



# Language Buddy

Supporting language learning of migrant children and young adults  
through language buddies

## T3.2. Training Curriculum

# Module 1: Intercultural Understanding and Dialogue in Education



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## Table of Contents

Training Module Authors' list.....	3
Table of Contents.....	3
Introduction.....	5
Module 1.....	5
Lesson 1.....	6
<b>The role of education in fostering intercultural awareness.....</b>	<b>6</b>
<b>Introduction.....</b>	<b>7</b>
<b>Encouraging Critical Discussions on Diversity in the Classroom.....</b>	<b>7</b>
<b>Contribution of Diverse Educational Settings.....</b>	<b>7</b>
<b>Helping Migrant Students in the Recognition of the Culture and Language Issues.....</b>	<b>8</b>
<b>Activities.....</b>	<b>8</b>
<b>Conclusion.....</b>	<b>9</b>
Lesson 2.....	9
<b>Addressing challenges of cultural diversity in education.....</b>	<b>9</b>
<b>Introduction.....</b>	<b>10</b>
<b>Institutional and systemic barriers to inclusivity.....</b>	<b>10</b>
<b>Identifying and addressing biases in education systems.....</b>	<b>11</b>
<b>Challenges in intercultural communication.....</b>	<b>11</b>
<i>Everyday struggles in communicating across cultures.....</i>	<i>11</i>
<i>Methods to tackle Intercultural Communication Challenges.....</i>	<i>11</i>
<b>Activities.....</b>	<b>12</b>
<b>Conclusion.....</b>	<b>12</b>
Lesson 3.....	13
<b>The role of “the other” in promoting intercultural dialogue: exploring “otherness”.....</b>	<b>13</b>



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<b>Introduction</b> .....	14
<b>The other” as a tool for promoting intercultural exchange and empathy: thinking about Peer Mentoring</b> .....	14
<b>Strengthening Collaboration Between HEI Students, Migrant-Led Organizations, Schools, and NGOs</b> .....	15
<i>Activity 1: Portfolio of the Other</i> .....	15
<i>Activity 2: "Embracing Otherness, Embracing Myself"</i> .....	15
<b>Lesson 4</b> .....	17
<b>Introduction</b> .....	18
<b>Strategies for Fostering an Inclusive Learning Environment: The Differences between Multiculturalism and Interculturalism</b> .....	18
<i>Understanding Multiculturalism and Interculturalism</i> .....	19
<i>Strategies for Fostering an Inclusive Learning Environment</i> .....	20
<b>Enhancing the Language Learning Experience through Cultural Exchange: The Example of Social Diversity</b> .....	21
<b>Activities</b> .....	21
<i>Activity 1: Individual Thinking on Cultural Interchange</i> .....	21
Submission:.....	21
<b>Conclusion</b> .....	22
<b>Annex 1 — Visuals</b> .....	24
<b>Annex 2 — Assessments</b> .....	24





## Introduction

The Training Course is an integral component of the Language Buddy Training Project. Developed collaboratively by project partners, the course comprises 40 hours of learning, structured across 8 modules. The primary objective of this module is to equip higher education institution (HEI) students with the knowledge, skills, and tools necessary to effectively mentor migrant and refugee secondary school students in language learning and social inclusion, utilizing the Language Buddy (LB) Model.

It is important to emphasize that the project partners recognize the diverse cultural needs and contexts of participants. As such, this document is designed to provide guidance and support to partners in implementing and adapting the proposed activities to align with their local environments.

## Module 1

- This **module consists** of four (4) lessons.
- **Duration of the Module:** 5 hours.
- **Learning Objective:** The primary goal of Module 1 is to introduce the key concepts of intercultural understanding and dialogue in education, emphasizing their role in language mentoring and buddy systems. Participants will explore how cultural diversity shapes communication and learning and develop strategies for fostering inclusive and effective intercultural exchanges.

A summary of the lessons and activities included in this module is provided in the table below.

