

ims

IMS LUXEMBOURG
Inspiring More Sustainability



INTERCULTURALITY
FOR IMPACT
TOOLKIT

2023

IDEAS, RESOURCES, METHODS AND ACTIVITIES
FOR INTERCULTURAL LEARNING

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INTRODUCTION

Welcome to our toolkit for promoting intercultural encounters and living in Luxembourg. On these pages, you'll discover content and activities that encourage inclusion and active citizenship, while promoting cultural diversity in Luxembourg society.

This toolkit was born of an observation made in 2022, during the [inventory of intercultural training and initiatives in Luxembourg](#) carried out by IMS in collaboration with the Ministry of Family Affairs, Solidarity, Living Together and Migration (MFSVA). In particular, the report highlighted the fact that many players in the community, professional and state spheres are committed to a more inclusive society on a daily basis. However, despite it becoming apparent that their initiatives are often isolated, there is a real desire for exchange and collaboration, with a view to creating synergies around common objectives for better living together with our differences.

This toolkit follows on from the inventory. It has been produced within the framework of an agreement between IMS Luxembourg and the MFSVA, and at the latter's request. Here, IMS has brought together a network of local players to work and reflect collectively on the question of interculturality, a fundamental issue in living together in a de facto multicultural society.

This work took the form of structured exchanges and collective reflection involving **36** professionals active in the fields of interculturality, diversity, inclusion and non-discrimination. Thanks in particular to **4** co-creation workshops, we have selected approaches and principles which, in the eyes of the contributors, form the basis of the intercultural activities presented in this kit. Collective intelligence was at the heart of the entire process of creating this publication; a semi-structured, participative, dynamic, continuous - and ultimately intercultural - process.

Writing about intercultural learning is always a challenge, as the notion covers so many different realities and refers to philosophies and conceptions that are sometimes complementary, sometimes antagonistic. The creation of this toolkit was no exception. It is the fruit of an experience that is itself intercultural and multilingual. We've sought to pool our diverse experiences, perspectives and ideas on interculturality, to produce a concrete, pragmatic tool designed to support and inspire you in your intercultural activities.

How to use this kit

The aim of this kit is to provide reference points, food for thought and a selection of teaching and methodological aids for tackling the subject of interculturality, while taking into account the diversity of approaches and audiences involved. The themes raised and the list of activities proposed in this kit are by no means exhaustive. They aspire to a benevolent cohabitation, based on a voluntary and desired exchange, deepening the dialogue between cultures, with a view to linking them more closely.

In other words, this kit does not claim to offer any "truth" about interculturality. Rather, it is an attempt to provide some - inevitably subjective - food for thought and action on certain notions and approaches that exist in the world of intercultural learning.

Writing an intercultural learning synthesis is an intercultural experience in itself. Indeed, the diversity of ideas, perspectives and opinions behind the notion more or less reflects the diversity of the backgrounds and life stories of the people behind it. Similarly, summing up these different perspectives is probably more revealing of the history of the people involved than of intercultural learning itself.

We invite you to explore this tool critically and use it as a source of inspiration in your activities, with a view to encouraging exchange, fostering inclusion and reinforcing intercultural skills in line with the needs of your target audience. Through activities and their many variations, it becomes possible to transcend barriers and differences, to build together a more inclusive society with regard to what seems to escape the norm.

Structure and content

The approach of this toolkit is to accompany the reader from the theory to the practice of intercultural learning. The kit is divided into 4 thematic modules, which are interdependent but equally relevant as stand-alone modules.

MODULE 1 PROMOTING AND ENHANCING CULTURAL DIVERSITY IN ALL ITS FORMS

MODULE 2 UNDERSTANDING AND DECODING OTHERNESS - BEYOND STEREOTYPES, PREJUDICE AND DISCRIMINATION

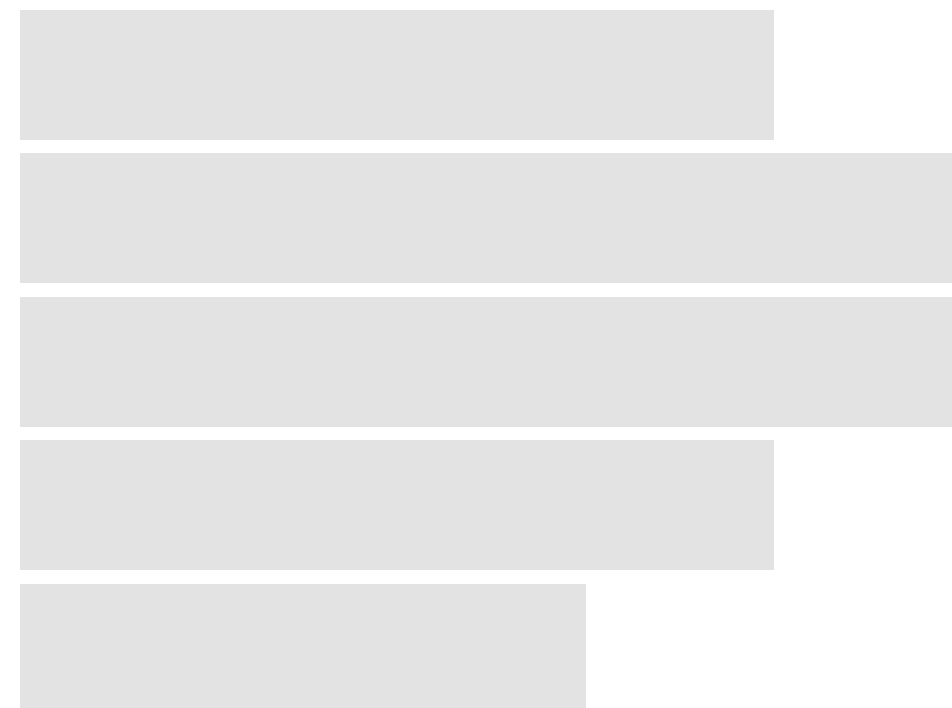
MODULE 3 INTERACTING AND COMMUNICATING IN AN INTERCULTURAL CONTEXT

MODULE 4 OVERCOMING DIFFERENCES AND REACHING COMPROMISES

"PROJECT" ACTIVITIES

Each module includes:

- A short introduction by an inspiring expert, who also took part in a workshop, to provide food for thought for the collective intelligence work;
- A definitional and classification section, with fundamental questions related to each theme;
- Followed by a series of educational and methodological activity plans, developed by the contributors. Each activity plan sets out the intercultural learning objectives and skills we have identified. The teaching activities and skills are presented in a skills grid at the end of the kit and below.



MODULE 1

PROMOTING AND ENHANCING CULTURAL DIVERSITY IN ALL ITS FORMS



Cultural diversity is as necessary for humankind
as biodiversity is for nature.

La diversité culturelle est aussi nécessaire à l'humanité
que la biodiversité pour la nature.



- UNESCO Universal Declaration on Cultural Diversity

Introduction by Simone Beck, President of the Luxembourg Commission for Cooperation with UNESCO

UNESCO's Constitution declares: "That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind." The intellectual and moral solidarity of mankind is another way of expressing interculturality, with intercultural dialogue at its core.

"Equitable exchange and dialogue among civilizations, cultures and peoples, based on mutual understanding and respect and the equal dignity of all cultures is the essential prerequisite for constructing social cohesion, reconciliation among peoples and peace among nations." (Quoted in "Measuring intercultural dialogue: a conceptual and technical framework", ed. By UNESCO and the Institute for Economics and Peace, 2020, p. 10).

Indeed, it is this intercultural dialogue that lies at the heart of UNESCO's mandate, which in all its programs strives for an inclusive human community, respecting the histories of individuals and the natural environment we all share.

In the 70s and 80s, marked by the disappearance of the last colonial empires, UNESCO focused on the links between culture (and cultural diversity) and development, complemented in subsequent decades by the importance of cultural foundations in building democracies (in the context of decolonization and the break-up of the Eastern bloc).

The decades of the new millennium accentuate the concept of cultural diversity and the interaction between individuals or social groups with plural cultural identities, reinforced today by demands for an inclusive cultural offer. In the 2000s, UNESCO members drew up two instruments to protect this diversity: **the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage** and **the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions**. This convention – a binding legal instrument for signatory states – marks an important milestone: “Thus, for the first time in the history of international law, culture is finding its rightful place on the political agenda, with a view to humanizing globalization”, as Dominique Wolton, a researcher at the CNRS, points out in a book published in 2003, calling this rise of the cultural world “the other globalization”. But as they have few definitively binding resources, it's up to civil society to take on more and more. And one way of achieving this is through intercultural dialogue.



FUNDAMENTAL QUESTIONS

What is cultural diversity education?

Education in cultural diversity is an essential part of the educational landscape for both children and adults. It is about imparting open-minded skills and values. It is based on co-construction and sharing. It is a tool for education in human rights, media and information, algorithms and globalization “from below”. It fosters empathy and decentralization, encourages living together and develops critical thinking.

What are the objectives of cultural diversity education?

Education in cultural diversity aims to strengthen inclusion and improve living together. It helps reduce discrimination and leads to a better knowledge and understanding of other cultures and other people. It helps to become aware of one's frame of reference and privileges, one's prejudices towards others and one's own cognitive biases. In particular, it deconstructs national myths, social norms and the boundaries between “them” and “us”. In this sense, it's a unifying force that helps us find common ground.

What skills are to be transmitted and developed through cultural diversity education?

Intercultural skills include a certain amount of “knowledge”, but it is above all “know-how” and “interpersonal skills” that are at the heart of successful intercultural exchange. They enable us to cultivate relationships based on feelings of human unity, and to experience cultural diversity as a source of richness and discovery. We also feel it's important to stress that intercultural skills are not learned in a training room, but are experienced and developed through interaction with people of other languages and cultures, based on mutual respect and an inquisitive mind. What's more, these are skills that are practiced and nurtured throughout life.

Knowledge

Knowledge translates into knowledge and understanding of other cultures, such as historical facts, values, famous people, cultural artifacts, or beliefs and ideologies.

Know-how

Know-how concerns the behaviors and skills needed to understand another culture.

Skill	Description
Active listening	Being present and concentrating fully not only on what is being said, but also on the non-verbal aspects.
Intercultural communication	The ability to adapt and communicate effectively and respectfully with people from different cultures, taking into account the social norms and codes of behavior specific to each culture or individual, to foster constructive exchange and mutual understanding.
Finding and processing information about others	Openness to otherness and the ability to gather and critically analyze information about others, taking into account different frames of reference.
Cultural lenses (and how to remove them)	The ability to experience cultural otherness and to use this experience to reflect on situations from multiple cultural perspectives.
Non-discrimination	Treating all people fairly, respectfully and without prejudice, regardless of their cultural background.

