

Youth Workers' Guide for Intercultural Dialogue Facilitation





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Environmental Sustainability

Art Theory

In light of rising global migration and the ongoing conflict in Ukraine, developing intercultural communication between young people in host countries and newly arriving Ukrainian refugees has become crucial. Art, in its various forms, is an effective medium for communication and understanding across cultural barriers. There are numerous ways that art can be used as a non-formal educational practice to promote intercultural communication among young people from host nations and Ukrainian refugees, drawing on a variety of sources to highlight successful efforts and fundamental concepts.

The Place of Art in Intercultural Dialogue

Art, which includes visual arts, music, theater, dance, and digital media, provides unique ways to express and communicate. It breaks down linguistic boundaries and enables people to express their experiences, feelings, and cultural narratives. A UNESCO report on intercultural communication states that "art helps to build bridges between different cultural groups, fostering mutual understanding and respect" (UNESCO, 2022). Young people can explore and appreciate the cultural diversity around them through artistic activities, allowing them to get a better understanding of each other's backgrounds and experiences.

Art Workshops and Collaboration Projects

Art workshops and joint projects are an efficient way to enhance international dialogue. These programs bring together young people from many ethnic backgrounds to make art together. For example, a research undertaken by the European Union's Creative Europe programme revealed the success of various art efforts targeted at integrating immigrants through collaborative art projects (European Union, 2021). These projects frequently include creating murals, sculptures, or multimedia displays that reflect the varied cultural identities of the participants.

In practice, these workshops can be designed to promote interaction and collaboration. A mural project, for example, may involve participants debating and deciding on a topic that expresses their shared experiences and goals. As they collaborate, they share their tales and cultural symbols, promoting mutual understanding. Co-creating art fosters community while also empowering people by affirming their cultural identities.

Cultural Storytelling through Art

Cultural storytelling is another effective method for intercultural communication, and art is an excellent medium for this practice. Visual arts, theatre, and digital media storytelling enable young people to convey their personal and cultural tales in an engaging and accessible manner. The International Organization for Migration (IOM) found that storytelling programs involving refugees and host communities can dramatically increase empathy and lessen prejudices (IOM, 2020).

For example, theatrical workshops that enable participants to exaggerate their migration journeys might provide valuable insights into their experiences. Similarly, digital storytelling projects in which participants make short videos or digital art pieces on their cultural background can reach a larger audience and spark a broader societal conversation. These activities allow young people to express their identities and experiences, which promotes empathy and understanding among their peers.

Art Exhibitions and Performances

Public art displays and performances promote international interaction by highlighting the artistic expressions of many cultural groups. These activities not only celebrate cultural diversity, but also allow for discussion and reflection. One notable example is the British Council's "Mix the City" project, which used digital platforms to create collaborative music videos including performers from various cultural

backgrounds (British Council, 2019).

These efforts illustrate the power of art exhibitions and performances to bring diverse populations together and inspire discussions about cultural identity and integration.



In practice, establishing a community art exhibition that includes works by young people from both the host country and Ukrainian refugees can be a transformational event. The preparation for the exhibition—selecting artworks, organizing the presentation, and planning the event—requires collaboration and communication, which promotes intercultural conversation. During the exhibition, guided conversations and interactive activities can help visitors connect with the artworks and the cultural stories they represent.

Art Therapy and Emotional Expression

Art therapy adds another dimension to using art for intercultural communication. It offers a secure environment for young people, particularly those who have been traumatized, to express themselves and recover via creative activities. According to the American Art Therapy Association, art therapy can be especially beneficial to refugees, assisting them in processing their experiences and integrating into new communities (AATA, 2020).

Incorporating art therapy into intercultural discussion programs might help young refugees meet their emotional and psychological needs while also increasing understanding among their peers.



Facilitated art therapy sessions can be included into larger art programs, allowing participants to produce work that reflects their personal experiences and cultural identities. Sharing these artworks in a supportive setting can spark significant discussions and connections.

Challenges and Considerations

While art has enormous potential for fostering intercultural conversation, various problems and considerations must be addressed to ensure the efficacy of such projects. Language hurdles, cultural sensitivities, and differing levels of access to art resources all be significant impediments.

It is critical to create art programs that are inclusive and accessible to all participants, regardless of their background or previous experience with art.

Facilitators play an important role in negotiating these issues. They must be culturally competent and understand the experiences of both host nation youth and refugees. Facilitators should be trained in tactics for managing group dynamics, dealing with trauma, and creating an inclusive environment in which all participants feel respected and heard.

Conclusion

Art, as a non-formal educational practice, has enormous potential for promoting intercultural interaction between young people in host nations and recently arriving Ukrainian refugees. Art, through collaborative projects, cultural storytelling, public displays, and art therapy, can foster expression, understanding, and connection. While there are problems, thoughtful art program design and facilitation can help to overcome them, resulting in meaningful intercultural contacts and stronger, more inclusive communities.

By harnessing the power of art, we can assist young people in navigating the intricacies of cultural integration, cultivating empathy, respect, and mutual understanding in an increasingly varied society.

Sources

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Art Good practices

Romania, Suceava, Suceava City

Asociația Institutul pentru Parteneriat Social Bucovina

2021 - Present

To promote cultural events, providing a platform for artistic expression and community engagement

Art, Creativity, Innovation

Description of the practice

Zamca Art Gallery has become a vibrant cultural hub in Suceava, Romania, showcasing a prolific array of 58 cultural events between 2021, and 2024. Located at str. Zamca, nr. 17, the gallery also extends its influence to additional exhibition spaces at the "Dr. Vasile Andriu" Art Gallery and "ArtLABurdujeni," as well as the creative exhibition space within ROUA Info HUB. Over the past three years, the gallery has flourished, hosting diverse exhibitions ranging from painting, watercolor, decorative art to photography. These events have and been complemented by book and art album launches, often accompanied by poetic recitations from emerging talents like Adela Sulea. The gallery also emphasizes educational activities, offering children a supportive environment to showcase their talents. The atmosphere at Zamca Art Gallery is welcoming and inspiring, creating a unique and refined experience for all visitors.

Art Challenge/problem the practice solve

Zamca Art Gallery addresses the need for intercultural understanding and community cohesion in Suceava, particularly in the context of integrating Ukrainian refugees. By organizing a variety of events and exhibitions, the gallery facilitates artistic expression and cultural engagement for both Romanians and Ukrainians. It creates a platform where diverse cultural narratives can intersect, promoting empathy and mutual appreciation. Additionally, the gallery's inclusive approach ensures that children from both communities receive encouragement and exposure, fostering a sense of belonging and shared cultural heritage.



Success/changes the practice make

The success of Zamca Art Gallery in promoting intercultural dialogue is evident in its dynamic growth and increasing popularity among both Romanian locals and Ukrainian refugees. The gallery has become a cornerstone of Suceava's cultural landscape, promoting creativity, innovation, and cross-cultural communication. Its ability to adapt and evolve has led to significant increases in visitor engagement and participation from both communities. By hosting a diverse range of events, the gallery has enriched the cultural fabric of the community, fostering unity and shared artistic appreciation. The gallery's efforts have highlighted the talents of local and refugee artists alike, contributing to the cultural education and integration of the community. Testimonials from visitors and artists describe their experiences as transformative and enriching, underscoring the gallery's role in fostering intercultural dialogue and understanding.

Art Activity no. 1 – Cultural Storytelling Circle

Duration: 1.5 hours

Objective: To share personal stories and cultural narratives, promoting empathy, understanding, and intercultural dialogue.

Steps:

1.Introduction (10 minutes):

The facilitator explains the importance of storytelling in understanding different cultures and building empathy. Participants are encouraged to share stories from their own cultural backgrounds or personal experiences.

2.Group Formation (10 minutes):

Participants are divided into small, diverse groups ensuring a mix of young people from the host country and Ukrainian refugees.

Each group sits in a circle to create an intimate and inclusive setting.



Art 1. Cultural Storytelling Circle

1.Storytelling Session (40 minutes):

Each participant takes turns sharing a story from their culture or personal experience related to migration, traditions, or significant events.

Facilitators circulate to support groups, ensuring everyone has a chance to speak and is respected.

2.Discussion (20 minutes):

After the storytelling session, groups discuss common themes, differences, and what they learned from each other's stories. Encourage participants to ask questions and share their reflections on the stories heard.

3.Group Sharing (10 minutes):

Each group shares highlights from their discussion with the larger group.

Facilitators wrap up by summarizing key points and thanking participants for their openness and participation.



Art 2. Cultural Art Project

Duration: 1.5 hours

Objective: To work on a collaborative art project that represents cultural diversity, promoting creativity, teamwork, and cultural expression. Steps:

1.Introduction (10 minutes):

The facilitator explains the goal of creating a collective art piece that reflects the diverse cultures and experiences of the participants. Examples of collaborative art projects are shown for inspiration.

2.Group Formation (10 minutes):

Participants are divided into small groups, each including a mix of young people from the host country and Ukrainian refugees.

Each group receives art supplies such as canvases, paints, markers, and collage materials.

3.Brainstorming and Planning (20 minutes):

Groups discuss their ideas and plan their art project, deciding on a theme that represents their combined cultures and experiences. Facilitators assist groups with brainstorming and organizing their ideas.

Art 2.Cultural Art Project

4.Art Creation (40 minutes):

Groups work on their art projects, collaborating and sharing responsibilities.

Facilitators provide support and encouragement, ensuring that all participants are engaged and contributing.

5.Presentation and Reflection (10 minutes):

Groups present their completed art projects to the larger group, explaining the themes and cultural elements represented.

Encourage discussion and feedback, focusing on the collaborative process and what participants learned about each other's cultures.

Art 3. Cultural Cooking Class

Duration: 1.5 hours

Objective: To explore and celebrate culinary traditions from different cultures, promoting intercultural dialogue and cooperation.

Steps:

1.Introduction (10 minutes):

The facilitator explains the significance of food in cultural traditions and the objectives of the cooking class.

oParticipants are briefed on the dishes they will prepare, which represent the culinary traditions of the host country and Ukrainian culture.

2.Group Formation (10 minutes):

Participants are divided into small groups, each with a mix of young people from the host country and Ukrainian refugees.

Each group is assigned a dish to prepare, ensuring a variety of cultural dishes are represented.

3.Recipe Explanation (10 minutes):

Facilitators explain the recipes and demonstrate any specific cooking techniques required.

Participants are encouraged to share their own cooking tips and experiences related to the dishes being prepared.

Art 3. Cultural Cooking Class

4.Cooking (50 minutes):

Groups work together to prepare their assigned dishes, sharing tasks and responsibilities.

Facilitators circulate to provide guidance, answer questions, and ensure safety and hygiene.

5. Tasting and Discussion (10 minutes):

Once the dishes are prepared, participants gather to taste each other's creations.

Encourage discussion about the flavours, ingredients, and cultural significance of the dishes, promoting appreciation for diverse culinary traditions.

Art 4.Digital Collaboration Project

Duration: 1.5 hours

Objective: To work on a collaborative project using digital platforms, promoting cultural teamwork and technological skills.

Steps:

1.Introduction (10 minutes):

The facilitator discusses the benefits of digital collaboration, especially in connecting migrant experiences.

Participants are assigned project topics related to cultural diversity, intercultural dialogue, and migrant experiences. They are tasked with creating a blog, presentation, or video series.

2.Planning (30 minutes):

Participants are divided into small groups, each comprising young people from the host country and Ukrainian refugees. Groups plan their projects, decide on the digital tools they will use, and outline their content and roles within the team.



Art 4.Digital Collaboration Project

3.Project Development (30 minutes):

Groups work on developing their digital projects, utilizing tools such as blogging platforms, presentation software, or video editing applications.

Facilitators provide technical support and guidance as needed, ensuring all participants can effectively use the chosen tools.

4.Presentation (20 minutes):

Groups present their digital projects to the larger group, showcasing their work and explaining the cultural narratives and insights included.

Facilitate a discussion and feedback session, encouraging participants to reflect on the collaboration process, challenges faced, and the benefits of intercultural teamwork.



Art 5. Intercultural Dialogue Games

Duration: 1.5 hours

Objective: To engage participants in interactive games that promote intercultural dialogue, teamwork, and cultural awareness.

Steps:

1.Introduction (10 minutes):

The facilitator introduces the concept of intercultural dialogue and explains the objectives of the games.

Participants are briefed on the rules and structure of the games, emphasizing the importance of respect and open-mindedness.



2. Icebreaker Game (10 minutes):

Conduct an icebreaker game such as "Two Truths and a Lie" where participants share three statements about themselves (two true and one false).

This game helps participants learn interesting facts about each other and sets a friendly, inclusive tone.

Art 5. Intercultural Dialogue Games

3.Cultural Trivia Quiz (30 minutes):

Organize a cultural trivia quiz with questions related to the traditions, history, and customs of the host country and Ukraine.

Participants are divided into small, diverse teams and work together to answer the questions.

Facilitators provide additional context and explanations for each trivia question to enhance cultural learning.

4.Role-Playing Scenarios (30 minutes):

Introduce role-playing scenarios where participants act out different cultural situations or challenges.

Groups discuss and perform their scenarios, exploring themes such as cultural misunderstandings, celebrations, or everyday interactions.

Facilitators guide the role-playing exercises and facilitate discussions on how to navigate and resolve cultural differences.

5.Reflection and Discussion (10 minutes):

Conclude with a reflection session where participants share their experiences and insights from the games.

Encourage open discussion about what they learned about each other's cultures and how the activities helped them understand and appreciate cultural diversity.

Sports and games Theory

The prolonged violence has resulted in a surge of Ukrainian refugees, emphasizing the importance of successful integration techniques into host countries. Among different ways, sports and games stand out as effective tools for promoting intercultural discussion and understanding. This essay investigates how sports and games can be used as non-formal educational practices to promote intercultural interaction among young people from host nations and Ukrainian refugees, highlighting the benefits and limitations with specific examples and data from recent research.

The role of sports and games in intercultural dialogue

Sports and games provide unique chances for engagement, collaboration, and mutual understanding. They create environments in which individuals can interact on an equal footing, regardless of language or cultural difficulties. Sports, according to the United Nations Office on Sport for Development and Peace (UNOSDP), may promote social inclusion, community building, and peace by bringing people together. In the framework of intercultural communication, sports give a platform for young people to meet, exchange experiences, and create friendships based on mutual respect and teamwork.

Sports Programs and Collaboration Games

Structured sports programs and collaborative activities are a great way to promote intercultural conversation. These events bring together young people from various cultural backgrounds to participate in sports and games, thereby encouraging teamwork and communication.

A research conducted by the International Olympic Committee (IOC) emphasized the effectiveness of sports initiatives in integrating refugees into host communities, particularly through football programs (IOC, 2020). These programs frequently involve mixed teams, where participants learn to collaborate and support one another, fostering a sense of community.

For example, a football competition can be held with teams consisting of both host nation kids and Ukrainian immigrants. This structure enables individuals to collaborate, communicate, and strategize, generating a sense of community and shared purpose. Sports' informal setting encourages natural relationships and the breakdown of stereotypes, since participants perceive each other as teammates rather than representatives of various cultures.

Cultural Exchange through Traditional Games

Traditional games provide another opportunity for intercultural communication. By sharing and playing traditional games from both the host country and Ukraine, young people can learn about each other's cultures in an enjoyable and engaging manner. According to research conducted by the European Commission's Erasmus+ initiative, traditional games can be helpful in increasing cultural understanding and appreciation across disparate groups.

In reality, this can entail establishing a succession of game stations where people cycle and learn to play various conventional games. Ukrainian children, for example, can teach their peers games like "Verhovyna" or "Boyar's Hat," whilst adolescents from the host country can introduce games like bocce or pétanque. These activities not only promote cultural interchange, but also encourage people to get out of their comfort zones and try new things.

Sport Festivals and Tournaments

Organizing sports festivals and tournaments to showcase cultural diversity can also help to promote intercultural discourse. These events give a venue for presenting various sports and games, promoting participation from a diverse range of cultural backgrounds. The Sports for Development and Peace International Working Group (SDP IWG) has recorded various examples of sports festivals that effectively promote social cohesion and intercultural understanding (SDP IWG, 2021).

A practical example is arranging an intercultural sports festival that highlights a variety of sports and activities popular in both the host country and Ukraine. The festival may feature workshops, demonstrations, and friendly competitions to foster an inclusive environment in which participants can interact with one another. Cultural performances and food vendors can enhance the experience and provide more opportunity for cultural exchange.

Emotional Wellness and Sports Therapy

Sports therapy has the potential to significantly improve the mental wellbeing of young refugees, assisting them in coping with trauma and stress. Physical activity has been demonstrated to provide a variety of psychological advantages, including reduced anxiety, improved mood, and increased self-esteem (American Psychology Association, 2019). Sports can provide a positive outlet for young refugees who have endured tremendous trauma, as well as a sense of normalcy. Incorporating sports therapy into intercultural discussion efforts might help young refugees meet both their physical and mental requirements while also increasing understanding among their peers. Yoga, dance, and group exercises focusing on mindfulness and relaxation are all examples of facilitated sports therapy activities. Sharing these experiences in a friendly setting can spark significant conversations and friendships, developing empathy and mutual support.



Challenges and Considerations

While sports and games have great promise for developing intercultural discussion, a number of problems and issues must be addressed in order for these projects to succeed. Language hurdles, cultural disparities, and varied degrees of physical ability can be substantial impediments. It is critical to create inclusive and accessible sports programs for all participants, regardless of background or ability level.

Facilitators and coaches play an important role in navigating these issues. They must be culturally competent and understand the experiences of both host nation youth and refugees. Facilitators should be trained in strategies for handling different groups, dealing with trauma, and creating an inclusive environment in which all participants feel respected and supported.

Conclusion

Sports and games, as non-formal educational practices, are effective tools for facilitating intercultural interaction among young people in host nations and recently arriving Ukrainian refugees. Structured programs, traditional games, sports festivals, and sports therapy can all help to foster mutual understanding, respect, and camaraderie. While there are hurdles, intelligent design and implementation of sports projects can help to break down these barriers, resulting in meaningful intercultural contacts and more inclusive societies.

By leveraging the global appeal of sports and games, we can assist young people in navigating the intricacies of cultural integration, cultivating empathy, respect, and mutual understanding in an increasingly varied society.



Sources

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Sports and games Good practices

IURTS Project – Integration of Ukrainian Refugee Children Through Sport

Poland and Romania (with a focus on Suceava, Romania)

Coordinated by Fundația V4Sport Poland with partners including Asociația Județeană Sportul pentru Toți Suceava, ISCA – International Sport and Culture Association Denmark, University of Cassino and Southern Lazio, Italy, Terre Des Hommes Romania, Fundatia Laureus Sport for Good, UK, and associated partners: Sports Committee of Ukraine and League of Tolerance, Ukraine.

2023 - Present



To support the integration of Ukrainian refugee children through sport by developing and testing measurable, targeted, and practical resources in Poland and Romania, ultimately expanding the impact through international sports networks across Europe.



Sport, Integration, Refugee Support, Children

Description of the practice

The IURTS Project aims to facilitate the integration of Ukrainian refugee children through sports activities. The project involves collecting the best practices and developing materials to support the integration efforts, focusing on schools and sports clubs. These resources are piloted in Poland and Romania to evaluate and refine the materials. The project's ultimate goal is to broaden its impact by involving more organizations across Europe, allowing Ukrainian refugee children throughout the continent to benefit. Supported financially by the Erasmus + Sport program of the European Union, the project leverages the expertise of various organizations, ensuring a comprehensive approach to integration through sport.

