



“TOGETHER –TOWARDS a cultural understandinG of thE oTHER”

# Intercultural Dialogue Guidebook



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***TOGETHER- TOwards a cultural understandinG of thE oTHER***

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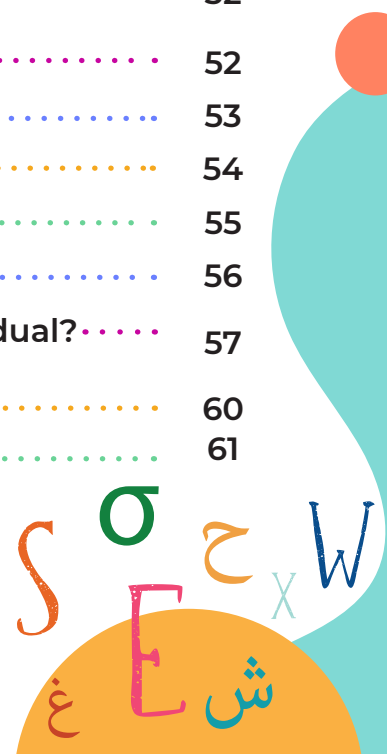
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# INTRODUCTION

## When we talk about Intercultural Dialogue we're approaching a theme that has the power of an oceanic wave and the vulnerability of the glaciers in the Antarctic.

We live in a world that is more and more globalizing, where cultures are homogenizing and fragmenting at the same time but cultural identity is what characterizes our species and we can't ignore that because if we overlook our culture we're overlooking ourselves and consequently we'll overlook what surrounds us.

Being fully aware of your own culture is the first step toward an approach with the Other who is an agency of cultural heritage as you are.

Intercultural Dialogue is the only way through which we can really interconnect with ourselves and with the Other; Intercultural Dialogue is a process that comprises an open and respectful exchange between individuals and groups with different ethnic, cultural, sexual, religious, and linguistic backgrounds and heritage on the basis of a mutual understanding and respect.

We're talking about a process that generates understanding, sharing, and co-constructing a reality where people talk to each other without examining and judging what are their defects but rather where differences represent the horizons that improve and empower their condition.

This is what's about the TOGETHER project; an instrument that wants to give all its support to the spread of Intercultural Dialogue. We've strongly worked on this project because we firmly believe that a world where communities practice Intercultural Dialogue, could be a world where differences are the basis to an open-minded and authentic interconnection among people.

The Intercultural Dialogue Guidebook, which is the fourth and last output of the TOGETHER project addresses all those actors that believe in the power of Intercultural Dialogue and want to spread and educate on this intercultural process.

The Intercultural Dialogue Guidebook contains all the intercultural knowledge acquired during the creation of the TOGETHER project; it contains all the study cases, experiences, and activities that we've collected in order to compose, via IO4, a series of guidelines as user-friendly as possible. The Guidebook develops its subject through six main chapters enriched with their subchapters. In the first three chapters, we have talked about the TOGETHER project and the principles that marked its Intellectual Outputs and offered an overview of the Guidebook. In the fourth chapter we have developed many more technical concepts as non-formal education, we went through its definition and its real employment. In the fifth chapter, we have described what is the Intercultural Dialogue learning process, examined what are the in-person training tools and online training tools, and we've taken a look at the specific challenges and opportunities that determine Intercultural Dialogue. Through the last chapter, we've introduced the planning and the development of a workshop on ICD, highlighting tips and tricks that empower the workshop's impacts on people.

Sometimes we look around us and we feel that we want to change something, that we want to give our contribution, that we want to improve the connection among people; this feeling is the reason why we've created the Intercultural Dialogue Guidebook.

We want everybody to have the opportunity to project their actions through a detailed and clear guidebook that gives support and strength to their intercultural commitment.

We want to put this tool in everybody's hands because we know that where there are words that support a dream, human action will make it real.



## THE TOGETHER PROJECT: AN OVERVIEW

The importance of cultural heritage as a vital element in intercultural dialogue has been formulated in a multitude of policies from the international to the local level being in line with the 21st Century (2017) European Cultural Heritage Strategy, the (2018) European Agenda for Culture, the EU's 2018 Work Plan for Culture 2019-2022 and the UN 2030 Agenda with 17 SDGs.

**The project TOGETHER – TOWARDS a cultural understanding of thE oTHER – includes 6 partners:**

- CulturePolis from Greece
- ◆ A.B. Institute of Entrepreneurship Development LTD (IED) from Cyprus
- EWORX from Greece
- Fattoria Pugliese Diffusa Associazione Culturale from Italy
- Georgian Arts & Culture Centre from Georgia
- Lebanese Development Network from Lebanon

TOGETHER derives from the need to create and disseminate know-how regarding the intercultural dialogue among EU countries and countries outside the European territory, based on the common values cultural heritage represents in order to really empower all sectors of society to build bridges between people, reinforce mutual understanding, boost economic and social development and enable Europe and its neighbours to face common challenges as a whole context for social cohesion and sustainability. In the increasingly multicultural European environment of the 21st century where more and more individuals have to manage their own multiple cultural affiliations, some people still view cultural diversity as a constraint to human and economic progress or a threat to national stability. Europe's rich cultural heritage has the potential to promote common values, inclusion, and intercultural dialogue within Europe and beyond, creating a sense of belonging, and being an antidote to any confrontation society is facing nowadays.

In this context, TOGETHER targets local actors and practitioners, representatives of local alliances, cultural associations, and federations, leaders of NGOs and CSOs, professionals of cultural and social centers, networks and stakeholders from the cultural and creative industry as well as public authorities and policymakers, leaders of local authorities, representatives of local and national governments; its objectives are to:

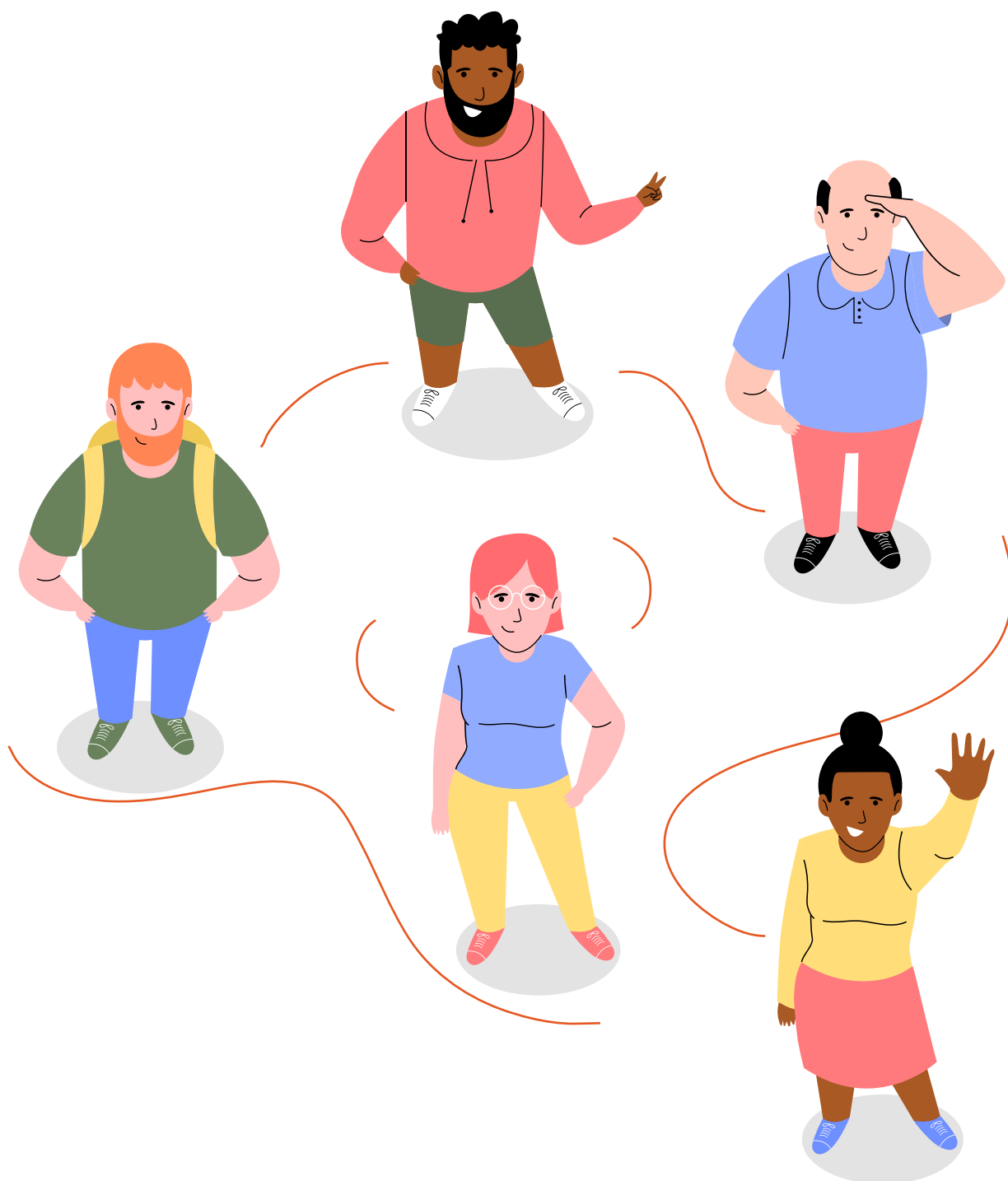
- Develop a transnational approach for cooperation between countries of EU and the neighboring region (the Middle East and Black Sea), established in the European common values which are generated and represented by various cultural assets and traditions of participating countries.
- Address the challenge of embedding intercultural dialogue processes in the Agendas of local communities for Sustainable Development.
- Empower local actors through upgrading their professional skills and competencies and rendering them 'ambassadors' of cultural diversity and cross-cultural understanding.



• Empower local actors through upgrading their professional skills and competencies and rendering them 'ambassadors' of cultural diversity and cross-cultural understanding.

• Develop and deliver innovative training materials, digital tools, and content methodologies for successfully meeting the needs of local actors and their communities and empowering them at all levels.

The activities include respective intellectual outputs and multipliers events (National Seminars/Workshops, Final Conference); the TOGETHER IOs comprise Comparative Analysis Report -IO1, Ambassadors Curriculum-IO2, TOGETHER e-Toolbox-IO3, TOGETHER Intercultural Dialogue Guidebook -IO4.



## CHAPTER 2

# PRINCIPLES ADOPTED IN THE TOGETHER INTELLECTUAL OUTPUTS

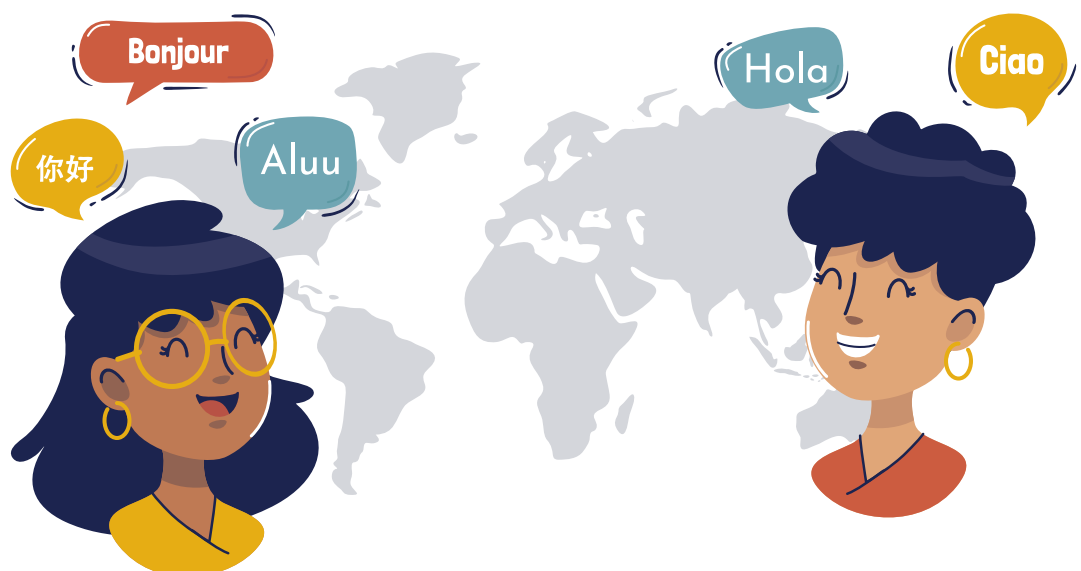
TOGETHER project is an experimental journey through the understanding and the spreading of the Intercultural Dialogue. The principle at the basis of this journey is the research that includes listening/asking (IO1), reading (IO2), sharing (IO3), and understanding (IO4); these are the main actions that have guided our steps through this journey.

Each Intellectual Output has a strong identity; the first Intellectual Output, the Comparative Analysis Report is the result of a journey **through asking & listening**; this report contains a specific point of view of all those social actors that know and live intercultural dialogue within their everyday life. Their voices, realistic and accurate, have structured this Report, giving a dynamic perspective on the Intercultural Dialogue state of play.

We can define the second and the third Intellectual Outputs as boxes that contain fundamental information about Intercultural Dialogue and the project. The Ambassadors curriculum gives you the opportunity **to read** about intercultural dialogue and be much more aware of its meaning and importance; upgrading your knowledge and skills in this field has been the key objective of this output. What we've collected in this curriculum gives shape to a collection of educational materials suitable for all those social actors that want to learn, participate in the spread of intercultural dialogue and act as ambassadors for the understanding of the "other".

TOGETHER e-Toolbox, the third output, is the natural consequence of our previous steps, this product represents the act of pursuing the same objective, using the power of digital technology: to create and **share** an e-learning process that can be followed by anyone who influences the mindset and attitude of the local communities; this e-Toolbox gives the detailed profile of an intercultural process that has started and that needs its progression through human action.