Skill

Finding common ground

Description

Finding elements shared by different cultures, despite their differences. This involves looking for shared values, interests or experiences that can serve as a basis for establishing links and building positive relationships.

Interpersonal skills

Interpersonal skills are the skills and personal qualities that lead to an awareness of the other culture.

Skill	Description
Curiosity	The desire to open up to people from other cultures and to discover the multiple identities and perspectives, as well as the complex realities, in which we evolve.
Empathy	The willingness to step outside one's own frame of reference to project oneself into the perspective of others, and identify with their opinions, motivations, ways of thinking and feelings.
Non-judgmental attitude	Avoiding making assumptions or value judgments. Being able to distinguish between factual judgments, which relate to objective reality, and value judgments, which reflect subjective assessments and personal feelings.
Open-mindedness	The ability to open up to new experiences, to question one's own beliefs and to foster a curious, caring approach.

Skill	Description
Flexibility	Being able to adapt to the circumstances or opinions of others.
Discovering and respecting differences.	Recognizing that others have different identities and accepting their values and ideas.
Self-awareness (frame of reference, sensitive areas and cognitive biases)	Developing your ability to decentralize and understand your own frames of reference, to understand how stereotypes and prejudices are formed and how to deconstruct them.
Sensitivity to differential/unfair treatment	Challenging existing power structures and not remaining indifferent to human rights violations.
Tolerance of ambiguity	The ability to accept and manage complex, unpredictable and uncertain situations.

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

HUMAN DOMINO

Target audience: General public

Requirements

- ➔ Encourage exchange, free the floor and promote kindness
- ➔ Introduction at the start of a training course

Intercultural objectives and messages

- ✓ Show that we all have something in common
- ✓ Encourage sharing and the search for common ground
- ✓ Develop attitudes of openness to the world and respect for diversity
- ✓ Create a good atmosphere within the group

Description

Ice-breaker activities with at least 5 participants

1. Invite participants to stand up and share two facts about themselves or aspects of their identity, such as: I have dual nationality and I love chocolate; I was born abroad and I have two children; I have a sister and I speak 3 languages. Participants are free to choose and can even opt for "invisible" characteristics.
2. Two participants who share the same facts or aspects come and "stick" themselves to the trainer (2 people on each side to start with).
3. Each participant then shares something about himself or herself, so that someone else comes and "sticks" themselves to him or her, until an infinite circle is created. It is important for group members to make physical contact, as this reinforces the group feeling. If a characteristic is not shared by anyone else, the participant searches for another characteristic until it is shared by someone else.
4. Once the circle is completed, it visually demonstrates that we all have similarities and encourages a visual understanding of diversity and bridging differences.
5. For the debrief, the trainer asks the learners what they think the aim of the activity was, and lets everyone express their views on what they experienced.

Skills highlighted

Know-how

- Finding common ground
- Finding and processing information about others
- Active listening

Interpersonal skills

- Curiosity
- Non-judgmental attitude
- Open-mindedness
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Flexibility

Intercultural impact

- ➔ Find what brings us together
- ➔ Reflect on participants' identities and perceptions of the world
- ➔ Stimulate participants' curiosity about others

This game shows that there is often much more to people than meets the eye. Nevertheless, when we meet people for the first time, we often make judgments based on what we see. By working together to create a human chain, participants learn to trust each other and respect individual differences. This exercise can reinforce a sense of belonging to an intercultural group.

Resources and Partners

-

Format and methods

An interactive, experiential exercise that can be done anywhere.

Contributors: Madeleine Yougye, Vendula Lupinkova, Jean-Michel Campanella, Luciele Milani

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

THE TRUSTED 10

Target audience: Young adults and professionals

Requirements → Awareness of those around you

Skills highlighted

Know-how

- Cultural lenses (and how to remove them)

Interpersonal skills

- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Sensitivity to differential/unfair treatment

Intercultural impact

- Awareness of one's own biases
- Improve the ability to decenter

Resources and Partners

Paper + pen

Format and methods

An interactive, introspective format that can be used anywhere.

Intercultural objectives and messages

- ✓ Promote awareness of one's own frame of reference
- ✓ Reflect on participants' identities and perceptions of the world

Description

Introductory exercise with +/- 12 participants

The exercise can be a good introduction or illustration to talk about the cultural frames of reference we all have.

1. First, invite participants individually to identify 5-10 people they trust (e.g. 5 family members and 5 non-family members).
2. Ask the participants to explain their origin, gender, age, religion/spirituality, education, socio-economic status, disability, sexual orientation, level of education, profession, etc.
3. Debriefing:
 - 1.1 Ask the participants if the trusted people they have listed have much in common.
 - 1.2 Ask the participants whether the people around them influence them and have an impact on the way they live, think, communicate and so on.
4. Debriefing and discussion on the importance of having diversified teams, the importance of having people from different backgrounds to collect as many points of view as possible that are more representative of society as a whole. We find that we're almost all surrounded by similar people, with the same kind of life and the same way of looking at life.

Contributors: Viviane Van Hoeck, Cécile Jérrouville, Jessica Lopes

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

HOME MAPPING

Target audience: Young adults or adults

Requirements → Meeting people, exchanging ideas, practicing a language, openness to new experiences, awareness of one's cultural lens

Skills highlighted

Know-how

- Active listening
- Cultural lenses (and how to remove them)
- Finding and processing information about others
- Non-discrimination

Interpersonal skills

- Open-mindedness
- Discovering and respecting differences
- Empathy
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Curiosity

Intercultural impact

This approach makes it possible to see and understand different cultures through a simple presentation of a place associated with an individual's private life (home, dining room, etc.). What's more, the exercise engages the right side of the brain, which is more intuitive and creative. The exercise shows that there are different cultures or subcultures within the participants' group, and increases the ability to take a broader, more empathetic view of cultural diversity.

Knowledge of each other at the:

- personal level (home/family)
- cultural level (traditions, values, etc.)
- linguistic level (exchanges about the person/people)
- societal level (e.g. local community life)
- global level (impact of globalization, cultural diversity, in Luxembourg or elsewhere)

Format and methods

An interactive, introspective exercise that can be done anywhere.

Contributors: Annelise Scheuren, Jean-Paul Molitor, Linda Saadaoui, Mathieu Wittmann

Intercultural objectives and messages

- ✓ Be aware of your "cultural back-pack" and your cultural lens.

Description

Drawing exercise. +/- 15 people.

Either as an introductory, interactive exercise before a training session, or in a 'language café' context, e.g. as part of an evening of film screenings or a dinner party.

1. Ask the participants to draw their ideal home or a room in their own home (e.g. living room or dining room).
2. In groups or all together: each participant shows his or her drawing and explains to the others the different aspects of and the story behind his or her drawing.

Potential questions:

- Which parts of the space have they chosen to focus on, and why?
 - How does it differ from the other drawings?
 - What are the values associated with this place?
 - What memories does it evoke?
 - Why this place?
3. Debrief questions:
 - What lessons did you learn about yourself and your own culture by interacting with other cultures during the exercise?
 - How do you feel after taking part in this exercise?
 - Are there any questions or concerns you'd like to address?

Resources and Partners

- 1-2 hosts, with an affinity for intercultural dialogue & interculturality.
- www.gapminder.org: resources (videos, graphs, explainers, etc.) on global inequalities to stimulate reflection and discussion.
- Paper, colors, projector/film, snacks, drinks.

INTRODUCE YOURSELF WITH AN OBJECT

ACTIVITY PLAN INTERCULTURALITY FOR IMPACT

Target audience: Children and adults

Intercultural objectives and messages

- ✓ Combating cognitive bias
- ✓ Taking an interest in and listening to others
- ✓ Talking about yourself
- ✓ Individualizing the person

Description

Introductory exercise lasting +/- 10-30 minutes with 15-20 participants

- 1.** Invite participants to introduce themselves using an object within their reach, and to describe why they chose this object and how it relates to their choices.
- 2.** Discussion on the choice of objects:
 - How was this experience for you?
 - Was it easy or difficult to choose an object?
 - What do these objects mean to you?
 - What values are associated with the objects?
 - What did you think of the other choices?
- 3.** Debrief: - Ask the participants how they felt during the activity, whether they enjoyed the experience, and what they can take away from it for the future.

Resources and Partners

In advance, ask the participants to bring an object with them to the session (if possible), and to prepare a 5-10 minute presentation on the object.

Skills highlighted

Know-how

- Finding and processing information about others
- Active listening
- Non-discrimination
- Cultural lenses (and how to remove them)

Interpersonal skills

- Tolerance of ambiguity
- Open-mindedness
- Curiosity
- Empathy
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Discovering and respecting differences

Intercultural impact

- Discover the individual beyond the usual categories (age, gender, nationality, profession, etc.).
- Develop greater sensitivity and openness to other cultures.

Format and methods

The activity can be carried out anywhere.
Interactive, non-formal format.



MODULE 2

UNDERSTANDING AND DECODING OTHERNESS - BEYOND STEREOTYPES, PREJUDICE AND DISCRIMINATION

**“ If there’s something you really want to believe,
that’s what you should question the most.**

S’il y a quelque chose que vous voulez
vraiment croire, c’est ce que vous devriez
remettre en question le plus souvent.

- Penn Jillette

**Introduction by Benoîte Aubé, Doctor of Social Cognition, Diversity,
Equity and Inclusion Specialist, COG’X**

Many of us would like to be free of stereotypes and prejudices...

And this rejection can be such that it often leads to ignoring the cognitive biases that influence our thoughts and behavior, usually without our knowledge. Between denial and embarrassment, or even a discreet shame at our own vulnerability to stereotypes and prejudice, a better understanding of how the human brain works is essential to avoid the pitfalls of cognitive bias in intercultural relations.

For example, have you ever had the impression that the members of a group were “all the same”? Have you ever felt less moved by a film whose actors were of a different ethnic origin from your own? Becoming aware of these biases in intercultural relations, accepting that they are part of our human functioning and that we are all vulnerable to them, is the first step in combating them. How can you find a cure for a disease whose symptoms you don’t even know about?

