



Co-funded by the
Erasmus+ Programme
of the European Union

Fostering Education and Inclusion of Disadvantaged Refugee and Migrant Learners



TRAINERS/EDUCATORS TRAINING



FOSTERING EDUCATION AND INCLUSION
OF DISADVANTAGED REFUGEE
AND MIGRANT LEARNERS

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PROJECT INFORMATION

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3STEPS - Fostering Education and Inclusion of Disadvantaged Refugee and Migrant Learners

Project acronym

3STEPS

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Beneficiary organization

Project Coordinator - Asociación Caminos, Spain

Project Partners

- CESIE, Italy
- ALDA, France
- Symplexis, Greece
- Mozaik, Turkey



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I. INTRODUCTION

The 3STEPS Project is an effort by a consortium of partners from France, Greece, Italy, Spain and Turkey, co-funded by the European Commission, to adapt and promote the use of two Austrian Best Practice models of migrant education and integration across Europe. It works to assist migrant educators and empower migrants by providing a comprehensive education model and peer mentoring approach.

The Trainers/Educators Curriculum is part of the Work Package 3 and details the training which will provide trainers and educators with insight into the Basic Education approach to adapt for their own teaching practice. It is one of two curricula, the other being the Mentor's Curriculum.

2. METHOD OVERVIEW

Basic Education is a teaching approach developed in Austria. While it has similarities to some practices in other countries, Basic Education in Austria has been formalized and institutionalized and thus also was chosen as it is well-defined with literature on the topic. The key aspects of the approach to be transferred via this training are the learner-centric approach, ensuring migrant learners are empowered, are taught according to their needs and are supported individually, as well as the encompassing approach of teaching a broad array of subjects that can serve as the basis of further education. This includes language proficiency in the language of the host country, mathematics, ICT, basic civic education and general knowledge. As basic education was designed with students with varying degrees of prior knowledge and thus also varying learning needs in mind, it puts a lot of focus on tailoring the content to those needs.

3. TRAINING OVERVIEW

The training is designed to introduce people to the concept of Basic Education, explaining its basic functions and principles and what can be adapted to the participant's practice. The training includes also lessons on the typical subjects of Basic Education, such as language training, mathematics and ICT.

The training is designed to be held across five days, which can be consecutive days, but can also be spaced apart if necessary. Additionally, assignments have been prepared which are recommended to be given to participants in between sessions, though with room for adjustment at the discretion of the training facilitator.

In general, the training puts a certain focus on practicing the principles taught in the approach, thus training facilitators should be aware that adaptations might be necessary and indeed, are to be expected depending on the profile of participants and their needs in regard to adapting Basic Education for their professional practice.

The training schedule below does not include breaks and typically has 5.5 hours of content per day, with half an hour planned to be breaks, for a total of 6 hours per day, meal breaks not included. It is the responsibility of training facilitators to ensure adequate breaks.

4. LEARNING OUTCOMES

For main training part - Basic education:

Knowledge	Skills	Competences
<p><i>Participants know the principles of Basic Education</i></p> <hr/> <p><i>Participants know the concepts of learner autonomy, authentic learning content and learner-centric approach</i></p>	<p><i>Participants are able to assess learning needs with learners</i></p> <hr/> <p><i>Participants are able to provide to appropriate learning opportunities to migrant learners</i></p>	<p><i>Participants are able to effectively adapt content to the needs of their learners.</i></p> <hr/> <p><i>Participants are able to identify appropriate learning content for their learners and select appropriate methodologies and formats.</i></p> <hr/> <p><i>Participants are able to effectively integrate mentors into their services.</i></p>

For social inclusion training:

Knowledge	Skills	Competences
<i>Knowing what culture and intercultural training is</i>	<i>Recognizing of cultural differences</i>	<i>Getting familiar with the general discourse on what different approaches and definitions on culture exist</i>
<i>Being familiar with the basic factors shaping migration</i>	<i>Being aware of migration related factors and global issues</i>	<i>Respecting, accepting and valuing other cultures</i>
<i>Knowing the right to self-identification</i>	<i>Being aware of the cultural self of him/herself and others</i>	<i>Evaluating positively different values, behaviours and being adapted to them</i>
<i>Demonstrating knowledge about diversity, inclusiveness, social exclusion and inclusion</i>	<i>Seeing the self as a process</i>	<i>Applying basic principles of intercultural approach in training</i>
<i>Demonstrating knowledge about European values, such as, human rights, dignity, equality, and inclusion</i>	<i>Viewing the world and others through diversity</i>	<i>Explaining transition trends for migration</i>
<i>Knowing about segregating, discriminating behaviour patterns and styles</i>	<i>Listening to differing opinions with patience</i>	<i>Practicing self-identification and self-awareness</i>
<i>Being familiar with models of co-existence, spaces of social inclusion Model of Intercultural Sensitivity (M. Bennett), Intercultural Competence Model (T. Cross), the universal values of intercultural coexistence (equality, empathy, curiosity)</i>	<i>Evaluating the world and others through universal and European values</i>	<i>Applying models of interculturalism</i>
<i>Knowing the diverse network of people needed for social interaction</i>	<i>Observing behaviour patterns that are discriminating or segregating</i>	<i>Developing intercultural skills, thus intercultural communication</i>
<i>Being able to separate the different models of coexistence (from segregation to inclusion)</i>	<i>Being able to separate the different models of coexistence (from segregation to inclusion)</i>	<i>Challenging world views and single-part opinions</i>
<i>Being aware of one's intercultural skills set and his/her weaknesses regarding it</i>	<i>Being aware of bicultural and multicultural frames of reference</i>	<i>Setting boundaries against exclusion and discrimination</i>
<i>Being able to evaluate own and other's intercultural awareness and sensitivity</i>	<i>Being able to evaluate own and other's intercultural awareness and sensitivity</i>	<i>Summarizing existing models of intercultural competence</i>
<i>Observing and acknowledging behaviours with intercultural readiness, such as curiosity</i>	<i>Observing and acknowledging behaviours with intercultural readiness, such as curiosity</i>	<i>Assessing learner's intercultural readiness within the framework of the training</i>
<i>Being aware of opportunities for networking and connecting with people of diverse background</i>	<i>Being aware of opportunities for networking and connecting with people of diverse background</i>	<i>Gaining advanced intercultural competence</i>
		<i>Practising empathy for eliminating cross-cultural boundaries</i>
		<i>Motivating to be more adaptable for more chances for connection</i>
		<i>Growing relationships: expressing interest in people around</i>
		<i>Connecting with curiosity and trust with people with diverse background</i>
		<i>Stimulating critical thinking</i>

5. CURRICULUM TIMETABLE

DAY 1

Duration/Time	Topic	Activities
45 min	1. Introduction	
45 min	2. Reflection on Practice-Assessment	Activity 1 – Reflection Exercise
90 min	3. Why Basic Education?	
90 min	4. Learner autonomy	
45 min	5. Open Questions	
20 min	6. Instructions for the next session	Activity 2 – Learning Content Reflection

DAY 2

Duration/Time	Topic	Activities
15 min	7. Morning Overview	
60 min	8. Authentic Learning Content	
60 min	9. Learning Needs Assessment	
90 min	10. Exercises	Activity 3 – Learning Needs Exercise
30 min	11. Open Questions	
15 min	12. Instructions for the next session	Activity 4 – Method Reflection

DAY 3

Duration/Time	Topic	Activities
15 min	13. Morning Overview	
60 min	14. How to deal with lack of progress	
60 min	15. Methodological Variety	Activity 5 – Group Exercise
60 min	16. Individualised Learning – Group Learning	Activity 6 – Growing exchange
90 min	17. Exercises	Activity 7 – Toolkit Preparation
30 min	18. Open Questions	
15 min	19. Instructions for the next session	Activity 8 – Reading Exercise

DAY 4

Duration/Time	Topic	Activities
15 min	20. Morning Overview	
90 min	21. Language Training	Activity 9 – Authentic Hearing, Activity 10 – Writing Exercise
30 min	22. Exercise	Activity 11 – Written as Heard, Activity 12 – Home-made Alphabet
60 min	23. Mathematics	Activity 13 – Roman Calculations
60 min	24. Civic education	
30 min	25. Exercise	Activity 14 – Practical Math
30 min	26. Open Questions	
15 min	27. Instructions for the next session	Activity 15 – Ability - Opportunity – Dignity