Finally, we have the ultimate product, the fourth Intellectual Output - The Intercultural Dialogue Guidebook. We can define it as a big container where everything has been put together and is ready to be used by anyone in the best way, fulfilling our principle of **understanding**. Commitment and willpower of each partner are the principles at the basis of this output that contains all the previous IOs and desires to be the launching pad for a real intercultural world.



## THE INTERCULTURAL DIALOGUE GUIDEBOOK: AN OVERVIEW

The Intercultural Dialogue Guidebook will provide the essential context and assistance to potential local community actors-users for exploiting TOGETHER products, tools, and materials in the best possible way.

More specifically, it will provide specific guidelines to the project's target group (Local actors and practitioners, representatives of local alliances, cultural associations, and federations, leaders of NGOs and CSOs, professionals of cultural and social centers, networks, and stakeholders from the cultural and creative industry) on how to integrate the TOGETHER training package into their activities; and how to utilize it as an educational component, in alignment with their local communities potential and needs. This practical and hands-on knowledge will also give food for thought to policy authorities and policymakers, leaders of local authorities, representatives of local and national governments, and EU experts about the establishment of a bottom-to-up process in policy and decision-making, concerning the promotion and integration of intercultural dialogue in people's life. The Intercultural Dialogue Guidebook will be also accessible through the TOGETHER online platform and will be offered in a digital interactive e-book format.

The Intercultural Dialogue Guidebook incorporates the principles adopted in the Comparative Analysis Report (IO1), the Ambassadors Curriculum (IO2), and the TOGETHER e-Toolbox (IO3), educational guidelines, collection of a number of case studies, directions for the local communities' actors on how to create an adequate and appropriate learning environment for communities, being educated and trained through innovative digital content.





## CHAPTER 4

# METHODOLOGICAL ASPECTS

*Education - the key to a continuous positive change.*

The following subchapters will focus on two fundamental aspects that generally characterize the educational process of a social actor: non-formal education and group dynamics.

## Why highlight these two features and not something else?

What we've surely learned from the TOGETHER journey is that the knowledge spread outside the formalized structures, such as schools, has even a greater impact on people's lives because it has an immediate connection with their everyday dimensions. Non-formal education has the great power to reach anyone, the poorest and the richest individual in the society, and this can be considered as one of the first intercultural barriers that non-formal education breaks down. Talking about barriers, the role of non-formal education in relation to intercultural dialogue is to create spaces and conditions where ICD can really happen, where individuals can be supported in the understanding and the overcoming of their stereotypes and prejudices; non-formal education applied to ICD can help EVERYBODY to cooperate for a better, fairer and more inclusive society.

Non-formal education can be considered the first step toward an Intercultural dimension, that's why it has to be part of the resources of a social actor.

The final focus of this chapter will be on group dynamics. A group defines the context where the actor's work has to be implemented. Generally and fortunately a group is made up of different people, with different backgrounds, ages, cultures, and habits; diversity is the constant. This aspect will determine the relationship and the synergy among the components, that's why we think that reading about some processes that empower the group's understanding and cooperation can be helpful. Furthermore, group dynamics and ICD are two topics strictly related to each other because they both aspire to respect, openness and togetherness.

## 4.1. What is non-formal Education

When we talk about non-formal education we're defining one of the cornerstones of the ERASMUS PLUS project. We want to deal with this issue because we strongly believe that non-formal education is the frontier of future culture. We do need incentives in our everyday life that empower our minds and increase our knowledge, incentives that go beyond scholastic education; learning by doing the process is a way through which everybody has the chance to concretely develop awareness and build an educational process that is strictly connected with real life.

Historically speaking, the term "non-formal education" has been defined in 1974 by Coombs and Ahmed (Chisholm 2007, Colley et. all 2003 cit. in CoE, s.d.) as "an organized, systematic educational activity, carried on outside the framework of the formal system». Years later, in 1998, non-formal education was settled as a top priority in the field of youth in the final declaration of the 5th conference by the European Ministers responsible for Youth. Non-formal education was considered the main process of integration into society and the ministers requested the recognition and valorization of the competencies and qualifications attained through non-formal education.

Over the years, non-formal education has frequently been reinforced as a key priority of the Council of Europe and the Agenda 2020, focused on the fact that the recognition of non-formal education has a substantial contribution to youth access to education, training, and working life. One answer to this recognition was the introduction of the YouthPass.

Today, non-formal learning is described by the European Knowledge Centre for Youth Policy as follows: “Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.” (Chisholm, 2005)

As it can be seen, non-formal education is a broadly used term in the youth sector, and over the years, non-formal education provided learning opportunities to millions of young Europeans on a daily basis (Clarke-Habibi, 2019).

The European Youth Forum declared that non-governmental organizations and civil society organizations are the main providers of non-formal education. The Council of Europe’s Charter on Education for Democratic Citizenship and Human Rights Education states that non-formal education is the central learning education for democratic citizenship and human rights education (Helmut Hemmes, 2012)

Moreover, the Council of Europe mentioned that non-formal education is very helpful in facing a difficult situation, such as the integration of adult migrants to host countries. “At a time when many Council of Europe member states are receiving large numbers of adult refugees, the distinctions between formal, non-formal and informal learning help us to formulate radical and cost-effective responses to questions that have previously been answered in traditional ways” (Anon., 2019)

Over the years, a few milestone papers have been published extensively on non-formal education and learning, such as “Pathways towards validation and recognition of education, training & learning in the youth field” by the European Commission and the Council of Europe, updated to a new version “Pathways 2.0”: Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices” by the Organisation for Economic Co-operation and Development; and “European guideline for validating non-formal and informal learning” by the European Centre for the Development of Vocational Training.





## Group Dynamics

Introducing this topic, we want to highlight what are the main characteristics that define the dynamics of a group of people who decide to create together a process of mutual understanding and cooperation. We firmly believe that the group dynamics surely is a fundamental aspect. The understanding and the confidence established among the participants of a working group determine and define the predisposition of each component toward the group and the achievement of the objectives.

Being in a diverse group, individuals have the tendency to behave and interact in different ways because each person comes from and with a different background. Factors such as personality, cultural traditions, and social situations, may influence a group. So, dealing with group dynamics means that you have to deal with behavior patterns and attitudes.

We can say that group dynamics represents the interaction between individuals who are communicating in a group setting. This topic can be studied in business, volunteers, and classrooms, but also in social settings, such as those related to the migration flow. This interaction raised questions in many countries about the synergy of a multicultural team. Studies have shown that managing/organizing a diverse group is not always effective, cultural conflicts may arise, and sometimes it is difficult to overcome it.

In time, research (Levi, 2007) is showing that group members are connected to one another. Group members should have good communication, cooperative work, and provide emotional support, and the most effective groups reach good social relations and coherency.

Group dynamics changed over time. The theory of Tuckman (1965), recommended by social psychologists, focuses on social relationship development within groups. In its theory, Tuckman says that group development has five stages: Forming, Storming, Norming, Performing and Adjourning. However, groups may not go through all stages and repeat the former stages.

Forming- in this first stage, individuals get acquainted, explore each other and act politely, and the ground rules and aims start to be formed. The stage ends when familiarity is reached and individuals are feeling more comfortable with each other.

Storming- in the second stage, individuals are more aware of what role they want to take in the group. Due to disagreement in individual goals and objectives, conflicts and hostility may appear so the bargain may arise as an attempt to come up with a mutual agreement on priorities in a group.

Norming- in this stage, the group identity has developed, and individuals gain more commitment and satisfaction to reach the agreed rules and priorities.

Performing- the fourth step comes with mutual interdependence between the members, so cooperation and commitment are the important achieved outcomes.

Adjourning- the final stage might happen if the tasks have been finished and the group dissolves or when one or more individuals abandon the group the task cannot be completed, and the activities decrease within the group. But, if the task has been completed, the group may go on with the activities on more casual occasions (Pennington, 2002).





## 4.2. Recommendations for working in an intercultural group

Thriving in an intercultural environment requires a completely different mindset than thriving surrounded by people from our own cultural backgrounds. This would definitely require much more deliberate and conscious behavior. One of the most essential characteristics of a high-functioning group is trust. However, in the case of a multicultural group, it can be more difficult for a variety of different reasons where different components can play a major role in bringing members together such as the structure of the team, the cross-cultural makeup, and the clear norms.

So, we are proposing to you 11 ideas that you may take into consideration to improve an intercultural work environment. Remember to treat others as you would want to be treated! Caring is the best way to build bridges and strengthen your team.

### #1. Be flexible!

Flexibility is the key to working in an intercultural environment; the work environment always demands adaptability on your part, but in a multicultural environment the adaptation becomes all the more important (Commisceo Global Consulting Ltd, 2022). But what does it really mean to be flexible in a cross-cultural work scenario? It means being willing to adjust your course of action, roles, timelines, and attitudes. This willingness to be flexible pays many dividends to those who are serving cross-culturally. Being flexible shows commitment to and respect for the host culture. It shows a willingness to follow local leadership, be humble, and dutifully submit to those with whom you've been placed. Ultimately, it shows an overwhelming sense of maturity to realize that you are never too old to learn new things and never too much of an expert to humble yourselves under the authority of others. Flexibility produces in our cross-cultural experience a greater chance for success and an advanced opportunity for sustainable effectiveness (Jennifer Byrd, 2018).

### #2: Host cultural events and activities!

Planning diversity activities for the workplace is a fun option. If you have team members from a certain culture or country, have them direct a lunch in honor of a holiday. Employees can share food and beverages traditionally tied to that event. Be sure to celebrate specific diversity days. Some occasions include People with Disabilities Day, Black History Month, Chinese New Year, Pride Month, and Women's Equality Day. Recognize these days within your organization by posting information about them, why they're important and how you plan to celebrate. Get the team involved in planning ways to commemorate these occasions (Boitnott John, 2021).

### #3: Open communication

Within the ever-increasing global nature of our societies, where one doesn't have to visit Japan to eat sushi or Brazil to learn capoeira, there is always the possibility of working in an intercultural environment which, by itself, opens up a whole new ground of opportunities, thoughts, and stimulations.

Working in an intercultural environment is an enriching process, which promotes cognizance and expertise of various viewpoints and know-how, as well as the capability to better connect with others. However, one must be aware of the challenging situations that this can create and devise possible solutions and practices relevant to the growing cultural diversity that can be spotted in a modern organization.





One basic obstacle that intercultural teams may face is communication. While group contributors might not share the same language, there might be one language that dominates the group interactions. The language that most people feel secure with. This should be the established official business language used in all meetings and formal communications.

There are a number of approaches that can be used to better understand and improve intercultural communications such as:

1. **Maintain etiquette**
2. **Avoid Slang**
3. **Keep it simple**
4. **Practice active listening**
5. **Be careful with humor**

## #4: Cultural Intelligence as a skill

Another issue is that there should be a balance between being aware of cultural differences and relying on stereotypes to make assumptions about a team member's behavior (Grigoryev et al., 2021). Every person, no matter their cultural upbringing, is a unique character, so an appropriate method of approach is required in order to eliminate the risk of stereotyping. In a well-functioning intercultural environment, each team member will continuously seek ways to communicate effectively with each other. This is a practical way of building trust within the team and promoting mutual respect.

In conclusion, cultural intelligence (Cultural Intelligence Center, n.d.) should be the optimal skill. A multileveled skill that enables individuals to function effectively in their intercultural environments. It develops as people become more aware of the influence of culture and more capable of adapting their behavior to the norms of others. Like all skills, it can be grown and taught to adequacy.

## #5: Team Development

Team development is important for all teams, but especially for multicultural teams. According to research (Hunt, Layton, and Prince, 2015), highly developed teams can use their diversity to increase their performance efficiency, while undeveloped teams will take it as a burden. Therefore, to achieve a high level of productivity and inclusion in multicultural teams, it is utterly important: a) To develop and increase the cross-cultural understanding of the team members through various team-building activities, seminars, and cultural luncheons. b) To create and maintain a culture of trust. Trust needs to be embodied in every day-to-day routine, in meetings, work assessments, discussions, and during giving/receiving feedback. Every community/group/team can have its times of distrust. However, through reestablishing new practices and restoring interactions, it is possible to re-establish trust. It takes collective, self-conscious, and committed actions by all members of the team who are aligned around core values and goals (Solomon and Flores, 2003).





## #6: Management & leadership structure

Creating a structure supportive of collaboration, participation, and meaningful engagement for all members is essential for building inclusive and highly efficient teams. To achieve this, it is important for team leaders to set good practice examples like giving every team member a chance to voice their opinions, having an open and inclusive decision-making process, and developing cross-cultural skills through training and experiential learning. It is also important to have core team values defined and articulated. Emphasizing the similarities rather than differences creates bonds of trust across team members and builds unity in a culturally diverse team.

## #7: Conflict management

Misinterpretation, confusion, and even unintentional disrespect can result from a lack of intercultural education. To handle the expectations of individuals from other cultures, skills such as cultural awareness, adaptability, and good communication are required. You will be more successful in a wide range of interpersonal interactions if you have a better understanding of culture.

Our modern workplace is diverse, international, and multigenerational, among other things. It necessitates the capacity to see things from many angles in order to make the best judgments and to build an inclusive system that allows everyone to succeed at work.

When a solution is needed in a multicultural context, everyone can contribute ideas that would never have occurred to a group with a single cultural perspective. Expectations and preconceptions must be set aside while adapting to new settings and obstacles. Managers may discover how enhancing cultural variety leads to higher productivity and meaningful relationships using a sensitive approach.