Next comes the need to equip ourselves with effective tools to circumvent these clandestine phenomena. Among them, taking it upon ourselves to meet people from groups that make us uncomfortable, questioning them to gather individualized information - in other words, taking a genuine interest in them as individuals - helps to humanize the members of these groups and deconstruct the stereotypes associated with them. Although this approach requires some effort at the outset, it will be amply rewarded by the richness and humility brought about by these new encounters!

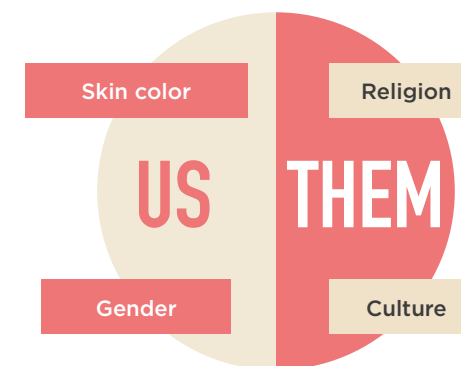


FUNDAMENTAL QUESTIONS

■ Cognitive biases - we all live with images

Cognitive biases are systematic distortions of human thinking and reasoning.¹

Our brains have evolved to read, store and quickly interpret all the information they receive. To facilitate processing, they group it according to what they know or think they already know, a way of simplifying our social world by categorizing it.²



Prejudice

An attitude or belief, often negative, toward members of a group, simply because they belong to that group, even if we don't actually know them.

Stereotypes

Although it's a completely instinctive mechanism, this categorization often leads to stereotyping. Stereotypes are generalized characteristics attributed to a group. These generalizations can lead to misinterpretation, resulting in erroneous judgments and evaluations, such as prejudice.

1 Korteling, J.E. & Toet, A. (2021). Cognitive Biases. In book: Encyclopedia of Behavioral Neuroscience, 2nd ed. Publisher: Elsevier

2 Allport, Gordon W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley.



Ethnocentrism

Our evaluations and judgments are strongly influenced by our ethnocentrism, the human tendency to consider one's own culture and way of life as the center of reality, and to interpret and evaluate others according to one's own frame of reference.³

Our cultural lens

Our background and knowledge act as our frame of reference, or the cultural lens through which we see the world. These are what we call cognitive biases, and they are what influence us and can lead us to discriminate in intercultural relations.

3 Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10(2), 179-196

■ Intercultural cognitive biases⁴

Infra-humanization bias

"They're less human than we are."

Perceiving members of another social group (the outgroup) as less human than members of one's own group (the ingroup).

Pro-ingroup bias

"My group is better than yours."

Unlike infra-humanization bias, pro-ingroup bias consists in favoring members of one's own group over members of one's outgroup.

Ingroups and outgroups

An ingroup is a social group to which a person belongs and which he/she identifies with.

For example, a person may identify with his or her family, group of friends, gender, ethnicity or nationality.

In contrast, an outgroup is a social group with which an individual does not identify.

4 A handy guide to cognitive biases (n.d.). Shortcuts. <https://en.shortcogs.com/>

Homogeneity bias

"They all look alike."

Perceiving members of outgroups as less variable than members of your own group. These people are mainly characterized by stereotyped traits.

Empathy bias

"Those who aren't like me affect me less."

Feeling less empathy (mental processes that enable us to understand and share the emotional states of other individuals) toward groups from cultures other than our own.

The bias of essentialism

"Women feel less pain."

Assigning characteristics to a group of people as if they were all the same.

Confirmation bias

"We believe what we want to believe."

Retain and promote information that supports our idea, without considering or ignoring information that contradicts it.

Similarity bias and difference bias

"Birds of a feather flock together."

Focusing on and connecting with people who share the same interests, backgrounds and experiences as we do. On the other hand, through difference bias, we consider outgroup members more unfavorably. Appearance or name are often judged by how similar or dissimilar they are to us.

Status quo bias

"It was better before."

Preferring to maintain the situation or keep things as they are when making decisions, resistance to change.

Avenues for action in light of cognitive biases

- Recognize that we all have prejudices
- Learn to recognize your prejudices
- Challenge yourself
- Act consciously, not impulsively
- Accept that good intentions are not always enough
- Take the views and opinions of others into account
- Demonstrate empathy
- Seek and meet the unknown
- Expose yourself to different realities
- Tolerate ambiguity
- Let your curiosity get the better of you
- Diversify your social network and acquaintances
- Don't try to explain everything about someone else's behavior
- Make an effort to examine the environment someone is in
- Learn about intercultural issues and practices
- Try to communicate with others
- Actively maintain a positive attitude toward others



Ethnorelativism

Our own culture is lived in the context of other cultures, and our beliefs and behavior are just one way of seeing things in a variety of contexts. Difference is no longer perceived as a threat, but as something to strive for in order to progress.⁵

⁵ Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10(2), 179-196

Intercultural learning aims to give people the tools they need to identify prejudices in their own behavior and that of others, to understand how they work and to break them.

The intercultural perspective requires us to recognize that reality is plural, complex, dynamic and changing. Understanding the plurality of society means being aware of the limits of one's own perspective and cultural lens, when interacting with others.

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

LABEL GAME

Target audience: Training/workshop participants
Students over 12 years of age

Requirements → Awareness of our tendency to put labels on the people we meet.

Intercultural objectives and messages

- ✓ Combat essentialism bias
- ✓ Combating ingroup-outgroup bias

Description

Duration: +/- 1 hour
Number of participants: +/- 15
Preparation: 1 white label 5x2 cm per participant

1. Invite participants to write an adjective on a label and stick it on another participant's back, without them knowing which adjective has been assigned. You can also prepare labels with adjectives and ask participants to use them instead of coming up with their own. For example: *irresponsible, intelligent, wise, sad, happy, clumsy, lazy*.

Make it clear that the adjectives have nothing to do with the participants and should not describe them in real life – it's just a game.

2. Ask participants to circulate freely in a space and treat people according to their label.
3. At the end of the activity, players will have to guess what is on their label, but this is not the main objective.
4. Debriefing: it is essential to let the participants express themselves.

Questions to ask:

- How did you feel during the exercise?
- Was it difficult to treat others according to their label? Why?
- What kind of labels do we put on people in the real world?
- What impact does this have on them and on the way we perceive them?
- What can we do to avoid labeling people?

Skills highlighted

Know-how

- Active listening
- Intercultural communication
- Finding and processing information about others

Interpersonal skills

- Flexibility
- Empathy
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Sensitivity to differential/unfair treatment
- Tolerance of ambiguity

Intercultural impact

- Feel what it's like to be treated differently from how you identify yourself, and explore the link between what's expected of us and how we behave.
- Develop reflection on the stereotypical categorization of ingroups and outgroups.
- Discuss the consequences of stereotyping.
- Awareness of the impact of our own behavior on others.

Resources and Partners

- 1 intercultural mediator or expert in intercultural dialogue
- Pens + Post-it notes

Format and methods

Interactive activity with debrief, role-playing

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

FIRST IMPRESSIONS

Target audience: Young adults or adults

Requirements → Create exchanges, change perspective.

Intercultural objectives and messages

- ✓ Go beyond appearances.
- ✓ Become aware of our prejudices and overcome them.
- ✓ Raise awareness of prejudices and change perceptions.

Description

Interactive game, approx. 20 minutes, participants: +/-15

1. Invite the participants to record their first impressions and observations of the other participants.
2. The exercise can be carried out in several ways, depending on the number of participants and the dynamics of the group:
 - People share their impressions either directly, at the end of the session, or not at all.
 - The exercise can be repeated at the end of the session, to compare first impressions with what participants have learned about each other during the session.
 - Another option is to ask participants to write down their first impressions of people chosen at random from newspapers, then discuss the different impressions other participants had of the same people.
3. After individual reflection, it's important for everyone to share their experiences and feelings. Questions for discussion may include:
 - What incorrect assumptions did you make about the other participants?
 - How did you modify these assumptions?
 - What are the most important things you've learned from this exercise?
 - What does this tell you about assumptions, and how does it translate into real life?

Note: Sharing first impressions can provoke strong emotions, so it's important to set aside time at the start of the session to establish clear ground rules and create a safe space. It is an exercise in mutual trust and caring, rewarding interaction. Adjectives that could put others in embarrassing or potentially hurtful situations should be avoided.

Skills highlighted

Know-how

- Cultural lenses (and how to remove them)
- Non-discrimination
- Intercultural communication

Interpersonal skills

- Open-mindedness
- Non-judgmental attitude
- Tolerance of ambiguity
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Sensitivity to differential/unfair treatment

Intercultural impact

Participants realize that first impressions may just be "the tip of the iceberg", that we may have things in common and that it's worth making the effort to reach out to the other person, and not cling to our first impressions.

- Recognize intercultural prejudice.
- Understand different perspectives and their values.
- Recognize that we all perceive people from different points of view, which contributes to intercultural richness.

Resources and Partners

- Paper and pens
- An intercultural host: The host plays a crucial role in this exercise, and must carefully steer the ensuing discussions.

Format and methods

Interactive activity

EVERY PHOTO TELLS A STORY

INSPIRED BY "ALL DIFFERENT, ALL EQUAL" COE⁶

Skills highlighted

Know-how

- Finding and processing information about others
- Cultural lenses (and how to remove them)

Interpersonal skills

- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Non-judgmental attitude
- Flexibility
- Sensitivity to differential/unfair treatment
- Tolerance of ambiguity

Intercultural impact

- Awareness that our perceptions are distorted and influenced by our previous experiences, expectations, culture, etc.
- Awareness that decisions are often made on the basis of limited information.

Resources and Partners

Photocopies of photos cut in half

Format and methods

Interactive and introspective format

6 Europe, C. O. (2018). All different, all equal, Education Pack.

<https://rm.coe.int/kit-pedagogique-tous-differents-tous-egaux-fr/16808e4e5b>

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Target audience: Young adults and professional adults

Requirements → Understand how our frame of reference and cultural background influence our interpretation.

Intercultural objectives and messages

Sometimes things seem very simple at first glance. But when we look at them from another angle, we see them differently.

- ✓ Highlight the fact that the images we have of others influence our interpretation of their behavior.
- ✓ Awareness of how we fill in the gaps with our knowledge and cultural background.

Description

Interactive exercise lasting 30-45 minutes.

The exercise can be a good introduction or illustration to talk about the cultural frames of reference we all have

Number of participants: 10-15

Preparation:

- Select a photo, cut it in half so that each half "tells a story", but put together again, the image tells a different story.
- Make photocopies for all the participants.

