FORTHEM ALLIANCE- STUDENT-DRIVEN PROJECT

"Development of skills for Intercultural Dialogue in the context of migration"

UNIVERSITÉ BOURGOGNE EUROPE

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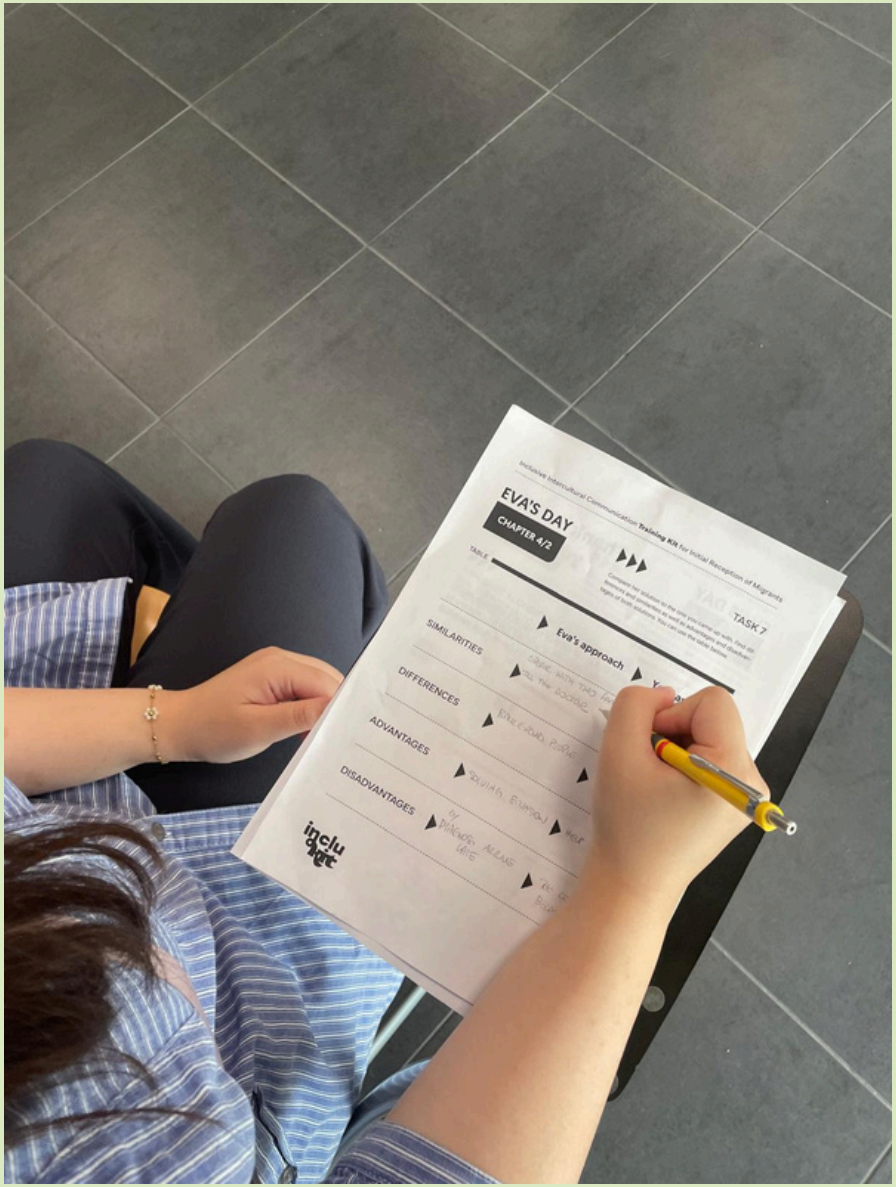
UNIVERSITY OF JYVÄSKYLÄ

forthem.
Fostering Outreach within European Regions, Transnational Higher Education and Mobility



WORKSHOP BOOKLET

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Mei Cheng Shih and Alejandra Andachi