Cultural dimensions reflect basic problems with which any society has to cope but for which solutions differ. These dimensions can be grouped into the following categories:

- 1) Relations among People: Several factors to be considered here such as individualism and collectivism.
- 2) Motivational Orientation: Three dimensions are identified: masculinity versus femininity, amount of uncertainty avoidance, and power distance.
- 3) Attitudes toward Time: The difference here lies between monochronic and polychronic attitudes.
- 4) Control: The issue is between internal and external control, where the culture believes that it controls its environment or that it works with it.
- 5) Socio-Cultural Dimensions: The major two dimensions are Paternalism and Fatalism. In a paternalistic relationship, the role of the leader is to provide guidance and protection. Fatalism is the belief that it is not possible to fully control the outcomes of one's actions and, therefore, trying too hard to achieve something and making long-term plans are not worthwhile exercises.
- 6) Context: High-context cultures have extensive information networks and require minimum information whereas low-context cultures require more background information before they can make a decision.





## #8: Share and Accept

If a working group includes people from all over the world, the flow of ideas is likely to be unending. Not only will each team member share their unique experiences, but they will also teach others about what works well in their setting and vice versa.

Some cultures are comfortable with flat organizational systems, whereas others are accustomed to hierarchical ones. Respectful behavior in one culture may not be considered as such in another. Another issue in the workplace culture is speaking up.

From ideas to cultural standards, there are a plethora of cultural distinctions. People from various cultural origins bring personal and professional habits to the workplace that may differ in social acceptability. These are neither correct nor incorrect; they are simply different. It is critical to comprehend these disparities, whether you agree with them or not.

## #9: Develop intercultural sensitivity

Effective managers help build a productive team environment by encouraging employees to minimize their differences and focus on achieving the company's strategic goals. By bringing diverse groups together in social situations and allowing employees to see that differences are not threatening, managers help their teams work together more cohesively back on the job. Employees who accept their differences and adapt their behavior to suit the styles of another culture tend to get better results. By adopting aspects of another culture into their own, employees enrich their cultural identity and ability to succeed in any situation.

## #10: Focus on behavior

Dealing with intercultural communication involves including everyone in the process. By focusing on observable behavior and not attitudes, employees maintain a productive work environment. By choosing words carefully, not making assumptions about intentions, and making adjustments so that everyone feels accepted, employees learn to negotiate effectively with people from different backgrounds. Conducting workshops about topics like bias and macroaggressions will help employees learn more about how to create an inclusive working environment; macroaggressions are racial slights that are often made out of ignorance, rather than purpose. Training can help bring the workforce together and encourage cultural awareness and improve intercultural communication in the workplace.

## #11: Listening skills

Focusing on listening well with an open mind also helps resolve cultural communication problems. Paying close attention to words used in a conversation or other form of communication can help resolve these problems. It's also important to pay attention to the context of the discussion and the tone of the communication.

Global business professionals require skills in intercultural communication strategies or cross-cultural communication because they typically exchange information with people from all over the world. Using techniques such as active listening, including paraphrasing or repeating what the other person has said, people confirm their understanding to prevent misinterpretation. But, they also need to consider cultural conventions, such as timing and tone, to be truly effective. Effective intercultural communication strategies prepare people to live or work in other countries, and help multicultural teams understand each other better!



# INTERCULTURAL DIALOGUE LEARNING IN PRACTICE

This chapter will bring you proper directions on how to create an adequate and appropriate learning environment thanks to the use of in-person and online training tools. Moreover, a collection of very practical case studies will allow you, the reader, to replicate it and adapt it to your intercultural community.

## 5.1. In-person training tools

### 5.1.1. Toolkit on Intercultural Dialogue

<b>Description</b>	It is a practical methodology for developing conditions that promote intercultural dialogue and empower intercultural competencies within a diverse group of people. It is based on the principles of non-formal learning and experiential learning. It makes a short theoretical introduction to intercultural dialogue; it provides guidelines and inspiration for non-formal education; In the end, the biggest part is ready-made Workshops on Intercultural Dialogue.
<b>Materials</b>	Papers, pens, pencils, DIY props (easy to make), flipchart papers, markers, A4 papers, and a blackboard/whiteboard.
<b>To whom is addressed</b>	Trainers, Facilitators, Active Volunteers, Peer Educators, Coordinators, and Mentors in EVS projects and addresses Anti-Racism, Intercultural Learning, and Peer education.
<b>Availability</b>	<a href="http://toolbox.salto-youth.net/2389">http://toolbox.salto-youth.net/2389</a> - in English.
<b>Advantages</b>	For facilitators/trainers: - Ability and inspiration to hold non-formal education sessions on projects, training, seminars, or in any other relevant setting (adjustable activities and tools). For participants: - possibility to reflect on their own intercultural learning process by facilitating their discussions.
<b>Disadvantages</b>	The distance that may emerge between theory and practice. In other words, the effective use of the toolbox is highly dependent on the experience and the performance of the facilitator/trainer.



## 5.1.2. Dialogue Toolkit

<b>Description</b>	A practical guide on how to prepare, set up, and facilitate successful dialogues in serious, high-end, and/or emergency contexts to promote societal cohesion, inclusion, and a human-rights-based approach.
<b>Materials</b>	Various – according to given games and activities.
<b>To whom is addressed</b>	Officers, Executives, Institutional.
<b>Availability</b>	More information- <a href="https://www.coe.int/en/web/ingo/dialogue">https://www.coe.int/en/web/ingo/dialogue</a> Available <a href="https://issuu.com/rsutaria/docs/dialogue_toolkit">https://issuu.com/rsutaria/docs/dialogue_toolkit</a> In English, French, and German.
<b>Advantages</b>	<ul style="list-style-type: none"><li>• Free</li><li>• Insightful</li><li>• Respectable source/creator</li><li>• EU-aligned</li></ul>
<b>Disadvantages</b>	Disadvantages• Not a pret-a-porter tool, it needs time investment.



## 5.1.3. Arts for Intercultural Dialogue: A Toolkit

<b>Description</b>	The Arts for Intercultural Dialogue (AID) toolkit aims to facilitate intercultural dialogue through artistic expression. AID brings together best practice examples from across Europe and it gives skills to facilitate the dialogue and support inclusion in diverse communities and groups. The toolkit is divided into three main themes: Vision, Voice, and Body. It provides a range of games, tasks, and case studies within these themes. ‘Vision’ explores art forms that use camera lenses and digital screens. ‘Voice’ focuses on sound and music, and ‘Body’ looks at ways in which body landscape can be used to speak without words. The toolkit is available online and it allows you to see each section as a complete workshop or alternatively, you can use an individual game or task to build your own workshop, and/or mix different art forms in a single session.
<b>Materials</b>	Various – according to given games and activities.
<b>To whom is addressed</b>	To trainers, facilitators, educators, mentors, or anyone who wants to contribute to dialogue and collaboration across borders.
<b>Availability</b>	<a href="https://www.yumpu.com/en/document/read/6907653/arts-for-intercultural-dialogue-a-toolkit-active-citizens">https://www.yumpu.com/en/document/read/6907653/arts-for-intercultural-dialogue-a-toolkit-active-citizens</a> - in English
<b>Advantages</b>	Fun and creative way to enter into dialogue with another culture and produce a meaningful/deep discussion around cultures, gender, religion, etc.
<b>Disadvantages</b>	Some games and activities might have the best results when led by an experienced trainee.





## 5.1.4. Peer to peer educational session

### Description

This tool aims to provide participants with the essential knowledge of Intercultural Dialogue. It will help them acquire the fundamentals of intercultural awareness as a means of avoiding interpersonal misunderstandings. It focuses mainly on particular forms of diversity, from the different communicative styles that characterize individuals in all cultures (the rational, emotional, and intuitive styles), to differences between cultures with regard to time, courtesy, relationship building, respect for authority, tolerance of dissent, risk aversion, and other defining variables.

### Materials

Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas, and experience among the participants through Hands-on, additional reading material and role-play. Moreover, the below tools constitute additional techniques for the improvement of this component such as:

- **Peer review:** Peers from different backgrounds are brought together to jointly evaluate, against the ID benchmark and give recommendations for improvement. In addition to the assessment component, peers will also share their experience and know-how while they bring back to their communities new knowledge and skills.
- **Shadowing:** involves participants spending a period of time with one or more people from another community to acquire a living experience. The aim is to facilitate an exchange of expertise by observing firsthand how people perceive, behave and act with other people coming from a different cultural backgrounds, thus providing inspiration and new ideas for working methods.
- **Exit Cards:** An exit card is a small piece of paper or a post-it given to each participant at the end of the workshop, on which they write a comment to self-assess what they have learned, and what they can easily implement and what constitutes a real challenge for adaptation.

### Availability

In English on the LDN website: <https://www.ldn-lb.org/category/reports>

### Advantages

Direct application of the tools and techniques

### Disadvantages

Due to time restrictions, not all participants will have the opportunity to apply the techniques.



## 5.1.5. Intercultural Learning & internationalization for secondary schools – TOOLBOX

### Description

The Toolbox is aimed at supporting teachers in including intercultural learning in any activity run in the school. Whatever the activity, what is most important are the intercultural competencies of teachers. The toolbox is not meant to be an exhaustive tool: it promotes a method to include an intercultural dimension to the educational practices and provides examples of activities to implement for this purpose.

The Toolbox can be explored online by competence and by section. Each activity of the Toolbox aims at developing a series of competencies and these are listed in the handout. You can click on each competence and access the activities related to that competence. The competencies are also subdivided into 4 different groups: values, attitudes, skills, and knowledge. The competencies were taken from the model outlined in the competence framework called « Competences for democratic culture. Living together as equal in culturally diverse democratic societies » designed by the Council of Europe. To make it even more accessible and to target the needs of different types of users, the project consortium has developed:

1. The Toolbox guide – which explains how to use the Toolbox and provides some examples
2. A publication with a selection of Toolbox activities

### Materials

Every activity for the exploration of each competence requires different materials for its implementation. All these materials are included in detail in the description of every activity.

**To whom is addressed** Teachers and students of secondary schools.

**Availability** <http://intercultural-learning.eu/toolbox/> - in English, French, German, Italian, and Greek

**Advantages** Collaboration, knowledge gained, actual participation, engagement

**Disadvantages** Demanding preparation, beforehand organization.



## 5.1.6. Intercultural communication – resource pack

### Description

The Resource Pack is the outcome of the Intercultural Communication Training Course which was organized by SALTO and the Bulgarian and Romanian National Agencies of the Youth in Action Programme in September 2008. The majority of the provided tools are developed by the Intercom trainers' Team: Mara Árvai and Lorenzo Nava. The personal insights quoted by 'Frank' all come from the participants of the training course.

### Materials

Various, according to the implemented activities.

### To whom is addressed

The Training Course is addressed to youth leaders working with young people from all over Europe who wants to explore and develop intercultural communication skills and knowledge, leading to intercultural dialogue in action.

### Availability

[www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf](http://www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf)

### Advantages

It takes the reader on a journey from theory to practical tools and insights.

### Disadvantages

The design is making it not so easy to read it.







## 5.2. Online training tools

### 5.2.1. UNESCO Story Circles Virtually

<b>Description</b>	A Story Circle is a small group of individuals joining a virtual breakout room, sharing stories—usually from their own experience or imagination—focusing on a common theme. As each person, in turn, shares a story, a richer and more complex story emerges. By the end, people see both real differences and things their stories have in common. A Story Circle is a journey into its theme, with multiple dimensions, twists, and turns.
<b>Materials</b>	A web-based video conferencing software platform with breakout rooms that allows splitting the meeting into separate sessions (for example, Zoom, Cisco Webex, etc.)
<b>To whom is addressed</b>	Group of people who want to enhance intercultural competencies, share, listen and understand the others through a non-formal learning experience. The number of people per virtual room: 5-6.
<b>Availability</b>	Custom - made.
<b>Advantages</b>	Accessible to anyone with an internet connection.
<b>Disadvantages</b>	Technical support may be needed for one or more participants who may not feel comfortable with technology



### 5.2.2. Intercultural Minefield

<b>Description</b>	Intercultural Minefield is a board game and online game where players start up international businesses. As they “walk across the intercultural minefield”, they can be either intelligent and lucky enough to survive or they risk being blown up by a “cultural mine” unless there is an “intercultural consultant” around! They can earn a huge amount of money or they will lose everything and have to start from scratch.
<b>Materials</b>	Computer and zoom account.
<b>To whom is addressed</b>	Students, Employees.
<b>Availability</b>	<a href="https://www.intercultural-intelligence.pro/games-showcase/">https://www.intercultural-intelligence.pro/games-showcase/</a> - in English and French.
<b>Advantages</b>	<ul style="list-style-type: none"><li>• Online collaboration via Zoom</li><li>• Gamification</li><li>• Good design</li></ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"><li>• The cost of the game is 125€.</li><li>• Its primary learning objective is generic cooperation rather than intercultural cooperation.</li></ul>





### 5.2.3. Digital game on Intercultural Citizenship Education

- Description** This digital game allows players to learn about cultures, identities, and multiculturalism in a fun and engaging way. It consists of eleven online exercises that the player needs to complete in a specific order. The creators recommend playing it in small teams. However, it can be played individually as well. It lasts approximately 60 minutes and ends when all the exercises are completed.
- Materials** Internet, laptop, desktop computer, or a phone.
- To whom is addressed** To trainers and educators who work with multicultural teams.
- Availability** <https://alf.seppo.io>
- Advantages** Helps to develop an awareness of various identities and cultures, and raise intercultural understanding of youngsters in a fun way.
- Disadvantages** Needs a good internet connection and for best results, should be done in a group.



### 5.2.4. ICD campaign on Social Media platforms

- Description** Participants will define intercultural dialogue and develop theoretical knowledge in this area. They will also discuss more an intercultural understanding with an emphasis on cultural inclusiveness on a global scale as well as on intercultural communication, as one of the main aims of the training cycle. This technique will help them to strengthen their competencies in intercultural dialogue with other people to further cooperation with neighboring and other world regions.
- Materials** Videos to show best practices and lessons learned.
- To whom is addressed** Youth – Students.
- Availability** Online.
- Advantages** Easy access (all youth have Internet).
- Disadvantages** Limitation of material that needs to be complemented by other documents and/or information.





