

TRAINING MANUAL



Funded by the
Erasmus+ Programme
of the European Union

*A trainers', teachers' and youth workers' guide.
To support those working with immigrant
students and youth of foreign background.*

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Published by:
Cross Cultural International Foundation Cyprus

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This project has been funded with support from the European Commission.
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2017-1-IS01-KA201-026521



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Cross the Bridge – 2018 | Greece



CROSS THE BRIDGE

INTRODUCTION

This Training Manual is a part of the Cross the Bridge Erasmus+ project, 2017-1-IS01-KA201-026521, designed to provide knowledge and support professionals and people working with students with foreign background.

Few words about Cross the Bridge Project:

Cross the Bridge is an ERasmus+ Project which, in today's reality of rising mobility and increased movement of people in Europe, **is trying to offer integration solutions to the educational systems** which are faced with numerous challenges. "Schools today are characterized by racial, ethnic, linguistic and religious diversity" (Karras,2018). Lack of help and guidance to students with foreign background (especially, newly-arrived) at schools expose them to higher risks of poor attendance, low grades and, eventually, dropping out of school.

Many countries leave it up to the teachers' flexibility and skills to address the need of students with foreign background. Those needs can range from help with home assignments, language instruction, translation, cultural adaptation, to simply providing orientation in a new place. Furthermore, the problems faced by such students can include social exclusion and breed racist environment and violence in schools.

The main aim of Cross the Bridge is **to combine several streams of activities under one brand-initiative, which is the Welcoming Centre**. Preparation, set up and operation of them, which provide space, materials and solutions for involved teaching personnel, become integrated with partner schools' activities to ensure that all needs of students with foreign background are met.

The proposed project aims to address the needs of the 3 target groups in a comprehensive way:

- **For students with foreign background** – by creating a structure and capabilities for meeting their needs in a new environment;
- **For local students** – by involving them in activities aimed at helping students with foreign background and through that bridging the communication divide between them, as well as improving tolerance levels in schools;
- **For teachers** – by identifying strategies that are effective in dealing with students, providing technological solutions, trainings and other activities that would boost teachers' ability to successfully integrate even younger children.

Cross the Bridge has 6 partners:

- Lead partner: Árskoli, Iceland
- IIS G. B. Pentasuglia, Italy
- Mittelschule Gersthofen, Germany
- Cross Culture International Foundation Cyprus Ltd, Cyprus
- Lykeio A Ethnarchi Makariou III Pafou, Cyprus
- Directorate of Secondary Education Ilia, Greece
- University of Tartu is the knowledge partner of the project.

The Training Manual aims to provide answers to the following questions:

- What is the role of the trainer?
- How to understand the target group?
- How to manage challenging situations?
- How to use diverse learning activities and technology?
- Which inter-cultural skills are needed?
- How to allocate and prioritize time?
- How to ensure favorable training and teaching conditions?

This Training Manual **is complimented by an online course** that is freely available. The course will roughly cover the same topics as the Manual, but the means of delivering content, testing and self-reflection exercises add interactivity, which may help with understanding both the issue in general, but also potential areas for personal improvement.



ACKNOWLEDGEMENTS

Special thanks to the four coordinators of the four partner schools, Mittelschule Gersthofen, I.I.S “Pentasuglia”- Matera, Árskóli Iceland, A’ LYKEIO ETHNARCHI MAKARIOU Cyprus, of “CROSS THE BRIDGE” project for their invaluable feedback based on the operation of the “Welcoming Centers” in the development of the Training Manual. Many thanks for contributions to the content of this book made by CCIF CYPRUS team, to Konstantina Sokratous (MSc in Clinical Psychology and Psychopathology (PCP)/M2. Master of Science-MS Lean Operations Management at Montpellier Business School) and to the teachers themselves. Thanks to graphic artist Panayiota Michael for the visual development of the Training Manual.



Erasmus+

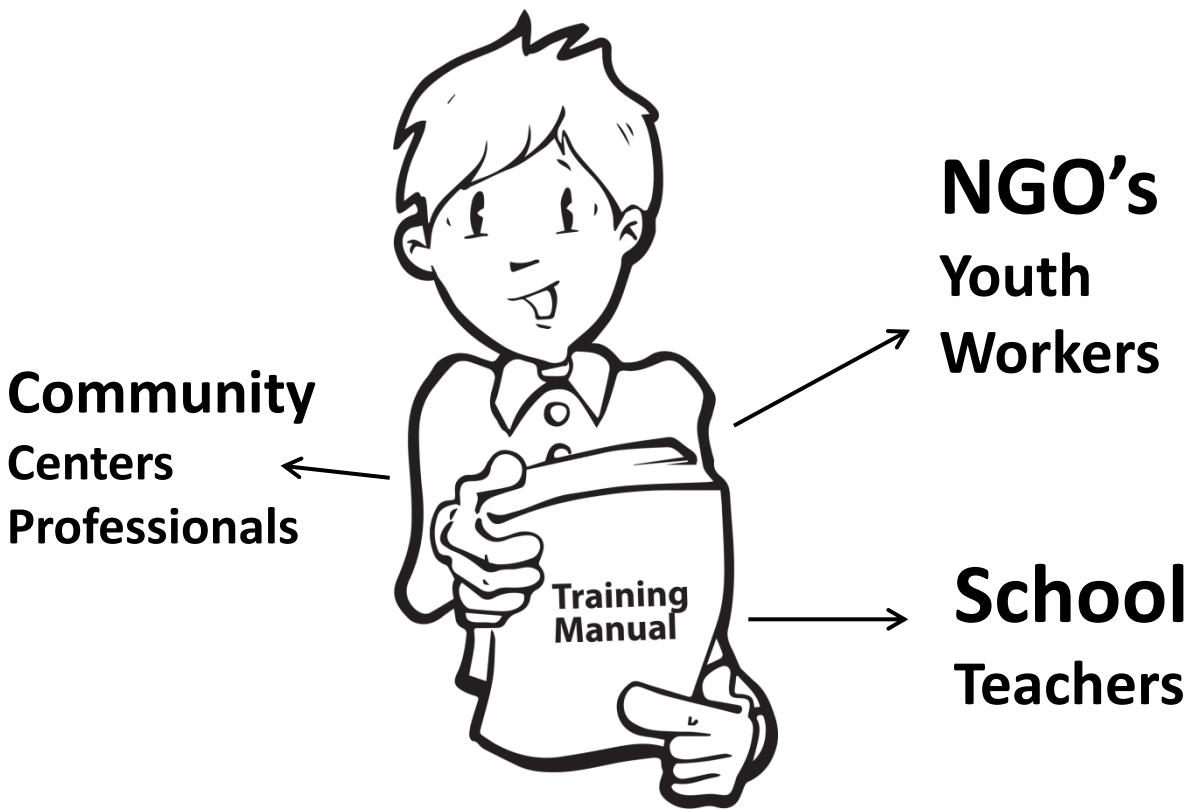
HOW TO USE THE TRAINING MANUAL

The Training Manual is designed for trainers who are looking to train multi stakeholder groups consisting of **professionals, teachers** and **youth workers** about inclusion of immigrant and with foreign background students and youth.

It provides good practices to schools, NGOs and other organizations to build the **Welcoming Centres** supported by Mobile app, QR codes and Quizlet.

It is also designed to accompany the **online course** and it is recommended that the user uses both in order to follow the intent of the Training Manual. It provides guidelines, examples, and project ideas for trainers .

It can be easily used as a guideline reference in order to support foreign students to navigate into the new environment and motivate them to get involved in activities with local students.



HOW TO CREATE A WELCOMING CENTER AT YOUR SCHOOL /ORG.

Welcoming centers **play an important role in creating the right environment and space** in schools with the right guidance and support provided to students with foreign background and their families.

The **main objective of Welcoming Centers** is through their preparation, set up and operation to provide space, materials and solutions for the involved teaching personnel and ideally to become integrated with your schools' activities.

How the idea of Welcoming Centers was born...

The concept of Welcoming Center was implemented in a school in Cyprus, which gave positive results but also showed that local expertise (especially as regards pedagogic strategies and IT solutions) is not enough to fully address the problem. At the same time, potential of the Welcoming Centers (especially, since it was piloted on a limited scale within a national Cypriot project) suggested that other countries faced with same problems would benefit from it, while at the same time contributing with their specific skills and knowledge. From the transnational idea of the Welcoming Centers project evolved: **a Welcoming Center as a self-enforcing structure**, which provides already existing solutions to various schools, collects feedback from implementation in varying settings (school with different student composition) and incorporates best practices and new solutions from every school in which it is implemented.

Provide solutions/strategies -> collect feedback from implementation -> incorporate best practices/skills of the school -> improve and implement further. This process happened simultaneously at all participating schools, and only presupposed that the initiative would stay and move beyond the initial partnership – to other European schools. An innovative example of using Welcoming Centers as key role in filling the gaps of growing rates of social exclusion of students of foreign background.

Its mission is to make a significant contribution by implementing new ideas and solutions at the same time offering added value to our schools and communities through creating resources and promoting bottom-up initiative-taking among students in difficult situations.

