

DIFE: Digital Integration for Equality

HANDBOOK

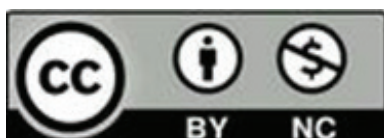


count me **in**

Digital Integration For Equality

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Purpose of the Handbook

The purpose of this handbook is to provide a practical and comprehensive resource for educators, trainers, and professionals working in the field of adult education, particularly with Roma and migrant communities across Europe. It is designed to address the specific challenges and educational barriers faced by these marginalised groups and offers strategies, methods, and tools to foster more inclusive and effective learning environments.

Through a combination of theoretical knowledge and hands-on activities, the handbook supports educators in developing the skills necessary to overcome cultural, linguistic, and social barriers in the classroom. By focusing on culturally responsive teaching methods, inclusive communication, and innovative learning strategies, it aims to empower both learners and educators, facilitating greater participation in lifelong learning and social integration.

The handbook is part of a broader effort to promote social inclusion and equal opportunities for Roma and migrants in Europe. It is based on research and fieldwork conducted across multiple European countries, which identified the challenges these communities face in accessing education. The handbook seeks to bridge these gaps by providing educators with tailored resources, fostering the development of digital literacy, active citizenship, and workforce integration, and ultimately contributing to the socio-economic advancement of the Roma and migrant populations.

Moreover, the handbook emphasises the use of creative and digital platforms as supplementary tools for learning, to enhance educational outcomes and promote long-term integration into European society. Offering practical exercises, reflections, and activities, encourages educators to adopt innovative approaches that resonate with the needs of diverse adult learners.

The handbook was created as part of the Digital Integration for Equality (DIFE) project, which is funded by the Erasmus Plus program of the European Union.



About the Digital Integration for Equality - DIFE Project



The Digital Integration For Equality - DIFE was implemented from 2022 to 2024, and aimed to support the lifelong learning and education of migrants and members of the Romani community through the development of a free digital learning platform - Count Me In Academy. By doing so, it directly contributed to improving their socio-economic integration. The partnership, involving four European Union member countries (Croatia, Slovenia, Germany, and Belgium), developed an interactive digital course covering areas such as active citizenship, workforce integration, digital literacy, reproductive health and partner relationships. The Count Me In Academy platform was made available in several languages, with educational materials translated into Arabic, Farsi, and Romani to facilitate access for migrants and Romani people within the EU. The platform was specifically created to address the educational barriers faced by these communities, helping them engage more fully in lifelong learning opportunities.

Recognizing that integration is a two-way process, research was also conducted to identify the obstacles these vulnerable groups face in adult education. The findings are part of this handbook and are presented for each country within the project consortium in the following chapter.



Addressing Barriers to Roma and Migrant Participation in Adult Education: Insights from Belgium, Croatia, Slovenia, and Germany

Building on the objectives of the Digital Integration for Equality (DIFE) project and the creation of the Count Me In Academy platform, this section delves into the common and country-specific challenges that Roma and migrant communities face in adult education. Based on research conducted across Belgium, Croatia, Slovenia, and Germany, several consistent themes emerged, alongside notable distinctions unique to each context. These findings have informed the development of the educational approaches and tools outlined in this handbook.

Common Challenges Across All Countries

- **Language Barriers**

Across all countries, limited proficiency in the local languages (e.g., Dutch, French, German, Croatian, Slovenian) poses a significant obstacle for Roma and migrant adults seeking to participate in educational programs. This limitation reduces access to learning opportunities and hinders integration into broader society. Tailored language support is essential to overcome this barrier.

- **Cultural Misunderstandings and Discrimination**

Roma and migrant communities often face cultural misunderstandings, prejudices, and discrimination within educational settings and in wider society. These experiences create feelings of exclusion and mistrust toward formal education systems, further reducing their engagement. Educators need to adopt culturally sensitive approaches to bridge these gaps and foster trust.

- **Lack of Information and Accessibility**

In all countries, Roma and migrant communities reported a lack of access to information about available educational

opportunities, resources, and support services. This problem is compounded by a general distrust of official institutions. It is critical to provide easily accessible, multilingual information to these communities to increase awareness and engagement.

- **Perception of Education as Irrelevant**

Many Roma and migrant adults view formal education as irrelevant to their immediate needs, particularly if they do not see a direct link between education and better job opportunities or improved living conditions. Programs need to demonstrate tangible benefits, such as career advancement and socio-economic mobility, to shift this perception.

- **Financial Constraints**

Limited financial resources present a major barrier to participation in adult education across all countries. The cost of educational programs, coupled with other financial burdens, makes it difficult for many Roma and migrants to engage in learning opportunities. Ensuring that programs are affordable or free is vital for increasing participation.

Specific Challenges by Country

While there are common challenges across all countries, each nation also faces unique circumstances that affect Roma and migrant participation in adult education.

Belgium

In Belgium, one of the most pressing issues is the lack of proficiency in Dutch, French, or German among Roma and migrant adults. This language barrier significantly hampers their ability to engage with educational programs and integrate into society. Additionally, there is a marked lack of trust between these communities and educational institutions, fuelled by past experiences of discrimination. Migrants and Roma also struggle with a limited understanding of available resources and support services.

Specific needs in Belgium include:

- Language Learning Support tailored to individual language levels.
- Recognition and Certification programs that provide clear career pathways and improve employability.
- Cultural Sensitivity Training to address misunderstandings and prejudices.

Croatia

In Croatia, the primary challenges stem from the language barrier posed by programs being offered in Croatian and English, which many migrants are not fluent in. Financial constraints are a significant barrier to accessing education, as migrants feel they do not have the same opportunities as the local population due to their economic situation. Moreover, there is a notable lack of information on how to access formal education and recognition of foreign qualifications. Regarding the Roma community, a substantial number of Roma adults are unable to finish adult education programs, primarily due to socio-economic challenges, language obstacles, and insufficient targeted support. Ongoing efforts aim to tackle these issues through tailored educational programs and initiatives designed to offer better assistance to Roma adults. Despite these efforts, significant progress is still needed to ensure Roma adults have equal opportunities to complete their education and enhance their socio-economic conditions.

Key areas of interest in Croatia include:

- Language Preparation Programs to support non-native speakers.
- Programs for acquiring qualifications with the aim of stronger integration into the labour market and Digital Literacy Programs to help migrants and the Roma community navigate the job market.
- Information about available healthcare services and ways to exercise rights from the healthcare system.

Slovenia

In Slovenia, the lack of time and motivation among Roma and migrant adults is a major challenge, along with limited adult learning opportunities. There is also a gap in specific training programs tailored to these communities, particularly around the use of digital technologies, which many do not fully understand or utilize. Social exclusion remains a persistent issue, with migrants and Roma often living in isolated environments, further reducing their access to education and social participation.

Slovenia's specific challenges include:

- Motivation and Awareness Campaigns to encourage participation in adult education.
- Expanded Adult Learning Opportunities, particularly through digital platforms.
- Integration Programs that focus on breaking down social isolation and improving employment prospects, especially for women.

Germany

In Germany, one of the key issues is the competitive nature of educational programs, which limits access for Roma and migrants. Residency status also plays a critical role in determining educational opportunities. There is a lack of training materials and resources specifically designed for adult educators working with these groups, and many Roma and migrants have a low level of interest in participating in educational programs. This is often linked to poor outreach and limited access to information about available resources.

Specific areas of focus in Germany include:

- Intercultural Learning Programs to improve understanding between educators and learners.
- Practical, Job-Oriented Skills Training that aligns with local labour market demands.
- Support Services for Women to address issues such as childcare and social inclusion.

Conclusions and Recommendations

The findings from the four countries demonstrate both shared challenges and country-specific needs, all of which inform the strategies and methodologies developed in the Count Me In Academy platform and this handbook. To effectively support Roma and migrant participation in adult education, the following recommendations are crucial:

- Tailored Language Programs that account for varying levels of proficiency and provide targeted support.
- Culturally Sensitive Teaching Methods that foster trust and inclusion, addressing the cultural and social barriers that often deter participation.
- Accessible, Multilingual Information about educational opportunities and support

services, widely disseminated to Roma and migrant communities.

- Financial Support and Affordable Education Options to reduce economic barriers to learning.
- Flexible, Career-Oriented Education that directly connects education with tangible benefits, such as employment and socio-economic mobility.

By addressing both the common and specific challenges highlighted in this section, the Count Me In Academy and this handbook aim to empower educators and support the Roma and migrant communities in overcoming barriers to adult education, ultimately contributing to their greater social and economic integration.

Instructions for use of the handbook

The modules in this handbook provide a combination of theoretical background and practical activities designed to enhance the inclusion of Roma, migrants, and refugees in adult education. These modules target both primary educators — such as multipliers, facilitators, teachers, and trainers — by encouraging self-reflection on their own biases and beliefs, as well as indirect target groups like learners from diverse communities and citizens.

Each module is structured to provide the following key elements:

- Aims & Educational Goals
- Addressees
- Introduction
- Duration
- Content
- Exercises & Activities
- Requirements
- References
- Glossary

How to Use the Handbook

The modules can be used in various ways, depending on the needs of the educators and learners:

1. **Independent Learning Objects:** Each module can be used on its own to address a specific training need or focus on one topic from the broader curriculum. Trainers have the flexibility to select individual modules and design a targeted session around a particular theme.
2. **Customised Courses:** Trainers can personalise the course by combining multiple modules based on the specific needs of their training group. This allows for a tailored approach, ensuring that the content aligns with the unique challenges and expectations of the learners.
3. **Supporting Other Training Processes:** The modules are designed practically and flexibly, making them suitable to complement other training sessions. They can serve as a valuable resource for discussions, reflections, and deeper engagement on various topics.