DAY 5

Duration/Time	Topic	Activities
15 min	28. Morning Overview	
60 min	29. How to work with Mentors	
60 min	30. How to approach Trauma	
180 min	31. Intercultural Understanding & Social Inclusion	Activity 15: Opportunity – Ability – Dignity Activity 16: Nice Talk Activity 17: Multicultural working and learning environments Activity 18: I m a tourist Activity 19: Ministry of All People Activity 20: Glimmers and Triggers Activity 21: Models of Co- existence Activity 22: If the World Were a Village of 100 People Activity 23: Bennett’s 6 Stages
30 min	32. Open Questions	
15 min	33. Conclusion	

6. TRAINING SEGMENTS

(In-depth overview on the segments above)

Segment Nr.	1
Segment Name	Introduction
Learning Objectives	<ul style="list-style-type: none"> • Participants are introduced to the facilitator and each other • Participants will be provided an overview of the training to come
Duration	45 minutes
Materials	Flipchart, Marker, Projector, Presentation
Activities	
Description	<p>Introductory segment where participants are to be welcomed and settle into the training. Facilitators should prepare an easy-to-use exercise to allow participants to get to know each other and the facilitator.</p> <p>Additionally, an overview should be given to the participants as to what they can expect in the 5-day training, as well as the extent to which there will be assignments.</p>
Additional remarks	<p>Be clear in the presentation of the structure and make sure that the participants are aware of the logical structure of the training, as well as of recurring segments. The training is designed to first address the approach, then teach how to practice the basic principles, before concluding with practical examples based on subjects and related issues on the last day. While this is the overall structure of the training, facilitators should not feel the need to strictly separate these matters and connections should be made and are encouraged when sensible.</p>
Further assignments	<p>Recurring segments are typically exercise and Open Questions, where Exercise contains exercises prepared by the facilitator, while open questions is a free space to address questions of participants.</p>

Segment Nr.	2
Segment Name	<i>Reflection on Practice - Assessment</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will reflect on own experiences</i> • <i>Participants will be introduced to first assessment practice</i>
Duration	<i>45 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	<i>Activity 1 - Reflection exercise</i>
Description	<p><i>This segment is to reflect on existing experiences of the participants and to better assess the circumstances of participants. The segment, together with preparatory assignment, should not only inform the trainer better on where the participants stand, but also introduces participants to key aspects of the methodology through reflection and learner-centric assessment of learning needs.</i></p> <p><i>Participants will be asked to partake in this introductory exercise by being presented several questions regarding their teaching practice up to now and their own learning practice up to now, as well as the efficacy of these.</i></p>
Additional remarks	<p><i>This exercise should try to also serve as a hands-on experience for the assessment tools, thus trainers should consider the feedback to adapt any later exercises. Try to respectfully integrate some of this in later assessment segment.</i></p> <p><i>Also note down the learning requests and learning styles, to make sure that questions are appropriately answered (even if they have to be deferred to a later segment or the WP4 material).</i></p>
Further assignments	

Segment Nr.	3
Segment Name	<i>Why Basic Education?</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will be introduced to the concept of Basic Education</i>
Duration	<i>90 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<p><i>This segment is to familiarize the participants with the concept of Basic Education that serves as basis of much of the training content as a Best Practice model. The participants learn about the fundamental principles of Basic Education, its background and the advantages it holds for their teaching/training practice.</i></p> <p><i>Main principles of the approach should be made clear:</i></p> <ul style="list-style-type: none"> • <i>Learner-centric approach – Learner Autonomy & Empowerment</i> • <i>Individualised content</i> • <i>Authenticity</i> <p><i>The segment concludes with a reflection in the group as to what was new, what things they already consider part of their practice and which aspects they deem most useful to learn.</i></p>
Additional remarks	<p><i>This segment includes very few practical activities, as it is a theoretical input. It is recommended to watch out for the audience and make sure people follow the presentation. If questions arise, this might help to frame this input more as a dialogue, but if such cannot be done it is important to move on towards the reflection in a timely manner.</i></p> <p><i>Throughout the segment, the facilitator should choose their words according to their audience and adjust depending on prior experiences they might have (as gauged in Segment 2).</i></p>
Further assignments	

Segment Nr.	4
Segment Name	<i>Learner Autonomy</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will be introduced to the concept of LearnerAutonomy</i> • <i>Participants will learn basic considerations for fostering learner autonomy in their work setting</i>
Duration	<i>90 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<p><i>Participants are introduced to the concept of “Learner Autonomy”. Participants should initially be explained the concept in a concise fashion, before the facilitator proceeds to ask them about what degree of Learner autonomy they think their students have, who selects their learning content and how could this potentially be changed.</i></p> <p><i>Based on their responses, a dialogue can be held as to how Learner autonomy can be sensibly included. In larger groups,</i></p>
Additional remarks	<p><i>It is important to not be ignorant towards concerns brought forward by the participants. While Learner autonomy is an ideal, it should be kept in mind that there are very real limitations on what trainers can teach migrants, given there often is institutional limits, as trainers are supposed to make sure migrants learn certain content, not just whatever migrants want to learn.</i></p> <p><i>However, in such cases, it should be worked out how within these confines the learner can still be given a certain degree of agency to decide on content.</i></p>
Further assignments	

Segment Nr.	5/11/18/26/32
Segment Name	<i>Open Questions</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Clearing up questions participants still have regarding the session's content</i>
Duration	<i>45/30 minutes</i>
Materials	<i>None</i>
Activities	
Description	<p><i>These segments are reserved for any open questions participants still have. Facilitators should use these to respond to questions which came up and were</i></p> <ul style="list-style-type: none"> • <i>Not related to the segment at hand when they came up and answering them would have disrupted the flow of the training</i> • <i>In need of a more extensive response, which would have disrupted the flow of the meeting or gone beyond the scope of the segment.</i>
Additional remarks	<i>As these segments are scheduled towards the end of a session, this might give some room for preparations. If necessary, time here can be used to expand on other segments, but only if the participants are requesting such. Otherwise, this space for the participants should be respected.</i>
Further assignments	

Segment Nr.	6
Segment Name	<i>Instructions for the next session</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants are given preparatory work for next session</i>
Duration	<i>20 minutes</i>
Materials	<i>None</i>
Activities	
Description	<i>The participants are given an explanation on what tasks to take care of for the upcoming session. These tasks should be kept appropriate to the time in between sessions. If the next session is on the subsequent day, short activities are encouraged, if there is a longer intermission, more extensive assignments can be given.</i>
Additional remarks	
Further assignments	<i>Activity 2 – Learning Content Reflection</i>

Segment Nr.	<i>7/13/20/28</i>
Segment Name	<i>Morning Overview</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants receive an overview over the session</i>
Duration	<i>15 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<i>The participants are welcomed again and get an overview on the schedule for the day.</i>
Additional remarks	<i>Add icebreaker/warm-up exercise if deemed sensible.</i>
Further assignments	

Segment Nr.	8
Segment Name	<i>Authentic Learning Content</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants are introduced to the concept of Authentic Learning Content</i> • <i>Participants learn how to include such situations into their lessons</i>
Duration	<i>60 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<p><i>To start this segment, facilitators ask the participants to recall their reflections from the assignment Tool 2 – Learning Content Reflection. What kind of observations did they make? Is there anything they can conclude from this?</i></p> <p><i>Participants are then introduced to the concept of authentic learning content and the effectiveness of setting up such content.</i></p>
Additional remarks	<i>As the participants are to share personal impressions, proper respect is to be paid to that. Should the reflection not provide the wished-for easy entry into the topic, it is best to acknowledge the reflections before transitioning and to point out the difference without devaluing their experiences.</i>
Further assignments	

Segment Nr.	9
Segment Name	<i>Learning Needs Assessment</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will be given advice on how to assess the learning needs of their migrant learners</i>
Duration	<i>60 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<p><i>After previous content focused on the learner's autonomy and how Basic Education tries to be tailored to the learner, this segment should show the learners the importance of learning needs assessment and how to reasonable conduct such.</i></p> <p><i>Participants should be reminded that their pupils are likely a heterogenous group, with differing backgrounds, interests and prerequisites in terms of prior education. It is thus important to ensure that learning needs are correctly assessed and the training is at an adequate level for them.</i></p> <p><i>As an example, the facilitator can demonstrate this with a learning need assessment of the group of trainers, to highlight the value of this.</i></p>
Additional remarks	<i>For the facilitator's learning need assessment of the group, one can refer back to Segment 2.</i>
Further assignments	