Challenge/problem the practice solve

The IURTS Project addresses the challenge of integrating Ukrainian refugee children into their host communities. Many refugee children face significant barriers to integration, including language differences, cultural adjustment, and social isolation. By focusing on sports, the project offers a universal language that can bridge these gaps, providing a supportive and inclusive environment for children. The project helps to create structured opportunities for physical activity, social interaction, and community building, thereby fostering a sense of belonging and normalcy for refugee children.

Success/changes the practice make

The IURTS Project will pilote its integration materials and activities in Poland and Romania, with the goal of improving the social inclusion of Ukrainian refugee children. By focusing on schools and sports clubs, the project has created accessible platforms for children to engage in physical activities, form friendships, and integrate into their new communities. The project's impact is set to expand as more organizations across Europe adopt these practices, potentially benefiting thousands of refugee children. The involvement of various international partners ensures a wide of dissemination successful strategies, enhancing the project's effectiveness and reach. This collaborative effort has already shown how sports can be a powerful tool for integration, fostering community cohesion and supporting the well-being of refugee children.



Sports and games 1.Indoor Mini Olympics

Duration: 1.5 hours

Objective: To promote teamwork and cultural understanding through a series of fun and engaging mini-Olympic games.

Steps:

1.Introduction (10 minutes):

The facilitator explains the concept of the Mini Olympics and its objective to encourage teamwork and cultural exchange.

Participants are divided into mixed teams with members from both the host country and Ukrainian refugees.

2.Warm-Up and Team Building (10 minutes):

Conduct a brief warm-up session to get participants ready for physical activity.

Engage in a quick team-building exercise, such as a group cheer or a simple cooperative game, to build team spirit.

3.Mini-Olympic Events (50 minutes):

Event 1: Relay Races (15 minutes):

Teams compete in a relay race where they pass a baton or an object, emphasizing cooperation and coordination.

Sports and games 1.Indoor Mini Olympics

Event 2: Balloon Volleyball (15 minutes):

Teams play a fun and informal version of volleyball using a balloon, making it accessible and light-hearted.

Event 3: Tug-of-War (20 minutes):

Teams participate in a friendly tug-of-war competition, promoting strength and teamwork.

4.Reflection and Discussion (20 minutes):

Gather all participants to discuss their experiences during the Mini Olympics.

Facilitate a conversation on how teamwork and communication were essential and what cultural insights they gained from their teammates.

5. Closing and Awards (10 minutes):

Conclude the activity with a short awards ceremony, recognizing the efforts and sportsmanship of all participants.

Distribute small prizes or certificates to each team as a token of appreciation.

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Sports and games 2. Cultural Sports Workshops

Duration: 1.5 hours

Objective: To introduce participants to traditional sports and games from different cultures, promoting cultural awareness and interaction.

Steps:

1.Introduction (10 minutes):

The facilitator explains the purpose of the workshops and introduces the traditional sports and games that will be covered.

Highlight the cultural significance of each sport and its origins.

2. Group Division (10 minutes):

Participants are divided into small, diverse groups, ensuring a mix of young people from the host country and Ukrainian refugees.

Each group rotates through different workshop stations.

3.Workshop Stations (60 minutes):

Station 1: Traditional Ukrainian Games (20 minutes):

Participants learn and play traditional Ukrainian games such as "Verhovyna" or "Boyar's Hat."

Station 2: Host Country's Traditional Sports (20 minutes):

Participants are introduced to a traditional sport or game from the host country, such as bocce or pétanque.
Sports and games 2. Cultural Sports Workshops

Station 3: Modern Team-Building Games (20 minutes):

Groups engage in modern team-building activities that require cooperation and strategy, such as human knot or trust falls.

4.Group Sharing and Reflection (10 minutes):

Each group shares their experiences and what they learned about the different sports and games.

Discuss how these activities reflect cultural values and traditions.

5.Conclusion and Feedback (10 minutes):

Wrap up the activity by gathering feedback from participants about their favorite games and what they enjoyed the most.

Thank everyone for their participation and encourage them to share these games with friends and family.

Sports and games 3.Intercultural Sports Trivia

Duration: 1.5 hours

Objective: To foster intercultural dialogue and learning through a fun and interactive sports trivia game.

Steps:

1.Introduction (10 minutes):

The facilitator explains the format of the sports trivia night and the importance of intercultural learning.

Participants are divided into mixed teams with members from both the host country and Ukrainian refugees.





2.Round 1: General Sports Knowledge (20 minutes):

Teams answer trivia questions about general sports knowledge, covering various sports and famous athletes from around the world.

Facilitators provide context and interesting facts after each question to enhance learning.

Sports and games 3.Intercultural Sports Trivia

3.Round 2: Cultural Sports Questions (20 minutes):

This round focuses on sports and games unique to the cultures of the host country and Ukraine.

Teams answer questions about traditional sports, famous athletes, and significant sporting events from these cultures.

4.Round 3: Interactive Challenges (30 minutes):

Teams participate in interactive sports-related challenges such as charades, Pictionary with sports terms, or a mini physical challenge (e.g., a balance or coordination test).

These challenges promote teamwork and laughter, fostering a fun and inclusive atmosphere.

5.Reflection and Discussion (10 minutes):

Teams discuss what they learned about different sports and how the activity helped them understand cultural aspects of sports.

Encourage participants to share their favourite parts of the trivia and any new sports they found interesting.

6.Closing and Awards (10 minutes):

Conclude with a short awards ceremony, recognizing the efforts of all teams.

Distribute small prizes or certificates to the winning team and thank everyone for their participation.

Sports and games • • 4.Cultural Sports and Games Exhibition

Duration: 1.5 hours

Objective: To create an interactive exhibition where participants can learn about and engage in sports and games from different cultures.

Steps:

1.Introduction (10 minutes):

The facilitator introduces the concept of the exhibition and its objective to promote intercultural dialogue through sports and games.

Participants are given an overview of the different exhibition stations they will visit.

2.Station Setup (10 minutes):

Participants are divided into small, diverse groups, each assigned to a starting station.

Stations feature displays and interactive components related to various sports and games from the host country and Ukraine.

3.Exhibition Exploration (60 minutes):

Station 1: Traditional Ukrainian Sports (20 minutes):

Learn about traditional Ukrainian sports such as hopak (a folk dance often performed in competitive settings) and bandy (a sport similar to ice hockey).

Sports and games 4.Cultural Sports and Games Exhibition

Participate in a demonstration or try simple activities related to these sports.

Station 2: Host Country's Traditional Games (20 minutes):

Discover traditional games from the host country, like jukskei (a throwing game) or Sepak Takraw (a kick volleyball game).

Engage in brief, hands-on experiences with these games.

Station 3: Modern and Inclusive Sports (20 minutes):

Explore modern sports that emphasize inclusivity and teamwork, such as sitting volleyball or goalball.

Participate in activities designed to be accessible and enjoyable for all.

4. Group Reflection and Sharing (10 minutes):

Gather participants to discuss their experiences at each station.

Facilitate a conversation about what they learned and how the activities helped them understand different cultural approaches to sports and games.

5.Conclusion and Feedback (10 minutes):

Conclude the exhibition with a feedback session, encouraging participants to share their favorite stations and any new sports they would like to try again.

Thank everyone for their participation and involvement in the cultural sports and games exhibition.

Sports and games 5. Indoor Team-Building Games

Duration: 1.5 hours

Objective: To promote teamwork, communication, and intercultural dialogue through cooperative indoor games.

Steps:

1.Introduction (10 minutes):

The facilitator explains the objective of the team-building games to enhance teamwork and intercultural understanding.

Participants are divided into diverse teams with members from both the host country and Ukrainian refugees.

2. Icebreaker Game (10 minutes):

Conduct an icebreaker game such as "Human Bingo" where participants find people who match various descriptions related to cultural experiences and sports preferences.

This helps participants get to know each other and sets a friendly, inclusive tone.

3.Game 1: Cooperative Puzzle Challenge (20 minutes):

Teams work together to solve a large puzzle or set of smaller puzzles, requiring communication and collaboration.

Facilitators provide hints and support as needed, ensuring all participants are engaged.

Sports and games 5. Indoor Team-Building Games

4.Game 2: Cultural Relay (30 minutes):

Organize a cultural relay where each station requires teams to complete a task related to a different cultural aspect (e.g., identifying traditional sports equipment, answering cultural trivia, or performing a traditional dance move). Teams rotate through the stations, earning points for each task completed successfully.

5.Game 3: Building a Human Pyramid (20 minutes):

Teams attempt to build a human pyramid, emphasizing the importance of trust, communication, and coordination.

Ensure safety by providing mats and guidance on how to build the pyramid correctly.

6.Reflection and Discussion (10 minutes):

Gather participants to discuss what they learned from the team-building games and how these activities helped them understand the importance of teamwork and cultural exchange.

Encourage participants to share their favourite moments and any challenges they overcame together.

7. Closing and Appreciation (10 minutes):

Conclude with a short appreciation session, recognizing the efforts of all teams.

Distribute small tokens or certificates to participants as a thank you for their participation and teamwork.

Introduction

Intercultural discussion is very important in creating understanding, cooperation and peaceful living between different cultural groups. In working with Ukrainian refugee youth and local young people, who are often unaware of the problems associated with migration, it becomes necessary to find ways to bridge intercultural gaps and create meaningful relationships. One such method that has proved to be powerful but underused is food experiences. This paper examines how culinary practices can be used as a means of intercultural dialogues in relation to youth work.

The Power of Food in Cultural Expression

Food forms an integral part of cultural identity and expression; it bears historical, geographical and social relevance – its nature captures the tradition and values held by communities. According to Sutton (2001), "Food provides a basis for people to communicate, reinforce, and reinvent cultural norms and values" (p. 6). It is not just about sharing cooking tips when young people from various backgrounds share their culinary traditions but also stories, customs as well as perceptions about life which leads to better understanding of each other's cultures through this medium.

Theoretical Framework: Social Constructivism

This can be explained within the framework of the social constructivist theory, which states that one's knowledge and perception about the world are built through interactions with others (Vygotsky, 1978). It is through culinary experiences that young individuals can interact with each other in a practical way, sharing their diverse cultures and learning. Through cooking collectively as well as eating together, they are able to build consensus on what they mean to them.



Food as a Medium for Storytelling

One of the most interesting things about using food in intercultural dialogue is its use as a medium of telling stories. Every meal says something about where it came from, who made it and how it relates to culture. For instance, Ukrainian refugees could provide youth workers with an opportunity to share traditional recipes from their country while explaining why certain foods were included or why ingredients some were not available. This also can be reciprocated by local youth sharing their own culinary traditions.

Practicable Applications for Youth Workers

Facilitating Culinary Workshops

To achieve this, they can hold culinary workshops involving Ukrainian refugee youth and their local counterparts. Such workshops should be designed to be collective rather than competitive, emphasizing the need for teamwork and shared learning experiences. Each session will concentrate on one cuisine with each participant taking turns leading the cooking process.

Youth workers must also encourage conversations about the cultural meanings of these dishes in order to increase intercultural exchange. Questions like "What does this dish remind you of?" or "How is this dish traditionally served?" would help initiate meaningful discussions and reflections.

Organising Food Festivals

Alternatively, an effective approach is arranging food festivals that celebrate both Ukrainian and native recipes. These events could include cooking displays, food stalls and interactive sessions. They offer a platform for wider groups of people to participate in intercultural communication as well as enabling young people to demonstrate their culinary capabilities and cultural roots.

Implementing Food-related Storytelling Sessions

Making use of narrative sessions where participants can share their experiences and anecdotes about culinary traditions they grew up with, could be more effective in facilitating inter-cultural dialogue. Such sessions may have themes like "Festival Foods," "Family Recipes" and "Food & Migration." Participants will find commonalities by presenting personal narratives.

Collaborative Recipe Books

A collective recipe book which features recipes from both Ukrainian refugees and local youth would be an enduring proof of the shared food experience in fostering intercultural exchange. This project may entail collecting recipes, writing well personal stories as as illustrating the book together. It is a tangible output of intercultural interaction that can be shared with other members of the community.



Overcoming Challenges

Although cooking and eating can be a very promising route of intercultural dialogue, there are some challenges associated with these types of activities. Language barriers, eating disorders, or varying degrees of cooking skills may be some of the issues that a youth worker will have to deal with. To that end, the organiser should find a way of overcoming them through the provision of interpretation services, ensuring that different dining needs are covered, and making the activity accessible and enjoyable to everyone.

Overcoming the Language Barrier

Such an issue can be overcome by having bilingual facilitators and/or translation phone applications. Non-verbal, cooking actions also bridge the gap between different languages as collaboration in activities eases language differences among participants.

Accommodating Dietary Restrictions

They should also not violate the participants' eating habits and restrictions. Thus, such a situation will show that it's better and more polite to questionnaire all the participants in advance to learn how to take care of them. Offer a range of food that caters for various needs to ensure inclusivity.

Ensuring Inclusivity

To ensure that all participants feel included, youth workers should design activities that accommodate different skill levels. Pairing experienced cooks with beginners can foster mentorship and collaboration. Additionally, creating a supportive and non-judgmental environment is crucial for encouraging participation and building confidence.

Conclusion

Food and culinary experiences provide a powerful and effective means of facilitating intercultural dialogue among youth. By sharing culinary traditions, stories, and meals, young people can build bridges across cultural divides, fostering mutual understanding and respect. For youth workers, incorporating culinary activities into their programs offers a practical and engaging way to promote intercultural dialogue, particularly in contexts involving Ukrainian refugee youth and local young people. Through thoughtful planning and inclusive practices, food can become a catalyst for lasting intercultural connections.

Food and Culinary Experiences Good Practices

Kamianske, Dnipropetrovsk region, Ukraine

Euroclubs of Kamianske and English teachers in Technical Lyceum

May, every year

Improve language skills, promote cultural appreciation, encourage creative expression, build a sense of community

Food and culinary experiences for language learning and intercultural exchange

"Culinary Connections" leverages the universal appeal of food to create an engaging and effective language learning environment. This practice harnesses participants' (pupils') enthusiasm for culinary experiences, transforming everyday interactions with food into powerful educational tools. By focusing on food and cuisine, participants are provided with rich, contextually meaningful opportunities to practice language skills and deepen their understanding of diverse cultures.

Through collaborative cooking, recipe sharing, and storytelling, participants engage in authentic language use that enhances vocabulary, improves conversational abilities, and fosters narrative skills. The practice also promotes cultural appreciation and empathy, as participants learn about the traditions and stories behind various dishes.

This approach not only makes language learning relevant and enjoyable but also helps build a sense of community and mutual respect among participants.

The digital aspect of the practice, including food photography and blogging, taps into participants' familiarity with social media, encouraging creative expression and digital literacy. By documenting and sharing their culinary creations online, participants gain confidence in their language skills and take pride in their cultural heritage.

Overall, "Culinary Connections" creates a supportive, inclusive environment where language learning and cultural exchange thrive, making it an exemplary practice for fostering intercultural dialogue and social-emotional development through the shared experience of food.

Challenge/problem the practice solve

The practice addresses several significant challenges in language learning and intercultural exchange. One primary challenge is the often abstract and disconnected nature of traditional language instruction, which can lead to a lack of engagement and practical application for learners. Traditional methods may not adequately prepare participants for realworld language use, making it difficult for them to connect with the language on a meaningful level.

Additionally, in multicultural settings, there is often a lack of effective platforms for fostering genuine intercultural dialogue and understanding. Without such platforms, cultural misunderstandings can persist, leading to social fragmentation and reduced empathy among community members.

Collaborative cooking and interactive activities have improved teamwork, communication, and empathy among participants. These experiences have helped participants develop important socialemotional skills such as active listening, cooperation, and cultural sensitivity.

Moreover, the practice has effectively channeled participants' social media habits into productive and creative endeavors. By engaging in food photography and blogging, participants have enhanced their digital literacy and creative expression. This has not only provided a platform for showcasing their culinary creations but also promoted pride in their cultural heritage.



1.Cultural Cooking Workshops

Organize hands-on cooking workshops where participants prepare and share traditional dishes from their cultures. Each session is designed to include language practice related to cooking terms, step-by-step instructions, and the cultural significance of the dishes being prepared. These workshops provide a platform for participants to work in pairs or promoting collaboration, small groups, language learning, and intercultural exchange. By preparing and cooking dishes together, participants not only learn new vocabulary and phrases related to food and cooking but also gain insights into each other's cultures and traditions. This hands-on approach helps break down barriers and fosters mutual respect and understanding. After cooking, participants share their dishes, discuss their experiences, and reflect on what they learned about the language and culture. These discussions can be structured around key questions that encourage deeper reflection on cultural differences and similarities. Cooking workshops can also include elements such as role-playing different culinary scenarios, which can further enhance language learning and intercultural skills.

1.Cultural Cooking Workshops

In Ukraine, we usually practice Cultural Cooking Workshops when teaching the topic "Food" at the lessons of English. Also, pupils can create videos where they explain all the stages of their cooking in English (or any other foreign language they learn) which could be a part of international eTwinning project.

Objectives:

- Enhance vocabulary and practical language skills related to cooking.
- Foster teamwork and cultural appreciation.
- Create a relaxed and enjoyable learning environment that encourages open communication.
- Provide a hands-on approach to break down barriers and foster mutual respect.
- Promote practical language use through real-world culinary activities.
- Develop participants' ability to describe processes and instructions in the target language.
- Encourage reflection on cultural differences and similarities.
- Support role-playing scenarios to enhance language learning and intercultural skills.

Food and Culinary Experiences 2. Food Festivals and Cultural Exchanges

Host vibrant food festivals where participants bring traditional dishes from their home cultures to share with others. These festivals can include presentations about the cultural significance of the dishes, storytelling, and interactive language practice activities. The aim is to create an immersive environment where cultural appreciation and language learning go hand-in-hand. Participants can wear traditional costumes enhancing the cultural experience. Stations can be set up where each cultural group displays their dishes, with explanatory notes or recipe cards in the target language. Interactive elements like cultural guizzes, food tastings, and cooking demonstrations can be incorporated to make engaging. Encourage attendees to the event more engage in conversations about the dishes, their preparation, and cultural significance, using the target language as much as possible. Conclude the festival with a reflection session where participants can share their experiences, highlight new vocabulary they learned, and discuss their intercultural insights. This event not only enhances language skills but also builds a sense of community and mutual respect among participants.

Food and Culinary Experiences 2. Food Festivals and Cultural Exchanges

In Ukraine there are children school associations called Euroclubs where they have an opportunity to learn more about European countries. Traditionally, schools of a city/town are nominated to present one European country during the festival of Euroclubs. So, pupils create costumes, learn about traditional dishes of the country, then present them during the festival and have an opportunity to try cuisine from different countries.

Objectives:

- Promote intercultural understanding and appreciation.
- Provide a practical platform for language use in a real-world context.
- Encourage community building and social interaction.
- Enhance the cultural experience through traditional costumes and interactive elements.
- Foster conversations about cultural significance using the target language.
- Support collaborative learning and mutual respect.
- Provide opportunities for participants to practice public speaking and presentation skills.
- Gather reflections on cultural insights and new vocabulary learned.

