movie Clips			
TYPE & NATURE:	Work in small groups.		
DURATION	55 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.5	Identifies cultural elements that are relevant to the society in which he / she lives.		
A_01.5.5	Identifies sources of beliefs about the reception of migrants (e.g., stereotypes, historical experiences) in their society.		
A_01.3.6	Identifies the sources of migrants' attitudes towards enculturation.		
RESOURCES & TOOLS necessary:	Video clips from Stories from Greece highlighting immigrant experiences and cultural interactions. SUGGESTED CLIPS: Almir's Struggles to Enter Greece 1m50s – 2m56s; Anna's Arrival in Greece 3m19s – 4m07s; Eliana's Arrival in England, a Multicultural Society: 6m40s – 7m30s; Almir on Propaganda VS Reality 12m43s – 13m36s.		
	Reflection prompt questions (optional handout).		
SHORT DESCRIPTION:	Participants watch a short scene from a selected video showing an immigrant experience or cultural clash. They then reflect on the emotional and cultural dynamics of the scene, followed by a guided group discussion that connects the video content with their perspectives and potential real-world scenarios.		



IMPLEMENTATION	TIME
INTRODUCTION The facilitator introduces the purpose of the activity: to use media to explore cultural diversity and intercultural challenges. The facilitator briefly explains the context of the video clip, then asks participants to watch the videos and note challenges faced by the immigrants.	10 min
Part 2 In groups of 3 or 4 elements each, create a plan to make an educational space more inclusive, addressing: <ul style="list-style-type: none">• How to facilitate the integration of immigrant students.• Strategies for dealing with language barriers.• Methods for raising awareness among other students and teachers.	20 min
Part 3 Each group presents its plan, and the facilitator adds real best practices.	20 min
CLOSURE Summarize key insights from the discussion. Emphasize the value of understanding diverse perspectives and how media can be a tool for cultural reflection.	5 min
RECOMMENDATIONS: <ul style="list-style-type: none">• Choose emotionally resonant, relevant clips (1–3 min each).• Prepare guiding questions in advance.• For workshop level 5, expect results to be centred in what host society expects from migrants, and what aspects contribute to it (stereotypes, previous experience, ...).• For workshop level 6, expect results to be more focused on migrants' attitudes during enculturation.	



MODULE 1		CULTURE AND US	
SESSION 4	WORKSHOP 1	EQF level 5 or 6	
The Role-Playing Game - Between Two Cultures			
TYPE & NATURE:	Work in small groups.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.3.5	Recognises different attitudes towards enculturation among migrants.		
A_01.4.6	Recognises the impact of their attitudes towards the reception of migrants in their professional work.		
RESOURCES & TOOLS necessary:	Film scenes from The Big Sick (scene about an arranged marriage: https://www.youtube.com/watch?v=MF14JJkOrSI ; 9/11 question https://www.youtube.com/watch?v=Y7mvikSQteQ) and Bend It Like Beckham (scene of a misinterpreted hug https://www.youtube.com/watch?v=VAxHOo7_I80&list=PLnl8g1yWFVJZ55R5ZLqpsjOQVDJjTLBBx&index=8 ; Family doesn't want her to play football https://www.youtube.com/watch?v=iFHH26TKMF8&list=PLnl8g1yWFVJZ55R5ZLqpsjOQVDJjTLBBx&index=5		
	Theme provided by the educator.		
	Paper and pens for preparing scenes.		
SHORT DESCRIPTION:	In small groups, participants watch scenes from Bend It Like Beckham and The Big Sick, then create and perform a role-play based on a cultural challenge. The scene should explore different ways of responding to the challenge: full assimilation, balancing cultures, and resistance. Roles are distributed among group members and performed for the class.		



IMPLEMENTATION	TIME
INTRODUCTION <ul style="list-style-type: none">• Organize participants into small groups, each group should have 3 or 4 participants.• Watch selected scenes from Bend It Like Beckham and The Big Sick.	10 min
Part 2 <ul style="list-style-type: none">• Provide groups with different scenarios based on the movies, such as:<ul style="list-style-type: none">• A young immigrant who wants to pursue a professional path different from the family's expectations.• Someone who has to deal with subtle comments about their origin or accent.• Groups distribute roles among members.	20 min
Part 3 <ul style="list-style-type: none">• Each group enacts the assigned scenario, exploring different responses to the challenge, such as:<ul style="list-style-type: none">• Full assimilation.• Balance between cultures.• Resistance.	20 min
CLOSURE <ul style="list-style-type: none">• After the presentations, discuss which strategies worked best and how to deal with such situations in real life.	10 min
RECOMMENDATIONS: <ul style="list-style-type: none">• Make sure movie scenes are brief and clearly show cultural challenges.• Give each group enough time to prepare and rehearse.• Encourage creativity and respect in the interpretation of roles.• Educator can support with prompts if groups feel stuck.• For workshop level 5: expect situations and discussions in which is clear to see different attitudes towards enculturation among migrants.• For workshop level 6: expect situations and discussions in which shows relation between attitudes for migrants' inclusion and the way they behave in work place.	



MODULE 1		CULTURE AND US	
SESSION 5	WORKSHOP 1	EQF level 5	
Learning Through Traditions			
TYPE & NATURE:	Small group discussion and creative presentation, face-to-face.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.5	Identifies cultural elements that are relevant to the society in which he/she lives.		
A_02.2.5	Assesses the extent to which attitudes acquired from upbringing are an individual experience and the extent to which they are a group experience.		
RESOURCES & TOOLS necessary:	Printed images or short descriptions of cultural traditions (e.g., festivals, crafts, rites of passage, culinary rituals) Examples of images: min 4 – Attachment 3; Examples of descriptions: min 4 – Attachment 4 Cultural Traditions Descriptions.		
	Flipchart paper or large sheets.		
	Markers, coloured pencils.		
SHORT DESCRIPTION:	Participants explore how cultural traditions around the world function as informal education, transmitting values, skills, and knowledge across generations. Groups create visual posters showing how a chosen tradition “teaches” something to the community.		



IMPLEMENTATION	TIME
INTRODUCTION Short talk introducing the idea that learning happens outside formal education and that traditions can be powerful teaching tools.	5 min
Part 2. EXPLORATION <ul style="list-style-type: none">• In groups, participants receive cards with images or short texts describing various cultural traditions.• They discuss:<ul style="list-style-type: none">• What is the tradition?• What values, skills, or knowledge does it teach?	10 min
Part 3. CREATIVE WORK <ul style="list-style-type: none">• Groups choose one tradition and create a poster illustrating:<ul style="list-style-type: none">• What the tradition involves.• What people learn through it (e.g., respect, identity, cooperation, practical skills).• Why it matters culturally.	25 min
CLOSURE <ul style="list-style-type: none">• Each group presents their poster.• Facilitated discussion:<ul style="list-style-type: none">• How do traditions shape identity and belonging?• Can traditions be both educational and fun?• Are there traditions in your own culture that taught you something important?	20 min
RECOMMENDATIONS: Encourage participants to connect traditions to personal experiences and reflect on how culture teaches us in everyday life.	



ATTACHMENT 3

CULTURAL TRADITIONS IMAGES (examples)

Images can be printed or shown digitally if preferred, and distribute it among the groups.



A JAPANESE TEA CEREMONY

People sitting on tatami mats, preparing and serving tea.



INDIAN HOLI FESTIVAL

Crowd throwing bright colored powders into the air.



SPANISH FLAMENCO DANCE

Woman in a red dress dancing with castanets.



MEXICAN DAY OF THE DEAD

Table with photos, candles, flowers, and sugar skulls.



ATTACHMENT 4

CULTURAL TRADITIONS DESCRIPTIONS (examples)

Facilitators may create additional cards or invite participants to add examples from their own cultures.

A JAPANESE TEA CEREMONY

A traditional practice in Japan where tea is prepared and served in a ceremonial way. It teaches patience, mindfulness, and respect for guests.

INDIAN HOLI FESTIVAL

Celebrated every spring, people throw colored powders and water at each other. It marks the triumph of good over evil and encourages joy and community.

SPANISH FLAMENCO DANCE

A passionate dance with strong rhythms and hand clapping. It expresses emotions and preserves Spanish cultural identity.

MEXICAN DAY OF THE DEAD

Families create altars to honour deceased loved ones with flowers, candles, food, and music. It teaches respect for ancestors and celebrates life.



MODULE 1		CULTURE AND US	
SESSION 5	WORKSHOP 2	EQF level 6	
Inclusive Classroom Roleplay			
TYPE & NATURE:	Interactive roleplay, face-to-face.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identifies how their attitudes towards culture affect their individual professional work.		
A_02.1.6	Recognises how their attitudes towards migrants are reflected in their professional work.		
RESOURCES & TOOLS necessary:	Posters with “culture definitions” – Attachment 2.		
	Printed scenario cards (prepared in advance) – Attachment 5.		
	Role assignment cards for teacher, students, and parents – Attachment 6.		
	Flip charts or boards for notes and feedback.		
SHORT DESCRIPTION:	Participants engage in roleplay scenarios to experience and navigate cultural differences and biases within educational settings.		