TABLE OF CONTENTS

01 FIRST WORKSHOP

02 SECOND WORKSHOP

03 THIRD WORKSHOP

04 FOURTH WORKSHOP

FIRST WORKSHOP

1 LECTURING

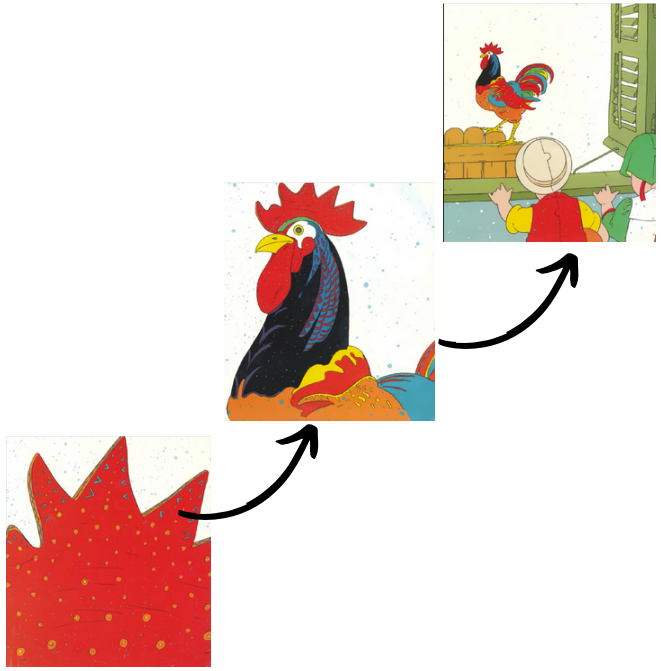
In this session, it was essential to clearly define and provide a basic explanation of the workshop, including its purpose and how the different sessions would be conducted.

2 ACTIVITY

FINDING YOUR MATE

In the first activity, each participant is given a card, and the goal is for them to find the one that most resembles the one they already have, by describing the figures and colors. What is interesting about this activity is that most people expect to find an image that looks similar or identical to themselves. However, the reality is that no one can find an exact match. Instead, what happens is that, at the end, all the cards are part of a bigger story that becomes more intricate. In the final step, everyone is gathered, and they compare which cards were grouped together or which similarities were found. This exercise is very reflexive, as it shows that even if something does not seem to match, everyone is part of a larger community or a bigger picture.

"Zoom-in zoom-out" by Istvan Banyai



WHERE IS HOME?

In the second activity, participants explore the concept of "home" and its meaning across different cultures and languages. They are invited to see an imaginary map on the floor, to put themselves in the place they consider is their home geographically. The discussion has to be focused on how some languages use the same word for "home" and "house," while others differentiate between the two. At the end, participants share their thoughts, discovering that despite linguistic and cultural differences, there is a shared human experience of belonging that connects everyone.

NON VERBAL COMMUNICATION

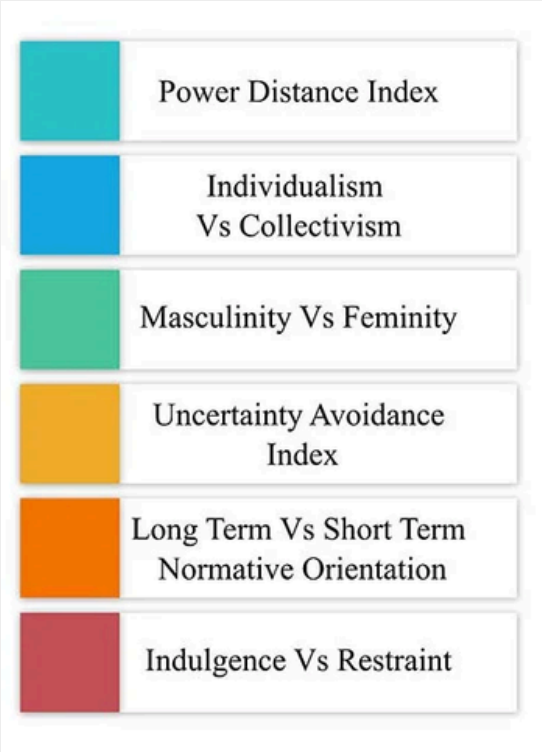
In the last activity, participants are tasked with organizing themselves in a line according to age, from the youngest to the oldest. The challenge is that they are not allowed to communicate verbally. Instead, they must rely on gestures, body language, and other non-verbal forms of interaction to achieve the goal. This exercise is particularly engaging because it highlights how people can collaborate and problem-solve without the use of spoken language. At the end, the group can reflect on the strategies they used and the connections they built despite the communication barrier.

3 RECOMMENDATION

It is important to clearly outline the different objectives to be achieved, what is expected from the participants, and what the desired outcomes are. Setting these expectations is crucial for clarity and understanding. Additionally, the first session provides an opportunity to assess the participants' English proficiency or the level of the language if English is not their native tongue. This session is also valuable for observing the participants and shading light on how they interact.

SECOND WORKSHOP

Hofstede's model provides a broad framework, but culture is complex and fluid. Our activities highlight the interplay of multiple identities and lived experiences, encouraging critical reflection beyond national dimensions.



1 LECTURING

Providing a foundational understanding of **migration** and **culture shock**, preparing participants to engage critically with the topic. Using the **EU's** definition of migration, we explored different types of migration and their impact on individuals and societies. To help participants grasp the psychological challenges migrants face, we introduced the **cultural adjustment curve,** which outlines common emotional responses during adaptation, and the **iceberg theory**, emphasizing visible versus hidden cultural dimensions.
To deepen participants' cultural awareness, we integrated **Hofstede's Cultural Dimensions**, such as power distance, individualism versus collectivism, and uncertainty avoidance.