Issues to reflect upon

- Emphasize on the cultural routines of daily life and how those are realized through language.
- Interaction between students remove prejudices
- Creation of friendly learning environment
- Connection with neighborhood and town
- Acquaintance of all the parents among them
- Welcoming center = hospitality , apply intercultural acquaintance, no silence encourage projection and connection
- Patience and self control in behavior of both parties

SETTING UP & OPERATING A WELCOMING CENTER

What You will need:

- A quiet friendly Space
- Equipment to facilitate the purpose of the center (tables / chairs/ bookcases)
- Books & Guides for Students and their families
- Well Trained personnel to operate the center
- Volunteers to help with and organize Initiatives & Events
- Educational Games for immigrants (Germany:2018)
- Vibrant Colorful decoration with maps and Posters to motivate foreign students
- Information Point for accessing knowledge how to navigate in local community
- Technology and Internet Access
- Provide Material and workshops for local students to overcome xenophobia issues

Below you can see the action taken from each partner School regarding the brand new initiative of “Welcoming Centers” and the benefits for the students from each school.



GERMANY

We established a “welcoming center”. Every foreign student gets, if possible, a tutor in their language. If we don't have a native speaker at our school we try to do our best in English, French or Spanish. We provide booklets in different languages for foreign students.

A welcoming day took place at our school for students, their parents, teachers and local supporters (like sports or music clubs, social workers, ...)

ITALY

Students have learned how Welcoming Centers are organized and their function. They prepared Welcoming Centers material resources, equipment and place to be based increasing their capacity to work in team, to cooperate.

Students prepared material for school website (Google Classroom and Facebook page). They translated what they wrote about their school and some town places in English.

ICELAND

To establish Welcoming Center, students gathered information about what is most important for foreign students to know when attending the school. During the project meeting pupils made masks and shot play, they have written places in school for the QR code website .

CYPRUS

Informed students about Welcoming Centers and the project, engaging them, by giving them roles and responsibilities in our activities. Students informed their families, friends and peers.

We organized meetings with families informing them about the Welcoming Centers Local students wrote in native language about important places in their school like classes, offices, secretary office, library, cantina which are necessary for students to know about in their new school.

Students are working as volunteers in Welcoming Centers

WHAT HAS BEEN DONE AT SCHOOLS?

- Italy: students prepared Welcoming Center materials (school resources) in English, linked to QR codes, built Google classroom and FB page (to share materials). Welcoming Day next school year + mobilities
- Cyprus: Welcoming Center materials in English, descriptions of important places in school in English, linked to codes, Welcoming Day, interviews with foreign students(?) and writing theatrical plays based on the interviews + mobilities
- Iceland: Guidance on QR codes, Welcoming Centers materials, QR codes, descriptions of places in English + mobilities.
- Germany: articles about the project (evidence?), QR based tour of the school, Welcoming Centers establishment, tutor for every foreign student, booklets (evidence?), Welcoming Day, videos about mobilities on the website, articles in local press. + mobilities

CHALLENGES

- Different language and attitudes of students
- Mobilizing available community resources
- Students and teachers lack of time – hard to implement
- Difficulties with QR codes – support from media center

Germany

parent's evening for migrants at MS Gersthofen:

- information about Bavarian school system in general and MS Gersthofen in detail
 - different possibilities of support
- leisure facilities and activities in Gersthofen

LOST IN GERSTHOFEN?

- Information brochure in different languages
- local clubs are presenting their offers
- sport clubs
- musical societies
- fire brigade

Dear teacher / professional trainer / youth worker,

At the following chapters you will find more information about the **understanding of your target groups** and the **key skills** as a trainer you have to develop in order to run a successful program for supporting the development of your foreign students .

Is important to remember that **communication is the key** and **building trust** is essential in order to be able to come closer to your target group and provide support and education. Always remember that **communication is a two way action**, you have to receive signals, create information and send your message in a way that the receiver can understand and send back his/her own response. Also have in mind **the communication abilities of your target group** and find the right way to transfer your messages, you may need translators or other creative ways and mediums to communicate.

You need to **show compassion** and **understanding** of students' needs and also to decode their own communication style. You have to educate yourself in terms of their **cultural values and beliefs**. Please have in mind that you need to **show respect** about **their religion and nation**, and get to know as much as you can about their country of origin.

You also have to **get to know their own personal stories**, the problems they went through and show empathy to their traumatized experiences, understanding the stress they may have and their journeys to get in hosting countries. It is important also to **get to know their parents** and have **regular communication with them** in order to provide further support.

Most importantly you have **to show them love and that you care**, beyond the teacher / trainer you are, show them that you are a mentor and provide for them a safe and friendly space where they can learn and grow.

Dear trainer we would like **to congratulate you** in advance for your motivation and to remind you that your role as a trainer is important to the development of your students.

We wish you **to have a wonderful journey** through our manual and find useful information that will help you develop your knowledge for helping your students in their own personal experience of integration in your community.

All the best!

COMMUNICATION POINTS TO REMEMBER

- Use motivational language
- Speak slowly and make sure that students will understand you
- Use body language
- Use visual aids
- Use translation
- Welcome friends of students
- Make learning an exciting experience
- Keep reminding students of what they have to learn
- Build trust
- Respect their nationality religion and values
- Show interest for their civilization
- Get to know their fears, limitations and barriers
- Make them feel safe
- Create a happy learning environment
- Keep the learning material simple and understandable

The National Association of School Psychologists explains:

Refugee children and youth are often traumatized from premigration and resettlement experiences. They may have been exposed to violence and combat, home displacement, malnutrition, detention, and torture. Many have been forced to leave their country and cannot safely return home. Some may have come without their parents and without knowing of their health or safety. Psychological stress and traumatic experiences are often inflicted upon these children over months or even years, and many experience some kind of discrimination. Additionally, they often resettle in high-poverty and high-crime neighborhoods, increasing exposure to stressful conditions.

IN DETAIL:



1. Who counts as immigrant?

Defining who counts as immigrant or student with foreign background has important consequences for the analysis of challenges faced by teachers or youth workers working with this target group.

Most commonly, migrant status is defined either *by country of birth or citizenship*. **Citizenship** refers to the country shown on a person's passport. This can differ from country of birth. Country of birth cannot change over time, but citizenship status can change, and a second citizenship can be acquired (Tromans et al. 2009).

Source: National Association of School Psychologists: Supporting Refugee Children & Youth: Tips for Educators (<https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/war-and-terrorism/supporting-refugee-students>)

UNDERSTANDING THE TARGET GROUP

The most obvious and defining characteristic of students with a foreign background is their country of origin. Syria was the main country of citizenship of asylum seekers in the EU Member States in 2017, a position it has held each year since 2013. The next two countries on that list are Afghanistan and Iraq, respectively. Most common countries of origin for Mediterranean sea and land arrivals in 2018 were Guinea, Syria, Morocco, Mali and Afghanistan. All of these countries are majority Muslim. Therefore, acknowledging the religious background and its implications is a vital precondition for understanding foreign students.

Religion is a matter that deserves utmost respect and while it means that religious background ought **to be taken into account**, it also means that **each person should be treated as an individual**, rather than a member of a homogenous group, which entails not assuming religious beliefs. This also goes for ethnicity and personal beliefs. For example, while in 2007 87% of the Syrian population was Muslim – 74% Sunni and 13% Shia, it is also a home to one of the largest Christian populations in the Middle East with approximately 12% of the population being Christian.

Another vital aspect to be acknowledged is the level of **hardships** and **stress** induced by them that sadly is a common characteristic among students with a foreign background.

DECONSTRUCTING THE STEREOTYPES

Stereotypes on immigrants/refugees

- “They are illegal”
- “They carry diseases”
- “They commit serious crimes”
- “They take our jobs and they contribute to unemployment”
- “They are not educated”
- “They are a threat to national security – They are terrorists”
- “They receive higher public allowances than locals”

Reality

- Migrants – visa / Refugees – asylum application.
- All people entering an EU country are obliged to take medical exams.
- According to official data, the majority of serious crimes are not committed by migrants
- Migrants usually do jobs that locals are less likely to do.
- A significant amount of migrants are well educated.
- All people entering EU borders are registered on police records and databases.
- They receive allowances according to certain criteria related to their economic status. EU is obliged to provide a decent standard of living for all people living on its territory.

Understanding Diversity / Aware / CCIF Cyprus /2018

Source: Eurostat: Asylum statistics
(https://ec.europa.eu/eurostat/statisticsexplained/index.php/Asylum_statistics#Citizenship_of_first-time_applicants:_most_from_Syria_and_Iraq)
Source: UNHCR: Refugee Situations – Mediterranean Situation
(https://data2.unhcr.org/en/situations/mediterranean#_ga=2.58893861.940368901.1543563653-1189277479.1543226867)
Source: World Population Review (<http://worldpopulationreview.com/countries/syria-population/>)

Experience of one Italian teacher (text has been redacted):

Teaching is obviously planned according to the level of the students but also to their expectations. Students with foreign background might have no idea of what a teaching/learning procedure might be like, so it is important to show them how the course is going to be conducted.

Some of them might already have some prerequisites and an effective teaching process will take them into account, too.

Entry tests are advisable, although they might not be the classical ones, but they may be rather presented as speaking games.

Experience of one Greek Cypriot teacher (text has been redacted):

The initial needs of foreign background students have to do with logistics. The students' needs to have a clear program of the days' lessons, they need to know where their classes are and so on. After the first few weeks, the needs of the foreign students have to do with the language that needs to be address with intensive language immersion courses.