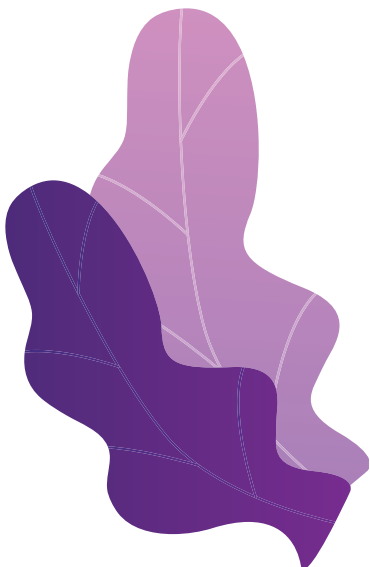
Assessment

The most effective method of assessment for the exercises within the modules is a round-table discussion, where participants share their impressions and reflect on how they can apply the learning outcomes in practice. This open dialogue encourages self-assessment and the exchange of ideas, helping learners and trainers alike to integrate the knowledge and skills gained into their educational work.

This approach fosters a reflective learning environment that aligns with the handbook's broader aim: to promote inclusive, culturally sensitive education that empowers both trainers and learners in addressing the specific needs of Roma, migrant, and refugee communities.

Concise Glossary Summary

1. **Cultural Sensitivity:** Recognizing and integrating diverse cultural values in education.
2. **Cultural Norms/Values:** Rules and beliefs guiding behaviour within cultural groups.
3. **Social Capital:** Networks providing resources and support.
4. **Communication:**
 - Body Language: Nonverbal cues.
 - Verbal: Spoken or written exchanges.
 - Listening: Actively engaging with the speaker.
5. **Pedagogy:** Teaching methods and assessment practices.
6. **Teamwork & Coordination:** Collaborative efforts and efficient body movement.
7. **Empathy & Inclusivity:** Understanding others' feelings and creating supportive environments.
8. **Differentiation:** Adapting teaching to meet diverse learner needs.
9. **Professional Development:** Ongoing training for educators.
10. **Cultural Competence:** Effectively engaging with different cultures.
11. **Resilience:** Adapting and recovering from challenges.



This summary captures the core concepts related to cultural awareness, communication, teaching strategies, and inclusivity in education.

MODULE 1:

Engaging Creative Strategies for Second Language Acquisition



Introduction

- Learning a second language as an adult is challenging because adults rely on declarative learning, while children use procedural memory for automatic skill acquisition. This module promotes creative and enjoyable learning experiences to activate procedural memory, making the process more natural and less stressful.
- For migrants and Roma individuals, language acquisition is further hindered by limited resources, socio-economic barriers, trauma, and discrimination. Traditional language education often fails to address these diverse needs. This module focuses on effective, culturally responsive teaching strategies for these groups.
- Teachers must manage heterogeneous classrooms with students from varied backgrounds. To address this diversity, educators need immersive methods with less reliance on translation.

Link to Needs Assessment of Professionals

- The module "Creative Methods for Teaching a Second Language to Adult Migrants and Roma Communities" equips educators to tackle the challenges of diverse linguistic backgrounds. It emphasises culturally responsive practices, fostering effective communication and creating supportive learning environments for integration.

Benefits for Professionals

- Participants will enhance their teaching skills and develop innovative strategies for engaging diverse learners, leading to increased job satisfaction and career advancement. The module also improves intercultural competence and provides access to valuable resources, boosting classroom management and employability in language education.



Aims and Educational Goals

Goals:

Develop Culturally Responsive Teaching Practices:

Educators will learn to use culturally relevant materials and methods to engage migrant and Roma learners effectively.

Enhance Communication and Engagement:

Participants will gain strategies to overcome language barriers and establish trustful communication with diverse students.

Foster Professional Growth:

The module will offer opportunities for educators to acquire new competencies and practical skills in language education.

Promote Effective Integration:

Educators will be equipped to support the integration of migrants and Roma individuals into the community through targeted language instruction.

Improve Classroom Management:

Participants will learn strategies to manage multilingual and multicultural classrooms more efficiently.

Aims:

- Equip language educators with innovative teaching strategies for migrants and Roma communities.
- Enhance understanding of cultural responsiveness and intercultural competence in language teaching.
- Improve the quality and effectiveness of language education programs for diverse learners.

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| Title of the exercise | Exercise 1: Getting to know each other |
| Key words | Greeting |
| Duration | 30 minutes |
| Target group | Educators and professionals working with diverse student populations |
| Learning outcomes | <ul style="list-style-type: none"> • Develop empathy and understanding of cultural differences. • Enhance communication skills across language barriers. • Foster a sense of inclusivity and mutual respect in the classroom. |
| Requirements | <ul style="list-style-type: none"> • Multilingual materials (e.g., pictures, symbols). • Chart |

Methodology & guidance to proper performance

Gesticulate for the class to repeat the words below (get them to say the words again if necessary). Make sure that you mime to indicate the contracted forms clearly; the idea of contraction is dealt with

- Using your first name only, say **Hello I am...** Next, going round the room, get students in turn to say "Hello, I'm (first name). Help and correct as necessary.
- Once all students had introduced themselves, reinforce their names by repeating, "You are [Student's Name]."
- Then ask students to say the name of the person sitting to their right in the second language they are learning.

Vocabulary Review:

- The basic vocabulary: "Hello," "I am," "I'm," "You are," "you're," "Yes," and "No," ensuring students could use and understand each term.

Activity Step by Step

Introduce the exercise:

- Gesture towards yourself and say clearly, "Hello, I am [Your First Name]."
- Then, repeat the phrase using the contraction: "Hello, I'm [Your First Name]."
- Mime the contraction by bringing your hands together or using a closing gesture to signify the shortening of "I am" to "I'm."

Demonstrate and Practice:

- Gesture to the students, encouraging them to repeat after you: "Hello, I'm [Your First Name]."
- Indicate with your hands that they should speak now.

Go Around the Room:

- Start with the first student and encourage them to say, "Hello, I'm [Student's First Name]."
- Provide gentle corrections and encouragement, ensuring each student uses the contraction correctly.

Repeat if Necessary:

- If a student has difficulty, repeat the gesture and say, "Hello, I'm [Your First Name]," then ask them to try again.
- Ensure each student has a clear understanding of how to use the form before moving on to the next.

Reflection

- **Engagement Through Gestures:** Using gestures to demonstrate the concept of getting to know each other helps capture the students' attention. The visual and physical representation of bringing hands together to signify "I am" provides a clear and memorable illustration.
- **Active Participation:** Encouraging students to actively participate by saying "Hello, I'm [First Name]" ensured that each student practised. This approach will help reinforce their understanding and usage of getting to know each other in a personal and relevant context.
- **Personal Connection:** By using their own names, students felt a personal connection to the exercise, which increased their motivation and interest. This personal relevance made the activity more meaningful and enjoyable.
- **Supportive Correction:** Providing gentle corrections and encouragement helped students feel supported. Using gestures to guide them when they struggled allowed for non-intrusive assistance, making the learning environment more positive and less intimidating.

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| Title of the exercise | Exercise 2: Creating a Storm Together |
| Key words | wind, rain, storm, thunder |
| Duration | 15 min |
| Target group | Educators and professionals working with diverse student populations |
| Learning outcomes | <ul style="list-style-type: none"> • Teambuilding & Empowerment; • Vocabulary learning • Name the elements: wind, rain, thunder, lightning, storm. |
| Requirements | <ul style="list-style-type: none"> • Cards with wind, rain, storm and thunder spelled and visually represented. • The learners should be ready to connect and contribute to the energy of the group by sound and motion stimulation. |

Methodology & guidance to proper performance

1. Coordination:

- Ensuring that all learners kept pace with the transitions was a bit challenging.

2. Noise Level:

- The activity can become quite loud, which might be overwhelming for some learners. Managing the noise level by giving clear instructions on volume could improve this.

3. Space Constraints:

- Depending on the classroom size, space could be an issue. Ensuring there is enough room for everyone to participate comfortably is important.

Activity
Step by Step

1. Setting the Scene:

- Begin by sitting in a circle with the learners and announcing that we would create a storm together. This will set the tone and build anticipation.

2. Wind:

- Start by rubbing your hands gently and saying "Wind."
- Then ask the learner to my right to join in, followed by the next learner, and so on, until everyone was rubbing their hands, creating a sound that mimicked the wind.
- Encourage everyone to rub their hands more quickly, increasing the intensity of the wind sound.

3. Rain:

- Start snapping the fingers of my right hand and said "Rain."
- One by one, each learner is joining in, gradually transitioning from rubbing to snapping, creating the sound of rain mixed with the wind.

4. Storm:

- Start by snapping the fingers of both hands and saying "Storm," increasing the speed and intensity, and the learners followed suit.
- While snapping, start stamping the feet and shout "Thunder," adding another layer of sound.

5. Lightning:

- Jump from the chair and shout "Lightning," prompting each learner to follow one by one like a Mexican wave, simulating the sound of a thunderclap from a lightning strike.

6. Decreasing the Storm:

- Gradually slow down the snapping and stomping, transitioning to soft clapping (last raindrops) and soft rubbing (weak wind), ending in silence.

Closing up

When the teacher stops, it is not over yet; it is only silent when the last one in the circle, the person to your left, has also stopped.

Tips for the instructor

Record this exercise. It is fun to listen to the storm you have generated together.