IMPLEMENTATION		TIME
INTRODUCTION Brief overview of culturally responsive teaching and inclusive education principles; assign roles.		10 min
Part 2. ROLEPLAY Participants act out given scenarios involving cultural misunderstandings or biases (e.g., parent-teacher meeting, multicultural classroom conflict, differing expectations in education).		30 min
Part 3. GROUP FEEDBACK Observers provide feedback highlighting strengths and areas for improvement.		10 min
CLOSURE Reflect collectively on key lessons and practical strategies for managing diversity in education.		10 min
RECOMMENDATIONS: Foster a safe and respectful environment, ensuring constructive feedback.		



ATTACHMENT 5

INCLUSIVE CLASSROOM ROLEPLAY - SCENARIO CARDS

(examples)

These scenarios can be printed, cut out, or shown digitally if preferred, and distributed among groups.

Scenario 1 PARENT-TEACHER MEETING CONFLICT

A teacher meets parents of a student who speaks limited local language. The parents believe their child should focus only on academic subjects, while the teacher wants to involve the child in cultural exchange projects.

Misunderstandings arise due to different cultural expectations about school involvement.

Scenario 2 CLASSROOM PARTICIPATION DIFFERENCES

In a multicultural classroom, some students actively participate, while others remain silent. The teacher thinks the silent students are not interested, but in their culture, speaking up in class is seen as disrespectful. How should the teacher handle this?

Scenario 3 RELIGIOUS HOLIDAY REQUEST

A student asks for permission to be absent for a religious holiday.

Another student complains that this is unfair and everyone should follow the same rules.

The teacher must balance respect for cultural practices with school policy.

Scenario 4 GROUP WORK TENSION

A group project includes students from diverse cultural backgrounds. One student takes the lead and assigns tasks without consulting the others, believing this shows responsibility. The other group members feel excluded and offended.

(Facilitators may create additional scenarios relevant to local contexts.)



ATTACHMENT 6

INCLUSIVE CLASSROOM ROLEPLAY - ROLE CARDS

(examples)

Role cards can be printed, cut out, or shown digitally if preferred, and distributed among participants.

TEACHER ROLE

- 1) Try to stay neutral and professional.
- 2) Encourage open communication.
- 3) Think about how cultural differences might influence behaviour.
- 4) Focus on fairness and inclusion.

PARENT ROLE (SCENARIO 1)

- 1) Feel worried about your child adjusting to school.
- 2) Value academic performance above all.
- 3) Feel uncomfortable with activities you see as “extra”.

STUDENT ROLE – ACTIVE PARTICIPANT (SCENARIO 2)

- 1) Enjoy speaking in class.
- 2) Feel frustrated that others don't contribute.
- 3) Think everyone should participate equally.

STUDENT ROLE – SILENT PARTICIPANT (SCENARIO 2)

- 1) Believe speaking up is disrespectful to the teacher.
- 2) Prefer to listen and reflect quietly.
- 3) Feel anxious if forced to talk.

STUDENT REQUESTING LEAVE (SCENARIO 3)

- 1) Feel strongly about observing your religious holiday.
- 2) Worry about falling behind in class.
- 3) Hope your teacher will understand and support you.

OTHER STUDENT (SCENARIO 3)

- 1) Feel things should be the same for everyone.
- 2) Think special treatment is unfair.
- 3) Feel confused about why rules should be different.

DOMINANT GROUP MEMBER (SCENARIO 4)

- 1) Like to take charge in group work.
- 2) Think you're helping by organising everyone.
- 3) Don't realise others feel excluded.

OTHER GROUP MEMBERS (SCENARIO 4)

- 1) Feel left out or ignored.
- 2) Prefer a more collaborative approach.
- 3) Feel cultural values of teamwork are being overlooked.

(Facilitators can adjust roles or add new ones based on group size and context.)



MODULE 2		MIGRATION	
SESSION 1	WORKSHOP 1	EQF level 6	
Understanding the Complexity of Migration			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identify how their attitudes towards culture affect their individual professional work.		
A_02.2.6	Determine the level of coping with the attitude formed during the upbringing process.		
A_02.3.6	Identify the level of willingness to use a language other than their national language in professional relations.		
RESOURCES & TOOLS necessary:	Posters or slides on Berry’s 4 migrant types.		
	Flipchart.		
	Video projector & laptop.		
	Coloured cards/Post-its.		
SHORT DESCRIPTION:	Interactive, empathy-building session where participants explore migration from identity, emotional, and systemic perspectives.		



IMPLEMENTATION	TIME
INTRODUCTION Present Berry's four migrant types: Voluntary, Refugee, Sojourner, Asylum Seeker. Discussion prompt: "If you had to leave your country tomorrow, what one item would you take — emotionally, culturally, or practically — and why?" Share in pairs; document with drawings or notes.	10 min
Part 2. A SUITCASE OF 'SELF' ACROSS BORDERS Participants explore how personal values and cultural background influence their choices. Discuss common elements.	20 min
Part 3. THE INTEGRATION MAP Each group (1 per migrant type) prepares a visual "Integration Map": <ul style="list-style-type: none">• 3 challenges (e.g., language, discrimination).• 2 coping strategies.• 1 note on societal support/barrier.• Presentation and discussion follow.	20 min
CLOSURE Group discussion: How did this change your perception of migrants? How do your own attitudes influence your work with culturally diverse people?	10 min
RECOMMENDATIONS: Facilitators should monitor emotional content closely and encourage open, respectful discussion. Follow-up reflection sheets or personal journaling are encouraged.	



MODULE 2		MIGRATION	
SESSION 1	WORKSHOP 2	EQF level 5	
Passport to Perspectives			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.5.5	Identifies sources of beliefs about the receiving of migrants (e.g., stereotypes, historical experiences).		
A_02.1.5	Recognises their limit of openness, tolerance.		
A_02.4.5	Identifies society's attitudes towards personality differences.		
RESOURCES & TOOLS necessary:	Posters or slides on Berry's 4 migrant types.		
	Short migration-themed film clip.		
	2-minute video/audio immigrant interview or transcript.		
	<ul style="list-style-type: none">• Blank “Imaginative Passport” templates (paper or digital).• Markers, coloured pens, sticky notes.• Flipchart or whiteboard.• Compass poster (Empathy, Curiosity, Fear, Indifference).		
SHORT DESCRIPTION:	Use of both fictional role-play and real-life stories to explore migration. Activities encourage empathy, reflection on societal attitudes, and recognition of personal biases.		



IMPLEMENTATION	TIME
INTRODUCTION Begin with a 3-4 min. scene from a migration-themed film. Prompt discussion: <ul style="list-style-type: none">• What did you notice?• What assumptions did characters or society make?• What emotion stood out?• Set the stage for exploring personal and social perspectives on migration.	10 min
Part 2 Play a real-life immigrant interview (video/audio/transcript). Prompt: <ul style="list-style-type: none">• What surprised you?• What struggle or success stood out?• What stereotype did it challenge or confirm? Participants write a short reaction or quote and place it on a flipchart titled “Wall of Voices”.	20 min
Part 3 Compare your fictional and real stories: <ul style="list-style-type: none">• What did your character experience that was similar/different?• How did society react in each case?• Draw on real themes: language, reception, job, fear, curiosity.	20 min
CLOSURE Use a compass poster (Empathy, Curiosity, Fear, Indifference). Participants mark where they think their society is and where they personally stand. Final reflective question (verbal or written): “What’s one thing you can do to make your work or space more welcoming to migrants?”	10 min
RECOMMENDATIONS: Encourage facilitators to adapt the “Imaginative Passport” and compass poster activities to the specific context of their learners (e.g., youth, adult learners, professionals). Allow additional time for reflection and group discussion if emotional topics arise. Consider integrating local migrant voices or case studies to increase relevance. Reinforce the importance of empathy and openness through follow-up activities.	



MODULE 2		MIGRATION	
SESSION 2	WORKSHOP 1	EQF level 5	
Words That Hurt – Stories of Bias			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.5.5	Identifies sources of beliefs about the receiving of migrants (e.g., stereotypes, historical experiences).		
A_02.1.5	Recognises their limit of openness, tolerance.		
A_02.4.5	Identifies society's attitudes towards personality differences.		
RESOURCES & TOOLS necessary:	Printed handout with definitions: STEREOTYPE, PREJUDICE, DISCRIMINATION.		
	Short clip from a migration-themed /2-minute real-life immigrant audio/video interview or transcript.		
	Markers or pens.		
	Sticky notes or a board (optional for final reflection).		
SHORT DESCRIPTION:	Participants learn the definitions of stereotypes, prejudice, and discrimination, and explore how these affect migrants. They discuss real and imagined examples, reflect on emotional and social impact, and share insights to challenge bias and promote understanding.		