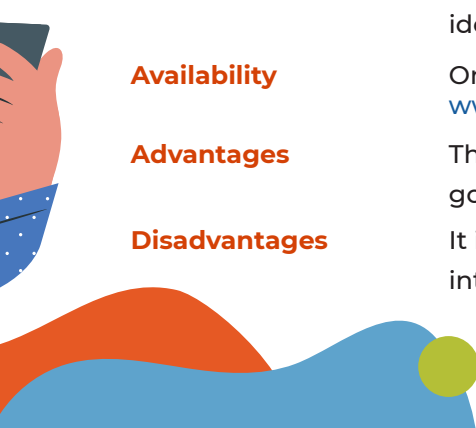
## 5.2.5. GAPMINDER

<b>Description</b>	Gapminder identifies systematic misconceptions about important global trends and proportions and uses reliable data to develop easy-to-understand teaching materials to rid people of their misconceptions. Its mission is to fight devastating ignorance with a fact-based worldview everyone can understand. Gapminder is an independent Swedish foundation with no political, religious, or economic affiliations.
<b>Materials</b>	Smartphone or computer, access to the internet.
<b>To whom is addressed</b>	Groups of people who want to explore prejudice, and misconceptions, and learn more about the world
<b>Availability</b>	<a href="https://www.gapminder.org/">https://www.gapminder.org/</a>
<b>Advantages</b>	Game-based, entertainment, knowledge gained, openness, free access, learning material, variety of topics.
<b>Disadvantages</b>	Informal learning, general knowledge.



## 5.2.6. UNESCO e-platform on Intercultural Dialogue

<b>Description</b>	<p>UNESCO's e-platform is a global collaborative hub dedicated to Intercultural Dialogue. The e-Platform promotes good practices through initiatives such as projects, programs, publications, artistic expressions, and training materials which also contribute to sustainable development. The e-Platform will promote action on the ground by inspiring, empowering, and channeling global energy online.</p> <p>The e-Platform aims to bring together people from diverse backgrounds, allowing them to learn from one another while contributing to the e-platform on various themes such as inequalities, artificial intelligence, racism and discrimination, gender mainstreaming citizenship, youth and gender empowerment, religious tolerance, cultural traditions, languages, migration and assimilation, and supporting the inclusion of marginalized groups.</p>
<b>Materials</b>	Internet connection, computer.
<b>To whom is addressed</b>	UNESCO's e-Platform on intercultural dialogue is designed for organizations and individuals to learn from the shared knowledge or experiences of influencers from diverse backgrounds in entertainment, government, and academia. UNESCO's e-Platform facilitates networking with experts and enthusiasts from diverse backgrounds who have a common goal of sharing ideas for peaceful and inclusive societies.
<b>Availability</b>	Online in English <a href="http://www.unesco.org/interculturaldialogue/en">www.unesco.org/interculturaldialogue/en</a>
<b>Advantages</b>	The e-platform is free and can be accessed by everyone. Offers definitions, good practices, and publications.
<b>Disadvantages</b>	It is not well distributed on other social media pages. So, those who's interested in the subject could find out the page.





## 5.3. Specific challenges

### The case of Greece

#### ICD: Needs and Challenges

Through the research done under the IO1, it has become clear that there is an increasing need for respectful cultural encounters, mutual understanding, and constructive dialogue in today's Europe. Through the Comparative Analysis Report and the dedicated surveys that took place in the partners' countries, interesting facts were brought to light and specific challenges have been reported.




In the case of Greece, there is a need for good ICD practices since there is a refugee flow from a war-torn country like Syria and the subsequent communities that are being formed.

Because of its location, Greece has been among the EU countries with the largest numbers of migrant and refugee arrivals in the past few years. The southeast European nation is located across the Aegean Sea from Turkey and shares a land border with Turkey, which hosts many Syrian and Afghan refugees. The challenges of war, conflicts, and mass violations of human rights, often compounded by climate change or war, continue to create increasing numbers of forcibly displaced populations throughout the world. There are some 26.6 million refugees in the world and Greece, according to Info Migrants, in December 2020, a total of 64,627 asylum seekers reportedly resided in all migrants centers managed or supervised by the Greek Ministry of Migration and Asylum. Therefore, Greeks are facing the challenge of multiple intercultural approximations with their fellow citizens from different cultural backgrounds and citizens of third countries – mainly immigrants and refugees.

Mixed movements of refugees and migrants indeed pose very real challenges to asylum systems and local communities like in the case of Lesbos. But let us not forget, when it comes to refugees, that being a refugee is a circumstance. No one chooses to be a refugee – they are a product of persecution for their opinions, their ethnicity, their nationality, their language, and their religion. The number of refugees in Europe and Greece specifically, can be accepted positively.

#### Barriers toward ICD

Ethnic, linguistic, social, and economic obstacles seem to be the main barriers to the development of intercultural dialogue. These barriers impede the establishment of ICD practices on many levels, from the individual effort that a citizen wants to make, to the collective measures that society and the state need to take.



For example, the survey of IOI showed that even if some strategies have been designed by the Greek state for the promotion of intercultural dialogue, though, they are in a dispute concerning their development and implementation. We conclude that there is a distance between the policy-making bodies and the civil society organizations which act at the level of practice, due to the lack of specific prioritization and also because of the extended bureaucracy of the State's mechanism.

Thus, civil society organizations turn their attention to programs, supported mainly by EU findings, which facilitate their effort and give them a chance to take actions and initiatives for the promotion of intercultural dialogue in the context of local communities.

### **Overcome ICD communication challenges**

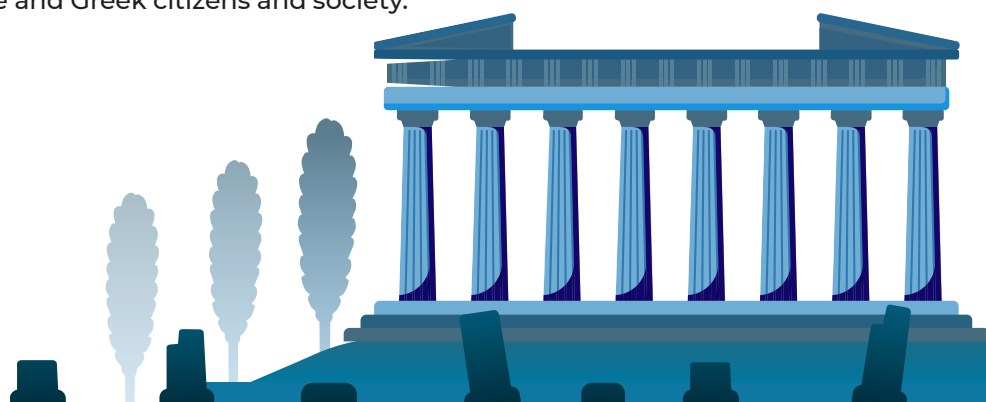
Despite the difficulties, it has emerged that local actors - representatives and professionals from the public and private sector- acknowledge that the cultivation of the dialectic relationship between the culturally diverse groups and the instigation of their substantial contact should be the main parameter to overcome prejudices and stereotypes, promoting tolerance and openness and finally consolidate both democracy and social cohesion, which are the necessary conditions for sustainable development and progress.

To face the challenges, certain reminders should be considered for what we can individually and collectively keep in mind:

- **Appropriate politeness:** Many cultures have their own set of rules for how they communicate.
- **Slang:** Even the most educated non-native English speaker will struggle to comprehend English slang.
- **Slow and clear speech:** Modifying the tempo, as well as speaking clearly and pronouncing words correctly, helps immensely.
- **Straightforward approach:** No need for inter-cultural dialogue to become more difficult with the employment of large words.
- **Active listening:** When it comes to developing inter-cultural communication, active listening is a great method.
- **Speaking in turns:** Taking turns speaking allows the discussion to flow freely.
- **Support and understanding:** Effective cross-cultural communication is about all parties feeling comfortable.

To conclude, hosting communities can benefit from new economic initiatives; refugee businesses often create jobs in the community, and refugees can bring knowledge and technologies that are needed in the host locations. Several studies at the international level show that a diverse workforce can help increase productivity and innovation, in cases up to 40%. Integration brings benefits to the economy: studies in European Union countries show, for example, that an investment of 1 euro in the integration of refugees can generate 2 euros in benefits within no more than five years. Moreover, integration can bring benefits to society, as it promotes peace and social cohesion, reducing social conflicts and the cost associated with them. Many refugees possess skills that our countries need and want, with an enormous desire to learn, integrate and contribute.

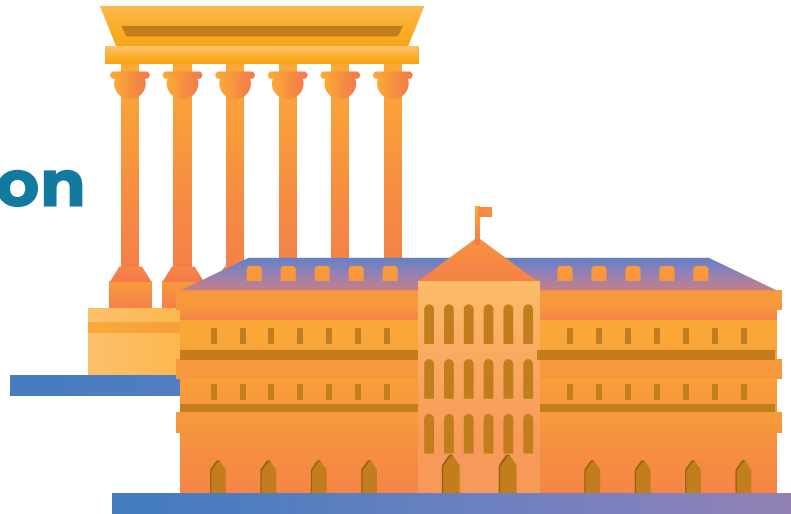
Finally, integration through ICD is a workable solution that can bring a wide range of benefits to all countries which pursue their integration through good policies and practices to unlock the integration potential for the benefit of the refugees in Greece and Greek citizens and society.





# The case of Lebanon

Insufficient knowledge was indicated as the main challenge of ICD in Lebanon followed by inadequate funding, lack of political will, and challenges related to policy and legislation.



As underscored, inter-religious dialogue is the component of inter-cultural dialogue that is most prevalent in Lebanon. It takes place on the level of communities and the level of trans-religious organizations.

Although these non-governmental actors are achieving the goals of their programs and activities, the complicated and unstable political climate in the country has a negative impact on its public life and intercultural dialogue. This climate is fueled by:

- I) some politicians use religion, sectarianism, ethnicity, regionalism, or nationality to instigate acrimonious feelings.
- II) some religious figures incite hatred, hostility, and violence.
- III) deteriorated economy that makes people easy preys to fundamentalist ideologies, envy, and hostility.

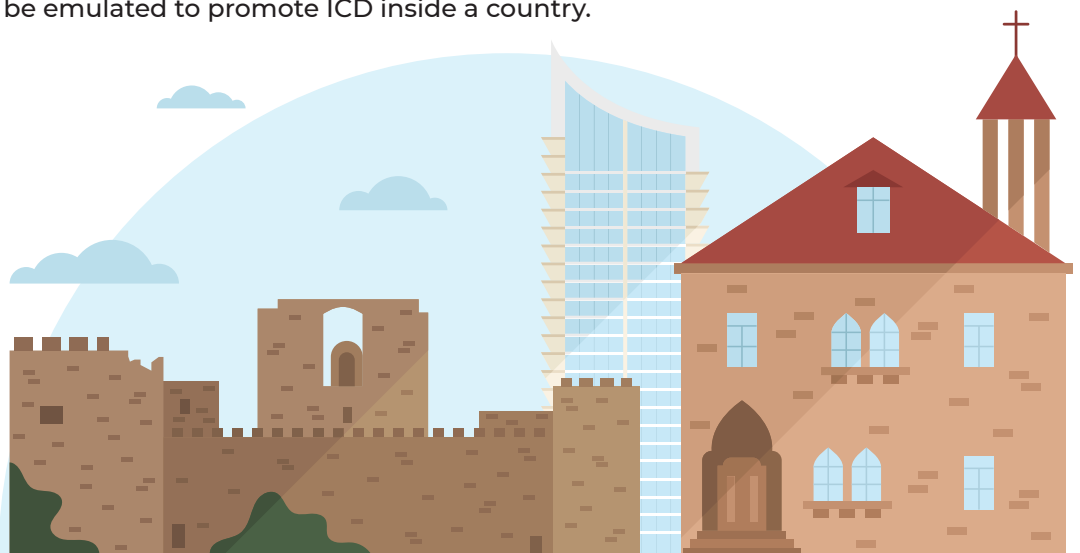
The findings underscore the importance of supporting ICD in Lebanon through four tracks:

**Track I:** Developing training programs to create a body of competent people in ICD, particularly at the level of NGOs and CSOs.

**Track II:** Work with the government to establish ICD policies.

**Track III:** Provide funding for effective programs and projects that can make a fundamental change in regions where ICD is most needed.

**Track IV:** Use the Collaborative Online International Learning (COIL) as a model to create similar in-country programs where two or more classrooms work together to promote ICD. Although COIL links the classrooms of two or more educational institutions in two different countries to promote students' cultural understanding and collaboration it could be emulated to promote ICD inside a country.



# The case of Cyprus



Global communication will continue to be a part of our lives for the foreseeable future. As a result, anyone who does not know how to communicate successfully with individuals from various cultures will be at a significant disadvantage in the future. It takes a tremendous deal of effort to speak across cultural, ethnic, and racial boundaries once they have been formed. We may experience discomfort when we reach out to others, or we may be concerned that others in our group would object to us including outsiders. We may quit when communication barriers develop if we don't have a strong commitment to addressing differences. How well can intercultural communication help us debunk misconceptions, remove prejudices, develop greater respect and acceptance, and foster more cooperative relationships?

