# PISH

**Problem-Based Learning, Intercultural Communications and STEM in Higher Education**

# An alphabetic catalogue of non-academic best practises on intercultural communication

IO1-A2

Note on the selection methodology

Intercultural communication has never been more relevant in education, and a lot of HEIs are offering it as a skill course. However, there's always a need for an integrated approach, and the non-academic field offers a rich pool of practises that can be used in any discipline, inside or outside the classroom.

Intercultural communication is a domain with a lot of use resources developed by NGOs, projects, consultants etc. for HEIs, organisations, work environment, groups and societies. Project partners are aware and have used some of these tools, methodologies, frameworks etc. and found them useful in facilitating intercultural communication trainings. Hence it was agreed to add some of the selected tools to the library of best practices.

The selection of the following practises is based on Assessment guidelines for non-academic best practises on intercultural communication. These guidelines were created based on the real needs of HEI teachers and students, that were assessed during the PISH project partner country studies. Each partner has used this methodology to select the relevant tools for the library.

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## 1. A JOLT OF REALITY - CRN

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| students/teachers | flexible | Facilitation skills | No special materials | http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf |

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| **Purpose** | Raising self-awareness and self-knowledge - multiperspectivity - communicative awareness - skills of listening and observing - critical cultural awareness |
| **General description of the project/methodology** | 'A Jolt of reality' is a short activity, where participants are instructed to win by "making" their partner move their feet. The most important part is the debriefing, where participants discuss the strategies they chose.<br><br>This activity helps participants understand how we filter information and form assumptions. It teaches reexamining one's assumptions and avoid automatic reactions, demonstrates how our behaviours are often influenced by cultural values or filters |
| **Approach/teaching and learning strategies** | Experiential learning, discussion, reflection |
| **Delivery/guidelines** | 1. Ask the participants to stand and find a partner. Direct partners face each other, place their feet firmly on the floor, and then raise both hands and place them palm-to-palm at shoulder height. |

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| | 2. Now tell participants that to win at this activity, they must make the other person move his or her feet-within 30 seconds. Start the timing. (Note: most participants will use brute force to push each other. Some may try to negotiate or bribe the other person to move. A few may stop pushing and let the other person's momentum propel him or her forward).

3. After 30 seconds, stop the activity & ask a few participants to share some of the strategies they used to get the other person to move.

4. Ask for a volunteer. Assume the face-to-face, palm-to-palm position. Whisper to the other person « Let's dance ». Hum a tune and move your feet together.
5. The participants will probably protest that this is cheating. Remind them that the directions were simply to get the other person to move his or her feet within the 30-second time frame. These were no restrictions on moving your own feet or communicating. Ask participants who won.

DEBRIEF:
Describe what happened. When you hear interpretations, such as "she tried to bribe me" rather than descriptions like "she offered me something", ask the participants to describe behaviours only.

o How did you feel about how you behaved? Your partner's behaviour? The outcome?
o What values were behind the different strategies people used? o What did you learn from the activity itself and from the "dance" strategy?
o How can this learning be applied?

DEBRIEFING CONCLUSIONS:
o We tend to filter information, form assumptions based on our own experience and values, and then act according to these assumptions. Cultural values such as cooperation, competition, individualism and collectivism are demonstrated in this kind of activity.
o Assumptions can prevent us from exploring alternative behaviours.
o Cultural values such as individualism and competition may result in conflict and block win win solutions.
o Meeting force with force is almost always futile. |

## 2. Abigale Story's - INNOVED

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students | Classroom | Basic facilitation skills | Per participant one copy of the Abigale's story (available via online link);<br><br>Flipchart, pens | https://www.salto-youth.net/downloads/toolbox_tool_download-file-112/t%20kit%20intercultural%20learning.pdf |

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| **Purpose** | It addresses cultural issues and improves intercultural communication skills. |
| **General description of the project/methodology** | Abigail's Tale is a story that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information. |
| **Approach/teaching and learning strategies** | Experiential learning, discussion |
| **Delivery/guidelines** | 1. Give them a printed version of the story or tell the story (maybe drawing the characters on a flipchart).<br>2. Give them 3' to establish the guilty parties from the guiltiest to the less guilty.<br>3. (Optional) Split them in pairs and give them 5' to make the list (guiltiest to less guilty).<br>4. Put them in groups of 5 with the same goal (a common list). (15-25')<br>5. Do a group discussion (15')<br>6. Debrief (15') |

The task of the small groups is to come up with a common list – a list that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad.

**Reflection and evaluation**

One focus of the evaluation is the relevance values have for us to determine what we think is good and what is bad. After having established that insight, the next step is to look at how easy or difficult it is to negotiate about values when having to establish a common list. You can ask people how they managed to come up with a common list – which arguments worked to convince them, and why, and where there was a border of being able to understand and/or follow the other. A possible follow up is to then look at where we learned what is good and what is bad – and what that tells us about what we have in common and what makes us different.