Experience of one German teacher (text has been redacted):

Students have very different social and cognitive backgrounds. The performance level and capability depends very much on their country of origin, the length of time they have spent in school (for example, were they already illiterate, could they ever go to school in the first place, what were the circumstances of the school attendance, was it fully possible?) and often depend on their gender.


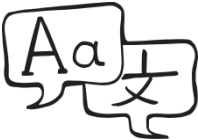


Some students had traumatic experiences that they often do not want to talk about. Different things can unsettle them and can trigger unforeseen reactions.

- Homesickness, not only for the country but mainly for close relatives, is a constant companion for these students. Their cell phone is often the umbilical cord that gives them security. As the students often came alone or with distant relatives they have a lack of adult role models.
- Finding their role in a multicultural and democratic society where men and women have the same dignity and rights is often not easy for them.

These experiences are supported and further explained by existing literature on the subject.



Points to Consider in order to help you understanding your target groups and approaches for better communication

Difficulties	Barriers	Action
 Religion Personal Beliefs	Restrictions in their actions because of their traditions and religion. Specific rituals they have to perform and special dress code or eating habits.	Find more information about their country, religion, traditions and beliefs, show interest and respect. You may ask them to teach you some words from their language
 Language Gestures Communication Barriers	Foreign students may not be able to communicate in a common language with you (e.g. English) or they might have different gestures with different meaning	You may need a translator, ask another student or professional, or use a translation software. You have to do some research about the national gestures and body language.
 Homesickness	Students from foreign countries may show some depressive behavior as they are missing their old social environment , friends or family members	It is important to observe if the student show any symptoms of homesickness and if so you may ask for professional help depending of the degree of the problem. Try to create a nice cheerful environment attractive for the student.
 Traumatic Experiences Stress	Students might experienced several stressful and traumatic situations which affect their focus in learning and distract their attention from personal development goals.	It is important to speak with their parents in order to know what points may trigger a negative emotion to the student. Show them love and compassion, you may need to ask for professional help.

THE ROLE OF THE TRAINER

In the previous chapter we analysed the main points to take in consideration for understanding the target group. In the following text we will study the role of the trainer based on our experience from the Welcoming Centres, the barriers that appear and the skills needed for the trainers in order to support their target groups.

Bear in mind that except of the technical skills and strategies, the trainers have to develop their personal qualities and emotional intelligence which will help them to become more creative.

Trainers' personal experiences may help them understand better their foreign students and build bridges of communication and trust. Students are emotionally overloaded and have difficulties in communication therefore you need to find ways help them express themselves and their feelings. Images, Videos, Music, Movement and Role Games can be useful tools for helping students expressing themselves and communicate their ideas in an international language.

The following study explains why is important for the teachers, trainers and professionals to develop their skills and qualities to better serve the needs of the target groups.

At the end of this chapter a checklist of qualities is available for self assessment. A goal setting strategy is also available for further self development.

Educational Systems facing challenges due to move of population

Due to today's reality of rising mobility and big move of people in Europe, educational systems of many countries (both those faced with the task of adapting refugees and those striving at integrating first and second generation immigrants) are faced with numerous challenges. In 2015, roughly 10 per cent of the EU population were migrants, five per cent of whom were under 15 years of age.

Many countries leave it up to teachers' flexibility and skills to address the needs of students with foreign background. "Cross the Bridge" project has identified strategies to promote multicultural education and foster effective learning processes for students with foreign background.

The Council of Europe has suggested that "educators and education authorities in all member states **should aim to develop intercultural competence** as a core element of school curricula"

An important part of education policies is **language learning**. According to the OECD, the integration of immigrant students can be facilitated by academic inclusion and language support (OECD 2015). Language is often a barrier to conducting intercultural conversations. This refers to both host country language learning as well as opportunities to maintain migrant languages. **Multilingualism** is seen to enhance intercultural skills and employment prospects in the globalised world (Szalai 2011; Sirius 2014). From the migrants' perspective, gaining skills in the host country languages is an essential step towards integration.

Multiple interactions of teachers | students | materials & specific educational context
(Cohen & Bull 1999:2000)

INGREDIENTS OF CULTURE

- Language | History
- Architecture
- Customs
- Religion
- Music | Art | Literature
- Food | Habits
- Social constructs
- Communication
- Traditions
- Perceptions | Values

KEY WORDS

- Engagement
- Relationship
- Discovery
- Understanding
- Respect
- Awareness
- communication

TEACHER'S SKILLS

- Content Knowledge
- General pedagogical knowledge
- Curriculum knowledge
- Pedagogical content knowledge
- Knowledge of the learners
- Knowledge of the educational context

Kotadaki Marianthi, MEd former School Advisor of TEFL

Based on the training “Shaping the intercultural and social inclusion in the European Education” provided by DSE Ilia, Mrs Kotadaki Marianthi, MEd former School Advisor of TEFL recommends the Principles of Intercultural responsive teaching:

PRINCIPLES OF INTERCULTURAL RESPONSIVE TEACHING

- Respect of others (Stone 2006);
- Tolerance for ambiguity (Paige 1996; Deardorff 2006)
- Behavioural flexibility (Bennett and Bennett 2004; Deardorff 2006)
- Knowledge discovery ; communicative awareness (Byram, Nichols and Stevens 2001);
- Empathy (Stone 2006);
- Centring culture and difference in the classroom
- Teaching for equity and social change
- Empowering learners (Banks and McGee Banks 2010);

LEARNING MULTICULTURAL CONTEXTS

- Learning centered
- Engaging
- Interactive
- Cooperative
- Experiential

Byram, Gribkova, & Starkey; 2002

Common European Framework of reference of Languages, 2001; 2018

SKILLS

- Observing
- Interpreting
- Discussing
- Comparing
- Evaluating
- Reflecting
- Experiencing | Empathizing
- Raising awareness on different perspectives
- Developing openness
- Restricting prejudice and judgment
- Drawing out values norms | skills | knowledge | language

ACTIVITY TYPES

- Ethnographic tasks (Interviewing | surveying | oral history | people as “living sources”)
- Cooperative tasks (projects)
- Creative writing (stories | poems)
- Role play | simulation | drama
- Reading (Literature | other texts)
- Watching | Listening (movies | videos | Songs | Podcasts)
- Photography
- Objects
- Art
- ICT

Kotadaki Marianthi, MEd former School Advisor of TEFL

According to the **Italian case**, a teacher stated that generally speaking, must first of all, **inspire confidence** in the students. If they **trust the teacher**, they will then follow his/her directions and will believe that teachers are working for the same goal: their improvement as individuals. Teachers need be a supporter, a **“facilitator”, a counselor, a “mother”** and much more than this. Flexibility is essential since each student is different to the other. Empathy and authority are the main features a teacher is expected to have, because you must have a **friendly, relaxed manner** while maintaining discipline

According to the **German case**, the role of teachers working with immigrant students is not only that of a “knowledge broker” in a classical meaning but also a **supporter and guide to get familiar with the unknown** and sometimes confusing culture of the including society.

Teachers **need to help and support** immigrant students in daily life

- **language problems:** speaking, writing and reading (many of them write in Arabic letters, some are illiterates)
- **psychological support:** many students come to Gersthofen without their parents and made traumatic experiences
- **knowledge about life in a democracy** with the same rights of men and women

According to the **Cypriot case**, the teacher must act as a challenger – facilitator that tries to facilitate the process to built connections between the foreign students, locals and the social authorities.

Teachers engaged student groups in social change initiatives serving the interest of them:

- get new experience and inspiration very different from the schools many of them dropped out from or did not do well in
- involved in concrete social change activities, not brought back to the classroom
- learn to see their problems as possible challenges that can be acted upon
- engaged in telling the stories about their lives and the activities running along the project, and in their preferred media.

Participating teachers improve their teaching methodologies on inclusive education helping their students accepting other attitudes and cultures and supporting immigrant students. They gain new experiences, enlarge their perspectives; improve ICT and language skills for helping their students to increase school results and to communicate with other students in EU.

Teachers know about other EU school systems and collaborate with EU colleagues to compare and exchange good practices. They show students different ways to gain new knowledge, to compare attitudes of their EU classmates and to reinforce their citizenship and EU dimension. They also improve the managerial skills through internationalization integration in the curricula.



How to build communication bridge with foreign students...

Listen to them Carefully...

- **Excellent Communication Skills:** Look behind the words and understand their body language. **Tip:** good eye contact is essential to establishing rapport with students and a good use of gesture can also be effective and useful involved for them to be involved in the lesson.
- **Empathy & Compassion:** Often it's not easy to detect the migrants' problem because you have never ever had it yourself. They may have been exposed to violence and combat, home displacement, malnutrition, detention and torture.
- **Show Care and Understanding:** Talk with the immigrants about their problem and explain them how you can help them. Do not forget the traumatic and stressful experiences the student went through. Homesickness
- **Show Respect:** Do not harm their honor, the honor of their family or of their country.
- **Be Creative:** Use creative ways for helping students, audiovisual material and games. **Tip:** Grouping students and pair work are useful. Teaching devices help student to student interaction.
- **Multilingualism:** Speak the language of your students is an advantage, if not, learn a few words in their language.
- **Analytical skills & Goal setting:** Understand the level of performance of student. Identify the level of student's understating and learning ability.
- **Research Skills:** Study the history of their countries and learn about the cultural restrictions, freedom of expression and human rights.
- **Organizer & Planner:** Set learning goals based on the abilities and needs of each student, always explain them the procedure and the objectives of the process.
- **Inspiring personality:** Inspire trust and become a role model for your students.
- **Coaching & motivation:** Coach (support & guide) help them overcoming the fear of unknown. Friendly and Relaxed manner of communication.
- **Group dynamics understanding and social behavior:** Develop of methodologies for students' integration in school environment. Use ice brakers and team building activities.
- **Networking:** Create a network of professionals and people from whom you need to get advice or use their services to support the immigrant students and their families.
- **Updated:** Participate in Local, National and International programs to connect your target groups. Inform them about the law and new opportunities.
- **Literal in New technologies:** Help students with new devices, provide digital material help them to gather information and help with their personal development.