IMPLEMENTATION	TIME
<p>INTRODUCTION: WHAT DO THESE WORDS MEAN?</p> <p>Purpose: Understand basic terms and their effects.</p> <p>Give a short explanation or read aloud:</p> <p>STEREOTYPE = A fixed belief about a group (e.g., “All migrants are uneducated”).</p> <p>PREJUDICE = A negative feeling based on a belief.</p> <p>DISCRIMINATION = When that feeling turns into action (e.g., not giving a job to a migrant).</p> <p>Ask:</p> <ul style="list-style-type: none">• Have you seen or heard such things in daily life?• Why do you think people develop these ideas?	10 min
<p>Part 2. CREATE A SIMPLE STORY</p> <p>Purpose: Build empathy by imagining a migrant facing bias.</p> <p>Group task:</p> <ul style="list-style-type: none">• In small groups, create a short fictional character:<ul style="list-style-type: none">• Name and background.• One stereotype or unfair treatment they face.• How it affects their feelings or health.• Write it in short points on paper. <p>Discussion prompts:</p> <ul style="list-style-type: none">• How does this person feel?• What would help them feel more accepted?	20 min
<p>Part 3. REAL VOICES OF MIGRANTS</p> <p>Purpose: Compare imagined stories with real experiences.</p> <ul style="list-style-type: none">• Play a short clip or read a quote from a real migrant talking about discrimination. <p>Ask groups:</p> <ul style="list-style-type: none">• What type of bias do you see here?• How is this similar or different from your fictional story?• What can we learn from their experience?	20 min
<p>CLOSURE: WHAT CAN WE CHANGE?</p> <p>Purpose: Reflect and think about action.</p> <ul style="list-style-type: none">• Each group shares one idea:<ul style="list-style-type: none">• A feeling from the session (e.g., sad, thoughtful, inspired).• A word or sentence to help reduce bias (e.g., “Listen more”, “Don’t assume”).• Write it on sticky notes or say it aloud for the whole group.	10 min
<p>RECOMMENDATIONS:</p> <p>Keep definitions simple and repeat them if needed. Encourage voluntary sharing to ensure emotional safety. Remind learners that small words or actions can have a big impact. Promote respectful listening and empathy in all discussions. Allow different ways of reflecting, such as speaking, writing, or drawing.</p>	



MODULE 2		MIGRATION	
SESSION 2	WORKSHOP 2	EQF level 6	
Breaking Bias: From Awareness to Action			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identifies how their attitudes towards culture affect their individual professional work.		
A_01.2.6	Recognises negative attitudes in their workplace towards foreign cultures.		
A_02.2.6	Determines the level of coping with the attitude formed during the upbringing process.		
RESOURCES & TOOLS necessary:	Printed handout with definitions: STEREOTYPE, PREJUDICE, DISCRIMINATION.		
	Short clip from a migration-themed /2-minute real-life immigrant audio/video interview or transcript.		
	Markers or pens.		
	Sticky notes or a board (optional for final reflection).		
SHORT DESCRIPTION:	This session allows learners to analyse how personal and social attitudes, often developed unconsciously during upbringing, affect their professional behaviours toward migrants. Through group discussion, scenario analysis, and reflection, learners will explore ways to identify and challenge stereotypes and prejudices in themselves and their workplace.		



IMPLEMENTATION	TIME
<p>INTRODUCTION: WHAT DO THESE WORDS MEAN?</p> <p>Purpose: Deepen understanding of core concepts and examine their real-world implications through critical reflection.</p> <p>Concept Clarification (Read or Display):</p> <p>STEREOTYPE = An oversimplified belief about a group, applied without evidence. E.g., “Migrants don’t value education.”</p> <p>PREJUDICE = A negative feeling toward someone based on a stereotype. E.g., Distrusting a migrant colleague without cause.</p> <p>DISCRIMINATION = Acting unfairly based on prejudice. E.g., Denying a job because of someone’s background.</p> <p>Ask:</p> <ul style="list-style-type: none">• Have you seen an example of stereotype, prejudice, or discrimination in daily life or work?• What influences these ideas—family, media, school?• Have you ever discovered a stereotype in your own thinking?	10 min
<p>Part 2. SCENARIO REFLECTION: ATTITUDES IN ACTION</p> <p>Purpose: Link personal attitudes with professional behavior.</p> <p>Divide learners into groups and hand out scenario cards such as:</p> <ul style="list-style-type: none">• A nurse avoids speaking to a migrant patient due to assumed language barriers.• A teacher skips over a student with a foreign-sounding name.• A co-worker jokes about a colleague’s cultural food or accent. <p>Group Task:</p> <ul style="list-style-type: none">• Identify the stereotype or prejudice.• Discuss how personal upbringing or cultural norms may have influenced this behavior.• Reflect on: <i>Have I seen or done something similar in my work?</i>• Analyse how this behavior could negatively impact migrants in the workplace.• Suggest one corrective action or approach.	20 min
<p>Part 3. FROM AWARENESS TO ACTION</p> <p>Purpose: Deepen professional accountability and foster behavioural change.</p> <ul style="list-style-type: none">• Each group shares their case, reflection, and solutions with the rest of the class.• Educator facilitates whole-class discussion using these guiding questions:• What kind of attitudes were most common in our cases?• Are these attitudes present in your professional setting?• How can we unlearn harmful beliefs shaped by our upbringing?	20 min



CLOSURE: MY CULTURAL MIRROR

Purpose: Encourage personal responsibility and change.

- Each learner completes the reflection sentence:
- “One stereotype I’ve carried that I need to challenge is...”
“One action I will take in my work to promote fairness is...”
- Optionally, learners post responses on a “*Wall of Awareness*.”

10 min

RECOMMENDATIONS:

Keep definitions clear and repeat if needed. Encourage voluntary sharing to maintain emotional safety. Remind learners that small words or actions can have a big impact. Promote empathy and respectful listening. Allow different forms of reflection — spoken, written, or visual — to support diverse learners.



MODULE 2		MIGRATION	
SESSION 3	WORKSHOP 1	EQF level 6	
Acculturation in choreography			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identifies how their attitudes towards culture affect their individual professional work.		
A_01.4.6	Recognises the impact of their attitudes towards the receiving of migrants in their professional work.		
A_01.2.6	Recognises negative attitudes in their workplace towards foreign cultures.		
RESOURCES & TOOLS necessary:	Posters or slides on Berry’s strategies acculturation strategies.		
	Blackboard scale: "Culture of Origin" vs. "Culture of Reception".		
	Music player and diverse cultural music tracks.		
	Space markers or props for personal vs. shared space.		
SHORT DESCRIPTION:	Through movement, learners bring Berry’s four acculturation strategies to life. This powerful physical exploration challenges them to confront personal and societal views on migration and cultural change—fostering empathy, critical thinking and a deeper understanding of intercultural dynamics.		



IMPLEMENTATION	TIME
<p>INTRODUCTION:</p> <p>Prepare bodies and minds for creative exploration; introduce movement vocabulary. Begin with a light physical warm up decomposing the main elements of dance. Exploration of time, space, dynamics and form, through everyday movements, with the use or not, of music.</p> <p>Emphasis on:</p> <ul style="list-style-type: none">• Creative freedom and group awareness.• How do different cultures “move” through space.• How does physical expression mirror cultural identity.	10 min
<p>Part 2.</p> <p>Cooperate and co-produce small choreographic phrases in order to understand and foster our cultural skills reflecting Berry’s strategies. Thus, endure the power of dance/music and arts in general, and their unique position in driving nonverbal, trustful interaction, communication, awareness and finally change/ transformation of our society.</p> <p>Using:</p> <ul style="list-style-type: none">• Personal space versus general cultural space.• Different tempos and dynamics in movements in expressing the diversity of cultural manifestation.• Imitation- Reflection.• Antithesis, dissonances, however leading to synthesis.• Creative imagination.• Creation of choreographic chunks in solo, with a partner, in small or big groups.	20 min
<p>Part 3. ENACTING ACCULTURATION STRATEGIES</p> <p>Rotate through short choreographies embodying Berry’s acculturation strategies.</p> <p>ASSIMILATION</p> <p>Two groups begin with their own choreography. Gradually, Group B abandons their phrase (loss of original culture) and adopts Group A’s (full adaptation).</p> <p>SEPARATION</p> <p>The 2 groups coexist in the same space but do not interact. They perform simultaneously (parallel existence) but separately (cultural distance).</p> <p>INTEGRATION</p> <p>Groups combine movement phrases into a shared choreography (imitation, fusion techniques) representing mutual adaptation and cultural blending.</p> <p>MARGINALIZATION</p> <p>Both groups perform, but some individuals isolate or detach. Use chaotic or contrasting movement to show alienation.</p>	20 min

**CLOSURE:**

Reflection and discussion on how non-verbal exploration encourages learners to trace and reconsider their personal views on migrants and cultural difference in a deeply experiential manner.

10 min**RECOMMENDATIONS:**

The focus will be on social interaction and communication of the participants leading towards social transformation in accordance to various strategies.



MODULE 2		MIGRATION	
SESSION 3	WORKSHOP 2	EQF level 5	
Migrant journeys through Art			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.5.5	Identifies sources of beliefs about the receiving of migrants (e.g., stereotypes, historical experiences).		
A_02.1.5	Recognises their limit of openness, tolerance.		
A_02.4.5	Identifies society's attitudes towards personality differences.		
RESOURCES & TOOLS necessary:	Posters or slides on Berry's strategies acculturation strategies.		
	Short clip from a migration-themed /2-minute real-life immigrant audio/video interview or transcript.		
	"Imaginative Passport" templates (paper or digital). Art supplies: coloured markers, paint, brushes, A3 paper. Flipchart or whiteboard.		
	Music clips (instrumental/emotive, inspired by displacement or homecoming)/ Speakers or headphones (for music and interview playback).		
SHORT DESCRIPTION:	Participants explore migration through painting, music, and storytelling, using both fictional role-play and real-life testimonies. Through the lens of Berry's acculturation strategies (Integration, Assimilation, Separation, Marginalization), learners reflect on how migrants adapt to new cultures. The session fosters empathy, challenges stereotypes, and promotes awareness of personal and societal attitudes toward cultural difference.		