1. Give a photo to each participant and ask them to write down the "story" behind the photo: subject of the photo, who is in the photo, where they are, what they are doing, etc.

Make it clear that the adjectives have nothing to do with the participants and should not describe them in real life - it's just a game.

2. Ask participants to share what they have written with others (all together or in small groups).
3. Then give them the second half of the photo and ask them to re-evaluate their "story".
4. Questions for discussion:
 - Why did you imagine certain things (rather than others)?
 - Did the first half of the photo have a different meaning for different members of the group?
 - Did you change your mind when you saw the full photo?
 - On a day-to-day basis, when faced with a situation of which we have only a partial vision, we still try to interpret the facts. What happens if we look again with new context? Do you change your mind or stick to your guns?

How can this be applied in everyday life? Why is it hard to be honest and change your mind?

CULTIONARY

INSPIRED BY "ALL DIFFERENT, ALL EQUAL" COE⁷

Skills highlighted

Know-how

- Cultural lenses (and how to remove them)
- Finding and processing information about others

Interpersonal skills

- Curiosity
- Non-judgmental attitude
- Flexibility
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Tolerance of ambiguity

Intercultural impact

- Understand how cognitive biases work.
- Awareness of cultural differences

Resources and Partners

- A list of words to illustrate, choosing words used in all languages, for example: democracy, leadership, tolerance, integration, school, education, trust, etc.)
- Sheets of paper (A4) and pens for the group to draw with

Format and methods

Interactive format

7 Europe, C. O. (2018). All different, all equal, Education Pack. <https://rm.coe.int/kit-pedagogique-tous-differents-tous-egaux-fr/16808e4e5b>

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Target audience: General public

Requirements → Reflect on the meaning of the words we use every day.
→ Realize that similar words are not used or understood in the same way.

Intercultural objectives and messages

- ✓ Work on our stereotypes and prejudices about others in order to analyze them.
- ✓ Work on the images we have of minority groups.
- ✓ Understand how stereotypes of different people work.

Description

Number of participants: 10-20

1. Ask participants to form groups of 3-4 and to stand a little apart from the other groups. Provide sheets of paper and a pen.
2. One member of each group is given a word, which he or she must then "translate" by drawing - without speaking, and without drawing numbers or words - while the other team members try to guess what it is. They should only propose solutions, not ask questions. Suggested words to illustrate: Difference - Discrimination - Human rights - Europe - Africa - Love - Education - Poverty.
3. After 5-10 minutes, the drawer writes the word under their drawing, whether anyone has guessed it or not.
4. After each round, teams choose another drawer so that everyone draws at least once.
5. At the end, ask the groups to display their drawings, so that they can compare and discuss the different interpretations and images associated with the words.
6. Sample debrief questions:
 - Were you surprised by some of the associations made by others?
 - What did you achieve?
 - What can we say about languages and intercultural communication?
 - What can you learn from this exercise?

EURO-RAIL "À LA CARTE"

INSPIRED BY "ALL DIFFERENT, ALL EQUAL" COE*

ACTIVITY PLAN INTERCULTURALITY FOR IMPACT

Target audience: Adults

Requirements → Understand and study prejudice in everyday situations, and become aware of one's own limits of tolerance.

Intercultural objectives and messages

- ✓ Challenge participants' stereotypes and prejudices about other people and minorities, as well as about the images and associations the text evokes.
- ✓ Reflect on participants' different perceptions of minorities.
- ✓ Be aware of the limits of tolerance.
- ✓ Compare participants' values and stereotypes.
- ✓ Be able to identify discriminatory behavior.

Skills highlighted

Know-how

- Finding and processing information about others
- Cultural lenses (and how to remove them)
- Intercultural communication
- Non-discrimination

Interpersonal skills

- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Open-mindedness
- Non-judgmental attitude
- Sensitivity to differential/unfair treatment
- Tolerance of ambiguity

Intercultural impact

- Understand the relationship between stereotypes and prejudice and discriminatory behavior
- Show how the image we have of other people influences our interpretation of their behavior.

Format and methods

Training space for 15 to 20 people close to the participants' workplaces.

Non-formal, interactive education methodology.

Contributors: Lindita Redjepi

8 Europe, C. O. (2018). All different, all equal, Education Pack. <https://rm.coe.int/kit-pedagogique-tous-differents-tous-egaux-fr/16808e4e5b>

Resources and partners

Copies of the Euro-rail "à la carte" handout:

You board the Deer Valley Express train for a week-long journey from Lisbon to Moscow. You are traveling in a sleeper compartment, which you have to share with three other people. Which of the following passengers would you prefer to share your compartment with?

1. A Bosnian Serb soldier.
2. An overweight Swiss financial broker.
3. An Italian DJ who seems to have a lot of dollars.
4. An African woman selling leather goods.
5. A young HIV-positive artist.
6. A Roma (Gypsy or Traveler) from Hungary who has just been released from prison.
7. A Basque nationalist who regularly travels to Russia.
8. A German rapper with a very alternative lifestyle.
9. A blind Austrian accordionist.
10. A Ukrainian student who doesn't want to go home.
11. A middle-aged Romanian woman without a visa with a one-year-old child in her arms.
12. A tough, aggressive Dutch feminist.
13. A Swedish skinhead who is apparently drunk.
14. A wrestler from Belfast who appears to be on his way to a soccer match.
15. A Polish prostitute from Berlin.
16. A French farmer who speaks only French and whose basket is filled with strong cheese.
17. A Kurdish refugee living in Germany and returning from Libya.

Instructions

1. Individually select your top three choices of people you'd most like to travel with, and the three you'd least like to travel with. You have 15 minutes.
2. As a group, share your picks for the 3 best and 3 worst companions, and discuss why you made the decisions you did. Then try to reach a consensus on a joint list of the three most and three least appreciated companions.
3. All together, each group presents its conclusions, followed by a debriefing and evaluation of the exercise.

Description

Number of participants: approx. 15

Duration: 90 minutes – 2 hours

1. Give a copy of the activity sheet to each person.
2. Briefly describe the scenario and tell them to read the descriptions of the people on the train.
3. Now ask each participant individually to choose the three people they'd most like to travel with, and the three they'd least like to travel with.
4. Once everyone has made their choice, ask the participants to get into groups of four or five and:
 - share their individual choices and reasons.
 - compare their choices and reasons, and check for similarities.
 - establish a common list (the three best and the three worst) by consensus.
5. All together, ask each group to present its conclusions, including the reasons for its common choices. They must also indicate the cases in which there was most disagreement within the group.
6. Debriefing and evaluation:
Reporting and discussion will be based on the groups' reports:
 - How realistic are the situations presented?
 - Have any of the group members experienced a similar situation in real life?
 - What were the main factors behind your individual decisions?
 - If the groups didn't reach any common conclusions, why not? - What was most difficult? - What factors prevented you from reaching a consensus?
 - What stereotypes does the passenger list evoke? - Are the stereotypes in the descriptions given or in our minds and imaginations?
 - Where do these images come from?
 - How would you feel if no one wanted to share a train compartment with you?

Note: It's important that everyone respects the opinions of others and doesn't attack people for their personal opinions. If certain choices seem dubious, it's more appropriate to discuss the reasons behind a particular choice than to question personal decisions. It's easy to turn this activity into a condemnation session! So make sure you don't let the discussion turn into "who has the least prejudice", but rather work on the fact that we all have prejudices.

It's also important to discuss and explore the fact that the passenger descriptions are very brief, so we don't know much about people's personalities or backgrounds. But isn't that how we normally react to news in newspapers and on television, as well as in conversations or when we meet people for the first time?

MODULE 3

INTERACTING AND COMMUNICATING IN AN INTERCULTURAL CONTEXT

“ Entre ce que je pense, ce que je veux dire, ce que je crois dire, ce que je dis, ce que vous voulez entendre, ce que vous entendez, ce que vous croyez en comprendre, ce que vous voulez comprendre, et ce que vous comprenez, il y a au moins neuf possibilités de ne pas se comprendre.

Between what I think, what I mean, what I think I say, what I say, what you want to hear, what you hear, what you think you understand, what you want to understand, and what you understand, there are at least nine possibilities of not understanding each other. ”

- Bernard Weber

Introduction by Marc Jacobs, Hofstede Insight Belux

We know that, although we're all human beings with fundamentally similar needs, our cultural programming depends very much on our socio-geographical origins and the way we've been socialized in different contexts and social groups. A very simple way of describing culture is as follows: "The way we were programmed by our parents and the people in our immediate environment when we were young, about how to behave to succeed in the environment we were growing up in. 'Culture' is the name we give to those unwritten rules about how to be a good group member."⁹

9 Hofstede Insights. (n.d.). <https://www.hofstede-insights.com/>



FUNDAMENTAL QUESTIONS

In multicultural environments in particular, misunderstandings and conflicts are often rooted in cultural differences of which we are unaware, or which we don't know how to deal with. Communication is much more than the simple transmission of information; it's the mutual creation of meaning. And since culture refers to our collective mental programming, intercultural communication is the mutual creation of meaning between cultures. Thus, successful intercultural communication occurs when people with different values, beliefs, preferences and behaviors recognize and respect differences and actively work toward mutual adaptation.

A whole range of analytical models is available to help us understand and visualize these differences, so that we can better manage them and understand their impact on our daily lives. They are useful tools to help us find common ground and build bridges between our differences.

Geert Hofstede's 6D model of national and geographical culture is one of the most widely used models, and has proved its worth time and again in practical everyday situations. Organizations of all kinds (governments, businesses, social structures, etc.), as well as countless individuals, use this model and associated tools as a proactive way of trying to avoid misunderstandings and conflicts through a better understanding of ideal-typical differences in the cultural programming of people with different cultural backgrounds.

While there's no guarantee that people will be respectful of the differences they encounter in this process, seeking to understand the various ways we express ourselves to communicate is an important step towards conscious, intercultural communication.

For more information:

www.hofstede-insights.com/intercultural-management

We all live with images and representations. The same word, which always refers to a mental image, can generate different interpretations from one culture to another. Language serves as a communication tool, but also and above all as a "system of symbolic representation" for social relations.

What is intercultural communication?

Intercultural communication is much more than transmitting information or messages, or switching from one language to another. It is the mutual creation of a message that can be decoded beyond the differences and cultural specificities of each individual. It differs from other communication practices in that it uses a "cultural lens" to guide our gaze, and relies on the interrelation of people from different backgrounds. It takes place in a wide range of contexts, including work, family, school, associations and politics.

