Teacher Handbook

**Intercultural Training for Educators- InterTrainE
2018-1-UK01-KA204-047987**

IO5: Training guide for adult educators

Activity Leader: CLP, Edinburgh

Written by: Chrysi Koundouraki (UK)
Based on contributions drafted by Katerina Strani (UK), Monica Miglionico and Valeria Zampagni (Italy), Kalli Rodopoulou (Greece), Marja-Liisa Helenius (Finland).

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PREFACE

The aim of this Handbook is to assist trainers who will take part in the project's Joint Staff Training Event and provide them with instructions on theories and study content of the curriculum.

The training guide for adult educators will provide practical information and background knowledge for adult trainers on the curricula and training materials developed by this project. It will also provide general information on the purpose and the goals of the training, on the curricula and the content of modules, explain assessment and evaluation process. It will describe the methods used and their advantages, highlighting a description of blended learning.

The handbook will be a useful tool to any adult trainer/teacher as it includes exercises and techniques which can be applied not only in relation to our specific training material but in any adult learners' class.

Each partner has undertaken the preparation of a chapter of this Training guide, according to its expertise, and has given its input on the final product. Partners sent their work to CLP, which produced the final content for this Training guide. This handbook is available in all partners' national languages.

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1. Information on the purpose and the goals of the project and training

The overarching goal of the InterTrainE course is to design a programme for adult educators working with migrants and refugees. For this purpose, the project partners will:

a) conduct a needs analysis in each partner country and produce national reports as well as a project report on the specific intercultural training needs for educators working with migrants and the specific target migrant audience;

b) investigate the status quo regarding migrant integration policies, existing programmes and training structures on intercultural training for migrants and educators in partner countries;

c) compare and analyse the results of this investigation to develop a needs analysis for intercultural education of trainers;

d) develop an internationally competitive modularised training curriculum with qualification standards specialised for Adult Education (EQF Level 5);

e) produce a handbook for trainers, which will include learning outcomes, a theoretical framework of basic concepts and the training package itself which will include practical exercises and, where possible, case studies. The handbook will be translated in the six project languages and will be freely available in electronic form;

f) Adapt the learning material to an OOER which will provide online access to interested stakeholders.

The aim of this Handbook, which is our project's Intellectual Output 5, is to provide educators with a clear definition of learning outcomes and sequence of activities designed to help the participants who attain them. The methodology of working out the programme was based on the following principles.

The first step was to distil the research of Activity 2 into a set of focal points for the curriculum and determine the relative weight of curricular elements.
This was a crucial step to ensure that the curriculum reflects the educational needs of adult educators in migrant education, and therefore to ensure the success of the graduates of the programme. Once the general focal points were in place, their relative weight in the curriculum was decided upon.

Here again, the research findings and results provided the basis for decision-making. These curricular elements were then modularised based on a commonly decided template and each module was assigned to different partners, to permit maximum flexibility in the delivery of the course content.

The InterTrainE course was designed to fill a much-needed gap in intercultural training for educators of adult migrants. For the purposes of this course, and to make it relevant to all partner countries, we are using the UN Migration Agency's definition of migrant:

The UN Migration Agency (IOM) defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of:

 (1) the person's legal status;

(2) whether the movement is voluntary or involuntary;

(3) what the causes for the movement are;

(4) what the length of the stay is.

(https://www.un.org/en/sections/issues-depth/migration/index.html)

This means that the course is suitable for educators of adult learners who are voluntary migrants, refugees, asylum seekers where applicable, regardless of their migration status, length of stay in the host country, or education. Inevitably, some of the approaches and material will be different for the different groups of migrants; for example learners who have experienced trauma, who may be illiterate, who are in protracted situations of migration or are in the process of seeking asylum will have different needs and will require additional and more specific forms of support than voluntary migrants or those who have been in the host country for longer than a few years. Where a distinction needs to be made, this will be made clear in the course material and suitable alternatives and options will be provided for the respective categories of migrants.

2. Your role as an educator

There are many challenges when teaching or training migrants. According to the results collected at the end of the survey carried out among teachers and trainers who work with adult migrants, as well as migrants themselves, in the UK, Greece, Italy and Finland, conducted and published as the IO1 report for this project, it is evident that there is a need, acknowledged by both educators and learners, for intercultural training for educators of adult migrants. Responses by both educators and learners gave clear indications of what that training should include, based on the difficulties and challenges that they both face in the multicultural classroom.

The most obvious common need for educators, as identified in the national reports from all four countries was for greater communication skills. Conflict management and resolution techniques were also identified by all partners as requiring development. Training in social inclusion techniques, particularly in response to persons who might have experienced psychological trauma was also considered to be very important, even if only at a basic level. Educators feel that they could benefit from having a repertoire of more/more-effective team building activities and warm-ups to use in classes with migrants to encourage participation and social integration.

Several of the educators mentioned focus on dealing with cultural differences as an important topic. Themes of politeness, group dynamics and gender relations also came up. Group work is also a recurring theme, and there were also comments on teaching migrants who have been through trauma, are juggling work with study or are illiterate. Legislative framework and bilingual and multilingual education were areas which also reoccurred as being desirable for the development of educators working with migrants, however they are also areas that could be extremely challenging to address within the framework of this project due to the fact that they would be different for each partner country. Migrants themselves also mentioned empathy and interest from the part of the teachers as very important, as well as sufficient help with language problems they might face.

Social conventions and embarrassment at perceived lack of knowledge of them was another reoccurring theme which seemed to provide discomfort for many learners. Participatory methods and group work were identified as teaching methods which appeared to generate friction, whether due to differing attitudes to workload between students in the group, or this being an unfamiliar teaching technique which could be why educators also identified such methods as an area for development, and even though it is an important technique for creating group atmosphere, special attention should be paid to how these activities are conducted with appropriate sensitivity.

Across the entire sample of responses from all four countries, the educators were themselves highly educated and experienced in teaching (mostly with 5-10+ years teaching experience) with a lower proportion being very experienced in specifically teaching migrants. Approximately half of the sample across all countries had experience in Intercultural Training, however it could be deduced that there is no consistent approach to whether or not this is a compulsory part of training for teachers, and this lack of consistent approach was identified by all four countries. It also seemed the institutions they taught in did not always have clear written policies on such matters. It would appear that there exists no standardised course aimed specifically at Intercultural training for teachers working with migrants in any of the countries involved.

It is apparent that, even though every group of migrants is different and each individual is different, there are common issues faced by educators as there are some strategies that could be applied regardless of the group. In their article, Maunonen-Eskelinen, Kaikkonen and Clayton (2005) state that "educators working with immigrants should have a multicultural perspective", which means "a critical and reflective understanding of oneself and others in historical and cultural contexts, an awareness of both differences and human similarities" (p. 5). They also specify that "For educators and counsellors, it means infusing practice with an awareness of their own personal and cultural background and experiences as well as those of their students or clients (Kerka, 1992)." (Maunonen-Eskelinen et al, 2005,

Maunonen-Eskelinen et al, echoing Kerka (1992), have summarised five strategies for educators of multicultural migrant adults that we believe are important to keep in mind, and based on these, other resources and our own views, we have formulated four key strategies for educators:

1. Building a relationship with the learners and establishing a climate of trust, acceptance and encouragement.

2. Transformative learning "recognises the individual's ability of inner change by emphasising the use of the adult trainees' experiences" (Giannoukos et al 2015, p. 239). This means drawing on the group of adults from varying backgrounds as a resource, learning from each other's experiences (Maunonen-Eskelinen et al 2005, p. 3-4). Engaging students in a manner as interactive and participatory as possible.

3. Providing psychological support and encouragement, promoting a positive self-concept, seeing each student as an individual that should be encouraged to find their own path.

4. Building networks among the group and encouraging collaboration. The network can be a valuable resource of friendships and contacts for the migrants later on. (Maunonen-Eskelinen et al 2005, p. 3-4)

In the following, we will look at these strategies in more detail, including some practical suggestions.

2.1 Building a relationship with the learners and establishing a climate of trust

Acknowledging challenges

In the beginning of the training, it is important to get to know the learners. This is particularly important when the target group has specific needs and very differing backgrounds, as often is the case with migrant learners. It is also extremely important to acknowledge the main challenges with each particular group, which may be language issues, different cultures, different education backgrounds, different expectations, etc. and focus on overcoming them:

   a. Low language skills in the language in which the course is held is a major factor that requires a lot of understanding, patience and encouragement from the part of the educator. It may be necessary to put in some extra work and effort to provide more individual assistance to those with low language skills.

b. Differing cultural backgrounds among adult migrant leaners is a great challenge for educators. This can be addressed by getting to know the learners individually and building trust among the whole group. This is further addressed below.

c. Differing levels of education is also a challenge for the educator, especially when choosing the methods and material to use with each group. It may be important to provide individual assistance to some students. However, the most important thing is to treat everyone equally despite their level of education and not to single out any students but rather to try to provide support where needed.

d. Different expectations on the part of the students can be tackled by going through the curriculum and objectives for the course and raising any issues through discussion, as specified below.

2.2 Building an atmosphere of trust and encouragement

From the very beginning, it is important to create an atmosphere of trust and to encourage the learners to talk about themselves, their backgrounds (age, family background, education, work experience, other personal details, where this is relevant or the learners are willing to share information). This helps the trainer discover more about them and it also allows for the learners to share experiences and feel comfortable with both the trainer and the other participants in the group. The best and most important way of helping learners in their self-development is building a relationship with them, knowing them and allowing them to know you and to trust you, not as an authority but as a person who understands or wishes to understand them. It is also important to create an open and accepting atmosphere, so the trainer should be extremely careful to avoid ethnocentrism or any kind of value judgements regarding other cultures. The main goal here is to share and understand each other's experiences.

It is important to try to engage the students in discussion during the first class, so that you can also better assess their language skills and educational level and to identify which individuals may need more support and assistance in the future.

2.3 Defining objectives

It is also important to clarify the learning objectives, the schedule and curriculum of the training and what is expected of the trainees. It is important to discuss the expectations of the trainees regarding the course and the educator, to avoid misunderstandings during the training. The educators should go through the whole process; from objectives, working methods, materials to expected results and assessment. This may seem self-evident, but it is very important in terms of creating understanding and trust among the group from the very beginning.

Practical tips

There are many different ways of achieving the points discussed above. It is important to keep in mind to use "teaching techniques that are developmentally and cognitively appropriate, such as techniques that involve hands-on experiential learning, engage students in inquiry and testing of

their ideas, allow for collaborative learning, and involve thematic instruction that integrates content and skills" (Gonzalez, J.M.; Darling-Hammond, L., 1997).

Here are some practical suggestions for the first training sessions:

- Start the first class with an introduction of yourself and your background.
- Ask the students to introduce themselves briefly – name, age, family background, education, work experience, other personal details (but only if the learner is comfortable or willing to share them).
- Form small groups / pairs and give the groups a task of discussing and writing down the expectations they have from the class / training. This will allow the learners to get to know each other and form bonds, as well as to share their expectations.
- Read and discuss the learners' expectations with the class. Then explain the curriculum, working methods, schedules and content for the training, as well as the learning objectives, expected results and assessment carefully. Ask the learners if they have any questions, as it is very important that they understand these points. It is important everyone understands what they need to do in order to succeed in the course.
- Form small groups / pairs and discuss cultural differences and similarities in more detail – e.g. concepts of time, dignity, work, leisure, religion etc. in each participants' culture. (This is an exercise that may be done later on during the course as well.)
- You can also implement an assignment(s) where the participants discuss the context of migration in their own countries on a general level, to better familiarise the students with each other's backgrounds. There are useful exercises and assignments in the InterTrainE modules that can be used for this purpose.
- Give everyone enough time to express themselves, try not to impose any value judgements or opinions regarding their stories.
- As discussed above, treat everyone in the group equally, regardless of their background or level of language or education. Provide individual support when needed.
- Use multimodal teaching strategies that provide information in various ways, such as oral, written, pictorial, graphic, and kinaesthetic (Gonzalez, J.M.; Darling-Hammond, L., 1997).

Some more general strategies that might help build an atmosphere of trust throughout the training:

- Listen to your students: actively listening to students is a way to learn about their motivations, desires, and worries.
- Ask your class questions: after you have actively listened, deepen your understanding by asking students questions about themselves. Two things will happen: you will find clarity about students' thoughts and motivations, and students will feel that you are interested in what they have to say.
- Respond Intentionally: during moments of joy or distress, you can use what you know about a student to assist them. When introducing a new unit of study in the classroom, you can relate it directly to a student's interest. Critically thinking about who students are, what they believe, how they like to get feedback, and what they need can be the difference between a quick fix and a long blow up.
- Acknowledge students' feelings: use empathy to help students know that they are not alone.
- Advocate for students: show students that you value them by being a voice for them when they need it.

- Tell students about yourself: allow students to get to know you. Seeing you as a real person helps them to trust you.
- Attend community events: let students see you doing things that further show that you're human just like them. Join them at cultural events to show support.
- Remember dates that are important to students: students like to be recognised and remembered.

The educator should keep in mind that the assignments and discussion can greatly depend on the group dynamics and the individuals in the group, and especially providing information about one's own background should be voluntary. Some of the participants may be less open and need more time to build trust and provide more information about themselves, and it is important to respect this as well. Building a relationship with the trainees may take some time, but it is important to dedicate the first classes to building a foundation for this.

