



PARTICIPANT COUNTRIES:

ROMANIA, HUNGARY, UNITED KINGDOM, ESTONIA, ITALY, TURKEY, LITHUANIA, ESTONIA, MALTA, AND GREECE.



"CULTURALLY WELCOMED"

TRAINING COURSE ON INTERCULTURAL
COMPETENCE DEVELORMENT OF YOUTH WORKERS,
YOUTH LEADERS IN OR

DER TO RUN LOCAL YOUTH WORK ACTIVITIES AND YOUTH EXCHANGES WITH INVOLVEMENT OF REFUGEES, MIGRANTS AND FOREIGN YOUNG PEOPLE

THEMES OF THE TRAINING COURSE: MAKE THE FOLLOWING DEFINITIONS CLEAR: CULTURE, MULTICULTURAL, INTERCULTURAL, INTERCULTURAL EDUCATION.

HOW TO HANDLE THE PHENOMENON OF INTERCULTURAL CONNECTIONS AND STRATEGIES: INTERCULTURAL DIFFERENCES, STEREOTYPES, PREJUDICE, DISCRIMINATION.

HOW TO SUPPORT THE DEVELOPMENT OF INTERCULTURAL COMPETENCES OF YOUNG PEOPLE WE WORK WITH BASED ON THEIR NEEDS.

HOW TO COMMUNICATE PROPERLY BASED ON THE DIFFERENT COMMUNICATION CODES AND UNDERSTAND THE BEHAVIOURAL MORMS, SCHEMES AND FORMS OF YOUNG REOPLE FROM DIFFERENT CULTURAL BACKGROUNDS.

HOW TO PREVENT STEREOTYPES BECOMING PREJUDICE AND DISCRIMINATION AND BULLYING

YOUNG PEOPLE WITH DIFFERENT CULTURAL BACKGROUND E.G. BEING 2ND GENERATIONS MIGRANT OR REFUGEES.

HOW TO AVOID CULTURAL CHALLENGES WITHIN INTERCULTURAL TEAMWORK AND HOW TO USE ITS' VALUES FOR SUCCESSFUL COOPERATION LOCALLY AND EUROPEAN LEVEL.

MAKE SOLID PARTNERSHIP IN ORDER TO REALISE YOUTH EXCHANGES ACCORDING TO THE PROPOSALS OF ERASMUS+ PROGRAMME.

THE OVERALL AIM OF THE TRAINING COURSE WAS TO TRAIN YOU'TH WORKERS, YOUTH LEADERS TO BE ABLE TO WORK WITH YOUNG PEOPLE WITH DIFFERENT CULTURAL BACKGROUND, E.G. REFUGEES, MIGRANTS, FOREIGN KIDS OR YOUNG PEOPLE COMING HOME FROM OTHER COUNTRIES AND BUILD UP A SUCCESSFUL INTERCULTURAL TEAM LOCALLY AND EUROPEAN LEVEL.

TO RECOGNISE STEREOTYPES, PREJUDICES AND PREVENT OR STOP SOCIAL STIGMATISATION OF YOUNG

PEOPLE WITH DIFFERENT CULTURAL BACKGROUND. BY USING APPROPRIATE INTERCULTURAL COMMUNICATION, BEING ABLE TO UNDERSTAND THE COMMUNICATION AND BEHAVIOURAL NORMS, SCHEMES AND FORMS OF YOUNG PEOPLE WITH DIFFERENT CULTURAL BACKGROUND.