Intercultural communication is essential for living together and for strengthening understanding and openness towards others, as well as for avoiding misunderstandings and potential conflicts.

How does intercultural communication work?

Intercultural communication takes place on many levels, including verbal interactions (words, phrases), non-verbal interactions (gestures, physical contact, body postures), para-verbal interactions (intonation, volume, accentuation) and supra-verbal interactions (physical appearance, dress, self-image). People can act successively or simultaneously on these levels, to facilitate exchanges and communication.

The main factors affecting the way an individual communicates, and the way he or she understands and interprets another person's messages, are:

- context (physical space, professional/private environment, etc.);
- communication channel (audio, visual, written);
- socio-demographic characteristics (e.g. age, gender, nationality, religion, ethno-racial origin, disability, etc.);
- the emotional state they are in;
- cultural, educational, professional and social habits.

The basic ingredients of intercultural communication are empathy, acceptance of differences, open-mindedness, understanding and solving problems from different perspectives, the art of compromise, and a lingua franca (a language that enables exchanges between groups speaking different languages).¹⁰

10 Hay, J. (2009). The intercultural dimension of lingua francas and auxiliary languages: Some thoughts on English as a lingua franca. *Les Cahiers de L'APLIUT*, Vol. XXVIII No. 1, 63-76. <https://doi.org/10.4000/apliut.1202>

How can intercultural communication be improved?

To improve intercultural communication, we first need to reflect on ourselves and our degree of ethnorelativism¹¹. Next, we need to be open to otherness and familiar with other frames of reference, while avoiding stereotypes and prejudices.

The key to conveying a message in an intercultural context is to accept the different modes of communication that exist in other languages, or in other ways of using the same language.

This involves the ability to recognize and be aware of the different factors that influence communication. The aim is also to break the asymmetry between the symbolic power of the spoken word and the context of communication, by highlighting the normative and legislative framework and using shared attention: interactivity, visuality, orality.

Successful intercultural communication occurs when people with different points of view recognize and respect the validity of each other's realities, actively deconstructing their own biases and opening up to others in order to reach compromises.

The benefits of successful intercultural communication include mutual respect, recognition, happy cooperation, social justice and a calmer life in society.

11 See glossary for definition



ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

THE HEROES

Target audience: Multicultural and/or intergenerational group

Requirements → Awareness of differences in values

Skills highlighted

Know-how

- Cultural lenses (and how to remove them)
- Non-discrimination
- Finding common ground

Interpersonal skills

- Curiosity
- Discovering and respecting differences
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Tolerance of ambiguity

Intercultural impact

- Mutual understanding and respect
- Discovering other values
- Understanding and tolerance of others and of the different cultural layers

Resources and Partners

- An intercultural facilitator

Format and methods

Interactive, fun format after a theoretical section on the cultural onion.

Intercultural objectives and messages

- ✓ Share and discover common values.
- ✓ Understand your own perspective and frame of reference.

Description

Preparation

This interactive exercise can be done after introducing the cultural onion during a training session: there are many ways of visualizing the concept of culture, but a popular model is to compare a person's culture to an onion, because, like an onion, culture has many layers. According to Hofstede¹², the four main layers are symbols, rituals, heroes and values.

The outer layer of the onion is made up of symbols, such as food, logos or monuments.

The next layer is made up of heroes, who can be real or fictional public figures, such as statesmen, athletes or company founders, or fictional heroes like Superman.

The third layer, closest to the heart, includes rituals and collective activities, such as gestures of greeting or gratitude to another person, as well as social and religious customs.

At the heart of the onion are values, defined as feelings strongly oriented towards the positive or the negative, e.g. good and evil, clean and dirty, safety and danger, but also respect for the elderly, respect for individual property, and so on.

Exercise: approx. 45 minutes, 10-15 people

1. Ask the participants to write down two heroes or characters who inspire and guide them, and to define the values and behaviors they attach to these heroes.
2. Give the participants 10-15 minutes to reflect and work individually.
3. Ask the participants to introduce their heroes to the others.
4. Discussion of their choice, the differences between values and how this translates into reality.

Contributors: Jean-Paul Molitor, Karsten Küpper, Jinyoung Choi

12 What do we mean by "culture"? (n.d.). <https://news.hofstede-insights.com/news/what-do-we-mean-by-culture>

SILENT CARD GAME

INSPIRED BY "BARNGA"¹³

Skills highlighted

Know-how

- Active listening
- Intercultural communication
- Cultural lenses (and how to remove them)
- Finding and processing information about others

Interpersonal skills

- Flexibility
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Open-mindedness
- Sensitivity to differential/unfair treatment
- Tolerance of ambiguity

Resources and Partners

6 tables (depending on group size), for each table:

- one copy of the rules per player. The various rules can be consulted here: <https://sites.lsa.umich.edu/inclusive-teaching/barnga/>
- a deck of 28 cards (without heads)

Format and methods

- Fun and interactive format
- Challenge by surprise
- Simulation

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Target audience: General public, adults/adolescents

Requirements → Change of perception through the prism of intercultural/non-verbal communication

- Recognizing and overcoming differences
- Working on conflicts

Description

Duration: 60-80 minutes

Number of participants: 12-24

1. Participants form 4-6 groups of similar size (3 to 6 players) and sit at a table. At each table is a different copy of the game rules, plus a deck of cards. Participants have 5 minutes to study the rules and play one or two games.
2. After 5 minutes, the host collects the rule sheets and at the same time imposes a strict instruction: verbal communication is strictly forbidden, and silence is the rule.
3. The host then announces a tournament. Each round lasts about 5 minutes. At the host's signal, the players change tables as follows:
 - The player who has won the most games in each round goes to the next highest numbered table;
7. Option: the player who has lost the most games in each round goes to the next lowest numbered table. The tournament continues in this way for a number of rounds, until the host announces the end. Debriefing is essential.

Debriefing in a shared circle

- What were your expectations at the start of the game?
- Could you describe the game in one word?
- What are your impressions of the game?
- How did you feel at different points in the game?
- What were your greatest successes and frustrations?
- What did you expect at the start of the game?
- At what point did you realize that something wasn't quite right?
- How did you react to this "problem"?
- How did not being able to speak affect you?
- And if you had been able to speak?
- What did you have to do to be able to continue happily playing?
- What real-life situations did this game remind you of?
- How does this game draw our attention to the hidden aspects of culture?
- What have you learned from this game that you could apply in real life?

SILENT CARD GAME

INSPIRED BY "BARNGA"¹³

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Intercultural objectives and messages

- ✓ Playing with supposition
- ✓ Become aware of your own reactions in conflict situations and your own communication styles.
- ✓ Experience culture shock on a small scale and become aware of your own frame of reference.
- ✓ Management of risk, frustration and crisis
- ✓ Beyond our individual actions, it's all about understanding and adapting to a framework with multiple unpredictable factors.

Intercultural impact

- Realize that different cultures perceive things differently, and/or play by different "rules".
- Participants need to understand and tame these differences if they are to function effectively and adapt in a new context. Overcoming and bridging differences is paramount.

Findings:

- Over the course of the game, everyone did their best, but each group operated from a different set of circumstances and ground rules.
- Many discovered or suspected that the rules were different, but didn't always know what to do to bridge the differences.
- Even if we know that the rules of conduct or social norms are different, it can be difficult to overcome the differences.
- Communicating with others is difficult; it requires sensitivity and creativity.
- Despite many similarities, people have different ways of doing things. Understanding and reconciling these differences is essential for the group to function effectively.

Contributors: Linda Saadaoui, Karsten Küpper, Vendula Lupinkova

¹³ Sivasailam "Thiagi" Thiagarajan with Raja Thiagarajan, Barnga: A Simulation Game on Cultural Clashes, Boston: Intercultural Press, 2006.

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

BE SPECIFIC

INSPIRED BY DONNA M. STRINGER
AND PATRICIA A. CASSIDAY¹⁴

Skills highlighted

Know-how

- Active listening
- Intercultural communication

Interpersonal skills

- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Empathy

Intercultural impact

- Understand that misunderstandings can easily occur in communication.
- Understand that we can't always assume mutual understanding simply because no questions are asked.

Resources and Partners

Paper, pens, Lego, etc.

Format and methods

Interactive and experiential exercise

Target audience: Young people and adults

Requirements → Understanding communication differences

Intercultural objectives and messages

- ✓ See how often we assume that others understand what we mean.
- ✓ Recognize the importance of specific language in creating authentic, mutual understanding.
- ✓ Identify the importance of asking (follow-up) questions.

Description

Interactive exercise lasting 30-45 minutes
Number of participants: +/- 14 (possibly in pairs)

Preparation: A4 paper for each participant

1. Give each participant a sheet of paper and ask them to close their eyes.
2. Ask the participants to fold the paper in several stages. The participants are not allowed to speak or ask questions; only the host gives instructions.
3. For example: Fold the paper in half. Tear off a corner. Fold the sheet in half. Tear off another corner. Fold the paper twice.
4. After folding the paper several times, everyone can open their eyes and compare the pieces of paper, noticing that there are many different shapes.
5. Debriefing: discussion of how participants felt during the exercise, when they were unable to speak or see. Emphasize the importance of two-way communication and questions.

Alternative:

An alternative to this exercise is to adapt it to larger or smaller groups. For example, the participants can be grouped in pairs and sit back to back; the person giving the instructions performs the exercise (folds a piece of paper, builds a Lego figure or draws a simple object), while explaining the step-by-step process to the other, who must be able to reproduce the action without seeing or asking questions. They can then swap roles.

6. Debrief:
 - What happened during the exercise?
 - What was most useful thing for achieving the goal of reproducing the creation? And the least useful?
 - How does it translate into real life? How do you deal with these frustrations?
 - What does this mean in terms of intercultural communication?

Contributors: Linda Saadaoui, Karsten Küpper, Vendula Lupinkova

¹⁴ Stringer, D. M., & Cassidy, P. A. (2009). 52 Activities for Improving Cross-Cultural Communication

ODD ONE OUT

INSPIRED BY T-KIT 4 INTERCULTURAL LEARNING¹⁵

Skills highlighted

Know-how

- Active listening
- Intercultural communication
- Non-discrimination

Interpersonal skills

- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Empathy
- Flexibility
- Sensitivity to differential/unfair treatment

Intercultural impact

- Understand the structures of majority and minority in our society and develop ways to be more empathetic toward each other.
- What's more, it's an excellent exercise for practicing non-verbal communication and finding common ground when you don't speak the same language.