Segment Nr.	10
Segment Name	<i>Exercises</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will exercise how to assess learning needs</i>
Duration	<i>90 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	<i>Activity 3 - Learning Needs Exercise</i>
Description	<i>Exercises of the day. Participants are given the examples from Activity 3 to see how they can gauge learning needs and how to incorporate this into a training schedule. Afterwards they discuss such in the group.</i>
Additional remarks	
Further assignments	

Segment Nr.	12
Segment Name	<i>Instructions for the next lesson</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants are given preparatory work for next session</i>
Duration	<i>15 minutes</i>
Materials	
Activities	
Description	<i>The participants are given an explanation on what tasks to take care of for the upcoming session. These tasks should be kept appropriate to the time in between sessions. If the next session is on the subsequent day, short activities are encouraged, if there is a longer intermission, more extensive assignments can be given.</i>
Additional remarks	<i>Activity 4 – Method Reflection</i>
Further assignments	

Segment Nr.	14
Segment Name	<i>How to deal with lack of progress</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants are familiarized with different potential issues inhibiting progress</i> • <i>Participants are given a first idea on what approaches might lead to new breakthroughs</i>
Duration	60 minutes
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activity	
Description	<p><i>The facilitator begins by pointing out that sometimes learning progress can be slow and arduous, if not non-existent. If participants have encountered such situations, they might recount how they solved it.</i></p> <p><i>The group should together consider what could potentially cause such blockade and how it might be circumvented. The facilitator can gather these on a flipchart or other document. The participants are then given an overview over learning styles, but also, over potential other issues which might hamper the progress of learners, such as psychological ailments, cognitive problems and communication barriers.</i></p>
Additional remarks	<i>In regard to psychological issues, it should be noted that while not uncommon with migrants, especially refugees, trainers are usually not therapists and also are not to try diagnosing people. It is however important to be aware of the possibility. More on the topic will be covered in Segment 30.</i>
Further assignments	

Segment Nr.	15
Segment Name	<i>Methodological Variety</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants learn about the importance of varying their training methods.</i> • <i>Participants learn about what kind of methods can be employed</i>
Duration	<i>60 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	<i>Activity 5 - Group Exercise</i>
Description	<p><i>Facilitators instruct the participants to partake in a group exercise (Tool 5) to work in groups. Each group is assigned a different learning style and is tasked with thinking of methods befitting the style. After a while the results are presented to everyone.</i></p> <p><i>Once presentations are concluded, other participants might add their own ideas for discussion.</i></p>
Additional remarks	
Further assignments	

Segment Nr.	16
Segment Name	<i>Individualised Learning – Group Learning</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants get familiarized with the different strengths of group settings and individualized learnings</i>
Duration	<i>60 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	<i>Activity 6 – Growing exchange</i>
Description	<i>The participants are given an assignment as part of Activity 6 and start working first on their own, then in ever larger groups, until the whole group reunites. Once the activity ends, the facilitator discusses with participants different advantages and disadvantages of group and individual settings, why it might be useful to prefer one or the other for certain learners or contents and why it might be useful to change between them.</i>
Additional remarks	
Further assignments	

Segment Nr.	17
Segment Name	<i>Exercises</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will exercise how to set up a varied schedule</i>
Duration	<i>90 minutes</i>
Materials	
Activity	<i>Activity 7 – Toolkit Preparation</i>
Description	<i>Participants partake in Activity 7 to prepare exercises on their own, based on what they learned in the previous segments of the day.</i>
Additional remarks	
Further assignments	

Segment Nr.	19
Segment Name	<i>Instructions for the next session</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants are given preparatory work for next session</i>
Duration	<i>15 minutes</i>
Materials	
Activities	<i>Activity 8 – Reading Exercise</i>
Description	<i>The participants are given an explanation on what tasks to take care of for the upcoming session. These tasks should be kept appropriate to the time in between sessions. If the next session is on the subsequent day, short activities are encouraged, if there is a longer intermission, more extensive assignments can be given.</i>
Additional remarks	
Further assignments	

Segment Nr.	21
Segment Name	<i>Language Training</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants learn about difficulties in language learning</i> • <i>Participants learn about matters to consider regarding illiteracy</i>
Duration	<i>90 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	<i>Activity 9 – Authentic Hearing, Activity 10 – Writing Exercise</i>
Description	<p><i>The segment starts with Activity 9, where the participants have to listen to a short exchange in a foreign non-European language. They are asked to try to understand and take notes of anything they found out about what was being said. After this exercise, the facilitator discusses with participants their observations and as a result, what difficulties exist for migrant learners that might not know the language and find themselves in a similar situation.</i></p> <p><i>Additionally, Activity 10 will follow this up, being an exercise in a non-Latin alphabet to allow participants to experience certain difficulties of working with a foreign script. Again, observations should be noted and finally be discussed.</i></p>
Additional remarks	<i>If Activity 10 cannot be finished, it can be extended to Segment 22.</i>
Further assignments	

Segment Nr.	22
Segment Name	<i>Exercise</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will exercise how to teach language content</i>
Duration	<i>30 minutes</i>
Materials	
Activities	<i>Activity 11 – Written as Heard, Activity 12 – Home-made Alphabet</i>
Description	<i>Exercises for language content. Participants use Activity 11 or 12 to deepen their understanding of language learning.</i>
Additional remarks	<i>Unused activities might be used in Segment 25</i>
Further assignments	

Segment Nr.	23
Segment Name	<i>Mathematics</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants are familiarized with different aspects of numeracy</i>
Duration	<i>60 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	<i>Activity 13 – Roman Calculations</i>
Description	<p><i>The participants are introduced to this segment with Activity 13. Participants are to note down observations and reflections. The facilitator then explains the reason for this exercise, as it is to showcase that just like with writing, it is not always about being unable to communicate, but being unable to communicate in a certain script.</i></p> <p><i>While it is important for migrants to learn mathematics in the way we use it, it is not just useful to acknowledge any prior knowledge, but also being open to recognizing such knowledge allows connecting to such existing assets to build upon them.</i></p>
Additional remarks	<i>If Activity 13 cannot be finished, it can be continued in Segment 25.</i>
Further assignments	

Segment Nr.	24
Segment Name	<i>Civic Education</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants learn about the challenges when teaching civic education</i> • <i>Participants are sensitised for the need of objectivity</i>
Duration	<i>60 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<p><i>The facilitator explains to the participants the importance of the civic component of Basic Education to help and empower migrants. As part of civic education, it is important for migrants to be familiarized to the political and legal system of the country they are in.</i></p> <p><i>This should however not just happen in an abstract sense, but also in a practical sense, making it clear to the migrant learners what administrative authorities they can interact with, how to interact with them, what their legal situation entails and what options they have. This part has to be prepared by the facilitators in each partner country as administration is different. A general idea will be delivered in the online assignments.</i></p> <p><i>It should also be clarified that Basic Education is not supposed to be political indoctrination; thus, educators need to be aware of how to ensure a certain level of objectivity in their lessons.</i></p>
Additional remarks	
Further assignments	

Segment Nr.	25
Segment Name	<i>Exercise</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will exercise what they learned in previous segments</i>
Duration	<i>30 minutes</i>
Materials	<i>Flipchart, Marker, Toy Money, Clock</i>
Activities	<i>Activity 14 – Practical Math</i>
Description	<p><i>Exercises for furthering the understanding of existing capabilities and authentic learning content.</i></p> <p><i>After concluding the activity, participants can be advised on what topics can be useful. Of special importance, as these are quite present in their lives, Time and money should be mentioned as means to train maths.</i></p>
Additional remarks	
Further assignments	

Segment Nr.	27
Segment Name	<i>Instructions for the next session</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants are given preparatory work for next session</i>
Duration	<i>15 minutes</i>
Materials	
Activities	
Description	<p><i>The participants are given an explanation on what tasks to take care of for the upcoming session. These tasks should be kept appropriate to the time in between sessions. If the next session is on the subsequent day, short activities are encouraged, if there is a longer intermission, more extensive assignments can be given.</i></p>
Additional remarks	
Further assignments	<i>Activity 15 – Ability - Opportunity – Dignity</i>