WORKSHOPS

DURING THE PROJECT, OUR PARTICIPANTS WROTE SEVERAL WORKSHOPS THAT CAN BE USED TO DEVELOP TEAMWORK, EMPATHY, UNDERSTANDING, ACCEPTANCE AND AT THE SAME TIME COMMUNICATION SKILLS AND ANGUAGE COMPETENCIES. THE RESULTS CAN BE FOUND FOLLOWING

WORKSHOP 1: MAKE A BRIDGE

AIM OF THE WORKSHOP:

BUILDING PROBLEM SOLVING SKILLS
BUILDING EXELLABORATION
BUILDING CREATIVITY SKILLS

TIMING 60 MINUTES

MATERIALS:

Lego, Straws, A4 paper, Scissor, Rules, Tape

METHODS STEP BY STEP: PREPARATION OF THE WORKSHOP:

- - PREPARATION OF THE WORKSHOP
- 1. AT FIRST THE TEAM MEMBERS DIVIDE ROLES
 AND FIELD OF RESPONSIBILITIES.
- 2. GRAB THE ITEMS THAT CAN BE USE TO BUILD A BRIDGE
 - 3. DIVIDE THE PARTICIPANTS INTO TWO EQUALLY SIZED TEAMS
- 4. SEPARATE THEM INTO TWO DIFFERENT SECTIONS OF THE PLAYING AREA, THEY CAN NOT SEE WHAT THE OTHER TEAM IS DOING
- INTRODUCTION: ~ 5 MINUTES
 TWO TEAM MEMBERS INTRODUCE THE TOPIC IN
 THE GROUP AND GIVE GUIDELINES OF THE
 WORKSHOP'S
- MAIN ACTIVITY: 40 MINUTES

 ASK EACH TEAM TO BUILD ONE-HALF OF A

 BRIDGE. A TEAM CANNOT SEE WHAT THE OTHER
 IS DONG. THEY CAN, HOWEVER, COMMUNICATE

VERBALLY AND EXCHANGE IDEAS ABOUT THE BRIDGE DESIGN.

GIVE THE TEAMS FREE ACCESS TO WHATEVER MATERIALS THEY NEED TO BUILD THE BRIDGE. EACH TEAM GETS 10 MINUTES TO COME UP WITH AN IDEA AND A SKETCH FOR THE BRIDGE. THEY GET AN ADDITIONAL 30 MINUTES TO BUILD THE ACTUAL BRIDGE. THE TEAMS CAN COMMUNICATE VERBALLY ACROSS THE ROOM THROUGHOUT THIS PERIOD.

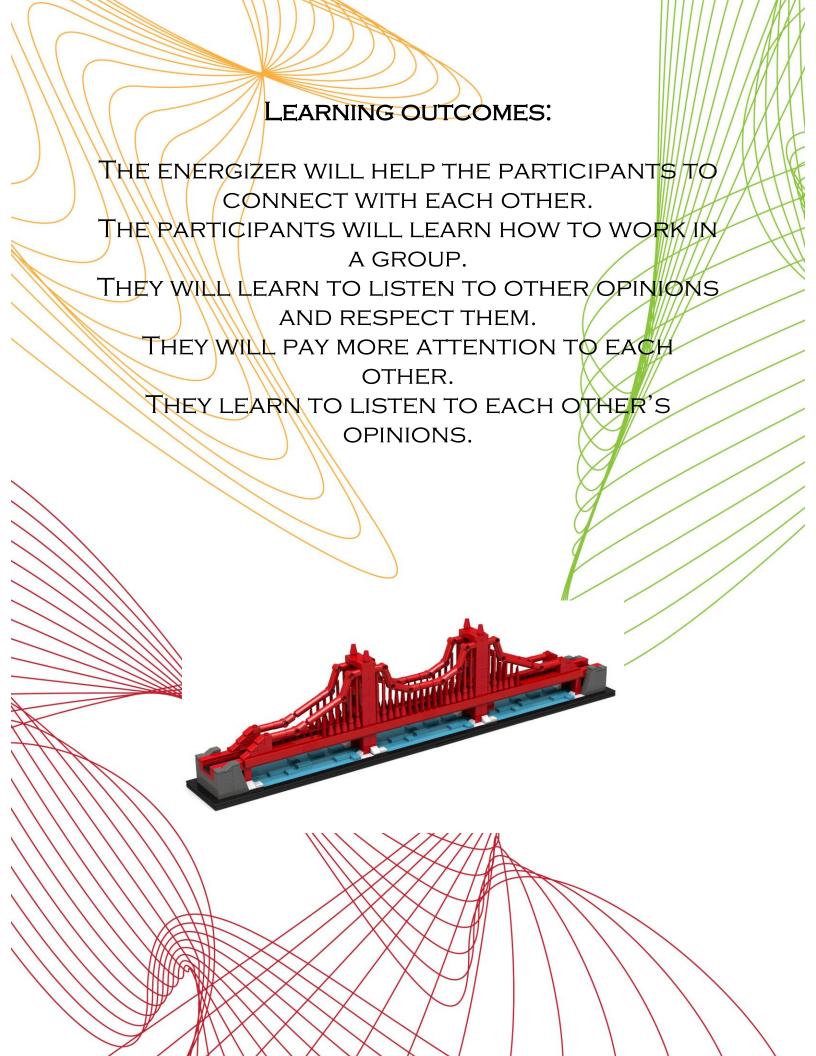
AFTER 30 MINUTES, ASK THE TWO TEAMS TO MEET TOGETHER AND SEE WHETHER THEIR BRIDGES WERE ACTUALLY SIMILAR OF NOT.