Resources and Partners

- Round colored stickers

Format and methods

Simulation and interactive exercise

¹⁵ Europe, C.O. (2018). INTERCULTURAL LEARNING.

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Target audience: Young adults and adults

Requirements → Understand and practice non-verbal communication.
→ Dealing with majority and minority issues.

Intercultural objectives and messages

- ✓ Address minority and majority issues and discrimination.
- ✓ Start a discussion about the different groups in society.
- ✓ Encourages empathy for the experience of rejection or exclusion.

Description

Interactive exercise lasting 15-20 minutes
Number of participants: +/- 15 people

Preparation: Round colored sticky notes, e.g. for a group of 15 people, you'll need 4 blue, 4 red, 4 green, 2 yellow and 1 white.

1. Stick a colored spot on each participant's forehead. Participants must not know the color of the task they have.
2. Tell the participants to get into groups with other people who have the same colored sticker.
3. No one is allowed to speak; only non-verbal communication is permitted.
4. Let the participants spend 10 minutes forming their groups, or until you see that all the groups have been formed correctly.
5. Debriefing: Help the group explore their feelings about what they did, how they did it and what they learned:
 - How did you communicate?
 - How did you organize your groups?
 - How did you feel when you realized that someone had the same color sticker as you?
 - How did the person whose sticker was different feel?
 - Did you try to help each other get into the groups?
 - What different groups do you belong to in real life, e.g. soccer team, school, church?
 - Can anyone join these groups?

APPRECIATIVE GOSSIPING

INSPIRED BY THE CONCEPT OF APPRECIATIVE INQUIRY IN POSITIVE PSYCHOLOGY¹⁶

Skills highlighted

Know-how

- Active listening
- Non-discrimination
- Intercultural communication

Interpersonal skills

- Tolerance of ambiguity
- Open-mindedness
- Empathy
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Non-judgmental attitude

Intercultural impact

- Discover the individual beyond the usual categories (age, gender, nationality, profession, etc.).
- Practice active and deep listening and intercultural communication.
- Practice giving and receiving feedback.
- Practice putting yourself in someone else's shoes.

Resources and Partners

- Individual worksheets, discovery cards

Format and methods

The activity can take place anywhere, but preferably with enough space for a longer walk, in nature for example. Hosts need to establish an atmosphere of trust and respect, and be able to handle the strong emotions that may arise.

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Target audience: Adults over 20 in the workplace

- Requirements**
- See things from different angles
 - Learn to adapt communication styles

Intercultural objectives and messages

- ✓ Adapt communication style to context and learn to listen actively.
- ✓ Encourage curiosity and empathy.
- ✓ Build trust and connection
- ✓ Learn to adapt your feedback style

Description

Experiential exercise involving individual work, group work and debriefing with the whole group. This exercise ideally requires groups of 3 people.

1. Distribute an individual worksheet/personal discovery card for participants to reflect on their life journey so far. These worksheets can be adapted to the context, but can include questions such as: What I've done so far in my life - My most recent experience - The two most important milestones so far - What I want, etc.).
2. After this step, divide the participants into groups of three, preferably bringing together people who don't know each other. Tell them to go for a walk outside.
 - 2.1 Ask one of the groups to take the lead and the others to follow, leaving a certain distance so that participants can't hear each other.
 3. During the walks, there will be three 15-minute laps comprising the following stages:
 - 3.1 A speaker walks behind two listeners and shares his or her story, based on the self-reflection work done earlier. The two listeners note the positive aspects of the story: courage, strengths, resources, leadership qualities, etc. (5 minutes)
 - 3.2 The speaker moves in front of the listeners and listens to them talk about the positive aspects of the story.

The listeners speak in the third person, not directly to the speaker. For example, how has the person demonstrated strength, resilience and adaptability? How has the person managed a challenge or turned a difficulty into an opportunity? How has the person evolved? (7 minutes)

APPRECIATIVE GOSSIPING

INSPIRED BY THE CONCEPT OF APPRECIATIVE INQUIRY IN POSITIVE PSYCHOLOGY¹⁶

Description (contd)

- 3.3 The speaker shares his/her thoughts on the experience and how he/she received the feedback. (3 minutes)
4. This process is repeated so that all participants play the role of speaker and listener.
5. Debriefing with the whole group:
 - How did the participants feel about the experience?
 - How did they feel talking about themselves?
 - How did it feel to hear others talk about themselves?
 - What types of information did they highlight?
 - How did the different roles play out?

Note: Gossip can provoke negative feelings among participants.. It is important to emphasize that this is both an intimate and a positive experience. Receiving sincere, positive feedback about what we've experienced isn't necessarily systematic, and for many people it can be difficult to be the center of attention and to accept positive affirmations.

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

MODULE 4

OVERCOMING DIFFERENCES AND REACHING COMPROMISES



**Les arbres ont des racines,
les hommes marchent.**



Trees have roots, people walk.

(German metaphor)

**Introduction by Hani Nasser, intercultural communication officer,
Office National de l'Accueil**

Dealing with cultural diversity

In an attempt to understand the challenges that emerge from the cultural diversity that characterizes our contemporary Western societies, and the means to tackle them, several series of questions urge us to provide at least some answers.

The first series concerns “culture”, at the heart of the notion of cultural diversity. We need to explore its scope and characteristics, and in particular its “dynamic” character as a key means of bringing cultures closer together.

The second series concerns the obstacles to intercultural communication, which are rooted in the potential divergence of frames of reference between individuals belonging to different cultural groups. Identifying these obstacles and understanding their influence on communication is an essential step toward mitigating their effects on the relationship between people.

TEXT TO UPDATE?



FUNDAMENTAL QUESTIONS

A third series deals with a set of notions closely linked to culture: multiculturalism, interculturalism, transculturalism, etc. Understanding these notions, and the effects of their presence or absence on social interactions, will enable us to identify the basic principles of cooperation with others.

Providing answers to these series of questions enables us to start from a common base in the search for compromise and the strengthening of cooperation. A few promising avenues seem to be emerging, such as: deploying intercultural communication practices like intercultural mediation; organizing multicultural themed meetings on societal issues; offering training on cultural diversity for multicultural groups. Creativity can also help us find other efficient ways forward.

What is transculturalism?

As we live in an increasingly diverse and interconnected world, we are more and more confronted with other ways of making sense of the world. The transcultural approach sees cultures as cross-border processes. It is distinguished from multiculturalism and interculturalism by the individual decoding of cultural contexts, then the construction, on the basis of one's own experiences and encounters, of mixed and hybrid individual and collective cultural identities. In this way, new ways of thinking and acting emerge, always questioning our ethnocentrism¹⁷, in order to learn from each other and build together a representation of reality¹⁸. It also focuses on conflict management.

Cultures are no longer perceived as defined circles, but as complex, changing and interactive networks, with no fixed boundaries, which interpenetrate and merge into one another.¹⁹

It is transformative in that it rethinks norms, values and our conceptions of living together.²⁰

¹⁷ See glossary for definition

¹⁸ Europe, C. O. (2018). INTERCULTURAL LEARNING

¹⁹ Transkulturelles und Interkulturelles Lernen. (2016). Zentrum Polis - Politik Lernen in Der Schule, 2.

²⁰ Bennett, M. J. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10(2), 179-196

How can transculturality help us connect better?

A transcultural approach involves not only communication across cultures, but also our innovative ability to look beyond our own frame of reference and see the different perspectives involved.

The transcultural approach begins by decoding one's own frame of reference. From there, we discover each other's humanity and realize that we share a common human experience. In so doing, we enrich our perspective and our range of representations, skills and ethical orientations, which enable us to function and evolve in societies open to the world, making possible an almost infinite variety of definitions of identity.

“Perspective consciousness: the ability to question constantly the source of one's cultural assumptions and ethical judgments, leading to the habit of seeing things through the minds and hearts of others.” - Richard Slimbach, The Transcultural Journey²¹

Transcultural skills include open-mindedness and humility, which make it easier to learn and understand others. They cultivate a new way of seeing the world, and therefore of understanding oneself, by improving living together and creating a common language.

21 Richard Slimbach, The Transcultural Journey, 2005, (Asuza Pacific University) <https://files.eric.ed.gov/fulltext/EJ891470.pdf>

A transcultural society - what and how?

A transcultural society refers to a composite society that is shaped collectively by people from different cultures. These people coexist, interact and share their knowledge, views, values and moral ideas. In this society, individual and collective development is based on the hybridization of each individual's cultural references and the co-construction of a cosmopolitan universe of meaning. A person can be a dancer, a chorister, a practicing Muslim, a Luxembourger, a European and an Iraqi all at the same time. These many facets make a person who they are, how they perceive themselves and/or how they are perceived.²²

The transcultural society goes beyond our own cultural boundaries and perspectives. It encourages curiosity and dialogue, with an awareness of differences, commonalities, cultures and their subtleties. It thus enables us to move beyond our national perspective, i.e. our tendency to consider - wrongly - that nation, state and society are neutral social and political forms of our modern world.

22 Transkulturelles und Interkulturelles Lernen. (2016). Zentrum Polis - Politik Lernen in Der Schule, 2.

DEFINING MULTICULTURALITY, INTERCULTURALITY AND TRANSCULTURALITY

Skills highlighted

Know-how

- Active listening
- Intercultural communication
- Non-discrimination

Interpersonal skills

- Empathy
- Non-judgmental attitude
- Discovering and respecting differences
- Self-awareness (frame of reference, sensitive areas and cognitive biases)

Intercultural impact

- Reinforce ethno relativism and avoid ethnocentrism.
- Reinforce empathy between participants.

Resources and Partners

- Group facilitator with intercultural mediation skills

Format and methods

- Interactive format in a neutral space accessible by public transport
- Sessions should be organized during the week, for example on Saturday afternoons.

ACTIVITY PLAN INTERCULTURALITY FOR IMPACT

Target audience: Refugees and the local community

Requirements → Raise awareness of the difference between subjects (multiculturalism, interculturalism, transculturalism).

- Reach a compromise and an agreement.
- Foster empathy for people who are not like us and who may have different points of view and opinions.

Intercultural objectives and messages

- ✓ Identify the difference between the three concepts and define them.
- ✓ Reflections and discussions on how to reach compromises.