3. **Active listening - AAU**

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
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| Students/teachers | Flexible | Facilitation skills | A1 paper, flip chart, colored markers | https://symondsresearch.com/active-listening-training-activity/ |

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| **Purpose** | Address cultural issues in organisations, improves team coherence and communication |
| **General description of the project/methodology** | Active listening is a technique of careful listening and observation of non-verbal cues, with feedback in the form of accurate paraphrasing. Is used in counselling, training, and solving disputes or conflicts. |
| **Approach/teaching and learning strategies** | Q&A, experiential learning |
| **Delivery/guidelines** | Step 1:<br><br>Ask participants to form groups of up to 4 people per group.<br><br>Then give each group a sheet of A1 paper from a flipchart and some colored markers.<br><br>Ask each group to brainstorm and come up with a list of things that can stop us from listening and write the list on the A1 sheet of paper.<br><br>If it helps them, ask participants to think of a time when they were not listened to or when they realized they were not listening to someone. Why did they think that happened? |

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| | Give them 5 minutes to brainstorm and write the list down.<br><br>After 5 minutes, ask the groups to share their answer with the rest of the class and start a discussion, which should last about 10 minutes.<br><br>Step 2:<br><br>During or after the discussion, show the Active Listening list (below), to compare them with the answers that participants gave and to comment.<br><br>Active listening list:<br>1. lack of focus (due to external distractions or internal ones, such as being hungry, cold, upset etc).<br>2. Making assumptions<br>3. Being in a hurry<br>4. Having to be right<br>5. Trying to do too many things at once<br>6. Being more worried about what you are going to say next than about what you are hearing.<br><br>Step 3:<br><br>The facilitator then discusses with the students how they can become active listeners and why it is important |

4. **BaFá BaFá - CB**

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/teachers | flexible | - Basic facilitation skills<br>- Cultural awareness | -Two separate spaces<br>- Descriptions of two different cultures on coloured paper<br>- Nametags (half of them named "Alpha" in red, half named "Beta" in blue)<br>- 1 box of 100 small paper clips for "Alpha" group<br>- 1 box of 100 large paper clips for "Beta" group<br>- A special wristband to be taped to the Alpha leader's wrist | http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf |

| Purpose | - Empathy and decentering<br>- Knowledge and understanding of others<br>- Self-awareness and self-knowledge<br>- Learning to value and respect other human beings<br>- Flexibility and adaptability<br>- Tolerance for ambiguity |
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| General description of the project/methodology | BaFá BaFáis a method that can be used in many different settings, and can be adapted across cultures. It has been used in settings such as diversity/inclusion training, sociology classes, management training, workplaces, and in intercultural competence training. It is designed to improve |

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| | participants' intercultural competence through understanding the impact of the culture on behaviour of others. Importantly, it encourages participants to experience and work through the feeling of culture shock and tries to allow people to work through the difficulties of interacting with cultures where different values, ways of behaving, and ways of solving problems are present... |
| **Approach/teaching and learning strategies** | Bafa Bafa is a face-to-face learning simulation and role-playing game |
| **Delivery/guidelines** | Running time: 1 - 2 hours for exercise & additional 1 - 2 hours for debriefing.<br><br>1. After briefing participants on the purpose of the simulation game, the first step is creating two simulated cultures, one "Alpha" culture and one "Beta" culture. The facilitator assigns each participant to either the Alpha or Beta culture. Both cultures represent different behaviours, which correspond to their own cultural code) for example: one culture could be a collective culture based on common good, solidarity, and body contact, while the other is an economic culture based on trade and profit, individualism and formal/distant relations. Each group moves to their own area where members are taught the values, expectations and customs of their new culture, without knowing anything about what the other culture is.<br><br>2. 2. Each culture sends an observer to the other culture, the observer must learn as much as possible about the other culture while the other culture roleplays the values and customs of their culture. After a fixed time, the observer from each culture must return to his or her own culture and report on what was observed.<br><br>3. Each group will then develop a strategy for how their culture can best interact with the other culture, based on what was reported by the observer. Once this strategy has been made, each culture will be allowed to send small groups to visit the other cultures. The visits will be used to test and improve the strategies they have made for interaction. The simulation ends once everyone has had the chance to visit the other culture.<br><br>4. All participants across two culture groups join into one group to discuss their experiences. The cultures will be discussed, as well as the strategies that they ended with, and what they learned about creating a school/workplace environment in which everyone feels safe, included, productive and able to work their best. |

### 5. Culture Shock (Game) - INNOVED

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/teachers | flexible | The trainer must have read and understood the rules of the game. | Game Kit with the rules, scenarios, cards etc. | https://www.intercultural-intelligence.pro/games-showcase/culture-shock/ |

| Purpose | Language barriers, intercultural communication, collaboration skills as long as cultural issues, different work cultures, communication specialties etc. |
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| General description of the project/methodology | Culture Shock is a cross cultural business negotiation simulation game created by Maria Todosiychuk. It is designed in a way that makes negotiation deliberately difficult to enable participants to overcome various intercultural barriers. The group of participants is divided into representatives of two cultures: Alpha and Beta. First of all, they should read the rules and the content of their respective cultures as well as the negotiation scenario. Then the group is divided further into smaller groups of negotiators and invites the cultures' Alpha and Beta delegations to begin their meeting. The debriefing that follows the play is even more important than the play itself. The group is being asked to talk about their feelings and impressions during the game, as well as how they noticed cultural differences and their actions and decisions. |
| Approach/teaching and learning strategies | Experiential learning through simulation games - group discussion. Moreover an online version is available, making it suitable for distance learning. |
| Delivery/guidelines | The group of participants is divided into representatives of two cultures: Alpha and Beta. First of all, they should read the rules and the content of their respective cultures as well as the negotiation scenario. Then the group is divided further into smaller groups of negotiators and invites the cultures' Alpha and Beta delegations to begin their meeting. The debriefing that follows the play is even more important than the play itself. The group is being asked to talk about their feelings and impressions during the game, as well as how they noticed cultural differences and their actions and decisions. |