Food and Culinary Experiences 3. Recipe Exchange and Storytelling

This activity is similar to Cultural Cooking Workshops but there are some differences.

Facilitate a recipe exchange program where participants share their favorite recipes along with stories about the dishes' origins and significance in their culture. This activity can be conducted through written exchanges, video presentations, or live storytelling sessions, combining language practice with cultural education. Participants can create detailed recipe cards and videos where they demonstrate the cooking process, similar to the classroom projects where pupils shot videos of their favorite recipes and presented them in English. These videos can then be shared in a virtual gallery or presented during live sessions, allowing participants to practice their speaking and presentation skills. Organize storytelling sessions where participants present their recipes and stories, using these sessions to practice language skills, focusing on pronunciation, vocabulary, and storytelling techniques. Compile the submitted recipes and stories into a digital or printed cookbook, ensuring that the cookbook is bilingual, with recipes and stories presented in both the participants' native language and the target language.

3. Recipe Exchange and Storytelling

Distribute the cookbook to participants and local communities, and collect feedback to understand its impact and gather suggestions for future activities. This practice not only enhances language and storytelling skills but also fosters empathy and cultural appreciation.

Pupils participated in the eTwinning project "Recipe Exchange and Storytelling" where they presented traditional Ukrainian dishes like borshch, varenyky, holubtsi, Chicken Kyiv, banosh, and syrnyky.



Objectives:

- Develop writing and speaking skills in the target language.
- Foster empathy and cultural appreciation through personal stories.
- Enhance intercultural dialogue and mutual understanding.
- Provide practical language use through recipe and storytelling exchanges.
- Encourage participants to share personal cultural experiences.
- Create a bilingual resource to support language learning.
- Facilitate reflection on cultural significance and cooking traditions.
- Gather feedback to improve future cultural exchange activities.

Food and Culinary Experiences 4. Interactive Food-Based Language Games

Design and play interactive games that combine language learning with culinary knowledge. These games can include food-themed word searches, crosswords, or role-playing scenarios like ordering food at a restaurant, shopping at a market, or following a recipe. Participants can work in teams to solve puzzles, compete in language-based cooking challenges, or act out dining scenarios. Use visuals and realia (real objects) to enhance understanding and engagement, such as pictures of food items, menus, or cooking utensils. Develop role-playing activities where participants practice ordering food, giving cooking instructions, or discussing recipes, providing context and support to ensure that participants feel comfortable and confident using the target language. Guide the games, offering assistance and encouragement as needed, and ensure that the atmosphere is supportive and inclusive, allowing participants to learn from each other and build their language skills. Incorporate elements of competition and reward, such as small prizes or certificates, to motivate participants and make the learning process more enjoyable. These games make language learning engaging and relevant, reinforcing vocabulary and phrases related to food and dining.

4. Interactive Food-Based Language Games

This activity is quite popular among English teachers when teaching the topics like "Food", "At the café/restaurant", "Healthy diet", "Meal", etc.

Objectives:

- Reinforce vocabulary and phrases related to food and dining.
- Make language learning engaging and relevant.
- Develop practical communication skills in a fun context.





- Promote teamwork and collaborative problem-solving.
- Enhance understanding and engagement through realia and visuals.
- Provide supportive and inclusive learning environments.
- Motivate participants through competition and rewards.
- Foster confidence in using the target language in real-world scenarios.

Food and Culinary Experiences 5. Food Photography and Blogging

Incorporate a food photography and blogging project where participants take photos of their culinary creations and write blog posts about them in the target language. This activity taps into pupils' addiction to social media and their enthusiasm for posting everything online, transforming it into a powerful educational tool. Participants can create visually appealing photos of their dishes, showcasing their culinary skills and creativity. They then compose detailed blog posts that describe the ingredients, preparation steps, and cultural significance of their dishes, all in the target language. This activity not only enhances language learning but also develops digital literacy and creative expression.

Participants can share their blog posts and photos on a project-specific social media platform or blog, where peers can comment and provide feedback, further promoting interaction and language practice. This approach harnesses the motivational power of social media, encouraging pupils to produce high-quality content that they are proud to share. Additionally, pupils can explore food photography techniques, such as lighting, composition, and editing, enhancing their visual storytelling skills.

They also can use specific hashtags so teachers are able to monitor who do their assignments.

Food and Culinary Experiences 5. Food Photography and Blogging

By writing about their culinary experiences, participants practice a range of language skills, including descriptive vocabulary, sequencing, and cultural context. They also develop critical thinking and reflection as they articulate their personal connections to the dishes.

This project can culminate in a digital gallery or e-book, celebrating the diverse culinary heritage of the group and providing a lasting resource for language learning and cultural exchange.



The combination of food, photography, and blogging aligns with pupils' interests and leverages their familiarity with social media, making language learning engaging and relevant. This activity fosters a sense of accomplishment and pride, as participants see their work appreciated by their peers and the wider community, thus reinforcing positive attitudes towards language learning and cultural appreciation.

Food and Culinary Experiences 5.Food Photography and Blogging

Objectives:

- Develop writing and digital communication skills in the target language.
- Enhance creativity and visual storytelling.
- Promote cultural sharing and appreciation.
- Provide a platform for participants to showcase their culinary heritage.
- Improve vocabulary related to food and cooking.
- Encourage personal expression and creativity.
- Foster a sense of accomplishment and pride in cultural heritage.
- Create a digital resource for cultural and language learning.

The concept of cultural heritage has evolved through complex historical processes and is continually shaped by changing systems of values. Various categories of heritage, such as world heritage and national heritage, emerge from the recognition and acceptance of these values by different groups. Cultural heritage objects symbolize identities and foster community through connections to traditional activities and the natural environment.

For refugees, cultural heritage represents an important connection with their past, providing a sense of identity despite displacement. It serves as a psychological factor helping them cope with the trauma and the challenges of assimilating in a new environment. The destruction of cultural heritage, as seen in conflicts like the Russian invasion of Ukraine, not only sweeps away physical landmarks but also erases the cultural and historical identity of affected communities.

Heritage serves as a resource for social cohesion and identity. Intangible cultural heritage – such as traditions, knowledge, and practices – is closely connected with physical places and is reproduced within communities, fostering a sense of belonging. Refugees often rely on their cultural heritage to rebuild their lives and integrate into new societies. The preservation and sharing of their cultural heritage can facilitate intercultural understanding and cooperation improving overall understanding in host countries.

Since the 19th century, national heritage has been a focus, leading to the creation of national museums and institutions for monument protection. In the 2nd half of the 20th century, international organizations like UNESCO have played significant roles in preserving the heritage of various nations. The ongoing conflict in Ukraine shows the devastating impact of war on cultural heritage. Monuments, archaeological sites, museums, and urban spaces—integral parts of local, national, and world heritage—are being destroyed. Cultural heritage is not limited to buildings and sites; it encompasses the people and their history, which they strive to preserve for future generations.

Cultural heritage, both tangible and intangible, fosters intercultural communication by promoting cultural exchanges and understanding among various communities. Digital technologies and new communication methods, like artificial intelligence, can aid in the preservation and dissemination of cultural heritage, making it more accessible and engaging.

Refugees face significant challenges in preserving and sharing their cultural heritage in host countries. These may be: access to information, economic constraints and cultural misunderstandings. Effective integration strategies are crucial for overcoming these challenges and ensuring that refugees can contribute to and benefit from the cultural life of their new communities. Acculturation strategies vary, depending on the individual's relationship with the host society.

Strategies for Effective Cultural Integration by J.W. Berry:

·Assimilation

– migrants acquire various elements from their host country's culture and block their own culture out. It is considered the most radical strategy which is not so welcome given the fact that today's societies aim at preserving their own cultural heritage despite different challenges and circumstances.

Integration

- migrants acquire various elements from their host country's culture and at the same time cultivate those of their homeland. It considered to be the most often chosen strategy.

Separation

– migrants cultivate the culture of their homeland and avoid contact with the culture and communities of their host country. It can be visible especially when we talk about minority groups clusters in some parts of the cities (it can be referred to minority group's subdivisions).

Marginalization

– migrants have very few relations with the host country's communities and with their compatriots in this particular host country as well. It is the lest common strategy adopted by migrants as it leads to an extreme case of social exclusion.

A welcoming and inclusive host society can facilitate the integration of refugees, allowing them to maintain their cultural heritage while adopting elements of the host culture. It is considered to be the most effective strategy for fostering intercultural dialogue and ensuring more inclusive and understanding multicultural societies. However, welcoming the host society may be, migrant's face various obstacles which may make it difficult for them to socialize and adapt in a new country and therefore new environment. These challenges can be depicted in four stages:

- <u>The Honeymoon Stage</u>: This is the first stage in which the individuals feel positive emotions, they are curious and excited to learn about new culture which is often idealized and they know about it only because of it depictions, ·for instance on the Internet, and they haven't yet experienced being a part of this culture.
- Irritability and Hostility: During the next stage, migrants can see things that irritate them and that make them consider the new culture as inferior. There may be a lack of understanding of the new culture and difficulties to communicate that could lead to frustrating misunderstandings (this is also often due to language barriers which is also a part of cultural heritage and cultural identity). Consequently, the individuals living in the host country may experience negative emotions and states like depression or homesickness.

- <u>The Adjustment Stage</u>: Here, the individuals start to feel more confident and familiar with their new environment and reality. They are keener to communicate with other people and understand more easily their culture and language which reduces or eliminates misunderstandings, biases and inconvenience.
- <u>The Acceptance Stage</u>: This is the last stage, when the individuals feel at ease with the new culture, the culture of the host country, they are able to communicate effectively and understand their new environment. They have developed a sense of belonging to the new culture and are ready to participate in intercultural dialogue, at the same time maintaining their own heritage.



As not all individuals reach the last stage, it is important to promote a more inclusive society in our countries, open to people from various cultural contexts. This is due to the fact that cultural heritage plays a major role in shaping identities and fostering social cohesion, especially for refugees. By preserving and promoting cultural heritage, societies intercultural communication can enhance and understanding, contributing to more inclusive and cohesive communities. International efforts and supportive host societies are crucial in ensuring that refugees can maintain their cultural heritage and integrate successfully into their new environments, therefore there is a constant need for national or regional initiatives, digital platforms and other various types of activities which foster intercultural dialogue while promoting cultural heritage. Through these efforts, cultural heritage can continue to serve as a bridge between the past and the future, ensuring a better future in unison.
Heritage and Traditional Practices

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Heritage and Traditional Practices Good practices

Heritage and Traditional Practices Fundacja Na Rzecz Zbliżania Kultur Open Art



Poland, Warsaw

Fundacja Na Rzecz Zbliżania Kultur Open Art

Since 2010



It is a non-governmental organization whose mission is the dissemination of multiculturalism, the provision of national and ethnic cultural assets of all peoples and multinational and multicultural social integration.



artistic and social cultural projects and projects at home and abroad



Heritage and Traditional Practices

The Open Art Foundation for the Integration of Cultures carries out cultural, artistic and social projects and undertakings at home and abroad. The founders are actor and musician Evgen Malinovskiy and art manager Ewa Goc. The Foundation aims to integrate multinational creative communities, bring cultures and societies closer together through the realization of artistic events, support and popularize cultural and artistic ventures, educate and counteract social exclusion through free access to cultural goods. The Foundation organizes the International Festival of Songs and Poetry of Vladimir Vysotsky and the International Festival for the Rapprochement of Cultures, as well as the Krajan Festival, which serves to present the artistic and creative achievements of emigrants from countries of the former USSR living in Poland. The Foundation seeks to involve children and young people in learning about history and the present through participation in literary, theatre, art and music workshops and competitions.

Challenge/problem the practice solve

The mission of the organization is to promote multiculturalism, to make national and ethnic cultural goods of all nations accessible and to achieve multinational and multicultural social integration. It is realized by undertaking cultural, artistic and social projects. Moreover, it aims to open up new spaces for artistic expression, to integrate multinational creative communities, to bring cultures and societies closer together through the realization of artistic events, to support and popularize undertakings in the fields of culture and art, to educate and to counteract social exclusion through free access to cultural goods.

Heritage and Traditional Practices

Success/changes the practice make

The success of the Foundation can be marked by:

- promoting artists and creators, outstanding artistic and creative achievements and undertakings concerning culture;
- educating through art as well as dissemination of cultural goods and national heritage;
- organizing and financing therapeutic holidays;
- financing medicaments, therapy and care for sick artists;
- cooperating with Polish, foreign and international institutions, cultural centers and non-governmental organizations pursuing objectives similar to those of the Foundation;
- counteracting social exclusion through cultural education and providing access to cultural goods;
- bringing the cultures of different nations closer together by organizing events of a multicultural nature;
- creating a multicultural theatre.





Heritage and Traditional Practices NOMADA



Poland, Warsaw

Stowarzyszenie na rzecz Integracji Społeczeństwa Wielokulturowego NOMADA

Since 2009

It seeks to foster attitudes of solidarity and understanding between people of different origins



The main activities are development and educational projects, intervention and legal support, training, conferences, debates and publications.



Heritage and Traditional Practices

The organization operates among migrant communities, ethnic and religious minorities and excluded groups. The main region of their activity is Wrocław but they also seek to meet the needs of people from other cities. They provide free counselling on documenting residence and work in Poland, international protection and violence motivated by prejudice. They also work in the field assisting people in offices, schools, hospitals, courts and the police. They also work with people in the Guarded Centre for Foreigners in Krosno Odrzańskie.

Challenge/problem the practice solve

The association is a non-governmental organization established in 2009, working for human rights, their promotion and defense, especially among excluded groups, immigrants, foreigners, ethnic or religious minorities.

Success/changes the practice make

NOMADA is the publisher of a number of textbooks, including guides for medical staff, legal advisors and counsellors, women and their rights, textbooks for social workers and volunteers to name but a few. The association also publishes brochures summarizing the activities of the project "WELCOME. Creating a city friendly to foreigners".



Heritage and Traditional Practices 1.Cultural Heritage Storytelling Circle

Duration: 1.5 hours

Objective: To share and learn about each other's cultural heritage through storytelling, promoting mutual understanding and respect.

Steps:

1.Introduction (10 minutes):

The facilitator explains the importance of cultural heritage and storytelling in preserving traditions and fostering intercultural dialogue. Participants are divided into mixed groups of host country youth and Ukrainian refugees.

2.Story Preparation (20 minutes):

Each participant is given time to think about a story related to their cultural heritage. This could be a family tradition, a historical event, a folk tale, or a personal experience.

Facilitators provide guidance and support to help participants structure their stories.

Heritage and Traditional Practices 1. Cultural Heritage Storytelling Circle

3.Storytelling Circle (40 minutes):

Participants sit in a circle, and each person takes a turn sharing their story with the group. Encourage active listening and respectful engagement. Participants can ask questions and make comments after each story to deepen their understanding.

4.Reflection and Discussion (20 minutes):

After all stories have been shared, participants reflect on the common themes and unique aspects of the stories they heard.

Facilitate a discussion on how storytelling can bridge cultural gaps and promote empathy.

5.Conclusion (10 minutes):

Summarize the key insights gained from the activity.

Encourage participants to continue sharing their stories and learning about each other's cultures outside the session.



Heritage and Traditional Practices 2.Traditional Music and Dance Workshop

Duration: 1.5 hours

Objective: To share and learn traditional music and dance from different cultures, promoting cultural exchange and mutual respect.

Steps:

1.Introduction (10 minutes):

The facilitator explains the role of music and dance in cultural heritage and their potential to foster intercultural dialogue.

Participants are introduced to traditional music and dance forms from both the host country and Ukraine.

2. Group Division and Activity Selection (10 minutes):

Participants are divided into small, diverse groups.

Each group selects a traditional dance or music piece to learn and perform.

3.Learning and Practice (50 minutes):

Groups work on learning their selected dance or music piece with the guidance of the facilitator and provided resources (e.g., recorded music, dance steps).

Encourage participants to share the cultural background and significance of the pieces they are learning.

Heritage and Traditional Practices 2.Traditional Music and Dance Workshop

4.Performance and Sharing (20 minutes):

Each group performs their dance or music piece for the other participants.

Facilitate a discussion on the cultural significance and what participants enjoyed or found challenging about the learning process.

5.Conclusion (10 minutes):

Summarize the activity and highlight the importance of music and dance in cultural preservation and intercultural understanding.

Encourage participants to continue exploring and sharing traditional music and dance.



Heritage and Traditional Practices 3.Heritage and Traditions Exhibition

Duration: 1.5 hours

Objective: To create and present an exhibition showcasing the cultural heritage and traditions of participants, fostering mutual respect and understanding.

Steps:

1.Introduction (10 minutes):

The facilitator introduces the concept of the heritage and traditions exhibition and its goal to promote intercultural dialogue.

Participants are divided into small, diverse groups to work on different aspects of the exhibition.

2.Planning and Preparation (30 minutes):

Each group selects a theme related to cultural heritage and traditions (e.g., traditional clothing, festivals, historical artifacts).

Groups gather materials, prepare displays, and create informational posters or presentations.

3.Exhibition Setup (20 minutes):

Groups set up their exhibition stations, arranging displays and preparing to present their findings.

Ensure each station includes interactive elements or activities to engage visitors.

Heritage and Traditional Practices 3.Heritage and Traditions Exhibition

4.Exhibition Tour and Interaction (20 minutes):

Participants tour the exhibition, visiting each station to learn about different aspects of cultural heritage.

Encourage interaction and questions, allowing participants to share their knowledge and experiences.

5.Reflection and Discussion (10 minutes):

Gather participants to reflect on what they learned from the exhibition and how it enhanced their understanding of different cultures.

Facilitate a discussion on the importance of preserving cultural heritage and traditions.

6.Conclusion (10 minutes):

Summarize the key insights from the activity.

Encourage participants to continue exploring and celebrating cultural heritage and traditions as a means of intercultural dialogue.

Heritage and Traditional Practices 4.Language Exchange Workshop

Duration: 1.5 hours

Objective: To learn basic phrases from each other's languages, fostering communication and appreciation for linguistic diversity.

Steps:

1.Introduction (10 minutes):

The facilitator explains the significance of language in cultural identity and communication.

Participants are introduced to the concept of a language exchange.

2. Group Division and Language Pairing (10 minutes):

Participants are divided into pairs or small groups, ensuring a mix of host country youth and Ukrainian refugees.

Each group decides on a set of basic phrases to learn and teach, such as greetings, common expressions, and polite phrases.

3.Language Learning and Teaching (40 minutes):

Participants take turns teaching each other the selected phrases, practicing pronunciation and usage.

Encourage participants to share cultural insights related to the language and expressions they are learning.

Heritage and Traditional Practices Activity no. 4 - Language Exchange Workshop

4.Interactive Practice (20 minutes):

Groups engage in role-playing scenarios to practice using the new phrases in context.

Facilitators provide guidance and feedback to ensure correct usage and pronunciation.

5.Reflection and Discussion (10 minutes):

Participants reflect on their experiences of learning and teaching the languages.

Facilitate a discussion on how language learning can promote empathy and understanding.

6.Conclusion (10 minutes):

Summarize the activity and highlight the importance of language in intercultural dialogue.

Encourage participants to continue practicing and learning languages as a way to connect with people from different cultures.

Heritage and Traditional Practices 5.Intercultural Dialogue through Digital Heritage Projects

Duration: 1.5 hours

Objective: To work on a collaborative digital project showcasing cultural heritage, promoting teamwork, and technological skills.