- DISCUSSION AND CLOSE UP: ~ 15 MINUTES

THE TWO TEAMS SIT DOWN IN A CIRCLE WITH THE TEAM LEADERS AND DISCUSS THEIR FEELINGS AND EXPERIENCES WITH EACH OTHER.

THE TEAM LEADERS TELL THE PARTICIPANTS WHAT ONE TEAM MIGHT HAVE MADE A MISTAKE, WHAT THEY ARE DOING WELL AND THUS KEEP A FULL SUMMARY

IT IS IMPORTANT TO EMPHASIZE THE IMPORTANCE OF TEAMWORK, COMMUNICATION, CREATIVITY, ACCEPTANCE, LISTENING AMD PAYING ATTENTION TO EACH OTHER.



WORKSHOP 2: THE DRESS

AIMS OF THE WORKSHOP:

- IT HELPS TO ACCEPT EACH OTHER'S OPINIONS
- ACCEPTING A DIFFERENT PERSPECTIVE
 - DEVELOPMENT OF COMMUNICATION
 SKILLS

TIMING: 60 MINUTES

MATERIALS: A4 PAPER, PRINTED PICTURES

METHODS STEP BY STEP:

PREPARATION OF THE WORKSHOP:

- 1. PRINT OUT THE PICTURES OF THAT PARTICULAR DRESS AND SHOW IT TO EVERYONE
- 2. THE TEAM MEMBERS EXPLAIN THE RULES
 OF THE GAME

INTRODUCTION: ~ 5 MINUTES

TWO TEAM MEMBERS INTRODUCE THE TOPIC IN THE GROUP AND SIVE GUIDELINES OF THE WORKSHOP'S

MAIN ACTIVITY: ~ 45 MINUTES

AFTER SHOWING THE PICTURES OF THE DRESS,
THE TEAM MEMBERS ASK THE PARTICIPANTS
WHAT COLOUR IT IS. THERE WILL BE TWO
GENERAL ANSWERS:

BLUE - BLACK OR WHITE — GOLD CHANCES ARE THAT THE GROUP WILL BE SPLIT WITH SOME PEOPLE IN EACH CAMP. SOME PEOPLE MAY EVEN BE ABLE TO SEE IT BOTH WAYS. AFTER PEOPLE SELECT THEIR ANSWER, ASK THEM TO DISCUSS IT FURTHER, WITH THE FOLLOWING QUESTIONS.

- HOW DID YOU FEEL ABOUT PEOPLE WHO SAW
 THE SAME COLORS AS YOU?
- 2. HOW DID YOU FEEL ABOUT PEOPLE WHO SAW
 THE OTHER COLORS?
 - 3. ASK THEM TO DISCUSS WHAT CAN HAPPEN TO RELATIONSHIPS WHEN PEOPLE PUT THEMSELVES IN OPPOSING TEAMS OVER SOMETHING.
- A. THEN ASK THEM TO THINK OF A SITUATION WHEN SOMEONE SAW A SITUATION DIFFERENTLY

HOW DID IT MAKE THEM FEEL?
WERE THEY CONVINCED THE OTHER PERSON
WAS WRONG?