## 6. Drawing A House - CB

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/teachers | Flexible | Basic facilitation training | Paper, pens | https://www.icye.org/wp-content/uploads/2016/03/Practical-Guide-on-ICL-final-.pdf |

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| **Purpose** | - Reflection on intercultural learning and dialogue<br>- Reflection on the challenges and solutions to intercultural communication<br>- Understanding the influence of one's culture<br>- Recognize the gap between expressing/describing something and understanding it |
| **General description of the project/methodology** | This exercise is important as it enables participants to be able to open up and talk about their own perspectives, but also allows them to view those perspectives from another person's context. What is unique about this method is the way in which it allows participants to see how easily their own explanation of something can be misinterpreted due to differences in cultural understanding. Through understanding this gap between expression and comprehension, participants can learn to communicate clearly across cultures. |
| **Approach/teaching and learning strategies** | Artistic, mixed strategies |
| **Delivery/guidelines** | - Each participant must select a partner with whom they have not worked with before. Participants from different countries/cultures/backgrounds are highly encouraged to partner up.<br>- Each pair must sit back to back, one of them must describe a typical house in detail. Based on their description, their partner must draw the house on a sheet of paper. The person who is describing the house cannot look at the drawing, and the person drawing cannot ask questions.<br>- Once the house has been drawn, the partners switch roles and do the exercise again.<br>- Once both houses have been drawn, the partners share their drawings with each other. |

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| | **DEBRIEFING:**<br>After the exercise has been completed, the participants will debrief through a group discussion with a series of questions designed to show that it is normal to have different drawings because of the significant role that culture and backgrounds play on our own feelings, understandings and perceptions of a typical house.<br><br>**QUESTION EXAMPLES:**<br>Did the drawings look different from what was described? How? What reasons could we think of for why this might be?<br>Do you think culture plays a role and influences your understanding and perceptions?<br>In everyday situations, have you experienced that sometimes you explain something that is understood differently or leads to misunderstandings? Can you give examples?<br><br>NB: The gap between expression and comprehension should be emphasized and it should be explained that this gap can lead to misunderstandings with some people. |

## 7. Equality planning - UEF

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| HEIs administration personnel | This is a comprehensive plan that influences the entire HEI environment: student recruitment, staff, and course planning | Some aspects of the plan must be implemented by subject matter experts. | This plan requires resources, but it is up to the HEIs to decide how many, unless the HEIs are bound by specific policies. | https://yhdenvertaisuus.fi/documents/5232670/5376058/Oppia+kaikille+suomi/09dd5121-d98e-487c-9acf-ee768620da0e/Oppia+kaikille+suomi.pdf?t=1512914802000 <br><br> English summary https://docs.google.com/document/d/1cXGgrFUCm8O5N1E4rLazMIDHdN-II_6s/edit add document to ANNEX |

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| **Purpose** | Address the language barriers related challenges, intercultural communication, collaboration skills, cultural issues, different work cultures, communication specialties |
| **General description of the project/methodology** | The method can be used as a checklist for institutions who want to create a more inclusive school. It is a comprehensive plan that gives specific examples of activities. |
| **Approach/teaching and learning strategies** | Extensive: see Annex |
| **Delivery/guidelines** | Extensive: see Annex |

8. **Experiential E twinning project - UTH**

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students | Outside the classroom | Facilitation skills | E- twinning, digital communication platforms, Microsoft Office (Powerpoint presentations, Word), PDF Online Tools | https://doi.org/10.1016/j.sbspro.2013.10.094 |

| Purpose | In the e-twinning project, the students developed closer personal relationships, engaged in intercultural dialogue of their own will, and were encouraged to continue learning even after the formal end of the course. Though the development of other linguistic competences except in English was not the intended aim of the course, students used the opportunity provided by the course to teach each other Romanian and Lithuanian in the evening, from home, via Skype, and even to teach the other members of the students' families. Thus, they capitalized on the cultural contact that the institution provided in order to act on their cultural curiosity, to become richer in cultural knowledge, more perceptive of cultural difference, flexible, tolerant in their views and better equipped to identify and express the values, beliefs and styles of living and of communicating in their own cultures. They learned how to think differently, as a first step towards acting differently. The rippling effects of this project showed the power of the new media to bring people together in a project that was thought of as an exercise in intercultural communication but that ended up being a genuine intercultural and intergenerational learning experience. |
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| **General description of the project/methodology** | The project aimed to bring together students in real-time online communication and with the guidance and monitoring of the trainers to ask them to work together on a challenging task. Indicatively, they asked them to create their own learning objects (PowerPoint presentations, country and company profiles, price lists, and guidebooks for survival in their own countries) by using ICT tools. The added value of bilateral communication within the activities of this methodology is that it |

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| | allowed students to develop closer personal relationships, to engage in intercultural dialogue of their own will, and to continue learning even after the formal end of the course |
| **Approach/teaching and learning strategies** | Peer review, presentation, experiential learning, group assignments |
| **Delivery/guidelines** | Group assignments (discussions and work done in groups), simulation |