Lesson	Total number of sessions and duration	Activity duration
<b>Lesson 1: The role of education in fostering intercultural awareness</b> <b>1 hr 15 min</b>	1. Encouraging critical discussions on diversity in the classroom.	15 mins
	2. Contribution of Diverse Educational Settings.	15 mins
	3. Helping Migrant Students in the Recognition of the Culture and Language Issues	15 mins
	4. Activities	30 mins
<b>Lesson 2: Addressing challenges of cultural diversity in education</b> <b>1 hr 15 min</b>	1. Institutional and systemic barriers to inclusivity.	15 mins
	2. Identifying and addressing biases in education systems.	15 mins
	3. Challenges in intercultural communication.	15 mins



Lesson	Total number of sessions and duration	Activity duration
	4. Activities	30 mins
<b>Lesson 3:</b> <b>The role of “the other” in promoting intercultural dialogue: exploring “otherness”</b> <b>1 hr 15 min</b>	1. “The other” as a tool for promoting intercultural exchange and empathy: thinking about Peer Mentoring.	15 mins
	2. The Paradigm of Alterity and Otherness: Assessing intercultural competence development in mentoring programs.	15 mins
	3. Strengthening collaboration between HEI students, migrant-led organisations, schools, and NGOs.	15 mins
	4. Activities	30 mins
<b>Lesson 4:</b> <b>The “How to Build” Inclusive and Culturally Responsive Educational Practices: beyond the bridges of Multicultural Education</b> <b>1 hr 15 min</b>	1. Strategies for fostering an inclusive learning environment: The differences between Multiculturalism and Interculturalism.	15 mins
	2. Enhancing the language learning experience through cultural exchange: the example of Social Diversity	15 mins
	3. Practical tools and activities for intercultural dialogue.	15 mins
	4. Activities	30 mins

## Lesson 1

Lesson	No. 1
Module 1:	Intercultural understanding and dialogue in Education
Lesson title:	<b>The role of education in fostering intercultural awareness</b>
Developed by (LB partner)	Casa do Professor / UCP
<b>Primary Delivery Mode:</b>	Asynchronous online (via L. Buddy Platform)
<b>Alternative Delivery Mode:</b>	Face to Face (synchronous)
<b>Type of activity:</b>	Online lesson and online discussion forum

Lesson	No. 1
Resources needed	Computer or laptop with internet access
Duration	Estimated Duration: 1 hour and 15 minutes <ul style="list-style-type: none"> <li>• Reading and absorbing lesson content: 45 minutes</li> <li>• Case study discussion: 15 minutes</li> <li>• Peer discussion on cultural stereotypes: 15 minutes</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand the significance of intercultural awareness in educational settings.</li> <li>• Identify strategies to promote discussions on diversity and inclusion in the classroom.</li> <li>• Analyze the impact of diverse educational settings on students' intercultural competencies.</li> <li>• Develop approaches to support migrant students in overcoming cultural and linguistic barriers.</li> </ul>
Description of lesson	<p><b>Introduction</b></p> <p>Recognizing the existence of cultural differences is an extremely crucial aspect in the process of making schools more inclusive and respectful. When schools are filled with children of different cultures, it is intrinsic to any educational system to help students become aware of different perspectives, lose prejudices and respect each other. As people are discussing openly and working in groups, the students become more capable of feeling others and getting closer to people from different places.</p> <p><b>Encouraging Critical Discussions on Diversity in the Classroom</b></p> <p>For the students' welfare to be able to express themselves freely to the issues related to diversity, they have to feel safe and respected. Teachers could take part in students' empowerment by not only opening up critical dialogues but also talking about reality through some case studies. Additionally, they could also introduce, for example, debates or role-plays activities in class as a way of discussing different views. Such techniques enhance the study of diversity as an experience in people's lives.</p> <p><b>Contribution of Diverse Educational Settings</b></p> <p>Mixing students with various backgrounds in the classroom is a good start for students to be more understanding of each other and more open-minded as they grow. It is a great way to enhance communication skills positively and to be a team player. When students study together with individuals from diverse cultures, they become better prepared for life in the global community. Notably, researcher Deardorff (2009) has developed a model that breaks the above down into the most important skills:</p> <ul style="list-style-type: none"> <li>• Your mindset: Being conscious of your culture and the identity that fosters it.</li> <li>• Becoming familiar with others: Learning about various customs and ways of thinking.</li> <li>• Changing your approach to communication: Modifying your style to be in sync with other cultures.</li> </ul>