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| Reflection | <p>Reflection on Successes</p> <p>1. Engagement and Participation:</p> <ul style="list-style-type: none"> The activity successfully engaged all learners, with everyone participating eagerly. The gradual build-up of sounds and actions kept their attention and made the activity fun. <p>2. Team Building:</p> <ul style="list-style-type: none"> This collaborative exercise fostered a sense of teamwork and unity among the learners. They had to listen to each other and coordinate their actions, which promoted cooperation. <p>3. Sensory Learning:</p> <ul style="list-style-type: none"> The use of different sounds and movements helped cater to various learning styles, making the activity accessible and enjoyable for all learners. <p>4. Creativity and Imagination:</p> <ul style="list-style-type: none"> The imaginative aspect of creating a storm helped stimulate the learners' creativity. They enjoyed visualising and enacting the different elements of a storm. |
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| Title of the exercise | Exercise 3: What's up |
| Key words | Multilingual education, resource creation, language inclusion |
| Duration | 15 min |
| Target group | Educators and instructional designer |
| Learning outcomes | The learner can name and use emoticons |
| Requirements | <ul style="list-style-type: none"> Materials Smartphones/tablets Free Wi-Fi |
| Methodology & guidance to proper performance | <p>Suggestions for Improvement:</p> <ul style="list-style-type: none"> Clear Instructions: <ul style="list-style-type: none"> Providing detailed instructions and ensuring all learners understand how to participate will minimise confusion and ensure a smoother execution of the activity. Technical Support: <ul style="list-style-type: none"> Offering technical support or troubleshooting tips for WhatsApp issues can help prevent disruptions and ensure a more seamless experience. Fairness: <ul style="list-style-type: none"> Implementing a system to ensure fair participation, such as alternating between learners or using a timer, can help manage response time variability and keep the activity fair and engaging. |

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| <p>Activity Step by Step</p> | <p>Preparation Make a Whatsapp group.</p> <p>Instructions Ask the learners to open the Whatsapp group. Add a sentence or a word: I smile! I'm sad! I'm angry! An animal, a fruit, a flag, etc. The first one who replies with the right emoticon wins a point.</p> <p>Variant Add an emoticon. Ask the learners to reply with the corresponding word.</p> <p>Closing up Sending a thank-you message to the learners at the end of the activity was a positive way to acknowledge their participation and contributions. It reinforced a sense of appreciation and closure.</p> |
| <p>Reflection</p> | <ol style="list-style-type: none"> 1. Ask participants what word was the hardest to recognise. 2. Why was that so? 3. Examine if there were some cultural differences between recognising emotions or emoticons. <p>Vocabulary Reinforcement:</p> <ul style="list-style-type: none"> • The activity effectively reinforces vocabulary related to emotions, animals, fruits, and flags. By associating words with emoticons, learners were able to better remember and understand the terms. |

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| <p>Title of the exercise</p> | <p>Exercise 4. Ten times</p> |
| <p>Key words</p> | <p>Multilingual education, resource creation, language inclusion</p> |
| <p>Duration</p> | <p>30 min</p> |
| <p>Target group</p> | <ul style="list-style-type: none"> • The learner who can count to ten. |
| <p>Learning outcomes</p> | <p>Teamwork and Collaboration: Learners will develop skills in working together as a team to achieve a common goal, emphasising the importance of cooperation and mutual support.</p> <p>Communication Skills: Learners will improve their verbal communication by calling out numbers and coordinating with teammates to pass the ball effectively.</p> <p>Focus and Concentration: Learners will enhance their ability to stay focused and concentrate on the task despite distractions, such as the opposing team shouting wrong numbers.</p> |

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| Requirements | <p>Materials: A ball, a Frisbee, something to throw</p> <p>Preparation: You need some space. Delimit the playing field.</p> |
| Methodology & guidance to proper performance | <p>The "Ten Times" exercise integrates methodologies that emphasise team building, physical movement, oral language development, and social-emotional skills. It is designed to be interactive and engaging, providing learners with a comprehensive and enjoyable learning experience while reinforcing their counting and language skills.</p> |
| Activity Step by Step | <p>Instructions</p> <p>Divide the group into two teams. The aim of the exercise is to pass the ball ten times within your own team. Every time the ball is passed, the learner who passes the ball, says the next number aloud. The other team tries to interrupt this process by shouting wrong numbers. If the ball hits the ground, leaves the delimited field or another mistake is made (e.g. body contact), the other team gets the ball. If a team completes ten passes, it wins.</p> <p>Variant</p> <p>To make it more difficult, you can add the rule that it is forbidden to pass the ball to the player who passed it to you.</p> <p>Tips for the instructor</p> <p>The game is supposed to be played without making any body contact. This exercise is suitable for playing outside.</p> |
| Reflection | <p>Team Dynamics:</p> <ul style="list-style-type: none"> • How well did your team communicate and collaborate during the exercise? • What strategies did your team use to successfully pass the ball ten times? <p>Challenges and Solutions:</p> <ul style="list-style-type: none"> • What difficulties did you encounter when the other team was shouting wrong numbers? • How did you overcome these challenges to maintain focus and coordination? |

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| Title of the exercise | Exercise 5. Text and guess |
| Duration | 45 min |
| Target group | The learner who can write a short message, ask and give information. |
| Requirements | <p>Materials</p> <ul style="list-style-type: none"> • Smartphones • Free Wi-Fi • Cards with the first name and the telephone number of each learner. • Variant: Cards with an assignment, such as ‘Invite someone to go to the movies. Ask for a doctor’s phone number. Ask to borrow something...’ |
| Methodology & guidance to proper performance | <p>Enhanced Communication Skills: Learners will practise sending and receiving text messages, improving their ability to communicate effectively in written form.</p> <p>Question Formation: Learners will develop skills in forming closed (yes/no) questions, which are essential for clear and concise communication.</p> <p>Listening and Comprehension: Learners will enhance their listening and comprehension skills by interpreting and responding to yes/no questions accurately.</p> |
| Activity Step by Step | <p>Instructions:</p> <ul style="list-style-type: none"> • Distribute Cards: <ul style="list-style-type: none"> • Hand out cards to each learner. Ensure that no learner receives their own card, so each card has the name and phone number of another learner. • Send Messages: <ul style="list-style-type: none"> • Instruct each learner to send a text message saying “Hello [Name]” to the person whose name is on their card. They should not sign the message with their own name. • Guess the Sender: <ul style="list-style-type: none"> • The recipient of the message will guess the identity of the sender by asking closed (yes/no) questions. Examples of questions include “Are you a man?” or “Do you have black hair?” • Confirm Identity: <ul style="list-style-type: none"> • Once the receiver correctly guesses the sender’s identity, the sender confirms the guess. |

Activity
Step by Step

Variants:

- **Beginners:**
 - **Divide the Group:** Split the learners into two groups: senders and receivers.
 - **Simplify Interaction:** Each learner engages in either sending or receiving messages, but not both. This reduces complexity and focuses on practising one role at a time.
- **Advanced:**
 - **Dual Conversations:** Each learner manages two conversations simultaneously, one as a sender and one as a receiver.
 - **Increased Challenge:** This variant enhances the complexity and helps learners practise multitasking and managing multiple interactions.
- **Assignments:**
 - **Add an Assignment Card:** After guessing the sender, the receiver and sender work together to complete an assignment card. For example, if the assignment is to "Invite someone to go to the movies," they need to discuss and decide on the details such as the movie title, time, and location.
 - **Interactive Application:** This adds a practical element to the activity, encouraging learners to use the language for real-life purposes and practise more complex interactions.

Tips for the Instructor:

Ensure Understanding:

- Make sure learners understand how to send a text message and how to ask closed questions to identify the sender.

Reflection

Self-Assessment:

How did you feel about sending and receiving messages? Was it easy or challenging for you?

How comfortable were you with asking and answering yes/no questions?

Learning Outcomes:

What did you learn about forming and using closed questions?

How did this activity help you improve your communication skills?



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| Title of the exercise | Exercise 6. Chain of goodies |
| Key words | Teambuilding & Empowerment; Storytelling |
| Duration | 15 min |
| Target group | Learner who can give personal information. |
| Learning outcomes | <p>Vocabulary Expansion: Learners will expand their vocabulary by learning and using new words related to skills and activities.</p> <p>Sentence Structure: Learners will practise constructing sentences in a coherent and grammatically correct manner.</p> <p>Listening Skills: Learners will enhance their listening skills by paying close attention to what their peers are saying.</p> <p>Memory Enhancement: Learners will improve their memory by recalling and repeating what others have said before adding their own contribution.</p> <p>Self-Confidence: Learners will build self-confidence by speaking in front of their peers and sharing their personal strengths.</p> |
| Requirements | The learner can give personal information. |
| Methodology & guidance to proper performance | <p>Preparation:</p> <p>Setting Up the Environment: Arrange the learners in a circle to facilitate easy eye contact and engagement.</p> <p>Explanation: Clearly explain the purpose of the activity and the steps involved. Make sure all learners understand the instructions.</p> <p>Example: Start with a clear example to demonstrate how the activity will proceed.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Initiation: Begin the activity by introducing yourself and stating something you are good at. Use simple, clear language suitable for the learners' proficiency level. Example: "I am Ayla, and I am good at swimming." • Turn-Taking: Ask the learner on your right to repeat your statement and add their own. Example: "This is Ayla. She is good at swimming. I am Mo, and I am good at football." <p>Continue this process with each learner repeating the previous statements and adding their own.</p> |