Description

Duration: 90-120 minutes,
Group of around 12 participants, preferably with the same participants each time. Can be run continuously for 3 months (one concept per month, for example)

1. Icebreaker to introduce the host and the participants.
2. Explanations and definitions of each concept.
3. Group work to identify examples of each concept: participants are invited to get into groups of around 4 people and to define together what the concepts mean to them by finding examples.
4. Presentations within the whole group: groups present their results to each other, definitions are compared and discussed.
5. Reflections on how to reach compromises:
Participants are invited to form pairs (preferably with people who were not in their first group). The focus is on conflict. As a first step, participants can discuss how they can reach a compromise in the definition of concepts, as definitions can vary from group to group. They then discuss how compromises can be reached in general. What are the conflict situations? What makes these situations conflictual?
(For example: conflicting values, knowledge, traditions, opinions, etc.).
6. The groups share their results and thoughts all together.

EMOTIONAL TRANSCULTURALITY

Skills highlighted

Know-how

- Finding and processing information about others
- Finding common ground
- Non-discrimination

Interpersonal skills

- Empathy
- Sensitivity to difference / unfair treatment
- Self-awareness (frame of reference, sensitive areas and cognitive biases)

Intercultural impact

- The participants learn that emotions are transcultural
- Develop empathy and recognize the fears of others.
- Steer to a common denominator that can lead to the recognition of humanity in "the other".

Resources and Partners

- Craft materials / paint
- A psychologist or intercultural mediator.

Format and methods

- Interactive exercise, in the middle or at the end of a training session
- Individual creation part
- Plenary session with debriefing

ACTIVITY PLAN INTERCULTURALITY FOR IMPACT

Target audience: Ethnically heterogeneous group
A group of children or a group of adults

Requirements → Cross-cultural and intergenerational exchange

Intercultural objectives and messages

- ✓ Discover the humanity of others using emotions as a common denominator

Description

15 people, workshop

1. Ask participants to represent fear through an individual creative project.
2. Lay down the rules and establish a clear framework: each participant draws what fear means to him or her: it can be an abstract "definition" of fear, or a specific drawing of something the participant fears.
3. Give the participants 15 to 20 minutes to come up with something.
4. Exchange and pooling: each participant presents his or her results

Key questions:

- What does the drawing represent?
- Why has he or she chosen to draw this?
- Do other people have the same fear?
- What is fear?
- What is the opposite of fear?
- And if you were to illustrate it?

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

WHO AM I?

INSPIRED BY "INTERCULTURAL LEARNING CLASSROOM ACTIVITIES"²³

Skills highlighted

Know-how

- Intercultural communication
- Finding and processing information about others
- Non-discrimination

Interpersonal skills

- Curiosity
- Self-awareness (frame of reference, sensitive areas and cognitive biases)

Resources and Partners

- Colored pens
- One sheet (star) per participant, in a different color. The aim of giving each participant a different color is to make it clear that everyone is unique, and that the group is made up of a rainbow of identities.

Format and methods

Interactive and introspective activity

Target audience: Anyone over 14 years of age

Requirements → Develop better self-knowledge and understand the complex concept of identity

Intercultural objectives and messages

- ✓ Improve understanding of the concept of identity and broaden self-awareness.
- ✓ Promote empathy and tolerance.

Intercultural impact

- Understand the difference between the aspects of identity we can choose and those we are born with.
- Aspects of identity I can choose: name, friend, job, political party affiliation, favorite music, style of dress, soccer team you support, place of residence;
- Aspects of identity I was born with: gender, age, height, eye color.
- Certain aspects of identity can be controversial, such as nationality, gender and sexuality, religion and minority status.

The discussion of how identity develops - which aspects of identity are social constructs, and which are inherent and fixed - will also be controversial, particularly in relation to religion and gender. It is useful to ask participants to reflect on their own development process and how certain aspects of their identity have changed over the years, or even what aspects of their identity they consider to be fixed.

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Description

Interactive exercise that can be done as an introduction to topics related to identity and self-awareness.

1. Explain to participants that they are about to discover what each of them has in common with the other members of the group.
2. The first step is for each person to draw a representation of his or her identity. They must see themselves as stars; aspects of their identity shine out into society. Ask participants to reflect on the eight to ten most important aspects of their identity and draw their personal star. Invite participants to reflect on what influences their daily lives and what makes them "them". There may also be things that participants don't immediately think of. Examples: gender, religious affiliation, family/sibling environment, hobbies, disability (e.g. visual impairment, illness), worldview (e.g. political), etc.
3. Ask the participants to go around and compare their stars. When they find someone else with whom they share a beam or ray, they must write that person's name next to the beam. (For example, if Jan and Parvez both have a "rapper" ray, they must write their respective names along this ray).
4. Ask the participants to return to the main group and discuss the following questions:
 - What aspects of identity do people have in common, and what aspects are unique?
 - What do members of the group have in common and what are their differences?
 - Do people have more in common than they have differences?
5. Then move on to a discussion of what people have discovered about themselves and others, and the implications for human rights. Discussion questions:
 - What did the participants learn about themselves?
 - Was it difficult to decide on the ten most significant aspects of their identity?
 - Did they have more or less in common than they thought?
 - What do participants think of the group's diversity? Did they feel that this made the group more interesting, or that it made it more difficult to be or work together?
 - Were there aspects of other people's identities to which participants were strongly inclined to react and say "I'm not"? For example, I'm not a soccer fan, I'm not a techno music fan, I'm not gay or I'm not Christian.
 - How does identity develop? Which aspects are socially constructed and which are inherent and fixed? Which aspects are socially constructed and which are inherent and fixed?
 - To what extent are people judged on their individual identity, and to what extent on the group to which they belong?
 - To what extent are people free to choose their own identity?

ASSESSMENT ACTIVITY BASED ON
**“THE AUTOBIOGRAPHY
 OF INTERCULTURAL
 ENCOUNTERS”**

BY THE COUNCIL OF EUROPE

* This activity can be carried out after most of the exercises in this kit, as it encourages participants to reflect on their encounters in a more in-depth, guided way.

Skills highlighted

Know-how

- Finding and processing information about others
- Cultural lenses (and how to remove them)
- Non-discrimination

Interpersonal skills

- Curiosity
- Empathy
- Non-judgmental attitude
- Open-mindedness
- Self-awareness (frame of reference, sensitive areas and cognitive biases)
- Sensitivity to differential/unfair treatment
- Tolerance of ambiguity

Intercultural impact

→ Reflect on past experiences and treat them cross-culturally, taking into account both sides of a story, with particular attention paid to one's own frame of reference.

Format and methods

Personal, interactive method.

ACTIVITY PLAN
 INTERCULTURALITY FOR IMPACT

Target audience: People over the age of 16

Requirements → This exercise requires a great deal of introspection, so participants need to be sufficiently aware to be able to look back on past encounters and analyze them in depth.

Intercultural objectives and messages

- ✓ Encourage participants to reflect on and learn from the intercultural encounters they have had.
- ✓ Identify potential stereotypes they have about others or that others have about them.
- ✓ Understand the complexity of intercultural relations.
- ✓ Experience how attention to detail can counteract preconceived ideas.

ACTIVITY PLAN
 INTERCULTURALITY FOR IMPACT

Resources and Partners

Copies of the handout “Autobiography of Intercultural Encounters”, adapted from the Council of Europe, available here:

www.coe.int/fr/web/autobiography-intercultural-encounters

1. About the encounter:
 - When did it happen, and what were you doing at the time?
2. The person you met:
 - Who was it? What did you notice about this person? What did he/she look like? How was he/she dressed? What was he/she doing?
3. Communication:
 - How did you communicate? What was it like?
 - Was it easy to make yourself understood?
 - Why or why not?
 - Have you had to change your usual mode of communication?
4. Feelings and thoughts:
 - How did you feel about this meeting?
 - How did you feel about the other person? Why?
 - Would you like to see the other person again? Why or why not?
 - How do you think the other person felt at the time?
 - Do you think you and the other person felt the same way when you met?
5. Learning:
 - What do you think you learned or discovered by meeting this person?
 - Would you like to meet him/her again and spend some time with him/her?
 - If you met him/her again, would you do anything differently from the last time?
 - If you were to meet him/her again, is there anything you'd like to ask him/her?
 - Do you think meeting this person has changed you in any way?

Description

1. Ask the participants to recall an occasion when they met someone different from themselves, for example from another country or region, a minority, a different skin color or religion, or a different language.
2. Distribute the “Autobiography of Intercultural Encounters” handout to each participant.
3. Ask the participants to answer the questions, writing about the intercultural encounter of their choice, for about 30 minutes. Make it clear that they don't have to answer the questions one by one, but that they have to describe the story of the encounter and try to cover the questions in the document in their story.
4. After the allotted time, divide the participants into small groups and ask them to tell each other their stories. Give the groups about 30 minutes to tell their stories (optional part).
5. After the stories, ask the participants to return to the main group for debriefing.

Debriefing questions:

- What did the participants think of the activity?
- Was it difficult to remember and describe an intercultural encounter?
- To what extent did the questions help them think about aspects they hadn't considered before?
- Are the encounters presented by the other participants surprising? Why?
- Have the participants' perceptions of a particular group changed as a result of or since the meeting? If so, how?
- How does this activity help the participants reflect on stereotypes?
- How does this activity help the participants reflect on their own behavior in an intercultural situation?

“PROJECT” ACTIVITIES

This section brings together exercises that didn't make it into the previous sections. In fact, there are many different ways of promoting intercultural dialogue, for example through activities, projects or approaches inspired by “third places”.

CHILDREN AS INTERCULTURAL AMBASSADORS

Inspired by the “Meeting Diversity - vivre l'intégration” project, a project with children from cycles 2 to 4 at two Maisons Relais in Esch who created a traveling exhibition and brochure. The children described in their own words what it means to them to live together in a multicultural society in Luxembourg.²⁵

Skills highlighted

Know-how

- Organization of events
- Work together for a common goal
- Tell a story
- Active listening
- Intercultural communication
- Finding and processing information about others

Interpersonal skills

- Open-mindedness
- Curiosity
- Self-awareness

Resources and Partners

A venue for the event/exhibition (stage, classrooms, etc.) and equipment, catering, tables and seating, food facilities.

Contributors: Andreja Wirtz, Angela Domasova, Philippe Eschenauer

25 City of Esch-sur-Alzette. (n.d.). City of Esch-sur-Alzette. https://mr.esch.lu/resources/documents/_includes/Rapports_dactivitas/Rapport_dactivitas_MRE_NOWI.pdf

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Target audience: Families, children and teachers

The project creates links between families of different origins through their children. Children and their families become intercultural ambassadors.