LOOKING BACK, DO THEY STILL FEEL THIS WAY?

CLOSE UP: ~ 10 MINUTES

THEY EVALUATE THE ISSUES NARRATED AND WHO DREW WHAT CONCLUSIONS FROM WHAT.

FINALLY, THE TWO TEAM MEMBERS RAISE THE QUESTION OF WHAT WOULD HAPPEN IF THERE WAS A CULTURE, A PERSON, A TRADITION INSTEAD OF A DRESS. IN THIS CASE, TOO, BOTH PARTIES NEED TO LISTEN, LOOK AT THEIR OPINIONS AND UNDERSTAND WHAT THE OTHER SEES IN HIM AND WHAT HE IS FEELING.

LEARNING OUTCOMES:

THE GAME HELPS TO MAPROVE PEOPLE'S UNDERSTANDING OF THE OTHER PARTY'S OF THE OTHER PARTY'S

HELPS TO DEVELOP COMMUNICATION SKILLS

EACILITATES ACCEPTANCE



WORKSHOP 3: WHO I AM?!

AIM OF THE WORKSHOP:

- Understanding stereo types
ACCEPTING EACH OTHER AND OURSELVES
DEVELOPMENT OF COMMUNICATION SKILLS
TIMING: 30 MINUTES

MATERIALS: A4 paper, Printer

METHODS STEP BY STEP: PREPARATION OF THE WORKSHOP:

1. FOR HALF AN HOUR, OR UNTIL EVERYONE FINDS OUT WHO THEY ARE, THEY SHOULD MINGLE

WITH EACH OTHER AND ASK QUESTIONS, WHICH WILL ALSO BE ANSWERED ON THE LABEL. THE TASK IS FOR EVERYONE TO FIGURE OUT WHO TO PERSONIFY IN A GIVEN SITUATIONAL GAME.

2. THE REFEREE SOMETIMES HELPS PLAYERS IF THEY CAN'T FIGURE IT OUT.

- DISCUSSION

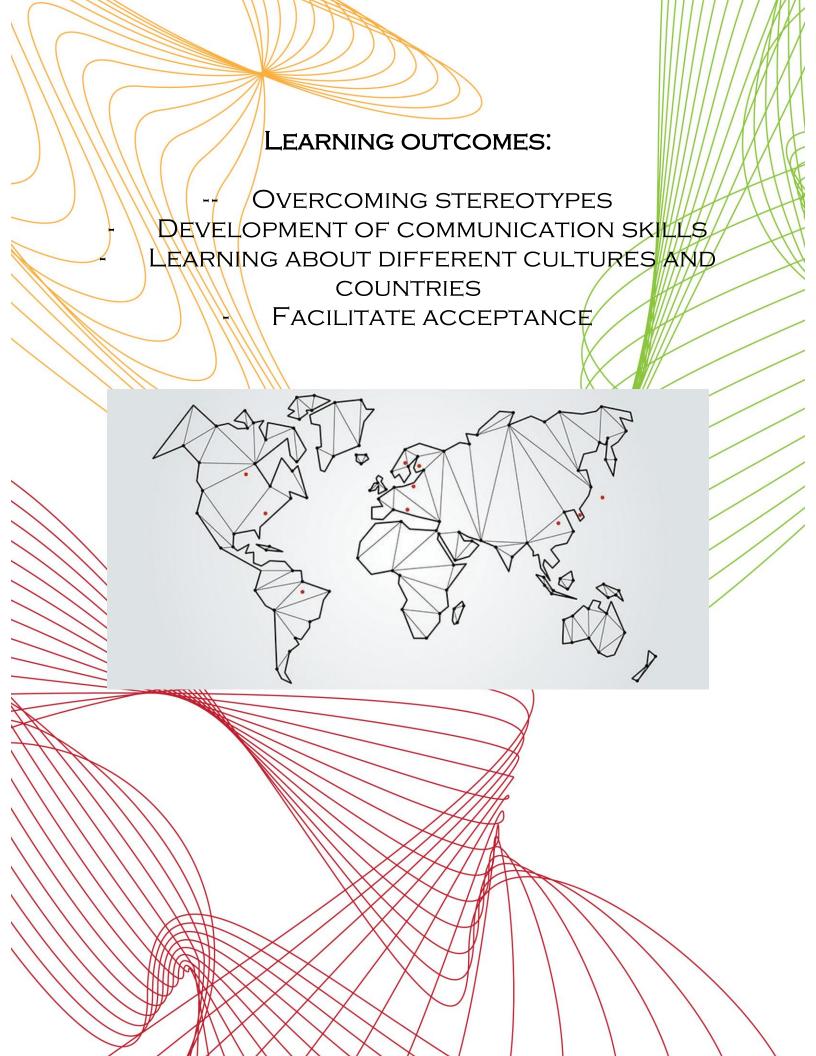
ONCE EVERYONE HAS DECIPHERED THE ANSWER, A CIRCLE IS FORMED AND THE REFEREE TELLS