IMPLEMENTATION	TIME
INTRODUCTION: MIGRATION IN MEDIA & MUSIC Purpose: Activate emotional reflection and cultural perception. <ul style="list-style-type: none">• Show a short film clip (3–4 min) about migration.• Play 1–2 min of instrumental music (themes: longing, resilience). Discussion prompts: <ul style="list-style-type: none">• What kind of acculturation path did the character follow? (Integration, Assimilation, Separation, or Marginalization?).• What role did society's attitude play in shaping this experience?	10 min
Part 2. IMAGINATIVE PASSPORT & PORTRAIT Purpose: Build empathy and explore narratives through the lens of acculturation strategies. Instructions for fictional migrant creation: <ul style="list-style-type: none">• Name, origin, reason for migrating.• Personality trait. Acculturation strategy (choose one of Berry's 4 and reflect it in their story): <ul style="list-style-type: none">• Paint/sketch a symbolic portrait based on their story. Prompt Questions: <ul style="list-style-type: none">• How does your character relate to their culture of origin vs. the host culture?• What internal or external factors influenced their acculturation choice? Art forms used: Painting + Fictional storytelling.	20 min
Part 3. REAL VOICES: TESTIMONIES & SOUND Purpose: Humanize migration, compare imagined and real strategies. Play a real-life interview or transcript with background music. Discussion prompts: <ul style="list-style-type: none">• Which acculturation strategy seems present in the testimony?• What challenges or supports influenced their path?• What stereotypes or assumptions were challenged? Participants write a quote or insight on sticky notes for the Wall of Voices.	20 min
CLOSURE: COMPARE, REFLECT, EXPRESS Purpose: Link art, emotion, and cultural adaptation. Small groups compare: <ul style="list-style-type: none">• Imagined story vs. real testimony.• Differences in adaptation strategies and societal responses. Each group contributes to a shared poster with: <ul style="list-style-type: none">• A symbol or keyword from their reflection.• A music-inspired emotion (e.g., hope, fear, strength).	10 min
RECOMMENDATIONS: Emphasize that no strategy is “right” or “wrong” — each is shaped by personal and social context. Include brief explanation or visuals of Berry's Model for clarity. Offer examples for each strategy if participants need help imagining realistic characters. Maintain emotional safety and encourage voluntary participation in personal sharing.	



MODULE 2		MIGRATION	
SESSION 4	WORKSHOP 1	EQF level 5	
Every Child Has a Right			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.5.5	Identifies sources of beliefs about the receiving of migrants (e.g., stereotypes, historical experiences).		
A_02.1.5	Recognises their limit of openness, tolerance.		
RESOURCES & TOOLS necessary:	Printed handout: <i>Basic rights of migrants and children (UN Convention)</i> .		
	Case cards with short real or fictional stories (e.g., child refugee, undocumented student).		
	Markers or pens.		
	Sticky notes or a board (optional for final reflection).		
SHORT DESCRIPTION:	This activity explores the legal and social rights of migrant children, especially regarding access to education. Learners work in groups to analyse common challenges and propose inclusive strategies based on legal knowledge and integration frameworks.		



IMPLEMENTATION	TIME
<p>INTRODUCTION: WHAT ARE EDUCATION RIGHTS?</p> <p>Purpose: Activate understanding of laws and basic rights.</p> <p>Activities:</p> <ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">• What are human rights?• Do migrant children have the same rights to education as others?• Briefly explain or distribute handout:<ul style="list-style-type: none">• Right to education, even without documentation.• Equal treatment, language access, and safety.• Explain integration strategies (e.g., active vs. passive support).	10 min
<p>Part 2. CASE CARD CHALLENGE: BARRIERS & RIGHTS</p> <p>Purpose: Identify legal and integration barriers through case examples.</p> <p>Activity:</p> <ul style="list-style-type: none">• Divide into groups and give each a case card, such as:<ul style="list-style-type: none">• A child migrant cannot attend school due to lack of papers.• A refugee student is excluded from class trips.• A school does not have language support for newcomers. <p>Group task:</p> <ul style="list-style-type: none">• Identify:<ul style="list-style-type: none">• What rights are being violated?• What space for integration is most affected (legal, cultural, socio-economic)?• How can schools or society respond?• Propose 2–3 solutions/actions (e.g., language support, school policy changes, community awareness).	20 min
<p>Part 3. IT'S COMPARE & COLLABORATE</p> <p>Purpose: Share findings and identify practical solutions.</p> <p>Activity:</p> <ul style="list-style-type: none">• Groups present one summary of their case and action ideas.• Educator facilitates discussion:<ul style="list-style-type: none">• What rights come up most often?• Which are legal, and which are social/cultural?• What would an inclusive school look like? <p>Educator lists keywords on board (e.g., access, dignity, equality, support).</p>	20 min



CLOSURE: *EVERY CHILD. EVERY RIGHT*

Purpose: Emotional reflection and empowerment.

Activity:

- Ask each student to say or write one word or phrase about what education means for every child (e.g., *freedom, safety, opportunity*).
- Create a **Rights Wall** with sticky notes or a poster.
- Final message from facilitator:
“Education is not a gift — it’s a guaranteed right for every child, everywhere.”

10 min

RECOMMENDATIONS:

Keep legal terms simple and easy to understand (e.g., “every child has the right to go to school — even without documents”). Encourage empathy by prompting learners to consider, “How would this feel if it happened to you?” Use familiar school-related examples like bullying, language barriers, or peer support to help participants relate more personally to the issues discussed.



MODULE 2		MIGRATION	
SESSION 4	WORKSHOP 2	EQF level 6	
Rights in Practice A Critical Perspective on Education Access			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identifies how their attitudes towards culture affect their individual professional work.		
A_01.2.6	Recognises negative attitudes in their workplace towards foreign cultures.		
A_01.4.6	Recognises the impact of their attitudes towards the receiving of migrants in their professional work.		
RESOURCES & TOOLS necessary:	Printed handout: Comparative education rights (migrant vs. citizen child) - Attachment 7.		
	Pens/crayons/markers.		
	Flipchart		
	Video projector & laptop.		
	Coloured cards/Post-its.		
SHORT DESCRIPTION:	Participants analyse how the right to education is applied in different national contexts. By working in small groups, they explore the legal, socio-economic, and cultural barriers faced by migrant children. Using case studies, they propose realistic and legally sound strategies for more inclusive education systems, applying critical understanding of integration frameworks and the differences in legal status.		



IMPLEMENTATION	TIME
INTRODUCTION: WELCOME The instructor welcomes the group and provides a brief introduction to the topic.	5 min
Part 2. LEGAL REALITY CHALLENGE Each group receives a real or fictional case scenario (e.g., a migrant child denied access to school due to status, no language assistance, restricted participation in school activities). Group Tasks: <ul style="list-style-type: none">• Identify which legal rights are being violated or overlooked.• Determine what integration space is primarily affected (legal, cultural, socio-economic).• Discuss the legal differences between citizens and migrants involved in the case.• Propose at least two practical, policy-based or legal responses that could improve the situation.	25 min
Part 3. BARRIERS TO INTEGRATION DISCUSSION In an open forum, each group presents their findings. Discussion points: <ul style="list-style-type: none">• What legal protections exist—but are not enforced?• Are these issues legal, socio-economic, or cultural?• How can local educational institutions bridge these gaps?	20 min
CLOSURE: CONCLUSION Participants reflect on their personal learning and policy awareness. Cards are posted on a board or wall as a collective statement.	10 min
RECOMMENDATIONS: Participants are invited to critically reflect on their country's education policies, engage in peer learning and debate, and focus on practical changes needed at school or policy levels.	



ATTACHMENT 7

COMPARATIVE EDUCATION RIGHTS MIGRANT VS. CITIZEN CHILD

Purpose:

This handout helps participants explore and compare the legal, socio-economic, and cultural dimensions of education rights for migrant and citizen children. Use it as a reference when analyzing your assigned case scenario.

1. LEGAL ACCESS TO EDUCATION

ASPECT	CITIZEN CHILD	MIGRANT CHILD
Right to free primary education	Guaranteed by national law.	Often guaranteed, but access may depend on legal status.
School enrollment	Requires standard documentation (birth cert., ID).	May be denied due to lack of documents/legal proof.
Language support	Available in most public schools.	Limited or missing in many contexts.
Access to secondary/higher education	Open, with scholarship opportunities.	May face legal/financial restrictions.

2. CULTURAL & LINGUISTIC INCLUSION

ASPECT	CITIZEN CHILD	MIGRANT CHILD
Language of instruction	Native/official language.	Often not the child's first language.
Representation in curriculum	Reflects national majority culture.	Migrant culture/history often excluded.
Civic and social education	Included in curriculum.	May be inaccessible due to exclusion or language barriers.