Interacting with individuals from other cultures can be challenging at times. Mistakes and unintended offenses are all too prevalent. It takes more effort to reach out to individuals who are perceived to be different from us when we are accustomed to being around people who are perceived to be similar to us. We may be concerned that our attempts to understand and be understood will be dismissed, or that we may offend or be offended. And all these challenges become more intense if the cultural background of the country is "challenging" itself. In terms of the research of Intercultural Dialogue in Cyprus for the Comparative Analysis of IO1, some of the challenges that were identified as barriers to the implementation of ICD on a local and national level and much more were the following:

1. The co-existence of two different nations in the same geographical area, with different languages, religions, and politics, and the division of the island between two different countries, are considered sensitive discussion topics, both for the Greeks and the Turkish, who already have different cultural backgrounds.
2. The civil conflict between Cyprus and Greece in the 1950s, '60s, and '70s, led Greek Cypriots to try to follow and adopt traditional culture with global trends.
3. Cyprus is seen as a gateway due to its location and major waves of migration have been arriving on the island for years. In 2019, it was the country with the highest number of asylum seekers in relation to its population, and this interaction among different cultures and people from different social backgrounds, too, raises difficulties in a fruitful ICD.
4. A superficial approach to the topic of ICD prevails in the country of Cyprus. It is indicated that citizens and authorities know only general information about Intercultural Dialogue and its policies and practices.
5. Other important challenges encountered in promoting ICD in this country were the insufficient knowledge and awareness of ICD, lack of political will, difficulties with the Policy & Legislation, inadequate funding opportunities, and lack of better information and training on the topic of ICD for its better promotion.
6. The lack of funding from various sources, especially the government, and the absence of free promotion in the media are also crucial challenges for ICD.
7. Cooperation with responsive stakeholders, such as the government, the local authorities, educational institutions, and other countries with a strong presence on ICD procedures, is also fundamental for the implementation of ICD but there is a lack of it on a national level.





8. Education was pointed out as an important sector that great attention must be paid because awareness of ICD can be raised through educational material, activities, and sources, and the integration of ICD in primary schools or activities in kindergarten, but the challenge is that there are no arrangements for including such materials and activities in the school curriculums of the country.

9. Last but not least, lack of information on legislation, national policies and strategies, practices, special actions, programs organized by the government, and/or other activities or actions conducted throughout their local community or country, is a challenge of paramount importance for the ICD in Cyprus.

According to Compoint (2018), the key barriers to cross-cultural communication and collaboration are regarded to be our tendency to see other civilizations through our prisms and instinctively assume that our way of doing things and perceiving things is the only and correct way (ethnocentrism), our dependence on oversimplified stereotypes about individuals of various cultures (stereotyping), linguistic and geographical barriers that might occur on a local or even personal level, psychological or behavioral characteristics that already define our personality and our way of interacting with others, and finally conflicting values that lie under our behavior and the cultural norms we are required to follow but compromise to others' values, without this meaning that there is only one correct answer.

Personally, from my own experience, anxiety to perform efficiently as a citizen on various levels, assuming similarities instead of differences to new acquaintances, non-verbal misinterpretations, and language problems on one hand, while different communication styles and attitudes toward conflict in combination with different approaches to completing tasks and decision-making in a professional context are also some of the most important challenges and barriers that need to be overcome if we need to make ICD a reality in our community and everyday lives.

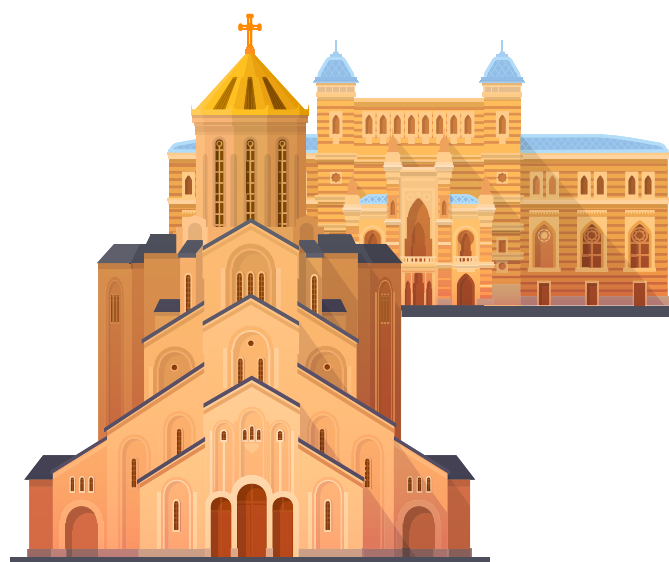
Improvements in education, citizens' awareness of cultural issues and needs, funding, more targeted training and practice, the creation of national frameworks, and enhanced knowledge are some of the basic steps that need to be taken before any specialized initiatives are scheduled for the adoption of ICD. Furthermore, the importance of personal development to approach and address the matter of ICD is highlighted, combined with the willingness to dissolve any prejudice, anxiety in interactions, misinterpretations, and selfish behaviors.





# The case of Georgia

The study carried out during IOI of the TOGETHER project, revealed the need for efforts to support intercultural dialogue in Georgia's ethnically, religiously, and linguistically diverse society. Yet public awareness and knowledge of these needs seem to be quite low, and there is a need for more funding opportunities and support programmes in this regard.



**Policy implementation and practice** was mentioned among the main challenges encountered. Multiple structural and systemic problems prevail in policy implementation across many sectors, including culture, education, and law enforcement. This hinders efforts to maintain cultural diversity and results in unequal conditions for minority religious/other communities, which contributes to current problems such as the rise of hate groups and hate crimes, discrimination against non-Georgian Orthodox Church communities, etc.

## **Religious Tolerance:**

The next problem that the study revealed relates to the unequal treatment by the state of minority religious groups during the implementation of policy, resulting in unequal conditions for non-dominant religious communities. These inequalities include the acquisition of property, tax regulations, state subsidies, and the funding practices of religious entities. The inequality of the government's attitudes to different religious denominations was particularly evident during the Covid-19 pandemic when lock-down restrictions were only lifted during Orthodox religious celebrations.

## **Education:**

All declared policies embody the values of intercultural education and share aspects of pluralism and cultural diversity. In practice, however, we see problems that mainly derive from a lack of intercultural sensitivity among teachers, a misinterpretation of policies, a lack of training and professional development opportunities for enhancing intercultural competencies, and a lack of adult education programmes that would help to raise general public awareness of the value of ICD.

## **Cultural Heritage:**

In terms of promoting ICD, most respondents agreed that cultural heritage is pivotal to building trust and creating a positive environment for dialogue. Yet the preservation and maintenance of non-GOC religious buildings was stated as one of the main challenges, particularly as most of these buildings are of historical significance and sites of cultural heritage. Their state of disrepair threatens further damage or demolition, and this problem is common to every non-GOC religious community (i.e. Catholic, Evangelical-Lutheran, Armenian, Jewish, and Muslim).

**Overall**, ICD in Georgia needs to be strengthened and spaces for constructive dialogue based upon tolerance and respect for difference need to be created. While Georgian legislation calls for high standards of human rights protection and diversity support, we see problems that mainly derive from a misinterpretation of policies; a lack of professional development and training opportunities for intercultural competence building; a lack of relevant cultural, educational, and media programmes that would strengthen awareness-raising efforts among the general public; a lack of political will.



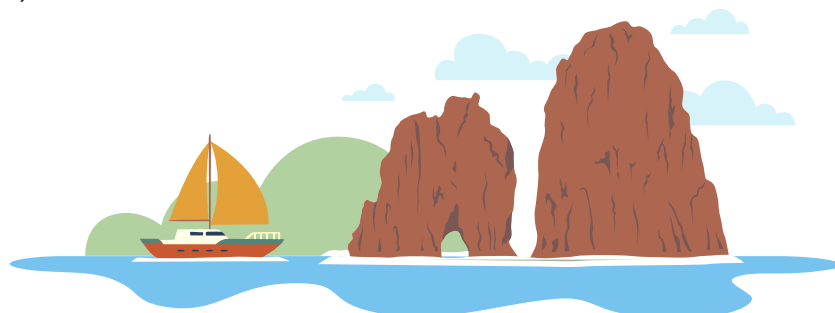
## The case of Italy



Nowadays, the cultural environment is changing extremely fast and is becoming more and more diversified. Europe, and not only, is a diverse continent characterized by a rich diversity of individuals and communities that are living in close proximity. Migration and the influence of social media on culture and communication are making cultural diversity an essential condition of human society. The European societies have suffered some social and political challenges due to the growth of interconnectedness and interdependence. Stereotypes, xenophobia, intolerance, violence, discrimination, and racism are the main attitudes that are threatening peace and security. Within this, respect and mutual understanding, constructive dialogue, and tolerance among cultures are imperative (Lähdesmäki, Koistinen and Ylöne, 2020; UNESCO, 2018; Council of Europe, 2008). So, the adoption of a peaceful and inclusive society is the response, and this can be achieved through intercultural dialogue. Immigration in Italy is considered a structural phenomenon that, far from being exhausted in the short term, will describe the country's future (Sciortino and Colombo, 2005, p.7; Cesareo, 2005, p7; Zanfrini, 2005, 126). The transformation of Italy and more generally southern Europe from an area of origin of large migratory flows to an area of reception of population inflows from other regions of the world has occurred relatively quickly and in a substantially unexpected, unplanned, and scarcely regulated by public authorities. Since the seventies, the internal migration started to exceed (Pugliese, 2002). The biggest part of migratory flows is coming from French Africa and from Albania (Ambrosini, 2015). However, for a long time, the migratory phenomena have been seen in pathological light, which traces remain alive today in public debate, immigration is framed as a new social problem that has hit a country that is already fraught with difficulties (Ambrosini, 2015).

In everyday life, different colors and cultures are meeting, and collide, but do not blend. Yet, this blending comes with beauty and a growth opportunity also in terms of culture. The issue of migration and reception are erroneously presented by the political class as complicated when in reality they are complex. The real challenge, therefore, in our time, that of globalization, consists in understanding the complexity of everything, without falling into trivial simplifications (Viriglio, 2019).

The migration numbers represent a challenge for all the European Union states and for the EU itself. The EU is going through a crisis of values where human rights, democracy, and the rule of law need a reliable defense. Day by day, the EU societies become more multicultural and the future depends on our ability as citizens to develop and sustain the intercultural dialogue. Understanding and accepting cultures and customs of other civilizations is an attitude that each person must adopt and not as a matter of "political correctness" (European Union, 2017).





## 5.4. Opportunities

In this sub-chapter you'll discover six examples of good practices, programmes and initiatives on how Intercultural Dialogue is applied in private or public institutions.

### 5.4.1. Curing the Limbo

#### Description

The programme is aiming to implement a dynamic and innovative model for integration that allows refugees to become socially active. This can be achieved through attending courses in Greek, English, Creative Expression, and ICT, gaining access to affordable housing and receiving professional counseling services tailored to their needs. Refugees are thus integrated into the life of the city, by interacting with active citizen groups and participating in public events held in the neighborhoods of Athens. In coming together, the refugees and the city exit their “limbo” state, boosting activity, cooperation, and co-existence. The Greek partners here are the City of Athens, the “synAthina” initiative and the Development and Destination Management Agency (ADDMA), the National and Kapodistrian University of Athens.

#### Official links

<https://curingthelimbo.gr/en/home>

#### Activities

##### **CAPACITY BUILDING TRAINING:**

- Courses in Greek, English, ICT & creative expression.
- Coverage of costs for participation in certification exams.
- Courses in the city - Learning - by - acting to the needs of everyday life.
- Psychosocial support

##### **AFFORDABLE HOUSING**

- Seminars for renting a property
- Mediation in the process of signing a property lease
- Incentives to owners & rental financing for 9 months
- Networking with the neighborhood

##### **JOB READINESS**

- Tailor-made job counseling
- Group seminars for integration in the labor market
- Interaction and networking with the labor market

#### Impact and Results

The program aims to introduce a dynamic model of action, ensuring that refugees are becoming socially active again, get trained, attend courses in Greek, English, and ICT, interconnect with active citizen groups via synAthina, a City of Athens initiative, and gain access to affordable housing, while they themselves provide for the neighborhoods of Athens.

In this light, during its implementation, the program measured the following impact:

- 376 participants
- 6857 hours of courses.
- 94 hours of seminars for house owners/renters of houses.



- 116 houses have been rented to people who had need of accommodation
- 139 attendees to tailor-made sessions for job consultation – 42 of them found a job.
- 268 collaborations with groups of active citizens.



## 5.4.2. Multicultural Youth Festival

### Description

The initiative took place for the first time in the Kypseli Municipal Market/ Athens on 10.12.2021 and was organized and hosted by the Greek Forum for Migrants. During the festival, associations from many foreign communities in Greece – Albanians, South Africans, Pakistanis, Ukrainians, and many more – represented their communities at a two-day weekend festival. The music was provided by Movement Radio and admission was free of charge.

The Greek Forum of Migrants (GFM) is a network of migrant organizations and communities in Greece. It was founded in 2002, it functions as a union - body, and its members today number around 40 Communities - Organizations. Their mission is the promotion of migrant's integration by enhancing their individual and collective responsibility and participation, through collaboration with institutions, NGOs, and society -on a national and European level and their vision is a society where migrants have equal rights, making diversity a source of growth and progress.

### Official links

Links Multicultural Festival Athens: <https://www.ekathimerini.com/culture/whats-on/1173387/multicultural-festival-athens-december-11-amp-12/>  
Greek forum of migrants: <https://www.migrant.gr/cgi-bin/pages/index.pl?arlang=English&argenkat=&rcode=170123194122&type=article>  
Kypseli's Municipal Market - <https://agorakypselis.gr/?lang=en>

### Activities

Activities Many people from different communities residing in Athens, locals, and migrants, hosted a collectively planned celebration of cultural diversity at the Kypseli Municipal Market in Fokionos Negri Street. By sharing treats, music, and activities, playing and learning together they aimed to promote the co-existence and fermentation of different cultures that live in Athens city center while showcasing their regional cuisines, arts and crafts, dances, and fashion. The neighborhood of Kypseli is one of the most multicultural neighborhoods of Athens and the local Market is a restored building of architectural value that serves as a meeting and shopping point during the day. A familiar and loved place for many Athenians it was a perfect choice to host such an event and bring people together. Eventually, the festival was a success, bringing in many visitors and making sure it will come back in 2022.