How to manage Challenging Situations at the teaching environment in relation to foreign students

The school environment by itself is hiding a lot of challenging issues which have to be overcome in order to work in harmony and have productive time both with local and foreign students.

Foreign students due to other communication difficulties may cause confusion, and distract the attention of other students in the classroom. Also they may not like to follow your instructions as they have got used to another educational system of social structure and dynamics.

In the following chapters we provide text from our educators' experience in dealing with such issues as well as possible strategies for facing and solving the problems which may appear.

Every kid has a different personality and has a different way of communicating and expressing his/her feelings. Students from foreign backgrounds may carry a lot of stress because of the experience they have been through.

As a trainer you must understand the group dynamics, and spot the problem, discuss with the involved parties and find solutions. Problems such as lack of involvement, arguments or students which may not accept following orders may appear.

A model for problem solving is provided as presented from our German Partner for addressing such issues.

Please notice that students have their own rights of expression, thinking and believe, respect their values, beliefs and do not harm their honour, they have equal rights as the other students but they need extra support as they are coming from a completely different environment and they have to face a completely new competitive environment for them.

German case:

Spotting the problem: often it's not easy to detect the migrants' problem because you have never ever had it yourself. You even can't see a problem because the situation might be quite normal for you.

Talking about the problem: talking with the migrants about the problem with the help of other persons speaking that language or in English language.

Solving the problem: explaining the behavior, the situation. Why is it necessary? Why are you doing this? What's the law?

The challenging part is that you must not harm their honor, the honor of their family or their country. If they feel so they won't communicate with us anymore. That's a problem of the German language. Our language and expression is very direct, quite different from the language of the migrants' origin. It's difficult for the migrants to handle this and they are not used to this kind of expression. So we have to be very careful and we must be aware of the German language problems.

**Problem Solving model:**

**SPOTTING
THE PROBLEM**



**TALKING
ABOUT IT**



**SOLVING
THE PROBLEM**

Applying the model: Please notice that problems may vary and every case will need a different approach based on the variables which are affecting the solving processes. Good research according to the problem, inspire trust so the student can honestly express the blocks and build carefully a solving strategy. It may need time, please be patient.

Cypriot case

In the case of challenging situations, the teacher must be able to address the problem and defuse the tension between students.

Following the crisis, the teacher must organize a meeting

Students learned to address their own needs in very different ways and through teaming up with their peers. They supported by their active involvement in telling the stories about the Welcoming Centers and other initiatives they are engaged in and encouraged into communication.

-Students increased active volunteerism and citizenship, developed language skills and mindset at the same time, got better school grades and open their minds to EU job market, students working as volunteers in Welcoming Centers come closer and reject the fear of the foreign by working in mixed nationality groups.

According to Italian case

*First, **good eye contact** is essential to **establishing rapport** with students and make them feel involved in the lesson. A **good use of gesture** can also be effective and useful, above all if the students have a low level of communication skills. Some gestures are supposed to be understood internationally, but you have to be sure they are obvious in meaning or at least that the meaning has been established with the students.*

Grouping students and pair work are useful teaching devices and strongly favor student to student interaction.

In order to avoid having to manage challenging situations, some actions are required to prevent problems. A teacher should be punctual, fair, consistent and fair. The most important thing is to show students the same respect you expect from them. It is advisable never to lose your temper.

It is vital to make lessons interesting and varied and to be enthusiastic about your teaching.

Nevertheless, if a challenging situation arises, it will be very important to act immediately, focusing on the behavior and not on the students. Keeping calm is also very important and it might be useful if the problem could be dealt with in a very professional way, for example, turning it to a debate format.

What are we talking about, is it about differences or about unity?

The issue has to do with :

- Who am I, who are you
- Is “me” a t counterpoint to “you”
- What influences what we see and how we interpret or perceive other
- Whether or not we’re both capable and prepared to see beyond the “me”, “you” to the “us”, and
- How we might achieve that end

So, what is assimilation and we want it?

- If you are the outsider and not a member of the dominant group, it means giving up your own values and adopting the values of others, as a means to survival.
- The process is not only uncomfortable it is a violation of another’s identity and inner self.

Okay, how do we deal with it?

- We know that we can learn to understand and appreciate the values, expectations, and communication styles of other traditions without giving up our own.
- We can adjust appropriately and effectively to deal with different values and communication styles if we learn how to first perceive and then adapt to them.

INTERCULTURAL DIALOGUE

Why is important for a trainer to understand the fundamentals of intercultural dialogue?

It is very important for all the trainers who are working with students with foreign background to experience intercultural activity and understand the cultural factors which may affect the communication between the parties, students and trainers.

Intercultural dialogue is structured from different aspects which need to be understood in order to achieve successful communication and interaction between the student and the trainer.

It is not just an exchange of communication coding but furthermore , is a life experience from another culture which may have common ground with trainer's culture or may show a lot of different points which has to be accepted from the second party.

Intercultural dialogue practices are aiming on building bridges between the different cultures and create a common perspective of understanding, accepting and showing respect.

In the following text a trainer can find useful material which can be applied for achieving a high standard of intercultural dialogue practices. A definition as set by the European Commission and suggested skills needed as a professional practice trainer.



According to the European Commission, Intercultural dialogue is the exchange of views and opinions between different cultures. Unlike multiculturalism, where the focus is on the preservation of separate cultures, intercultural dialogue seeks to establish linkages and common ground between different cultures, communities, and people, promoting understanding and interaction.

The Council of Europe has outlined the description of **conditions** – the “enabling factors” – that characterize a true, meaningful intercultural dialogue:

Building Int.Cultu. Bridges

- Equal dignity of all participants;
- Voluntary engagement in dialogue;
- A mindset (on both sides) characterised by openness, curiosity and commitment, and the absence of a desire to “win” the dialogue;
- A readiness to look at both cultural similarities and differences;
- A minimum degree of knowledge about the distinguishing features of one’s own and the “other” culture;
- The ability to find a common language for understanding and respecting cultural differences.

As outlined in the definition and features of intercultural dialogue, all parties need to contribute when they get to know each other. In the context of a classroom or a school environment in general, this means that both teachers and students should work towards establishing a healthy way of communication.

German case : (text has been redacted)

Both Parties

Skills both parties need and should work towards building:

- Knowledge that perception is often different and selective
- Knowledge that behavior and gestures are often different interpreted
- Knowledge that statements, speech and expression is often very different



Trainers

Skills that specifically **teachers and trainers** working with students with foreign background need to have:

- Proper assessment of needs, values and expectations of immigrants
- Empathy



Students

Skills that specifically **students** with foreign background ought to build:

- Willingness to accept a democratic and multicultural way of life, that includes the equal rights of men and women.



Source: European Commission (https://ec.europa.eu/culture/policy/strategic-framework/intercultural-dialogue_en)

Source: Council of Europe (https://www.coe.int/t/dg4/intercultural/concept_EN.asp)

Italian Case:

A teacher must be aware that the classroom is rich with cultural knowledge and experiences. The challenge for the teacher as facilitator, therefore, is to provide a teaching environment that taps into this cultural diversity to welcome diversity through affirmation of differing cultural perspectives and to enable students to share those perspectives with the class. Further to this, the culturally diverse classroom presents an opportunity to experience and demonstrate the creation of culturally synergistic solutions in task oriented group settings. There are a number of established methods of developing intercultural skills including role-plays, simulations, sensitivity training, field methods.

Four **key skills** a **teacher** working with students with foreign background needs:

- The capability to shift cultural perspective and adapt or bridge behavior to cultural commonality and difference.
- Deep understanding of the experiences of people from different cultural communities, in perceptions, value, beliefs and practices.
- Behavioral shifting across various cultural differences.
- To increase international and cross-cultural tolerance and understanding.

Four skills **students** should work towards building in order to facilitate intercultural dialogue:

- To acquire the requisite knowledge and skills for successful social interactions with host nationals, both verbal and non- verbal.
- Knowing language and cultural aspects of the host country leads to decreased intercultural social anxiety by increasing social confidence.
- To develop acceptance orientation that their cultural is one of many cultures within the world and accept other cultures.
- Intercultural communicative competence as an attempt to raise students' awareness of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes.

Cyprus Case:

Teachers:

The teacher must be able to understand and accept the differences in a multicultural environment.

Students:

Tolerance to different ideas and practices regarding every aspect of life.
Communication skills that will allow students to understand each other.
ICT skills.