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| <p>Methodology & guidance to proper performance</p> | <ul style="list-style-type: none"> • Repetition and Reinforcement: Each learner must repeat all the previous sentences before adding their own. This reinforces memory and listening skills. Ensure each learner speaks loudly and clearly enough for everyone to hear. • Encouragement and Support: Provide positive feedback and encouragement to each learner. Assist learners if they struggle with pronunciation or recalling previous statements. |
| <p>Activity Step by Step</p> | <p>Make a circle. Start by saying what you are good at, using the words/sentences you want to consolidate. Ask the learner on your right to name what s-he is good at. Ask the next learner on the right, to repeat this and to complete it with what s-he is good at, and so on. This creates a chain of sentences.</p> <p>Example Chain:</p> <p>Learner 1: "I am Ayla and I am good at swimming."</p> <p>Learner 2: "This is Ayla. She is good at swimming. I am Mo and I am good at football."</p> <p>Learner 3: "This is Ayla. She is good at swimming. This is Mo. He is good at football. I am Tommy and I am good at cooking."</p> |
| <p>Reflection</p> | <p>Reflection Questions for Learners:</p> <ul style="list-style-type: none"> • Self-Assessment: <ul style="list-style-type: none"> • What did you enjoy most about the activity? • What did you find challenging? • How did you feel while participating in the activity? • What do you think you did well? • Learning Outcomes: <ul style="list-style-type: none"> • What new words or phrases did you learn? • How did the activity help you practise sentence structure? • Did you find it easier to remember what others said as the activity progressed? |

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| Title of the exercise | Exercise 6. Blind Person's Guide |
| Key words | Teambuilding & Empowerment; Body, Movement and Senses |
| Duration | 30 min |
| Target group | The learner who can understand simple instructions. |
| Requirements | <ul style="list-style-type: none"> • Blindfolds • Obstacles if wanted |
| Methodology & guidance to proper performance | <p>Vocabulary Review: Teach or review the key directional and instructional words: left, right, straight ahead, attention, slower, faster, stop. Use visual aids or demonstrations to ensure understanding.</p> <p>Trust Building: Conduct a brief trust-building activity to prepare learners for relying on their partners during the exercise.</p> |
| Activity Step by Step | <p>Pairing Up: Divide the group into pairs. Ensure that learners are paired with someone they are comfortable with to build trust.</p> <p>Blindfolding: Blindfold one of the learners in each pair. Ensure the blindfold is secure but comfortable.</p> <p>Guiding: The sighted learner leads their blindfolded partner around the room using only verbal instructions. Emphasise that there should be no physical contact. Provide examples of how to give clear, concise instructions. Encourage the sighted learner to use a calm and clear tone of voice.</p> <p>Switching Roles: After a set period, have the pairs switch roles so that the blindfolded learner becomes the guide.</p> <p>Introducing Obstacles (Optional): If using obstacles, place them strategically around the room to increase the challenge. Instruct the guiding learner to navigate their partner safely around the obstacles using the key vocabulary.</p> |
| Reflection | <p>Reflection Questions: How did it feel to be blindfolded and rely on your partner's instructions? How did you ensure your partner felt safe and trusted you? What was the most challenging part of the exercise?</p> |

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| Title of the exercise | Exercise 7. Smell & tell |
| Key words | Sensory Perception Creativity Storytelling Vocabulary Teamwork Collaboration Communication Listening |
| Duration | 30 min |
| Target group | The learner who can develop and tell a story. |
| Learning outcomes | <p>Enhanced Sensory Perception: Learners will develop a heightened awareness of their sense of smell and its connection to memory and imagination.</p> <p>Creative Thinking: Learners will enhance their creativity by associating different smells with characters, places, actions, and emotions.</p> <p>Storytelling Skills: Learners will improve their ability to create and tell stories, incorporating elements such as characters, settings, actions, and emotions.</p> <p>Vocabulary Expansion: Learners will expand their vocabulary by using descriptive language related to smells, actions, places, and emotions.</p> |
| Requirements | <p>Materials:</p> <ul style="list-style-type: none"> • 4 non-transparent bags per team • Different ingredients (e.g., coffee, pepper, curry, toothpaste, soap, scented candles, mint, shampoo, vinegar) • 4 small pieces of paper per person • Paper and pens |

Methodology & guidance to proper performance

Preparation:

Bag Preparation:

- Divide the bags into 4 categories and number them 1 through 4.
- Create 'recipes' for each category by mixing different ingredients.

Examples:

- Bag 1: coffee, pepper, curry
- Bag 2: toothpaste, soap
- Bag 3: scented candles, mint
- Bag 4: shampoo, vinegar

Setup:

- Place a bag from each category, 4 pieces of paper per person, and pens on each table.

Activity Step by Step

Instructions:

Team Formation:

Divide the group into teams of four learners.

Activity Initiation:

- Start with Bag 1.
- Instruct learners to close their eyes, open the bag, and smell without looking inside or speaking.
- Ask them to think of a character inspired by the smell, then close the bag and pass it to the next learner.

After everyone has smelled the bag, each learner writes down the character they thought of on a piece of paper without sharing it.

Subsequent Bags:

Repeat the process for the other bags with different prompts:

Bag 2: Think of a place.

Bag 3: Think of an action (verb).

Bag 4: Think of an emotion.

Each time, learners write down their ideas on separate pieces of paper.

Sharing and Collection:

After all rounds, allow each team time to share their characters, places, actions, and emotions with each other.

Collect all the papers per category, creating four piles of folded papers.

Story Creation:

Each team member selects one paper from each pile (character, place, action, emotion).

Using these elements, each team creates a story. The story can be developed verbally, in writing, or through drawings.

Each team then presents their story to the class.



Activity
Step by Step

Variant for Beginners:

Use only 2 bags (e.g., character and verb). Ask learners to create sentences with these elements.

Tips for the Instructor:

Instruction Clarity:

Emphasise the importance of not looking into the bags and not sharing ideas prematurely.

Repeat instructions clearly and mimic actions to ensure understanding (e.g., closing eyes, smelling).

Examples:

Provide examples for each category to stimulate imagination (e.g., “Does this smell remind you of a boy going to school, a grandma in Russia, a bear looking for honey?”).

Organisation:

Maintain strict organisation of the bags and papers to avoid confusion. Proceed slowly, step-by-step, to ensure clarity and avoid overwhelming the learners.

Story Structure Reminder:

If necessary, remind learners of the basic story structure: beginning, middle, end, with challenges/problems and helpers/saviours.

Reflection

Reflection and Feedback:

After all stories are presented, hold a discussion to reflect on the activity. Ask learners how they felt about the smells, the process of creating the story, and their experience presenting it.

Debriefing Questions:

How did you feel being blindfolded and relying on your sense of smell?

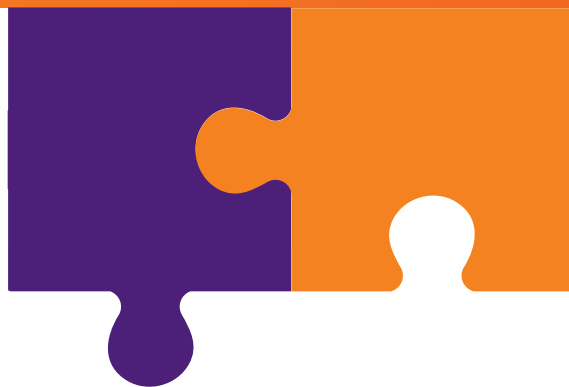
What was the most surprising or interesting smell for you?

How did the different smells influence the characters, places, actions, and emotions you thought of?



MODULE 2:

Fostering Inclusive Communication: Creative Moderation Techniques



Introduction

There is a significant demand for creative moderation methods and materials that facilitate inclusion and bridge communication gaps. While learning the language is important, using non-linguistic tools can create opportunities for interaction, easing emotional barriers and enhancing motivation to learn the new language and culture. This module provides insights into body language and various methods for adult professionals, focusing on non-verbal group moderation and communication.

Linking the Module to Professionals' Needs

Research indicates a lack of creative methods, such as role-playing, simulations, and interactive audiovisual materials that require no language. To effectively include Roma and migrants in adult education, educators need diverse methods that allow for participation beyond language.

Benefits of the Module for Professionals

The module will present tasks for lesson preparation and warm-up sessions, emphasising practical work in multicultural groups. Key areas of focus include:

- **Developing awareness of body language**
- **Creative communication techniques for participants**
- **Non-verbal support methods for Roma and migrants**
- **Innovative group moderation and feedback techniques**
- **Interactive communication methods for group exchanges**

These skills will enhance educators' effectiveness in multicultural classrooms.