THE ESSENCE OF THE GAME.

HOW DEFINING ARE THE STEREOTYPES THAT LED TO THE INVENTION OF THE SOLUTIONS. AT WHAT LEVEL DO WE LIMIT OUR KNOWLEDGE IN ONE THING OR ANOTHER. HOW IMPORTANT IT IS TO REALLY GET TO KNOW EACH OTHER.

CLOSING

IF YOU HAVE PLAYED WITH COUNTRIES,
EVERYONE WILL HAVE A SHORT PRESENTATION
ABOUT THEIR OWN COUNTRY SO THAT
PARTICIPANTS DON'T JUST MEMORIZE
STEREOTYPES TO LEARN AND GET TO KNOW
EACH OTHER BETTER.



WORKSHOP 4: IDEAS AS BUILDING CUBES

- AIM OF THE WORKSHOP:
- ACCEPTING THE OPINIONS OF OTHERS
 - DEVELOPMENT OF TEAMWORK
- DEVELOPMENT OF COMMUNICATION SKILLS

TIMING: ~ DEPENDS ON THE GROUP SIZE

MATERIALS:

A4 PAPER, PENS, MARKERS, FLIPCHART OR EVEN ELECTRONIC DEVICES

METHODS STEP BY STEP:

- PREPARATION OF THE WORKSHOP:
- PARTICIPANTS ARE DIVIDED INTO SEVERAL GROUPS OF 4-5 PEOPLE.
- EACH TEAM WILL RECEIVE THE PAPERS AND STATIONERY.
 - THE TEAMS OCCUPY SEPARATE SEATS.

THE GAME

- THE GAME LEADER INVENTS A PROBLEM TO BE SOLVED (THIS COULD BE A THEORETICAL SUGGESTION, A HISTORICAL MYSTERY, DESIGN CHALLENGE, ETC.) AND THEN WRITE THE NAMES OF THE TEAM MEMBERS ON A LARGE PIECE OF PAPER OR BOARD.
- EACH TEAM IS THEN GIVEN A SET AMOUNT OF TIME TO THINK ABOUT SOLVING THE TASK, AND THEN EVERYONE IN ONE OR TWO SENTENCES, HE FORMULATES HIS IDEA, WHICH HE WRITES NEXT TO THEIR NAME. THE TASK IS TO AVOID YOUR OWN, RATHER, THEY SHOULD USE THEIR TEAMMATE'S NEW IDEA TO BUILD ANOTHER SOLUTION. THE GAME HAS IT
 - IT ALLOWS YOU TO EXPLORE ANOTHER ASPECT OF THE CHALLENGE IN EACH ROUND.

Discussion

AND THE SOLUTIONS CREATED. ANY
DIFFERENCES OF OPINION OR
MISUNDERSTANDINGS WILL BE HANDLED
APPROPRIATELY BY THE TEAM LEADER, THEY
WILL DISCUSS AND TRY TO DECIDE ON THE
BASIS OF MUTUAL AGREEMENT.