Important to remember

**The Skills need to be developed for both parties
for Successful intercultural dialogue**

Trainer’s personal development

- Knowledge that perception is often different and selective
- Knowledge that behavior and gestures are often different interpreted
- Knowledge that statements, speech and expression is often very different
- Proper assessment of needs, values and expectations of the migrants
- Empathy
- The capability to shift cultural perspective and adapt or bridge behavior to cultural commonality and difference.
- Deep understanding of the experiences of people from different cultural communities, in perceptions, value, beliefs and practices.
- Behavioral shifting across various cultural differences.
- To increase international and cross-cultural tolerance and understanding

Help students to develop

- Knowledge that perception is often different and selective
- Knowledge that behavior and gestures are often different interpreted
- Knowledge that statements, speech and expression is often very different
- Willingness to accept a democratic and multicultural way of life, that includes the equal rights of women and men
- To acquire the requisite knowledge and skills for successful social interactions with host nationals, both verbal and non- verbal.
- Knowing language and cultural aspects of the host country leads to decreased intercultural social anxiety by increasing social confidence.
- To develop acceptance orientation that their cultural is one of many cultures within the world and accept other cultures.
- Intercultural communicative competence as an attempt to raise students’ awareness of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes.

Take Action

Welcoming centers create a strategic learning plan for students to develop the above skills. This will help them to become part of the new cultural environment.

THE FAVORABLE TEACHING CONDITIONS

Why is important to create the ideal teaching conditions for students and provide motivation during the learning process?

Students with foreign background have to adjust to a new environment, while they are carrying the fear of unknown: space, culture, people and the teaching system itself.

The new environment has to be welcoming, encouraging and happy. The trainer has to motivate both foreign and local students to participate in educational and inclusion process

Teaching foreign students has to be an inspirational experience to help them adjust in the new lifestyle, including but not limited to just language and school curriculum success of learning outcomes. These students are becoming members of a new social system, they are becoming European citizens, they will be developed through the European philosophy of living, so they need to reprogram their habits in order be adjusted to the new environment keeping their national identity, religion beliefs and personal values.

Keep in mind that this is a lifetime experience for them of personal development and growth in the new environment. Through their learning they have to feel welcomed in order to build appreciation and respect of the European citizenship.

In the next pages you will find information according to the points that will help you to improve their lifetime experience in the new school environment, through class sitting arrangement and communication techniques. Local students can support them in peer groups and play major role in the process of inclusion.

THE FAVORABLE TEACHING CONDITIONS

Italian case

Nowadays teaching/learning activities are thought to be inclusive and to get all kinds of students (disabled, with learning difficulties or foreign) together as integrated parts of a unique whole.

Technology is a great help in making lessons more interesting.

Visual aids can be effective, so we can use videos, slideshows or photos to warm students up or to make them improve some lexis, but still some real objects and pictures can provide the same effects. Resources are important, but the most important “stuff” is the human being

Cypriot Case

Team work (3 local – 1 foreign)

Using online educational plays such as Kahoot

Asking students to pair up and propose small projects.

Using pechakucha presentation(6 min) power presentation of themselves in order the students get to know each other.

Promote team work either in small group or in groups of two.

Organize the layout of the classroom so to promote group work.

Using technology (educational websites) etc

German Case

Migrant students make friends when they attend normal classes. They learn German faster when interacting with classmates.

They feel respected when we speak with them about their home and about the different way of life in a democracy.

Having foreign students at school is always a challenge. We have to integrate them (and with them their parents or other companions) in our life at school and life in the community. The project is a great assistance for raising the awareness towards our formidable challenge of integration and respectful live together

Given student learning is influenced by:

- individual experiences
- Individual talents
- Prior learning
- Language
- Culture
- Family
- Community values

- Multicultural competence need to come into play

Dr.Julia Spinthourakis Ilia 2018

Constructing the favorable training & teaching conditions Tips:

Best practices which can be used in order to achieve more effective creation of the ideal teaching environment.

Italian case:

- **Classroom arrangement** can affect training and teaching conditions. The way in which you organize the sitting place of students and your own is of great importance.
- You may feel, for example, that it is better to put a weak student together with a stronger one for **pair-work activities**.
- **Circle and horseshoes** might be chosen to make pair-work easier and to allow students to have eye contact with all other class members. The classroom thus becomes far more intimate.

German case:

- Immigrants attend classes with students of same age. It is necessary to help in **making friends as soon as possible**.
- Students attend reinforced classes in local language, for this they are divided into different learning levels.
- you often choose situations of daily routine or you work with problems that occur for them.
- we have different books, workbooks, games for migrants
- The migrants attend classes in German as a second language for 6 hours a week. For this they are divided into different learning levels.

Cyprus case:

1. Teachers and students set up the project to engage people with strong interest.
2. Meetings- Informed students about Welcoming Centers and the project, engaging them, by giving them roles and responsibilities in our activities. Students informed their families and peers.
3. We organized meetings with families informing them about the project.
4. Preparing Welcoming Centers-material resources, equipment, place to be based
5. Students wrote in native language about important places in their school like classes, offices, secretary office, library, cantina which are necessary for students to know about in their new school
6. Students linked their information to QR codes. The QR codes situated on observable spots at the places they wrote about.
7. THEATRICAL PLAYS: students interviewed with mobile peers with foreign background.
8. Welcoming day: informed all about project activities and educational system.
9. Students wrote the scenario of Theatrical Plays based on stories of interviews

**Can the above points be applied at your case?
If yes how can be adjusted in your case**

Supportive Material for Welcoming Centers

CTB program even if its focused on the creation of welcoming centers it also includes the creation of other supportive material in order to work as complimentary for a more holistic approach for helping the foreign students to navigate into the new environment.

This actions include QR codes situated in different places of the school and can be scanned by students using their mobile phones to find useful information.

The mobile application helps students to directly access information from their schools' calendar like contact information, social media pages, websites and other information which is useful for their residency in the new environment.

Use of creative ways of learning such as theatrical play help students to experiment in a safe environment with imaginary scenarios from where they get to explore and learn information about the new environment.

Make your own Quizlet in learning sets with images, texts and voice in order to help immigrants to learn the new language faster. You can choose four categories of words for daily life, food, clothing, sport & environment

The following examples show how the above strategies were used from the partner schools in order to support their welcoming centers.

Useful

Do you think any other ways which may be helpful for students to support the work of welcoming centers?
If so how can be applied by trainers?

Would you think that the QR Codes, a mobile application and theatrical plays can be applied also at your welcoming centers?

The Behavior of teachers towards foreign students

Teachers and professional trainers must show patience and understanding. Meeting the learning objectives, should not affect their performance in supporting their students. As said in previous chapters these students face already a lot of stress so a friendly approach would help in their personal development.

Cross The Bridge project provides the tools for trainers to facilitate their teaching strategies.

Teachers' expectations and attitudes towards student learning, or biases in teachers' behavior, could serve to have a negative impact on overall student performance. (Nusche 2009).

- Recognize the intercultural diversities and their history
- Understand and patience in working together
- Identify new and effective strategies in dealing with students
- Improve teaching methodologies on inclusive education helping students accepting other attitudes and cultures
- Support immigrant students involving them in school life
- Collaborate and cooperate with EU colleagues
- Compare and exchange good practices in EU schools
- Learn to see some problems as possible challenges that can be acted upon
- Engage in telling the stories and the activities run along the project in their preferred media.

Classroom culture through Hofstede's Dimension

Hofstede developed a model of cultural differences, which can be used to compare the dominant value systems between national cultures (Fay,2008)

- To provide the educator with valuable insights into and interpretations of students' patterns of thinking and feeling etc.
- As a predictive factor in foreseeing certain behaviors they actually occur
- To eventually create a repertoire of effective and appropriate "tools" for the teacher to use in daily classroom practices.

What Teachers keep in mind:

- Create learning festivals and not teaching spectacles
- Strive to become more aware of their student's cultural differences but also of their own self –concept, identity development and cultural biases.
- Provide opportunities to provoke discussions
- Discuss students' learning approaches
- Try to be flexible and adaptive as students should be offered alternative choices and learning activities and instructional formats (McLoughlin,2001)
- Question their own stereotypes
- Treat each student as an individual
- Not succumb to compulsion to support or protect students that feel vulnerable
- Treat all students equally
- Refrain from using any culturally sensitive language or making negative references to any specific ethnic or cultural groups.
- Teachers need to introspect and critically reflect
- Teaching and learning |are nit inly embedded in culture, they are cultural transmission in action" (Parrish and Linder – VanBerschot 2010,p.3)

Asst. Prof.Dr Ioannis Karras, Ionian University Tutor & module Coordinator, HOU Ilia 2018 " The application of Cultural Dimensions in Teaching and Learning"

German case**INVOLVE THEM:**

students help the new families in their own language

students translate in their mother tongue

the students prepared different dishes

ASK local clubs to come to school and present their offers

A culture-based journey

- Content knowledge
- General pedagogical knowledge
- Curriculum knowledge
- Pedagogical content knowledge
- Knowledge of the learners
- Knowledge of the educational context

IN DETAIL:



A little bit more about the QR Codes

Students write in native language about important places in their local community, leisure centers, cinemas, banks, city hall, public swimming pools, sport halls, supermarkets etc. Students link their information to QR codes website. They ask for a permission to have the QR codes observable at the places they wrote about. Students invite their parents to try out QR codes.

Students translate what they wrote about their local community in English. Volunteers native students invite the students to visit the QR codes spots in the city. Both target group2 and native students get points for each spot visited. Students learn about the local community and most importantly they communicate and spend time together.

Teachers help students link their information to QR codes. The QR codes are posted on observable spots at the places they wrote about.