Segment Nr.	29
Segment Name	<i>How to Work with Mentors</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants get to know why they should include mentors in their educational settings</i> • <i>Participants are explained how to include mentors in their educational settings</i>
Duration	<i>60 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<i>In this segment, the participants are explained about the Tandem mentoring approach. They are introduced to the concept, the prior project work which implemented this in Tandem Now and why it is helpful for inspiring and counselling migrants. They also are given instructions on how to recruit and include such mentors.</i>
Additional remarks	<i>Reference should be made to the Mentoring part of the training.</i>
Further assignments	

Segment Nr.	30
Segment Name	<i>How to Approach Trauma</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants are made aware of potential trauma among migrants</i> • <i>Participants are taught how to approach such situations</i>
Duration	<i>60 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<p><i>It is discussed with participants that educating migrants might include being confronted directly or indirectly with their traumatic experiences. Such might not always be overtly visible, but can also lead to learning blockades and other problems. Participants are taught to be aware of this challenge and to take care not to be insensitive towards such issues.</i></p> <p><i>Additionally, participants are sensitised for where their own boundaries are. Especially regarding their professional responsibilities, as they are usually not therapists.</i></p>
Additional remarks	
Further assignments	

Segment Nr.	31
Segment Name	<i>Intercultural Understanding & Social Inclusion</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>What is culture?</i> • <i>What is intercultural training?</i> • <i>Defining diversity, inclusion and exclusion.</i> • <i>Models of co-existence.</i> • <i>What is social inclusion?</i> • <i>How to include others?</i> • <i>Using inclusive language.</i> • <i>Model of Intercultural Sensitivity (Bennett)</i> • <i>Model of Intercultural Readiness (Cross)</i>
Duration	180 minutes
Materials	<p><i>This segment can be delivered without any specific material required, having in mind that participants are prepared for the session and have read and listened the material indicated in the tools before the interacting with their mentor/trainer during mentoring / training.</i></p> <p><i>However, it is recommended to have internet connection and a computer or laptop to search for additional sources, such as music, maps, etc.</i></p>
Activities	<p><i>Activity 15: Opportunity – Ability - Dignity</i></p> <p><i>Activity 16: Nice Talk</i></p> <p><i>Activity 17: Multicultural working and learning environments</i></p> <p><i>Activity 18: I m a tourist</i></p> <p><i>Activity 19: Ministry of All People</i></p> <p><i>Activity 20: Glimmers and Triggers</i></p> <p><i>Activity 21: Models of Co-existence</i></p> <p><i>Activity 22: If the World Were a Village of 100 People</i></p> <p><i>Activity 23: Bennett s 6 Stages</i></p>
Description	<p><i>Participants are made aware of intricacies in intercultural communication and on how to foster social inclusion. This is an extensive segment and the Annex regarding this segment should be consulted for greater detail.</i></p> <p><i>It is recommended to consult the timetable inside the Annex and to adapt activities according to the profile of participants, as well as to provide assignments accordingly.</i></p>
Additional remarks	<p><i>The sources have been chosen in 2021 and that way that they are not time related, however, it is the trainer's responsibility to facilitate the learning event with updated sources.</i></p>

Segment Nr.	33
Segment Name	<i>Conclusion</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants conclude the training</i>
Duration	<i>15 minutes</i>
Materials	<i>Flipchart, Marker, Projector, Presentation</i>
Activities	
Description	<i>The participants can pose their last questions, before the training concludes. Last assignments may be given.</i>
Additional remarks	
Further assignments	

7. TRAINING ACTIVITIES

(Overview of tools/activities that can be used in presential training, copy this template for each activity developed)

Activity Nr.	1
Activity Name	<i>Reflection Exercise</i>
Type of Activity	<i>Reflection</i>
Duration	<i>30 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will reflect on learning and teaching practice in their own life</i>
Description	<p><i>Participants will be introduced to this exercise as a self-reflection at the start of the training. They are asked as educators to consider their own teaching practice, as well as their own learning practice and consider various questions.</i></p> <p><i>These questions should include:</i></p> <ul style="list-style-type: none"> • <i>Do I have prior experience teaching people? What is my prior experience teaching migrants?</i> • <i>What difficulties did I encounter that I want to learn about? What difficulties do I foresee that I want to learn about?</i> • <i>What are my own learning experiences (in school/university, but also non-formally)?</i> • <i>What has helped me personally learn things better/worse?</i> <p><i>Participants are left to ponder on these questions for about 15-20 minutes, before they are to exchange on their findings in the plenum. Compare findings and see if the participants come up with any conclusions on their own.</i></p>
Additional remarks	<p><i>Try to avoid remarks on the conclusions participants draw. Do note them down however for your personal assessment of training needs to make sure that following days have properly selected exercises. Also note down the things learners want to learn about, preferably in a flipchart/shared document to document such requests.</i></p>

Activity Nr.	2
Activity Name	<i>Learning Content reflection</i>
Type of Activity	<i>Reflection</i>
Duration	<i>30+ min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will reflect on their own learning habits</i>
Description	<p><i>Participants should reflect on their own as to how they learned content. They should make notes as to:</i></p> <ul style="list-style-type: none"> • <i>What kind of content was particularly easy to learn?</i> • <i>Which was hard to learn?</i> • <i>Do I have any hypothesis as to why that may be the case?</i> <p><i>These notes should be visualized on a board for the three questions. The facilitator might also use a collaborative online tool to gather their reflections in case the training is not presential.</i></p>
Additional remarks	<p><i>If there is additional time in between sessions, the activity might be extended and formalized with more extensive written reflection. Added question could be the question as to why certain content seemed more interesting and some less.</i></p>

Activity Nr.	3
Activity Name	<i>Learning Needs Exercise</i>
Type of Activity	<i>Solidary exercise/group exercise</i>
Duration	<i>60-90 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will exercise their ability to identify learning needs, existing resources and opportunities</i>
Description	<p><i>Participants are given profiles of migrants prepared by the facilitator. These should be kept general without any conclusions, but with some results of the first learning sessions, showing progress or lack thereof. Participants are now tasked to identify learning needs and opportunities.</i></p> <ul style="list-style-type: none"> • <i>Where does this student need more help? How could I try help them?</i> • <i>Where might there be existing opportunities which could be utilized to facilitate further learning?</i> • <i>Which learning methods seem particularly useful, which not?</i> • <i>What things might not be found out in this profile?</i> <p><i>The answers are noted by each person on their own, based on case, then exchanged among the group. Participants might advise each other if they have ideas.</i></p>
Additional remarks	<p><i>Given profiles are not perfect, participants should not be lectured too much if they misinterpret matters. If however there is a gross deviation from the interpretation of the facilitator, a facilitator might point out what they had in mind, just to caution about the need for personal interaction.</i></p>

Activity Nr.	4
Activity Name	<i>Method Reflection</i>
Type of Activity	<i>Reflection</i>
Duration	<i>30+ min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will reflect on Learning Methods</i>
Description	<p><i>Participants reflect on their own on methods they experienced, as well as their efficiency. They should take notes as to:</i></p> <ul style="list-style-type: none"> • <i>What methods helped me learn things better? Which did I find hard to learn with?</i> • <i>How much did I learn on my own? How much did I learn in a group?</i> • <i>Did I find any sense more useful in learning or not?</i> <p><i>These notes should be visualized on a board for the three questions. The facilitator might also use a collaborative online tool to gather their reflections in case the training is not presential.</i></p>
Additional remarks	<p><i>If there is additional time in between sessions, the activity might be extended and formalized with more extensive written reflection. Added reflection could be on learning types and whether they found it more useful to stay with one style or by changing things.</i></p>

Activity Nr.	5
Activity Name	Group Exercise
Type of Activity	Group Exercise
Duration	30 min
Learning Objectives	<ul style="list-style-type: none"> Participants will research different learning types
Description	<p>The participants are divided into groups, each working on researching a different learning type and appropriate methods to support it.</p> <p>The groups should research their type, how they best process new information and then methods that assist this type. This should be presented to the others either via flipchart or PPT Presentation. This exercise as it might be very time consuming might be combined with a home assignment.</p>
Additional remarks	In online settings, this might be either done via breakout rooms, or as an assignment.