2.4 Transformative learning: Educators role as a guide and catalyst

Theoretical basis for transformative learning

In the context of intercultural and mixed groups of adult migrant learners, transformative learning is a very important concept that should be taken into account in all parts of the teaching and learning process. Therefore, we will briefly discuss it here, starting with some theoretical aspects.

Giannoukos et al (2015) state in their article on the role of the adult educator that transformative learning is "one of the most complete and scientifically proven theories of adult training", and according to one of its greatest theorists, Jack Mezirow, "it recognises the individual's ability of inner change by emphasising the use of the adult trainees' experiences. The essence of transformative learning is about determining the perception that each person has and as a result of his social, political, ideological, ethical, historical, cultural experiences" (Giannoukos et al 2015, p. 239). According to Margo, reflecting some of the original theorists on transformative learning, Freire (1970, 1973, 1997) and Mezirow (1981, 1990, 1991), "transformative learning involves a process where individuals reflectively transform existing beliefs, attitudes, opinions, and emotional reactions that may limit their ability to achieve their personal and intellectual potential. A fundamental shift takes place in the way individuals see themselves, others, and the world." Margo states that in the learning process, "the educator can play a key role as a catalyst of transformative change and learning". Margo also states that, as Freire proposes, "the educator assumes the role of a co-learner who with empathy and insight understands the existential reality of learning", suggesting also that learning becomes a more democratic process when "educators participate collaboratively with adult learners in a "critical and liberating" dialogue that is grounded in the life world of the individual".

In this manner, echoing Margo, Freire and Mezirow, it is clear that the empathic and understanding educator can best encourage the adult learners to engage and become motivated in the process of learning. The transformative learning process also "helps learners gain a sense of agency over (themselves) and their lives" (Mezirow, 1985, quoted in Margo, 2002, p. 2). Giannoukos et al. also

state that "In the framework of transformative learning, the participants who intend to change their way of socializing and organizing, look for other people to share their ambition to create ways of resisting the unedited cultural norms of the organizations, societies, families and political life; they become active subjects in cultural change (Rogers, 1996)" (Giannoukos et al 2015, p. 238).

In the interviews with adult educators conducted by Margo, she concluded that "most of the teachers emphasised the importance of providing a safe, open, and trusting environment for learning, and using instructional strategies that supported a learner-centred approach that promoted choice and self-direction" (Margo 2002, p. 2). Self-reflection and increasing awareness of different aspects is important in this process.

Practical tips

The intercultural teacher's or educator's role should not be very didactic; teachers should instead adopt the role of a collaborative catalyst and empathic educator that helps students acquire and find the information and process and critically assess what they are learning. As Giannoukos et al state, "The educator must act as an intergraded coordinator of the training process, as a council, as a stimulator, as a guide on the path to knowledge in order to elaborate the trainees' knowledge experiences and admissions (Navridis, 2005)" (Giannoukos et al 2015, p. 238).

- You should help your students absorb the information, different points of view and integrate and adapt them into their existing world view through discussion, questions and guidance, and, above all, by encouraging them to self-reflection.
- Remember that the educator is a participant, cooperating with the trainees and helping them create and construct their own reality and views.
- Try not to use binaries (right/wrong, true/false) and point out errors as such, but to find ways to make the learner see where they should reconsider their position and lead them on another path of thinking. Try to help the learners find a way to identify their own errors in perception or discard thought models that are not functional.
- Instead of theory, use examples and case models wherever possible to relate what is taught to real life and to provide alternatives. Try to find examples that will show the learners another perspective than what they are used to. Personalised, human stories are often much more effective than theory.
- Discussion and interaction should be the main activities in all tasks. Avoid assuming a didactic role wherever possible.
- Encourage students, rather than discouraging them, to express their thoughts, to engage, to use their language – even with low language skills. Aim to make the classroom a space where everyone feels safe and comfortable expressing their views, without fearing the judgement from others.
- Encourage the students to self-reflection wherever possible. At every turn, encourage students to consider what has been discussed in the global context. Remember that the aim is not to devalue their cultural background but to help them integrate the new information in a critical manner, guiding them towards cultural inclusion and global citizenship.

This kind of role as a guidance-giver can be achieved through the many exercises and material provided in connection with each Module of the training.

Psychological support and promoting a positive self-concept

As we have discussed, a personal relationship and an atmosphere of trust and support between the educator and the students is extremely important, and often some psychological competences are also needed. Mezirow (1981), as discussed by Margo (2002, p. 7), emphasises on the fact that "educators should have 'sufficient psychological knowledge' to help learners deal with anxieties and emotional barriers that may interfere with learning." However, most educators are not trained as counsellors or therapists, and according to e.g. Margo's interviews with educators, many of them are hesitant to act in the role of psychologist or therapist and would rather refer the students to a counsellor.

Indeed, educators should provide some support and respond with empathy to learners' issues; they should also have some psychological tools at their disposal, but it is not their role to act as a therapist, but rather as a guide to find the appropriate help needed. Many adult students with migrant backgrounds, especially refugees or other groups that have undergone forced migration, may have severe traumas and the educator does not have the expertise to deal with this.

In terms of psychological support, the educators should consider the challenges that the migrant learners may have faced or may be currently facing. Their decision to migrate may have been voluntary or dictated by external factors. The challenges that adult migrant learners may be facing include e.g. the following:

• Their journey may have been dangerous, expensive, long and with long transits
• Finding accommodation may be a challenge
• Reduced job opportunities
• Navigating foreign bureaucracy
• An anti-migrant political and social climate
• Discrimination and personal attacks
• Abusive behaviours
• Language barriers
• Lack of social contacts and support
• Psychosocial reactions to the experience, such as fear, disorientation and unrealistic expectations, among others. (OSCE 2018)

These challenges can be very difficult to deal with, especially when facing more than one at a time, and given the potentially traumatic experiences connected with their move, the learners may be in need of much support. Of course, there may be also much deeper trauma in the background. As stated above, the educator can provide psychological support in the form of empathy, offering advice and encouragement, but if it seems that professional help is needed, they should refer the person to an expert, such as a counsellor or therapist.

Practical tips

As suggested in the InterTrainE materials, it is important to engage the participants in interactive activities, in order to get to know them and the areas where they need the most support.

Encouragement and helping them build a positive self-concept are vital, as the challenges the individual may be facing can easily wear them down and affect their self-image and confidence.

- Find out as much as you can about the individual students' situation and background through interactive exercises, discussions and dialogue, also individual sessions may be necessary with some students. Determine in which areas they need most support – linguistic, financial, practical, emotional, psychological, etc.
- Ask the students questions and take an interest in them, in both how they are managing with their tasks and how they are doing on a personal level.
- Whatever their needs are, take these into account in the training and, where needed, refer them to the right place for help. Do not try to solve all their problems yourself.
- Help the students maintain or create a positive self-concept and self-confidence by support and encouragement. Do not focus on mistakes but on their skills and strengths.
- It is good to use different levels of exercises and tasks – some that are very easy and build up their confidence, and some that are more challenging and help the students to develop. Avoid tasks that are too hard, especially in the early phases of the training.

Building networks and collaboration

Building networks during the course can be a valuable resource of friendships and contacts for the migrants later on. As Maunonen-Eskelinen et. al. state, "this is very important especially for immigrant adult students, who very often lack contacts, friends and relationships with surrounding communities and working life" (Maunonen-Eskelinen et al 2005, p. 4). Meeting others in a similar situation and in similar circumstances can be extremely helpful, help the participants feel like they are not alone. Building on this kind of community is an important task for the educator. One of the best ways to do this, besides creating an open and accepting environment, is to encourage collaboration between the trainees. As researcher Jennifer Morgan, among others, states, defining goals and predetermined objectives carefully can induce and motivate students to collaborate. As Morgan states, "shared responsibility to meet the learning target" is very effective in creating positive collaboration (Morgan 2016, p. 49-50).

Practical tips

- Throughout the course, encourage interaction and promote an informal, safe and positive environment where all members can feel accepted. This will further promote the creation of connections between the participants.
- In each session, have some group work activities and tasks requiring interaction, active participation and collaboration. There are many exercises requiring interaction and collaboration, such as sharing personal experiences, presenting dilemmas and questions to be discussed together, engaging in group work activities, quizzes, case studies.
- Remember to define the goals of the exercises and tasks carefully as well as assign clear responsibilities to each group. Don't forget to outline the benefits of completing each task.
- Organise activities where the participants can talk about their plans and dreams for the future. In this way, they can encourage each other with educational and work-related contexts, and possibly create networks for the future, outside the course.

- Encourage your students to participate in social and community activities outside the classroom. Tell them about opportunities and guide them towards activities that might interest them.

Conclusion

Building an atmosphere of trust and sharing, building a relationship with the trainees or learners and approaching them with empathy, support and encouragement helps them to develop their own point of view and reflect on their own and others' experiences; it also makes it easier for learners to reflect on the information they have acquired about the new culture in relation to their own, as well as assessing this critically.

The key point for educators to remember is that they should not assume a didactic role but a role as a collaborator and guidance-giver, someone to help the learners familiarise themselves with their new culture and home and to adapt to it in their own pace and through their own perceptions. It is important to support this process, as one of the key aims of migrant education is to ensure they acquire the necessary competences to live and succeed in their new home country and to guide them towards involvement in the local community and society and, eventually, towards global citizenship.

Building networks for the future can also be extremely important for the trainees, and therefore interaction, sharing and collaboration among the participants should be strongly encouraged.

3. Specific information on the delivery of the training course and materials

The InterTrainE course consists of an Introduction, 4 Modules and this Handbook. They provide a set of innovative and flexible learning resources that can be used for face-to-face training; blended or distance learning with trainer support; online training for independent study at one's own pace without the involvement of a trainer, but with remote assistance if necessary.

This section provides the specific information for the delivery of our course, including specific guidance for trainers on how the materials could ideally be used (suggestions) and ideas on how to get the best results out of the training. The focus is on face-to-face training, with some notes and suggestions for blended learning. For the online course, please refer to the specific guidelines of the online platform (intertraine.eu– available from April 2020). The information in this section is based on the curriculum developed as part of Intellectual Output 3 (IO3 – available publicly on http://intertraine.eu/outputs/) and the contents will be updated as the material gets developed and finalised.

- **Module components**

Module 1: Theoretical Background, Basic Principles and Concepts

1. Basic principles of Adult Education and overview of Adult Learning theories
2. Critical Adult Education
3. Interculturalism
4. Intercultural Education

Module 2: Intercultural Competences in the Context of Migration

1. Terminology
2. National and European legislation in the field of migration
3. Prejudices and stereotypes
4. Migrants identities

Module 3: Adult education practices in intercultural contexts

1. Experiential methods in intercultural classrooms
2. Group dynamics in intercultural classrooms
3. Racism and discrimination in the classroom
4. Case-studies

Module 4: Impact and global citizenship

1. Personal Impact and our role as educators
2. Social Impact
3. Global Citizenship
4. Intercultural v. Global Education

inTerTrainE

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Contact v. effort hours

The contact hours for each module are **7 hours** and there are around **7-8 effort hours** associated with each module.

→ For the Moodle, we have 28 contact hours, and around 56- 60 hours in total.

→ For the face-to-face course, we have 30 contact hours, but fewer effort hours, due to the nature of the delivery and the chance to interact with trainers. The total hours would be the same.

Sample lesson plan for 5-day training (6 hours per day = 30 hours in total + evaluation)

Include coffee and comfort breaks throughout the training, wherever appropriate.

Day 1 – Theoretical Background, Basic Principles and Concepts

09:00 – 10:30

- Welcome and introduction to the aims of the course.
- Remind learners of contact and effort hours (importance of revision and independent work).
- Ask learners to prepare their own case studies to discuss in class and find possible solutions for Day 5.
- Trainee introductions: name, occupation, subject you teach.
- **Activity:** The story of your name
- Expectations from the course:
    o Write on a post-it: Why you are attending this course. Is there a problem you are trying to solve, or do you just want to develop a particular skill? Be as specific as possible.
    o Write on a different post-it What are the challenges of intercultural education
    o Write on a different post-it What are your expectations from the course. Upon completion of this course, I hope to have achieved / learned the following…
    o Put post-its on different flipchart paper or noticeboards and discuss
    o We will be using the outcomes of this discussion throughout the course, and we will be revisiting some of our thoughts
- **Icebreaker activity:** Greetings

10:30 – 11:30

- Overview of Adult Learning Theories
- Basic principles of Adult Education
- Learning styles for AE – teaching styles
- Social theories of learning
- Experiential learning
- Difference between AE and other types?
- Beyond "andragogy"
- Discussion – examples from trainees' experience

Note: It is likely that trainees are familiar with the above theories and concepts. In this case, focus on the following:

- Critical Adult Education: Critical theory of adult learning
- Away from didactic approaches / constructivism
- Co-construction of knowledge and for specific purposes
- Discussion – role of the educator – examples from trainees' experience

11:30 – 12:00 Coffee break

12:00 – 1:00

- Interculturalism - intercultural competence
- Intercultural Education
    - o Anti-racist education
    - o Ethnocentrism
    - o **Activity:** World map http://intercultural-learning.eu/Portfolio-Item/the-map-is-not-the-territory/ (if there is time; adapt to suit adults; you may only need to show the different versions of the map and not do the entire activity)

1:00 – 2:00 Lunch break

2:00 – 4:00

- 'White privilege' – coined by Peggy McIntosh in 1990 in her key paper MCINTOSH Peggy. 1990. White Privilege: Unpacking the Invisible Knapsack. In: *Independent School*, Wellesley Collage Center for Research on Women https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack
- White privilege – go through Peggy McIntosh's statements
- Systemic privilege
- (From McIntosh's notes on her paper, published on her website https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack):

"Invite people to make their own autobiographical lists of privilege, for example, about:

Sexual Orientation	Employment	Families' languages of origin	Families' relation to:
Class	Physical ability	Gender identity	education, money,
Region	Handedness	Ethnicity	housing and
Religion	Language		neighbourhoods
Gender	Nation of Origin		

-How do these privileges affect your positionality and role as educator? How many of these are systemic? Self- reflection

- We will be revisiting the concept of privilege, and white privilege in particular throughout this course.