## 9. Exploring Diversity - CRN

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/adult learners | Outside of the classroom | The trainer needs good knowledge about the are/place, good organisational skills and be able to facilitate a discussion | Maps, materials and presentations about the place that will be explored | http://farintercultura.ch/wp-content/uploads/2016/07/3_DEVELOPMENT-OF-INTERCULTURAL-COMPETENCE.-HANDBOOK-FOR-TEACHERS-AND-TRAINERS.pdf |

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| **Purpose** | <ul><li>to link and confront theory and practice on interculturality and diversity</li><li>to maximize the participation of each student in this process</li><li>to maximize active participation and student creativity</li><li>to create opportunities for face to face contact with inhabitants and representatives of local initiatives</li></ul> |
| **General description of the project/methodology** | This exercise was created by INCOM-VET (Development of Intercultural Competence of Students and Trainers in EU VET institutions ) project partners. The exercise let the students face unexpected situations, dismantling social representa- tions and stereotypes. Appropriate use of the feed-back can generate reflections on multidimensional patterns of diversity, and can lead to overcoming barriers hampering proximity and contacts (engendering intercultural understanding).<br>This activity can generate reflections on multidimensional patterns of diversity, and can lead to overcome barriers hampering proximity and contacts (engendering intercultural understanding) |
| **Approach/teaching and learning strategies** | A city exploration (adaptable to various experimental settings, e.g. workplace, university, community). The exercise has been developed as a city exploration. It provides teachers and trainers with a methodology useful to create diverse exploration settings, for instance organizing visits and encounters in a specific work environment characterized by intercultural dynamics. |

|  | Exploration techniques enable the learners to experience a direct experience of diversity; explorations can be more or less prepared and guided. |
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| **Delivery/guidelines** | In the setting of the city exploration, students are expected to explore a neighborhood over a period of three days. They are divided into subgroups (4 to 8 persons each). At the end they are expected to prepare a guided tour for presenting the results of their exploration, and the neighborhood under the lens of intercultural dynamics, to the other teams. The exercise is structured into 4 phases:<br><br>1. (Half day) - Step 1 Preparation – introduction of different neighborhoods by means of a lecture and a city walk. It includes gaining general knowledge, insight information, social, economic, political and historical background information, facts and figures from a broad range of perspectives. It helps refine the focus with respect to the general topic "interculturality and diversity". After a collective introduction, students are divided into small groups composed of mixed backgrounds. They receive more detailed information on one specific neighborhood of the city (a „survival kit", e.g. a map of the neighborhood, contact information for places of interest, articles and figures on the area and contact information of a „tutor"). They formulate hypotheses to be tested during the visit.<br>2. (Whole day) - Step 2 Exploration – Step two consists of going to the field (the neighborhood) and explore the environment, gaining new knowledge by observing, having contact with local actors and visiting local organizations. At the end of step 2, students gather enough information to compare the formulated hypotheses with the information gained exploring the neighborhood.<br>3. (Half day) - Step 3 Elaboration: students test the hypotheses, reflecting on the general information, confirming or refuting their hypotheses. Prejudices are detected and compared with a different reality. New questions arise and new hypotheses could be formulated by adapting their preliminary hypotheses. Students prepare their guided tours for introducing the visit to another team.<br>4. (Whole day) - Step 4 Feedback – Each group designs a neighborhood walk, which includes a route map and the information gained during the exploration, for another group of students. The different groups exchange their products. Each group explores a new area using the route map and the extra information prepared by another team. The experience of a different area confrontes the teams with the disparities between the different areas experiencing the diversity that may exist within one city. After the visits, a peer evaluation session is organized, based on the experience of the neighborhood walks. The students are encouraged to give feedback on their walks. A plenary debate on interculturality and diversity within an urban context concludes the work. |

## 10. Fairy Tale Evening - EURO-NET

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students | indoor space (better if a stage or a dark room) | No specific skills | Colourful papers, scissors, balloons, masking tapes, make-up, face paint, post-its, string. | https://www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf |

| Purpose | <ul><li>Raise awareness of cultural differences</li><li>Promote cultural diversity</li><li>Promote interculturality</li></ul> |
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| General description of the project/methodology | This activity provokes a discussion on cultural heritage, moving definitions of culture and communication and ending with some tools and strategies aimed at improving intercultural communication and intercultural sensitivity.<br>1) Participants are divided into small groups<br>2) The group chooses a fairy tale or legend among those preferred by the participants and represents it in front of the others trying to put together different legends from different places and countries<br>3) It is possible to use various objects, fruits, drinks or whatever is necessary for the theatrical representation. |
| Approach/teaching and learning strategies | <ul><li>Experiential learning</li><li>Theatre activities</li><li>Improvisation</li><li>Creativity</li><li>Reflexion</li></ul> |

| Delivery/guidelines | 1) The workshop should be explained to participants 2-3 hours before its development to allow them to prepare properly.<br>2) Give each group time to prepare for the theatre performance.<br>3) It would be better to carry out the activity in the evening using a stage or a dark room which creates more atmosphere and therefore greater participation and involvement<br>4) After the performance it is necessary to do the evaluation to understand how difficult it was to realise the activity and how difficult it was difficult to join different stories from different countries. |
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**11. Flags - team building game - UEF**