Building a The MOBILE APP

A versatile free app for use on android and apple interfaces. It helps and guides target group2 and their families. It is a "road map" that provides direct information of every day school on:

- school curriculum program
- visiting days
- school events, theatrical plays
- school projects
- updates for QR codes
- holidays
- meetings with teachers,
- materials for different subjects etc

Mobile app includes features such as updates on technological tools to be used, updates on the manual and news related to the subject, compiles information on upcoming trainings in the area

And current updates of local events, related to the project happening around the areas where the partners work.



The Theatrical Plays

Students interviewed peers target group2 using their mobile phones. Students wrote the scenario of Theatrical Plays based on stories of interviews. Short films or videos of Theatrical plays. Students prepare masks and improvise short play.

Let the local students help....

Having in mind that foreign students spend a lot of time and interaction with local students, it is important to create the right atmosphere and sense of acceptance.

Encourage the playtime between the foreign and local students so they can feel included and safe.

Involve local students and their parents in the process of welcoming the foreign students, in this way you help them to reject any fear toward different nationalities and the unknown. Look for important points about foreign students’ origins that will attract their interest and will make them want to learn more. You may have to speak to the local students about xenophobia.

The aim is to create a supportive atmosphere from different directions and other students can play a vital role in order to maintain this atmosphere.

You can use icebreaker and team building games in order to help local students to create bridges of communication between the foreign students and vice versa.

You can ask local students to guide foreign students and become their mentors. You may be surprised of how local students can play a vital role to the motivations and personal development of other students.

In the following texts you will find information how the partner schools found ways to encourage local students to participate to the inclusion of immigrant students.

At the end you will also find recommendation on what you can apply in order to achieve the best possible development on inclusion with the help of local students.

Cultural awareness

- Awareness of one’s own culturally-induced behavior
- Awareness of the culturally-induced behavior of others
- Ability to explain one’s own cultural standpoint

Interculturally-sensitive pedagogy

Cultural data provided by:

- Students
- Country
- Area
- Educational setting
- Global environment
- Textbooks
- Curricula

Classroom ethnography



Informs



Teaching methodology

(Holliday, 1994)

Involving Local Students.....

An important way of addressing the issue of students' with foreign backgrounds integration, is to prepare and inform local students. CTB's aim is to involve local students in activities. By the interaction of all students a bridge of communication is build improving the tolerance in schools.

Unfortunately, racism can occur anywhere, from the family to the schools mainly because of the limited of education and the lack of a proper cultural knowledge. If the children are informed and guided through a correct way of teaching, to accept those who are different from them and not to be afraid to engage with people who have other cultural backgrounds, it will be much easier to collaborate with them and it will also help the school to have an easier function. Xenophobia creates disagreements and problems between students as it also creates an intense hatred. If someone doesn't teach the students to fight against those hard feelings like hatred and dislike, the aim of having an anti-racist and anti-discrimination school, simply won't work.

German case, suggests that "it is very important for **German students** to prevent xenophobia and racism. Empathy and cooperation are needed from local students to students with a foreign background in order for their integration to become easier." Freedom, diversity, democracy and justice are meanings that the children need to learn at an early age both from their families at home as well from their teachers at school. People who really believe in those values will never become racists.

However, the education system should provide more support for fighting racism and xenophobia. Thus CTB is pointing out existing problems in schools and suggests an innovative program in schools "The Welcoming Centers". In order for those welcoming centers to better function local students need to receive a preparation to be there and participate. Students need to develop the basic skills in order to embrace values and develop the understanding that every human being has his own contribution in the development of their culture. Teachers in schools have to provide local students with the proper knowledge in order to defend themselves against any racist behaviors.

What is then intercultural competence?

Intercultural competence is therefore a combination of ATTITUDES, KNOWLEDGE-UNDERSTANDING and SKILLS applied through action which enables one, either singly or together with others, to:

- **Understand** oneself and one's own multiple cultural affiliations through encounters with cultural "difference"
- **Understand** and **respect** people who are perceived to have different cultural affiliations from oneself
- **Respond appropriately, effectively** and **respectfully** when interacting and communicating with such people
- **Establish positive and constructive relationships** with such people

According to the study of the **Italian case**, teachers improved their teaching methodologies on inclusive education by helping both local and foreign students to accept other attitudes and cultures. Italian students learned to respect diversity and increased their active volunteerism and citizenship. Moreover, they learned to work in teams and to be more cooperative and sociable.

When students learn to embrace diversity, knowing that equality between people is something undeniable, then not only will the welcoming centers for foreign students work, but with the proper education there is a chance that those centers won't even be needed. So, teachers must teach the variety of ethnicities, cultures, colors, languages, ways of living; therefore, the variety of people, that exist in our world, in order to enable students to see beyond any stereotypes and prejudices.

Italian students helped foreign immigrants to be integrated. Students exchanged cultural information about their countries.

Furthermore, according to **Cyprus case**: students with the guidance of their teachers, tried to create a connection with the foreign students by dividing the students in mixed groups in order to enable team work. As a result, the students would be able to get to know each other better through dialogue and exchange of ideas and the background of their history and culture.

There must be a multicultural efficacy and an intercultural sensitivity in schools, hence the teachers need to communicate their multicultural knowledge to the students in order for them to then recognize the various cultural values of each person with a different cultural background and be able to accept it.

Professor Spinthourakis also talks about “multicultural competence”, suggesting that what might seem different to us, might be very familiar to someone else. So, teachers need to teach children not to judge others immediately if they are different, but try to understand that difference through dialogue. That dialogue might lead to cultural differences, but it will definitely have an influence in their opinion of what's different. She also suggests that everything has to do with perception, thus how we perceive the world is different from others but by talking about it, we can change and evolve both culturally and personally. (Professor Spinthourakis Ioulia- (Ilia, 2018)

It is necessary to first have a clear understanding and comprehension of our own culture in order to then be open to learn about another. She also states that understanding and respecting people different from us is a mirror of our respect for otherness. She uses terms such as behavioral ambiguity, empathy, centering culture and differences in classroom, exploration of diversity, global learning, restrict prejudice, judgment, equality, to show how important the studying and appreciation of those values are. (Mrs Kotadaki Marianthi, Ilia, 2018)

Culture is the way we live, the way we know things and the way we communicate our thoughts and ideas to others. That is why teachers should provide opportunities to provoke discussion and try to be flexible and adaptive with their way of teaching, i.e. offer to their students alternative choices in learning activities. Some of those activities could be the communication through writing, drawing or watching films. (Dr. Ioannis Karras, Ilia, 2018)

How can you facilitate the involvement of local students

What you can do:

1. Educate local students what xenophobia is, explain to them that it is normal to feel a distance between them and foreign students. Help them to overcome any xenophobic issues, speak with them about their concerns and ensure them that it is safe to spend time with people from other cultures.
2. You can ask local students to work on a project about their foreign classmates' country of origin and culture, and ask them to make a research about the characteristics of that culture they like / admire or find interesting and make presentations.
3. You can ask local students to prepare a travel guide of their city for the foreign students and explain to them how they can use it, and which points they find interesting about their town. Give them a role of the tour guide of their city.
4. Use ice breakers and help students to learn the name of each other and even
5. Use team building games
6. Encourage students to use art to communicate the idea of building bridges of communication and we all united in the form of a map/ you can make in school competitions of Art.
7. You can even create a support group of local students as mentors for each foreign students, so they will have the responsibility to guide that person and help him to get included.
8. Encourage local students that their role in this program is important and every one has something to offer
9. Help local students to develop the sense of understanding and empathy.
10. Create multicultural events in the school environment.

Different scenarios

Reflecting on global issues through movies: friendship-incompatible friends

- What makes the 2 animal friends different?
- Why do you think they have become friends?
- Is their friendship at risk?
- How can they protect their friendship?
- Make a poster with the qualities of a good friend

Perspective-taking through literature (Pride and Prejudice, Jane Austen)

- How would our culturally diverse students discuss this statement?
- We can explore different perspectives on the issue of marriage.

Analyzing through literature

- Equality in nature
- Equality in the family
- Equality in society

Interpreting- Analyzing through movies

- Watch the video and answer the question
- Why would the Indians have such an opinion of the white settlers? What has possibly influenced their view?

SAFE ENGAGEMENT WITH PARENTS

Communication with parents is another big topic which has to be addressed. Usually parents face a lot of difficulties in supporting their children with their school tasks.

Arrange a group meeting with parents of each culture, and ask them directly the difficulties they face.

Ask them also what do they need from school and how they think the school would be able to help them.

The best way to find out is to ask them directly about their needs.

School could provide trainings to parents on how to help their children including language lessons.

They may also need encouragement and more information about the new country.

Following difficulties expressed by immigrant parents students and their suggestions on how the school, teachers and the authorities could support them in order to be able to help their children.

They mention different serious issues they face in their new country.

Italian case:

Involve Community resources

- Human resources
- Presentation
- Visit to some local Welcoming Centers
- Meeting with experts in immigration policy and in Welcoming Houses for Immigrants
- Mobile application
- ICT
- School equipment

Take Action

Setting up an event:

Speak with parents, learn what their personal needs are.

You can decide between private or group gatherings.

Make sure that every parent will be informed in advance, use translated invitations.

The parental engagement in education of children with a foreign background is generally considered as a very important parameter for the educational success of the students. It has very positive effects for better performance of the students with foreign background.