Evaluation (quiz and module feedback)

Day 2 – Intercultural competences in the context of migration

09:00 – 11:00 Terminology and Legislation
- Return quizzes and give general feedback.
- Introduction to Module 2 and its constituent units
- **Activity:** Ask participants to draw a picture of the following categories: migrant, economic migrant, asylum seeker, refugee. Put your drawings on the wall for discussion later.
- Presentation of terminology: migrant, asylum seeker, refugee, displaced, forced displacement etc.
- Discuss different connotations of the terms presented in your own language and culture. Discuss how these terms are expressed in different languages, and if there are differences in their understanding and connotation.
- National and European legislation in the field of migration
- EU legislation relevant to migration, asylum, the EU Action Plan against Migrant Smuggling etc
- National legislation, with a focus on InterTrainE partner countries
- Brief overview of rest of the countries
- Discussion: how will knowledge of terminology and legislation inform the way you teach Adult Migrants?

Note: if learners are familiar with the above, you can move the coffee break earlier and start the next session at 11:00, as it is likely to take the full two hours.

11:00 – 11:30 Coffee break

11:30 – 1:00 Prejudices and stereotypes
- **Activity:** Look at your drawings from this morning and discuss them. Why have you drawn migrant, refugee etc. in a particular way? Why are certain categories associated with certain characteristics? Are these representations accurate? What prejudices / stereotypes (if any) have informed your drawings?
- Stereotypes – positive and negative. Give an example of a positive stereotype. Discuss why even positive stereotypes can be harmful.
- Revisit 'white privilege' and discuss the topic of representation ('my actions define my group/an entire category').
- **Activity:** The lemons - introduces the concept of internal diversity within a group to avoid stereotypes.
- **Activity:** What are the stereotypes and prejudices associated with your own nationality? Where did they come from? Do you agree with them?
- Recognising the prejudices and stereotypes in different kinds of intercultural classrooms
- Strategies of recognising and avoiding stereotypes: active listening, empathy and assertiveness, mediation skills, creating safe spaces, values affirmation
- **Activity:** Challenging the stereotypes. Close your eyes and listen to the music: https://www.youtube.com/watch?v=2V9woZuVIO4 Open your eyes after a minute or so. What is your reaction?

- **Activity:** Revisiting 'white privilege'. The doll test:
  https://www.youtube.com/watch?v=tkpUyB2xgTM
- How does the 'white teacher / minority ethnic learners' affect the power dynamics in the classroom? Would it be different if the teacher and learners belonged to the same ethnic group, spoke the same language, were of the same gender – if the power differences were not so pronounced? What can you do to bridge the differences, if they are <u>systemic</u>?

1:00 – 2:00 Lunch break

2:00 – 4:00 Migrant identities

The provided learning materials will explain how the migrant learners' identity is connected to their experiences and how it can affect the lives, attitudes and behaviour as learners in an intercultural classroom.

- Migrant profiles
- Who are the migrants? What were the push and pull factors that led them to the host country?
- Do you know the political situation in their country of origin? Why is it important?
- What is their situation now? Have they been through trauma, are they caring for relatives, do they have a job, are they the main earner of the family, etc. How may this situation affect their learning experience?
- What are their roles and identities in addition to that of a migrant?
- Introduce the concept of 'Intersectionality' (Crenshaw, 1989). Explain and show
  https://www.youtube.com/watch?v=ViDtnfQ9FHc
- What are their competences? Are they literate, are they highly educated but deskilled? Do they feel alienated because of this? How may this situation affect their learning experience?
- What are their reasons for pursuing Adult Education?
- **Activity:** Family

Evaluation (quiz and module feedback)

Day 3 – Adult education practices in intercultural contexts

09:00 – 11:00 Experiential methods in intercultural classrooms

- Return quizzes and give general feedback.
- Reminder of intercultural challenges that trainees wrote on post-it's on Day 1. Look at these again and state how you will explore them today, through relevant references to theories, examples and case-studies.
- Reminder of experiential methods from Day 1: The use of experiential methods within a heterogeneous group of learners, as generally are classes of political refugees, migrants and asylum seekers, are particularly useful and effective as they are based on the centrality of the student in the learning process, in the development of their autonomy and in full

respect of their specific abilities. The experiential methods' main feature is the learning based on the specific and personal skills of each individual, regardless of their level of education or the formal education received. This characteristic makes them particularly effective for teaching classes with a heterogeneous educational level. Moreover, experiential methods are based on group work, which promotes the creation of social and emotional ties within the group, facilitating the interaction between individuals coming from deeply different social and cultures models. Experiential methods are particularly effective in the development of practical language skills, which are necessary for the social and labour inclusion of political refugees, asylum seekers and migrants. An additional advantage they bring to teaching is to enhance interest and motivation within the class group, allowing the development of lessons in a relaxed and pleasant environment, both for learners and teachers.

- **Activity:** Arithmetic problem
- Debrief: this is how a newly arrived migrant feels in the classroom
- Discussion on different educational systems

11:00 – 11:30 Coffee break

11:30 - 12:30   Group dynamics in intercultural classrooms

- Perspectives of teamwork (individualism v. collectivism)
- Team formation: forming, storming, norming, performing: Intercultural challenges? Consider race, gender, religion, language competency etc. Allow for individual or personality differences as well.
- Non-verbal communication (proxemics, kinesics, haptics etc)
- Politeness
- The role of silence
- Perspectives of time
- Conflict: Hammer's intercultural conflict style inventory (2004) - https://papers.ssrn.com/sol3/papers.cfm?abstract_id=601981
- Examples using Hammer's ICSI
- Racism and discrimination in the classroom: examples and strategies. Challenging stereotypes and creating safe spaces.

12:30 – 1:30 Lunch break

1:30 – 4:00

- **Activity:** The Derdians
- Debrief and discussion: What intercultural challenge(s) did this activity focus on? How did you feel during the activity? How did your role, your position and your power change?
- One further activity of your choice from the 10 activities listed in the first section of this handbook.

Evaluation (quiz and module feedback)

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Day 4 – Impact and global citizenship

09:00 – 10:00 Value and Impact of the course

- Return quizzes and give general feedback.
- Consider what has been learned during the course and what impact all these factors, approaches and training have on the professional and personal development of the educators and of migrants. Ask the following questions:
  - How has improved knowledge of both adult education practices and theory helped educators to find better approaches to teaching adult migrants?
  - How has the improved knowledge of intercultural education and its concepts helped educators to better support and teach adult migrants?
  - How has learning about cultural backgrounds, different cultural concepts of time, dignity etc. helped educators better understand and teach adult migrants?
  - How has the course helped to develop the professional skills of educators of migrants?
  - How has the course helped educators' self-evaluation of their practice and their personal development?
  - What impact will the course have on the lives of the migrants, as they will gain more support from educators?
  - What is the overall value of the course?

10:00 – 11:00 Activity: Meet the Aliens OR The Seven Words

11:00 – 1:00 Your role as an educator

Personal Impact: Discuss the debrief from the activities above and relate them to the concepts and models you have learned throughout the course. What is the personal impact of the course so far? Have you become more reflective of:

- Your role as an educator
- Your privileged position of power in the classroom and where this privilege stems from
- Your biases and prejudices
- The stereotypes you or others use and how to avoid them
- The situation and experiences of migrant learners and how these affect their learning journey
- Your everyday practices

Social Impact and Global Citizenship

- Global citizenship (introduction and explanation of the concept)
- Intercultural education as fostering global citizenship
- UNESCO resources on the above https://unesdoc.unesco.org/ark:/48223/pf0000147878

1:00 – 2:00 Lunch break

2:00 – 4:00 Intercultural and Global education

- Global education considers that in a globalised society such as ours, education needs to take into consideration the local and global contexts and all the general societal perceptions,

relationships and flows, but also the individual's perceptions, the other's perceptions relationships and flows. This implies economic and political concerns and realities, migration, ecology, technology, interactivity and cultural hybridity.

- For the teacher this means that it is imperative to teach for sustainability, environmental concerns, peace, human rights conscience, developmental education, and intercultural and multicultural education focused on the goal of global citizenship. Global and intercultural education, requires that teachers know how to make pedagogical choices to equip students with the capacity to understand the world around them, not only the local environment that surrounds them, but the complexity of the world and of our global digital society, so they can prosper in the future. (see Andreotti, 2011).

- In the end, intercultural or global education aims to implement the vision that is required so that partnership between people, cultures and religions can be formed, at micro and macro levels (Silva et al., 2012), with the final goal being to bring people together, to understand our real power of shaping the future by broadening our vision of the world, and all the diversity that is natural and necessary. This will give teachers, students, and in the end all of us the tools to transform our society to one based on dialogue and cooperation along with all the nuances and competencies before mentioned, shaping the future of our economy, to one that has human dignity as a central value, that is sustainable and reflects our true needs and a global society.

- Put Intercultural and Global Education in the context of the UN SDGs: https://sustainabledevelopment.un.org/?menu=1300

- Considering all the above, write down your role as an educator on a post-it and put it on the board. The trainer takes a photo of the collage, and this will be discussed at tomorrow's session

Evaluation (quiz and module feedback)

Day 5 – Trainees' case studies and activities

09:00 – 11:00

- Return quizzes and give general feedback

- Trainees present the case studies from their personal experience in the classroom that they were asked to prepare. We all reflect on what the problem is and on strategies to overcome it, based on what we have learned. This activity can also be assessed (see methods of assessment below)

11:00 – 11:30 Coffee break

11:30 – 12:00

Trainees' case studies. This activity can be done as a role play, with discussion following.

12:00 – 1:00 Unconscious bias: https://www.youtube.com/watch?v=rbe5D3Yh43o

- Surgeon test
- Strangers on a train test
- What to do about unconscious bias

1:00 – 2:00 Lunch break

2:00 – 4:00 Revisit the expectations of the course from Day 1.

Were they met? Why (not)?

Activity: Write on a post-it What will you change as a result of this course?

The trainer takes a photo of the board with post-its and makes photocopies. This sheet of paper, together with yesterday's sheet of paper on your role as an educator will be given to the trainees with their certificate of completion to remind them of what they committed to changing as a result of this course (→ impact).

Certificates of completion.

Distribution of course feedback forms (if applicable).

End of the course.

Warm up and team building activities for adult learners

INTRODUCTION TO THE ACTIVITIES

Cross-cultural communication occurs between people who may have different cultural perspectives. This can include the entire range of differences from nationality to age to different departments within the same organisation.

The exercises in this book are intended to facilitate effective communication across a wide range of differences but we encourage you, as educators, to adapt the exercises to fit the needs of the audience. Also note that most of these exercises are designed for adult learners; if you wish to use them with younger learners, you may be required to modify them.

Keep in mind that cultural norms can apply to most people in a group but do not apply to every individual in the group. When a cultural norm is applied to everyone in a group in a rigid manner, we shift from generalisations to stereotypes (Bennett, 1998). Cautioning your participants about this will likely reduce their unconscious tendency to stereotype; and it is likely to reduce the resistance some participants will exhibit when they think you, the educator, has just stereotyped a group.

Also be aware that our own perceptions are highly susceptible to both personal and cultural experiences. Consequently, doing a very brief exercise to demonstrate perception differences can be a "fun" way to help people understand that different communication styles can lead to negative perceptions about another person.

Finally, it would also be useful to be aware of the six sources of cross-cultural miscommunication, as identified by Barna LaRay (1997):

1. Anxiety. Not understanding what is appropriate or expected can raise our anxiety level. Miscommunication can be a direct result of being in an anxious state.

2. Assuming similarity instead of difference. The "invisible" aspects of our culture lead us to assume our communication style and way of behaving is how "everyone" communicates and behaves. When they act "like us" we think they are right, or we don't give it much thought. When someone acts differently, we may judge them negatively.

3. Language. Speaking a non-native language can easily lead to miscommunication. Even people speaking the same language can experience miscommunication because the same word can mean something very different. For example, "bash" in the US means *Have a go – to try to achieve something*, as in "have a bash at this crossword"; whereas in the UK it means *to strike physically or to attack verbally*. These are differences that can have serious miscommunication impacts.

4. Nonverbal misinterpretations. We send and receive wordless messages through body language, facial expression, and eye contact. Even clothing and hairstyle can communicate a message.

5. Stereotypes and prejudice. They influence the way we see the world. Preconceived notions and stereotyping occur when "oversimplified" characteristics are used to judge a group of people or an individual associated with a group.

6. Tendency to evaluate. When we communicate or observe behaviours, we tend to interpret the message or the action through our cultural lens. We may evaluate the message or behaviour as "good" or "bad" without really understanding the real meaning. We tend to approve or disapprove the statements and actions of the other person or group rather than try to comprehend completely the thoughts and feelings expressed from the other. This bias prevents the open-minded attention needed to look at the attitudes and behaviour patterns from the other's point of view.