Intercultural objectives and messages

- ✓ Children share their intercultural stories, talking about their families, traditions and values. The project creates links between families of different origins through their children. Children and their families become intercultural ambassadors.

Description

It is a project idea that spans an entire school year. It can be used with children of all ages.

1. Children bring to school one or more personal objects linked to their culture and family (photographs, food, objects associated with memories or stories).
2. Activities are built around these objects: children co-create an event to which their families (and the public) will be invited (such as a festival, show, play or exhibition).
3. At the same time, together with their teachers, the children create written and visual material to accompany the event or exhibition, such as a brochure, video or social media posts, encouraging storytelling and deeper reflection on the experience.

Format and methods

- Interactive, experiential learning by working on a shared project with a common goal. Storytelling allows us to approach the project from a reflective angle.
- Formal and informal learning inside and outside the classroom (at school and at home)

ACTIVITY PLAN

INTERCULTURALITY FOR IMPACT

Intercultural impact

→ Building bridges:

Some children live in two completely different worlds, at home and at school. The project builds bridges between the school and the diverse backgrounds of the children and their families, and encourages the involvement at different levels of the people and communities that surround the children throughout their school career.

Moreover, children from a migrant background sometimes find themselves in a liminal space where their experience is not linked to a distinct culture, but to an intermediate space. This raises questions about belonging and the difficulties of navigating between these spaces, as well as the expectations imposed on transnational/bicultural individuals (expectations of assimilation, performance according to stereotypes, etc.).

→ Learning by doing:

Some skills cannot be taught in the classroom. The learning-by-doing - or learning-by-living - approach encourages participants to communicate about their origins and cultures without necessarily formulating them in a structured way, but by communicating naturally and through other means, such as visual storytelling. This helps children overcome stereotypes and prejudices, open their minds and hearts, and stimulate their curiosity about other cultures and people. These are skills and competencies linked to better intercultural cohabitation.

The impact can be described by Gordon Allport's contact hypothesis, which states that one of the best ways to improve relations between two groups in conflict is to establish contact between the two.²⁶ Individuals from different cultures working together towards a common goal understand each other better, especially when this is done through mediation. The contact hypothesis may not be enough to understand everyone's realities, which is why storytelling is an important element in avoiding the reinforcement of stereotypes.

Theories that may be beneficial: see Robert Aman, Decolonising Intercultural Education²⁷

Evaluation method

- Level of participation (number of children and, by extension, families involved in the project)
- Satisfaction survey of parents, children and teachers
- Creation of written and visual material discussing the experiment and sharing results
- Use of social media to keep the exchange alive
- Number of participating schools or individual classes
- The project would take place over an entire school year, requiring coordination and resources from the schools over a longer period.

26 Allport, Gordon W. (1954). The nature of prejudice. Reading, MA: Addison-Wesley.

27 Aman, R. (2017). Decolonising Intercultural Education: Colonial differences, the geopolitics of knowledge, and inter-epistemic dialogue.

CULTURAL FUSION CUISINE

ACTIVITY PLAN INTERCULTURALITY FOR IMPACT

Target audience: Anyone aged 12 and over (children accompanied by parents)

- Requirements**
- Transcultural and intergenerational exchange
 - Knowledge and exchange on the rich experience of our ancestors

Intercultural objectives and messages

- ✓ Culture transfer (culinary, family, international).
- ✓ Exchange and knowledge of the culinary arts.
- ✓ Introduction to catering professions.
- ✓ An invitation to explore the links between food, cultural heritage and identity.

Description

Culture and food are a source of identity and a cultural and natural heritage carried on by tradition. Reflecting codes of conduct and the structure of social relations, eating habits offer a space for sharing values. Far from being static, food practices cross borders, mix and transform, in a context of cultural diversity and multiplicity of ingredients and dishes. Food is a unique vehicle for intercultural dialogue and exchange.²⁸

Groups of 3-4 people meet once a month to cook together. A meal to be prepared in each session is decided in advance, with each group member choosing a dish. During the sessions, the group discusses the history of the dish and the values, traditions and customs associated with it.

Resources and partners

- There are several ways to organize these meetings. Participants can purchase ingredients or partner with hotels/restaurants/supermarkets that sponsor ingredients, such as food that would otherwise be thrown away. Sessions can be held at participants' homes, or in a neutral space provided by local partners, for example.
- We need a space that is respectful and open to all ideals and cultural values. The presence of an experienced person or intercultural mediator to guide you through sensitive subjects can be a big plus.

Skills highlighted

Know-how

- Cooking
- Intercultural communication
- Active listening
- Non-discrimination

Interpersonal skills

- Curiosity
- Tolerance of ambiguity
- Open-mindedness
- Non-judgmental attitude

Intercultural impact

- Living together by eating well and educating people about "slow food", a movement that runs counter to the globalized, uniform "fast food" culture. This activity will enable the culinary specialties of the participants' countries of origin to be discovered and promoted.

Evaluation methods

- Number of participants and appointments

Format and methods

- Accessible by public transport.
- Event to be held over the weekend (e.g. Saturdays), during the morning or early afternoon.

Contributors: Rachel Tshinza, Karsten Küpper, Linda Saadaoui, Jean-Paul Molitor, Philippe Eschenauer, Matthieu Wittmann

TRANSCULTURAL ENCOUNTERS

ACTIVITY PLAN INTERCULTURALITY FOR IMPACT

Target audience: Adults/parents - AIPs and local populations

- Requirements**
- Discussions on day-to-day issues
 - Understanding and sharing, for example, the challenges and/or work in a migratory context

Intercultural objectives and messages

- ✓ Discuss and exchange views on difficult day-to-day issues and challenges for new arrivals.
- ✓ Create a two-way exchange between applicants for international protection (AIPs) and the host population.
- ✓ Reinforce open-mindedness toward otherness.

Description

Approximately 2 hours, 5-7 people

- AIPs and the host population are invited to meet at a designated venue, such as a local café or cultural center, where they can exchange ideas.
- Tea-time / intercultural café / themed brunch, e.g. languages, customs, education, employment, housing, etc., with intercultural mediation and/or facilitation.
- Childcare and entertainment services could also be offered to enable parents to spend a relaxing moment with other people.

Evaluation methods

Feedback through a satisfaction survey

Format and methods

Continuous interactive and participatory format

Contributors: Naima Saoudi, Hani Nasser, Andreja Wirtz

Skills highlighted

Know-how

- Language and communication skills
- Active listening
- Finding and processing information about others
- Distinction between factual and value judgments
- Helping and receiving help

Interpersonal skills

- Deconstructing stereotypes
- Open-mindedness to otherness and ambiguity
- Curiosity
- Empathy
- Non-judgmental attitude
- Discovering and respecting differences
- Self-awareness (frame of reference, sensitive areas and cognitive biases)

Resources and Partners

- Municipalities
- Competent associations
- ONA
- Accommodation facilities
- Resources: translation

Intercultural impact

- Better understanding of daily life.
- Creating links and relationships of trust between AIPs and the local population.

28 UNESCO World Forum "Culture and food: innovative strategies for sustainable development". UNESCO. <https://fr.unesco.org/events/forum-mondial-lunesco-culture-nourriture-strategies-innovantes-developpement-durable>

GLOSSARY

Cognitive biases

Cognitive biases are systematic distortions of human thinking and reasoning.

Cultural diversity

Cultural diversity refers to the existence of a wide variety of cultures in the world today. Cultural diversity makes it possible, and intercultural skills require, to understand one's own culture while recognizing that each culture offers only one of many options.

Ethnocentrism

Our evaluations and judgments are strongly influenced by our ethnocentrism, the human tendency to consider one's own culture and way of life as the center of reality, and to interpret and evaluate others according to one's own frame of reference.

Ethnorelativism

Our own culture is lived in the context of other cultures, and our beliefs and behavior are just one way of seeing things in a variety of contexts. Difference is no longer perceived as a threat, but as something to strive for in order to progress.

Ingroup and outgroup

An ingroup is a social group to which a person belongs and which he/she identifies with. For example, a person may identify with his or her family, group of friends, gender, ethnicity or nationality. In contrast, an outgroup is a social group with which an individual does not identify.

Interculturality

Refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialog and mutual respect

Lingua franca

A language that enables communication between groups speaking different languages.

Multiculturalism

The coexistence of several cultures in one society.

Overview of intercultural activities and skills

		KNOW-HOW						INTERPERSONAL SKILLS								
Activities		active listening	Intercultural communication	Finding and processing information about others	Cultural lenses	Non-discrimination	Finding common ground	Curiosity	Empathy	Non-judgmental attitude	Open-mindedness	Flexibility	Discovering differences	Self-awareness	Sensitivity to differential/unfair treatment	Tolerance of ambiguity
MODULE 1 PROMOTING AND ENHANCING CULTURAL DIVERSITY IN ALL ITS FORMS	Human domino	●		●			●	●		●	●	●		●		
	The trusted 10				●									●	●	
	Home mapping	●		●	●	●		●	●		●		●	●		
	Introduce yourself with an object	●		●	●	●		●								
MODULE 2 UNDERSTANDING AND DECODING OTHERNESS - BEYOND STEREOTYPES, PREJUDICE AND DISCRIMINATION	Label game	●	●	●				●			●		●	●	●	●
	First impressions		●		●	●				●	●		●	●	●	●
	Every photo tells a story				●	●				●		●		●	●	●
	Cultionary				●	●		●		●		●		●		●
	Euro-rail "à la carte"		●	●	●	●				●	●			●	●	●
MODULE 3 INTERACTING AND COMMUNICATING IN AN INTERCULTURAL CONTEXT	Cultural onions (the heroes)				●	●	●	●					●	●		●
	Silent card game inspired by "BARNGA"	●	●	●	●					●	●		●	●	●	●
	Be specific	●	●					●					●			
	Odd one out	●	●					●			●		●	●	●	
	Appreciative gossiping	●	●			●		●	●	●			●			●
MODULE 4 OVERCOMING DIFFERENCES AND REACHING COMPROMISES	Defining multiculturality, interculturality and transculturality	●	●			●		●	●			●	●			
	Emotional transculturality			●		●	●	●					●	●		
	Who am I?		●	●		●		●					●			
	Assessment activity based on "The Autobiography of Intercultural Encounters" by the Council of Europe			●	●			●	●	●	●		●	●		●

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