Activity Nr.	6
Activity Name	Growing Exchange
Type of Activity	Group Exercise
Duration	45 min
Learning Objectives	<ul style="list-style-type: none"> Participants experience different forms of group work settings
Description	<p>Participants are given a certain topic to research. This need not be related to the training. They will first research it on their own, taking notes. After a while, they will meet in small groups, to research in groups. Finally, in the last phase everyone works together in one big group.</p> <p>In the end, the participants reflect:</p> <ul style="list-style-type: none"> At what stage did I learn most? Why? What dynamics did I notice in the research and exchange? Are there any other benefit to solidary/group settings, besides learning efficiency?
Additional remarks	

Activity Nr.	7
Activity Name	<i>Toolkit Preparation</i>
Type of Activity	<i>Pair Exercise</i>
Duration	<i>60-90 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will exercise putting together a varied toolkit.</i>
Description	<p><i>The participants are once again given the profiles they had in Activity 3 and this time are tasked with finding a toolkit for the student. They should try to apply what they learned. Participants are grouped in pairs to allow consulting each other and providing feedback.</i></p> <p><i>Eventually, they present the toolkit to the group and exchange opinions.</i></p>
Additional remarks	<p><i>It should be noted that this exercise is not necessarily about guessing the optimal way to learn. If participants voice concerns over incomplete information, their methods should show the necessary experimentation to maybe find out more about how to best engage a student.</i></p>

Activity Nr.	8
Activity Name	<i>Reading Exercise</i>
Type of Activity	<i>Text exercise</i>
Duration	<i>60+ min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants learn about theory behind language acquisition</i>
Description	<p><i>The participants are given a selected text on language learning and differing stages of it for learning. They are to read the text and take notes of important points to answer questions given by the facilitator. Questions that may arise can be brought up in the next session's "Open Questions".</i></p>
Additional remarks	

Activity Nr.	9
Activity Name	<i>Authentic Hearing</i>
Type of Activity	<i>Solidary/Group exercise</i>
Duration	<i>40-60 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participant's experience listening to an unfamiliar language</i>
Description	<p><i>Participants get to listen to an audio-recording in a non-European language.</i></p> <p><i>Instructions:</i></p> <p><i>Step 1: Select an audio recording of 20-30 seconds (preferably 20s) presenting a real-life day-to-day conversation in natural speed and typical dialect. Such can be a casual exchange, an interview, a news report, the weather report...</i></p> <p><i>Participants listen to the recording and exchange in pairs what they understood, they have 5 minutes to do so.</i></p> <p><i>Participants get to listen to the recording three times.</i></p> <p><i>Step 2: Mix up groups and listen up to three more times and exchange.</i></p> <p><i>Step 3: Discuss among all participants what they understood, be it in a general sense (What was this about? Who is talking? How many people talk? Where could it be?) or a more detailed one (Which words were understood? What specific statements were understood?)</i></p> <p><i>Observations can be noted on flipchart.</i></p> <p><i>Step 4: Recording is played again, sentence by sentence. Participants try to identify the words and the facilitator notes them on the flipchart, leaving blanks where words are not identified. Words that are not properly understood are noted according to their phonetics, with multiple variants if needed as the group cannot agree on one. Facilitator can provide a few harder words which the participants might have a hard time guessing, if it seems necessary.</i></p> <p><i>Step 5: The correct text is handed out to participants and blanks get filled in. Unknown vocabulary and any questions are being discussed.</i></p> <p><i>Step 6: Reflection on the difficulty of understanding the text at the beginning. What could still be understood after a while? How was it possible to understand any such details?</i></p>

Activity Nr.	10
Activity Name	<i>Writing Exercise</i>
Type of Activity	<i>Solidary/Group Exercise</i>
Duration	<i>20-30 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participant's experience writing in an unfamiliar alphabet</i>
Description	<p><i>Participants are introduced to a new, preferably non-European script and are taught how to put together certain words. They can then try to write their name in this script.</i></p> <ul style="list-style-type: none"> • <i>What observations did the participants make?</i> • <i>What things seemed easy to write, which were hard?</i> • <i>Did they ever have to guess on how something was written? What was their guess based on?</i> <p><i>Observations can be discussed in the group. As it should be unlikely that any participant properly knows the script used, nor the language it is used in, it is expected people make guesses. Sometimes these are right, sometimes not. This exercise should highlight that migrant learners too, likely will make a lot of guesses and thus orthography should not be the top priority for people who are not yet literate in the script.</i></p>
Additional remarks	<i>If this activity cannot be conducted due to logistical issues of having knowledge on a foreign alphabet, consider conducting Activity 12 instead.</i>

Activity Nr.	11
Activity Name	<i>Written as Heard</i>
Type of Activity	<i>Solidary/Group Exercise</i>
Duration	<i>30 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will try to understand, based on pronunciation</i>
Description	<p><i>Participants are given texts by learners of the alphabet to highlight typical issues when dealing with language learners trying to replicate spoken words in script. This can be done also as a pair or group exercise, where one text is provided to the group and they can collaboratively work on it.</i></p> <p><i>If no authentic texts can be found, texts from preschool children may be substituted (but should be mentioned), to highlight their way of writing.</i></p>
Additional remarks	<i>Indented as a follow-up to Activity 10, references can be made to the participant's own experiences in that activity.</i>

Activity Nr.	12
Activity Name	<i>Home-made Alphabet</i>
Type of Activity	<i>Solidary/Group Exercise</i>
Duration	<i>30 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will deepen their understanding of difficulties in learning a script</i>
Description	<p><i>In this exercise, the facilitator presents the participants with an invented alphabet with different letters standing for different typical sounds of the language. Avoid copying the normal alphabet, combinations of letters that make distinct sounds become their own letters. An example can be found in the online training units and in WP4 training, which provides the training content for migrant training.</i></p> <p><i>Participants are to write simple phrases in this new alphabet. Discuss the experience.</i></p>
Additional remarks	

Activity Nr.	13
Activity Name	<i>Roman Calculations</i>
Type of Activity	<i>Solidary/Group Exercise</i>
Duration	<i>30-45 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will reflect on learning and teaching practice in their own life</i>
Description	<p><i>The facilitator introduces the participants to Roman Numerals. Once the participants are familiar with Roman numerals, the facilitator starts calculating with the group, first additive and subtractive, later multiplicative. Try to see if the group can solve it in an equation before providing a proper way to calculate the result.</i></p> <p><i>Make sure that it is about how they arrive at a solution, not that they merely need to know the solution. This exercise is to highlight the difficulty of calculating in a different system, such as to figure out what III times III is, even if people quickly figure out it is just 9.</i></p>
Additional remarks	

Activity Nr.	14
Activity Name	<i>Practical Math</i>
Type of Activity	<i>Solidary/Group Exercise</i>
Duration	<i>30 min</i>
Learning Objectives	<ul style="list-style-type: none"> • <i>Participants will learn how to come up with life-related math exercises.</i>
Description	<p><i>Participants are instructed to develop their own examples for working with migrant learners. It is encouraged that these should try to not be too abstract, but focus on areas that are present within their lives and quite common.</i></p> <p><i>Examples can be found in the online learning and in WP4 training, which provides the training content for migrant training.</i></p>
Additional remarks	

Activity Nr.	15
Activity Name	<i>Ability - Opportunity – Dignity</i>
Type of Activity	<i>Online</i>
Duration	<i>mins -40 20</i>
Learning Objective	<ul style="list-style-type: none"> • <i>Participants will be aware of their student' rights</i> • <i>Participants deepen their knowledge on dimensions of inclusion</i> • <i>Participants strengthen their intercultural skills, such as empathy</i>
Description	<p><i>Social inclusion means that the host society ensures: ability, opportunity, dignity to all parties during intercultural interactions.</i></p> <ul style="list-style-type: none"> • <i>What do you think your (future) student(s) may lack?</i> • <i>What do you think your (future) student(s) rights are? Do you know?</i> • <i>What do you think you can do to assist your (future) student(s) to understand their situation?</i>
Additional remarks	<i>Recommended for online context, as needs some prereading from the part of the participants.</i>

Activity Nr.	16
Activity Name	Nice Talk
Type of Activity	Pair/ group discussion F2F
Duration	30 minutes
Learning Objectives	<p><i>This activity/ tool helps</i></p> <ul style="list-style-type: none"> – understand the concept of inclusive language – encourage participants to use inclusive language – identify inappropriate phrases and words that can discriminate and are unacceptable – make awareness of the right to NOT be treated discriminated with degrading words and hate speech – develop communication skills – practice empathy
Description	<p><i>Language reflects our thoughts, ideas, beliefs, concepts and feelings. There are expressions and idioms that are used to characterize diverse groups on a negative and discriminating way. These words are mostly based on stereotypes.</i></p> <p><i>Create a circle with your group or shape pairs. Talk to each other with kindness, compassion and honesty and without stereotypes or cliché. Complimenting a special charm gives courage to others but you can also say other things that help connect with others. E.g., “When you talked about your family before, I just realized how similar our parents were.”</i></p> <p><i>“When you talked about how much music helped you, I recalled how it helped me too.”</i></p> <p><i>“I think you are quite considerate in this regard. That is certainly a strong point.”</i></p>
Additional remarks	<ul style="list-style-type: none"> - The activity can be used in online training too: instead of talking, learners can write a short letter in ‘inclusive language’ to a chosen person.