3. SOCIO-ECONOMIC FACTORS

ASPECT	CITIZEN CHILD	MIGRANT CHILD
School meals, supplies	Provided or subsidized.	May be excluded due to documentation gaps.
Parental involvement	Typically informed and involved.	Limited by language, work hours, or fear of authority.
Transportation/school fees	Often subsidized.	Full cost or no access without legal documents.



MODULE 3		INTERCULTURAL COMPETENCES AND EDUCATION	
SESSION 1	WORKSHOP 1	EQF level 5	
Intercultural Competences - Personal Strategies			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 to 70 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_02.1.5	Recognises his/her limit of openness, tolerance.		
A_02.3.5	Recognises the impact of social pressures on his/her attitudes towards his/her national language.		
A_02.4.5	Identifies society's attitudes towards personality differences.		
RESOURCES & TOOLS necessary:	Pens/ crayons/ markers and sheets of paper (Five Fingers).		
	Flipchart.		
	Coloured cards/Post-its.		
SHORT DESCRIPTION:	Interactive group work during which participants increase their awareness of their own culture and possible differences between it and other cultures, and reflect on cultural diversity.		



IMPLEMENTATION	TIME
INTRODUCTION: WELCOME The facilitator welcomes the participants and conducts a brief discussion about how they are feeling, their motivation for participating in the workshop, etc.	3 min
Part 2. FIVE FINGERS Participants draw the outline of their hand on a piece of paper and then answer questions about their strengths, goals, difficulties, values and areas for development in the context of intercultural competence for each finger.	7 min
Part 3. 'BAFA BAFA' SIMULATION 1. Participants are divided into two groups (Alfans and Betans). If possible, the groups go to different rooms where they establish fictional norms, values and rules describing their group (or familiarise themselves with the characteristics of the group prepared for them) - they have max 10 minutes for this task. <i>If learners have no experience in characterising cultural (real or fictional) groups, it will be useful to prepare a description in advance (a few characteristics to expand on or a comprehensive description).</i> 2. Each group (culture) sends an 'observer' to the room of the other group (culture), which then spends the next 10 minutes acting out roles related to its values and customs. 3. The observers will return to their room and give their group a brief account of what they have seen to prepare them for the intercultural experience (5 minutes). 4. Both groups will meet to interact based on the values, expectations and customs of their culture, trying to communicate and negotiate (10 min).	40 min
CLOSURE: CONCLUSION The facilitator discusses with participants their experiences and emotions related to participating in this workshop and their intercultural experiences. Participants write down the keywords used in this discussion on coloured cards and place them on a flipchart divided into four fields corresponding to the questions organising the discussion: 1. How did you feel when preparing to accept the role of a new culture? (feelings); 2. What were your feelings when interacting with the Alpha/Beta culture? (emotions); 3. What strategies did you use to adapt to their culture? (strategies); 4. Did the other culture react as you expected? (expectations).	10 min



RECOMMENDATIONS:

1. Bafa Bafa is defined in various ways; in this scenario, we adopt the UNESCO definition: *“Bafa-Bafa, is an intercultural simulation game, was designed to offer participants the opportunity to measure the impact of values, norms and behaviours in intercultural interactions. Participants are led to examine their own cultural perceptions and prejudices through their involvement in two imaginary cultures: a mercantile culture and a patriarchal culture. The group debriefing that ends the game will first allow to debate what the participants have observed or felt about the other culture, then the discussion is expanded to address issues of perception and prejudice.”*

(source: UNESCO, Inclusive Policy Lab:

<https://community.unesco.org/inclusivepolicylab/s/group/0F9Sm0000000VAHKA2/bafabafa>);

2. The number of participants in the group **should not exceed 5-6 people**.
3. During each discussion, the leader should ensure a friendly and safe atmosphere.
4. The scenario was developed for adult learners, but it can also be used in working with young people aged 14-15.



MODULE 3		INTERCULTURAL COMPETENCES AND EDUCATION	
SESSION 1	WORKSHOP 2	EQF level 6	
What helps?			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity, movie screening.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identifies how his attitudes towards culture affect his individual professional work.		
A_01.2.6	Recognises negative attitudes in his/her workplace towards foreign cultures.		
RESOURCES & TOOLS necessary:	Presentation - Attachment 8.		
	Laptops with internet connection.		
	Real-life story https://www.intcultae.eu/en/stories.html		
SHORT DESCRIPTION:	Workshop presenting on the example of real stories how intercultural competences find their application in the situation of migration.		



IMPLEMENTATION		TIME
INTRODUCTION: WELCOME The workshop leader presents a list of intercultural competences on the basis of the presentation from the Attachment 1.		10 min
Part 2. GROUP WORK 1. Workshop participants are divided into groups of 4-5 people. 2. Each group watches one video “Real-life story”. 3. Participants indicate: <ul style="list-style-type: none">• What was the context of migration of the film’s characters?• What intercultural competences were most needed by migrants upon arrival in a new country?• What intercultural competence of the society to which the migrants arrived do they value the most?• Who can be a source of support for a migrant?• was there a surprising element in the stories presented?		40 min
CLOSURE: Discussion: <ul style="list-style-type: none">• What intercultural competence is most needed in a migration situation?• What qualities should a society have in order to be open to people from other cultures?		10 min
RECOMMENDATIONS: The workshop should be organized in a space that provides individual groups with the comfort of viewing source materials and discussion.		



ATTACHMENT 8

INTERCULTURAL COMPETENCES

Modern societies are characterized by the presence of groups with different cultural characteristics in the same territory.

In a 'culture clash' situation, there is a confrontation and very often an evaluation of two cultures that are opposed to each other.

This reference to both one's own and the foreign culture can be positive (accepting) or negative (rejecting).

An attitude of tolerance or acceptance towards individuals who are carriers of another culture is most often represented by people who are equipped with so-called intercultural competence.

Intercultural competences are the ability to function freely and satisfactorily in culture according to accepted norms and patterns.

They enable full-fledged participation in culture.

A culturally competent person 'moves freely' in his or her own culture, is aware of the differences between cultures and thus becomes aware of his or her own beliefs relating to them and reactions to difference in situations of cultural contact.

Being culturally competent is also the ability to act effectively in other cultural environments.

Intercultural competences enables the development of the subject in three areas:

- **knowledge,**
- **efficiency (in specific areas of functioning) and**
- **attitude.**

KNOWLEDGE

Concerns the cultural diversity of the surrounding world, the influence of culture on the perception of things and phenomena, the self-awareness that one's cultural background determines one's subjective perception of reality, intercultural communication and, in particular, the perception of differences and the correct interpretation of non-verbal communication.

These elements are particularly important and one might be tempted to say that they are fundamental for building intercultural competence. Lack of knowledge leads to fear reactions (we are afraid of the unknown), followed by withdrawal or not establishing relations with representatives of other cultures. The result can be closure in one's own cultural circle, ethnocentrism and all sorts of attitudes characteristic of intolerance and discrimination against the Other, or rather the Stranger.



EFFICIENCY

means adapting one's behaviour to the cultural context, dealing with ambiguous situations, speaking the language of the other cultural group, 'finding one's way' in multinational groups (e.g. in the working environment).

ATTITUDE

is cognitive openness, empathy, readiness to relate to representatives of other cultures, creativity, prospectivity, respect and tolerance of difference. 'It requires the adoption of a perspective determined by theories constructed from below, theories allergic to domination in its humanistic and tolerant manifestations - for which singularity (apartheid) appears to be the lesser evil than harmonious co-operation.

Intercultural competences are:

- **Cultural awareness:** the ability to recognize and understand differences and similarities between cultures, including knowledge of one's own biases and stereotypes.
- **Empathy and openness:** the ability to see the world from the perspective of others, as well as a willingness to learn and openness to new experiences.
- **Interpersonal communication:** the ability to communicate effectively with people from different cultures, including knowledge of differences in communication styles, both verbal and non-verbal.
- **Adaptability:** the ability to adjust one's behavior and reactions to the cultural context in which one finds oneself.
- **Tolerance and respect for diversity:** an attitude of acceptance toward diverse traditions, religions, norms and values, without judging other cultures as better or worse.
- **Foreign language proficiency:** the ability to speak one or more languages that are not a person's native language. The ability to communicate in different languages allows people to establish interpersonal relationships, understand other cultures, gain new experiences.



MODULE 3		INTERCULTURAL COMPETENCES AND EDUCATION	
SESSION 2		WORKSHOP 1	
		EQF level 5 or 6	
Immigrant Journey – A Living Map			
TYPE & NATURE:		Work in small groups.	
DURATION		55 minutes	
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.3.5		Recognises different attitudes towards enculturation among migrants.	
A_01.3.6		Identifies the sources of migrants' attitudes towards enculturation.	
RESOURCES & TOOLS necessary:		Maps: Option A: One large map (floor or wall version, ideally 1.2 x 1.8 meters or larger). Option B: Multiple smaller maps (A2 size – 42.0 x 59.4 cm).	
		Cards with key challenges (e.g., language barrier, cultural shock, discrimination).	
		Cards with milestones (e.g., first job, first friend, first cultural misunderstanding).	
		Markers, stickers, or colored tape for paths and symbols.	
SHORT DESCRIPTION:		Participants work in small groups to create a “living map” of the immigrant journey by placing cards representing challenges and milestones on a large or small map, followed by group reflection on the emotional and social dimensions of immigration.	