Keeping in mind the above can be useful not only for the relations among our students but also for our own relation with our students, as we may come to realise our own barriers that may lead to miscommunication.

APPROACH FOLLOWED

Most of the warm-up activities presented herein follow the principles of experiential learning. Experiential learning is based on this simple concept: learning is a process that derives from a reflection which starts from an experience. Experiential teaching methods engage learners in activities with components that require to reflect and use all their cognitive skills and resources to achieve a goal. This teaching methodology can be considered as opposed to the teacher-centred class, a method still commonly used in many European countries, where the learner is first given a theoretical basis from the teacher and then, if necessary, is asked to put into practice what has been previously learned.

Experiential learning is not based on what the teacher says, instead it is based on the use of the cognitive components of the learners, on their personal and problem-solving skills, on the formulation of hypotheses, facilitated and guided by a trainer, who becomes the director but not the centre of the learning process.

According to the founder of experiential education, the philosopher and pedagogue **John Dewey (1897)**, each person's thoughts are strongly influenced by the environment that surrounds them and with which they are in constant relation. Experience determines our way of thinking. However, according to Dewey, not all experiences are educational. On the contrary, some of them can lead to forms of miseducation; it happens when experiences have the effect of arresting or distorting the growth of further experience. For this reason, a teacher must carefully select the experiences he considers suitable for the learners. In Dewey's philosophy, an experience, to be educational, must satisfy two requirements:

The first is what he calls "continuity". To have a positive result for the education of an individual, an experience must be pleasant and influence the further experiences.

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The second requirement is the "production of interactions". An experience, in addition to modifying an individual, is also a social experience. Therefore, it must have components that allow a positive and constructive interaction with the group in which it is carried out.

This approach to learning implies a radical change in the student-teacher relationship. The learner is no longer considered a container to be filled with information and knowledge deriving from the teacher. The teacher, in turn, is no longer the centre of the lesson but supports the learner's learning process, who becomes the real centre of the lesson with his skills and abilities valued rather than neglected.

David Kolb (1984) draws widely from the thought of Dewey, along with other notable theorists, such as Kurt Lewin, Jean Piaget, Carl Rogers, and William James, for his theory of "Learning cycle".

According to Kolb's theory, learning has a circular structure articulated in 4 phases:

1. Concrete experience
2. Reflective observation
3. Abstract conceptualization
4. Active experimentation
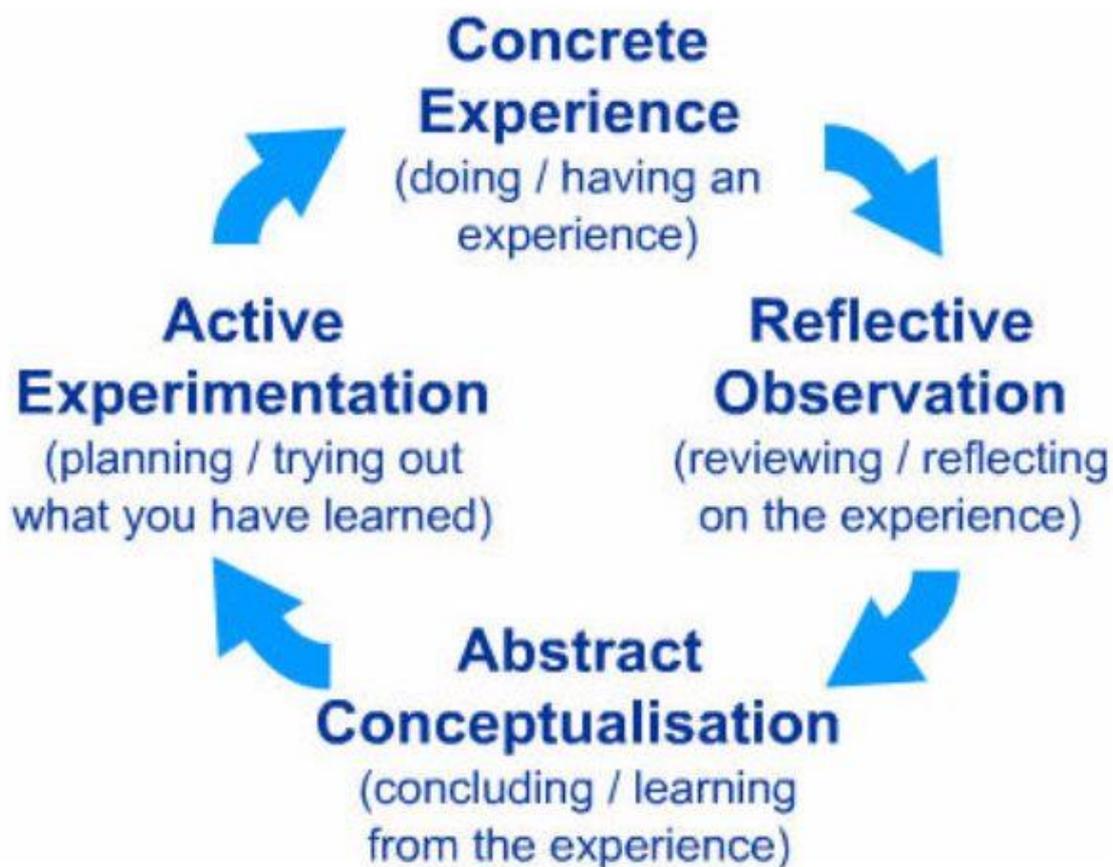
Kolb suggests that previous experiences, hereditary characteristics, and current environment together drive development of a preferred way of grasping and processing experiences. The combination of these preferred methods contributes to specific learning styles, such as initiating, experiencing, imagining, reflecting, analysing, thinking, deciding, acting and balancing (LSI; Kolb & Kolb, 2005).

As mentioned before, experience is the basis of learning and all forms of learning are an experience not all experiences lead to learning, so it is important to understand how experiences can be analysed and reworked to produce learning. Learning is strongly influenced by the social and cultural environment and it is not possible to separate learning from these contexts that are often independent of scholastic education.

Learners actively generate their experiences. The result of an experience is personal and original knowledge which can be shared and discussed together with other people. Learning is a holistic process and experiential learning is a process that cannot be separated from its social dimensions.

The use of experiential methods within a heterogeneous group of learners, as classes of refugees and migrants generally are, are particularly useful and affective as they suit the personal skills of everyone, regardless of their level of education or qualifications. Moreover, experiential methods engage students to group activities, which promote the creation of social and emotional ties within the group, facilitating the interaction between individuals coming from different social and cultures contexts. They enhance interest and motivation, creating a relaxed and pleasant environment, for both learners and teachers.

The above being said, we would advise you to be mindful of too much "doing", which can result in little or no understanding of the underlying reasons an activity is taking place. You should allow time for learners to understand the purpose of the activities you choose and how these enhance their cross-cultural experiences. If you just "do" the activities without reasoning or debrief, participants might get bored or not learn anything out of the activities.

Two of the activities included in this handbook (Activities 5 and 6) are taken from the training materials of Erasmus+ KA2 projects "TALKING" and "PaTiE – Psychodrama as Tool in Education". These activities are based on Transactional Analysis and Psychodrama methods and could be implemented in multicultural teams as a tool to manage group dynamics and conflict resolution.

Transactional Analysis

Transactional analysis (TA) is a psychoanalytic theory and method of therapy wherein social transactions are analysed to determine the ego state of the patient (whether parent-like, childlike, or adult-like) as a basis for understanding behaviour. The method deviates from Freudian psychoanalysis which focuses on increasing awareness of the contents of unconsciously held ideas. Eric Berne developed the concept and paradigm of transactional analysis in the late 1950s.

Berne presented transactional analysis as a phenomenological approach supplementing Freud's philosophical construct with observable data. His theory built on the science of Wilder Penfield and René Spitz along with the neo-psychoanalytic thought of people such as Paul Federn, Edoardo Weiss, and Erik Erikson.

Berne's theory was based on the ideas of Freud but was distinctly different. Freudian psychotherapists focused on patient's personalities. Berne believed that insight could be better discovered by analysing patients' social transactions. He mapped interpersonal relationships to three ego-states of the individuals involved: The Parent, Adult, and Child state. He then investigated communications between individuals based on the current state of each. He called these interpersonal interactions transactions and used the label games to refer to certain patterns of transactions which popped up repeatedly in everyday life.

We can use Transactional Analysis to map human interaction; we can see what is happening in an interaction, analyse its communication to get more information about it. We can define and analyse what exactly the problem is and what we need to do to change the situation, to deal with conflicts and to resolve the problems within the communication process, especially in education.

Transactional analysis in education aims at knocking down the gaps and difficulties born by the interactions among groups/classes with different cultural and personal experiences. This could be achieved through the professional training of teachers and trainers, involved in training activities with migrants. The upgrading of these persons concerns in communicative and relationship competences is crucial for the management of educational relations with people with different cultures and languages. Every teacher has to deal with communication challenges as he/she has to follow an "appropriate" behaviour when interacting with students, in order to ensure the smooth operation of pedagogical processes. The Transactional Analysis model focuses on the interaction of people that provides a behavioural and systemic approach to human behaviour for the teacher:

- the ability to create a better understanding of the role of his/her behaviour and behaviour of his/her students.
- a cognitive background to form and review important personal beliefs and practices and form new, if necessary.
- a practical tool for intercultural communication.

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ACTIVITIES:

1. The Derdians

Time Required: 120 minutes

Levels: A2-C2

Objectives:
a) Establish relationships between linguistic expressions and cultural contents, to identify and consciously work with various communicative conventions relevant to other cultural backgrounds
b) Understand how to communicate in a context with different communication codes, rules and styles in comparison to their own
c) Improve oral skills
d) Experience what is meant by diversity
e) Recognise different perceptions and cultures

This is a role play activity to experience intercultural communication awareness. It is important that the trainer explains to participants that they will experience an encounter with a new culture.

Materials: Copies of "The Derdians" Activity instructions, paper/cardboard, glue, scissors, rulers and pencils. Use of a spare room

The activity: For a successful implementation, groups of different cultural & linguistic backgrounds are preferable.

With this activity, socio-cultural and intercultural skills will be improved because the aim of this activity is that participants could learn methods and tools for a better adaptation to a new society and a different culture. Participants will also learn how to cope with new cultural rules that may appear to be unusual for them at the beginning but are necessary for a successful integration in this new culture.

Process: To implement this task, the trainer has to introduce the simulation activity by explaining to learners that they will experience an encounter with a new culture. Participants have to be divided into two groups (about 4 to 8 people should be Engineers, all the rest Derdians). It is important that the groups have participants of both genders.

The trainer asks a person of the groups to move to another room (Derdians should stay in the larger room). Instructions must be distributed to learners according to their role (Annex A to the Derdians and Annex B to the engineers).

The trainer should read the instructions aloud, separately with each group (one extra facilitator would be advisable, so both groups are assisted by one person at the same time) and make sure that all questions are answered and that participants understand each direction given.

Each group will have enough time (20 Minutes) to understand the information and encourage themselves to practice beforehand and explore their roles (especially when it comes to the Derdian codes of behaviour).

Derdians must be informed that they are going to receive a visit of one engineer for three minutes. The chosen engineer has to be ready to visit the Derdian village for a few minutes, in order to make contact with the Derdian community, where the bridge has to be built.

Once the engineer has returned to their team, all engineers will have 10 minutes to analyse their needs. Engineers must think of how they are going to explain the construction of the bridge to the Derdians. The trainer has to provide them, at this stage, with the materials they will use during their final visit to construct the bridge. (Paper/cardboard, glue, scissors, rulers and pencils).

Engineers have to enter Derdia and teach the Derdians how to build the bridge (30 minutes).

After 25 minutes, the activity will be stopped (it does not matter if the bridge has been built or not) and all the participants have to de-role (5 minutes).

Wrap- up reflection questions.

Find below some questions that will help the facilitator generate a debate:

- How do you feel?

- Are you satisfied about the results? Why (not)?

- Was it difficult to get into these roles? Why (not)?

- Did you feel comfortable with your role?

- What influence did your cultural background have on the role you took?

- How was the communication within your group?

- How was the communication and the interaction with the other group?

- Was it easy to understand other communication codes and styles? Why (not)?

- Have you ever experienced similar situations in real life?

- How did you deal with uncertainty and ambiguity of the information?

-What lessons can we extract for your experience abroad?

Annex 1: Instructions for the Derdians

The situation:

You live in a country called DERDIA. The village you live in, is separated from the next city by a deep valley. There is a market there but to reach it you have to walk for two days. If you had a bridge across the valley, you could get there in 5 hours.

Your government made a deal with a foreign firm to come to your village and teach you how to build a bridge. Your people will then be Derdia's first engineers. Having built that first bridge with the foreign experts, you will be able to build bridges all over Derdia to facilitate other people's lives. The instructions are to build a bridge out of paper, using pencils, rulers, scissors and glue. You know the materials and tools, but you don't know the construction techniques.

Social behaviour: The Derdians are used to touching each other. Not being in contact while talking is considered very rude. You don't have to be in direct contact, though. If you join a group, you just touch someone, and they are instantly included in the conversation. It is also very important to greet each other when you meet, even when you just pass by someone. A Derdian man will never get in contact with another man, unless a woman introduces him. It does not matter whether the woman is Derdian or not.

Work behaviour: While working, the Derdians also touch a lot. The tools are gender-specific: scissors are male, pencils and rulers are female. Glue is neutral. Men never ever touch a pencil or a ruler. The same goes for women and scissors.