Parents, despite their nationality, are interested in the education of their children and they are active participants in their children schooling. Yet, the parental engagement in the case of students with foreign background, seems to have a special importance and a more urgent need.

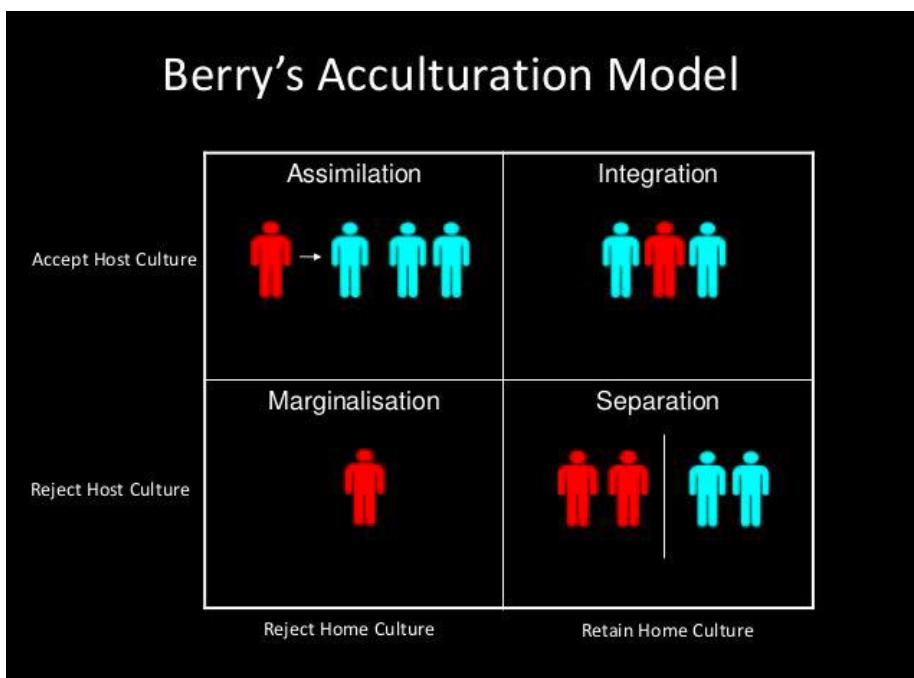
However, immigrant and refugee families participate less than the others, or not at all, in the education of their children.

According to our study among immigrant parents, especially mothers stated that apart from busy work obligations they lack information on schools program of activities. They also stated that they feel embarrassed to visit school as they cannot speak the language or English.

As a result, they avoid visiting the school and meeting the teachers. In some cases though parents are more familiar with the language, but still do not feel comfortable.

However, despite all the difficulties those parents face, they believe that they would be interested in participating in school activities

Moreover, the parents think that the school is responsible in finding ways to inform and guide the parents. Ways must be found in order for the school to increase the communication with them. They suggest that the school could communicate with them more often in order to give them guidelines about their children integration.



Valentina Ierotheou (Paphos, 2018)

Another issue is the safety of their children.

In addition, the parents of children with foreign backgrounds suggested that the school in collaboration with the local authorities, could help the families come together, providing them with various sources of information.

It is also important that there is a making of mutual decisions in order to help in the empowerment of the families and the educational improvement of the children. The parents pointed out that the welcoming centers must be active at all times and that afternoon extra lessons could be organized the students.

Language lessons could be organized also for the parents. Their frequent visits at school will also help the teachers in understanding their cultural characteristics, their way of thinking and other rituals of the family.

It will also help the teachers understanding the behavior of the children, therefore create a better communication and relationship with them.

The parents believe that it is an obligation of the school itself to provide the proper guidance how to be active in their own cultural environment. This thought is supported by the research regarding the guidelines for the improvement of the social and educational integration of children from third world countries in Cyprus (Edition 2017-2018) as a guide for parents made by the Pedagogic Institute of the Ministry of Education and Culture of Cyprus.

The research supports that “the variety of ethnicities and cultures that take part in a multicultural society should take place in schools and be taught to the students. The aim of that teaching is for each child to appreciate and respect the diversity of cultures. Their understanding and acceptance of other cultures is considered very important in enhancing their respect for others and in developing the relationship between all the students despite their cultural backgrounds and beliefs.” The parents noted that they often see discrimination at schools because of the lack of understanding other ethnicities. According to the research mentioned above, the parents believe that there is no real understanding of the children’s own culture and that there is an obvious lack of respect.

If the teachers give value to the diversity that exists in our societies and help them understand and embrace it, the children will boost their self-esteem and they will decrease their negative feelings and reactions to whatever is different from them. In that way, the discrimination that the children with diverse cultural characteristics go through will decrease and those children will also learn to accept and appreciate their differences. As a result, with their acceptance, they will integrate in their school environment and subsequently they will integrate in the society itself.

HOW CAN I PROVIDE SUPPORT OPTIONS

- Increase contact
- cooperation
- Active learning
- feedback
- Increase time on task
- high expectations
- Respect Diverse Talents and way of learning

Support Options

Schools and families as Inclusion partners

- Build strong family – school relationships through regular meetings
- Map your student’s cultural profiles and assist their needs
- Engage immigrants with school systems
- Introduce multicultural Events
- Don’t leave anyone alone

Interpreter A professionally qualified person who converts information from one language into another language accurately and objectively to enable verbal communication between two parties who use different languages. On-site interpreters facilitate communication between two parties in person. A telephone interpreter delivers a service over the phone to establish three-way communication. A professionally qualified interpreter is bound by a confidentiality agreement.

Studies have shown that the active involvement of parents in their child’s education has a significant positive effect on students. Research indicates that parental engagement can lead to higher academic success, improved attendance, more time spent on homework, increased school retention and fewer discipline problems (Victorian Parenting Centre, 2005).

Issues for migrant and refugee families There are a number of contributing factors that impact on the involvement of migrant and refugee families in schools. These include: **Stigma:** Research from the Connecting CLD Parents project indicated that parental contact with schools was largely crisis-focused and often related to discipline issues. Families often associated any contact with school with some sort of trouble, and the fear and stigma associated with school contact frequently prevented a more positive relationship from forming.

Strategy for engaging migrant and refugee families and communities:

- Involving key staff
- Identifying target groups
- Working in partnership
- Setting objectives
- Allocating resources

What you can do:

- Involve all staff in creating a targeted family engagement policy and related strategies.
- Support staff through professional development.
- Use existing models and resources to support a whole-school approach to engaging migrant and refugee communities.
- Appoint a coordinator and/or group of staff to assist with engaging migrant or refugee families.
- Inform all staff about the strategies the school is using.
- Delegate key staff, including CLOs, to make contact with family members.

PRIORITYIZATION

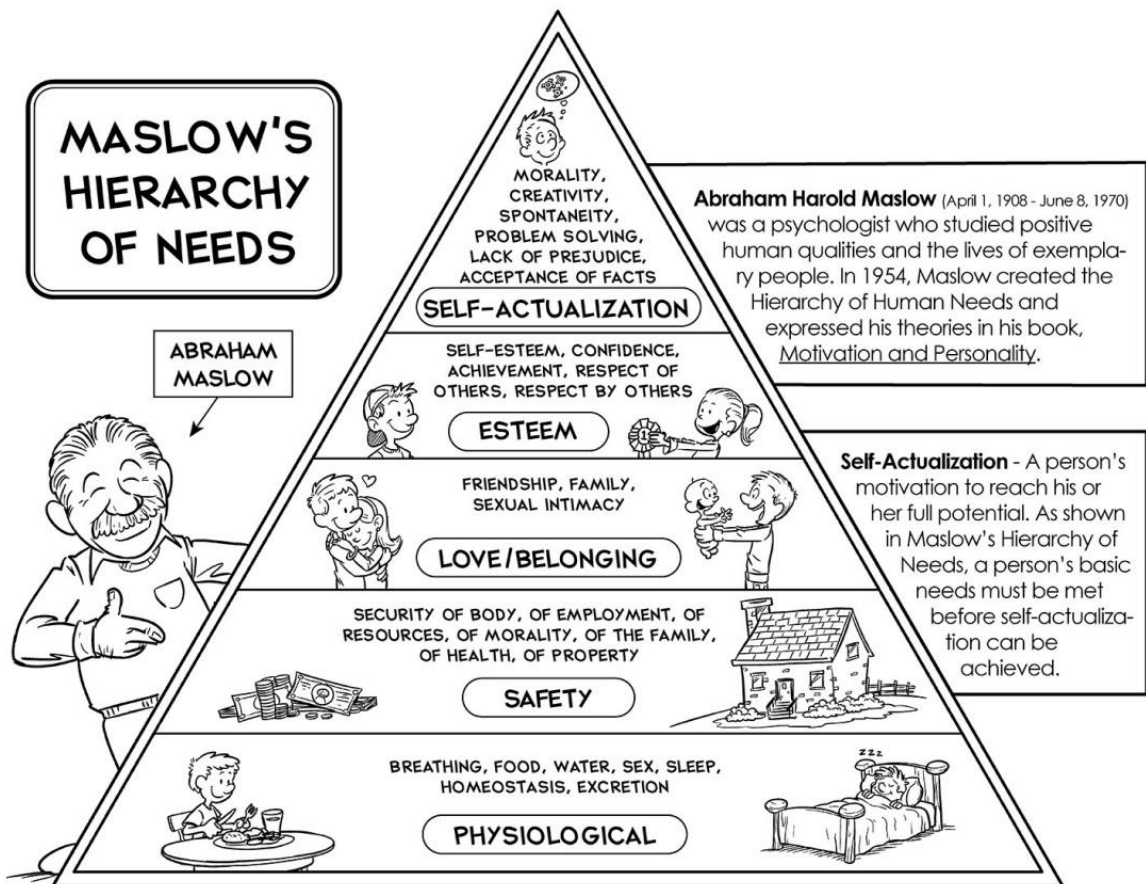
STRUCTURING A STRATEGIC PLAN FOR SUCCESS

As gap analysis will help you to understand the action needed in order to achieve the primary goals of immigrant students development and inclusion, the next step is to create a smart strategy of prioritization. Then every point will be broken into smaller achievable steps which will be able to be tracked and move to the next one until the overall completion of the goal.