Steps:

1.Introduction (10 minutes):

The facilitator discusses the benefits of digital collaboration and its relevance to intercultural dialogue and cultural heritage.

Project topics related to cultural diversity, heritage, and migrant experiences are assigned to groups.

2.Planning (30 minutes):

Participants are divided into small, diverse groups, each tasked with creating a digital project (e.g., a blog, presentation, or video series).

Groups brainstorm and outline their projects, deciding on the tools and platforms they will use.

3.Project Development (30 minutes):

Groups work on their projects, with facilitators providing support as needed.

Encourage participants to incorporate cultural stories, images, and traditions into their projects.

Heritage and Traditional Practices

5. Intercultural Dialogue through Digital Heritage Projects

4.Presentation (20 minutes):

Groups present their completed projects to the rest of the participants.

Facilitate a discussion on the collaboration process, the challenges faced, and the cultural insights gained.

5.Reflection and Discussion (10 minutes):

Participants reflect on the value of digital tools in promoting cultural heritage and intercultural dialogue.

Discuss how digital projects can be shared with a broader audience to further intercultural understanding.

6.Conclusion (10 minutes):

Summarize the key insights from the activity.

Encourage participants to continue exploring digital platforms for cultural exchange and dialogue.

Interfaith and Interreligious Dialogue Theory

Interfaith and Interreligious Dialogue

The concept of Intercultural Dialogue & The Importance of Sharing Stories appeared first on Florian Mueck. Youth workers are in a great place to model the attitudes and perspectives that young people demonstrate in the Way. Of the many strategies for fostering intercultural dialogue, Interfaith and Interreligious Dialogue (IRD) has proven especially successful. Above all, this paper highlights how IRD can support intercultural dialogue among young Ukrainian refugees and local youth and presents valuable practical learning points and strategies for youth workers.

Definitions and Distinctions: Interfaith Dialogue (IFD) is a positive and constructive interaction between individuals or communities of different faiths. Interreligious Dialogue allows engagements between different religious traditions and worldviews as well as secular and humanistic perspectives (Patel, 2012). The dialogues are an initiative for the advancement of understanding, respect, and cooperation among the almost infinite number of different religious and non-religious groups that co-exist on the planet.

The Roots of IRD: The roots of IRD can be traced back to the early 20th century, but IRD emerged as a significant power after World War II. On the global level, organizations such as the World Council of Churches and The Parliament of the World's Religions have been very supportive of interfaith dialogue (Swidler, 2013).

Interfaith and Interreligious Dialogue

The theoretical basis of IRD is open principles such as mutual respect, empathy, and the realization of the common values of humankind. Eck has written: Leonard Swidler and many others have underscored the assertion that interfaith dialogue is a necessity in order to bring under control extremism in the name of religion and culture and to build a more inclusive society (Eck, 2007).

Role of Interfaith and Interreligious Dialogue in Intercultural Dialogue

Fighting Prejudice and Stereotypes: Interfaith and Intercultural dialogue can be important companions of intercultural dialogue. Getting to the roots of prejudices and promoting mutual understanding is powerful in this regard. They offer the space for people of diverse cultures and religions to express their faith, beliefs, and traditions. This not only fosters self-respect but raises recognition of the humanity that we share.

Advantages of Interfaith Relations Development: Identifying and promoting shared values across different cultures and religions is one of the big parts of why IRD is important. Values such as compassion, justice, and peace are often universal. An ideal IRD reflects that these values foster unity in diversity, common ground, and collective responsibility (Boys & Lee, 1996).

Interfaith and Interreligious Dialogue

Interfaith and Interreligious Dialogue Benefits for Youth

Increasing Empathy and Understanding: One of the most important results and benefits of IRD for participants is the ability to enhance empathy and understanding. Participating in IRD helps youth walk in the shoes of others and see the world through different eyes. Breaking stereotypes and prejudice only happen with this empathetic approach. **Contributing to Social Cohesion** IRD initiatives are a valuable tool for building social cohesion. They foster dialogue and understanding, which encourages connectedness and kinship between different parts. This is especially relevant for young refugees who may find themselves disconnected or pushed out in their host communities (Eck, 2007).

Promoting Peace and Conflict Resolution: IRD fosters peace by encouraging dialogue over confrontation. It equips children with everything they need to handle disagreements without violence and instils a deep sense of respect for others. Building harmonious societies and avoiding the escalation of intercultural and interreligious conflict (Abu-Nimer, 2001).

Everyday Solutions for Building Bridges of Communication

Creating Safe Spaces for Dialogue: Youth workers need to develop safe spaces that make it okay for young people to share what they are thinking and experiencing. A judgment and discrimination-free zone where open dialogue can take place.

Interfaith and Interreligious Dialogue

Embedding Storytelling: Storytelling is a key component of IRD. Encouraging young people to write posts about their personal stories and experiences can help create a sense of empathy and understanding. This approach enables participants to bond at a deeper level, which can even transcend cultural and religious boundaries (Boys & Lee, 1996).

Joint Activities Joint activities, such as community service projects or cultural exchange programs, support young people in working collaboratively toward common goals. Such activities encourage cooperation and respect, thereby establishing a long-term relationship among the participants (Rizvi, 2008).

Facilitating Workshops and Training Sessions: Youth workers can run workshops and training focused on IRD principles and practices. These professional development sessions give young people the skills and knowledge to have significant fact-based conversations and inspire intercultural understanding (Patel, 2012).

Engaging Key Stakeholders: To implement IRD initiatives effectively, youth workers must connect with other key stakeholders such as religious leaders, community organizers, educators, and the youth themselves. These stakeholders engage to guarantee the dialogue is inclusive and the community is divided into polarizations.

Inclusive Program Design The program should be designed so that all of these people can participate, regardless of their religious or cultural background.

Interfaith and Interreligious Dialogue

Doing this requires the skill and insight to lay out the topics and processes by which activities and discussions can be respectful and sensitive to different beliefs and practices (Eck, 2007).

Embedding StUsing Technology: Technology is your friend, and in the digital era that we all live in, technology can be an extremely effective way of advertising your IRD. Online platforms and social media can organize virtual dialogues with participation from different regions and the exhibition of new ideas (Swidler, 2013).

Misconceptions and Resistance: One of the major problems in IRD is dealing with misconceptions and resistance from those who may have preconceived ideas or be disinclined to understand the value of dialogue. This highlights an area for intervention by youth workers through IRD-related education and awareness.

Sustaining Sustainability: The long-term success of any program in IRD is dependent on ensuring its sustainability. This includes establishing funding, creating partnerships and collaboration, and evaluating and enhancing programs to address participants' changing circumstances (Patel, 2012).

Conflict Management: Conflicts may manifest while carrying out IRD activities, especially in discussions of sensitive subjects.

Interfaith and Interreligious Dialogue

Youth workers should be trained in conflict resolution techniques to avoid escalating situations and maintain productive and professional dialogue (Abu-Nimer, 2001).

Evaluating the Impact of Interfaith and Interreligious Dialogue: Observational Study Qualitative studies, such as participant feedback, interviews, and focus groups, can be useful in demonstrating the efficacy of IRD initiatives. These assessments are a way for youth workers to observe their experiences in real-time and look for ways in which they can improve (Swidler, 2013).

Quantitative Metrics: In addition to the qualitative metrics discussed in the previous sections, some other metrics, such as the number of participants, diversity of participants, and frequency of dialogue sessions, can be used as a quantitative measure for the impact of IRD initiatives. The audience profiles reveal the reach and engagement with the program (Rizvi, 2008).

Long-term Assessments: The final step is to determine the long-term impact of IRD on participants. This includes monitoring shifts in attitudes, behaviors, and relationships over time to evaluate the impact of the dialogue on the way the participants think and engage with others (Patel, 2012).

Conclusions:

Interfaith and Interreligious Dialogue do provide some valuable means for furthering intercultural dialogue for both Ukrainian young refugees and the local youth. IRD can play a role in creating a more inclusive and cohesive society by deepening empathy and encouraging social unity and peace. Youth workers act as a connector between all these mechanisms. They create a safe and creative environment in which the aforementioned take place in the form of storytelling, common practices, and workshops. In so doing, youth workers facilitate the engagement of young people in the social complexities of cultural and religious plurality, contributing to the emergence of a spirit of global citizenship and mutual understanding.

Interfaith and Interreligious Dialogue Theory

Interfaith and Interreligious Dialogue

9 Unite

United States, Chicago

Interfaith Youth Core (IFYC)

Since 2002

To make interfaith cooperation a social norm by empowering young people to become leaders in interfaith dialogue and action.

Interfaith and Interreligious Dialogue, Leadership Development,
Social Cohesion

Practice Interfaith Youth Core (IFYC) works to make interfaith cooperation a social norm and the default behavior of every student on a college campus. Their programs consist of Interfaith Leadership Institutes, which educate undergraduates and their faculty/staff advisers in interfaith leadership skills; IFYC also runs the Better Together network of interfaith student leaders serving as hubs of support for one another in their work around the country. In partnership with higher education institutions, IFYC works to help them cultivate an interfaith campus. This professional development for providing and included faculty administrators, creating interfaith studies curriculum, and ensuring that campus climates were more inclusive. Its work is predicated on the notion that positive relationships built across lines of difference, coupled with respect for and knowledge of other traditions, is the formula for better attitudes towards interfaith cooperation (Interfaith Youth Core, 2023).

Interfaith and Interreligious Dialogue

Challenge/problem the practice solve

Challenge/Problem Solved by the Practice IFYC grows out of the increasing necessity of religious pluralism and interfaith understanding in the context of a world that is more dynamic and friends are of more diverse backgrounds than in the past. One of the largest difficulties is the number of attitudes of discrimination and stereotype, and great frustration with social division and antagonism. IFYC disassembles this rather misplaced point of view by giving the young an attention and a stage where constructive dialogues can be initiated process. One cannot overlook the fact that the issue arises because young people do not have enough chances to get exposure to the meaning and practice of interfaith cooperation in a structured way. By weaving interfaith initiatives into the fabric of education, IFYC bridges this divide and develops a cadre of future leaders prepared to build communities and address social challenges in partnership (Patel, 2012).

Success/changes the practice make

Results of Practice/Changes IFYC has been successful in encouraging young people to come together in interfaith groups and promoting better understanding of other faiths. IFYC program alumni also overindex in measures of enhanced empathy and respect for diverse religion's contributions to our collective social conscience, leading to greater mutual respect, understanding, and the development of more diverse and inclusive campuses.

Interfaith and Interreligious Dialogue

Thousands of young leaders have taken an active role in their community, due in part to the leadership training provided by IFYC, leading interfaith initiatives that contribute to civil society and social good. Additionally, the organization has changed the nature of public dialogue on religion from competitive to a more cooperative, pluralistic model. IFYC has also been instrumental in institutional change in higher education, having worked for years to integrate interfaith cooperation as a core value of good higher education, must-have experience for every college student, and life-changing foundation for all in a wildly diverse society (Swidler, 2013).

Interfaith and Interreligious Dialogue 1.Story Sharing Circles

Objective:

To promote empathy and understanding by allowing participants to share their personal stories and experiences related to their faith, culture, and migration.

Description:

Youth workers organize small group sessions where local youth and Ukrainian refugees come together in circles. Each participant is given time to share a personal story related to their cultural or religious background. This can include traditions, holidays, significant life events, or personal experiences of migration and adaptation.

Steps:

1.Begin with an icebreaker to make everyone comfortable.

2.Explain the purpose of the activity and set ground rules for respectful listening.

3. Divide participants into small groups of 6-8.

4. Each participant shares their story for about 5-7 minutes.

5.After each story, group members can ask questions or share reflections (keeping it respectful and positive).

6.Conclude with a group discussion on common themes and lessons learned.

Interfaith and Interreligious Dialogue 2. Interfaith and Cultural Fair

Objective:

To celebrate and learn about the diverse religious and cultural traditions of the participants.

Description:

Organize a fair where participants set up booths representing their cultures and religions. Each booth can include cultural artifacts, traditional clothing, religious texts, music, and food. Participants visit each booth, learn about different traditions, and engage in interactive activities like trying on traditional clothing, tasting foods, or participating in a simple craft.

Steps:

1. Assign participants or groups to represent different cultures/religions.

- 2. Provide guidelines on what to display and share.
- 3.Set up booths/tables for each group.

4.Allow participants to visit each booth, ask questions, and engage in the activities provided.

5.End with a reflection session where participants share what they learned and enjoyed.

Interfaith and Interreligious Dialogue 3. Joint Community Service Project

Objective:

To build teamwork and understanding through collaborative service to the community.

Description:

Organise a community service project that local youth and Ukrainian refugees can work on together. This could be a clean-up drive, planting a community garden, or helping at a local shelter. Working together towards a common goal fosters a sense of unity and purpose.

Steps:

- 1.Identify a community need and plan a service project.
- 2.Organize teams combining local youth and refugees.
- **3.Provide instructions and necessary materials for the project.**
- 4.Execute the project, ensuring teamwork and collaboration.

5.Conclude with a debrief session to discuss experiences and the importance of working together.

Interfaith and Interreligious Dialogue 4. Interfaith Dialogue Workshops

Objective:

To provide structured opportunities for learning and discussing different faiths and beliefs.

Description:

Conduct workshops where participants learn about different religions and engage in guided discussions. Workshops can include guest speakers from various faith communities, interactive presentations, and facilitated dialogue sessions.

Steps:

- 1. Plan a series of workshops focusing on different religions.
- 2.Invite knowledgeable speakers from each religion.
- 3.Conduct interactive presentations with Q&A sessions.
- 4. Facilitate small group discussions on the topics presented.
- 5. End with a large group reflection and feedback session.

Interfaith and Interreligious Dialogue 5. Peace and Unity Art Project

Objective:

To express and celebrate intercultural and interfaith harmony through collaborative art.

Description:

Participants collaborate on a large mural or series of artworks that symbolize peace, unity, and respect among different cultures and religions. The process of creating art together provides a powerful medium for expressing shared values and building connections.

Steps:

1.Plan the theme and design of the art project with input from participants.

2. Provide art supplies and designate a space for the project.

3.Divide participants into groups to work on different sections of the artwork.

4.Facilitate the art creation process, encouraging collaboration and discussion.

5.Display the completed artwork in a community space and hold a small unveiling ceremony with reflections from participants.

Interfaith and Interreligious Dialogue

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Technology and Digital Platforms Theory
In our globalized world, digital platforms have emerged as vital tools for fostering intercultural dialogue. The use of such platforms is closely connected with digital and media literacy. For Ukrainians living abroad, these technologies offer a means to maintain cultural connections, integrate into new societies, and contribute to a global dialogue.

For several years, media broadcasters around the world have been showing waves of immigrants heading towards Europe or trying to assimilate into European countries. It is difficult for European institutions and individuals to communicate with them and control them. The process of integration of migrants is also often very long and takes years. Therefore, the need for technological advancements and online platforms for fostering intercultural dialogue.

The integration of Information and Communication Technologies (ICT) in education significantly boosts intercultural awareness and communication skills. Traditional education methods often face delivering comprehensive intercultural limitations in education. However, digital technologies offer completely new possibilities for learning. AR and VR technologies enrich educational experiences by bringing cultural artefacts and landscapes to life. Students can virtually explore historical sites, participate in cultural festivals, and interact with digital recreations of different cultural environments. These technologies make cultural concepts more tangible and experiential, fostering appreciation of cultural diversity.

For many Ukrainian families, digital media serve as a tool which allows them to share experiences, celebrate traditions, offer support to each other and connect with communities. other local Thev enable individuals to engage with diverse cultural content, seek legal help, participate global in conversations and share their own These interactions experiences. mutual understanding promote and help to break prejudices.



Additionally, digital platforms support the development of new forms of cultural expression. For example, digital art, music, and literature enable Ukrainians to experiment with different cultural influences and create hybrid cultural products. These new forms of cultural expression enrich the global cultural landscape and contribute to a more interconnected and culturally diverse world. Digital media significantly enhance access to networks and resources, helping Ukrainians connect with broader communities and institutions providing support. This is important both for personal and professional opportunities to facilitate integration into their new environments.

Professional networks enabling searching for job offers are also important in helping Ukrainians find new job and enhance their career opportunities. Platforms like <u>LinkedIn</u> provide access to job offers, professional development resources and many more. Moreover, online platforms offer access to educational resources and training programs that can help Ukrainians with their skills and qualifications and make them more relevant in their new environment.

Additionally, numerous digital platforms and projects have been and are still developed to support migrants in different stages of their migration journey. These initiatives provide essential services and resources that help them integrate into their new countries and foster intercultural dialogue. Mobile applications and online platforms are particularly valuable for providing them with legal and formal procedures in host countries. Platforms like Info-Migrator in Poland offer comprehensive, multilingual information about residency, employment, education, and healthcare. It makes it an accessible means of helping migrants understand their rights and responsibilities.

Digital platforms play a crucial role in promoting community integration and participation among migrants. By ensuring access to local initiatives, events and activities, such platforms help migrants become active and engaged members of their new communities. By participating in such initiatives, migrants can build social connections, learn about local culture, contribute to community life and find new supportive friends.

Al-driven tools, for instance, can provide real-time translations, making communication between individuals from different countries easier, faster and less stressful. When used responsibly, these tools can promote inclusion and accessibility, ensuring that all individuals can participate in intercultural dialogues. Moreover, advanced technologies can support the development of educational programs that address the specific needs of diverse cultural groups.

Social media platforms, blogs, and online forums provide spaces for Ukrainians to share their stories, raise awareness about issues affecting their communities, and advocate for their rights. These platforms enable Ukrainians to connect with allies, mobilize support, and influence public opinion. By leveraging digital media, Ukrainians can participate in global conversations and contribute to positive social change.

Additionally, digital platforms provide opportunities for Ukrainians to engage in cultural diplomacy and promote their cultural heritage. By sharing their cultural traditions, arts, and achievements with a global audience, Ukrainians can foster mutual respect and appreciation between different cultures. This cultural exchange enriches the global cultural landscape and promotes a more inclusive and interconnected world.

To sum up, digital platforms have revolutionized the perception and possibilities of intercultural dialogue, offering new opportunities for communication, education, work and empowerment. For Ukrainians living abroad, these technologies provide essential tools for maintaining cultural connections, integrating into new societies, and contributing to a global dialogue. As digital platforms continue to evolve, their potential to foster intercultural dialogue and promote global understanding will only grow, paving the way for a more interconnected and harmonious world.

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Technology and Digital Platforms Good practices

Technology and Digital Platforms Together E-Toolbox: A Digital Space for Intercultural Dialogue



Europe (online platform), created by partners from – Greece, Georgia, Cyprus, Estonia, Belgium, Lebanon, Italy.

CulturePolis, Georgian Arts and Culture Center (GACC), Institute of Entrepreneurship Development, EWORX S.A., Lebanese Development Network (LDN) and Fattoria Pugliese Diffusa (FPD)



2014-2020



To provide a common digital area for knowledge-sharing, promotion, and raising awareness of intercultural dialogue-related topics.



The platform is an easy and effective learning experience adjusted to the needs of local community participants, and also the integration and adaption of digital resources for diverse cultural communities.

Technology and Digital Platforms Together E-Toolbox: A Digital Space for Intercultural Dialogue

The Together e-Toolbox is a tool with the goal of creating a digital area dedicated to promoting, raising awareness, and sharing knowledge about intercultural discussion challenges. It consists of three different ICT elements: The online platform with infographics and publications. It serves as an opportunity for all people interested in intercultural dialogue.