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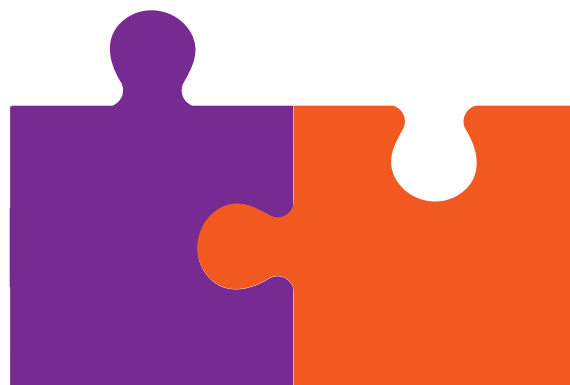
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| Title of the exercise | Exercise 1. Universal Signs |
| Duration | 45 minutes |
| Target group | Roma and Migrants |
| Learning outcomes | Strengthen awareness that language just works in context |
| Requirements | Pen, paper, poster |
| Methodology & guidance to proper performance | See activity |
| Activity Step by Step | <p>Everyone receives a paper and a pencil. The participants are sitting in a circle. Following questions are written on the blackboard, visible for everybody:</p> <p>Which gestures are universally understandable?</p> <p>First, everyone needs to think on his/her own about a possible answer to this question and write them down then. Afterwards, due to the so-called "Popcorn-Principle" the answers are going to be collected and noted down on a poster. It is important to examine every proposal with the whole group, whether the gesture is understandable for everyone. As soon as one person within the group knows the background of a gesture, this could be universal.</p> <p>Confusing examples are the following:</p> <p>Winking with your eyes could either mean, "Don't take me seriously" or "I like you very much". This depends on the context you have.</p> <p>Nodding or shaking your head does for example in Sri Lanka mean the opposite of the things we connect with these gestures here in Europe.</p> |
| Reflection | <p>Participants are asked what they were surprised of and what they keep from this task</p> <p>This exercise is designed for teachers, working with hetero lingual groups. Therefore, everybody must understand that no language is universal.</p> |

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| Title of the exercise | Exercise 2. Hello World |
| Duration | 45 minutes |
| Target group | Roma and Migrants |
| Learning outcomes | Strengthen awareness that language just works in context |
| Requirements | Pens; One pen and a big poster. Draw of a table; a printed-out map of the world, |
| Methodology & guidance to proper performance | Be patient and act out everything you communicate verbally, also non-verbally. The task must be clear, even without words, so that everyone can understand. Phrases like “My name is...” need to be acted out in some way, for example if one points with his/her hand on oneself and just mentions the name. Besides this acting, the pronunciation must be loud and clear. Therefore, everyone can acquire at least easy structures in German/English/..., just by listening. |
| Activity Step by Step | <p>1. Practice: Hello World</p> <p>First, every participant marks the country he/she comes from. This can/needs to happen also non-verbally e.g. by pointing at oneself and showing where he/she comes from.</p> <p>Alternative way:</p> <p>This can be expanded with the task that everyone uses magazine-articles and printed out images to illustrate better where he/she comes from. These pieces of work must be collected and put into the large map. For this alternative, you should better have a homogenous level of language skill. Therefore, the communication concerning the picture will be easier for the participants.</p> <p>It is important to make clear how many countries and languages there are beforehand. The guide may be better equipped, knowing how many languages and countries are represented.</p> <p>2. Practice: “Hello-World-Walk”</p> <p>Step 1:</p> <p>In this step, the participants go to the table and draw the flag, considered as relevant for their mother tongue, into one column. One can also draw flags of e.g. politically controversial states, such as “Kurdistan”. The getting together of cultures is in the foreground.</p> |

Activity
Step by Step

Step 2:

When there are all flags drawn into the table, the guide writes down simple sentences in the left column. If the participants don't understand the sentences, they may be acted out again in nonverbal communication, or even be drawn in a small picture. In every case, the meaning of the sentences need to be clear to everyone. For classes with a high heterogeneity concerning language and language level, the questions "What's your name?" and the answer to this, may be enough. These sentences need to be presented and added in all languages by the participants.

Step 3:

The participants come together to learn more about all the given translations. Everyone needs to present their own translation to the others. Every language needs to have at least one turn, even in a big round. One person dictates and the others repeat. Of course, one can help the others improve their pronunciation for example.

Alternative version:

Mix with the "music chairs game": One asks in a different language "what is your name?", and if the other person responds with the same phrase in his or her own language, he or she must try again with another person. If the person responds wrongly to a different phrase or different language from mine then all must leave their chairs and try to find a new one.

Step 4:

Maybe the most crucial step is going to start now: The walk-around. Now the participants can start their own first interaction. For this, the participants are asked to mix up within the room and explain their findings to the other participants, introducing themselves to the others in different languages. If possible, one may try every single language. Therefore, the table needs to be visible for everybody at a central spot in the room. Even the manual for this task needs to be done without verbal interaction, just showing what is going to happen with one of the participants.

Reflection

Depending on the skill level, several sentences may be added to the table. They may lead to a more realistic and interactive exchange within the group. One may not underestimate the willingness to learn of the single participants. This design is splendid for learning new material in different languages, because the participants elaborate on something on their own.

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| Title of the exercise | Exercise 3. Landscape of Moods |
| Duration | 60 minutes |
| Target group | Roma and Migrants |
| Learning outcomes | <p>Non-Verbal Communication: Enhance skills to express ideas without language, facilitating interaction in diverse groups.</p> <p>Creative Expression: Foster individual creativity through the selection and positioning of figures.</p> <p>Critical Thinking: Encourage questioning and dialogue for deeper understanding of the activity.</p> <p>Cultural Awareness: Explore how cultural backgrounds influence perceptions and emotions.</p> <p>Collaboration: Develop teamwork skills by sharing insights and discussing figure arrangements.</p> <p>Reflective Thinking: Promote self-awareness by reflecting on feelings and assumptions about the figures.</p> |
| Requirements | <p>Poster with landscape: On a flipchart or a big poster is drawn a landscape with a mountain with a tunnel in the foreground, lake, path, tree, mountains on the horizon, sun or moon (without rays); figures: Of each figure, there should be one copy printed and cut available according to the number of participants; crepe tape: can be used to fix the figures on the poster.</p> |
| Methodology & guidance to proper performance | <p>Body language does not work deliberately and cannot always be interpreted unmistakably. That's why self-perceptions get the final word. Even if others say "You do not feel bad, but you dance on the tree? I cannot see that!" – Individual perception is more important than external perception. Everyone is his/her own expert. For instance, participants with heavy legs can dance mentally, which can be expressed with the figure. Even if figures are discussed in intercultural teams and seem to be unmistakably sorted in different emotions, it is not recommended to associate them rigidly. Phantasy and imagination of all participants are crucial.</p> |
| Activity Step by Step | <p>Step 1: The participants are invited to pick one figure and to position it in the landscape. Optional pencils, scissors and paper can be used to broaden the possibilities of designing. Even in linguistic heterogeneous groups this exercise works out, because the task can be easily communicated non-verbally. Eventually, the participants themselves decide on the choice of figures.</p> |

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| <p>Activity Step by Step</p> | <p>Step 2: When all figures are fixed, the picture is presented to the group. To foster interaction, a question will be posed: “Who is surprised of something or has a question which figure to whom belongs?” Even this can be communicated nonverbally by pointing at participants and figures in the landscape.</p> <p>If the language level is appropriate participants can answer the questions like “Who is that next to the tree?” verbally.</p> <p>Confusion should be promoted with apparently precise attribution of meaning: “How do you feel in front of the tunnel?” “Good.” “Oh, I thought the tunnel would be something negative.”</p> |
| <p>Reflection</p> | <ul style="list-style-type: none"> • Personal Experience: How did choosing and positioning a figure in the landscape make you feel? What did your choice represent for you? • Non-Verbal Communication: In what ways did you find non-verbal cues helpful during this activity? How did they facilitate understanding among participants? • Group Dynamics: How did the group’s interaction change during the presentation of the landscape? Were there any surprising moments or insights? • Assumptions and Perceptions: What assumptions did you have about certain figures or elements in the landscape? How did the discussion challenge or confirm these assumptions? |

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| <p>Title of the exercise</p> | <p>Exercise 4: “Spotlight”- method</p> |
| <p>Duration</p> | <p>60 minutes</p> |
| <p>Target group</p> | <p>Roma and Migrants</p> |
| <p>Learning outcomes</p> | <p>The “Spotlight”-method is widely spread. It doesn't matter whether one uses it as an introduction, within the main part or at the end. One person starts with his/her feedback and then they continue around the circle. Which kind of dynamics does the group have, during this procedure, when one person after another tells his or her ideas?</p> |
| <p>Requirements</p> | <p>Traffic Light-Cards</p> |
| <p>Methodology & guidance to proper performance</p> | <p>The method of traffic lights is especially useful for the multiplier perspective. Because on the one hand it explains the various positions within one group and on the other hand it shows how complex those opinions finally are. Different emotional perspectives may therefore be “one and the same position” which means that perspectives can be made clearer easier.</p> |

Methodology & guidance to proper performance

This method has a strong focus on the group process in its whole complexity and controversy in various stages. On the one hand on the stage of the single person, being enabled to express his/her feelings, even if they are mixed via showing greater or smaller parts of their paper circles. They can either show 30 percent green and 70 percent red, or even 100 percent one colour. Therefore, the complexity of opinions gets clear.

On the other hand, the most important effect is that the single pieces of feedback don't tend to be all the same. The deconstruction of the "unity" of feedback is greatly given by this method. Special about this method is that it absolutely ignores language. The uttering of opinions therefore gets de-personalized and finally easier for everyone to express. The focus of the class is not on one specific person. The effect can be shown, because no one is needed to raise his/her voice against the majority. Even a bit redder is enough to continue with the discussion. This is especially an advantage because the audio-visual feedback method hinders the authenticity of the comments from the participants. Language itself, in the means of feedback is more or less guided by pressure to adapt, instead of being artificial.

The first thing to keep in mind is that this method, especially in the context of political education by Betzavta, enables to catch the evaluation, independently from the view of the whole group, showing ambivalences and various positions of the single participants. The group itself gets deconstructed and is seen in a more differentiated way. Moreover, the process is good for showing how the process of forming one's opinion had happened. The second thing to keep in mind is that with the colours used within the whole group, the guide has a differentiated picture of his/her work and knows exactly what to improve.