### Impact and Results

The festival truly highlighted and promoted a wide range of organizations focused on diversity, culture, and identity and attracted a large crowd. Overall, the organizations and performances provided a lot of content to help the local community of Kypseli becomes more aware of the various backgrounds, ethnicities, and identities that exist within the Athens community. There were arts and crafts, as well as dance and musical acts from various cultures and all were presented equally. Visitors were inherently curious and excited to learn about other cultures, and this was a fascinating method to do so. In conclusion, it can be said that the beneficiaries were the people of Athens, no matter their ethnic background, who got to know their neighbors better and open new interests and bridges of communication in-between them. Community-level-wise, Kypseli is managing to establish itself as a safe and ever-evolving part of the Athens center that serves as an example of a vibrant community with many possibilities.



### 5.4.3. Images of Diversity: Promoting Tolerance and Non-Discrimination in Georgia

#### Description

Images of Diversity is a multimedia platform portraying the cultural diversity of Georgia. It aims to promote tolerance, raise awareness about the freedom of belief and minority rights, and empower people - young activists from diverse identities and backgrounds by providing them with the necessary tools and a platform to make their voices heard. People of different religious, ethnic, and national identities speak about their day-to-day lives and tell stories of their struggles, joys, and achievements using various media – articles, videos, and photo stories. The project got wider attention among youth - many young leaders and activists were discovered within the local and migrant communities and promoted to enhance their participation in civic activism and intercultural dialogue.

#### Official links

<https://tdi.ge/en/diversity>

<https://www.facebook.com/images.of.diversity/>

#### Activities

A set of **short videos**, **articles**, and **photo stories** provide a refreshingly multidimensional take on the cultural diversity in Georgia portraying various aspects of social, political, cultural, and urban life of many communities such as Jewish, Catholics, Muslims, Germans, and Lutherans, ethnic Armenians, Azerbaijanis, Avars and Yazidi, Jehovah's Witnesses, and Pentecostals. Complex and pressing topics about freedom of religion and belief, freedom of expression, racism, and discrimination are told in a fun, engaging, simple yet refreshing way. Short videos are great examples of visual storytelling introducing people, cultures, and traditions and inviting wider audiences on a journey to discovering Georgian diversity.



## Impact and Results

More than 30 videos, 17 articles, 18 photo stories, and 2 street murals were produced in Tbilisi and Batumi. The project had a multiplier effect - several organizations followed the route of producing media content of a similar format. Overall, TDI succeeded to reach out to people of different religious, ethnic, and cultural identities in cities and remote areas and produced rich and quality multimedia content for awareness-raising, educational, or just entertaining purposes. Two of their multimedia contents got acknowledged by the EU prize for journalism and were awarded for the best feature story in broadcast and online media by ADAMI Media prize. In regard to their biggest achievement, TDI believes it's THE discovery and promotion of new faces of human rights activists from local minority communities.



## 5.4.4. Imagine

### Description


'Imagine' is an Educational Program on Anti-racism Education/ Education for a Culture of Peace launched in October 2017, after many months of efforts and with the agreement of the leaders of the two communities on the island, the Greek and the Turkish. The program aims to increase contact between the two communities in Cyprus and promote peace, understanding, and anti-racism on the island in the context of a holistic understanding of a Culture of Peace and Non-Violence inspired by UN documents, resolutions, and plans of action. The program also aims to decentralize and reach rural areas on the island which have fewer opportunities to engage in activities that bring members of the two communities together. Participation in the project is completely voluntary and free of charge. The project is based on a step-by-step approach, and the methodology employed in the workshops is adapted to different age groups and educational levels.

### Official links

<https://www.ahdr.info/peace-education/58-education-for-a-culture-of-peace-imagine>

### Activities

The 'Imagine' Project is implemented by the Association for Historical Dialogue and Research and the Home for Cooperation under the auspices of the Bicomunal Technical Committee on Education and is funded by the Federal Foreign Office of the Republic of Germany. The project is also supported by the United Nations Peacekeeping Force in Cyprus (UNFICYP) and the UN Office of the Special Advisor (OASG). Initially, trainers visit classes interested in participating in the bi-communal activities and create safe spaces for discussion about stereotypes, discrimination, and racism as components of the prevailing culture of violence and also facilitate experiential activities exploring these concepts. In a second stage, classes from the two communities are paired and asked to choose between two options of activities at the Home for Cooperation in the buffer zone: 1. "Visit at the Home for Cooperation and Anti-racist Workshop", where students in mixed groups engage in experiential activities related to anti-racism under the umbrella of Education for a Culture of Peace; or 2. Sports activities with NGO Peace Players Cyprus, where students develop skills for teamwork, tolerance, and trust through sports activities.



Interested groups of students have the option to further their participation and build on their established contact by taking part in sustainability actions, educational walks in Nicosia, or study visits across the island. The sustainability workshops which are offered to primary, lower secondary, and upper secondary education levels in the form of both monocommunal and bicommunal workshops, include a diverse range of activities such as cooking, crafts, stencil-making, drama, and photography.

A preparatory mono-communal workshop is held for groups interested in taking part in educational walks of Nicosia and/or study visits. The options of participating in educational walks or study visits are provided to lower and upper secondary school educational levels. The Nicosia walks provide an option for students, who have previously met, to explore and gain knowledge about the diversity of the walled city in addition to historical, social, and cultural aspects of particular sites/monuments by taking part in an interactive tour across the divide. Similar to the Nicosia walks, the study visits offer an option to visit and learn about various significant locations across the divide. In addition to activities with students, the Imagine project also offers teacher training for teachers of primary, lower secondary, and upper secondary educational levels. The training focus on a Culture of Peace and Non-violence providing an opportunity for teachers to expand their knowledge of peace education and be introduced to related concepts. Teachers who participated in the monocommunal teacher training are then able to attend the bicommunal teacher training both to learn how to transfer their skills in their classrooms and to interact with their colleagues working in the other community. The bicommunal teacher training has previously been facilitated by local experts in addition to international experts from India, Israel, and Germany.

### Impact and Results

As of 2020, 5091 students, accompanied by 582 teachers were trained in the Imagine Project. Another 340 teachers were trained in Peace Education both mono-communally and bi-communally and another 92 head teachers participated in the 'Imagine' Head Teachers conference. The 'Imagine' project has systematically been mentioned in the United Nations Secretary-General reports since its initiation where it has received recognition and appraisal.







## 5.4.5. Empowering Local Communities to Create Peacebuilding Initiatives

### Description

The “Lebanese Development Network - LDN” in partnership with the “Al-Makassed Charitable Association” implemented the project “Empowering Local Communities to Create Peacebuilding Initiatives” in a conflicting zone of the Al-Tariq Al-Jadida area in Beirut thanks to the special funding of UNDP and UN-Habitat. The project aimed to build the capacities of local actors within three groups: youth, women, and the reference committee composed of the area’s main actors in order to increase the level of awareness of the importance of dialogue to find common ground and reduce the intensity of conflicts among the various groups.

### Official links

<http://www.ldn-lb.org/news/empowering-communities-to-create-peacebuilding->

### Activities

The project dealt with a specific approach that allows these groups to benefit through live experiences and participate interactively and dynamically to secure the best conditions for the continuity of the project. The techniques used to achieve the goal ranged from relaxation techniques, groups and workshops, theater, exercises, life testimonies, case studies, films, and other methods that depended on the participation of the local community in all its spectrums. The work was carried out in the framework of cultural and intercultural dialogue under the theme “Peace Building and Conflict Resolution.” The youth group had organized an entertainment festival in which the youth of Tariq Al-Jadeeda took on the responsibility towards their local community by inviting the children to an educational activity away from the street with the participation of more than one hundred children.

The second activity was demonstrated by taking pictures of the Sabra region by the young people themselves, after they underwent a series of training on this technique, to later organize an exhibition with which they were able to say their words by describing the region or by suggesting the change that they dream of. The curators described the project as pioneering because of its partnerships in implementation and the results it achieved that were reflected on individuals as much as on institutions, through the skills acquired in addition to the plans drawn.

### Impact and Results

The dialogue of life or the natural dialogue is the one that takes place between Lebanese people, in communities, neighborhoods, schools, and universities, in workplaces, in friendships, in interfaith marriages and the like. It is more than just coexistence, it is developing rich and multiple relationships. The number of direct beneficiaries was 100 young people. The number of indirect beneficiaries was approximately 5,000.







## 5.4.6. MAMbo – Museum of Modern Art Bologna

### Description

MAMbo - Museum of Modern Art Bologna's mission is to promote the encounter with contemporary art languages. Its collections span from the beginning of the twentieth century to the present times. The education department promotes activities targeted at children, youths, and adults organize conferences and seminars, runs training courses, and develops outreach projects.

**City Telling** was jointly developed by the Education Departments of MAMbo and the Sandretto Re Rebaudengo Foundation in Turin. The main aim was to develop an intercultural project based on shared values, methodologies, and practices, which, starting from the museum spaces would support young participants in the exploration of urban space and the creation of “geo-emotional maps” investigating the relationship between individual and territory, private identity, and public space.

### Official links

<http://patrimonioeinterculturala.ismu.org/progetto/city-telling-bologna/>

### Activities

The preliminary phase of the project involved several meetings with operators from social, youth, and educational services in the San Donato neighborhood, educators of the two youth groups involved (Katun and Katun Party), and potential participants.

Once the participants were identified, visits and workshops were held at the museum to promote the first approach to contemporary art languages. These were considered initial pretexts for an educational experience whose key elements would be personal creativity and a renewed vision of the surrounding world. Walking tours of the neighborhood were also organized, during which young participants identified places that held particular significance for them (including schools, sports facilities, parks, urban installations, and meeting venues), and shared personal insights and stories. These were collected in a journal comprising photographs, videos, and sounds. The final phase of the project consisted of the implementation of an interactive platform in cooperation with the Sandretto Re Rebaudengo Foundation and the National Museum of Cinema in Turin. . The interface of this platform (using Google Earth) visualized the mapped city spaces, was accessible to all project participants, and may be used both to present the project's results and to share good practice with other working groups and cultural institutions.

### Impact and Results

Participants had a new experience (most had never been to a museum) and gained familiarity with contemporary art languages. The museum, initially perceived as “a place, not for us,” was reconsidered in a new light, so much so that participants decided to return to take part in the implementation of the map. The museum made a first, important step towards the development of intercultural work both within its walls and in the locality, engaging with a target group traditionally difficult to reach because of age and social background. The intercultural competencies of staff were enriched by the exchange of different perspectives, methodologies, and priorities with social services and youth operators.



# CHAPTER 6

## PLANNING AND LEADING AN INTERCULTURAL DIALOGUE WORKSHOP

By putting in practice a workshop on intercultural dialogue, we aim to give the project target groups adequate space, time, and atmosphere. We want to raise awareness on the process of intercultural dialogue from the ground because through awareness-raising, individuals are stimulated to reflect on their learning process and so, deepen it.

This chapter is useful for you, the future facilitator of intercultural dialogue, and before starting this, you need to understand deeply, pay attention to and apply the following aspects in your work. So, the following information will provide you with an overview of the most important aspects that you need to take into consideration while leading a workshop on ICD.

### 6.1. What is a workshop?

Before discovering what is a workshop and what makes it successful, you must be aware of the learning zones. The Learning Zone Model was developed by Tom Senninger based on the “Zone of Proximal Development” Model of the psychologist Lev Vygotsky. The Senninger model shows that in order to learn successfully we must be challenged because if we are not “pushed” enough, the chance to get out of our comfort zone it’s close to zero. But, being pushed too hard, we might feel panicked and overwhelmed. So, in an intercultural environment, we must take into consideration the cultural background of the person involved in the activity.



(Zimmerman, 2015)

A workshop is usually smaller than a conference and lasts for one or two days with a dedicated topic discussion. The best workshop has an aim and an action-oriented purpose that generates real answers to current issues. Through this activity, attendees can develop new skills and get familiarized with an unknown topic. Anyone can attend a workshop, they only have to want to be involved and start a change.



## 6.2. A successful workshop – TIPS and TRICKS

Running a qualitative workshop from which ideas were generated, the team collaborated and new skills and knowledge were acquainted is an ability that anyone can learn. So, we are providing you with some tips and tricks that are important for running an amazing workshop with very good results.

### 1. FACILITATOR'S ROLE

Select facilitators from diverse cultural, religious, and linguistic backgrounds to reflect the diversity of the group. Take into account sensitivity related to the social, political, and cultural context of the participants. Focus on creating a learning environment that is both safe and stimulating to explore/discuss delicate and complex issues. As a facilitator, carefully observe aspects of identity and power relations within the group.

### 2. FACILITATOR'S ATTITUDE

Facilitators need to encourage empathy and solidarity throughout activities, they have to practice tolerance of ambiguity through various tools and maintain an environment of respect for 'otherness'. When you think of a successful workshop, you have to reflect on current social and other relevant issues from multiple perspectives, and use appropriate tools to help participants deconstruct and reconstruct their understanding of identity, power dynamics, and other pressing and relevant issues.

### 3. PREPARE

Prepare an agenda with activities and schedules, set up the activity area, and gather any necessary materials or tools. Make sure to prepare the workshop's duration and scope ahead of time, including the breaks. If there are any handouts that attendees will need to read beforehand, make sure they are in an easily accessible and shareable format. Use and test tools that are available to all workshop participants before presenting them. It's beneficial to have a co-facilitator if you're doing a workshop with a large group of people.