It is important to explain the action plan to the students, so they have a “map” of where they are heading to and know what to expect in order to overcome the fear of unknown and be able to participate to their own strategy of personal improvement as coaches of them selves.

Below we will provide a model of prioritizing some actions and the reasons why, you need to be flexible as every case is completely different and may need a completely different approach.

The order below is based on the well known model of hierarchy of needs as founded by Abraham Maslow.



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Italian Case:

Our school has few foreign student and some of them have been in our town for many years. However Italian students aim at helping students with foreign background to integrate themselves and we want to realize the Welcoming Day the next school year in which newly foreign students will meet local peers to exchange cultural information about their countries.

Cyprus Case:

1st : the integration of the students in the school community.

2st : building a culture of collaboration.

3st : exchanging ideas and good practices.

German Case:

Our first priority is the language. We are convinced that the language is the key for a successful inclusion into a community.

Our second priority is to give the migrants chances to make friends. On the one hand that's very important for the migrants to feel familiar with the new community. On the other hand it's very important for our German students to prevent xenophobia and racism.

The framework of multicultural competence (Sue et al,1998)

- **Awareness** of your own culture in relationship with the other cultures around you, and in relationship of the culturally learned assumptions which control your life, with or without your permission
- **Comprehension** depends on having the right facts and information about the cultural context.
- **Competent skills** depends on an accurate assessment of the situation and meaningful understanding to bring about positive change in each cultural context.
- **Knowledge** about the parameters of cultures and how they impact
- **Skills** – acquire new information, analyze, manage our own responses, being flexible and adaptable
- **Motivation** – Cultural understanding and respect, desire and need to improve and develop professionally.

Kotadakia Marianthi (Ilia,2018)

A. Physiological needs

1. Educate the local students about xenophobia to prevent any bias and physiological damage from other students.
2. Get to know their stories
3. make sure that their physiological condition allows to each students to participate to the activities.
4. Make sure that their basic needs are met in terms of enough food, sleep, and find out any
5. psychological issues, or bias they went through.

B. Safety

1. Invite them to the welcoming centers and make them feel safe enough.
2. Create the ideal environment in welcoming centers and trained well your staff.
3. Invite the parents to the welcoming centers in order to speak with them
4. Make sure that every kid is having a quality life and feel safety
5. Use icebreakers to make them feel safe that they can make friends
6. Navigate them into the school environment and provide to them all the information needed to be able to meet their needs
7. Give them tools and create “maps” of their personal development goals, the educational approach and the steps in order to overcome the fear of unknown.
8. Encourage them that they will have all the help they may need and make them feel safe.

C. Love & Sense of Belonging

1. Use team building games
2. Create groups of mentors responsible for individual students
3. Get to know information for their countries
4. Personal Travel Guide project by Local students
5. Use pair groups projects

D. Self Esteem

1. Reward of progress and achievement
2. Development of self confidence
3. Motivation and realistic self goal setting / visualization
4. Intercultural events at school environment and development of respect for both / all countries.

E. Self Actualization

1. Shaping students beliefs and values according Human rights and differentiation
2. Help then to develop their own skills of researching and self learning
3. Provide them the tools and access to services and bodies where they can find further support
4. Help them to unlock their creativity and express their own talents
5. Development of critical thinking using case studies scenarios in relation to the problems they may face in order to develop their problem solving model
6. Teach them to be flexible and positive

Teacher’s goal self evaluation

The quiz below is for helping you to identify any points of further improvement.

1. Educate local kids about Xenophobia	0	5	10	25
2. Create a warm welcoming center	0	5	10	25
3. You show compassion and empathy about foreign students.	0	5	10	25

Using GAP analysis

Gap analysis will help you to understand the current situation with the weaknesses and opportunities and visualize the level of students improvement you would like to achieve. This will help you to create a strategy of small steps which will lead to the overall vision.

Topics	Where are they now	Goal	Action needed
Communication			
Behavior			
Stress			
Understanding			
Self improvement			
Navigation in town			
Socializing			
Making Friends			

Action Plan – Strategy & Assessment

The assessment form below will help you to record the action taken in order to meet the overall target, is for helping the trainer to keep a track of the training's implementation of goals.

Issue / Current situation	Steps / Action	Implementation
Local students xenophobia	• Explain what xenophobia is	<input type="text"/> /100
Training's Goal	• Explain to the students why they don't need to afraid of their classmates / respect	<input type="text"/> /100
Overcoming xenophobia	• Ask them to imagine that they where in there case	<input type="text"/> /100
	• Encourage them to be open and accept.	<input type="text"/> /100
Issue / Current situation	• Ask each individual for their stories	<input type="text"/> /100
Unknown Past	• Identify any blocks which may affect their personal development and education	<input type="text"/> /100
Training's Goal		
Get to know their stories		
Issue / Current situation	• Examination from the school doctor	<input type="text"/> /100
Unknown Physiological condition	• Observation for any difficulties in participation of activities	<input type="text"/> /100
Training's Goal	• Observation for any psychological issues such as stress, homesickness etc.	<input type="text"/> /100
Find out about it		

As a note ...the example of the Greek teacher in the UK...she knew how to say good morning in every language of the kids she had in her classroom

Suggested Activities

Lecturer: Vlachou Flora, Phd Candidate in Applied linguistics, UOA
Shaping the Intercultural and Social Inclusion in the European Education, Ilia 2018

Teaching the National language:

Engagement Activities / Basic literacy practices

Orientation (learning objectives & process)

- Acquaintance with Greek social context
- Aspects of culture and civilization
- Inadequacy of acting properly in social context

Issues to reflect upon

- Culture oriented divergences
- Nation controversies
- Motivation
- Stance towards the new reality
- Sense of identity

Functional Literacy (learning objectives & process)

- Enhancing the computational competences
- Access to the academic environment
- Follow up of learning sessions
- Space of interaction and expression

Activity 1

Personal Identification : How to introduce myself to the other(s)

Wishes: How to express wishes What | to Whom | How & Why

How to express requests in an unknown social zone (uncomfort zone)

How to express annoyance, complain, objection

Taboo Words: Becoming Aware of taboo words and how words build the social entities of target society

The symbolic meaning of gift in relation to common practices (i.e. borrow, lend, offer, bribe etc)

Activity 2

Introduction – Hospitality

Multicultural event (breakfast / lunch / dinner)

Activity 3

Warm up phase

Ice breakers & team building games

Where do I belong

Written Words and wishes

Activity 4

Use of e-class and online language learning sources

Activity 5

What is allowed and what is not allowed in the country of origin and the hosting country. Find similarities and differences between the countries.

Team project with local students. Addressing issues (Social interaction / relationships between men, women, peers, verbal expression about life, love, religion)

https://toolkit.ineesite.org/resources/ineecms/uploads/1087/Training_manual_for_Teachers.pdf

<http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-Inclusion>

<http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Foundationsofinclusion-Policyadvisory.pdf>

<http://qpastt.org.au/tbcwp1/wp-content/uploads/2014/05/School-teachers-guide-2007-updated-2104.pdf>

http://moocs4inclusion.org/images/downloads/JCMOOCs4inclusion_CATALOGUE.pdf

http://ec.europa.eu/libraries/doc/refugees_and_migrants_integration_in_school.pdf

<https://files.eric.ed.gov/fulltext/EJ1056671.pdf>

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<http://edtechreview.in/voices/interviews/3264-significant-role-of-education-systems-in-helping-immigrant-students>

https://greatergood.berkeley.edu/article/item/how_teachers_can_help_immigrant_kids_feel_safe

<https://www.tolerance.org/magazine/spring-2017/immigrant-and-refugee-children-a-guide-for-educators-and-school-support-staff>

<https://www.edutopia.org/blog/welcoming-immigrant-students-into-classroom-sara-burnett>

Vlachou Flora, Lecturer, Phd Candidate in Applied linguistics, UOA
Shaping the Intercultural and Social Inclusion in the European Education, Ilia 2018

Asst. Prof. Dr Ioannis Karras, Ionian University Tutor & module Coordinator, HOU “*The application of Cultural Dimensions in Teaching and Learning*” Ilia 2018

Valentina Ierotheou Bsc, Crt, MA School Psychologist, *Understanding diversity and coaching inclusion*, Paphos 2018

Dr. Julia A. Spinthourakis Upatras – DOE/PE-LPR “Cross the bridge” Greece, ilia 2019
Cultural Diversity, Competence and Sensitivity: “Me” – “You” – “Them” or “Us”

Marianthi Kotadaki “Teacher’s intercultural competence: Perceptions & Skills for multicultural Teaching” Ilia 2018