Challenge/problem the practice solve

It allows for social networking and profile creation so as to connect and bring together local actors from different countries, giving them the opportunity to exchange opinions, best practices, and experiences on the topic of intercultural dialogue. In the increasingly multicultural European environment, where an increasing number of people must manage their own various cultural connections and that cultural diversity is still treated as a barrier. The project promotes cultural understanding and the need to create and spread knowledge concerning intercultural dialogue.

Technology and Digital Platforms Together E-Toolbox: A Digital Space for Intercultural Dialogue

Success/changes the practice make

The project was promoted at the 4th Tbilisi International Summit of Crafts and Design, ETHNOFEST-2022. It is considered to be one of the South Caucasus region's largest forums for craftsmen, designers, entrepreneurs, retailers, experts, commercial agents, consumers, and the general public. During the Summit the project coordinator, delivered various presentations to all interested parties about the aims of the project, missions, and results. During the lectures, the e-learning platform was highlighted, and everyone was encouraged to complete the course. Maintaining ties with ICD actors and the general public is critical to the project's long-term viability.

Technology and Digital Platforms Info-Migrator



Poland, Warsaw

Other Space Foundation (Fundacja Inna Przestrzeń)

2014-2020

Ċ

It is a comprehensive and multilingual information platform for foreigners wishing to stay in Poland, bringing them closer to the legal and formal issues related to staying in our country.



The Warsaw-based Other Space Foundation was established in 2006. It runs the Info-Migrator internet platform providing useful information for migrants in Poland.

Technology and Digital Platforms Info-Migrator

It contains many practical, local tips for dealing with official matters and everyday life in several Polish cities - Warsaw, Poznań, Lublin, Krakow, Wrocław, Kielce, the Tri-city, Łódź and Szczecin. The platform is available in five language versions. It provides up-to-date information on migration-related events - local and nationwide, articles and features related to the topic of migration. Individuals can publish their own texts on it. There is also an expert module that allows representatives of communities involved in building migration and integration policy in Poland, as well as in working with and for migrants, to communicate and cooperate.

An information point (Info Point) for migrants, run by the Foundation, has been operating at the Multicultural Centre in Warsaw since August 2014. It is a place where foreigners newly arrived in the city can receive basic information free of charge regarding institutions and places where they can get legal, psychological or career counselling assistance. The people working at the Info Point speak a variety of languages and work with a large number of translators who can aid if needed. The Centre runs legal services for migrants, during which free advice is provided in Polish and English.

Technology and Digital Platforms Info-Migrator

Challenge/problem the practice solve

The organization actively promotes openness, democracy and multiculturalism. New spaces are opened for artistic and social expression in Poland and around the world. They engage in human rights activities and involve ordinary people in their realization. There are various activities in the field of interdisciplinary education and civil society projects in different parts of the world. They cooperate with countries such as those in the region of Caucasus, the European Union and Ukraine.

Success/changes the practice make

This is the most active Polish organization in supporting the transition in Myanmar (2012-2015) and they work with NGOs in Tunisia. Their activities have a real impact on social change. Between 2009 and 2012, they ran a pilot project that preceded the creation of a Multicultural Centre in Warsaw, which aims at supporting activities for foreigners, migrants, ethnic, national and cultural minorities in Warsaw. They created the One Caucasus programme and festival on the border of Georgia, Armenia and Azerbaijan. Moreover, they publish art books, including those dedicated to architecture, activism, contemporary art, education and public space. In 2018, they also launched two new educational programs: Academy of Trainers and Coaches (together with Habitat for Humanity) and Academy of Young Architects.

Technology and Digital Platforms 1.Digital Platform Exploration

Duration: 1 hour

The objective of this activity is to familiarize the participants with various digital platforms and their uses, highlighting local and international contexts.

Steps:

1.Introduction (10 minutes) – The facilitator discusses the importance of digital platforms in daily life and intercultural communication. It would be advisable to provide some examples of different types of platforms (these can be the examples from the Case Study section).

2.Group Exploration (30 minutes) – The participants are divided into small groups and each group has an assigned platform to investigate. They should discuss its features, potential uses, and cultural relevance. They should also consider how these platforms can support integration and intercultural dialogue.

3.Presentation (20 minutes) – Each group presents findings, and everybody discusses the potential use of these platforms in their new environment.

2.Intercultural Digital Space

Duration: 1,5 hour

The objective of this activity is to design a digital space (social media group or a collaborative platform) to promote intercultural dialogue and support among refugees.

Steps:

1.Introduction (10 minutes) – The facilitator discusses the concept of digital communities and their potential for fostering intercultural dialogue.

2.Brainstorming Session (20 minutes) – Small groups brainstorm the ideas for a digital space that could support intercultural dialogue and support. They should consider the type of medium, platform, features, and rules for engagement.

3.Design and Development (40 minutes) – Groups outline their plan for the digital space, including a mock-up of the layout, features and content.

4.Presentation and Discussion (20 minutes) – Everyone presents their digital space designs and encourage discussion for providing feedback.

Technology and Digital Platforms 3.Technological Skills

Duration: 1,5 hour

The objective of the workshop is to enhance the participants' technological skills, focusing on tools and platforms that can support their everyday lives and integration into the host communities.

Steps:

1.Introduction (10 minutes) – The facilitator explains the importance of technological skills in today's world. They should highlight aspects such as using cloud services, online safety, etc.).

2.Training (30 minutes) – In small groups, participants engage in activities concerning various skills. One skill or aspect is assigned to each group (using cloud services, online safety, online ethics, social media platforms, etc.). They have to discover some online platforms concerning these particular skills or aspects as well as describe and analyze them.

3.Skill Application (30 minutes) - Each group or pair applies their new skills to a practical task, such as setting up a shared document on Google Drive, creating a simple website, sharing some information with other people on different platforms, or ensuring their online accounts are secure).

4.Reflection Session (20 minutes) – Groups share what they have learned, whether they had some difficulties, how they can put particular skills/aspects into practice.

Technology and Digital Platforms 4. Digital Storytelling

Duration: 1,5 hour

The objective of this activity is to create digital maps that tell personal stories of migration and integration within a society using technology.

Steps:

1.Introduction (10 minutes) – The facilitator explains the concept of digital storytelling and provides some examples.

2.Planning (30 minutes) – The participants in small groups brainstorm and describe their personal migration stories, focusing on key locations and their experiences.

3.Map Development (30 minutes) – With the use of digital tools (e.g. Google My Maps), groups create digital maps that illustrate their stories. Include text, images, and videos where possible. Encourage creativity.

4.Presentation (20 minutes) – Groups present their digital maps. Encourage discussion on the different migration experiences and the use of technology in storytelling.

5. Digital Collaboration Project

Duration: 1,5 hour

The objective of this activity is to work on a collaborative project using digital platforms, promoting cultural teamwork and technological skills.

Steps:

1.Introduction (10 minutes) – The facilitator discusses the pros of digital collaboration, especially with connection to migrant experiences. Then, project topics are assigned. They are related to cultural diversity, intercultural dialogue, migrant experiences, etc. Each group has to create a blog, presentation or a video series.

2.Planning (30 minutes) – The participants are divided into small groups, and they plan their projects and decide on the tools they want to use.

3.Project Development (30 minutes) – Each group works on their projects. If anybody needs support with the use of tools, the facilitator shall provide it.

4.Presentation (20 minutes) - Groups present their projects. Encourage discussion and feedback. Ask about the collaboration process, the challenges and how it benefited them.

Storytelling and Literature Theory

Introduction

Telling stories and reading books are very strong means of bringing people from different cultures together and helping them to understand each other. For instance, when youth workers are facilitating intercultural communication among Ukrainian refugees' teenagers and their host peers, these arts provide a special and successful method of promoting empathy, comprehension, and collaboration. In this handbook, we will examine how theories about narratives and literary works can contribute to international exchange with practical tips based on personal experience for those who work with young adults.

Theoretical Foundations of Storytelling in Intercultural Dialogue

1. Narrative Transportation and Empathy

Narrative transportation theory posits that people immerse themselves deeply in a story, thus becoming more empathetic towards characters and situations within the narrative (Green & Brock, 2000). The sharing of personal experiences or culturally relevant stories can forge deep connections between Ukrainian refugee adolescents and local youth. Individuals who are "transported" into narratives start seeing things from the storyteller's perspective, which fosters empathy and breaks down prejudices (Green, 2004).

This is extremely relevant when we think about how the stories of young refugees affect us. These tales often include feelings of not belonging, losing everything and still being able to go on which may touch a soft spot in people's hearts. Such understanding between cultures can only be achieved through pity this kind helps a lot in reducing intercommunity prejudices.

2. Cultural Sharing and Identity

Storytelling is vital for sharing cultural heritage, traditions, and values. Ukrainian refugee children can keep their cultural identity alive by informing local children about where they came from through tales about their native land, ways of life, and personal or family experiences. In this way there is mutual enrichment as each party gets to know the other's culture more deeply thus fostering better relationships between them (Kim, 2015).

This process of cultural sharing by means of storytelling helps young refugees not only keep their cultural identity but also adds to the cultural understanding of the adopted land. A wider perspective comes when local children learn about various practices which in turn makes them appreciate differences more. When this exchange is mutual, a nurturing environment is created where every culture is recognized and honored equally.

The Role of Literature in Intercultural Dialogue

1. Exposure to Diverse Perspectives

Literature presents readers to a range of views and experiences which is a good method for intercultural dialogue. Bv Ukrainian writers' books or stories situated in Ukraine young local people can know how their peers live, what they undergo and how successful thev come out in life. Understanding comes when this happens hence lifting the myth of others while creating a ground for mutual respect and recognition (Appiah, 2006).

Using literature from different cultural backgrounds in schools has a big effect on the way young individuals see and interact with others. If a kid from this area were to read a book about Ukrainian refugees, they might understand their classmates better and even realize what makes their lives so difficult.



2. Common Themes and Universal Human Experiences

Countless works of fiction examine timeless facets of humanity like love, grief, optimism, and strength. One way to help young people understand that they have something in common with refugees from Ukraine is by talking about these typical subjects when conversing with them. For example, reading stories that revolve around the ideas of being forced out of your home and making do with what you have might really get through to young refugees but at the same time teach local kids about compassion (Nussbaum, 1997).

To promote understanding the youth workers can have talks that bring out the things two cultures have in common hence shedding light into the shared universal issues.

Practical Applications for Youth Workers

1. Storytelling Workshops

Youth workers can arrange their personal stories and those of local young people sharing with Ukrainian refugees of storytelling workshops. These workshops can be organized in such a way that the experiences of the participants are brought out through guided prompts and themes. Confidence in storytelling is built while at the same time a secure space for expression of emotions and establishment of connections is made (Ellis, 2014).

1.1 Workshop Structure

An ordinary storytelling workshop usually commences with an icebreaker that sets the stage for a relaxing and supportive environment. After that, the attendees may be split into smaller groups where they can share their stories in a more personal manner. Directed cues such as "Describe a place which means a lot to you" or "Tell us about one memory that defined your personality" can be used for people to be able to concentrate when telling their stories.

1.2 Facilitator Role

In order to get the best out of these workshops, the youth workers who conduct them need to have been taught how to listen and support without judgment. This means that their job is to build up the people taking part by letting them know someone cares about what they say, can offer help if it's wanted and treating everything said with respect. Also, they should expect that some might get upset and be ready for this providing comfort or directing individuals towards further assistance where necessary.

2. Book Clubs and Literary Discussions

To promote substantive conversations about cultural commonalities and diversities, it is advisable to form reading groups centering on literature written by Ukrainian and local authors. To make the exchange program lively, the guardianship team should pick books that talk about migration, identity and resilience among other related themes. Through controlled talks, the youth can digest the stories told in the narratives and further connect them with their personal or general life encounters, which consequently enhances wider intercultural knowledge. (Chambers, 2003)

2.1 Selecting Literature

Book clubs should choose the right kind of literature. If they want to be successful, they need books that show what Ukrainian culture and life are really like. Also, it is good to have books which talk about things that everyone can understand. These can help a lot. So, people who work with young folks must ask the following question. What Ukrainian book is interesting for you? It is very important for both Ukrainian and local children or teenagers to take part in selecting some novels which will be read during meetings.

2.2 Facilitating Discussions

While promoting open conversation and analytical thinking, discussions should be structured. To initiate dialogue, facilitators may ask openended questions like "How has this narrative influenced your viewpoint on migration?" or "What are some things that

you have in common with the experiences of the characters?" All opinions must be respected within such discussions.

3. Collaborative Storytelling Projects

Team work and mutual respect can be fostered by encouraging projects in which stories are created by groups of people together. Participants could write, illustrate and even perform these stories thus allowing for creative expression that incorporates elements from both cultures. According to Davis (2002), such collaborative efforts may help to break down cultural barriers and build lasting bonds among individuals.

3.1 Project Structure

There can be a series of workshops that form part of the structure for this type of project where participants work jointly towards coming up with a story from scratch. This may include brainstorming sessions, drafting the initial copies as well as revising them before finalizing on one copy at the end; hence making use different forms of art such as writing, drawing or acting which would ensure inclusivity and enhance engagement levels among all members involved.

3.2 Benefits of Collaboration

By working on such projects together, they help individuals develop essential skills in communication, teamwork and problem solving. In the process of creating these stories, Ukrainian refugee youth can appreciate strengths of their counterparts among the local young people and also views from different angles thereby fostering unity and cooperation.

Challenges and Considerations

1. Sensitivity to Trauma

Many Ukrainian refugee youth may have experienced significant trauma. Youth workers must approach storytelling and literature with sensitivity, ensuring that discussions are conducted in a supportive and nontriggering manner. Providing options for participants to opt out or seek support during challenging discussions is crucial (Herman, 1997).

1.1 Trauma-Informed Approach

A trauma-informed approach involves recognizing the signs of trauma and understanding its impact on individuals. Youth workers should receive training on trauma-informed care and be equipped to create a safe and supportive environment. This approach includes providing clear guidelines for discussions, allowing participants to set boundaries, and offering resources for additional support.s

1.2 Support Systems

Establishing a support system is essential for handling any emotional responses that may arise during storytelling or literary discussions. This support system can include access to counselors, peer support groups, and crisis intervention resources. Ensuring that participants know where to seek help can make a significant difference in their ability to engage fully and safely.

2. Language Barriers

Language differences can pose a challenge in intercultural dialogue. Youth workers should consider incorporating bilingual resources and translation services to ensure that all participants can fully engage in the activities. Additionally, visual storytelling methods, such as drawing or using images, can help bridge language gaps (Cummins, 2000).

2.1 Bilingual Resources

Providing bilingual books, worksheets, and other materials can help bridge the language gap. Youth workers should also consider the availability of interpreters or bilingual facilitators who can assist in translating discussions and ensuring that all participants can understand and contribute.

2.2 Visual Storytelling

Visual storytelling methods such as drawing, collage-making, and using photographs can be highly effective in overcoming language barriers. These methods allow participants to express themselves creatively and can serve as a common language that everyone can understand and appreciate.

The Impact of Storytelling and Literature on Intercultural Dialogue

1. Building Empathy and Understanding

Storytelling and literature have a profound impact on building empathy and understanding among diverse groups. By engaging with the personal stories and cultural narratives of Ukrainian refugee youth, local young people can develop a deeper appreciation for their peers' experiences and perspectives. This empathy is crucial for fostering a supportive and inclusive community.

1.1 Empathy Through Stories

Hearing personal stories directly from Ukrainian refugee youth allows local young people to see the human side of the refugee experience. This direct engagement can break down stereotypes and misconceptions, replacing them with a more nuanced understanding of the challenges and strengths of refugee youth.

1.2 Literature as a Window

Literature acts as a window into different cultures and experiences. Young people get insights into the complexity of migration, cultural adaptation and resilience by reading and discussing books telling the story of the lives of Ukrainian refugees. This exposure helps to develop a more compassionate and informed view.

2. Promote mutual respect and cooperation

Telling stories, creating literature together can be a way to promote mutual respect and cooperation among the local youth and the Ukrainian refugee children. When they do collaborative projects working as a team or engage in shared discussions, the participants appreciate each other's input and feel a sense of commonality.

2.1 Collaborative Projects

In collaborative storytelling and literary projects, the participants must work in unity towards one goal. This collaboration helps build trust and respect among them since they acknowledge that everyone has different strengths and views that are equally important for the success of the project.

2.2 Dialogue and Reflections

Structured discussions and reflective exercises provide chances for participants to air their opinions and hear out others. Such kind of dialogue creates a platform where every voice is respected and valued thus fostering mutual understanding and respect within the group.

Conclusion

It is through storytelling and literature that meaningful intercultural conversations can be started between the two groups. These tools enable workers with young people to create empathy, understanding and respect for each other. The theoretical underpinning given in this guide together practical examples also offers framework which can help in using stories or books as a way of uniting people who come from different cultures so that they can form one community that is inclusive and cohesive.

Youth workers have a significant part to play in enabling these conversations and what they do can make a difference for young people forever. Youth workers are able to develop a more inclusive and caring society by creating places where different stories and viewpoints are shared and appreciated.



Storytelling and Literature Good practices

Storytelling and Literature Learning from Intercultural Storytelling (LISTEN)



Global



UNESCO

Ongoing



To use storytelling as a means to enhance intercultural dialogue, promote empathy, and foster social inclusion among refugees, migrants, and local communities.



Intercultural Dialogue through Storytelling

Storytelling and • Literature Learning from Intercultural Storytelling (LISTEN)

LISTEN, a project by UNESCO aims at worldwide to encouraging intercultural dialogue and mutual understanding through storytelling. Workshops on storytelling and radio programs are organized by the project where personal stories from refugees, migrants and members of the local community are shared. Broadcasts for these stories are done through various media including radio and social media among others targeting wider audience. The structure of the workshop aims at providing a platform where participants can share their experiences as well as their rich cultural heritage in a safe and supportive environment. According to UNESCO, when people share their stories it helps in building self-esteem, fostering mutual respect between individuals, enhancing teamwork among different groups through writing, illustration and performance of collaborative projects based on cultural appreciation further cementing relations among communities with diverse backgrounds.

Storytelling and • Literature Learning from Intercultural Storytelling (LISTEN)

Challenge/problem the practice solve

Refugees and migrants face social integration challenges coupled with cultural misunderstandings which this project seeks to address. There are communities where refugees and migrants are seen as people of no significance due to stereotypes that have been created thus making it hard for them to be accepted by such societies thereby resulting into social segregation or even discrimination against those particular groups because they may not understand their way life since they come from different parts world other than where these locals reside. At times tension may arise between cultures when one does not understand another leading into conflicts among people who could otherwise live together peacefully if only each understood better about the other. By telling their stories within the context of LISTENING, refugees get an opportunity share what they have gone through origins they represent so doing away with prejudice which might have existed towards them earlier; this also serves as means through which members learn more about challenges faced strengths exhibited by those seeking asylum within their midst thus making it possible for all parties involved develop respect towards one another thus creating inclusive societies.