### 4. KNOW YOUR AUDIENCE

A workshop is no different than any other product or service designed to benefit people. You're providing an experience, and everyone wants to get the maximum possible value from it. Find out who will be attending your workshop and what their requirements and pain points are in relation to it. These are the issues you need to address.

### 5. HAVE A SHARED VISION AND GOALS

Nothing is more frustrating than wasting your own and other people's time. So don't. Define and agree on the reason why you do the workshop, beforehand. Establish a clear vision and set measurable objectives. Use the S.M.A.R.T technique for doing that. Make them transparent, or even follow a participatory approach and ask attendees' opinions and confirmation on these goals. This will help you stay focused and assess your workshop's success. Defining vision, goals, values, rules, and responsibilities can be done through the use of a team canvas.



## **6. ENGAGE ALL PARTICIPANTS**

Make an effort to include everyone; constantly invite them to participate. Avoid focusing too much on one or two individuals or allowing them to dominate the discussion since this will discourage the rest of the group from participating. Someone who has spoken in a room is more likely to do so again. Begin with a small individual task to get everyone used to speaking and sharing. Then, when required, introduce larger breakout group activities and in-pair activities. Even if the participants know each other, this strategy is beneficial, and it is vital for those who don't. The goal is to get everyone relaxed, laughing, and energized so they can get to work (Swetha S.J., 2020).

## **7. EMBRACE THE HASSLE**

Not all the time your workshop will be all “peace and love”. Moments of chaos will happen, but don't worry! This is a good thing! It means that good questions were asked and many diverse ideas have been presented. When divergences arrive, it means that creativity and innovation arise, and your job as a facilitator is to guide your trainees and to be productive.

## **8. FOCUSED ACTIVITIES**

All the planned activities must be in line with the aim of the workshop! So, always keep in mind that the attendees have to feel that they've acquired some knowledge/skills by the time the workshop is finished, focused on results-based activities.

The activities you'll propose in the workshop must have a clear learning objective!

## **9. ICE BREAKERS - *Use an icebreaker to establish confidence.***

Ice breakers get people involved and keep them happy. This is especially useful when dealing with topics that are unfamiliar to everyone or when people need to get to know one another. Ice-breakers and energizers can be used in a variety of ways.

It's a good idea to take some time at the start of the day to create trust and share some personal information or tales, especially if the participants are unfamiliar with each other. Although an icebreaker like this may appear foolish, the happier mood you'll experience as a result will be well worth the temporary embarrassment. It's always a good idea to start with something you know to get the conversation rolling. Personal introductions are the simplest method to accomplish this, as individuals enjoy talking about themselves.

## **10. ROLE PLAY**

For reaching your objective on intercultural dialogue, participants may join in a role-play activity such as they will be distributed in different groups where topics about ID are to be discussed. The problems and challenges will be addressed by one part of the group, in return, the other part will be providing solutions and favorable options. Interactive activities such as role-play give an important value to a successful workshop because it provides a space that develops speaking, listening, and interacting skills, as well as allowing participants to reflect on and develop their knowledge about the topic, whilst sparking and enhancing creativity and imagination.

## 11. VIDEO SHOW

Another idea of how to interact and keep the audience engaged, short videos are the answer. The videos will be displayed on various components of Intercultural Dialogue. A group discussion will be conducted to identify, determine and analyze the different aspects of the problem and come out with appropriate recommendations. Videos are important to be shown because they are more memorable. They turn out the ability of participants to engage with content in an interactive way, which makes candidates more likely to highly remember the various details of the subject. In return, videos allow viewers to control “what to do next,” and reflect on the scenes that respond to their decision and behavior.

## 12. WHAT HAPPENS WHEN THE WORKSHOP IS OVER?

The workshop planning stage is a true design exercise. You’re considering the function, the shape, and the experience your participants will have.

Consider what you’ll need to get the project to the next stage and work backward from there while designing. Determine what you’ll do with the content once the workshop is over. Create your workshop activities and outline them after that.

A possibility should also exist for the participants to send a follow-up idea or comments/evaluation for future reference in general that could prove useful after the end of the workshop. This is usually a tactic that brings results because after a day has passed some thoughts can become clearer or some new ideas might form. They shouldn’t get lost just because the workshop is completed as they are vital for the analysis that follows.





## 6.3. What is a facilitator

A facilitator is an individual that boosts learning for everyone, helps the group to become a team, during meetings, workshops, training, etc. through discussion or activities such as role-plays. The facilitator is “neutral”, so it doesn't take sides and it offers opportunities for the attendees to share knowledge and learn from one another, and most of the time is spent asking questions, motivating participants to take a stand and share their knowledge/views, and answer to learners' questions. Facilitators do not work for the group, but instead, they guide learners toward a specific learning outcome.

The facilitator is an individual that can come from any background and with a variety of experience levels. The main skills of a facilitator are: listening, questioning, problem-solving, conflict management, stimulating participation, accepting others, empathizing, and leading.

## 6.4. How to facilitate

### In-person facilitation

Nowadays, living in a world where human contact is one of the most forbidden actions, it would be a real dream to be part of a workshop where you can shake your colleague's hand, or talk with your team without respecting any kind of distance. Anyway, knowing that in-person workshops will surely come back, this chapter wants to highlight the main characteristics of a facilitation vis à vis.

One of the most important aspects of a workshop's facilitation is the role of the facilitators. A facilitator guides participants through a process of co-creation and active dialogue, helping them reach a goal together. A facilitator is a really good one if they use the right skills and methods for different situations to ensure that participants are supported rather than managed and controlled. So, what are the main steps?

First of all get to know the people, focus on people, try to understand who the participants are and how their knowledge can be matched to the workshop. Then, spend time defining the purpose of the workshop, to set a clear goal. This is a shared moment, everybody will express their objective, and only when facilitators feel confident that everyone has a shared set of expectations can the activities begin.

A workshop on ICD will surely be full of words, concepts, ideas, so a really good instrument that can support the work is a whiteboard where you write down everything. Post-it notes can also be an excellent way through which you can collect and exhibit all the concepts that come up during the different steps of the workshop. In addition, using an hourglass can help to bear in mind the time spent during the activities; this instrument shouldn't be a symbol of pressure but just a way to manage the workshop and its development in the best way possible.

When the social phase of the process will be over, what's important is to follow up with the plan pursued during the workshop, keeping people engaged by sending them reminders that help them to stay focused. This last step is really crucial because it's where the workshop will come to life, where what you've shared will support the actions of the future.



## Online facilitation

Online workshops are no longer the future, but the present. Nowadays, the number of remote facilities has increased and become an inevitable reality for many individuals. So, whether you're used to working like this, or not, you have to prepare yourself for a whole new digital work environment. Online facilitation requires new preparations, such as a virtual whiteboard, sticky notes, online games, etc., and you need to be prepared to run your session in a very different way.

Always have in mind the following details: are all the online tools prepared? Are all the participants engaged? Are your ice-breakers/energizers adapted for the online environment? Is there equal participation? Besides all these questions, always be prepared for a technical issue, so test your tools and internet connection and always have a plan B.

### 6.5. Resource list

## A. IN PERSON WORKSHOP ACTIVITIES

### 6.5.1. Line Difference

<b>Duration</b>	90 minutes
<b>Number</b>	10 to 30 people
<b>Aim</b>	To become more aware of cultural differences and to learn about each other's special characteristics and uniqueness.
<b>Materials</b>	papers; pens/pencils
<b>Description</b>	Participants write on one piece of paper what they think they have in common with most of the people from the group, and on another one, they write something that makes them unique in the group. The facilitator collects the papers and participants make a line in front of him. The facilitator read out loud the sentences one by one and participants take a step forward if they find themselves in the mentioned sentence or stay in the same position, if not. After all the sentences are finished the members of the reading club are gathered for a final discussion.
<b>Debriefing</b>	What are your impressions and observations from the activity? What caught your attention? What was your favorite part? What does this indicate? How can we become more conscious of our cultural differences and similarities? Or in our everyday lives and work? What are your current thoughts about the group?







## 6.5.2. 1-2-4-all

**Duration** 10-15 minutes

**Number** >4 people

**Aim** With this facilitation technique, you can immediately **include everyone** regardless of how large the group is. You can **generate better ideas and more of them faster** than ever before. You can tap the know-how and imagination that is distributed widely in places not known in advance. As an open and generative conversation unfolds, ideas and solutions are sifted in a rapid fashion. Most importantly, participants own the ideas, so if there is a follow-up then the implementation is simplified. No buy-in strategies are needed just a simple and elegant program.

**Materials** papers; markers

**Description** This is an idea generation method that is really easy to scale into large groups, yet still allows every participant to actively take part in the process. You split the audience into groups of four, share the challenge or question that people should focus on, then kick off the following sequence of activities in the parallel groups: **at first**, silent self-reflection by individuals, **then** generate ideas in pairs, and then share and develop further the ideas in the circle of four people. **At the end of the process**, the best ideas from each group should be shared with the whole audience. This method allows you to leverage the whole group's intelligence and ensure everyone will be included. Group activities that encourage deep participation from all of the participants are often those that are most effective. Working to include a mix of workshop activities to get the whole group involved and engaged can be very rewarding.

**Debriefing** **1. Structuring Invitation**  
Ask a question in response to the presentation of an issue, or about a problem to resolve a proposal put forward.


**2. How Space Is Arranged and Materials Needed**  
Space for participants to work face-to-face in pairs and foursomes is needed, chairs and tables are optional while provided paper for participants ensures the recording of observations and insights.

**3. How Participation Is Distributed**  
Everyone in the group is included (often not the facilitator) and everyone should have an equal opportunity to contribute.

**4. How Groups Are Configured**  
Start alone, then in pairs, then foursomes, and finally as a whole group.

**Tips**  
Firmly facilitate quiet self-reflection before paired conversations; Ask everyone to write down their ideas during the silent reflection; Use bells for announcing transitions; Stick to precise timing, and do another round if needed; In a large group, limit the number of shared ideas to three or four;





In a large group, use a facilitator or harvester to record output not shared; Invite each group to share one insight but not to repeat insights already shared; Separate and protect a generation of ideas from the whole group discussion; Defer judgment and make ideas visual; When you hit a plateau, jump to another form of expression (e.g., Improv, sketching, stories); Maintain the rule of one conversation at a time in the whole group; Do a second round if you did not go deep enough; Graphically record insights as they emerge from groups; Use Post-it notes to keep track of all ideas



### 6.5.3. The Ideal Country

<b>Duration</b>	90 minutes
<b>Number</b>	>15 people
<b>Aim</b>	Teambuilding (helps to develop communication, cooperation, and participation; to identify common/shared values, needs, and aspirations).
<b>Materials</b>	Construction paper, drawing paper, assorted markers, scissors, tape, glue, pens, writing paper, etc.
<b>Description</b>	The assignment is to invent an imaginary country. You are from a country X and your goal is to visualize and present/describe your country to the other groups using the materials on your table. For example. give your country a name, draw a map of your country and label it, and come up with the main values for your invented country. You can include the geographical features such as cities, mountains, rivers, forests, harbors, etc., and name them. You can design and make a flag, and compose a national anthem. Then make a chart or table giving important facts about your country. Include the following: language(s), religion(s), style of dress, diet, education, transportation system, sports, holidays, culture/cultural events, health care system, climate, size, demographics, populations, etc. You could have up to 30 minutes to present your country to the entire group in a most creative way.
<b>Debriefing</b>	The session can be followed by a discussion, on how and why you chose certain features for your country? Contemplate the decision-making process, was it inclusive? did everyone voice their opinion? Etc.





## 6.5.4. Role Play

<b>Duration</b>	10-15 minutes
<b>Number</b>	3 groups of 3 people each over 3 different topics
<b>Aim</b>	This activity aims at dissecting the challenges facing the concept of ID and its application and consequently providing direct application and solutions to the tackled problem.
<b>Materials</b>	Techniques of conducting dialogue. Theater/stage props
<b>Description</b>	This activity seeks to build the capacity of the participants in terms of exploring new dimensions, elaborating on the ideas, and mastering a face-to-face discussion in order to come out with appropriate outcomes in service of the Intercultural Dialogue concept and application. Topics may include Education, culture, integration, interfaith dialogue, and multilingualism.
<b>Debriefing</b>	The designated groups will be sitting face to face to discuss the problem and find an appropriate and peaceful solution. This exercise will help them to enhance their analytical skills in addition to their approaches and competencies related to the various topics and situations that they might face under Intercultural Dialogue.



## 6.5.5. Two visions for one reality

<b>Duration</b>	30 minutes
<b>Number</b>	a classroom (20 teenagers)
<b>Aim</b>	To raise awareness about different perceptions of the same reality, especially in an intercultural context.
<b>Materials</b>	2 letters (Tabarlis and Verlias letters), printed and cut into 10 pieces for each paragraph. Each piece should have a number behind, it to keep the order of the text.
<b>Description</b>	<ol style="list-style-type: none"><li>1. The facilitator explains the story of Xavier and Tabarlis: the first one lives on Planet Earth and went to visit another planet called Glorbuld, where he was hosted by Tabarlis. When Xavier is back home, he writes a letter to his friend Vincent to share his experience. On the other hand, Tabarlis writes a letter to his friend Verlias and explains what happened with the group of students from Planet Earth that they welcomed in Glorbuld.</li><li>2. The facilitator distributes one piece of paper to each student (up to 10). Make sure each piece has a number behind it to keep the order of the story.</li><li>3. Ask each student to read out loud the story on his/her paper, starting with number 1 of Tabarlis' letter and then number 1 of Xavier's letter, and so on. The objective is to compare immediately both perceptions of the same moments (e.g. the arrival).</li><li>4. When all the participants have finished reading the story, you can facilitate a debriefing. Make sure to point out all the misunderstandings, prejudices, and judgments in the story that can endanger or hurt the relationship.</li></ol>



### Debriefing

The students should understand that we all have a different representation of the same reality, based on our experience, our culture, the context, and our perception of life. It is a kind of personal “glasses” through which we see and understand the world. These representations then directly influence our encounter with the other. When meeting somebody for the first time, if prejudices are identified, we can try to go beyond them to establish a relationship that goes beyond the stereotypes conveyed by our society. To do this, it is essential to know how to “decenter”, that is to say, to identify our representations, what glasses enable us to see the world and take the necessary distance to change, have a different perception of things, and thus transform the vision that one can have on the other.