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/teachers | can be used as an ice-breaker for group work in the classroom or outside for non-formal learning | The activity does not require special training | Printed template or a bank piece of paper, pencils. Extra: handicraft materials. Digital tools can also be used | N/A |

| Purpose | The objective is improving intercultural communication, specifically, stereotyping. The activity can also be used to address culture-based conflicts if the instruction is adapted for that purpose. It improves  collaboration skills, addresses cultural issues, different work cultures, communication specialties |
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| General description of the project/methodology | The exercise can be used as an ice-breaker. In its basic form, it takes about 15 minutes to implement but the time can be extended to allow for deeper discussions, or a better finished artistic result. No special preparation is required. |
| Approach/teaching and learning strategies | Discussion, artistic expression |
| Delivery/guidelines | Each participant gets a blank flag (or a coat of arms) and draws there something about themselves that other team members should know. The participants should be encouraged to draw something personal (of course within their comfort zone). By re-using symbols reserved for nationalist thinking (the flag), the method can help participants re-focus on facts about their colleagues, and avoid stereotyping them. Depending on needs, the instruction can be modified to address specific conflicts (e.g. individual priorities) |

| | The basic task is the drawing activity, but the important thing it's that it is followed by a group discussion that lets participants get to know each other. To avoid closed clusters, the facilitator should encourage students to change groups, based on what they drew (e.g. similar hobbies). The discussion should also address the topics of national stereotyping and its limitations. Also, it is an opportunity that individuals do not really illustrate national stereotypes and that these stereotypes can be harmful (even if they are largely positive). |

## 12. Intercultural Learning Competences - EURO-NET

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students | indoor space | No specific skills | Postcards, statements for all groups, glue, paper, handout on intercultural learning | https://www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf |

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| **Purpose** | ● Creating a common understanding of intercultural learning<br>● Reviewing different approaches to intercultural learning<br>● Fostering intercultural sensitivity among participants |
| **General description of the project/methodology** | This methodology is aimed at teamwork and team-building activities to foster intercultural communication processes within groups: it is particularly important for youth workers involved in European youth projects. |
| **Approach/teaching and learning strategies** | ● Experiential learning<br>● Discussion<br>● Reflexion |
| **Delivery/guidelines** | 1) Distribute many postcards on the floor. Ask participants to choose a postcard on the floor that reminds them of an intercultural experience in which they have learned something. Time: 5 minutes<br>2) Divide the participants into small groups and give the task to describe their experiences to others then make a list of all their intercultural experiences. Time: 20 minutes<br>3) In plenary the lists are presented to all. Time: 10 minutes<br>4) Identified cultural competences are identified and prioritised from the most important competence to the least important competence. Time: 20 minutes<br>5) Presentation of the cultural competences to all participants. Time: 20 minutes |

| | 6) Distribute the handout on intercultural learning to all participants. Time: 5 minutes |
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**13. MMEHR project (Multidimensional and Multicultural Expertise of Human Resources Professionals) - UTH**

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/teachers | Outside the classroom | Basic facilitation skills | Tools developed by the MMEHR project - available on the project website | https://www.hrmmexpertise.eu/en |

| Purpose | The methodology created during the project aimed at supporting HR professionals in obtaining skills in better matching of the characteristics of workers having a multicultural background with the requirements of the enterprises in the receiving European countries. |
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| General description of the project/methodology | MMEHR 'Multidimensional and Multicultural Expertise of Human Resources Professionals' is an Erasmus+ project that aims at fostering innovative teaching/learning in the Human Resources area based on advanced multidimensional and multicultural 4.0 skills. During the project partnership engaged learners and professionals in online training  (more than 60 hours-25 participants) and pilot testing of the learning platform (60 participants) and intended to simulate the multicultural environment of the labour market. The element that makes this project special is the interaction between multicultural teams on the basis of learning material focusing on the topics of multiculturalism and diversity management (to the point interaction). |

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| **Approach/teaching and learning strategies** | Peer review, presentation, experiential learning, group assignments, MOOC |
| **Delivery/guidelines** | The MMEHR Course Human Resources multicultural recognition and evaluation 4.0 is made available as a MOOC "Massive Open Online Course"2. According to the 2011 EU Modernisation Agenda enhancing lifelong learning via the creation of flexible learning paths, MMEHR promotes the development of ways to increase the rate of employability. The MOOC completion for trainers and students will provide them with the acquisition of quality skills and competences and, consequently, with a valuable opportunity for accessing the labour market. |