Storytelling and Literature Learning from Intercultural Storytelling (LISTEN)

Success/changes the practice make

The LISTEN project fostered intercultural dialogue & social cohesion & has yielded great success. Sharing their stories has made the refugees & migrants able to be understood by the local community members by enabling. Self-esteem has been reported to go up among the people who take part in story telling workshops alongside identification and attachment becoming more firm. By working on them together, different teams coming from varied backgrounds have been able to appreciate each other more thus promoting mutual respect. The stories were also aired through radio stations as well posted on social media platforms which reached out wider population creating awareness about what it means to be a refugee or migrant therefore contributing further toward understanding these experiences. Such transformations will enhance unity in diversity where various cultures are acknowledged equally without discrimination within our societies.

1.Personal Storytelling Circles

Objective: Foster empathy and understanding through personal narrative sharing.

Description: Organize small group sessions where participants share personal stories related to their cultural background, experiences, and traditions. Each session can have a specific theme, such as "A significant festival in my culture" or "A journey that changed my life."

Steps:

1.Icebreaker: Begin with an icebreaker activity to make participants comfortable.

2.Theme Introduction: Introduce the theme of the session and provide some examples to inspire storytelling.

3.Storytelling: Each participant gets 5-10 minutes to share their story.

4.Reflection: After each story, allow 5 minutes for other participants to ask questions and reflect on what they heard.

5.Closing Discussion: End with a group discussion on common themes and insights gained from the stories.
Storytelling and Literature 2.Story Mapping

Objective: Visualize and share cultural stories and migration journeys through collaborative map-making.

Description: Participants create a visual map that traces their personal or family migration journeys, marking significant events and experiences along the way. This can be done individually or in groups, depending on the size of the group.

Steps:

1.Introduction: Explain the purpose of the activity and provide examples of story maps.

2.Materials Distribution: Provide large sheets of paper, markers, and other art supplies.

3.Mapping: Participants draw their migration journey, including significant stops, experiences, and cultural exchanges.

4.Sharing: Each participant or group presents their map to the larger group, explaining the significance of each point.

5.Discussion: Facilitate a discussion on the similarities and differences in the migration stories and the cultural elements shared.

Storytelling and Literature 3.Intercultural Book Club

Objective: Promote intercultural understanding through literature.

Description: Form a book club where participants read and discuss books from different cultures, focusing on those that highlight themes of migration, cultural identity, and resilience.

Steps:

1.Book Selection: Choose a book that reflects the cultural experiences of the participants. Rotate the selection to cover different cultures over time.

2.Reading Schedule: Set a reading schedule that gives participants ample time to read the book.

3.Discussion Meeting: Hold a meeting to discuss the book, using guided questions to delve into themes, characters, and cultural contexts.

4.Reflection Activity: Have participants write a short reflection on how the book changed or reinforced their views on the culture discussed.

5.Follow-up: Choose the next book and repeat the process.

Storytelling and Literature

4.Cultural Story Exchange

Objective: Directly exchange cultural stories to build mutual understanding.

Description: Pair participants from different cultural backgrounds to share a cultural story or tradition with each other. They then share their partner's story with the larger group, fostering a deeper understanding and appreciation for each other's cultures.

Steps:

1.Pairing: Pair participants from different cultural backgrounds.

2.Story Preparation: Give pairs time to prepare their stories, encouraging them to share something significant about their culture.

3.Story Exchange: Partners share their stories with each other in a one-one setting.

4.Group Sharing: Each participant then shares their partner's story with the larger group, highlighting what they learned.

5.Discussion: Facilitate a group discussion on the insights gained and how these stories affect their perceptions of each other's cultures.

Storytelling and Literature 5.Collaborative Digital Storytelling

Objective: Use digital tools to create and share intercultural stories.

Description: Participants work together to create digital stories that incorporate elements from each of their cultures. This can include videos, podcasts, or multimedia presentations.

Steps:

1.Introduction: Explain the concept of digital storytelling and show examples.

2.Group Formation: Form small groups with diverse cultural backgrounds.

3.Story Planning: Groups brainstorm and outline their digital stories, deciding on the medium and content.

4.Creation: Groups work together to create their digital stories using tools like video cameras, audio recorders, or storytelling software.

5.Presentation: Each group presents their digital story to the larger group.

6.Feedback and Discussion: Facilitate a discussion on the process, the stories created, and the cultural elements incorporated.

Media and Digital Literacy Theory

In today's rapidly changing world, media and digital literacy play crucial role in shaping how we perceive, interact with, and understand the surrounding environment. Media literacy involves the study and in-depth analysis of mass communication so as to understand how media influence our reality, often any kind of biases. Digital literacy is an extended concept of media literacy as it encompasses the societal impacts of digital technologies and media.

Media literacy refers to the ability to access, analyze, evaluate, and create media. It involves a critical understanding of the messages conveyed through different channels such as television, radio, print, and the Internet. Media literacy empowers individuals to question and critically assess the information they encounter and differentiate between credible and unreliable sources which is extremely difficult in today's world.

Key aspects of media literacy include:

- Access: The ability to access media through various devices and platforms which can be still difficult if not impossible, nevertheless.
- Analysis: Examining media messages for their content, purpose and possible manipulation.
- Evaluation: Assessing the credibility and reliability of various media sources.
- **Creation:** Creating media content responsibly, effectively and comprehensively.

While both media and digital literacy involve interacting with media, there some differences when it comes to their area of focus. Media literacy examines the content and its influence on perceptions of reality (e.g., biases). On the contrary, digital literacy, focuses understanding the tools and on platforms themselves with the ability to use them properly and recognizing how they shape interactions within the society. Both these types of literacy are, undoubtedly, essential in the modern world.



The Role of Media and Digital Literacy in Refugee Integration

Digital literacy is crucial for refugees, helping them navigate their new environments, access resources, and communicate effectively not only with other refugees but also with citizens of the country in which they have found themselves. Understanding digital tools and platforms can significantly aid in the integration process by providing access to information, services and other useful networks.

How can media help the refugees or minority groups?

 Finding crucial information about legal rights, healthcare, education and employment opportunities in a particular country (e.g., platforms like Info-Migrator in Poland offer comprehensive, multilingual resources that help refugees in their new environment. Being digitally literate allows refugees to use these tools effectively, ensuring they can access the information they need which may help them to avoid misunderstandings and legal problems).

- Facilitating communication with their family and friends who stayed in their homeland and building new social connections in host countries. Social media, instant messaging apps, and online communities provide spaces for refugees to share experiences, seek advice, and offer support. Such groups can be even found on Facebook, e.g., groups for Ukrainians in Poland or any other countries. Facilitation and maintaining such connections are of great help when it comes to emotional well-being and ensuring inclusiveness.
- Providing access to online education and training programs, which are vital for skill development and improving chances of employment in various countries. Online courses, webinars, workshops and e-learning platforms offer flexible learning opportunities that can help refugees acquire new skills and qualifications advancing their career prospects.

Media and Digital Literacy for Intercultural Dialogue

Promoting intercultural dialogue and creating inclusive spaces is of great value in modern world. By equipping individuals with the skills to engage with media and digital content, we can enhance mutual understanding and cooperation between diverse cultural groups. But how can we ensure this?

- Encourage a critical mindset question the information found on the Internet, encourage to verifying facts from multiple reliable sources and being aware of potential biases. This practice prevents the spread of misinformation which is an important and dangerous issue especially when we deal with refugees from countries like Ukraine, where fake news concerning the war may have detrimental impact on the refugees.
- Educate how to evaluate the credibility of sources teach about such ways of evaluation as verifying authors, references, and looking for confirmative evidence, e.g., on other websites or trusted media.
- Foster critical thinking skills encourage analysis, interpretation, and reflection on media messages and digital content. Understanding the implications of media information can help individuals make informed decisions and engage more carefully and mindfully with media.

- Educate individuals on responsible digital behavior aspects such as online etiquette, privacy and awareness of digital footprint are connected with responsible digital citizenship which promotes a respectful and inclusive online environment.
- Keep up to date Stay informed about the latest digital tools, platforms and social media trends to adapt and make informed choices in the digital world. Continuous learning is essential to keep pace with constantly changing technological world.

Creating Inclusive Spaces for Refugees

Creating inclusive spaces for refugees requires improving their media and digital literacy to foster intercultural dialogue and mutual understanding. However, it may be a challenging task as many of these individuals come from various social contexts. Digital platforms can serve as bridges, connecting refugees with local communities.

Types of platforms for fostering intercultural dialogue include:

 Communication and Social Network Platforms: Such communities and social networks provide spaces for refugees to connect with compatriots and what is even more useful, locals as they can share their cultures and learn about the host country's customs and traditions and legal systems from its citizens. Used wisely and bearing in mind netiquette, such platforms promote mutual respect and understanding, helping to build inclusive, colorful communities.

- Educational Initiatives There are various digital educational programs for refugees that can enhance their integration and participation in society. These programs can teach refugees how to navigate digital tools, critically engage with media, and understand cultural nuances, aiding their adjustment to new environments.
- Support Platforms these can empower refugees to advocate for their rights and share their stories. By raising awareness about their experiences and challenges they face, they can gain support of other compatriots and they can be understood by local communities. It can also help combat stereotypes.

The most popular social media which can be used:

- <u>Facebook</u> is one of the most popular social media platforms for connecting with other communities. The platform enables searching for various groups which can be joined by individuals. Such groups range from groups of refugees in countries (e.g., Ukrainians in Poland) to groups providing advice when it comes to looking for a job (they often provide job offers or various trainings).
- <u>Instagram</u> it is also one of the most used social media platforms which can help to join various communities, stay in touch, keep somebody updated and get some useful insights. It can also serve as a medium for sharing experiences and raising awareness about, for instance, life of refugees or sharing cultural customs, fostering intercultural dialogue.

Media and Digital

- <u>LinkedIn</u> this medium can help refugees find new job in various countries. There are also training and placement offers.
- <u>Blogger</u> it is a platform for creating blogs which may serve as a medium for raising awareness, sharing experiences of refugees but it can also serve as a medium for informing about successful initiatives aiming at facilitating intercultural dialogue within communities.
- <u>Viber</u> it is a message exchange app which unifies Ukrainians across the world and within particular communities. It serves as a medium for support and since there are also similar groups as in the case of Facebook, it can contribute to an easy access to information about initiatives, events, legal issues, as well as job and training offers.

It cannot be denied that media and digital literacy are essential skills in the 21st century, enabling individuals to critically engage with media and digital environments, as well as fostering intercultural dialogue. For refugees, these skills are particularly crucial, providing access to information and support mediums that aid in their integration, shaping an inclusive society.

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Media and Digital Literacy Good practices

Media and Digital • • Literacy Centrum Badań Migracyjnych



Poland, Poznań

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Foundation – Centrum Badań Migracyjnych



Since 2015



Supporting migrants in Poland, integrating them into society.



The initiative provides legal advice, but most importantly, courses to help the refugees find their way on the Polish labor market in a rapidly changing world.

Media and Digital ••• Literacy Centrum Badań Migracyjnych

The Migration Research Centre Foundation has been operating in Poznań since 2015. It started its activities with the project "Wsparcie dla poznańskich cudzoziemców w jednym miejscu'. Its aim was to strengthen the process of integration of foreigners in the capital of Greater Poland by implementing a comprehensive support offer consisting in: providing foreigners with better access to information in any form on the functioning of migrants in the country and the city; increasing the competences of foreigners in the Polish language; by providing opportunities to expand their knowledge in areas allowing them to participate more actively in the local labor market and social life; by continuing and developing cooperation between different institutions and organizations dealing with migrants in order to develop a model for long-term cooperation. The Foundation collaborates closely with Migrant InfoPoint (MIP) which provides legal advising, serves as a source of help for migrants and offers an online platform for learning Polish for children, which at the same time improves their digital skills.

Centrum Badań Migracyjnych

Challenge/problem the practice solve

This best practice helps to address the exclusion of migrants in Poland. It fosters intercultural dialogue and provides courses to increase competences when it comes to finding a job. There are courses linked to specific industries, so there are courses on digital skills and navigating the digital world to ensure an inclusive environment for all.

Success/changes the practice make

Monthly international picnics are organized; development of two reports about migrants in Poznan; cooperation with institutions working on behalf of migrants; ongoing updating of the content of the Migrant InfoPoint information portal for foreigners run in cooperation with Poznan City Hall and Adam Mickiewicz University.

Media and Digital Literacy 1. Media Mapping

Duration: 1 hour

The objective of this task is to understand media consumption habits and preferences in different cultures. The outcome of this activity can reach Ukrainian people in their host countries thanks to the use of the media they most frequently use.

Steps:

1.Introduction (10 minutes) – The facilitator explains the importance of media and digital literacy to foster intercultural dialogue. They provide a few examples of different types of media.

2.Group discussion (20 minutes) – Participants in small groups (4-5 people) discusses their media habits, which particular media they like to use the most, type of content they enjoy and, if possible, the most used media by their community.

3.Visualization (15 minutes) – Each group creates a visual map (with the use of digital devices in a form of a presentation, infographic, poster or chart). Each group must highlight the differences and similarities between their communities' digital habits.

4.Presentation (15 minutes) – Each group presents their outcomes; everyone is encouraged to discuss the topic further.

Media and Digital Literacy 2.Digital Storytelling

Duration: 1,5 hour

The objective of this activity is to share personal stories through social media, improving digital literacy, encouraging other less digitalized members of communities to enter the digital world and to promote intercultural understanding.

Steps:

1.Introduction (10 minutes) – The facilitator explains what digital storytelling is.

2.Story preparation (30 minutes) – In pairs (or, if there is uneven number of participants, in groups of 3) participants think of and share their personal stories they would like to share, focusing on experiences connected to migration, culture or their everyday lives. They choose one of the stories (if they have good timing, they are welcome to create more stories) that they want to share.

Media and Digital Literacy 2. Digital Storytelling

3.Story development (30 minutes) – Each group, with the use of digital devices, creates a short digital story (video, presentation, or audio recording).

4.Sharing and Discussion (20 minutes) – Each group presents the developed digital stories. After each presentation, encourage a short discussion. After all presentations post the stories on one (or more) social medium (Instagram, Facebook, Blogger, etc.). You can create your own page dedicated to sharing similar stories to promote intercultural dialogue and understanding.



3. Critical Analysis Skills

Duration: 1 hour

The objective of this activity is to develop critical thinking skills by analyzing media content from various cultural perspectives which is extremely important in the age of misinformation, especially in the case of the war in Ukraine.

Steps:

1.Introduction (10 minutes) – Discuss the importance of the analysis of media and discuss concepts such as bias, cultural perspective and fake news.

2.Media Selection (10 minutes) – The facilitator provides the participants with a few media videos or articles from various sources. It would be the best if this was a mixture of Ukrainian and international media.

3.Group Analysis (25 minutes) – The participants are divided into small groups. They analyze the provided pieces of information. They should focus on the portrayal of different cultures, potential biases, and conflicts as well as the impact of the media's origin.

4.Discussion (15 minutes) – Each group share their findings, and everyone is encouraged to provide their points of view and concerns. Conclude by discussing the overall impact of media on shaping our perceptions.

4.Social Media Campaign for Diversity

Duration: 1,5 hour

The objective of this activity is to come up with a social media campaign promoting intercultural dialogue and mutual understanding.

Steps:

1.Introduction (10 minutes) – The facilitator explains the role of social media in shaping our opinions and promoting various initiatives. They can provide an example or examples of successful social media campaigns.

2.Brainstorming (20 minutes) – The participants are divided into small groups, and they brainstorm the ideas for a social media campaign concerning intercultural dialogue and mutual understanding. They are more than welcome to relate the topics to the Ukrainian context and the need for integration.

4.Social Media Campaign for Diversity

3.Campaign Development (40 minutes)

Each group develops their campaign by creating some posts (texts, images, infographics, videos, etc.). They should come up with the name for the campaign, hashtags, and a plan for engagement and reaching a wider audience.

4. Presentation and Discussion (20 minutes)

Each group presents their campaign. After each presentation encourage a short discussion for providing some feedback. The groups are encouraged to post their ideas on social media.



5.Scavenger Hunt

Duration: 1,5 hour

The objective of this task is to improve media and digital skills through fun.

Steps:

1.Introduction (10 minutes) – The facilitator explains the rules of scavenger hunt. Then, a list of tasks related to finding and analyzing different types of media is provided.

2.Scavenger Hunt (1 hour) – The participants are divided into small groups and try to complete the task by identifying examples of biased media information, finding positive representations of various cultures, and creating a short infographic or video on media literacy and analysis tips.

3.Presentation (20 minutes) – Each group share their findings and thoughts. Promote a short discussion afterwards.

Environmental Sustainability Theory

The first major studies in the field of environmental sustainability took place during the global energy crises of 1973 and 1979, when the problem of limited natural resources became extremely urgent. The results of these studies formed the basis of the well-known concept of sustainable development, which is based on the idea of "meeting the needs of current generations without undermining the ability of future generations to meet their needs."



The development of a meaningful of environmental content sustainability, which includes the rational use of resources, limiting emissions into the environment and taking into account the environmental renewability factor in the current activities of companies, contributed to the expansion of the regulatory framework of the CSR concept. This has led to the multi-level formation of responsibility, which includes economic, legal, ethical, social and environmental aspects.

Environmental sustainability and social development

Effective management of natural resources is important not only to ensure that they are not depleted, but also to ensure the quality of life of people who may be threatened by their disproportionate exploitation. For example, if in the rural sector people do not have drinking water and depend on a small well to support themselves, feed their animals and water their crops, it would be a threat to a forest company to plant eucalyptus trees near the well, given that due to the characteristics of this species, they consume too much water, and probably the flow of the well is insufficient to support the planting of these trees and the needs of the surrounding communities. In this case, the risk is twofold, since on the one hand it affects the security of communities, and on the other hand, there is a risk of depletion of water resources in this area. This can cause social disruption, as it will force people to migrate to other places with ideal characteristics for rural work, and if these places are not found, to migrate to urban areas, causing rural depopulation and, with it, a change in lifestyle communities that existed for years thanks to natural resources.

Environmental sustainability and economic growth

It is important to note that economic growth and development are not the same thing. The first is related to quantitative aspects; figures of employment, production, consumption. And the second – with qualitative aspects that interpret it. Nowadays, environmental sustainability is better associated with the concept of economic development, as it promotes methods and practices that enable the economic growth of a region or country. It therefore focuses its attention on ensuring that the methods used by the manufacturing sectors do not conflict with the conservation of natural resources.

What is environmental sustainability?

Environmental sustainability is the ability of natural and social systems to maintain balance and productivity in the long term, minimizing negative impact on the environment. In the context of modern challenges, such as climate change, depletion of natural resources and armed conflicts, the issue of environmental sustainability takes on special importance. For Ukraine, which is currently going through difficult times due to the war, environmental sustainability is not only a matter of preserving the environment, but also ensuring the safety and well-being of the population. This work examines the aspects of Ukraine's environmental sustainability in wartime conditions and the role of Ukrainian youth in this process.

Environmental sustainability involves the ability of ecosystems to withstand changes and recover from disturbances. This concept includes:

- Rational use of natural resources ensuring long-term conservation of resources through their effective use and restoration.
- Biodiversity protection support of the diversity of plant and animal species that play an important role in the functioning of ecosystems.
- Minimization of pollution reduction of emissions of harmful substances into the air, water and soil.
- Use of renewable energy sources transition to energy systems based on solar, wind and hydropower.

The war on the territory of Ukraine has a significant negative impact on the environment. The main environmental problems arising as a result of hostilities include:

 Air pollution - high level of emissions of harmful substances from industrial enterprises and transport. According to the State Statistics Service of Ukraine, the level of air pollution in many industrial cities of Ukraine significantly exceeds permissible standards, which negatively affects the health of the population and the state of the environment.