IMPLEMENTATION	TIME
INTRODUCTION: The educator introduces the immigrant journey concept, highlighting common challenges and milestones immigrants face. Explains the objective of creating a visual “living map” together.	5 min
Part 2. Distribute maps and cards to participants. For Option A, groups (8-10 participants) work on one large map; for Option B, groups (4-6 participants) receive a smaller map. Participants receive challenge and milestone cards — these may include personal stories, excerpts from Video 2 (‘Stories of Acculturation from Italy’), or fictionalized immigrant scenarios. Using these cards, they collaboratively draw paths on the maps illustrating the immigrant journey.	10 min
Part 3. Groups collaboratively draw a path on the map that represents the journey of an immigrant from their home country to their new country. Individually, each participant places cards along the path. These cards represent specific challenges, milestones, or emotions encountered during the journey. For example, a participant might place a card labelled “Language Barrier” near the beginning and another labeled “First Job” further along the path.	5 min
Part 4. As the cards are added, the groups discuss how each challenge or milestone might feel or be experienced in real life. Once the maps are complete, groups share their maps and discuss insights, emotional impacts, and the differences in immigrant experiences.	30 min
CLOSURE: The bigger group discussion on surprises, feelings evoked, and ways society can better support immigrants.	5 min
RECOMMENDATIONS: <ul style="list-style-type: none">• Adapt map size based on group size and space availability.• Encourage open dialogue and respect for diverse perspectives.• Provide a supportive environment for participants sharing personal experiences.• For workshop level 5, the discussion should be centred in the different attitudes towards enculturation among migrants.• For workshop level 6, the discussion should be centred not only in the attitudes towards enculturation among migrants, but also in the sources of those attitudes.	



MODULE 3		INTERCULTURAL COMPETENCES AND EDUCATION	
SESSION 3	WORKSHOP 1	EQF level 5	
Why the Conflict?			
TYPE & NATURE:	Brainstorming, discussion, work in pairs, in educator’s presence.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.5	Identifies cultural elements that are relevant to the society in which he/she lives.		
A_02.1.5	Recognises his/her limit of openness, tolerance.		
A_02.2.5	Assesses the extent to which attitudes acquired from upbringing are an individual experience and the extent to which they are a group experience.		
RESOURCES & TOOLS necessary:	Presentation - Attachment 9.		
	Flipchart or whiteboard with materials to write on.		
SHORT DESCRIPTION:	The workshop aims to familiarize participants with the types of conflicts and to understand cultural differences as a potential source of misunderstanding.		



IMPLEMENTATION	TIME
INTRODUCTION: BRAINSTORMING <i>A word of introduction: In social life, we encounter both situations where we understand each other perfectly, but also those where we have different outlooks. This is how conflicts are born. Now try to point out, some examples of such situations.</i> We note the examples on the board, they will be needed in the next part of the class.	15 min
Part 2. PRESENTATION OF CONFLICT TYPOLOGY according to Christopher W. Moore The workshop leader presents the typology of conflicts included in the presentation.	5 min
Part 3. MATCHING Task description: Using the examples you gave, let's now try to match them, let's see what kind of conflicts we are dealing with in each case.	10 min
Part 4. CULTURAL BRIDGE 1. Participants are matched in pairs from different countries. 2. They tell each other about: communication styles in their culture (e.g., direct vs. indirect), approaches to time, hierarchy, criticism, conflict. 3. Then together they identify possible flashpoints and develop a "bridge" – a way to avoid misunderstandings.	20 min
CLOSURE: DISCUSSION <ul style="list-style-type: none">• What types of conflicts do we encounter most early in intercultural contacts?• What are the sources of conflicts in intercultural contacts?• What can be ways to prevent conflict situations in international contacts?	10 min
RECOMMENDATIONS: If the group is not diverse enough to pair participants of different nationalities, pairs from the same country can be formed. Then they will discuss what their own country is like and what experiences they have had with representatives of other nationalities who differed significantly in terms of expression, disposition of time, etc.	



ATTACHMENT 9

CONFLICT TYPOLOGY according to Christopher W. Moore

Conflict typology is a systematization of conflicts that helps understand the sources and nature of dispute.

Moore distinguishes **FIVE** main **TYPES OF CONFLICT**:

1. Conflict of values
2. Conflict of relations
3. Conflict of structure
4. Conflict of data
5. Conflict of interest

TYPE OF CONFLICT	DESCRIPTION	CAUSES
1. CONFLICT OF VALUES	Arising from different value systems, different philosophies, but also as a result of different principles and importance attributed to daily activities, e.g. work attitude and ethics of the profession.	<ul style="list-style-type: none">• religious and ideological differences, resulting from tradition.• the values associated with the sense of own self (identity of the person).• the values of everyday life (individual habits, social conventions).
2. CONFLICTS OF RELATIONS	Associated with strong, difficult emotions experienced in a relationship with a given person. It may arise even when there are no objective reasons for the conflict; the reasons may include stereotypes or poor communication.	<ul style="list-style-type: none">• wrong perception.• inadequate/poor communication.• strong emotions.• stereotypes and prejudices.• negative retaliatory actions.
3. CONFLICT OF STRUCTURE	Stems from the structure of the situation – the limited resources (depending on the context), the structure of the organization (e.g., vaguely defined competences for individual positions), performed roles, and time constraints. It is independent of people's will.	<ul style="list-style-type: none">• structural inequities in control.• uneven distribution of competences.• spatial distribution.• time limits.• excess tasks.• different social roles.
4. CONFLICT OF DATA	It occurs when the parties to the conflict do not have the necessary data, have different / conflicting information, or interpret them differently. This leads to the exacerbation of the conflict; the sides are accused of withholding data, manipulation of information, and intentional misrepresentation.	<ul style="list-style-type: none">• lack of information.• wrong or different understanding and interpretation of data.• different data collection procedure.
5. CONFLICT OF INTEREST	Associated with the inability to meet the needs or to achieve the objectives.	<ul style="list-style-type: none">• physical assets (money, time, the division of labour).• procedural issues (how conversation should be conducted).• psychological issues (self-esteem, dignity, respect, and trust).
LANGUAGE AS A SIXTH SOURCE OF CONFLICT (Jolie Bain Pillsbury, 2015)	Conflict resulting from different understandings of words found in verbal communication, but also messages expressed in non-verbal ways.	<ul style="list-style-type: none">• Cross-talking.• Definitions.• Communication preferences.



CONFLICT OF DATA

- Lack of information
- Misinformation
- Ideas of relevancy
- Interpretations of the data
- Assessment procedures

CONFLICT OF STRUCTURE

- How a situation is set up
- Formal role definitions
- Time constraints
- Geographical/ physical constraints

CONFLICT OF VALUES

- Adaptive challenges
- World view, beliefs, principles
- Habits of mind and heart
- Personal Identity

CONFLICT OF RELATION

- Troubled past history
- Strong negative emotions
- Habitual misperceptions
- Negative projections

LANGUAGE CONFLICT

- Cross-talking
- Definitions
- Communication preferences

CONFLICT OF INTEREST

- Substantive
- Procedural





MODULE 3		INTERCULTURAL COMPETENCES AND EDUCATION	
SESSION 3	WORKSHOP 2	EQF level 6	
Managing and Resolving Conflicts			
TYPE & NATURE:	Work in small groups, in educator presence, case study.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.6	Identifies how his attitudes towards culture affect his individual professional work.		
A_01.2.6	Recognises negative attitudes in his/her workplace towards foreign cultures.		
A_02.4.6	Identifies the impact of personal characteristics in interpersonal interactions at the professional field.		
RESOURCES & TOOLS necessary:	Presentation - Attachment 10.		
	Case study description - Attachment 11.		
	Notecards and pens for notes.		
SHORT DESCRIPTION:	The goals of the workshop are to familiarize participants with different ways to resolve conflicts in culturally diverse groups.		



IMPLEMENTATION	TIME
INTRODUCTION: Workshop leader gives presentation on ways to resolve conflict with Attachment 10.	10 min
Part 2. CASE STUDY 1. The presenter introduces background of the situation: An international group project under the Erasmus+ program is taking place at a university in Poland. The group of students (6 people) come from different countries: Poland, Germany, Spain, China, India and Nigeria. The task is to prepare a joint presentation and report on sustainable development in their countries of origin. 2. Participants will become familiar with the factors that are the trigger for conflicts. 3. Discussion on what conflicts can arise during teamwork.	10 min
Part 3. "TWO WAYS" Work in groups of 4-5 people, necessarily in groups participants from different countries. Task description: <ul style="list-style-type: none">• Choose one of the conflicts anticipated for a group of Erasmus students.• Show two ways - a positive and a negative way to resolve the situation.	30 min
CLOSURE: DISCUSSION <ul style="list-style-type: none">• Was it difficult to find an example of conflict in intercultural relations?• Which solution, positive or negative, was easier to come up with?• Which solutions dominate life practice?	10 min
RECOMMENDATIONS: "Two Ways" <ul style="list-style-type: none">• 20 minutes - for group discussion, 10 min. for presentation of conflicts solutions.• In case of a large number of groups, you can give participants a choice whether they will present a negative or positive way to solve the conflict on the forum.	