## 14. Managing Individual differences - AAU

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/teachers | Outside the classroom | Facilitating skills | Flip charts, food from different culture, camp fire,a price, writing materials, group rooms | https://toughnickel.com/business/Sample-Intercultural-Training-Programme |

| Purpose | It addresses collaboration skills and intercultural communication |
|---|---|
| General description of the project/methodology | Cultural differences may pose some difficulties for people when managing their businesses or working together. At the same time each culture offers a competitive advantage and can provide tremendous strengths to a team or project. This activity encourages taking advantage of diversity rather than suppressing it. It teaches how to overcome individual differences and cooperate. |
| Approach/teaching and learning strategies | Experiential learning, peer learning, Q&A |
| Delivery/guidelines | Introduction and Reflection.<br>During this period, each participant will introduce themselves and five interesting cultural facts about the regions/countries that they represent. After everyone finishes with the introductions, the facilitator will divide the team into four groups and ask each group to compare and contrast different cultures and their associated practice. Each group will send a representative to present their findings. The end result of this activity is to help participants recognise that although on the surface, every culture seems to be deeply divided, all cultures share a universal set of common values, which lay the foundation for cooperation. (Duration 1 hour) |

| | Workshop 1: The workshop will be conducted by an expert presenting the topic of different models of intercultural management which addresses the behaviours of people in organizations around the world and provide tips as to how to work with people from different cultures all over the world. The workshop is in seminar format where the expert only introduces the key points and theory and the participants will contribute by sharing their knowledge and experience. The purpose of this workshop is to ensure every participant is equipped with sufficient knowledge and management theories.(Duration 1 hour). |
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| | Lunch and dining etiquette across cultures. The restaurant is separated into four rooms, which are decorated in four themes: Chinese dining setting, British dining setting, Mexican dining setting, and American dining setting. There will be a facilitator joining with participants in each room. Table manners are the products of cultures and can differ greatly from culture to culture. If a person does not know about the dining etiquette of a particular culture, he or she can easily feel embarrassed and uncomfortable when participating and communicating in such an event. The purpose of this activity is to inspire participants to share their experience with this topic, learn about different table manners and give some recommendations as to how to act in this case. (Duration 1 hour). |
| | 1 hour rest: |
| | Workshop 2: An expert will present on the topic of cultural dimension, cultural intelligence (including Linguistic Intelligence, Spatial Intelligence, Intrapersonal Intelligence, and Interpersonal Intelligence), and sources of cultural differences (male vs. female, individualism vs. collectivism, etc.). (Duration 1 hour) . <br> International Dinner: The restaurant serves food from all regions around the world, featuring specialties and delicacies from different places. During dinner time, participants are divided into teams of five to prepare for the campfire activities. (Duration 1 hour). <br> Practice for campfire activities. Each team will represent an assigned country and prepare a 5 to 10 minutes performance to perform at the campfire, showcasing that country's culture. The performance can be dancing, singing, fashion show, short play, etc. The team is free to choose what they would like to do. (Duration 1 hour). <br> Campfire and team building exercises. The facilitators will assess the performance to choose the winners. (30 minutes) |

## 15. My History - CB

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/teachers | Flexible | Basic facilitation training | A calendar drawn on a board or a large sheet of paper, the calendar must show years starting at the year of birth of the oldest pupil and ending in the present | "All different – All equal, Education Pack", European Youth Centre, 1995 - more information found through this link: http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf |

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| **Purpose** | This exercise is designed to develop skills of self-awareness and self-knowledge, empathy and decentering, knowledge and understanding of other cultures, and to raise curiosity and empathy about other cultures and history. |
| **General description of the project/methodology** | This method is particularly useful to inspire curiosity in participants about the culture of others, to encourage people to speak about their cultural and historical similarities and differences, and to see where our beliefs and values stem from. It can work in local groups, but is particularly useful across cultures, as participants can experience shock/surprise that they have experienced similar historical events, or that they all have been affected by similar situations in the past. |
| **Approach/teaching and learning strategies** | Presentation & discussion |

| Delivery/guidelines | - Each participant must choose three public historical events that have left an impact on their lives (could be related to politics, history, sports, music, art, accidents, etc. and the focus can be positive, negative or neutral, as long as the event was public and left an impact on their life.<br><br>- Each participant must use a felt-tip pen or marker to write their name on the calendar beside the year in which the events occurred.<br><br> - Each participant must then present their three events, why they chose them, what happened, and how they impacted their life.<br><br>- After each participant has presented their events, each participant will be encouraged to raise their hands if they recognized any of the other events spoken about, and furthermore discuss if they were also impacted by the events.<br><br>- Participants will discuss whether we can see any patterns in the types of events that were chosen i.e is there a specific type of event we attach more importance to than others? |
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**16. Office InterActors (Leonardo da Vinci - Transfer of Innovation project) - UTH**

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Adult learners | In the classroom | The facilitator needs mostly the expertise on the business and administration topics and no other specific skills | Moodle, skype or other digital communication platform | https://www.euroed.ro/en/proiecte/proiecte-euroed/office-interactors |

| Purpose | The heart of this project is that it addresses the communication skills within the professional environment, having also the challenge of multiculturalism and diversity. The learners are trained to practise communication in complex situations, but very realistic for the job market. |
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| General description of the project/methodology | This methodology was implemented within the European project "Office Interactors" by the partners from 6 countries. It was targeting the development of transferable basic and professional communication and entrepreneurial skills for business and administration via internet-based simulations, problem-solving and role-play. <br> With both groups of learners, the opportunities for online interaction via moodle and skype encouraged their informal dialogue beyond the pre-defined tasks and their independent intercultural learning, according to their needs and curiosity. In addition, the freedom that they had in creating products, companies and advertising campaigns stimulated their spirit of competitiveness. Ultimately, they did not perceive the project as yet another school assignment but as something meaningful, outside of the classroom, as an experience and a form of expression that was valuable to them as individuals and as a group. Overall, the methodology enhanced the collaboration within the teams of multicultural learners and developed their perspective of the multicultural issues and diversity in the work environment. |