Greetings: The traditional greeting for the Derdians, is a kiss on the shoulder. The person who starts the greeting, kisses the other person on the right shoulder. The other then kisses on the left shoulder. Every other form of kissing is insulting! Shaking hands is one of the biggest insults possible in Derdia. If a Derdian is ever insulted by not being greeted or touched while being spoken to, they start shouting about it.

Yes/No: Derdians don't use the word NO. They always say yes, although if they mean NO, they accompany the YES with an empathic nodding of the head (make sure that you have practiced this).

Foreigners: Derdians like company. Therefore, they also like foreigners. But they are also very proud of themselves and their culture. They know that they'll never be able to build the bridge on their own. On the other hand, they don't consider the foreigner's culture and education as superior. Building bridges is just a thing they don't know. They expect the foreigners to adapt to their culture. Their own behaviour comes natural to them; therefore, they can't explain it to the experts (this point is VERY Important).

Annex 2: Instructions for the Engineers

The situation:

You are a group of international engineers working for a multinational construction company. Your company has just signed a very important contract with the government of Derdia, in which it committed itself to teach Derdians how to build a bridge. According to the contract signed, it is very important that you respect the deadline agreed, otherwise the contract will be cancelled, and you will be unemployed.

The Derdian government has a great interest in this project, which is funded by the European Union. Derdia is a very mountainous country, with many canyons and deep valleys, but no bridges. Therefore, it always takes many days for Derdians to go from the villages to the market in the main city. It is estimated that with a bridge the Derdians could make the trip in only 5 hours.

Playing the simulation

First, you should take the time to carefully read these instructions and decide together about the way you are going to build the bridge. After a specified time (you will be informed), two members of your team will be allowed to go and make contact for 3 minutes with the people in the Derdian village, where the bridge will be built (e.g. to check the natural and material conditions, make the contact with the Derdians, etc …). You will then have 10 minutes to analyse their report and complete the preparations. After this period, the whole team of engineers will go to Derdia, to teach the Derdians how to build the bridge (you will have 25 minutes).

The bridge

A paper bridge will symbolize the bridge. The bridge will link two chairs over a distance of approximately 80 cm. It has to be stable. At the end of the building process, it should support the weight of the scissors and glue used in its construction. The pieces of the bridge cannot just be cut out and assembled in Derdia, because otherwise the Derdians would not learn how to do it themselves. They have to learn all the stages of the construction.

Each piece needs to be drawn with pencil and ruler and then cut out with the scissors.

The materials needed for this activity will be the following ones:	
The bridge will be made with paper/cardboard For planning and building: Paper Glue	Scissors Rulers Pencils
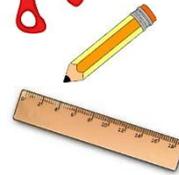
Note that The Derdians need two teachers to help the tasks come to fruition. This is a lesson that demands fast thinking and immediate trust between participants, many of whom will only have met on the day. It can work with students who have just met but it would ideally work better with learners that have some familiarity.

Overall, this is an interesting, fun activity; it is less useful for teaching vocabulary and/or grammar, but it is a nice team-building activity. The activity requires some degree of preparation and the teacher should make sure enough materials are available and divide the two groups of learners in a way that their skills are balanced between them.

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2. Meet the aliens

Time Required: 60 minutes

Levels: B1-C2

Objectives:

a) Practise interpersonal, presentation, verbal and non-verbal skills according to level. This activity makes learners use elaborate vocabulary and practise presentation skills and body language. They will also become aware of their own pronunciation in relation to others and how they can improve it to be better understood.

b) Learning to recognise social cues and cultural differences (depending on students). Students recognise how culture is defined, social barriers and communication gaps.

c) Learning to recognise sociocultural rules and barriers

Materials: Video camera or mobile phone, stationary

The activity: Space exploration has reached a new height and your country has discovered life on many other planets far from your solar system. These planets are small, and their populations are small as well. Though they are in close geographic proximity, they had no knowledge of each other's existence until your country visited these planets. Your country is organizing an interplanetary conference where these peoples will meet each other for the first time. Each student's task is to create a culture for one of those small planets. This game works better with more active and energetic classes. If possible, versatile groups of learners are recommended.

Process: The class should spend some time taking a look at the finer points of their own cultures. When you teach international students, use your own culture as the example, and then have them note the same points from their own cultures.

Step 1: Write on the board: *What do you like? What do you look like? What are you like?*

Elicit a formula for answers: I am + … (e.g. I am tall);

I have + … + … (e.g. I have black hair);

I look like + (a person or even a thing, e.g. I look like a cat).

e.g. I am kind.

Take some quick answers.

You can also do this using "What do I (you, the teacher) look like?" This can be more fun, and is very quick, since everyone is focused on just one person, the teacher.

They then ask each other these same 3 questions in pairs.

Explain that culture comprises much of who we are without us even realising it. Culture shows itself in our beliefs, our values, our habits, our expectations, our language, and our traditions among other things.

Take a closer look at either your culture or your students' culture by thinking about and noting specific elements on the board.

Make a note of each of the following. We will use the UK here as an example.

Country/Nationality	UK/British
Language **How to say the following words?** **Hello; Goodbye; Please; Thank you; Sorry; Cheers**	English
What do you do when you meet someone for the first time? **What do you do when you meet someone you know?**	Shake hands Shake hands, hug, kiss (sometimes!)
What do you say when someone sneezes?	Bless you
What actions should you never do in your culture? (Cultural Taboos)	Show someone your middle finger or do a V sign, pick your nose or flatulate in public
What are some reasons you celebrate?	Birthdays, religious holidays, historical events, a personal accomplishment/success

As you answer these questions with your class, encourage students to offer other examples they might know from their own or other cultures.

Step 2:

Get students into groups of 3, 4 or 5; they decide on a name for their planet and fill in the handout.

Have students start by thinking up a name for their planet/culture and describing its geography as well as its people. Depending on your class, you might want them to illustrate the planet and people and display them around the room.

Once your students have created the planet, give them a copy of the handout (See Annex).

All students must write the answers, because they each need their handout for the discussion stage. Students from a given group must all write the same answers (they are one planet).

Students must talk, not show their handouts, to the other students.

Once they have completed their handouts, they should think more about their planet by answering the following questions:

What do the people do all day and/or all night? Do they work?

What do they do for fun? What do they eat and drink?

What kinds of sports do they play?

What kinds of music do they listen to? What are some of their laws?

What is most important to each person? What do the people not care about?

Once your students have answered these questions, have them go back to the questions you answered about your own culture and answer those questions about their fictional planet. Encourage students to be creative throughout the culture creation experience.

Step 3; The Meeting:

Once your students have developed their own cultures (and kept the information to themselves), it is time for all the groups to meet. Half of the class will do the role play at a time while the other half watches. Have the students who are playing in the role play come to the front of the room. Each student will be acting as a person from the culture they created. In this part of the activity, the people are meeting each other in an informal atmosphere, like a party or mixer. They should perform their greetings, use their language and display other elements of the cultures they created. If someone from another culture performs one of the taboos, the person should act offended. Once the students have had enough time to meet and greet each other, have the groups change places and repeat the meeting.

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Step 4; The Debrief

After all your students have enacted the greeting, ask them about the experience. *How did they feel when they were meeting people from other cultures? Were they uncomfortable at any point? Did anyone do anything that offended them? How did that feel? Did anyone do anything that made them feel welcome or happy? What was it?*

Encourage your students to share as many details about the experience as they are comfortable doing.

Then help your students understand why they had the experiences they did. Have pairs of students share the specifics about their cultures with each other. If possible, match students with someone who offended them in the meeting. As they discuss, each person should take notes about the other person's created culture, listing the same information they have about their own culture. After students have shared, change the pairings and have students gather information about another culture.

Once students have gathered information about two other cultures, come back together as a class. Ask students to share any insights they got learning the specifics about another culture. Then place students in groups of four or five for some discussion time. Give each group a copy of the following questions.

When have you felt uncomfortable or offended in real life because of a cross cultural experience?

How does the activity we did compare to real life? What can we learn from the in class cultural conflicts?

How can we be more sensitive to people from other cultures in real life?

After students have discussed their experiences in both the class activity and real life, ask them to share their own experiences. You might wish to have them write a paragraph, an essay, a letter, a newspaper article, or something else. Individuals can use the discussion questions for inspiration, or they can write about their own ideas. Whatever they choose to write about, ask students to include a paragraph on what they learned from the entire experience.

This activity is designed to help your students appreciate different cultures and to develop cultural sensitivity toward each other. Your students will be creating their own culture and the elements that are part of it and then sharing that culture with one another.

Linguistically, the activity will also help international students learn about their own pronunciation by listening to the other students' responses.

ANNEX: MEET THE ALIENS - HANDOUT

1. WHAT IS YOUR PLANET CALLED?	Our planet is called…
2. What do you look like?	
3. What are you like?	
4. What do you like?	
5. How do you say the following words? Hello Please, Thank you, Sorry	
6. What do you do for fun?	
7. What do you eat and drink?	
8. What kinds of sports do you play?	
9. What is most important to you?	
10. What do you not care about?	
11. How to you spend your day?	
12. What are your favourite small talk topics?	
13. What are some reasons you celebrate?	
14. What are the different roles of men and women (and children) – if any?	
15. What are some actions you should never do in your culture (=cultural taboos)?	
16. Were there any problems in drawing up the table for your actual country?	
17. Were there any issues when drawing up the rules of your own imaginary culture?	

3. Fair Shake

Time Required: 20–30 minutes: 10 minutes activity and 10–20 minutes to debrief

Levels: A2-C2

Objectives: To help participants experience:
a) how it feels to have your identity redefined.
b) Experience how it feels to change a "conventional" gesture like shaking hands.
c) Recognize cultural discomfort in general and comfort with physical contact specifically.

Materials: None

Process:
a. Have everyone circulate in the room until you give a signal for them to stop and shake right hands with the nearest partner, announcing their first name and repeating what they hear.
This should go on a number of times so everyone has a chance to meet.

b. Give new instructions: Think of an adjective starting with the first letter of your first name and a noun starting with the last letter of your first name (e.g., Pallid Rabbit for Peter). Demonstrate this on an easel or white board.

c. Ask participants to begin circulating again and shake left hands as they meet, exchanging their new names (the two words).
Optional:
Conduct another round of introductions, only ask participants to shake with another part of the body when meeting one another. You can specify which part of the body (e.g., elbows) or allow individuals to make their own choices.

d. Debrief.
Ask your learners the following questions:

- How did you feel during the second round of introductions? Why?
- What are the cultural issues that could arise during this exercise?
- How did it feel to be asked to change your name? Who could this happen to in "real life"?
- How did you feel during the third round of introductions?
What went through your mind as you were asked to use a different part of your body with which to introduce yourself?
- What cultural misperceptions could happen during the simple act of introducing ourselves? What communication techniques could be used to reduce the potential for misunderstanding?
- What are the possible implications for ongoing communication with others once you have introduced yourselves?

Debriefing Conclusions:

There are many cultural ways of introducing ourselves and they have implications for how we perceive each other and communicate thereafter.

When people are asked to change a "natural" behaviour (e.g., moving from right to left hand) it can feel very awkward and take considerable energy to remember to do it "right." Others can be advantaged and use less energy (e.g., people for whom their left hand is their dominant hand have just been given an advantage, perhaps for the first time ever).
When people are asked to change their identity, it has emotional implications.
There are considerable cultural differences in the acceptability of touching: who, where, how, and so on.

Optional ways to conduct the exercise:
• Depending on the language, the two words could be noun/ adjective. Depending on how names are used in the culture or in the training context, the two words could correspond to the last name or the first name.
• Before debriefing, ask participants to write down as many names from the second round as they can remember. Discuss why. Notice that people are so focused on their own new name that they listen less effectively to others.
• Ask participants to explain why they chose their new name and what if anything it might have to do with their personality, their background, or their culture. This helps to introduce the notion that culture is as much "in here" (our own cultural identity) as "out there" (the way foreigners behave). The facilitator can note down the names and use them later in the training for various reasons: humour, examples of creativity, to highlight cultural associations, and so on.

Caution to trainers:
This activity is not necessarily to be used with all cultures or with all groups (e.g., this activity will need to be modified for cultural effectiveness depending on the group's gender composition, hierarchical considerations, or appropriateness of physical contact). It could also be used as a predeparture exercise for people moving from a "noncontact" to a "contact" culture.

4. The Story of Your Name

Time required: 30 mins

Levels: A1-B2

Objectives: This activity can be specifically used to help build intercultural respect and understanding or to more generally help develop self-identity and open respect and sharing.

Materials: None

The activity: Where does your name come from? Share the story of where your name comes from and what your name means. Everyone's name has a surprisingly interesting origin. This is an interesting, novel way for people to introduce themselves to others, especially in ethnically diverse groups.

Process: Ensure that an appropriate group atmosphere is established in which people have already done some initial warm-up activities and name games.

- Ask participants to turn to a partner and explain what your name means (if anything) and where it comes from.

- Most people reveal a surprising amount of interesting information about where their name comes from and what it means.

- The greater the ethnic and cultural diversity in the group, the better this exercise tends to work.

- Optional: Ask each person to introduce his/her partner to the larger group and to explain what his/her name means and where it comes from.

- Optional: The activity can be extended into revealing the background behind other names e.g.,

    o Nicknames

    o Pets

    o Alter-ego or "fantasy names"

    o Children's names - or what would you name your children if you had any?