Activity
Step by Step

First steps of using the cards:

One may go through the following steps to use the cards, mentioned above:

1. The cards are handed out. Every single person has a green and a red card.
2. The guide gives an explanation concerning the meaning of the cards and introduces the class to try different mingling and combinations. Moreover, one could show three or four examples.
3. The participants are asked to think about an answer for the following question. They just need to put their cards down, when it is counted from one to three.
4. The question is asked.
5. The guide counts from one to three and everyone must put his/her cards down at the same time.
6. Now the guides can work towards their target.
7. Always start with red.

Activity
Step by Step

Say something like: “Let's start with red, that's my favourite colour.” Or anything similar. It's important to reach a low anxiety environment that shows the pupils that not everyone needs to be green. Therefore, especially the minorities get visual in this context. Moreover, especially pupils with “redder” or even totally red feedback are as soon as possible “emotionally relaxed”.

Leave ambivalent positions:

Especially in strongly intermingled positions such as 50/50 red/green ones, the guide can ask further questions. “There is not much green in your feedback. What's the green stuff for you?” It's important to go further with your questions. If for example only green was explained but red also shown, one may ask and not just leave it at that.

Sudden changes of the cards:

If the participants want to change their combinations during the feedback-circle you may directly ask them why they are doing so. In many cases this just happens because of social pressure and not because one is now evaluating differently.

Row of questions:

Controversial dynamics within one group may be tested by asking two questions in a row. E.g. “How much responsibility did you take for the work of your group?” and “How far do you identify yourself with your group?” Asking those controversial questions, may lead to the visualisation of interesting constellations and interdependencies within the group.

Positions of seating:

The place where the pupils are sitting is of special importance. If you want to see which differences or even similarities there are within the groups and to gain a general overview, one may let them sit within a circle. This is on the one hand interesting for the moderation and on the other hand interesting for the pupils. Generally interesting findings concerning differences and similarities are made obvious.

Reflection

- **Understanding Perspectives:** How did the traffic lights method help clarify different emotional perspectives within the group?
- **Complexity of Opinions:** In what ways did this method reveal the complexity of individual opinions? Were there any surprising combinations of feedback?
- **Expression of Feelings:** How did using colored cards allow participants to express their feelings without the pressure of verbal communication?
- **Anxiety and Comfort:** How did starting with red feedback contribute to a more relaxed and open environment? Did you notice any changes in participation levels?
- **Ambivalence in Feedback:** How did the method facilitate discussions around ambivalent positions? Were there moments where further questioning led to deeper insights?
- **Influence of Social Pressure:** Did you observe any participants changing their feedback during the exercise? What factors do you think influenced these changes?

MODULE 3:

Cultivating an Inclusive Learning Environment



Introduction

- Creating an inclusive learning environment is essential in today's diverse educational settings, especially with varying language proficiencies and cultural backgrounds. This module explores innovative teaching methods to meet the unique needs of migrants and refugees.

Link to Needs Assessment of Professionals

- Traditional teaching methods often fail to address the diverse needs of students from migrant and refugee backgrounds. This module focuses on interactive and creative approaches that promote cultural sensitivity and adapt to different learning styles, fostering a supportive and inclusive classroom.

Benefits for Professionals

- Educators will gain essential competencies and practical strategies for creating inclusive environments, enhancing their ability to support students from diverse backgrounds. This training promotes communication, collaboration, and respect among students, leading to a positive learning experience.

Aims and Educational Goals

The aims and educational goals of Module: Inclusive Learning Environment are centred around the following objectives:

- **Promoting Inclusivity:** To equip educators and professionals with strategies to create inclusive learning environments that respect and celebrate diverse language and cultural backgrounds.
- **Enhancing Teaching Practices:** To introduce interactive and creative teaching methods that accommodate the unique learning styles of migrants and refugees, fostering engagement and participation.
- **Cultural Sensitivity:** To enhance cultural sensitivity among educators, enabling them to effectively communicate and collaborate with students from diverse backgrounds.



Aims and Educational Goals

- **Professional Development:** To provide professionals with competencies, knowledge, and skills necessary for adapting teaching practices to meet the needs of all learners, thereby improving educational outcomes.
- **Creating Supportive Spaces:** To empower educators to create supportive classroom environments where every student feels valued, respected, and motivated to succeed.

By achieving these aims and educational goals, Module: Inclusive Learning Environment aims to contribute towards fostering inclusive educational practices that promote equity, diversity, and academic success for all students, particularly those from marginalised communities.

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| Title of the exercise | Exercise 1: Cultural Icebreaker |
| Key words | Cultural diversity, communication, empathy |
| Duration | 30 minutes |
| Target group | Educators and professionals working with diverse student populations |
| Learning outcomes | <ul style="list-style-type: none"> • Develop empathy and understanding of cultural differences. • Enhance communication skills across language barriers. • Foster a sense of inclusivity and mutual respect in the classroom. |
| Requirements | <ul style="list-style-type: none"> • Multilingual materials (e.g., pictures, symbols). • Open space for group interaction. |
| Methodology & guidance to proper performance | <p>Divide participants into small groups, ensuring linguistic and cultural diversity in each.</p> <p>Provide multilingual materials and encourage non-verbal communication (e.g., gestures, drawings).</p> <p>Guide participants to share aspects of their culture without relying on spoken language.</p> |

Activity
Step by Step

Introduce the Exercise and Its Objectives:

- Begin by explaining the purpose of the exercise: to explore cultural diversity and enhance communication skills in a multicultural setting.
- Emphasise the importance of non-verbal communication and empathy in understanding cultural differences.

Form Small Groups Ensuring Diversity:

- Divide participants into small groups of 4-5 people, ensuring each group has a mix of different cultural and linguistic backgrounds.
- Encourage participants to introduce themselves briefly and share their cultural background.

Distribute Multilingual Materials:

- Provide each group with multilingual materials such as pictures or symbols that represent different cultural aspects (e.g., traditional clothing, food, symbols).

Participants Share Cultural Aspects Through Non-Verbal Communication:

- Instruct groups to use the provided materials to communicate aspects of their culture without relying on spoken language.
- Encourage participants to use gestures, drawings, or other non-verbal means to convey meaning.

Facilitate Discussion on Challenges and Insights Gained:

- After the activity, gather the groups together and facilitate a discussion.
- Ask participants to share their experiences, challenges faced, and insights gained from communicating across language barriers.
- Guide the discussion to explore how these insights can be applied to create a more inclusive learning environment.

Reflection

- Discuss the experience of communicating without relying on verbal language.
- Reflect on the importance of cultural understanding in creating an inclusive environment.
- Identify strategies to apply cultural sensitivity in teaching practices.

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| Title of the exercise | Exercise 2: Role-Playing Cultural Scenarios |
| Key words | Cultural competence, empathy, communication |
| Duration | 1 hour |
| Target group | Educators and professionals working with diverse student populations |
| Learning outcomes | <ul style="list-style-type: none"> • Develop cultural competence by exploring diverse perspectives. • Enhance empathy and understanding of cultural differences. • Improve communication skills in cross-cultural interactions. |
| Requirements | <p>Scenario cards with cultural dilemmas or misunderstandings:</p> <p>Scenario 1: Workplace Diversity Training</p> <ul style="list-style-type: none"> • Situation: During a diversity training session, a participant expresses discomfort discussing LGBTQ+ issues due to personal beliefs. • Dilemma: How do you facilitate a respectful dialogue that acknowledges diverse viewpoints while upholding the importance of inclusivity and understanding? <p>Scenario 2: Team Project Collaboration</p> <ul style="list-style-type: none"> • Situation: In a professional setting, team members from different cultural backgrounds have differing opinions on the best approach to a project. • Dilemma: How do you foster collaboration and ensure all team members feel valued and contribute equally, considering cultural differences in communication and decision-making? <p>Scenario 3: Religious Observances in the Workplace</p> <ul style="list-style-type: none"> • Situation: An employee requests time off for religious observances that are not recognized as official holidays by the company. • Dilemma: How do you accommodate the employee's religious practices while ensuring operational needs are met and fairness is maintained among all staff? <p>Scenario 4: Language Barriers in Training</p> <ul style="list-style-type: none"> • Situation: During a training session conducted in English, a participant whose first language is not English struggles to understand and participate fully. • Dilemma: How do you adjust the training delivery to ensure all participants, regardless of language proficiency, grasp the material and actively engage in discussions and activities? <p>Scenario 5: Cultural Norms in Business Etiquette</p> <ul style="list-style-type: none"> • Situation: A colleague from a culture where direct eye contact is considered rude avoids making eye contact during meetings, which can be perceived negatively in Western business settings. • Dilemma: How do you navigate cultural differences in communication styles and non-verbal cues to foster effective communication and mutual respect in professional interactions? |

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| Requirements | <p>These scenarios are designed to prompt reflection and discussion among adult learners about navigating cultural diversity in professional environments, promoting inclusive practices, and enhancing communication and collaboration skills.</p> <p>Open space for group interaction.</p> |
| Methodology & guidance to proper performance | <ul style="list-style-type: none"> • Introduce the scenario and its cultural context. • Assign roles and conduct role-play. • Facilitate group discussion on challenges and insights. • Analyse effective strategies for resolving cultural misunderstandings. • Reflect on implications for creating inclusive learning environments. |
| Activity Step by Step | <p>Introduce the Exercise and Its Objectives:</p> <ul style="list-style-type: none"> • Explain that the exercise aims to simulate cultural scenarios to enhance participants' understanding of cultural diversity and communication challenges. • Emphasise the importance of empathy and cultural competence in resolving misunderstandings. <p>Form Small Groups:</p> <ul style="list-style-type: none"> • Divide participants into small groups of 3-4 people, ensuring diversity in cultural backgrounds within each group. • Briefly explain the scenario cards and distribute one to each group. <p>Role-Play Cultural Scenarios:</p> <ul style="list-style-type: none"> • Each group reads and discusses the scenario card, which presents a cultural dilemma or misunderstanding. • Assign roles (e.g., educator, student, parent) and encourage participants to role-play the scenario, focusing on resolving cultural differences respectfully. <p>Facilitate Discussion and Analysis:</p> <ul style="list-style-type: none"> • After each role-play session, facilitate a group discussion. • Encourage participants to reflect on the challenges faced during the role-play and analyse effective strategies for resolving cultural misunderstandings. • Discuss how cultural competence and effective communication can contribute to creating an inclusive learning environment. |
| Reflection | <ul style="list-style-type: none"> • Conclude by reflecting on the insights gained from the exercise. • Discuss practical strategies that educators can apply to promote cultural understanding and inclusivity in their classrooms. • Encourage participants to consider how they can integrate these strategies into their teaching practices to create supportive and respectful learning environments for all students. |