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| **Approach/teaching and learning strategies** | Peer review, presentation, experiential learning, group assignments, internet-based simulations, problem-solving and role-play and needed tools are communication platforms and moodle |
| **Delivery/guidelines** | Advanced learners worked in national and multinational teams of entrepreneurs who had to suggest a new product for the national market, to find a name and create the mission statement of the new company that would manufacture it, to negotiate with the other teams and to choose only one product that would be made in an imaginary country Sechuria. In addition, they had to create the company structure, describe the production line, and create a blog for online company promotion. These tasks encouraged students' entrepreneurial and negotiation skills, raised their awareness of the different accents of English as a global language, and improved their oral and written intercultural communication skills.<br>The intermediate students constituted the consultants' group; they had to create a consulting company, to write job descriptions and to design a training programme for new employees, to give a presentation on equal opportunities in their country, to film it and post the video. In addition, they compiled a list of "do's" and "don'ts" for potential foreign investors and to provide a "survival" lexicon in English and in their native language. |

### 17. Our City - CRN

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students, teachers | Flexible | Basic facilitation skills | City scenarios (Annex), description cards, various materials that can be used to build a model city | https://crnonline.de/result/our-cities-a-method-guide/ |

| Purpose | Intercultural awareness is strengthen, leading to understanding the viewpoint and diverting needs of others |
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| General description of the project/methodology | Our cities is an intercultural exercise designed by the CRN trainer Kamila Kowenzowska<br>• The exercise was performed 12 times during the intercultural stimulation, during the Eurbanities and Applied Emotion Erasmus+ projects<br>• The main target group had been adult facilitators, teachers and urban activists and researchers.<br>• The exercise can be performed with any learner group with similar outcomes<br>• The participants experience the process and thus learn emotionally<br>• The exercise is easy transferable<br>• The process is fully run by the learners, while the outcomes are always comparable. The educator is rather a moderator than a teacher |
| Approach/teaching and learning strategies | It's an experiential role playing game followed by a discussion |
| Delivery/guidelines | 1. There is a planet with four cultures, each proud of their civilization and ready to build their capital.<br>2. 4 groups start to discuss, based on a provided description their values, traditions and interactions<br>3. Each nation receives a set of materials, which they have to use to build their capital.<br>4. The materials reflect the specific culture' described before<br>5. TURN OF THE EVENT - After a while each culture gets a note that a catastrophe happened – they have a short time to decide what buildings or institutions they want to take with them |

| | 6. Each culture is send to block city (where the citizens are not aware of their arrivals) with the task to negotiate their space<br>7. Each nation has a different amount of time, while the process at the beginning is still structured, the mass of arrivals soon challenge the block city but as well the arriving cultures |
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## 18. Role Play - INNOVED

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Students/teachers | classroom | none | It depends on the topic and chosen scenario | http://iteslj.org/Techniques/Kodotchigova-RolePlay.html |

| Purpose | It focuses on teaching a language to foreigners. But the same method can be adopted to simulate and overcome most intercultural communication barriers. |
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| General description of the project/methodology | The methodology was proposed as a way to teach a language to a group of non native speakers by M. Kodotchigova. Specifically teaching Business English to students studying "Business Administration and Management". The results were a meaningful, entertaining way to teach the subject and engage the students to the topic. What's special about the method is the fact that it has endless possibilities and different scenarios according to the skills and the level of the participants. Moreover, it can be adapted to many other topics besides language teaching. Role playing simulated situations where the students were going to face in their business and everyday life and were called |

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| | to use their skills and knowledge in English language. The scenarios were chosen according to the student's skills and expectations. |
| **Approach/teaching and learning strategies** | Simulation games - group discussion. The method is based on experiential learning. The collaboration among peers under the framework of cultural and multi linguistic tasks improves the learning experience. |
| **Delivery/guidelines** | Step 1 - A Situation for a Role Play<br>To begin with, choose a situation for a role play, keeping in mind students' needs and interests<br>Step 2 - Role Play Design<br>After choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration<br>Step 3 - Linguistic Preparation<br>Once you have selected a suitable role play, predict the language needed for it. It is recommended to introduce any new vocabulary before the role play<br>Step 4 - Factual Preparation<br>This step implies providing the students with concrete information and clear role descriptions so that they could play their roles with confidence. |

## 19. See the good - UEF

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Youth learners/Young adults | The method was designed for the school environment (especially early childhood education and primary schools). It can also be used in social work. | The method represents the framework of positive psychology. The books are a self-study resource. No certification is mandatory. Positiivinen Akatemia, which is the publisher, also provides training courses for different target groups. There are other authors who write about positive psychology so interested facilitators have a choice when it comes to resources. | Materials are optional but the main resource is the list of 26 character strengths (e.g. curiosity, kindness, perseverance). Recommended: a set of cards with positive psychology strengths. Cards are commercially available but facilitators and participants can make their own set. There is an English-language version: https://www.opettajantietopalvelu.fi/tuotteet/121473040.html The books include materials for facilitators, such as introduction to positive psychology, introduction to strengths, exercise ideas, exercise templates | https://positive.fi/huomaa-hyvaa-tuotteet/huomaa-hyvaa-kirjat-ja-kortit/ In English: https://positivepsychology.com/classification-character-strengths-virtues/ |