• CLOSING

• IN CONCLUSION, THE TEAM LEADER POINTS
OUT HOW IMPORTANT IT IS TO ACCEPT EACH
OTHER'S OPINIONS, TO DISCUSS TOGETHER.
HE EXPLAINS THAT THERE ARE SEVERAL
SOLUTIONS TO 1 PROBLEM THAT CAN BE
SOLVED BY DIFFERENT PEOPLE, BECAUSE
EVERYONE HAS A DIFFERENT WAY OF
THINKING, SO IT IS WORTH JOINT DIALOGUE
AND TEAMWORK.

LEARNING OUTCOMES:

- ▼ TEAMWORK
- ACCEPTANCE
- UNDERSTANDING
- ACHIEVING A COMMON GOAL TOGETHER





TIMING: ~ 50 MINUTES

AIM OF THE WORHSHOP:

- ▶ UNDERSTANDING EACH OTHER
- OVERCOMING COMMUNICATION BARRIERS
 - ACCEPTING CULTURES

MATERIALS:

A4 PAPER, PENS, COLORED MARKERS

METHODS STEP BY STEP:

REPARATION OF THE WORKSHOP:

EACH PARTICIPANT WILL RECEIVE THE PAPERS
AND PENS, MARKERS
THE PARTICIPANTS OCCUPY SEPARATE SEATS.

THE GAME

EVERYONE DRAWS ON THEIR OWN SHEET THE OBJECT THAT CHARACTERIZES HIM. THEN, WITHIN THIS SUBJECT, HE DRAWS ICONS THAT CHARACTERIZE HIM, SUCH AS:
THE COUNTRY YOU CAME FROM
HIS OCCUPATION
YOUR FAVORITE FOOD
HER FAVORITE HOBBY
ETC.

PARTICIPANTS ARE DIVIDED INTO GROUPS OF 4-5 PEOPLE, PREFERABLY FROM DIFFERENT COUNTRIES, SO THAT THE MOTHER TONGUE IS NOT THE SAME.

EACH PARTICIPANT PRESENTS THEIR OWN SHEET, TELLING THEM WHAT IT MEANS (PREFERABLY IN THEIR MOTHER TONGUE, IF THIS IS NOT POSSIBLE, PRESENT IT WITHOUT WORDS). THEN THE OTHER PEOPLE FROM THE SMALL TEAM WILL TELL YOU WHAT THEY UNDERSTOOD FROM THE PRESENTATION HE OR SHE HAS IF SOMETHING MIGHT NOT BE CLEAR, THAT PERSON WILL TELL THE OTHERS IN ENGLISH WHAT IT MEANS.

THE GAME ENDS WHEN EXERYONE HAS
PRESENTED THEIR OWN DRAWING, AT WHICH
POINT THE ORIGINAL BIG CIRCLE WITH ALL
PARTICIPANTS IS RESHAPED.
DISCUSSION

THEY SIT BACK IN THE BIG CIRCLE, TELLING THEIR EXPERIENCES, THEIR EMOTIONS, HOW THEY MANAGED TO UNDERSTAND THE OTHER POSSIBLY FIGURING OUT WHAT THEY MEAN, EVEN IF THEY DON'T EVEN SPEAK THAT LANGUAGE.

CLOSING

THE REFEREE SHEDS LIGHT ON HOW MANY OF US ARE, DIFFERENT PERSONALITIES, DIFFERENT MOTHER TONGUES, DIFFERENT OPINIONS, DIFFERENT WORLDVIEWS. BUT IT IS STILL POSSIBLE TO UNDERSTAND EACH OTHER, WHICH IS VERY IMPORTANT IN TODAY'S WORLD, BECAUSE ONLY IN THIS WAY ARE WE ABLE TO FORM HUMAN RELATIONSHIPS AND DEVELOP, ACCEPTANCE, UNDERSTANDING AND PATIENCE ARE IMPORTANT.

LEARNING OUTCOMES

- ACCEPTANCE
 - GETTING TO KNOW OTHER CULTURES
 - OVERCOMING COMMUNICATION

BARRIERS

- PROMOTING PATIENCE