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| Title of the exercise | Exercise 3: Designing Inclusive Learning Activities |
| Key words | Inclusive education, creativity, adaptation |
| Duration | 1.5 hours |
| Target group | Educators and instructional designers |
| Learning outcomes | <ul style="list-style-type: none"> • Develop skills in designing learning activities that accommodate diverse cultural and linguistic backgrounds. • Enhance creativity in adapting teaching materials for inclusive classrooms. • Foster innovation in creating engaging learning experiences for all students. |
| Requirements | <ul style="list-style-type: none"> • Sample teaching materials (e.g., lesson plans, worksheets). • Access to technology for presentation purposes. |
| Methodology & guidance to proper performance | <ul style="list-style-type: none"> • Explain the objective: Participants will design inclusive learning activities to meet diverse student needs. • Emphasise the importance of creativity and adaptation in promoting inclusivity. |
| Activity Step by Step | <p>Scenario Introduction:</p> <ul style="list-style-type: none"> • Provide participants with scenarios or sample teaching materials reflecting diverse cultural backgrounds and language levels. <p>Redesign Task:</p> <p>Instruct participants to redesign or adapt provided teaching materials to enhance inclusivity and engagement.</p> <p>Encourage consideration of diverse learning styles, language proficiency levels, and cultural sensitivities.</p> <p>Design Presentation:</p> <ul style="list-style-type: none"> • Allocate time for individual or group work on redesigning chosen materials. • Prepare participants to present their adapted learning activities. |
| Reflection | <p>a. Presentation Session:</p> <ul style="list-style-type: none"> • Participants present redesigned learning activities, explaining adaptations made to promote inclusivity. <p>b. Feedback and Discussion:</p> <p>Facilitate constructive feedback after each presentation.</p> <p>Discuss effectiveness of adaptations in fostering inclusivity and achieving learning goals.</p> |

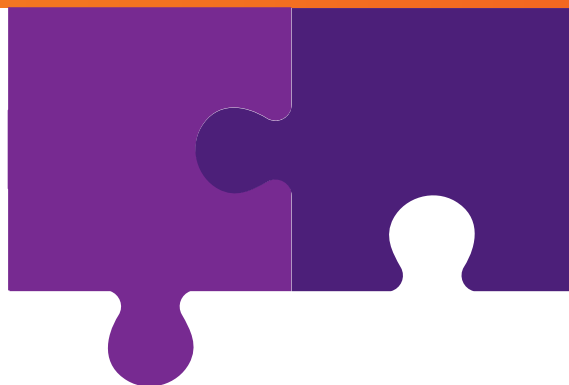
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| Title of the exercise | Exercise 4: Creating a Multilingual Learning Resource |
| Key words | Multilingual education, resource creation, language inclusion |
| Duration | 1 hour |
| Target group | Educators and instructional designers |
| Learning outcomes | <p>Develop skills in creating multilingual learning resources.</p> <p>Enhance understanding of the importance of language inclusion in education.</p> <p>Improve ability to design materials that cater to students with varying language proficiencies.</p> |
| Requirements | <p>Access to technology (computers or tablets) for creating digital resources.</p> <p>Sample texts or materials in multiple languages.</p> <p>Basic translation tools or dictionaries.</p> |
| Methodology & guidance to proper performance | <p>Introduction to the Exercise:</p> <p>Explain the objective: Participants will create a multilingual learning resource to support students with different language backgrounds.</p> <p>Emphasise the importance of language inclusion in fostering an inclusive learning environment.</p> |
| Activity Step by Step | <p>a. Identify the Resource:</p> <p>Provide participants with a sample text or learning material.</p> <p>Instruct them to identify key sections that need translation or adaptation.</p> <p>b. Create Multilingual Versions:</p> <ul style="list-style-type: none"> Participants work individually or in pairs to create versions of the material in multiple languages. Encourage the use of translation tools, dictionaries, or collaboration with multilingual colleagues. <p>c. Design Interactive Elements:</p> <p>Instruct participants to incorporate interactive elements such as images, audio, or videos to enhance understanding.</p> <p>Ensure these elements support comprehension across different languages.</p> |

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| <p>Activity Step by Step</p> | <p>Activity Reflection:</p> <p>a. Presentation Session: Participants present their multilingual learning resources to the group. Each presentation includes an explanation of the choices made and how they support language inclusion.</p> <p>b. Feedback and Discussion:</p> <ul style="list-style-type: none"> • Facilitate a feedback session, encouraging constructive comments on the effectiveness of the resources. • Discuss the impact of multilingual materials on student engagement and learning outcomes. |
| <p>Reflection</p> | <p>Conclude with a reflection on the experience of creating multilingual resources.</p> <p>Discuss practical strategies for incorporating multilingual materials into everyday teaching.</p> <p>Encourage participants to consider how they can continue to support language inclusion in their educational practices.</p> |



MODULE 4:

Innovative Approaches to Teaching Roma and Migrant Adults



Introduction

In this module, educators/teachers will learn about methods and strategies for teaching Roma and migrants that contribute significantly to their success in education. The acquired theoretical knowledge and practical skills will enable them to know and understand methods and techniques for more successful teaching of Roma and migrants based on cultural differences in learning/teaching and the impact of norms and values on education.

Link to Needs Assessment of Professionals:

- The module *Effective Approaches to Teaching Roma and Migrant Adults* equips educators to understand cultural differences and tailor teaching methods for Roma learners. It addresses their need for insights into Roma culture and living conditions, promoting culturally sensitive approaches. Educators will learn about the values, norms, and individualised strategies necessary for inclusivity. Understanding the specific attitudes of Roma and migrants — often shaped by negative past experiences and low educational expectations — is crucial. The module emphasises developing strategies to overcome these challenges and foster positive role models to motivate Roma and migrant students toward higher educational aspirations.

Benefits for Professionals:

- Educators/teachers will gain knowledge about the impact of cultural diversity on education and educational achievement and will be able to integrate innovative teaching methods into their work. This, in turn, influences their confidence in working with target groups and strengthens their skills to address the challenges of Roma and migrant learners in education. The training strengthens the supportive environment for Roma and migrant learners and contributes to social justice and equality.



Aims and Educational Goals

• Understanding Cultural Influence

Equip educators with knowledge of the cultural norms, values, and lifestyles of Roma and migrant communities and their impact on educational attitudes.

• Improving Teaching Practices

Encourage educators to adapt their teaching methods to reflect learners' diverse backgrounds and experiences.

• Addressing Educational Barriers

Identify common barriers faced by Roma and migrant pupils, such as negative past experiences, and develop strategies to support and motivate them for better educational outcomes.

• Promoting Inclusion

Ensure that all learners feel understood, valued, and supported, regardless of their cultural or linguistic background.

• Building Professional Self-Confidence

Provide educators with the knowledge and skills to effectively navigate challenges, enhancing their confidence in working with culturally diverse populations.

• Positive Role Models

Emphasise the importance of positive role models in inspiring Roma and migrant students to pursue higher educational goals.

• Strengthening Supportive Learning Environments

Integrate cultural values and diverse lifestyles into learning activities to enhance relevance and engagement, acknowledging how these factors influence students' educational needs and achievements.

Overall Aims

Educators will gain insights into cultural norms and barriers affecting Roma and migrant students, develop strategies to motivate them, and enhance their own confidence and teaching effectiveness.