ATTACHMENT 10

NEGATIVE AND POSITIVE WAYS TO RESOLVE CONFLICTS

NEGATIVE WAYS OF SOLVING CONFLICTS

- **Avoidance:** involves withdrawing from the conflict and therefore has a covert form. This is the strategy adopted by individuals who are unwell with the emotional tension and stress of a dispute. These individuals hope that the conflict will resolve itself over time.
- **Postponing:** this is usually an ineffective method; it leads to a cooling of emotions. This does not mean that postponing a decision will give a positive end to the conflict, as sometimes it is after the passage of time that the dispute escalates.
- **Coercion:** pursuing one's own goals while disregarding the needs of the other party. One party to the conflict seeks to achieve a win-win, without regard to the costs incurred. This form of conflict resolution leads to a clear delineation of the losing and winning sides. The method is usually used when there is a need for quick action or resistance-inducing decisions.
- **Majority rule:** relies on the consensus of a certain group of people with similar goals; through voting, a solution is reached that is favourable to a certain group. With this method, the party that loses (the minority) may feel powerless and frustrated. If the objective is important to this group, this form of solution leads to increased conflict and disintegration of the team.



POSITIVE WAYS OF SOLVING CONFLICTS

- **Compromise:** partial satisfaction of both own and partner's interests. Both parties both benefit and lose during the conflict. Compromise is a popular form of conflict resolution. It is most often used when there are limited resources desired by at least two people. Each party gains something, but also loses something.
- **Confrontational meeting:** involves finding a solution to a conflict situation that benefits all parties. Confrontation involves open presentation of views by the parties. Conflict resolution requires a focus on the primary (most important) issues. There is a shift of the burden of the conflict from the person to the issue. During the meeting, the parties discuss and analyse the causes, effects and possible ways of resolving the conflict. In a confrontational meeting, the parties have the opportunity to express resentments and views. Ways of resolving the conflict emerge through the presentation by each participant of a plan to resolve the conflict.
- **Agreeing:** is based on the search for the best solution. It leads to an attempt to satisfy the needs of all parties to the conflict and to satisfy and integrate the team. In this method, the conflict is seen as a common problem that needs to be solved, in such a way that each party can achieve the interests that are important to them. Agreeing is based not on concessions, but on cooperation and the development of a position that satisfies all parties to the conflict. The emphasis is not on speed of resolution, but on seeking the best solution.
- **Mediation:** the purpose of mediation is to reach an agreement between the conflicting parties, achieved with the participation of an intermediary, i.e. a mediator, characterised by professionalism and neutrality. The task of the mediator is to create the conditions for the 'negotiation dance' to proceed in the right direction.



ATTACHMENT 11

CASE STUDY

BACKGROUND OF THE SITUATION:

An international group project under the Erasmus+ program is taking place at a university in Poland. The group of students (6 people) come from different countries: Poland, Germany, Spain, China, India and Nigeria. The task is to prepare a joint presentation and report on sustainable development in their countries of origin.

PROBLEMS:

- **Communication style:**

A student from Germany and a student from Poland prefer a direct and task-oriented way of communication. They expect punctuality, specifics and quick decision-making. Meanwhile, the Spanish student and the Nigerian student are more relational - they like to “warm up the atmosphere” first, and start meetings with informal conversations, which irritates some of the group.

- **Time perception:**

The student from India was often late, which others perceived as a lack of respect and commitment. He, in turn, did not understand why 5-10 minutes late evokes such a reaction. In his culture, time is more flexible, and a good atmosphere and harmony in the group is more important.

- **Approach to group tasks:**

A Chinese student preferred to keep her head down when brainstorming - she said she preferred to think things through first. Others perceived this as a lack of initiative or unwillingness to work. In turn, she felt that the Western style of discussion, in which everyone interrupts and quickly puts forward ideas, was chaotic and inefficient.



MODULE 3		INTERCULTURAL COMPETENCES AND EDUCATION	
SESSION 4	WORKSHOP 1	EQF level 5	
Strategies for Inclusivity in Adult Education I			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.1.5	Identifies cultural elements that are relevant to the society in which he/she lives.		
A_01.2.5	Identifies declarative and factual attitudes towards foreign cultures in the surrounding society.		
A_01.3.5	Recognises different attitudes towards enculturation among migrants.		
RESOURCES & TOOLS necessary:	Pens/crayons/markers.		
	Flipchart.		
	Coloured cards/Post-its.		
SHORT DESCRIPTION:	Interactive group work during which participants increase their awareness of their own culture and possible differences between it and other cultures, and reflect on cultural diversity.		



IMPLEMENTATION	TIME
INTRODUCTION: INITIAL ASSOCIATIONS On coloured slips of paper, participants write down their associations with the term “inclusivity”. Stick the cards to the wall/tablet or spread out on the floor, then read and inform them that we will come back to this theme again.	5 min
Part 2. MAP OF INDIVIDUAL SIMILARITIES AND DIFFERENCES Participants divided into groups. On a sheet of paper, each group draws a flower (petals and centre). Each petal characterises one person in the group and the middle characterises the whole group. In the petals, the group writes their interests, characteristics etc. that they do not share with others (e.g. only one person in the group likes skating, then they write skating in their petal). Into the centre of the flower the group writes those interests that are shared by all (e.g. each person in the group has a dog, so into the centre the group writes having a dog). Once this is done, a brief presentation of individual and shared characteristics and then moving straight to the next task.	10 min
Part 3. MAP OF NATIONAL SIMILARITIES AND DIFFERENCES Participants remain in the same group. The group rhymes the same flower as before: the petals characterise the members of the group, the centre the whole group. This time the participants write into the petals characteristics of their nationality: traits, stereotypes, behaviours, etc. In the middle they write those which will be characteristic for each member of the group. In the middle, they write those that will be characteristic of each group member’s culture.	10 min
Part 4. SHORT DISCUSSION After completing the last two exercises, a discussion follows - the facilitator talks to the participants about which of the two exercises was easier and which was more difficult to complete. Was it easier to identify individual or national characteristics? Was it easier to find individual or national commonalities? Is there a point in looking for national similarities and differences with the people we get to know? Perhaps it is better to look for those traits that are specific to a particular person, rather than to their nation as a whole?	10 min
Part 5. PANTOMIME Participants draw several slogans to show to the other participants. The other participants guess what the person wants to communicate to them. The person showing can give a hint, using a maximum of three words in their native language in total during their scene.	5 min



Part 6. SHORT DISCUSSION The scenes are followed by a short discussion about whether it is difficult to communicate with others if we do not know a common language; how can we support someone in our environment who does not know our language and cannot communicate with us?	5 min
Part 7. BEFRIEND AN ALIEN Imagine that an alien appears in your environment who knows nothing about your culture, and you know nothing about his culture. Create messages, which will allow you to learn something about him, but also introduce him to your group.	10 min
CLOSURE: FINAL ASSOCIATIONS Each participant writes down their associations with the term 'inclusivity' on a piece of paper. Later, a short discussion about whether or not something has changed in their understanding.	5 min
RECOMMENDATIONS: The phrases for the pantomime should relate to everyday situations, such as 'I'm going for a walk with the dog', 'I'm eating dinner', 'I'm reading a book'. During each discussion, the leader should ensure a friendly and safe atmosphere.	



MODULE 3		INTERCULTURAL COMPETENCES AND EDUCATION	
SESSION 4	WORKSHOP 2	EQF level 6	
Strategies for Inclusivity in Adult Education II			
TYPE & NATURE:	Work in small groups, in educator presence, face to face activity.		
DURATION	60 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.3.6	Identifies the sources of migrants' attitudes towards enculturation.		
A_02.2.6	Determines the level of coping with the attitude formed during the upbringing process.		
A_02.3.6	Identifies the level of willingness to use a language other than his/her national language in professional relations.		
RESOURCES & TOOLS necessary:	Pens/crayons/markers.		
	Flipchart.		
	Coloured cards/Post-its.		
SHORT DESCRIPTION:	Interactive group work during which participants increase their awareness of their own culture and possible differences between it and other cultures, and reflect on cultural diversity.		



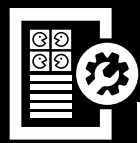
IMPLEMENTATION		TIME
INTRODUCTION: WELCOME The instructor welcomes the group and provides a brief introduction to the topic.		5 min
Part 2. SCRAMBLE Participants receive cards with definitions (e.g. migration, emigration, immigration, acculturation, enculturation, etc.) and cards with definitions of these concepts. Their task is to match the concept with the definition. After the exercise, the instructor discusses the exercise with the participants and presents the correct definitions.		25 min
Part 3. THE CHALLENGES OF DIVERSITY In groups, participants reflect on what the pros and cons of an inclusive approach to the phenomenon of migration and migrants might be. Each proposal should be argued in a few sentences. We then collectively choose one plus and one minus from all the proposals – you can vote for one plus and one minus, but not the one given by your own group. Finally, we choose one plus and one minus – announcing that we will discuss them in an Oxford debate during the next class. It can be added that if these activities do not take place in a cycle but one at a time, this exercise can still be used and followed by a moment's discussion, but it can also be dispensed with.		20 min
CLOSURE: CONCLUSION The facilitator discusses with participants their experiences and emotions related to participating in this workshop and their intercultural experiences.		10 min
RECOMMENDATIONS: During each discussion, the leader should ensure a friendly and safe atmosphere.		