5. The seven words

Time Required: 30 minutes (plus 30 mins for the extra activity)

Levels: B1-C2

Objectives:
   a) To help learners experience that agreement can be reached without giving up their ideas but accepting the others when their arguments are convincing. Get ready to expose your ideas convincingly.
   b) Enhance Skills that lead to communicate effectively and appropriately with people of other cultures, how to reach a common agreement with people from different cultures.
   c) Enhance the ability to evaluate differences and perceive other people's attitudes and opinions.
   d) Competences for analysing the main obstacles in the interpersonal communication; Presentation and communication skills; Respect for diversity, intercultural understanding.

Materials: Paper/cardboard and pencils.

The activity: This activity focuses on revealing connections among the people who form a team. It is useful when facilitating group decisions as well as when learners come up with different ideas on how to proceed during a lesson.

Process:

Step 1; warm-up (optional)

The leader tries to create a loose atmosphere avoiding critical comments and reassuring the participants that they are in a safe learning environment. The goal is for learners to feel as comfortable as possible, in order to express themselves freely; they should feel free to express a complaint, a thought, a desire or even an argument.

The members are activated by the discussion and an emotional environment is formed within the group. So, the whole group, the leader and the members, gradually start to warm up to an issue. It is recommended that leaders/educators implement a warm-up activity before starting the main activity. This will motivate the members to actively participate in the main activity.

THE LEMONS (Extra warm-up activity)

Aims: This is a warm-up activity, an exercise to break the ice, introducing the concept of individual differences. It can be used in a multicultural class; working session on stereotypes, differences and equal opportunities.
Required resources: Enough lemons for all participants; a bag.
Group size: Free.
Time needed: 30 minutes
Detailed Description:
Give a lemon to each student or group of students.
Ask each one to look carefully at their fruit, examine the characteristic traits, and pass their fingers over the peel.
Encourage participants to customise their lemon by giving it a name.
Leave five minutes to do this exercise and pick up the lemons in the bag. Shake the bag to mix the fruit.
Spread lemons in front of the group.
In turn, ask each group to pick up their lemon.
If there are disputes over the ownership of some lemons, set them aside by classifying them as "unidentified".
You will find, however, that most people recognise their own lemon (incredible!).
Reflection and evaluation:
Once all the participants have been reunited with their lemons you can moderate a discussion.
Based on which elements are you sure you have chosen the right lemon?
Encourage them to make a parallel between lemons and people.
Review the stereotypes:
Do lemons all have the same colour? Do they all have all the same shape?
Discuss the stereotypes that exist between people of different cultures, races, and genders.
What does this mean for the group?

Your assessment of this process and the emerging issues will help you further develop exercises on differences and equal opportunities.

Step 2; main activity

You decide on a topic, such as friendship, peace, freedom, etc. The participants get five minutes to write down seven words which they consider to be the most important to chosen the topic. It is important these are words, not phrases.

Once everyone has written down seven words, the participants must form pairs. The pairs receive five minutes to come to an agreement on seven words which are the most important to the original topic.

Following this, the pairs must be joined to form quartets: every quartet has seven minutes to agree on the seven common words. This process continues, with the groups growing every round until all the participants are divided into two groups. At this point all the participants must agree on seven words which are acceptable to everyone.

Step 3; debrief

All members will have the opportunity to share their thoughts and feelings, to reflect on the activity and to discuss on various questions concerning the use and implementation of this knowledge.

Reflection:

Provide space for contemplation and reflection on the experience;

Offer the chance for a discussion about the impact of the experience;

Link the experience to the educational context;

Envisage ways of implementing the experience when working with migrant students.

Suggestions on questions that group leaders/educators may use during the sharing process:

Personal reflections (15 min.)

How did you come to an agreement on the words that you used?
Did you observe any rules?

Was there a group leader?
What type of communication did they use?

Was anyone particularly passive?
Was anyone impatient?

To what extent did you get excited or stressed?

How did you feel at the end? Did you learn anything about yourself?

Step 4: Analysis
Group leaders/educators are recommended to use the Social-Cognitive Transactional Analysis model in order to map participant's interaction and to use this theory and method as a compass.

Remember: There are some elements that the leader of the group should have in mind before applying an exercise. It is worth examining:

- the climate of the group,
- the degree of correlation among the members,
- the subgroups which exist in the group,
- to ''read'' the body position/language of the members,
- their mood (who is open, close, sceptical, defensive etc),
- who sits next to whom,
- who are the central figures,
- who are the peripheral/ marginal persons,
- the goal the group has and their motives for that goal,
- how much room you leave for free communication among members or where you intervene?
- how to establish mutual relationships
- how to include the shyest students.

6. Greetings

Time required: 15 mins

Levels: A1- B2

Objectives: The aim of the exercise is to energise learners and challenge them with a task requiring a spontaneous, lively participation.

Materials: None

The activity: The exercise can be run with a group who meet for the first time as well as with participants who have already met but now are encouraged to greet each other in a different way to how they usually do.
This is an activity which has the potential to generate a lot of fun and lively interactions so make sure that there is enough space in the room and all the participants are fit enough to engage in such an exercise. This is a brief exercise, a "starter" which can be run for up to fifteen minutes. A longer activity may easily result in the people just fooling around without a sense of purpose.
N.B. It is not recommended to use the activity with a group that includes people with disabilities, unless they are comfortable in the group and would not feel frustrated by the physical interactions around them.

Process: The trainer needs to explain the task first. You could introduce the activity by saying: "*Let us greet each other today in a new way. We can use our feet, knees, hips, shoulders and heads but not words. Walk around the room and choose the person you want to greet. You can approach more than one person if you like and you can even greet all the other participants one by one*". The participants usually behave freely and spontaneously looking for various ways of establishing relations. The interactions in the room are simultaneous which makes it easier for everybody to engage, although the level of involvement varies, depending on the individual participants' temper, mood, and willingness to participate. The trainer wanders around the room responding to greetings, if approached by the participants.

The game requires its players to break through their resistance to physical closeness which for many people is a big problem. Movement with touch is considered a very important factor in psychodrama as the body is a medium of thought, thus enabling the group to sense relationships which cannot be fully communicated through words. Such interactions are also an essential visual representation of the group's dynamics and composition which should give the trainer valuable clues on how to proceed both with the group as a whole and its individual members.

It is important to establish safe boundaries in order not to violate the sensitivity of others. The boundaries relate both to individual factors and cultural issues and may differ from one group to another. Obviously, a multicultural group could pose a particular challenge for the trainer and all exercises that involve touching should be run with great caution.
The basic principle is that everyone should feel free to control how they relate with their partners and what "greetings" they are willing to accept. This should be said openly and be closely monitored. Nobody should feel bad about distancing himself/herself from a particular form of interaction. Such standing aside should also be seen as a valid way of taking part in the activity.

7. Animal Family

Time required: 15 mins

Levels: A1-A2

Objectives: Using animal sounds in different languages as an ice breaker. Could be expanded and used to explore cross-cultural understandings of family and kinship and generate a discussion.

Materials: Paper sheets, pens/pencils.

The activity: This is an easy game to help form groups, played at the beginning of the training to set a relaxed mood and deliver an initial message.

Process: Write down members of animal families (grandpa dog, grandma dog, father dog, etc.) on pieces of paper. Depending on the number of players, families could be of 3-10 members. You can have cat, chicken, cow, fish families, etc.

Each person takes a piece of paper, without reading it. Only after all participants have their papers, can they read them.

After being prompted by the facilitator, each player has to find their family as quickly as possible, *without talking*. They do this by imitating the sound and movement of the animal written on their paper.
When the family has found all its "relatives", they have to find a way to line up in the correct order (still without talking) based on seniority: grandparents, parents and children. The first family standing in the right order wins.

Debrief: Don't make quick conclusions if people from different cultures have different ways of expressing their ideas and themselves. Animal sounds for the same animal are different in each culture, for example a dog's sound is *gav* in Russian, *meong* in Korean, *wong* in Cantonese, and *woof* in English. Also, in some countries / cultures / languages, animals have different genders and there are many words for cousin (male/female) or for aunt (maternal or paternal) etc.

Consider the following:

- Did you notice differences in the understanding of family and kinship across your students' cultures? It is a good opportunity to explore these.

- It would also be good to reflect on how you communicated without using words. What did you rely on instead?

- How about teamwork? How about turn-taking? Being tactile (haptics) – were some people more reluctant than others to touch each other?

8. Associations

Time required: 15 mins

Levels: A2-B2

Objectives: The aim of this exercise is to foster better communication among team members and enhance understanding of different perspectives.

Materials: Pens and paper

The activity: This is a simple, fun exercise to help participants realise their concept of "team" (You can substitute the word "team" for another concept you would like to emphasise). It is useful in a diverse team to foster better communication and clarify the common things that teammates share. You might be surprised at your colleagues' unexpected viewpoints.

Process: The facilitator asks the audience the following questions and records the very first images associated with it, whatever comes to mind:

1. If a team is a building, it is …
2. If a team is a colour, it is…
3. If a team is music, it is…
4. If a team is a geometrical shape, then it is…
5. If a team is a film, it is…
6. If a team is a mood, it is…

The facilitator then carries out a survey to gauge reactions to recorded answers. The result of the exercise is to find out and share which answers the participants found interesting and surprising. It reveals the differences in thinking and cultural background, promoting better communication in their future work together.

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9. Arithmetic exercise

Time required: 30 mins

Levels: A1 to C2

Objectives: This is a good activity for individual warm-up. It also helps understanding the challenges of newcomers and can help understanding how someone feels when trying to work/study/live under a different system.

Materials: Pens and paper

The activity: The arithmetic problems on this page look easy at first sight. Therefore, you should be able to solve them without any problems. Nevertheless, you are abroad and the symbols for multiplication, addition, subtraction and division follow a different logic than the one you are used to.

Process: Solve the arithmetic problems according to the instructions given below:

- Do not change any signs on the sheet
- Note your results in the boxes
- Show your hand when you are ready
- Be quick! Your time limit is 8 minutes

- **is the sign for multiplication**

/ **is the sign for addition**

+ **is the sign for division**

* **is the sign for subtraction**

Arithmetic problems:

8	-	2	=	☐		9	+	1	=	☐
12	+	4	=	☐		5	-	6	=	☐
4	*	3	=	☐		2	*	1	=	☐
6	/	2	=	☐		10	+	5	=	☐

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9	/	3	=	☐		12	-	2	=	☐
7	*	4	=	☐		6	-	6	=	☐
4	-	2	=	☐		8	-	5	=	☐
8	+	4	=	☐		6	/	6	=	☐
12	*	2	=	☐		17	*	2	=	☐
20	/	10	=	☐		14	/	7	=	☐

After the end of the time given, generate a discussion with students. You could ask:

- How did you feel when you were solving the problems?
- What did you think to yourself?
- What experiences have you had in your life that reminded you of this?
- What conclusions can you draw from this exercise about newcomers in International environments?

Ask students to contemplate on the fact that even the simplest, most obvious things may turn to be difficult or challenging for a newcomer because they have to adjust to a new cultural environment. The rules that apply under different cultural standards can often be a stressful experience.

10.   BARNGA

Time required: 60 mins

Levels: B1 to C2

Instructions adapted from the University of Michigan's online resources:
https://sites.lsa.umich.edu/inclusive-teaching/2017/07/10/barnga/

Overview

BARNGA is a simulation game that encourages participants to critically consider normative assumptions and cross-cultural communication. It was created by Sivasailam "Thiagi" Thiagarajan in 1980.

In this activity, students play a card game silently, but they do not know that each round is operating with a different set of rules. They think that the rules are the same for everyone.

For a short video about Barnga and how it is played, take a look here:
https://www.youtube.com/watch?v=j9KMksUIH2Q

Goals

- To learn to communicate across cultural groups, beyond language
- To help learners interrogate and critically analyse assumptions they may have about group norms
- To critically reflect on our reactions when our culture or rules are challenged
- To critically reflect on our adaptability to new situations
- To understand what happens when we are not utilizing the same "rules" or "norms" as others in the group.
- To understand culture as a set of rules which are not rigid, and may be negotiated with the right attitude and approach

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Important!

This is a card game, which would not be suitable for people coming from cultures where card games are forbidden (this is the case in some Muslim communities, for example). It is best to check this before you ask people to participate in this game.

Resources needed

- 4-5 decks of cards
- Paper and pens
- Photocopies of rules and Tournament Guidesheet in different colours

Set up:

Place the following on each table of 4-5 learners

- Cards: one "deck" includes Ace, 2, 3, 4, 5, 6, and 7. **All other cards are removed**
- Pieces of paper with the table number on each
- Rules Sheets — all on one colour of paper
- Scrap paper
- Pens

Instructions on how to play the game

- Split the class into groups of 4-5 people (depending on how many decks of cards you have)

- Tell the learners that you will be playing a game called BARNGA
    - You will form small groups and receive some rules for an easy card game. You will get a few minutes to study rules and practise playing at your table.
    - Then the rules will be taken away and from that moment on–there will be no verbal communication–That is, NO SPEAKING, NO WRITING, AND NO SIGNING OF WORDS! Instructors will enforce and we will be very strict!
    - Play a practice round.
- Announce the start of the tournament
    - Each table starts playing the game in silence. The winner moves a table up and the loser moves a table down; so people will move from table to table after each game.
    - After a few rounds, we will discuss what happened.
    - Give rules sheet and tell groups that they have five minutes to study the rules and play a practice game. After these five minutes, the rules will be taken away and NO TALKING phase begins.
    - When tournament begins, monitor the communication and make sure *nobody talks or writes full words*. They can draw or communicate with gestures or facial expressions.
    - After 5 minutes, ask winners to move tables. Winners (=those who have collected the most cards) should move one table up – so if they are in table 3, they should move up to table 4. Losers (those with the fewest or no cards) should move a table down. If there is a tie, they should play "rock, paper, scissors" to declare the winner.
    - Hold 3 or 4 rounds, but don't tell them; just end after 4

- Announce End of Tournament

Debrief

The first few seconds will be loud! Many learners may be frustrated, others will be laughing and wanting to share.