## 6.5.6. Inclusion/Exclusion

<b>Duration</b>	15-20 minutes
<b>Number</b>	>15 people
<b>Aim</b>	To learn that people from many cultures and origins have similar values and beliefs in many ways. To know what it's like to be left out of a group or to be disregarded by its members. To investigate the elements that influence insider and outsider behavior.
<b>Materials</b>	Pieces of paper, pen/pencil/marker
<b>Description</b>	Determine the number of participants in the group and how many groups you can form with as many students in each group.

Begin by telling the group that you will need some volunteers. Select enough volunteers to equal the number of groups you determined earlier. (For example, assume you have 30 participants. That would allow for five groups of six people in each group. Therefore, you will need to select five volunteers.)

Ask the groups to wait just a minute while you take the volunteers out into the hall. Tell the volunteers that you will be back to give them instructions in a minute.

Return to the large group and ask them to get into groups of five or six participants and form a circle. It is okay if the groups have a different number of members. Tell the participants that the goal of each circle is to keep the volunteers from becoming a part of their group. They should pick any subject and talk to each other. The groups can use any means possible, except violence, to keep the volunteer from becoming a part of the group. The group may choose to stand very close together so that the volunteer cannot get into the circle. The group members may simply ignore the volunteers and not talk to them. Give each group a sheet of paper with the number of their group on it.



Leave the larger group to form their circles and select their topics to talk about. Return to the volunteers in the hall. Tell the volunteers that their goal is to become a part of the circle that you will assign them to. Assign a number to each volunteer and remind them that their goal is to become a member of the group with that number. Bring the volunteers into the room and ask the circles to hold up their numbers. Allow the interaction to proceed for about three minutes. Then ask everyone to return to their seats.

### Debriefing

First, ask everyone to give the volunteers a round of applause for being brave enough to be volunteers for this activity and thank them. Then lead them in a discussion of this activity. Ask volunteers:

- How did you feel about being excluded from the group?
- How hard did you try to become part of the group?
- What did you do to try to get in?
- What did the group say or do to you to keep you out?

Ask group members:

- How did you feel about excluding the volunteer?
- How far were you willing to go to keep the volunteer out?


Tell them that in this situation they were asked to keep the volunteers out of the group. But in real life, people do get excluded from groups and a lot of the time it is because they are thought to be different from people in the group.



## B. ONLINE WORKSHOP ACTIVITIES

### 6.5.7. The Culture Onion

<b>Duration</b>	15 - 30 minutes
<b>Number</b>	10 to 15 people
<b>Aim</b>	<ul style="list-style-type: none"> <li>- To enable learners to reflect on their understanding of culture.</li> <li>- To introduce a model of culture and cultural influences.</li> <li>- To raise awareness of both visible and non-visible components of culture.</li> </ul>
<b>Platform</b>	Any video conferencing platform that has the share screen feature.
<b>Online tools</b>	Five alternative definitions of culture are presented on the screen (delivered through PPT/Word/PDF)
<b>Description</b>	<p>This is a simple exercise that explores ‘Why is culture important?’ and clarifies its visible and less visible elements. The facilitator presents the participants with 5 alternative definitions of culture, though using a share screen:</p> <p><b>Definition #1-</b> Objectively visible artifacts such as rituals, superstitions, heroes, myths, symbols, and taboos;</p>



**Definition #2-** Basic truths about identity and relationships, time and space, ways of thinking and learning, ways of working and organizing, and ways of communicating;

**Definition #3-** Ideals shared by group members to which strong emotions are attached;

**Definition #4-** The 'right' and 'wrong' ways of doing things. The rules people live by in practice;

**Definition #5-** Subjective behavioral orientation is to do things in one way, rather than another. They are most noticeable in relationship styles, thinking and learning styles, organization and work styles, and communication styles. The facilitator asks the participants to reflect on which definition(s) they prefer. They can choose as many as they wish. Then, the facilitator asks the participants to indicate their preferred choice(s), giving reasons for the decision.

### Debriefing

- How would you describe your culture?
- What are typical examples from your culture or other cultures that confirm the definition(s) chosen?

### Recommendations

Many learners will opt for one or perhaps two of the statements, rather than seeing each one as part of a larger concept of culture. Each of the descriptions reflects one aspect of culture. The discussion will benefit from using the Iceberg graphic (Introduced in Reading 1) to explore how each of the statements fits together. The aim is to form a more comprehensive understanding of culture as a framework of values, attitudes, and behaviors.



## 6.5.8. Interactive Live Polling by Mentimeter

<b>Duration</b>	Adjusted as needed
<b>Number</b>	Mentimeter can be used for any audience size, regardless if they are on the Free, Basic, or Pro plan!
<b>Aim</b>	Build interactive presentations with the easy-to-use online presentation builder. Add polls to your presentation to create fun and engaging presentations while gathering valuable information and insights.
<b>Platform</b>	<a href="http://www.mentimeter.com">www.mentimeter.com</a>
<b>Online tools</b>	Computer/laptop/tablet/phone connected to internet.
<b>Description</b>	Mentimeter gives you the power to design a wide variety of interactive polls in real-time. Polling your audience can be the most effective way to increase engagement and make a presentation dynamic and memorable. No matter how complex the questions or numerous options our polls are quick and easy to build. Responses from your audience will appear in real-time thanks to our wonderful visualizations. Your audience uses their smartphones to connect to the presentation where they can answer questions.



### Debriefing

Once the presentation is over, results can be shared and exported for analysis or saved for future references.

### Recommendations

#### Create polls quickly & easily

Use live polling to engage your audience. Create Multiple Choice questions with predefined answers to get fast responses from your audience that are presented with beautiful visualizations in real-time.

#### Tips and Process

##### 1. Create your question

Use our interactive slides to ask your audience any kind of question. Add text and image slides to make full presentations.

##### 2. Your audience responds

Everyone can respond, ask questions, and react on any device. Everything they say is anonymous, so taking part is both easy and fun.

##### 3. Get instant feedback

Responses will immediately appear on screen as dynamic and colorful visuals, helping you better connect with the group.

##### 4. Follow-up

Once your Mentimeter presentation is over, share and export your results for further analysis and even compare data over time to measure the progress of your audience.



## 6.5.9. Women and men Worldwide (Emily, M & Sarah, P., 2010)

### Duration

According to the group size

### Number

Any group size

### Aim

Reflection on cultures, identities, and gender roles

### Platform

Video conferencing platforms as zoom/team meetings/skype, etc.

### Online tools

Set of photographs displayed through shared screen feature. You could use photographs of one artist and having the artist on board to show and discuss their work could add a further dimension to the dialogue.

### Description

A set of photographs of men and women are displayed for the group (online or offline). Each participant chooses one photograph which they feel most represents the dominant embodiment of femininity (for the female images) or masculinity (for the male images) in the society they belong to. The participants share their choices, reasons, thoughts, and reflections with one another and discuss similarities and differences in their responses. The activity could be supplemented with a discussion on what it means to belong to a society or a group; whether or not the images they have been shown are idolized representations.

- Debriefing** This game can produce a meaningful/deep discussion around gender and cultures; and how gender roles are perceived and manifested in their own and others' cultures.
- Recommendations** The activity can be useful to participants with a mixed cultural background or with international groups.



## 6.5.10. Online Role-Play

- Duration** 10 to 15 Minutes
- Number** 3 groups of 3 people each over 3 different topics
- Aim** This activity seeks to provide them with hands-on application and direct interaction vis-a-vis the different challenges that they might face in the real world. This living experience will give them the readiness to accordingly associate social and cultural challenges with previous involvement and speculate on the most convenient results.
- Platform** Zoom Application
- Online tools** Same techniques used for In-Person activity
- Description** The online discussion is designated to bring together a different group of people from various backgrounds and cultures aiming at providing them with a networking opportunity, a dialogue interaction, and a new climax while exposing them to challenging topics and complex mixture. This task is to give them the chance to test their ability and examine their analytical and problem-solving potential. Online topics may include:
  - ICD Challenges and Crises
  - Meaningful Dialogue
  - Cultural Differences and Common Grounds
  - Cross-Cultural Understanding
  - ICD Discourse and Paradigm Shift
- Debriefing** This virtual meeting is meant to create a common space - even virtually - for raising debatable ideas and a shared platform for open discussion and solutions.
- Recommendations** Participants will learn how to practice good listening, communicate responsibly and respect different opinions and perspectives.





## 6.5.11. Roll the dice (Kimming, 2022)

<b>Duration</b>	45 to 60 minutes
<b>Number</b>	3-5 players per table/room
<b>Aim</b>	-Introduce the participants to the topic of intercultural encounters; -raising awareness of the dynamics of an intercultural situation/encounter; -raising awareness of possible irritations in intercultural situations and helpful strategies
<b>Platform</b>	online meeting rooms and breakout rooms
<b>Online tools</b>	Roll the dice (game instructions) and an online dice
<b>Description</b>	<p><b><u>The online setting</u></b></p> <p>Gambling tables = breakout rooms Player/gamblers = 3-5 player per table/room In each room, there is one player “rolling” the dice and one person writing down the points. The player who rolls dice is sharing his/her screen.</p> <p><b><u>Zoom Screen Settings:</u></b> gallery view, side-by-side mode with chat open. Upload the game instructions for each group to google drive and create separate sharing links.</p> <p><b><u>Step-by-step</u></b></p> <p>After introducing the game and going through the instructions (see below), assign the group to breakout rooms (3-5 participants) and open the rooms. If someone does not want to play, ask them to stay in the main meeting room.</p> <p><b><u>Now the simulation can start:</u></b></p> <p>“Training phase” (4-5 minutes). Provide a link with instructions on how to play. Players are getting familiar with the rules and start trying out the game.</p> <p><i><u>First game round (4-5 minutes)</u></i></p> <p>The groups start to play, and now all the points count. ! Restrict access to the game instructions during this phase!</p> <p><i><u>Second game round (4-5 minutes)</u></i></p> <p>One player leaves the room, and another one joins (Move the players from each breakout room to another); the group continues playing.</p> <p><i><u>Third, fourth (and event. fifth) game round</u></i></p> <p>Another player leaves/joins the game at the gambling table.</p>
<b>Debriefing</b>	<p>The very “basic version” of debriefing is following exploring emotions, (spontaneous) reactions (in the first moment of meeting the unknown), and strategies (after starting to deal with the new, unknown situation):</p> <p>How did you feel? What were your spontaneous reactions (thoughts, feelings, actions)?</p> <p>What strategies did you use to deal with the situation?</p> <p>And a transfer question (according to the context of your online training), for example:</p> <p>How does this simulation experience compare to (your) experience in real life? How is it similar? How is it different?</p>





**Recommendations**

Verbal or non-verbal: In an online environment there is no way to control if participants follow it or not. So, don't try. Invite them to try it out non-verbally as a challenge, an opportunity. We tried out both versions. So far, I cannot say which is better.

Focus on power: The task to roll the dice is a very strong position. You could give the power to roll the dice to one person (like suggested) or have everyone share their screen when it is their turn. However, if you mix it in one game, this might tune off the other rules.



### 6.5.12. What makes a cross-culturally effective individual? (Anon., 2022)

**Duration**

20-30 minutes

**Number**

Any group size

**Aim**

- To allow learners to develop qualities of cross-culturally productive individuals, teams, and organizations.
- To allow learners to assess how well their own cross-cultural skills have progressed.

**Platform**

<https://miro.com/> is suggested

**Online tools**

Virtual "post-its" with quotes through the MIRO platform.

**Description**

This is a simple activity that encourages learners to consider the personal and team abilities that support cross-cultural competence. The quotes below were developed from conversations with people who have a lot of experience working across cultures. Each responder was asked to identify the most essential elements that contributed to their success in cross-cultural collaboration. Using the MIRO platform, you must write the following quotes in virtual "post-its" to be obvious to all participants:

- You need to continually question your own assumptions and preconceptions; even about blindingly obvious things.
- The best people are interested in international work and motivated to live and work with people from different backgrounds.
- Learning the native language of a place is a vital part of coming to understand the people and the country.
- You have to recognize that other people are different and look at things in different ways. Usually not better or worse, just different.
- You are not going to understand everything that is going on; you just have to learn to accept it.
- Sometimes you have to adapt and sometimes you have to stand your ground.
- Once you know the rules people follow and the logic they operate by everything else falls into place.



After all the quotes are presented, learners are invited to write a comment or their thoughts on each one of them in every post-it. Give a specific amount of time to express their opinions and you can decide all together if everybody is going to respond to all quotes or if they are free to choose the ones they prefer. When everybody has finished, you compare and contrast the answers provided to reflect on similar or different opinions.

### Debriefing

There are no right or wrong responses to this exercise: all of the quotes reflect techniques to improve cross-cultural engagement. The primary goal of feedback and conversation should be to elucidate the abilities and understanding that support each quotation, as well as to determine how each links to a larger model of a cross-culturally productive person. Make a list of the attitudes, abilities, and information you believe are most crucial for a cross-culturally productive person using these quotes (and your own experiences). Finally, consider how much you, your team, and your organization presently possess the above-mentioned attitude, abilities, and knowledge.

### Recommendations

The activity can be adapted regarding the quotes, but they should always be around intercultural collaboration and/or communication. Also, the participants can be divided into 2 groups, so that the activity will transform into a kind of debate. It is an activity that can be conducted in person, too. Finally, you can share the quotes with the participants in advance in a PDF handout to prepare their answers, but the instant presentation of quotes on the virtual post-its will guarantee spontaneous and genuine responses by learners.







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