Ukrainian youth play a key role in preserving and restoring the environment. Their activity and initiatives can contribute to increasing environmental awareness and the development of sustainable practices. Main areas of youth activity:

- Educational initiatives conducting environmental education programs and activities to raise public awareness of the importance of environmental sustainability.
- Volunteer movements participation in volunteer actions for cleaning up territories, planting trees and preserving nature reserves.
- Ecoactivism organization of rallies, flash mobs and information campaigns aimed at protecting the environment.
- Scientific Research involvement in scientific projects that examine the impact of war on the environment and develop strategies to minimize damage.

Thus, the alternatives that are available to man today to take care of natural resources are related to innovation, corporate social responsibility and the generation of business models that include a sustainable factor in their economic activity. If more businesses and companies follow this trend, they will take better care of the resources that the environment provides. And in this way, the existence of communities that are completely dependent on them today, as well as generations that will need them in the future, will be ensured.

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Environmental Sustainability Good practices



Ukraine, Dnipropetrovsk Region, Slobozhanske



Slobozhansky Lyceum of Slobozhanska Village Council

January-May, 2024



To raise environmental awareness and engage students in sustainable practices.

Environmental sustainability and community involvement.

The 'Protecting the Environment' initiative is a five-month program organized by the Slobozhansky Lyceum of Slobozhanska Village Council. The program aims to raise environmental awareness and engage students in sustainable practices through a series of educational and hands-on activities. These activities include workshops on recycling, energy conservation, and biodiversity, as well as community clean-up events and tree planting projects. Students participate in interactive sessions where they learn about the impact of human activities on the environment and the importance of sustainable living. The program also involves collaboration with local environmental organizations to students with provide practical experience environmental in conservation efforts. The initiative seeks to instil a sense of responsibility and active citizenship among students, encouraging them to take proactive steps in protecting their local environment.

Challenge/problem the practice solve

This initiative addresses the challenge of low environmental awareness and lack of engagement in sustainable practices among students in the region. Many students lack opportunities to learn about environmental issues and the practical steps they can take to mitigate their impact. The absence of structured environmental education programs in the local curriculum means that students often miss out on crucial knowledge about sustainability. The 'Protecting the Environment' initiative fills this gap by providing a structured and engaging program that educates students on key environmental issues and empowers them to take action. By involving students in hands-on activities and real-world projects, the program helps to overcome the passive approach to environmental education and fosters a proactive mindset towards sustainability.



Success/changes the practice make

The 'Protecting the Environment' initiative has successfully increased awareness environmental and engagement among students in Slobozhanske. Participants have reported a greater understanding of environmental issues and a heightened sense of responsibility towards sustainable living. The hands-on activities have not only provided practical skills but also inspired students to implement sustainable practices in their daily lives. The community clean-up events and tree planting projects have resulted in tangible improvements in the local environment, fostering a sense of pride and accomplishment among Moreover, the collaboration with local environmental students. organizations has strengthened community ties and provided students with valuable networking opportunities. The program has been recognized for its innovative approach to environmental education and its positive impact on both students and the local community, setting a model for other schools in the region to follow.



1. The importance of Nature

Objective: The primary goal of this activity is to deepen participants' understanding of the vital role nature plays in our lives. By exploring various aspects of the natural world, we aim to foster appreciation, awareness, and a sense of responsibility toward environmental conservation.

Description: Students prepared short projects focusing on different aspects of nature, such as marine life, plants, ecosystems, and biodiversity. Each student researched and presented their findings, sharing insights about the importance of these natural elements. The presentations included visual aids, facts, and personal reflections. Participants engaged in discussions, asked questions, and exchanged ideas during the presentations.

Outcome: Participants gained a deeper appreciation for nature's significance. Increased awareness of environmental issues and the need for conservation. Enhanced communication skills through presenting and discussing their research. A sense of responsibility to protect and preserve the natural world.
Environmental Sustainability 2. Natural objects of Ukraine

Objective: Explore Ukrainian natural sites. Foster intercultural understanding. Use writing and speaking skills.

Description: Utilize various Internet resources. Leverage the Canva app for creating visual presentations. Research and gather information about specific natural elements (marine life, plants, ecosystems, biodiversity). Prepare short projects.



Present findings with visual aids, facts, and personal reflections. Engage in discussions and exchange ideas during presentations.

Outcome: Participants will develop a deeper appreciation for nature's significance, gain awareness of environmental issues and conservation needs, enhance communication skills through research presentations, feel a sense of responsibility to protect and preserve the natural world.

Environmental Sustainability 3.Environmental problems with Padlet

Objective: Investigate ecological issues. Utilize your own knowledge. Present specific information.

Description: Students create a concise list of problems related to their chosen topic. This list should highlight the key aspects and impacts of the environmental issue. Participants should be ready to share their findings with classmates. The presentation should be succinct, lasting approximately 1 minute.

Outcome: Increased awareness of environmental challenges by researching and discussing these environmental challenges, participants will develop greater awareness of the urgent need for conservation. Enhanced communication skills. Presenting their research will improve participants' ability to convey information effectively. Encouragement to take responsibility for nature's preservation. Through dialogue and understanding, students will feel motivated to actively contribute to nature's preservation.

Environmental Sustainability 3. Environmental problems with Padlet



Environmental Sustainability

4. How to Plant a Veggie?

Objective: To introduce participants to new vocabulary related to gardening and to conduct an experiment in planting a vegetable, describing the process in English.

Description: Participants will create a videoclip demonstrating the process of planting a vegetable, from preparing the soil to watering and caring for the plant. The videoclip will include narration in English, explaining each step of the planting process using the new vocabulary learned.



Outcome: Participants will gain practical gardening skills, enhance their vocabulary related to gardening and plant care in English, and develop confidence in presenting and narrating in English through the videoclip.

Environmental Sustainability 5.The 3 R's

Objective: To introduce participants to new vocabulary related to recycling and promote understanding of the 3 R's (Reduce, Reuse, Recycle) through a workshop on recycling.

Description: Participants will engage in a workshop on recycling, where they will learn about different materials and their proper disposal. Bins for different materials (paper, plastic, glass, etc.) will be set up to facilitate hands-on sorting and recycling practice.

Outcome: Participants will gain new vocabulary related to recycling in English, understand the importance of the 3 R's, and develop practical skills in sorting and recycling materials.



Ukraine, Dnipropetrovsk Region, Slobozhanske



Youth Center "SMART" of Slobozhanska Village Council



From December 2023 until now



Environmental protection and raising awareness of waste sorting



The project "Look. It didn't break down."



The project "Look. It did not fall apart" is implemented by the "SMART" Youth Center on the territory of the Slobozhanska Territorial Community. It is aimed at increasing public awareness of the problem of long-term decomposition of garbage in the environment. The main goal of the project is to draw attention to the consequences of improper waste management and the need to implement effective methods of their utilization and processing. The project includes educational campaigns, informing through social media, organizing activities for cleaning and sorting garbage, opening a paper recycling circle, as well as involving the public in active participation in environmental protection. Through interactive activities and illustrative examples, the project aims to show how the irrational use of resources and improper waste management affects our future, calling for a more responsible attitude towards the environment.

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Challenge/problem the practice solve

The project solves important environmental challenges in Ukraine. The main problems that the project solves:

1.Low awareness of the environmental impact of waste: many people are not aware of the long-term impact of waste on the environment. The project conducts educational campaigns and informs about the duration of decomposition of garbage and its impact on ecosystems.

2.Improper waste management: lack of infrastructure for waste sorting and recycling. The project promotes the installation of containers for separate collection of waste and supports the development of infrastructure for their processing.

3.Environmental pollution: garbage, especially plastic, pollutes natural areas, water resources and soils. The project organizes cleaning actions, reducing the amount of garbage in natural areas.

4.Excessive use of plastic: the use of single-use plastic products leads to an increase in plastic waste. The project encourages the transition to reusable alternatives.

5.Low level of environmental responsibility of business: many companies do not consider environmental aspects in their activities. The project works with business, promoting the implementation of environmentally responsible practices.

6.Insufficient environmental education: insufficient attention to environmental education in educational institutions. The project conducts educational programs for schoolchildren and students, increasing the level of environmental literacy.

Success/changes the practice make

The project "Look. It didn't fall apart" of the youth center from an ecological point of view achieved significant success in increasing environmental awareness and practical skills among young people. The main environmental achievements of the project include:

1.Increasing environmental awareness: the project actively promotes the importance of reducing the use of plastic and other difficult to decompose materials. It contributes to the formation of an environmental culture by helping participants understand the importance of waste sorting and waste disposal.

2.Waste sorting and recycling: the Youth Center implements waste sorting programs, which include the installation of special containers for different types of plastic. This reduces the amount of waste that ends up in landfills and directs materials to recycling.

3.Educational activities: the project workshops conducts training and lectures, where participants learn about the negative impact of plastic on the environment and gain knowledge about alternative methods of waste reduction. Thanks to these measures, the project "Look. It didn't decompose" makes a significant contribution to reducing the environmental burden and forming environmental responsibility among young people.





Environmental Sustainability 1.Disposal of hazardous waste

Objective: Learn about the latest technologies and approaches for implementation with hazardous waste and provide practical advice on the safe disposal of hazardous waste.

Description: The key aspects of the disposal of hazardous waste and the latest technologies in this area were revealed. The participants not only learned about the latest methods of disposal, but also received answers to specific questions.

Outcome: This event was an important step in the formation of environmental awareness of the community, offering not only theoretical knowledge, but also practical skills for the safe disposal of hazardous waste. Participants received information on how to effectively interact with hazardous materials in everyday life.

Environmental Sustainability

2. A holiday of shopping and eco-consciousness Smart Garage Sale!

Objective: Giving things a second life, where everyone could become a part of eco-conscious consumption.

Description: Organization of an eco-fair that gave an opportunity to find and sell old things and contribute to the preservation of the planet.

Outcome: Participants presented new and vintage clothing, home decor items, books, and homemade toys and jewellery.

Environmental Sustainability 3. Paper recycling group

Objective: Studying the techniques of creating ecologically clean paper from waste paper

Description: Using special equipment for paper recycling, group participants will learn about the importance of sorting waste made from wastepaper at the enterprise level and the techniques of such recycling.

Outcome: Participants create new letters that they can take with them. In addition to the benefits for the environment, such a circle develops creativity, because the sheets can be made in different colours and shapes and used for printing, making notebooks, and more.

Environmental Sustainability 4. Master class on printing on clothes

Objective: Self-realization of youth through creativity and discussion of the important environmental issue of fast fashion and how its overproduction pollutes the planet.

Description: With the help of special equipment, garlics were able to express their creativity, creating unique designs, which were then reproduced on T-shirts. It should be noted that the event was interactive, so everyone had the opportunity to show their abilities at each stage of printing.

Outcome: The event not only became a platform for self-realization through creativity, but also aimed to raise an important topic about fast fashion and its impact on the planet. The participants discussed this issue, exchanged opinions and shared alternative ways of influencing the fashion world.

Environmental Sustainability

5. Master class on the production of power banks

Objective: A hands-on demonstration of how you can reduce the impact of plastic on the environment by reusing materials

Description: The participants of the event had the opportunity to take part in practical classes, disassembling the components of disposable cigarettes and studying the process of turning them into cigarette packs.

Outcome: The event became an important step in the direction of creating a more environmentally conscious society, and contributed to the popularization of initiatives aimed at protecting the environment and supporting the military.

Environmental Sustainability 6. Master class on creating motanka dolls*

Objective: To educate students on the importance of ecological sustainability and traditional crafts, while fostering creativity and cultural appreciation.

Description: This activity involves organizing a master class where students learn to create Motanka dolls, traditional knotted dolls made from fabric scraps. The workshop is led by an expert in traditional crafts and sustainability, who explains the cultural significance of Motanka dolls and their role in promoting sustainable practices. Students are encouraged to use upcycled materials, such as old clothing, fabric remnants, and natural fibers, to make their dolls. The instructor highlights the environmental benefits of reusing materials and reducing waste.



* a knotted doll made of fabric

Environmental Sustainability 6. Master class on creating motanka dolls

Throughout the session, discussions on ecological sustainability, the impact of textile waste, and ways to adopt eco-friendly habits are integrated. By engaging in this hands-on activity, students not only learn a traditional craft but also develop an appreciation for sustainable living.

This activity promotes environmental awareness, cultural heritage, and creative expression, making it a holistic educational experience.

Outcome: The Motanka dolls created by the students can be displayed in a school exhibition to further raise awareness about sustainability and traditional crafts.



Community Service and Volunteering Theory

Community Service • • and Volunteering

In our increasingly globalized world, fostering intercultural dialogue is more critical than ever. The exchange of ideas, traditions, and values across different cultures can bridge gaps, reduce prejudices, and promote understanding and cooperation. One of the most effective ways to cultivate such dialogue is through community service and volunteering which is regarded as a vital aspect of societal well-being, supported by many European countries and EU institutions (Andrea Carlà A.m et al., 2023). These activities provide practical, hands-on opportunities for people from diverse backgrounds to collaborate, share experiences, and learn from one another.

An empirical study, based on interviews and questionnaires over a year in six European contexts, examines the impact of volunteering activities involving EU and third-country nationals. The research shows that volunteering promotes social interactions and inclusion, strengthening community bonds and aiding social integration. However, it also concludes that volunteering alone cannot address all integration challenges, emphasizing the need for a comprehensive approach that tackles structural discrimination (Andrea Carlà A.m et al., 2023).

Community Service • and Volunteering

The Role of Community Service and Volunteering

Community service and volunteering are inherently social activities that often bring together individuals from various cultural, ethnic, and socioeconomic backgrounds. Engaging in these activities creates a platform for interaction and communication, which are the building blocks of intercultural dialogue.

1. Building Bridges through Shared Goals

Volunteering projects usually focus on common goals such as improving community welfare, supporting vulnerable populations, or addressing environmental issues. These shared objectives can transcend cultural differences, creating a sense of unity and purpose among participants. When individuals work side by side towards a common goal, they are more likely to engage in meaningful conversations, share personal stories, and develop a deeper understanding of each other's cultural backgrounds.

2. Working together on common goals fosters a sense of community and shared purpose, breaking down cultural barriers and creating opportunities for understanding and appreciation of diverse perspectives. Through shared experiences, volunteers learn about different cultures, perspectives, and values, which helps break down stereotypes and build inclusive communities. In addition, direct interaction with individuals from different cultures allows for personal connections and challenges pre-existing stereotypes and prejudices. This promotes a more nuanced understanding of different cultures and fosters respect for diversity.

Community Service and Volunteering

The Role of Education in Enhancing Intercultural Dialogue

Education plays a crucial role in preparing individuals for effective intercultural dialogue through community service and volunteering. Educational institutions can integrate service-learning into their curricula, combining academic instruction with meaningful community service. This approach not only enhances young people' academic knowledge but also develops their social and intercultural skills.

1.Service-Learning Programs

Service-learning programs connect classroom learning with community service, providing young people with opportunities to apply their academic knowledge in real-world contexts. These programs often involve partnerships with community organizations, allowing young people to work on projects that address local needs. By engaging with diverse communities, young people learn to appreciate different cultural perspectives and develop skills for intercultural communication.

2.Intercultural Competence Training

Educational institutions can also offer training programs that focus on developing intercultural competence. These programs teach young people how to navigate cultural differences, communicate effectively across cultures, and build inclusive environments. Intercultural competence training prepares young people to engage in meaningful dialogue during their community service and volunteering activities, maximizing the impact of their interactions.

Community Service and Volunteering

Challenges and Considerations

While community service and volunteering offer significant opportunities for fostering intercultural dialogue, there are also challenges and considerations to keep in mind.

1.Cultural Sensitivity

It is essential for volunteers to approach their work with cultural sensitivity and respect. Misunderstandings or insensitivity can hinder dialogue and damage relationships. Training programs that emphasize cultural awareness and sensitivity can help volunteers navigate these challenges effectively.

2.Sustainability and Impact

Ensuring the sustainability and long-term impact of community service projects is crucial. Short-term or poorly planned projects can fail to create lasting change and may even perpetuate dependency. Sustainable projects that involve community members in planning and decisionmaking processes are more likely to foster genuine intercultural dialogue and empowerment.

3.Power Dynamics

Power dynamics can influence intercultural interactions in community service settings. Volunteers from more privileged backgrounds may unintentionally reinforce existing inequalities if they do not approach their work with humility and an open mind. Reflective practices and power awareness training can help volunteers recognize and address these dynamics.

Community Service and Volunteering

Conclusion

Community service and volunteering are powerful tools for fostering intercultural dialogue. By bringing together individuals from diverse backgrounds to work towards common goals, these activities promote understanding, Educational empathy, and cooperation. institutions and organizations play a vital role volunteers for effective preparing in intercultural engagement, ensuring that community service projects create inclusive and meaningful opportunities for dialogue.



As our world becomes increasingly interconnected, the importance of intercultural dialogue cannot be overstated. Through community service and volunteering, we can build bridges between cultures, break down barriers, and create a more inclusive and understanding global community. By embracing the transformative power of these activities, we can foster a world where diversity is celebrated, and mutual respect and understanding are the norm.

Community Service and Volunteering

In the context of the project "Competence through communication: integration of social-emotional learning into teaching foreign language" community service and volunteering can be powerful tools for fostering intercultural dialogue by:

<u>1.Providing opportunities for interaction.</u> Engaging Ukrainian refugees/temporally displaced people in community service projects alongside local youth can create natural settings for interaction and communication.

<u>2.Developing empathy and understanding.</u> Through shared experiences and collaboration, both local youth and Ukrainian refugees/temporally displaced people can gain a deeper understanding of each other's cultures, experiences, and perspectives.

<u>3.Promoting communication skills.</u> Working together and participating in social-emotional learning activities can enhance communication skills and intercultural competence for both groups.

<u>4.Building social connections.</u> By contributing to the community together, local youth and Ukrainian refugees/temporally displaced people can build meaningful connections and friendships, fostering a more inclusive and welcoming environment.

Community Service

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Community Service and Volunteering Good practices

Community Service and Volunteering

Competence through Communication

(project for teachers on integration social-emotional learning into teaching foreign languages)



Ukraine, Dnipropetrovsk Region, Slobozhanske



Union for the development of education and science



March 2024-May 2024

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The project is aimed at psychological and pedagogical support of teachers who combine foreign language teaching with socioemotional learning (SEL) for the development of young people' communication skills and emotional intelligence.



The project "Look. It didn't break down."

Community Service • and Volunteering Competence through Communication

The project is aimed at psychological and pedagogical support of teachers who combine foreign language teaching with socio-emotional learning for the development of young people' communication skills and emotional intelligence. By focusing on the professional development of teachers and equipping them with the skills to combine SEL with language instruction, the project enhances the overall educational experience for young people and promotes a deeper understanding of diverse cultures. The project trains teachers to be more than language instructors; they become cultural mediators who can facilitate meaningful discussions about cultural differences and similarities. With enhanced SEL skills, teachers are better equipped to address cultural nuances and foster an inclusive classroom environment where intercultural dialogue can thrive. Through SEL, teachers learn to create safe, inclusive, and supportive classroom environments where young people feel valued and respected. This atmosphere encourages open communication and the sharing of diverse cultural perspectives, making intercultural dialogue a natural part of the learning process.