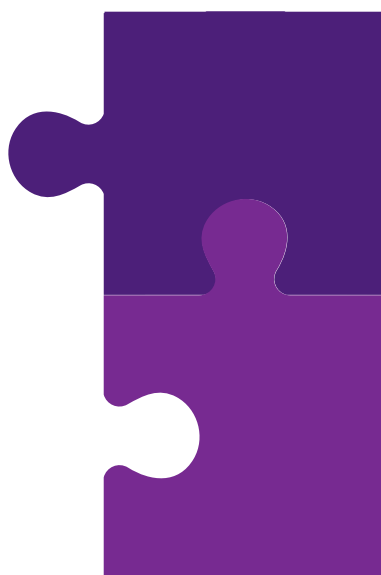
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| Title of the exercise | Exercise 1. Cultural Compass |
| Key words | cultural norms, values, education, Roma, migrants |
| Duration | 60 minutes |
| Target group | Educators and professionals working with diverse student populations |
| Learning outcomes | <ul style="list-style-type: none"> • Understanding the cultural norms and values of Roma and migrants. • Increase awareness of the impact of cultural differences on educational achievement. • Developing skills to adapt teaching approaches to the cultural specificities of pupils. |
| Requirements | <ul style="list-style-type: none"> • Space to work in groups. • Audio-visual equipment (projector, computer). • Flipcharts and markers. • Coloured sheets of paper and pens. • Scenario cards with descriptions of cultural norms and values of Roma and migrants. |
| Methodology & guidance to proper performance | <ul style="list-style-type: none"> • Interactive workshops • Group work • Reflection |
| Activity Step by Step | <p>Introduction</p> <ul style="list-style-type: none"> • Introduction to the objectives and learning outcomes of the exercise. • A brief introduction to critical concepts: cultural norms, values, impact on education. |
| | <p>Group work</p> <ul style="list-style-type: none"> • Divide participants into small groups (4-5 persons). • Each group receives scenario cards describing the cultural norms and values of Roma and migrants. • The task of the groups: Analyse the cards and discuss the possible impact of these norms and values on attitudes towards education. |

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| Activity Step by Step | <p>Presentation of group findings</p> <ul style="list-style-type: none"> • Each group presents its findings and discusses the impact of cultural norms and values on education. • The groups use a flipchart to visualise the key points of their discussions. |
| | <p>Discussion and reflection</p> <ul style="list-style-type: none"> • The workshop facilitator leads a discussion on the findings presented. • Participants discuss their experiences and challenges working with Roma and migrant students. • Discussion on strategies to adapt teaching approaches. |
| | <p>Conclusion and summaries</p> <ul style="list-style-type: none"> • Summary of key points from the workshop. • Emphasis on the importance of understanding cultural differences and adapting teaching methods. • Encouraging participants to apply the knowledge acquired in practice. |
| Reflection | <ul style="list-style-type: none"> • Participants write a short reflection on what they have learned and how they will apply their new skills in their work. • Discuss the challenges and opportunities of integrating culturally sensitive approaches into the educational process. • Feedback from participants on the usefulness of the exercise and suggestions for improvement. |



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| Title of the exercise | Exercise 2. Navigating Lifestyles |
| Key words | lifestyle, education, Roma, migrants, teaching methods, understanding |
| Duration | 60 minutes |
| Target group | Educators and professionals working with diverse student populations |
| Learning outcomes | <ul style="list-style-type: none"> • Understanding the impact of lifestyle on educational achievement. • Increase awareness of the diverse lifestyles of Roma and migrants. • Developing skills to adapt teaching approaches to the different lifestyles of learners. |
| Requirements | <ul style="list-style-type: none"> • Space to work in groups. • Audio-visual equipment (projector, computer). • Flipcharts and markers. • Coloured sheets of paper and pens. • Descriptions of the lifestyles of Roma and migrants, highlighting important differences in lifestyles. |
| Methodology & guidance to proper performance | <ul style="list-style-type: none"> • Interactive workshops • Group work • Reflection |
| Activity Step by Step | <p>Introduce the Exercise and Its Objectives:</p> |
| | <p>Introduction</p> <ul style="list-style-type: none"> • Introduction to the objectives and learning outcomes of the exercise. • Brief introduction to critical concepts: lifestyle, impact on education. <hr/> <p>Group work</p> <ul style="list-style-type: none"> • Participants are divided into small groups (4-5 persons). • Each group receives a role play and a scenario describing the different lifestyles of Roma and migrants. • Group task: Role-play where each group member represents a person with a particular lifestyle. The group discusses the impact of lifestyles on educational achievement and works together to solve their educational challenges. |

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| <p>Activity Step by Step</p> | <p>Presentation of group findings</p> <ul style="list-style-type: none"> • Each group presents their findings and demonstrates a short role play to illustrate their conclusions. • The groups use a flipchart to visualise the key points of their discussions and solutions. <hr/> <p>Discussion and reflection</p> <ul style="list-style-type: none"> • The workshop facilitator leads a discussion on the findings presented. • Participants discuss their experiences and challenges in working with Roma and migrant learners and the impact of their lifestyles on educational success. • Strategies for adapting learning approaches are discussed. <hr/> <p>Conclusion and summaries</p> <ul style="list-style-type: none"> • Summary of key points from the workshop. • Emphasis on the importance of understanding different lifestyles and adapting learning methods and the education process to these styles. • We are encouraging participants to apply the knowledge acquired in practice. |
| <p>Reflection</p> | <ul style="list-style-type: none"> • Participants write a short reflection on what they have learned and how they will apply their new skills in their work. • Discuss the challenges and opportunities in integrating lifestyles into the educational process. • Feedback from participants on the usefulness of the exercise and suggestions for improvement. |



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| Title of the exercise | Exercise 3: Voices of Experience |
| Key words | negative experiences, education, Roma, migrants, psychological impact, motivation |
| Duration | 60 minutes |
| Target group | Educators and professionals working with diverse student populations |
| Learning outcomes | <ul style="list-style-type: none"> • Understanding the impact of negative experiences on further education. • Increase awareness of the psychological and emotional consequences of negative experiences. • Developing skills to support students in overcoming negative experiences and to promote their motivation. |
| Requirements | <ul style="list-style-type: none"> • Space to work in groups. • Audio-visual equipment (projector, computer). • Flipcharts and markers. • Coloured sheets of paper and pens. • Real-life examples or case studies. |
| Methodology & guidance to proper performance | <ul style="list-style-type: none"> • Interactive workshops • Group work • Reflection |
| Activity Step by Step | <p>Introduction</p> <ul style="list-style-type: none"> • Introduction to the objectives and learning outcomes of the exercise. • Brief introduction to critical concepts: negative experiences, psychological impact, motivation. <hr/> <p>Group work</p> <ul style="list-style-type: none"> • Participants are divided into small groups (4-5 persons). • Each group receives one or more real-life examples or case studies describing the negative experiences of Roma and migrants in the education system. • The groups' task is to analyse the cases and discuss the possible consequences of negative educational experiences on further education and motivation. • Presentation of posters and reflection • Each group presents its poster and explains its findings and strategies. • A discussion follows, where participants ask questions and give further insights. |

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| Activity Step by Step | <p>Conclusion and summaries</p> <ul style="list-style-type: none"> • Summary of key points from the workshop. • Emphasis on understanding negative experiences and their impact on further education. • Encouraging participants to apply the knowledge gained in practice. |
| Reflection | <ul style="list-style-type: none"> • Participants write a short reflection on what they have learned and how they will apply their new knowledge to their work. • Discuss the challenges and opportunities of supporting learners with a history of negative experiences. • Feedback from participants on the usefulness of the exercise and suggestions for improvement. |

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| Title of the exercise | Exercise 4: Raising the Bar |
| Key words | low expectations, educational achievement, Roma, migrants, self-fulfilment |
| Duration | 60 minutes |
| Target group | Educators and professionals working with diverse student populations |
| Learning outcomes | <ul style="list-style-type: none"> • Understanding the impact of low expectations on educational achievement. • Increasing awareness of the effects of self-fulfilling prophecy. • Developing skills to raise expectations and foster high motivation in students. |
| Requirements | <ul style="list-style-type: none"> • Space to work in groups. • Audio-visual equipment (projector, computer). • Flipcharts and markers. • Coloured sheets of paper and pens. • World Café tables (at least three to four). |
| Methodology & guidance to proper performance | <ul style="list-style-type: none"> • Interactive workshops • Group work • World Café Method • Reflection |

Introduction

- Introduction to the objectives and learning outcomes of the exercise.
- Brief introduction to critical concepts: low expectations, self-fulfilling prophecy, impact on educational achievement.

World cafe

- **Preparation:** Divide participants into small groups (4-5 persons) and arrange them around tables. At each table, a facilitator leads the discussion and records critical points on a flipchart or coloured sheets of paper.
- **Round 1:** Each group, led by their facilitator, discusses the first question: "How do low expectations affect the motivation and educational achievement of Roma and migrants?"
- **Round 2:** The groups move to the following table; the facilitator summarises the previous discussion, and then the group continues discussing the second question:
 - "What strategies can be used to raise expectations and promote high educational achievement?"
- **Round 3:** The groups move again to the following table; the moderator summarises the previous discussion, and then the group continues with the third question:
 - "How can educators/teachers effectively influence students to raise their educational expectations?"
- **Round 4:** The groups return to the starting table and review the key points of the discussions that took place at their table, reinforcing the key learnings of the workshop.

Presentation of group findings

- The moderators of each table summarise the key points and findings from the discussions.
- Groups present their findings and strategies on flipcharts.

Conclusion and summaries

- Summary of key points from the workshop.
- Emphasis on raising expectations and encouraging high motivation in students.
- Encouraging participants to put the knowledge they have gained into practice.

- Participants write a short reflection on what they have learned and how they will apply their new skills in their work.
- Discuss the challenges and opportunities in raising students' expectations.
- Feedback from participants on the usefulness of the exercise and suggestions for improvement.

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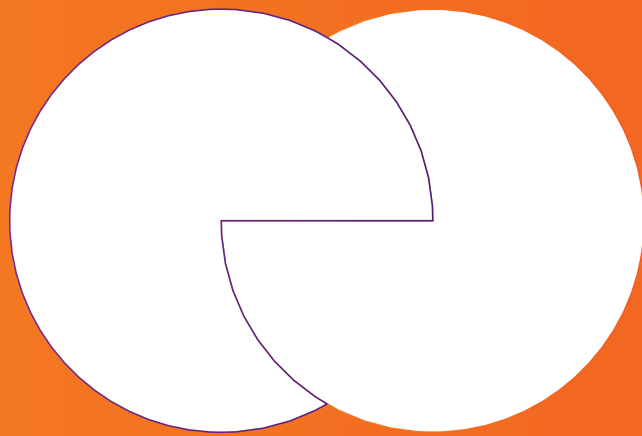
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Digital Integration For Equality