Part I

- What was going through your mind when…?
  - ○ (a) BARNGA was introduced
  - ○ (b) when first began card game
  - ○ (c) rules taken away
  - ○ (d) when had to move
  - ○ (e) when playing with those from other tables…
- Did what you were thinking and feeling change during play?
- What were your greatest successes and frustrations?
- At this point, some people may ask you if the rules were the same for everyone. You can now tell them that they were not. Chances are that most people figured that out during the game.

Still, even if you knew rules were different, it's not clear how to bridge differences.

- Communicating with others is difficult and requires sensitivity and creativity.
- When the differences are hidden or few, it may even be more difficult to resolve them than if they were many and obvious.
- In spite of many similarities, people have differences in the way they do things. You have to understand and reconcile those differences in order to function effectively in a group.
- ASK – What were other problems that arose during playing the game?

Part II

- What specific "real-life" situations does BARNGA simulate?
- What was surprising?
- What did you think the simulation suggests about the "real world"?
- What do you think the simulation teaches us about communication and conflict?
- Ask – How is BARNGA related to this course?

Closing Comments for Facilitators

- Synthesise discussion
- Emphasise desired take-aways and applicability to course

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GAME ANNEX 1

<mark>**(Print this in a different colour and have it on each table at all times, so that learners can consult it)**</mark>

BARNGA Tournament Guidesheet

You will have about 5 minutes

• To study the rules for and practice playing Barnga.

Then the rules will be taken away

- And no *verbal* communication will be allowed.
- From then on, you may gesture or draw pictures (not words!).
- But you may not speak or write words.

Then the tournament will begin.

• You will play at your home table (in silence).

- Each round lasts for 5 minutes.
- You will play several games in each round.
- Game Winner: The player taking the most cards in the game, even if the game is not complete when the round ends.
- Round Winner: The player winning the most games in the round.
- The player who has won the most games during a Round moves up to the next highest numbered table. If there is a tie, you should play "rock, paper, scissors" to declare the winner.

- The player who has won the fewest games during a Round moves down to the next lowest numbered table. If there is a tie, you should play "rock, paper, scissors" to declare the loser.
- The other players remain at the table.
- Winning players at the highest table remain at that table, as do losing players at the lowest table.

BARNGA Game Rules I

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards. (or some other amount, depending on the number of players).

Start: The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card.
The cards played (one from each player) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

In this game, **spades are trumps (= 'atout')**.
If you do not have a card of the first suit, you may play a spade.
You win the trick even if the spade you played is a low card.

However, some other player may also play a trump (Because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.

Game ends when all cards have been played.
The player who has won the most tricks wins the game.

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BARNGA Game Rules II

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer stats by leading (playing) any card. Other players take turns playing a card.
The cards played (one from each ____ constitute a trick).
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

Game ends when all cards have been played.
The player who has won the most tricks wins the game.

BARNGA Game Rules III

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card.
The cards played (one from each player) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

In this game, **spades are trumps** ('atout').
If you do not have a card of the first suit, you may play a spade.
You win the trick even if the spade you played is a low card.
However, some other player may also play a trump (Because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.

Game ends when all cards have been played.
The player who has won the most tricks wins the game.

BARNGA Game Rules IV

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer stats by leading (playing) any card. The cards played (one from each players) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

In this game, **hearts are trumps ('atout').**
You may play a heart anytime you want to—even if you have a card of the first suit. This is called trumping.
You win the trick even if the heart you played is a low card.
However, some other player may also play a trump (Because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.

Game ends when all cards have been played.
The player who has won the most tricks wins the game. In case of a tie, play 'rock, paper, scissors' to decide on a winner.

BARNGA Game Rules V

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer stats by leading (playing) any card. The cards played (one from each players) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

Game ends when all cards have been played.
The player who has won the most tricks wins the game. In case of a tie, play 'rock, paper, scissors' to decide on a winner.

BARNGA Game Rules VI

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer stats by leading (playing) any card. The cards played (one from each players) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

In this game, **diamonds are trumps ('atout').**
You may play a diamond any time you want to—even if you have a card of the first suit. This is called trumping.
You win the trick even if the diamond you played is a low card.
However, some other player may also play a trump (Because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.

Game ends when all cards have been played.
The player who has won the most tricks wins the game.

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BARNGA Game Rules VII

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer stats by leading (playing) any card. The cards played (one from each players) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

In this game, **diamonds are trumps ('atout').**
You may play a diamond any time you want to—even if you have a card of the first suit. This is called trumping.
You win the trick even if the diamond you played is a low card.
However, some other player may also play a trump (Because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.

Game ends when all cards have been played.
The player who has won the most tricks wins the game.

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BARNGA Game Rules VIII

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer stats by leading (playing) any card. The cards played (one from each players) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

In this game, **hearts are trumps ('atout').**
You may play a heart any time you want to—even if you have a card of the first suit. This is called trumping.
You win the trick even if the diamond you played is a low card.
However, some other player may also play a trump (Because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.

Game ends when all cards have been played.
The player who has won the most tricks wins the game.

BARNGA Game Rules IX

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer stats by leading (playing) any card. The cards played (one from each players) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

Game ends when all cards have been played.
The player who has won the most tricks wins the game.

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BARNGA Game Rules X

A Card Game Easy to Learn and Easy to Play

Cards: Only 28 Cards are used— Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.

Players: Usually 4-6; sometimes varies.

Deal: The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards (or some other amount, depending on the number of players).

The player to the left of the dealer stats by leading (playing) any card. The cards played (one from each players) constitute a trick.
For the last trick, there may not be enough cards for everyone to play.

When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

The first player for each round may play any suit.
All other players must follow suit. (This means that you have to play a card of the same suit as the first card).
If you do not have a card of the first suit, play a card of any other suit.
The trick is won by the highest card of the original lead suit.

Game ends when all cards have been played.
The player who has won the most tricks wins the game.

This chapter includes Assessment and Evaluation techniques for adult learners, not only specific to our own material and foreign learners but generally for the assessment and evaluation of adult learners. The techniques are applicable in different contexts, so on Adult education in general. Techniques are categorised according to audiences.

The evaluation techniques for adult learners - Professionals/Students

In order to choose the best possible form of evaluation, it is very important to implement a system that specifies several "**moments**" and different "**styles**" of evaluation.

Stages of the evaluation

Concerning the evaluation timing, the following three evaluations are suggested:

1. Initial evaluation
2. Intermediate evaluation
3. Final evaluation

If the training path is divided into several didactic modules, it could be useful to include an evaluation test at the beginning and at the end of each module, in order to identify the progression of the students and the skills and knowledge acquired at the end of each module. This of course depends on your students' level and/or on time constrictions you may have. Generally speaking:

The **initial evaluation** allows to identify the competences and knowledge of professionals/students at the beginning of the course, in order to implement a suitable training path for them and focus the lessons on any common competences' gaps or needs.

The **intermediate evaluation** allows to identify the students' progress during the course, by evaluating the level of competences and skills that professionals/students have reached after approximately 50% of the training path. According to the results of this test it is possible to verify if the didactic methodologies used during the first part of the course are suitable for your audience, if the didactic tools adopted are adequate, if your learners are really improving their skills and so on. According to the duration of the course, the intermediate evaluation could be done just once (around the middle of the total course's duration) or more times (for example at 30% and 60% of the total course's duration), at the end of each Module or at the end of each Learning Unit and so on. The time of the evaluation can also depend of the Syllabus you follow and in many cases the material itself will include interim evaluations, from which you can opt in or out.

The **final evaluation** is usually the most important one, because it allows you to identify the competences and knowledge that learners acquired during the training course. This could have several different forms (written, oral, open-end questions, multiple choice etc.), depending on the course and the audience, but whichever evaluation style is chosen, this should allow you to verify the efficacy of the course in terms of: competences and knowledge acquired, developed skills, and the overall success of the course.

Styles of evaluation

Concerning the "**style**" of evaluation, it is important to remember that for each training course the evaluation should refer to both the students' competences as well as their level of satisfaction by the course. So, the test could be dived into two categories:

1. Evaluation tests
2. Monitoring tests

Evaluation tests

Evaluation tools can be very different, depending on the course and the purpose of the evaluation; below you can find some alternatives:

1. Multiple choice test
2. Open answer test
3. Practical exercise
4. Role Play

The evaluation tools should be decided at the beginning of the course, according to the audience, the duration and the subjects of the course, but it is also possible to define or redefine them during the training, according to the development of the course. A teacher can choose to use the same kind of evaluation throughout the course or different kinds of evaluation. In general, Multiple choice and Open answer tests are used in order to verify the knowledge acquired by the students, while Practical exercises and Role plays are used in order to verify the skills and competences acquired by professionals.

Multiple-choice test is the easiest kind of evaluation tool: it is composed of several questions. For each question there might be three or four possible answers. The possible answers can be very similar or completely different, according to the level of difficulty. In the case of multiple-choice tests, it is very easy to elaborate a table of evaluation points; all right answers are assigned a certain number of points for each question or each right answer can simply get one point. Accordingly, the evaluation table can tell the "level" reached by each student, according to the results obtained.

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Example of Multiple-choice test

(please consider that the template for this kind of test is strictly linked to the subject of the course; you can add as many questions as necessary for the purposes of your evaluation).

EVALUATION TEST

COURSE	
NAME AND SURNAME	
SIGNATURE (OPTIONAL)	
DATE	

For each of the following questions, please choose the right answer among the options below:

1) **QUESTION: _____**
   A. _____
   B. _____
   C. _____

2) **QUESTION: _____**
   A. _____
   B. _____
   C. _____

3) **QUESTION: _____**
   A. _____
   B. _____
   C. _____

4) **QUESTION: _____**
   A. _____
   B. _____
   C. _____   **ETC.**

EVALUATION CRITERIA
FOR EACH CORRECT ANSWER: **1 POINT**
FOR EACH WRONG ANSWER: **0 POINT**

CORRECT ANSWERS:	EVALUATION
Less than 70% < 5	Not enough
From 70% to 80% > 6 < 8	Good
More than 80% >9 < 10	Very good

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 An Open Answer test is usually used to evaluate both the knowledge acquired by students and their ability to present a topic (for example, in a language course this kind of test could be useful in order to evaluate the knowledge of the student concerning a specific topic, but also his/her skills in writing in a foreign language). In this case, the evaluation might not be completely objective, so the teacher should choose the evaluation criteria in advance and inform the students about them. In general, an open answer test needs more time that a multiple-choice test.

Example of Open answer test

(please consider that the template for this kind of test is strictly linked to the subject of the course; you can add as many questions as necessary for the purposes of your evaluation).

Please give an answer to the following question. Each answer can't be more than (4) lines

1) **QUESTION: _____**
ANSWER:

_____
_____
_____
_____

2) **QUESTION: _____**
ANSWER:

_____
_____
_____
_____

3) **QUESTION: _____**
ANSWER:

_____
_____
_____
_____

4) **QUESTION: _____**
ANSWER:

_____
_____
_____
_____

ETC.

EVALUATION CRITERIA

FOR EACH CORRECT ANSWER:

- CORRECT ANSWER 4 POINTS
- ANSWER WELL WRITTEN 2 POINTS
- ANSWER COMPLETE 2 POINTS
- ANSWER WITH IN-DEPTH ANALYSIS 2 POINTS
- TOTAL SCORE: **10 POINTS**

FOR EACH WRONG ANSWER: **0 POINT**

TOTAL SCORE:	EVALUATION
Less than 50% > 0 < 25	Not enough
From 50% to 80% > 26 < 40	Good
More than 80% >40 < 50	Very good

Practical exercises are more complex than tests because they usually require the elaboration of a real case scenario. The case is given by the teacher, according to the subjects of the course, and each student must find a solution, by using knowledge and competences acquired during the training. This kind of evaluation could be executed in several different ways, but in all cases the goal of this evaluation will be "to adopt theory and principles studied during the training path in a practical context". The role of teachers in this case is very important because they have to choose or elaborate the adequate exercises, in order to evaluate the candidates; they also have to give them all the necessary information for the completion of the exercise and, finally, they have to evaluate the students according to the way they carried out of the exercise.

A common practical exercise for professionals is what is called an in-tray exercise, which is a paper-based simulation used to assess the aptitude of potential employees as part of the selection process. Candidates are presented with a business-related scenario, accompanied by a list of related tasks including telephone calls, emails, complaints and reports. It is then up to the candidate to prioritise each task in accordance to their perceived importance, providing reasons why they have chosen the selected sequence.

There are many practical exercises teachers/trainers can create, according to the topics they want to elaborate on. In any case, it is important that they respect the following characteristics:

➢ The given exercise must be clear and complete.
➢ All the information relevant to the practical exercise should be provided at the beginning of the evaluation.
➢ The evaluation criteria should be provided at the beginning of the exercise.
➢ Students must be aware of the time at disposal to complete the exercise.
➢ Students should know how many lines they ought to fill in order to complete the exercise (if applicable).
➢ At the end of the evaluation, students should be told their results and all their mistakes have to be clearly explained by the teacher.