2 ACTIVITY

1. **Language Chain:** Groups of four were tasked with solving migration-related scenarios. Each participant communicated using a designated mode: English, their native language, a dialect, or a third foreign language. This exercise highlighted the complexities and frustrations of language barriers, discussing how language affects integration, identity, and collaboration.
2. **Empathy & Listening:** Simulating the diverse challenges of migration by using a randomizer to generate unique scenarios based on Who, What, and When categories, such as applying for housing, accessing services, or dealing with stereotypes. In the debrief, discussions centered around the significance of empathy in reducing cultural misunderstandings and the role listening plays in supporting migrants' inclusion and well-being.

3 RECOMMENDATION

- Make appropriate adjustments based on participants' backgrounds. If the group is familiar with Hofstede's theory, delve deeper; otherwise, avoid overly complex terminology and explain with relatable examples.
- To include all content, ensure the workshop lasts at least an hour, or choose one activity and expand it with additional scenarios or rearranging sequences.
- Interweave activities with the lecture to maintain interaction, using Q&A to assess participants' interests and knowledge levels.
- **Important:** For the first workshop, survey participants' language backgrounds to design the rule for Activity 1.

Empathy & Listening Activity Template Link: https://www.flippity.net/ra.php?k=e/2PACX-1vRTR4JNaNm8MqlFxg3ebI-Z5ciZTn1xf3JcyBfZF8R15roOEsMeGu6pN6lLPfGMWkrFyMdK1H-8GEE_

THIRD WORKSHOP

1 LECTURING

For the third session, it is advisable to carry out the IncluKIT material, which proved to be both effective and applicable in a practical context. The following are some recommendations that should be taken into account when replicating this type of activity. One of the advantages of this material is that it can be implemented in different settings. However, it is essential to consider the recommendations to ensure the expected impact.

Information: "IncluKIT is a training kit aimed at the whole spectrum of volunteers and professionals involved in the initial reception of newly arrived migrants in European countries, focusing on the analysis of mismatched expectations and misunderstandings during this transitional phase" (IncluKIT,2024,p.1).

Suggested case studies order

- Eva's day
- Family assistant
- Language course

Link:
https://ws.uni.opole.pl/inclukit/

2 ACTIVITY

Language

- It is important to consider the language proficiency level of participants when implementing IncluKIT. An intermediate level of English is sufficient but required additional effort to fully engage with the material.
- Having the IncluKIT available in multiple languages, such as French, would significantly enhance accessibility and help ensure that participants can fully understand and engage with the content (Four new languages will be available very soon on the website (French, Italian, Spanish and German).
- It is important to acknowledge that if a high level of English is required, it could limit the effectiveness and inclusivity of the material in certain contexts. Adapting the IncluKIT to the primary language of the participants will make the workshops more accessible and effective.

Space recommendations

- It is recommended that the facilitator be positioned in the center of the group, with participants arranged in a circle or semi-circle. This setup promotes better interaction and visibility among all attendees, creating a more inclusive and collaborative environment.

3 RECOMMENDATION

- It is important to consider the experience and background of individuals when interacting. For example, speaking with people who are already involved in the topic is quite different from engaging with those who have no prior experience. The key is to encourage reflections, while ensuring that expectations are set appropriately.
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FOURTH WORKSHOP

1 LECTURING

Beginning with an explanation of **Intersectionality**, focusing on Kimberlé Williams Crenshaw's framework. This concept emphasizes how overlapping social identities —such as race, gender, and socioeconomic status—create unique experiences of privilege or oppression.
Also, addressing the differences between **Equality** and **Equity**. While equality provides everyone with the same resources, equity adjusts support to account for systemic barriers, ensuring fair opportunities.

2 ACTIVITY

Privilege Walk: After explaining the rules and clearing the space, participants answered a series of questions that positioned them differently in the room, visually representing disparities, such as: If you have been discriminated against because of your race, gender, ethnicity, or religious beliefs, take one step backward, If you went on regular family trip on holidays, take one step forward.
As hands holding others' hands were separated, the session transitioned into a debrief.
This discussion was enriched by showing a social experiment video, deepening reflection on societal privileges and equity.

3 RECOMMENDATION

Choose activity questions according to the participants' backgrounds, avoiding overly sensitive topics to prevent discomfort. For groups with similar backgrounds, positional differences may not be apparent; in such cases, select specific topics that highlight hidden inequalities.
At the workshop's conclusion, summarize key points from previous sessions and gather participant feedback through a form to refine future sessions.
Important: Conduct an initial debriefing immediately after the activity, followed by presenting the video, and facilitate a second discussion to inspire diverse perspectives and insights.

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