Community Service and Volunteering Competence through Communication

SEL emphasizes the development of empathy, active listening, and emotional intelligence. Teachers trained in SEL can guide young people in understanding and appreciating the emotions, perspectives, and cultural backgrounds of their peers. This empathy is crucial for meaningful intercultural dialogue and reducing cultural misunderstandings and biases.

The integration of SEL in language teaching encourages young people to think critically about cultural contexts and their own cultural assumptions. Activities designed to explore cultural narratives, traditions, and values help young people develop a nuanced understanding of different cultures, fostering a more profound and respectful intercultural dialogue.

Teaching foreign languages inherently involves exposing young people to new cultures and worldviews. When combined with SEL, this exposure is deepened as young people learn to navigate cultural differences with sensitivity and respect. The project supports multilingualism as a tool for bridging cultural gaps and enhancing intercultural communication.

Futhermore, we must admit that SEL could be combined with traumaimformed teaching which is rather crucial for the Ukrainian context.

Community Service and Volunteering

Competence through Communication

SEL and trauma-sensitive teaching are both critical approaches in education that aim to support well-being of young people. IBy integrating SEL and trauma-sensitive teaching, educators can create a comprehensive approach that addresses the emotional, social, and academic needs of all young people, particularly those who have experienced trauma. This combined approach fosters a more inclusive, supportive, and resilient learning environment, ultimately enhancing young people well-being and success.

Challenge/problem the practice solve

Educational Gaps. Traditional educational methods may not adequately prepare young people for intercultural settings. The project introduces innovative, non-formal educational practices that are effective in diverse and multi-ethnic groups, ensuring that all participants are better prepared to engage in and contribute to intercultural dialogue.

Social Isolation and Prejudice. Refugees and temporarily displaced persons often face social isolation and prejudice in their host countries or communities. The project promotes empathy and mutual understanding through SEL, encouraging positive interactions and reducing stereotypes. This fosters a more inclusive community where refugees and temporarily displaced persons feel welcomed and valued.

Community Service and Volunteering Competence through Communication

Success/changes the practice make

The "Competence through Communication: Integration of Social-Emotional Learning into Teaching Foreign Languages" project has led to several significant successes and changes, impacting both educators and young people in meaningful ways:

1. Teachers received comprehensive psychological and pedagogical support, significantly improving their ability to integrate social-emotional learning (SEL) into their language teaching. This dual focus equipped them with innovative strategies to foster a supportive and empathetic classroom environment, enhancing their overall teaching effectiveness.



2. Young people demonstrated marked improvements in their foreign language proficiency and communication skills. The integration of SEL helped young people to not only learn a new language but also to use it effectively in diverse, multicultural settings, facilitating better interactions with peers from different backgrounds.

Community Service • and Volunteering Competence through Communication

3. The project successfully cultivated emotional intelligence among young people. By engaging in activities designed to enhance empathy, self-awareness, and emotional regulation, young people became more adept at understanding and managing their own emotions, as well as recognizing and responding to the emotions of others.

4. Both teachers and young people developed stronger intercultural competencies. The project's emphasis on non-formal, interactive practices in multicultural settings helped participants to appreciate cultural diversity, reduce biases, and build respectful and inclusive relationships.

5. The success of this project serves as a model for similar initiatives aimed at integrating SEL into educational practices. It provides a replicable framework that can be adapted and implemented in various educational and cultural contexts to support the social and emotional development of young people.



Community Service • and Volunteering Competence through Communication

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Community Service • and Volunteering 1.SEL English Zone Telegram Channel

A dedicated Telegram channel was established for continuous psychological and pedagogical support, and distribution of educational materials. This platform facilitated ongoing support and resources for training participants, ensuring they had access to the necessary tools and guidance.

This channel serves as a hub for distributing educational materials, facilitating communication, and offering guidance on integrating socialemotional learning (SEL) with foreign language education. It is a vital tool for maintaining the momentum of the project and ensuring that participants have access to resources and support throughout their learning journey.

Objectives:

- to provide continuous psychological and pedagogical support to educators;
- to distribute educational materials and resources related to SEL and foreign language teaching;
- to provide tips and strategies for managing classroom dynamics and supporting young people' emotional well-being.

Community Service • and Volunteering 1.SEL English Zone Telegram Channel

- to create a community of practice where participants can share experiences, challenges, and successes;
- to share resources on nonviolent communication and facilitate nonviolent communication techniques and SEL practices among teachers;
- to enhance engagement and collaboration through regular updates and interactive content;
- to facilitate discussions and Q&A sessions where participants can ask questions and share insights;



- to organize interactive activities such as polls, quizzes, and challenges related to SEL and language learning;
- to assign mentors to provide personalized support and feedback to teachers as they implement SEL practices in their classrooms;
- to collect feedback from users to continuously improve the content and functionality of the channel.
Community Service • and Volunteering 1.SEL English Zone Telegram Channel

We did a special 'check-in' of the participants via the channel to find out their general emotional state which let us aware about the necessity to adjust some activities. We used a mood meter and asked participants how they felt on a cat scale. Also, we encouraged them to share why they felt this or that way. It made possible not only to monitor the general "mood of the group", but helped to establish a rapport with them.

Moreover, we shared some pre-training materials to provide the participants with the opportunity to analyze them beforehand. For example, we shared the rules of different games, including, Emotion Uno, which then we tried in practice while face-to-face training.

Emotion UNO

Therapeutic goal: Self-expression Objective: To provide an opportunity for self-expression by discussing emotions and thoughts, especially related to hospitalization. Age group: School age/Adolescent Materials needed: UNO deck of cards

Community Service and Volunteering 1.SEL English Zone Telegram Channel

Procedure:

1.Tell the child that you all are going to play UNO, but add in a few new rules. If time allows, may be appropriate to play a normal game of UNO before adding in the new rules to provide the child with a refresher on how to play the game.

2.Explain the new UNO rules to the child:

• Each time someone changes the color of the deck, they must talk about the emotion related to the new color, ex:



Yellow= happy: when a player lays a yellow card, the players share a time they felt happy or something that makes them happy.

Blue= sad: when a player lays a blue card, the players share a time they felt sad or something that makes them sad.

Red= mad/angry: when a player lays a red card, the players share a time they felt mad or something that makes them mad.

Green= jealous or calm/relaxed: when a player lays a green card, the players share a time they felt jealous/calm/relaxed or something that makes them jealous/calm/relaxed.

WILD: the players share a joyful moment of this week.

Community Service • and Volunteering 1.SEL English Zone Telegram Channel

Can use subject prompts such as...
"Talk about a time when you felt _____ while _____ [in the clinic / hospital / ... / at home / with friends]."
or
"Talk about a time when you felt "

Adaptations:

- New rules (or prompts) can be adapted for each person depending on their developmental level as well as diagnosis
- You can also come up with different prompts for the extra cards in the deck such as...
- Wild card= talk about a fun memory from the clinic or hospital
- Reverse card= talk about a change you have liked or disliked while at the clinic or hospital

Community Service and Volunteering 2.Face-to-Face Training

A three-day intensive training session was organized for English language teachers from rural schools in Dnipropetrovsk region. This training equipped teachers with the knowledge and skills to integrate social-emotional learning (SEL) into their language teaching.

During 3 days of FACE-TO-FACE TRAINING:

The participants found out the essence of social-emotional learning and emotional intelligence; mastered the technique of non-violent communication; analyzed and tested methods of managing emotions and reducing stress; determined how to integrate SEN into teaching; piloted SEN exercises and tools integrated into English language teaching.

During the training we tried different ice-breakers and energizers. For example, "Ukrainian Granny".

The first person starts the story of a Ukrainian Granny with the phrase: "I have a Ukrainian Granny. Every morning, she wakes up and... " Then he/she adds the next action of Granny's morning routine and shows it. The second person continues. He/she repeats the phrase "I have a Ukrainian Granny. Every morning, she wakes up and... ", then he/she adds the next action of Granny's morning routine suggested by the first person and shows the action, finally, he/she adds the next action of Granny's morning routine suggested.

Community Service • and Volunteering 2.Face-to-Face Training

The last person must present and show the whole story what a Ukrainian Granny does every morning. He/she starts with the phrase "I have a Ukrainian Granny. Every morning, she wakes up and…", and then says all the actions and shows the moves suggested by the participants. After this he/she finalizes the story with his/her own idea.

Within the face-to-face training we developed and played interactive games that combine language learning with SEL.

These games can include board games, online quizzes, or mobile apps designed to reinforce language skills and emotional intelligence through fun and engaging activities.

For example, we practiced Behavior Contingency Map or Social Mapping Contingency Maps which are a cognitive-behavioral method for helping an individual to understand the consequences of behavioral choices. They are particularly useful for teaching individuals to use functionally equivalent behaviors as alternatives to problem behavior. Contingency maps are essentially graphic organizers for behavior.



Community Service and Volunteering

2.Face-to-Face Training

Essentially, they are set up so that the student can see the consequence of the alternative behavior and the consequence (typically the naturally occurring consequence) of the negative behavior.

Using visuals is essential so young people can understand the behavior map. The visual maps are especially useful for early childhood young people and young people with special needs who have low receptive language. Contingency maps are effective because they illustrate in a concrete way the results of both the desired and undesired behavior.

Contingency maps can be used in a few different ways. It is important to teach the strategy.

• Review the behavior map and discuss the consequence for each series of behaviors.

- Practice the strategy.
- Go through each path and model the responses and consequences.
- Utilize the behavior map in the situation the behaviors commonly occur.

• If the behavior typically occurs transitions or work time, anticipate and prevent the behavior.

• Pull out the behavior map at the start of the activity and review the behavior paths and consequences.

• Keep the behavior contingency map present and visible throughout the day to provide an extra reminder.

Community Service and Volunteering 2.Face-to-Face Training

During the training we practiced some techniques which aimed at restoring emotional balance like breathing techniques 'A candle and a flower' or 'Smell the soup, Cool the soup', '5-4-3-2-1' activity or 'Australian rain' activity.

Breathing techniques 'A candle and a flower' or 'Smell the soup, Cool the soup'

Description: instruct participants to take a deep breath in through their nose, imagining they are smelling the flower or the soup. This breath should be slow and deep, filling their lungs completely. Then, they should exhale slowly and steadily through their mouth, as if they are gently blowing out the candle or cool the soup. This cycle of inhaling the scent of the flower or the smell of the soup and exhaling to blow out the candle or cool the soup should be repeated several times.

Objectives: to provide a simple and memorable method for deep breathing that can help participants calm their minds and bodies, reducing anxiety and stress.



Community Service and Volunteering

2.Face-to-Face Training

'5-4-3-2-1' activity

A person must name:

5 objects that can be seen; name out loud what color, shape they are;

4 objects that can be felt by touch (if possible, touch each); describe them to the touch;

3 sounds that are heard right now;

2 smells that are felt;

1 taste (you can lick your lips, taste something if possible)

Then a person must say something nice for himself/herself or about himself/herself.

- to provide a grounding technique that helps participants manage anxiety and stress by focusing on their immediate environment and sensations.
- to improve participants' mindfulness by engaging their five senses (sight, touch, hearing, smell, taste) and increasing their awareness of the present moment as a beneficial habit for mental well-being.

Community Service • and Volunteering 2. Face-to-Face Training

'Australian rain' activity

The participants should repeat after the facilitator who say lines one by obe and show special move to each line. Ideally, all the participants should produce the soud of the stom.

In Australia, the wind has picked up (The facilitator rubs his palms) It starts raining (Clicking finger) The rain is getting heavier (Clapping palms on the chest) A real downpour begins. Even louder. (Slapping hips) And here comes the hail, a real storm. (Stomping feet) But what's this? The storm is dying down. (Slapping hips) The rain is getting weaker. (Clapping palms on the chest) Single drops fall to the ground. (Clicking finger) A gentle whisper of the wind. (Rubbing palms) And there it is, the sun. (Hands up)

- to help participants focus on their auditory and tactile senses by simulating the sound and feel of a rainstorm.
- to offer a safe space for emotional expression and release, using the storm's progression as a metaphor for emotional highs and lows.

Community Service • and Volunteering

3.Post-Training Practice and Mentorship

Following the initial three-day face-to-face training, the Post-Training Practice and Mentorship activity is designed to support English language teachers as they implement their newly acquired knowledge and skills in their classrooms. This activity provides continuous mentorship and guidance to ensure that teachers can effectively integrate socialemotional learning (SEL) into their foreign language teaching practices. conducted The participants SEL-integrated lessons, prepared presentations, developed conference materials, and submitted abstracts for conference proceedings, demonstrating the practical application of their training.

- to enable teachers to apply SEL concepts and techniques in real classroom settings;
- to provide ongoing support and feedback through mentorship;
- to facilitate the development and sharing of innovative teaching materials and methods;
- to foster a community of practice among educators for collaborative learning and improvement.

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3.Post-Training Practice and Mentorship

Each teacher is paired with an experienced mentor who has expertise in both SEL and foreign language instruction. Mentors provide personalized support tailored to each teacher's needs and challenges.

Teachers and mentors meet (either in person or virtually) to discuss the integration of SEL into their lesson plans. They outline specific goals, activities, and strategies to be implemented in the classroom.

Teachers conduct lessons incorporating SEL practices. These may include activities like emotion-based role plays, collaborative group work, and reflective discussions, all conducted in the foreign language being taught.

Mentors observe some of the teachers' lessons (either in person or through video recordings) to provide constructive feedback. They focus on how effectively SEL principles are being integrated and how young people are responding to the new methods.

Teachers prepare presentations for methodological associations in their educational institutions, showcasing their experiences and the impact of SEL integration. Mentors assist in refining these presentations to highlight best practices and lessons learned.

Community Service • and Volunteering 4. An international online conference

An International Online Conference was organized to facilitate the exchange of experiences, ideas, and best practices among educators involved in the project. This conference aimed to bring together teachers, trainers, and educational professionals from various countries to discuss and share insights on integrating social-emotional learning (SEL) with foreign language education. The event provided a platform for participants to present their work, discuss challenges, and explore innovative strategies for enhancing both language proficiency and emotional intelligence in diverse educational settings.

- to create a collaborative space for educators to share their experiences and best practices;
- to disseminate knowledge and innovative methods for integrating SEL into language teaching;

Community Service and Volunteering

4. An international online conference

- to foster a global community of practice focused on enhancing educational outcomes through SEL;
- to provide participants with professional development opportunities and access to a network of peers;
- to gather and document valuable insights and contributions for further dissemination and application.

Keynote speakers with expertise in SEL and language education share their insights.

In-depth exploration of specific topics was ensured due to the panel discussions and breakout sessions.

The participants are provided with space for networking and collaboration through virtual meet-and-greet sessions, discussion forums, and social media groups.

Community Service and Volunteering 5. Preparing the conference proceedings

Preparing the conference proceedings involves compiling, editing, and organizing the presentations, abstracts, and findings shared during the international online conference into a comprehensive document. This activity ensures that the knowledge and experiences exchanged during the conference are documented and accessible for future reference and use by educators, researchers, and policy makers.

Objectives:

•to document and disseminate the insights and best practices shared during the conference.

•to provide a valuable resource for educators and stakeholders involved in social-emotional learning and foreign language teaching.

to ensure the continuous improvement and evolution of educational practices by preserving and sharing collective knowledge.

Community Service and Volunteering English Language Club



Ukraine, Dnipropetrovsk Region, Slobozhanske



UNICEF Digital Education Center



Ongoing since 2023, weekly sessions

To develop speaking skills and expand social skills in the absence
 of an English-speaking environment.



Language learning and social skill development

The English Language Club is a weekly event organized by the UNICEF Digital Education Center in Slobozhanske, Ukraine. It aims to enhance the speaking skills of children and teenagers through the flipped classroom model. In this approach, young people prepare at home by watching video lessons and completing exercises. During the club meetings, they engage in interactive activities, discussions, and projects based on the material they have studied. Occasionally, native English speakers are invited to conduct sessions, providing participants with authentic language practice. The club focuses on creating a supportive environment where learners can practice speaking English and develop social skills through group activities and peer interactions.

Community Service • and Volunteering English Language Club

Challenge/problem the practice solve

This practice addresses the challenge of limited opportunities for English language practice in a non-English-speaking environment. Many young people in Ukraine face difficulties in developing their speaking skills due to the lack of interaction with native speakers and real-life conversation practice. The English Language Club provides a structured and supportive setting where learners can overcome these barriers, practice their speaking skills, and gain confidence in using English in various contexts. Additionally, it helps young people develop important social skills such as teamwork, communication, and empathy.



Community Service and Volunteering 1.Language Exchange Pairs with Alias Game

Objective: To provide one-on-one language practice and cultural exchange opportunities.

Method: Participants are paired based on their language proficiency levels and interests. Each pair meets regularly to practice English and discuss cultural topics. Sessions include structured activities and free conversation time. A key component of the sessions is the use of the Alias game, where one participant describes a word without saying it, while the other guesses the word. This activity enhances vocabulary, quick thinking, and descriptive skills in a fun and interactive way.

Outcome: Improved language skills, enhanced cultural understanding, stronger social connections, and increased vocabulary through the engaging Alias game.



Community Service and Volunteering 2.Storytelling Workshops with Dice

Objective: To develop language skills through creative expression and storytelling.

Method: Participants create and share personal stories in English, with guidance from experienced storytellers. Workshops focus on narrative structure, vocabulary, and presentation skills. To add an element of fun and spontaneity, participants use dice and a storytelling app. Each side of the dice corresponds to different story elements conflict). (e.g., character, setting, Participants roll the dice to determine these elements and use the app to generate prompts, creating unique and engaging stories on the spot.

Outcome: Enhanced language proficiency, boosted confidence in public speaking, improved creativity, and greater appreciation of diverse life experiences through the use of interactive storytelling tools.



Community Service and Volunteering 3.Cultural Festivals with Canva

Objective: To celebrate cultural diversity and practice English in a festive setting.

Method: Organizing festivals featuring food, music, dance, and traditional crafts from different cultures. Participants interact in English, sharing and learning about various cultural traditions. To enhance the festival experience, participants use Canva to create posters, flyers, and presentations that highlight their cultural heritage and the activities planned for the festival. This visual element helps participants practice language skills and creative design.

Outcome: Increased cultural awareness, improved language skills, enhanced creativity through the use of Canva, and strengthened community bonds.



Community Service

4. Movie Watching and Discussion

Objective: To improve listening and speaking skills through exposure to authentic English language films.

Method: Participants watch English language films in their original versions, followed by group discussions to analyze and debate the content, themes, and language used in the movies. This activity encourages participants to express their opinions, ask questions, and engage in meaningful conversations, thereby improving their language proficiency and critical thinking skills.



Outcome: Enhanced listening and comprehension skills, improved ability to articulate thoughts in English, and increased confidence in participating in discussions. Participants also gain cultural insights through exposure to diverse film genres and narratives.

Community Service and Volunteering 5. Meetings with Foreign Volunteers

Objective: To facilitate intercultural exchange and provide authentic language practice with native speakers.

Method: Organizing regular meetings with foreign volunteers who are native English speakers. These sessions include cultural presentations, Q&A sessions, and interactive activities that allow participants to learn about the volunteers' countries and cultures while practicing English.



Outcome: Enhanced language skills through reallife conversations with native speakers, improved cultural understanding, and the development of international friendships.

Participants gain confidence in using English and are motivated to learn more about other cultures.



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