Activity Nr.	17
Activity Name	<i>Multicultural working and learning environments</i>
Type of Activity	<i>Self-assessment questions or pair/ group discussion - online or F2F</i>
Duration	<i>30 – 40 minutes depending on the group size</i>
Learning Objectives	<p><i>This tool/ activity will</i></p> <ul style="list-style-type: none"> – <i>help you work across cultural boundaries</i> – <i>motivate you to seek out diverse work teams</i> – <i>make you realise that you have an identity marginal in any particular culture</i> – <i>strengthen your self-awareness</i> – <i>help your practice self-reflection</i> – <i>make you be aware that being adaptable gives you more chances for cooperation and friendships</i>

Description

Each workplace has its way of things and culture. Check the following list and how close these statements are to your ideas. (a lot/ yes/ somehow/ not at all). It is a self-assessment tool for you. You are not assessed by any person or organisation here.

- *I am interested in learning about people from different places and cultures.*
- *I am happy working in a diverse environment.*
- *I am not interested in socialising with people with different cultural background.*
- *I am currently working in a multicultural environment.*
- *I like and learn foreign languages.*
- *Traveling is a great opportunity to get to know other people and cultures.*
- *When someone expresses opposite opinion to mine, I get angry or frustrated.*
- *I can easily find my way with people of diverse background in professional and private life.*
- *Sometimes/ I used to volunteer at organizations supporting migrants/ minorities.*
- *Other people say that I have the 'talent' to communicate easily with all kind of people.*

Pair or group discussion:

- *What are your conclusions?*
- *What/ who motivates you? Discuss it with your group and reflect on differences!*
- *Give examples of your personal experiences to the above.*
- *Consider making a network more diverse/ communicating more with people with diverse background.*

Additional remarks	- The activity can be used <u>in online training</u> , too.
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Activity Nr.	18
Activity Name	<i>I am a tourist</i>
Type of Activity	<i>Pair/ group presentation and discussion online or F2F</i>
Duration	<i>30 - 50 minutes depending on group size</i>
Learning Objectives	<p><i>This activity will help</i></p> <ul style="list-style-type: none"> • change participants perspective • <i>see the host country/ city/ village with the "eyes of a tourist"</i> • <i>see the positive side of the things</i> • <i>boost your optimism</i> <p><i>The tool also</i></p> <ul style="list-style-type: none"> • <i>strengthens skills like curiosity, observing, planning, management and intercultural skills,</i> • <i>deepens the participants' knowledge about the cultural and environmental heritage of their host country and community.</i>

<p>Description</p>	<p>Sometimes, we are stuck in our own worries and thoughts and hence not able to see and appreciate people and nice things or grab opportunities that are already part of our daily lives.</p> <p>Playing a tourist suddenly means that you are in the country voluntarily, your mobility was not forced, you had the time to ask or read about the country, its historical, archaeological sites, museums, people, traditions. You are here to have fun to meet new people and see new places and relax. Maybe you have already gathered culinary tips from friends or the internet. You may have the chance to visit a sport event (e.g., Classical Marathon in Greece).</p> <p>Get prepared: you have only one day to make the best of it and go around your city/ village/ district as a tourist. You can make your plans together with your friends, too. Then make your presentation to your group. Encourage them to use photos, images or drawings.</p>
<p>Additional remarks</p>	<p>Other options for playing:</p> <p>Plan a bus trip somewhere within 150 km from your current home.</p> <p>Plan a daily trip with sport activity</p> <p>Plan a cultural city program.</p> <p>Plan a 4-hour walking tourist program that costs less than 10 euro.</p> <ul style="list-style-type: none"> - The activity can be used <i>in online training</i> too.

Activity Nr.	19
Activity Name	<i>Ministry of All People</i>
Type of Activity	<i>Pair/ group presentation and discussion online or F2F</i>
Duration	<i>20 - 40 minutes depending on group size</i>
Learning Objectives	<p><i>This activity will help</i></p> <ul style="list-style-type: none"> - <i>be aware of personal human rights and opportunities arising from them,</i> - <i>deepen knowledge on diversity</i> - <i>boost creativity</i> - <i>develop researching skills.</i>
Description	<p><i>Tip: Read again what is included in Diversity.</i></p> <ul style="list-style-type: none"> — <i>A new ministry is just established in your host country. Its name can be “Ministry of All People” or you can come up with a more interesting name. You are appointed to work either as the Minister or an Advisor of the Minister in it. (Your choice)</i> — <i>Who would work in it?</i> — <i>What would be the main responsibility of this Ministry?</i> — <i>Where would it be?</i> — <i>What language(s) would be used in the Ministry?</i> — <i>Why would it be better, than the existing Ministries?</i> — <i>Can you name the Ministry/ies responsible for migration or inclusion in your host country?</i> — <i>Could you name other offices or organisations supporting migrants or people’s inclusion?</i>
Additional remarks	<ul style="list-style-type: none"> - <i>The activity can be used in online training too.</i>

Activity Nr.	20
Activity Name	<i>Glimmers and Triggers</i>
Type of Activity	<i>Pair/ group discussion F2F</i>
Duration	<i>20-40 minutes depending on group size</i>
Learning Objective	<p><i>Participants will be able to</i></p> <ul style="list-style-type: none"> • <i>map and track their own state of regulation</i> • <i>and predict possible connection and communication with others</i> • <i>appreciate and seek for positive experiences through the day/week</i> • <i>assess all kind of experiences with more resilience.</i>
Description	<p><i>Noticing and being able to name and describe both the glimmer and trigger experiences with others through the day/ week will help you realise that interacting with culturally different people can be both positive and negative and can rapidly change from one encounter to the other. This realisation helps shift your stories to micro-moments or micro-stories and thus, bad moments or incidents begin to be interpreted as small, not significant moments of a day.</i></p> <p><i>List glimmers and triggers, when meeting with people with a different cultural background this week (a teacher, a neighbour, a friend, a relative, a shop employment, etc.)</i></p> <ul style="list-style-type: none"> • <i>a smile, a small talk, a coffee with someone. watching a tv show together raised voice, not being listened, etc.</i>
Additional remarks	

Activity Nr.	21
Activity Name	<i>Models of Co-existence</i>
Type of Activity	<i>Online</i>
Duration	<i>Appr. 20 mins</i>
Learning Objective	<p><i>This tool</i></p> <ul style="list-style-type: none"> • <i>helps you understand the 4 main “bubbles” in a model of coexistence</i> • <i>makes you realise that one’s status in society or in a group is not static</i> • <i>let you realise that knowing the factors shaping your status, makes you more optimistic</i>
Description	<p><i>The main models are co-existence can be separated as follows:</i></p> <ol style="list-style-type: none"> 1. <i>Exclusion</i> 2. <i>Segregation</i> 3. <i>Integration</i> 4. <i>Inclusion</i> <ul style="list-style-type: none"> • <i>Find the models on internet, as they are drawn as circles/bubbles, where little spots represent people in and outside of the circles, according to their position on the 4 level of co-existence. Observe the models.</i> • <i>Which scale of the four (4) do you think you are at the moment in your host country?</i> • <i>Where were you when you arrived in your host country?</i> • <i>What were the factors (people, things, strategies, ideas, skills, etc) helped you move on towards inclusion (if you feel you moved)? E.g., A mentor, a colleague, a daily routine: walking the dog the same hour with neighbours.</i> • <i>Which are your obstacles to be more included (if you wish so)?</i>
Additional remarks	<i>Recommended for online context, as needs some online prereading from the part of the participants.</i>