MODULE 3		INTERCULTURAL COMPETENCES AND EDUCATION	
SESSION 5	WORKSHOP 1	EQF level 5 or 6	
School Without Borders			
TYPE & NATURE:	Work in small groups.		
DURATION	55 minutes		
LEARNING OUTCOMES (IntCultAE Course Framework) - Learners:			
A_01.3.5	Recognises different attitudes towards enculturation among migrants.		
A_02.3.6	Identifies the level of willingness to use a language other than his/her national language in professional relations.		
A_02.4.6	Identifies the impact of personal characteristics in interpersonal interactions at the professional field.		
RESOURCES & TOOLS necessary:	Interview videos from <i>Portugal Stories</i> (2m30s - 4m50s).		
	Film clips from <i>Shun Li and the Poet</i> (scenes on cultural isolation: 1m25s – 2m34s; 10m35s – 10m54s; 13m – 13m50s; 15m47s – 16m25s).		
SHORT DESCRIPTION:	Participants watch videos highlighting immigrant students' challenges, then collaborate in groups to design plans for more inclusive educational spaces, addressing integration, language barriers, and cultural awareness. Groups present their proposals, and the facilitator adds best practices.		



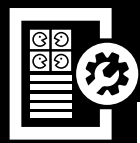
IMPLEMENTATION		TIME
INTRODUCTION: Ask participants to watch the videos and note challenges faced by immigrant students.		10 min
Part 2. In small groups, create a plan to make an educational space more inclusive, addressing: <ul style="list-style-type: none">• How to facilitate the integration of immigrant students.• Strategies for dealing with language barriers.• Methods for raising awareness among other students and teachers.		20 min
Part 3. Group presentations of their plans, followed by the facilitator's feedback and sharing of real-world best practices.		20 min
CLOSURE: Summarize key points, reinforce the value of inclusive education, and encourage reflection on applying these strategies in participants' contexts.		5 min
RECOMMENDATIONS: <ul style="list-style-type: none">• Ensure videos are cued and ready to avoid delays.• For workshop level 5, the results will be centred in the possible different attitudes towards enculturation among migrants.• For workshop level 6, the results also include personal characteristics of migrants and educators as influencing the professional relationships among them.		



Learning experiences

The development of intercultural competences of adult educators and adult learners involves many components, contained in formal and informal educational events, taking forms and methods that depend on the element that constructs these competences. Bearing in mind the knowledge of adult educators and adult learners, created by providing information on various cultural norms, values, traditions and social practices, we can consider typical forms and methods of education in which the basic material is text (scientific, popular science, literary, etc.) which is a collection of definitions, descriptions, characteristics, often enriched with images and illustrations of what the text contains. Text that enriches the process of acquiring intercultural competences is also created by the statements of people who are genuinely 'involved' in interculturality as migrants and provide an excellent basis for building critical thinking skills and promoting the analysis of cultural stereotypes, prejudices and power dynamics in order to challenge prejudices and support more inclusive perspectives.

Subjecting the above-mentioned texts and images to reflection by adult educators and other adult learners increases their cultural sensitivity, self-awareness (as creators and implementers of intercultural social norms) and improves their adaptability. Reflectiveness, in turn, improves intercultural communication skills, enhancing active listening skills, developing empathy, and improving the effectiveness of verbal and non-verbal communication between cultures. Text and images that create a storyline based on facts or imagination and encapsulated in a film telling stories of migration, related conflicts or positively resolved problematic situations support the development of intercultural competences of educators and adult learners through the use of real experiences, simulations, role-playing in the context of intercultural exchange. Watching a documentary or feature film and exploring the meaning of a scene supports the development of openness, encourages discovery and questioning of cultural experiences, which consistently increases intercultural competence and often reduces fear, which was the reason for the unwillingness to be present and participate in multicultural community activities. In adult education, combining the use of such educational resources helps learners develop the skills, knowledge and



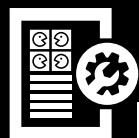
attitudes necessary to navigate and find their way in diverse cultural contexts, thus increasing their intercultural competences.

These resources, presented in the form of text educational material, recorded interview, film or scene, were consciously and purposefully used in creating an educational offer for adult educators aimed at the need to increase (or acquire) intercultural competences.

The main parts of the offer are an online course and workshop scenarios, which, using the active testing formula, were evaluated by twenty adult educators during LTTA, which took place on May 20-22, 2025 in Greece.

The LTTA (Learning, Teaching, and Training Activities) program offered adult educators an interactive learning experience designed to enhance their intercultural competence and teaching practices. During the three-day workshop, participants took part in a variety of activities, including theoretical sessions based on the analysis of the online course materials, practical workshops, and group discussions. These activities were structured to promote self-reflection, peer learning, and the development of skills necessary to effectively navigate multicultural learning environments. Participants had the opportunity to explore key topics such as cultural diversity, migration, stereotypes, prejudice, discrimination, and intercultural competence. The program emphasized experiential learning through workshops led by experts from all partner organizations in the project, complemented by practical activities such as testing the course platform and face-to-face workshop scenarios. Throughout the event, adult educators reflected on their personal and professional experiences, shared suggestions for improving educational offerings, and culturally sensitive teaching strategies.

The educational experiences of LTTA participants collected in this part of the guide are intended (apart from improving the resources of the offer constructed in the project) to support a deeper understanding of intercultural dynamics and to equip educators with practical tools for creating inclusive educational environments.



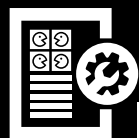
IntCultAE Online Course (MOOC)

Based on their responses, the learning experience of these adult educators during the course appears to be positive and influential. They find the 3-module, 10-hour format to be appropriate for deepening their understanding of enculturation and acculturation, emphasizing the importance of lifelong learning for adults. The course is valued for offering multiple perspectives, particularly through content on cultural views of life, which helps educators better understand different points of view. Positive experiences are also related to the clear structure of the course, the use of simple language, and the use of real-life examples in the form of case studies. Key aspects of the course that are considered most interesting by adult learners include the use of clear definitions of the concepts of enculturation and acculturation in the course modules, the opportunity to explore the impact of cultural identity on communication and learning. Overall, respondents found the course effective in expanding their knowledge and skills related to enculturation and acculturation. They see it as a valuable, accessible and well-structured resource that addresses contemporary challenges in adult education, particularly in the areas of cultural diversity and intercultural communication.

To sum up:

- The course is considered feasible and beneficial.
- The practical applications and real-life case studies are highly valued.
- Its interactive and multimedia components could be further enhanced, bearing in mind that the adult educator population is increasingly made up of younger professionals.

Greater emphasis was placed during LTTA on test workshops, which are considered to have a greater role in achieving learning outcomes in terms of attitudes and autonomy in the area of intercultural competences.



IntCultAE Workshops

The analysis of educators' statements about their learning experiences during the workshops focused on the answers to the following three questions.

1. Can these workshops improve adult educators' attitudes towards migrants and cultures?

Most respondents believe that face-to-face (F2F) and interactive workshops have the potential to positively influence educators' attitudes by fostering empathy, understanding and direct experience of cultural differences. Many mentioned that experiential learning, discussions and reflection can help educators develop a deeper appreciation and more inclusive attitudes. However, some expressed scepticism, noting that changing attitudes requires a structured, ongoing process that goes beyond a single workshop, and that reflection and changes in attitudes are complex.

2. Which of the components of the workshops were most important for adult learners and educators?

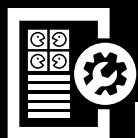
In general, the following were identified as the most important for adult learners:

- Interactive discussions and sharing of ideas.
- Reflection on personal experiences.
- Practical activities and exercises that promote emotional and cognitive engagement.
- Opportunities for cultural exchange and understanding.

For adult educators, the following are highly relevant:

- Exposure to new strategies and methodologies.
- Reflection on one's own teaching practices.
- Collaboration and knowledge sharing.
- Practical application of concepts (e.g. case studies, real-life examples).

Many respondents highlighted the importance of experiential learning ("learning by doing") as a more effective approach to adult education than purely theoretical approaches. The role of informal workshop settings (meals, social interactions) was also noted as valuable for developing soft skills in a multicultural environment. The evaluators also considered it important to include time for both action and reflection, including self-assessment of learning outcomes.



Summary:

Overall, the educators' statements suggest that well-designed, interactive workshops with experiential and reflective components can contribute to improving adult educators' attitudes towards migrants and cultures. Practical activities, opportunities for reflection, cultural exchanges and continuous learning processes are key to their success. Recommendations focused on increasing interactivity, contextualisation and follow-up in order to maximise impact.