Role play is a very useful evaluation tool as it allows to identify the skills acquired by students (especially professionals) through simulated activities. In this case, it is very important that teachers are very well aware of evaluation methodologies, because they should be able to evaluate the competences of candidates during the game, when they are interacting with other students.

As with practical exercises, this kind of evaluation can also be executed in several different ways, but in all cases the goal of this evaluation should be "to adopt theory and principles studied during the training path in a real context". In order to implement this kind of evaluation, teachers should create or find a real case scenario and give to students all the necessary information about it. Then, they should assign each student a role and ask them to play it out as in a real-life situation; the students' performance is observed and assessed throughout the exercise, noting the candidate's strengths and weaknesses.

The content and context of role play exercises will vary considerably depending on the level and topic, but it is important that they respect the following characteristics:

- ➢ the given case should be clear and complete.
- ➢ All the information connected to the role play should be provided at the beginning of the evaluation.
- ➢ The assigned roles should be clear.
- ➢ All the information about each assigned role should be provided at the beginning of the evaluation.
- ➢ The distribution of roles among student should be equal and should allow the same kind of evaluation for all.
- ➢ Evaluation criteria should be provided at the beginning of the role play.
- ➢ At the end of the evaluation, students should be told their results and all mistakes done have to be clearly explained by the teacher.

Monitoring tests

Monitoring tests are very important because they allow to identify the level of students' satisfaction, in terms of teachers, logistics, organisation of the course, didactic material provided, classroom facilities etc. Initial monitoring tests are also useful in order to learn the expectations of students and professionals, with the aim to focus the training on their actual needs. It is suggested that students are not asked to write their name on the monitoring test, this way, they will feel free to express their real opinion about the course.

Example of an initial monitoring test:

INITIAL MONITORING TEST

1. **You think that this training course is:**

    a. A good opportunity for me to acquire new skills, useful for my career
    b. A good occasion to discuss with my colleagues
    c. A new necessary engagement
    d. An engagement that I'd like to avoid

2. **What are your expectations from this training course?**

    a. To improve my skills
    b. To acquire new knowledge
    c. To test my learning ability
    d. None that I need

3. **What is you approach to this training course?**
    a. I'm enthusiastic
    b. I'm curious
    c. I'm not so much motivated
    d. I'm uninteresting

4. **What do you think about the effect of this training course to your professional life?**

    a. Improvement of my ability to use new guidance techniques and tools
    b. Sharing of experiences with other colleagues
    c. Acquiring new knowledge about the business world
    d. None

5. **Do you think that this training course will improve your professional activities?**

    a. Yes
    b. No

    If yes, why?
    a. It will give me the possibility to renew my interest for my job
    b. It will give me more skills and knowledge

    If no, why?
    a. I don't need training
    b. The training field is not interesting

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Example of final monitoring test:

FINAL MONITORING TEST

ANSWERS
1 = None 2 = Little 3 = Enough 4 = Much

1. You think that the course you attended was:

a. Interesting	1	2	3	4
b. Useful for my career	1	2	3	4
c. Coherent with the course's aims	1	2	3	4

2. You think that the teaching methodologies was satisfying:

1	2	3	4

3. You think that your expectations were satisfied:

1	2	3	4

4. Did the following Learning Units satisfy your expectations?
   L. U. n. 1

a. Contents	1	2	3	4
b. Teaching approach	1	2	3	4

   L.U. n. 2

a. Contents	1	2	3	4
b. Teaching approach	1	2	3	4

   L.U. n. __

a. Contents	1	2	3	4
b. Teaching approach	1	2	3	4

5. Do you think that the time allocated to each Learning Unit was appropriate?

1	2	3	4

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6. Do you think that the contents of the course can be useful for your career?

1	2	3	4

7. The course reached the anticipated aims:

1	2	3	4

8. Do you think that the didactic room/laboratories were satisfactory?

1	2	3	4

9. Do you think that the materials provided (notebooks, pens, folders etc.) were adequate?

1	2	3	4

10. Do you think that the learning material (books, guides, glossaries etc.) were adequate?

1	2	3	4

11. Do you think that the support provided by the Training Organisation was satisfactory?

1	2	3	4

12. Do you think that the relationship between you and the teachers was satisfactory?

1	2	3	4

13. Do you think that the relationship between you and the other participants was satisfactory?

1	2	3	4

14. Do you think the organisation of this training course was satisfactory?

1	2	3	4

15. What are the aspects of this training course that need further development? (Indicate using an X):

a. Organisational aspects		d. Teaching approach	
b. Logistical aspects		e. Didactic materials and booklets	
c. Contents		f. Other_____	

16. Any other comments you may have:

_____
_____
_____

In order to proceed to an efficient and accurate evaluation, considering the personal circumstances of each learner, it is fundamental to collect some information about the students, since the first contact. The evaluation process will then be composed by three different phases:

1. First contact
2. An entry test
3. Observation
4. A customised study-plan, with different medium and long-term goals, according to the collected information (this part should be flexible, and it should depend on the real progress of each learner)

First contact

Before starting the lessons, it would be advisable to have a meeting with the learner in order to collect some information about his/her previous curriculum of studies and the general lifestyle in his/her home country. Some information about the family of the learner is also useful to gain a better understanding of the context in which the student lives.

This first meeting is quite important for the teacher to get an idea of the learner's ability to speak and understand the host language. This is also the opportunity for the teachers to introduce themselves in order to start building the foundations of a teacher-student relationship based on trust and mutual understanding.

During this phase it is useful to collect the information given on a personal chart, using a clear and simple template, such as the one that follows. You can amend the questions as best suit your needs and the requirements of your students. Be mindful of sensitive information; you might also consider eliminating questions that might cause discomfort to your students.

Institute: _____   Year: _____

Date: ....   Class: ....

LEARNER'S INFORMATION

Name: …………………………..   Surname…………………………

Nationality: ....   Religion: (optional) ....

Place of birth: _____

Age:

18 – 25

26 – 35

36 – 45

46 +

Date of arrival in the hosting country: _____

Education level:_____

Professional activity in the home country: _____

Current professional activity: _____

Email address (optional) _____

Educational history:

Date (from – to)	School/institution	Main subjects	Qualification

Migration route: (please specify also different cities in the same country)

Date (from – to)	City, Country	Main activity

Why are you taking this course?

1. To develop a particular skill
2. To get a new job
3. To meet new people and network
4. I am interested in the topic

Language skills:

5. Zero – the student is not able to communicate in the host language
6. Oral communication – the student knows simple words and can make short sentences
7. Oral and written communication – the student can speak, read and write at elementary level
8. Language knowledge not enough for studying – the student can currently speak the host language, but he/she has got limited vocabulary and the language skills are not sufficient for studying
9. Language knowledge sufficient for studying – the student is ready to study different disciplines using the host language

Other languages:

Language	Speaking level	Reading level	Listening level	Writing level

Entry test

The teacher could use the very first lesson as an opportunity to learn more about the learners and collect some more information about their knowledge, by means of an entry test.

The test should be prepared by the teacher, according to the specific subject, but it could also include general questions in order to check the language level of the learner, related to the specific contents of the course.

Observation

The observation practice is a professional tool which is important to use in order to confirm and verify a first hypothesis. Observing is an exercise for the teacher and it needs to be practised and improved day by day. In fact, the information collected during the first meeting with the learner and the entry test are not enough to understand the personality of the learner nor his/her temperament and ideologies, which will of course affect his/her learning process.

Tests and forms do not give information on a learner's potential and they do not take into consideration the social context in which the learner is living.

Practicing observation also means that the teacher can create opportunities for short individual talks with the learner, maybe just before or after the lesson. During these talks, it is fundamental that the teacher shows active listening skills, empathy and interest towards the learners. Note that it is advisable for the teacher to use short sentences and simple words during those conversations, in order to be clear and avoid misunderstandings.

It could be useful for the teacher to fill in some forms with the aim of collecting information as the training progresses and compare them periodically. Below is an example of a template for an effective observation. You can of course choose to eliminate or add categories depending on your needs and information you want to collect.

TEMPLATE FOR THE OBSERVATION OF INTERCULTURAL STUDENTS

STUDENT_____   CLASS _____ DATE _____

The learner carries out the exercises proposed by the teacher	• IMMEDIATELY	
	• RELUCTANTLY	
	• HE/SHE REFUSES	
Whilst working, the learner speaks his/her own language	• WITH OTHER LEARNERS WHO SPEAK THE SAME LANGUAGE	
	• WITH OTHER CLASSMATES	
	• WITH THE TEACHER	
	• BY HIMSELF/HERSELF	
While working, the learner tries to communicate with the others	• USING NON-VERBAL COMMUNICATION	
	• USING THE LANGUAGE OF THE HOST COUNTRY	
The learner repeats new words he/she learns	• QUIETLY	
	• WITH CONFIDENCE	
	• LOOKING FOR THE TEACHER'S APPROVAL	
Speaking the language of the host country, the pronunciation is	• GOOD	
	• ACCEPTABLE	
	• INCOMPREHENSIBLE	
If the learner makes a mistake and the teacher invites him/her to repeat	• HE/SHE REPEATS WITH CONFIDENCE	
	• HE/SHE REPEATS, BUT HE/SHE FEELS UNCOMFORTABLE	
	• HE/SHE NEEDS TO BE ENCOURAGED	
	• HE/SHE DOES NOT REPEAT	

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TEMPLATE FOR THE OBSERVATION OF INTERCULTURAL STUDENTS

<u>TRANSVERSAL SKILLS</u>

Observation n° …………   Date

Student ……………………………………………………………   Class

ORGANISATIONAL SKILLS	YES	NO	SOMETIMES
The learner starts working just after the teacher's explanation			
The time used for carrying out the exercise is the same as the other classmates			
The learner can work independently, without asking for help			
The learner can organise the necessary material			
The learner takes care of his/her personal hygiene			
Notes			

SOCIAL SKILLS	YES	NO	SOMETIMES
The learner has a good relationship with his/her classmates			
The learner has a good relationship with the teacher			
The learner participates actively in group activities			
The learner asks his/her classmates for help if he/she needs it			
The learner asks the teacher for help if he/she needs it			
Notes			

PSYCHO-EMOTIONAL SKILLS	YES	NO	SOMETIMES
The learner tolerates frustrations (denial, refusal, failure etc.)			
The learner accepts what the teacher says			
The learner accepts what the classmates say			
The learner has a high self-esteem			
The learner can face critical situations			
Notes			

AGGRESSIVE BEHAVIOURS	YES	NO	SOMETIMES
The learner always disagrees with the assigned tasks, but he/she eventually does everything			
The learner refuses to do the assigned tasks Specify the reason of the refusal: _____			
The learner acts violently			
The learner gets angry often and he/she destroys things			
The learner speaks rudely			
Notes			

IMPULSIVITY	YES	NO	SOMETIMES
The learner reacts without reflecting on his/her actions			
The learner talks all the time			
The learner behaves in unpredictable ways			
Notes			

HYPERACTIVITY	YES	NO	SOMETIMES
The learner is always moving around			
The learner is easily distracted			
The learner continuously switches activities and he/she cannot complete the assigned tasks			
Notes			

LEVEL OF ATTENTION	YES	NO	SOMETIMES
The learner has poor listening skills			
It is difficult for the learner to keep a good level of attention during the lesson			
The learner cannot stay focused when carrying out long activities			
Notes			

ISOLATION	YES	NO	SOMETIMES
The learner never speaks during the lesson			
The learner has a passive attitude			
The learner finds it difficult to establish interpersonal relationships			
The learner often feels uncomfortable			
Notes			

Customised study-plan

After the first meeting with the learners, the teacher can prepare a customised study-plan or adapt the existing study-plan; this can be adaptable to the needs that arise from the observation and the progressive results reached by the learner throughout the course. The teacher will use this customised study-plan when organising the lesson delivery and it will make it easier for the teacher to conduct an evaluation.

However, the final evaluation should always be based on:

- The entire educational course
- The learner's individual l learning potential
- The learner's personal commitment

Moreover, the teacher should take into consideration:
- Limitations due to the lack of knowledge of the language spoken in the host country
- The observation forms
- The objectives set into the customised study-plan

Customised study-plan for intercultural students

Year ………………………………..

Personal Data

Name and Surname: ....

Class**:** …………………………………………………………………………………………………

Place and date of birth: ……………………………………………………………………..

Date of arrival in [country]: …………………………………………………………………..

Educational history:

- Schools attended in the home country:
  ………………………………………………………………….
- Schools or institutions attended in the host country: ……………………………………….

Mother tongue: …………………………………………………………………….

Other languages: …………………………………………………………………..

Who is the learner living with?

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Initial knowledge of the language of the hosting country

For this section, the teacher could also refer to the European Framework Reference for Languages, that is a guideline used to describe achievements of learners of foreign languages. There are six levels, that are becoming widely accepted as the European standard for grading an individual's language proficiency[1].

European Framework Reference for Languages:

Level 0 – the learner cannot speak the language of the hosting country

Level A1 - Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level A2 - Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Level B1 - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Level B2 - Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers

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[1] https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions

quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Level C1 - Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Level C2 - Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Other information:

_____
_____

Remember: All the above templates are for reference purposes and could be customised to suit your and your students' needs. Always consider what kind of information you actually need and be aware that some students might not feel comfortable sharing private or sensitive information.

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