Activity Nr.	22
Activity Name	If the World Were a Village of 100 People
Type of Activity	Online or F2F
Duration	Appr. 30 mins
Learning Objective	<p><i>This activity helps realise how diverse our world is and how possibly European or ego-centric, etc. we are in the face of global reality. Hence, it will help develop a more global worldview of the participants. Writing a cultural related text and about feeling will also help improve communication and writing skills.</i></p>
Description	<p><i>If the world were a village of 100 people¹... 61 villagers would be Asian (of that, 20 would be Chinese and 17 would be Indian), 14 would be African, 11 would be European, 9 would be Latin or South American, 5 would be North American, and none of the villagers would be from Australia, Oceania, or Antarctica.</i></p> <p><i>At least 18 villagers would be unable to read or write but 33 would have cellular phones and 16 would be online on the Internet.</i></p> <p><i>27 villagers would be under 15 years of age and 7 would be over 64 years old.</i></p> <p><i>There would be an equal number of males and females.</i></p> <p><i>There would be 18 cars in the village.</i></p> <p><i>63 villagers would have inadequate sanitation.</i></p> <p><i>33 villagers would be Christians, 20 would be Muslims, 13 would be Hindus, 6 would be Buddhists, 2 would be atheists, 12 would be non-religious, and the remaining 14 would be members of other religions.</i></p> <p><i>30 villagers would be unemployed or underemployed while of those 70 who would work, 28 would work in agriculture (primary sector), 14 would work in industry (secondary sector), and the remaining 28 would work in the service sector (tertiary sector). 53 villagers would live on less than two U.S. dollars a day.</i></p>

¹ Matt Rosenberg

Additional remarks	<p><i>One villager would have AIDS, 26 villagers would smoke, and 14 villagers would be obese. By the end of a year, one villager would die and two new villagers would be born so thus the population would climb to 101.</i></p> <p><i>How much are you surprised with these diversity statistics?</i></p> <p><i>How similar is the population of this village to that of your host city/ village?</i></p> <p><i>And your home city/ country?</i></p> <p><i>Write a short paragraph according to the questions and your feeling about this text.</i></p>
	<p><i>Recommended for online context, as the text needs some time to be read and the exercise is written.</i></p> <p><i>The text is from the internet, found in 2021, therefore global data included can change.</i></p>

Activity Nr.	23
Activity Name	<i>Bennett's 6 Stages of Intercultural Sensitivity</i>
Type of Activity	<i>Online or F2F</i>
Duration	<i>Appr. 20 mins</i>
Learning Objective	<p><i>The activity helps</i></p> <ul style="list-style-type: none"> • <i>identify the different stages of intercultural sensitivity,</i> • <i>understand where the person is on the scale,</i> • <i>develop the ability seeing oneself in process,</i> • <i>recognize difference and diversity.</i> • <i>In this tool you are invited to place yourself on Bennett's scale.</i> • <i>Can you relate to these stages from your own experiences? When did you react/ behave to others, as it is described in the model?</i> • <i>Do you agree – based on your experience – with Benneth: people's ,intercultural behaviour' can change and develop?</i>
Description	<p><i>The Developmental Model of Intercultural Sensitivity (DMIS) - created by Dr. Milton Bennett (1986, 1993) – was explained in detail in the theoretical part of this document. It serves as a framework to explain the reactions of all people to cultural difference, in six (6) different stages.</i></p> <p><i>Becoming more inclusive and making meaningful change requires continued self-awareness and reflection.</i></p>
Additional remarks	<ul style="list-style-type: none"> - <i>Recommended for online context, as the activity is based on Bennett's Developmental Theory, which needs to be read and understood before the activity. (See below in the Theoretical part)</i>

8. FURTHER READING AND SOURCES

Bennett, M.J. (1986). *A developmental approach to training for intercultural sensitivity*.

International Journal of Intercultural Relations 10 (2), 179-95.

Bennett, M.J. (1993). *Towards ethnorelativism: A developmental model of intercultural sensitivity*.

In M. Paige (Ed.), *Education for the intercultural experience*. Yarmouth, ME: Intercultural Press.

The stages of DMIS is a continuum that ranges from ethnocentric to highly ethnorelative (Cushner, McClelland, & Safford, 2012, p. 155). The DMIS was designed by the theory that cultural awareness is accompanied by improved cognitive sophistication (Cushner, McClelland, & Safford, 2012, p.155). This model is acceptable for both children and adults as they progress through cross-cultural sensitivity.

Geography Expert, M.A., (2004) *Geography, California State University – Northridge, B.A., Geography, University of California – Davis* (Source: <https://www.thoughtco.com/matt-rosenberg-1433401>)

UNESCO, (2006), *Section of Education for Peace and Human Rights, Division for Promotion of Quality Education, Education Sector: UNESCO Guidelines on Intercultural Education, Paris*

Vidali, Eva & Adams, Leah D. (2006): *Challenges of Globalization: Changes in Education Policy and Practice in the Greek Context, The Childhood Education*

Noriss, J and Watanabe, Y. (2007): *Understanding and assessing intercultural competence: A summary of theory, research and practice*

9. ANNEX – GUIDELINES FOR FOSTERING INTERCULTURAL UNDERSTANDING AND SOCIAL INCLUSION

“When everything is done and said, you look around and everybody looks the same, you did it wrong.”

Rosado

The Guidelines for Fostering Intercultural Understanding and Social Inclusion acknowledges the concept that society is diverse and diversity is an opportunity and not an obstacle. As an inclusive project, 3steps celebrates human uniqueness and all kinds of diversity². An intercultural mindset is a must for all in our interdependent and multicultural³ world. The Guidelines provides a proactive and practical guide to mentors on intercultural and diversity related topics.

The tools/activities of this segment are built on theories defining culture, inclusiveness and diversity, with focus on Bennett’s ‘Model of Intercultural Sensitivity’ (by M. Bennett) and Cross’ s ‘Intercultural Competence Model’, as well as a short description of intercultural training styles.

You will find a large variety of activities for both one-on-one and group settings. Most of the tools are suitable for both (1) online and (2) face to face learning, with some exceptions where physical presence is required.

Note to Trainers

The goal of the 3Steps Project is to provide knowledge and to empower You. You will develop and strengthen your intercultural competence, learn about bias (yours and others) and gain experience in facilitating interactive learning processes, which can become a part of your professional profile. However, as an intercultural mentor, you are already expected to be motivated, enthusiastic and committed to be a part of social change and

² This document is designed to support young people with migrant and minority background. However, the 3steps consortium’s understanding of diversity is not based on ethnic diversity only. The partnership believes that everyone’s culture is complex and unique and reflects – beside cultural features – their worldviews, norms, values, abilities, etc.

³ **What Is Multiculturalism?** According to Rosado, C. (1986): Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society. Source: https://www.academia.edu/279610/What_Makes_a_School_Multicultural

work with young mentees, who need support and guidance towards their inclusion. Change starts with you!

During your mentoring:

- Use inclusive language
- Model socially inclusive behaviour
- Have a non-judgemental attitude
- Find common ground for your mentees
- Give space and time for participants/ mentees ideas and questions
- Celebrate mentees' success and strengths
- Make it clear for your mentees: this mentorship is to support THEM in both professional and personal life.
- For each tool it is described how to implement it. However, you are free to modify or simplify them partially, based on your experiences and the needs of your group/ mentee.

THEORETICAL BACKGROUND

I. An attempt to define culture

In the academic disciplines, many different definitions of culture exist; they are, however, not always based on an open and flexible cultural term. Nieke offers a useful definition of culture by describing it as “the entirety of collective interpretive patterns of lifeworld”.

This definition does not limit culture either to ethnicity, language, or the notion of a nation, and neither does it limit itself to the borders of a country. Rather, many different cultures exist within one nation or one state that can be described as partial cultures, subcultures, milieu or lifeworld. Leiprecht points out the hybrid character of culture and states that

“Cultures in general do not represent any static or homogenous entities, but they are rather unfinished, processual and heterogeneous. The borderlines demarcating the special ways of living of a group or society are therefore not clear at all but rather diffuse. Cultures are open systems allowing for changes, adaptations and overlaps.”⁴

In this sense, cultural identity becomes a lifelong challenge that has to be struggled for individually and collectively over and over again.