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| **Purpose** | The cards can be used to introduce new vocabulary or to talk about students' identities when they speak different languages. Thus, the method targets language barriers. As the method's objective is eliminating negative judgement, it can be effective in facilitating group work and in solving conflicts. The cards are useful in situations when someone dislikes someone or the conflict results from misunderstandings. |
| **General description of the project/methodology** | The method helps widen the participant's vocabulary, get to know oneself and develop empathy. The purpose is to increase individuals' well being and to avoid judgemental language that fuels conflict and hurts other people's feelings. By practicing the method, people learn to concentrate on the positive aspects of life, be more tolerant, open-minded and accepting of others 'as they are'. |
| **Approach/teaching and learning strategies** | This is a multi-method approach, though reflection is one of the main tools. Strategies depend on exercise used. |
| **Delivery/guidelines** | The method's authors have developed many different exercises, which are described in the book. These activities are mainly designed for children and youth. Examples: discussions, physical group games, presentations, mind-mapping. The physical games may not be appropriate for adult participants. The method can be used as a tool of self-development but it can also be adapted to solve existing crises. |

**20. Step by step guide to cross-cultural training for offshore development team - AAU**

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
|---|---|---|---|---|
| Teachers | Outside the classroom | Facilitation skills | Supporting film, books, online communication facilities | https://allshorevirtualstaffing.com/step-step-guide-cross-cultural-training-offshore-development-teams/ |

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| **Purpose** | It enables collaboration skills, useful for students outside the classroom |
| **General description of the project/methodology** | A cross-cultural training program for offshore development teams |
| **Approach/teaching and learning strategies** | Experiential learning, peer learning, Q&A |
| **Delivery/guidelines** | 1. Determine Cross-Cultural Training Needs<br>2. Define Training Objectives and Milestones<br>3. Establish a Structured Training Plan<br><br>Your training program should be structured in such a way that it complements the broader objective, your set milestones, and each individual team member's training success. Compare this to a teacher's lesson plan. Your plan should cover both work-related and general cultural principles, so the offshore team is able to comprehend the values and norms of U.S. business culture as a whole. After you have defined both the broad and detailed objectives, establish a routine schedule for team discussion. These meetings will not only provide a means to stay well informed on your team members' progress, but also another method to share relevant cultural information with them. Here are some examples on how to do so: |

| | -Introduce cultural tidbits or information in each meeting, or facilitate a discussion on positive globally trending news topics<br>-Participate in group learning activities, such as a relevant online-based class, webinar, or forum discussion<br>-Provide occasional fun extracurricular activities, such as film or book club, then regrouping to discuss plot points.<br>To further involve your team in these discussions, you could ask team members to provide these topics for discussion. By doing so, you can lean on these meetings to give you a good grip on your team's understanding.<br>    4.  Create Measurable Tracking Metrics to Monitor Training Progress.<br>    5.  Delegate and Assign Ownership:<br>After defining time-specific objectives with your team, it's valuable to entrust certain individuals, from both the onshore and offshore teams, additional responsibility. Assigning ownership to these individuals, and having them become part of the training, will provide progress security and help bolster productivity within the team. It creates an extra filter to ensure progress continues, even in your absence<br>    6.  Put Extra Emphasis on Mentoring<br>    7.  Ensure Team Cooperation |
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## 21. VERSO Peer Mediation Programme - UEF

| Target group | LOCATION (Where the practice, method, project should take place?) | Previous training facilitator needed? What skills are needed? | Materials needed, resources used | Source (web page or other where information was found) |
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| School children and children in early childhood education, teachers, parents | The program is designed for the school environment; the Program has training modules for parents so the method can also be applied in family life | VERSO program offers a series of training sessions for school personnel and peer mediators (students), as well as for parents. Training is organized at all levels of implementation. There are introductory trainings for beginners and follow-up trainings after the first year of implementation | VERSO Program has a material bank. Materials are available for registered participants | https://sovittelu.com/vertaissovittelu/in-english/ |

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| **Purpose** | Supporting active participation in the school environment and to practice mediation and negotiation skills. The program doesn't directly focus on multiculturality but it targets communication skills which is an important component of intercultural skills. |
| **General description of the project/methodology** | Program is created by Maija Gellin, current Programme Director. School mediation is seen as a learning situation where children learn not only to manage conflicts but also to use their right of participating and being heard. Main purpose of mediation is that conflict parties can meet in a safe situation, that they are heard and that they can influence the process and commit to the solutions. This is proactive work for children to be active citizens and aware of their rights. The method is |

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| | mainly used to solve conflicts between students, but it can also be applied to solve conflicts between a student and teachers. |
| **Approach/teaching and learning strategies** | Mediation |
| **Delivery/guidelines** | When students are unable to solve a conflict between themselves, they can ask a VERSO mediator for help. The mediator is their peer (usually a bit older student) who has been trained in VERSO methods. The students and the mediator meet for a private discussion. First, they discuss and agree to certain rules together. When this is done, they proceed to find a solution that satisfies each party. The meeting is documented and each party signs an agreement at the end of the meeting. There is a follow-up meeting later to confirm that the conflict is solved. As VERSO has a developed support network, mediators can ask for help if the conflict continues. |