⁴ Translated from the German version, see Leiprecht 2004, p. 15.

“Individuals come to terms with themselves and their living conditions, define themselves and others anew over and over again and, this way, create their identity by reshaping their “maps of meaning” and the cultural material already created according to current living conditions.”⁵

This concept of culture considers the human being to be a cultural creation and cultural creator at the same time. Here, culture is described as a plan of orientation and a map by means of which people orientate themselves in their environment. This map however not only consists of meanings we attribute to actions and things, but also of basic ideas of the world and how it should be.

In the following, intercultural training concepts are looked at more closely in order to then give recommendations on how to conduct intercultural training modules.

2. Intercultural trainings in current discussion

Increasing globalisation is having an effect on people and is reflected in the growing complexity and variety of individuals. Traditional intercultural trainings have not met the requirements of this change for a long time now as they aim at imparting a feeling of security in intercultural encounters. Intercultural competences⁶ are the “cure” that solves conflict situations. These competences include the theoretical knowledge of culture and the teaching of cultural differences. Frequently, the models⁷ by Hall, Hofstede, Trompenaars and Thomas are used here⁸ which are all based on three essential assumptions⁹. Cultures are clearly distinguishable from each other, show the structure of an onion and it is therefore hard to change them at the core.

Here, it becomes clear that the basis of the common theory models is an old concept of culture which does not take the changes in the world and the impact on society into consideration, as already mentioned at the beginning of the chapter. Leiprecht (2004) also criticises these models as a simplification of complex issues is taking place here.

⁵ Translated from the German version, see Hinz-Rommel, p. 48.

⁶ Target dimensions of intercultural competence are of cognitive, affective and behavioural nature (Sama 2012, p. 43).

⁷ Because of the shortness of this paper, single models cannot be discussed.

⁸ Compare Sama 2012, p. 43.

⁹ Compare Breidenbach/Nyiri 2008.

Furthermore, he sees the idea of removing prejudices against “others” through acquiring knowledge as problematic. Here, it is not one’s own perception and thought structure that is being questioned but rather the “otherness” of others. Cultural forms of behaviour always have to be analysed in their social context.¹⁰ On the other hand, concepts such as transculturality or hybridity describe cultures as a process that can only emerge through encounter and mixing with the “other”.¹¹

These concepts are based on a constructivist notion of culture. In case of the latter, multiple affiliation is referred to (e.g. nation, region, religion, work, city, rural areas, social class, subculture, etc.) which should be reflected in intercultural concepts.¹²

Here, the question arises of how far it is possible at all and/or how much sense it makes to impart an ostensible security in cross-cultural situations if the assumption is that culture is dynamic and changeable. What is required is rather “competence in not having competence”¹³ in this case; or maybe the lack of knowledge can be defined as a constructive moment in order to take successful action. According to Mecheril, faux pas or insecurities cannot be avoided through trainings¹⁴. Friedmann and Berthoin Antal¹⁵ go one step further and see enormous learning potential in “embarrassing moments”. Based on the approach of “negotiating reality”, manifold action strategies are necessary in order to successfully master intercultural interactions. This requires a certain degree of sensitiveness and knowledge of the cultural characteristics of the other which implies active cultural self-reflection and the ability to engage with others. Moreover, it takes courage to explore new paths and see things with different eyes and to continuously question one’s own way of seeing things.

3. Recommendation for action

As a conclusion drawn from the theoretical discussion above, in the design of intercultural trainings, it is important that the basis is an open, dynamic and flexible concept of culture which takes the increasing globalisation processes, the complexity of individuals and their multiple affiliations¹⁶ into account.

¹⁰ Compare Kalpaka/Räthzel 1990, p. 49f.

¹¹ Compare Sarma 2012, p. 46.

¹² Motakef 2000.

¹³ Mecheril 2010

¹⁴ Compare Sarma 2012, p. 57.

¹⁵ Friedmann/Berthoin Antal 2005

¹⁶ Ibid, p. 69 ff.

It should therefore not be the general aim of intercultural training to impart security in intercultural interaction, but to rather acquire techniques (of observation) that make it possible to understand and interpret cultural actions and to create awareness regarding one's own cultural affiliation. In addition to "values" and "stereotypes", the subject of "power and power asymmetries" is a further important module for intercultural trainings. Time and again, it is just those people from other cultural spheres who experience discrimination and racism from mainstream society in Europe. Here, some awareness for different dimensions of power should be developed.

By means of the *Developmental Model of Intercultural Sensitivity*¹⁷, adequate methods can be selected according to the relevant target group. The basis of Bennett's theory is the subjective experience of the individual in forming and interpreting his or her reality. The model is divided into Ethnocentrism and Ethnorelativism.

DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY

Experience of Difference					
Ethnocentric Stages			Ethno-relative Stages		
Denial	Defence	Minimization	Acceptance	Adaptation	Integration

It is recommendable to plan at least 2 hours or even a half or a whole day of training for the topics of culture intercultural approaches and how it is perceived. Generally, it should be assumed that the intercultural learning process is a lifelong process. The exercises described can only be a first impetus for culturally sensitive modes of action.

For advanced trainings, it is recommendable to deal also with stereotypes, power and racism. The topics mentioned cannot be dealt with in this Curriculum, although we are aware of their importance.

4. The foundations of Inclusiveness

Key words:

Migration, diversity, equality/inequality, inclusion/ exclusion, identity, dignity, cultural differences, human rights, belonging, community, society, xenophobia, resilience, European Union

¹⁷ Bennett, Milton J. 1998, p. 26.

When talking about factors affecting migration, firstly, global trends have to be considered. Changes and transition effects everybody, however, some people are more disadvantaged - elderly, youth, migrants, women, non-traditional families or the combination of these - , therefore more vulnerable to current changes the world is seeing now. The main types of transition can be listed as follow: (1) economic, (2) demographic, (3) spatial, (4) knowledge and ICT.

Transition and moving population have been phenomena from the beginning of human existence and have resulted in global diversity. Diversity refers to the wide range of human qualities, within a group, organisation or society and includes ability, age, ancestry, culture, ethnicity, gender, gender identity, family dynamics, language, race, religion, sexual orientation, and socio-economic status. Diversity has two dimensions: the primary (mainly biological and usually visible: age, gender, race, ethnicity, social class, disabilities), and the secondary (sociocultural and usually invisible: language, education, values, occupation, culture, learning styles, etc.). Having as a starting point that our society is diverse, its important to be aware of the different models of co-existence - showing how much (or not at all) the majority shares resources, opportunities and power with minorities. A model of 4 "bubbles" divided into (1) Exclusion, (2) Segregation, (3) Integration (4) Inclusion is used to this end.

Social exclusion is a complex and multidimensional process, not limited only to poverty, material deprivation and access to economic resources. Identity driven exclusion is on the rise both globally and in Europe and it can contain race, religion, ethnicity, gender, age, disability, nationality/ migrant status (refugees, undocumented migrants, unwelcome migrants).

In an attempt to set the foundations of social inclusion, it has been recognised both in the corporate and individual world - including research, education and entrepreneurship - as one of the three main pillars of sustainable development:

Economy (growth, efficiency)

Environment (resources, wastes)

Society (Social Inclusion, Empowerment, Inclusiveness)

So, what is social inclusion? And why is it important? Social inclusion can be defined as follows: The process of improving the terms for individuals and groups to take part in society.

The process of improving the ability, opportunity, and dignity of people disadvantaged on the basis of their identity.¹⁸ It is important for all, as only through inclusion we can eliminating poverty and conflicts at global, European and local level.

When answering the question: Including in what? The answer has to be concrete and complex, referring to economic, social, political and cultural life and to all levels of society (individual, household, group, community, country, global.) There are three (3) main domains of inclusion: (1) spaces, (2) services, and (3) markets. Spaces can be physical, political, cultural, services are related to information, social protection, education, health, and markets include access to housing, labor, land and credit.

Another crucial question to be answered is: How to include? Human rights are an extremely important dimension of social inclusion. Due to limited space and time, this training material cannot go into details about the subject – its role is more to raise the awareness that “migrant rights” or “minority rights” are universal human rights. All people must be treated as equal and with respect: ensuring they have the ability, opportunity and dignity, when being included.

It is important to note that the 3steps partnership shares and supports the idea of self-identification: each person has the right to identify their own culture(s) and identity.

¹⁸ Kamur, A.



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