Lesson	No. 1
	<ul style="list-style-type: none"> <li>• Empathizing: Understanding where others are coming from and showing respect.</li> <li>• Being inquiring and open to learning: The will to keep on searching and connecting.</li> </ul> <p>In the event that teachers wish to present these ideas to their students, they should talk about the following in the classroom:</p> <ul style="list-style-type: none"> <li>• Ways diversity impacts education.</li> <li>• The meaning of being interculturally aware.</li> <li>• How everyone benefits by learning from different cultures.</li> <li>• Empathy and seeing things from others' perspectives.</li> <li>• How all the above closes the gap and makes students suitable to be part of the global society.</li> </ul> <p><b>Helping Migrant Students in the Recognition of the Culture and Language Issues</b></p> <p>International students who relocate often face very challenging situations, such as acquiring a new language or being in an environment where they are not familiar with. Teachers and schools, on the other hand, are capable of creating a positive impact by being welcoming and giving extra support. This is where things, like peer mentoring and checking whether the teaching methods are inclusive, come into the picture. For the sake of making migrant students do well in the participating schools, some of the most significant steps that the schools should do are:</p> <ul style="list-style-type: none"> <li>• Recognize the unique challenges they face.</li> <li>• Provide language support in both the in-school and out-of-school settings.</li> <li>• Construct an environment where each pupil is welcomed.</li> <li>• Implement mentoring programs to link the two parties, local and migrant students.</li> <li>• Engage families and local communities in school life.</li> <li>• Express their strong commitment to be active in eradicating any kind of discrimination.</li> </ul> <p><b>Activities</b></p> <p><i>Activity 1: Case Study Discussion – Diversity in the Classroom</i></p> <p><b>Objective:</b> Analyze a real-life example of how diverse classrooms impact intercultural learning.</p> <ul style="list-style-type: none"> <li>• <b>Instructions:</b> Participants read a case study describing a multicultural classroom and discuss, in a group discussion forum, the challenges and opportunities presented.</li> <li>• <b>Discussion Questions:</b> <ol style="list-style-type: none"> <li>1. What intercultural challenges did the students face in the case study?</li> <li>2. How did the educator address these challenges?</li> <li>3. What alternative strategies could be implemented?</li> </ol> </li> </ul> <p><i>Activity 2: Peer Discussion on Cultural Stereotypes</i></p>



Lesson	No. 1
	<ul style="list-style-type: none"> <li>• <b>Objective:</b> Identify and deconstruct common cultural stereotypes.</li> <li>• <b>Instructions:</b> Students discuss, on an online discussion thread, common misconceptions about different cultures and propose strategies to challenge stereotypes.</li> </ul> <p><b>Conclusion</b></p> <p>Diversity in education means the understanding of the structure of schools, the exploration of our own biases, and the improvement of the way we communicate. If the correct ways and a bit of energy are invested by educators, classes can be developed, people will feel like they belong and every student will have a chance to succeed.</p>
<b>Useful references for the instructor:</b>	<ul style="list-style-type: none"> <li>• Banks, J. (2016). <i>Cultural Diversity and Education: Foundations, Curriculum, and Teaching</i>. Routledge.</li> <li>• UNESCO (2013). <i>Intercultural Competences: A Conceptual and Operational Framework</i>. UNESCO Digital Library. <a href="https://unesdoc.unesco.org/ark:/48223/pf0000219768">https://unesdoc.unesco.org/ark:/48223/pf0000219768</a></li> <li>• OECD. (2018). <i>The Resilience of Students with an Immigrant Background: Factors that Shape Well-being</i>. OECD Publishing. <a href="https://www.oecd.org/en/publications/2018/03/the-resilience-of-students-with-an-immigrant-background_g1g8aa3c.html">https://www.oecd.org/en/publications/2018/03/the-resilience-of-students-with-an-immigrant-background_g1g8aa3c.html</a></li> <li>• Action plan on Integration and Inclusion 2021-2027. <a href="https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-resettlement-and-integration/integration/action-plan-integration-and-inclusion_en">https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-resettlement-and-integration/integration/action-plan-integration-and-inclusion_en</a></li> <li>• Deardorff, D. K. (2009). <i>The SAGE Handbook of Intercultural Competence</i>. SAGE Publications.</li> </ul>
<b>Assessment</b>	See Annex 2

## Lesson 2

Lesson	No. 2
Module 1:	Intercultural understanding and dialogue in Education
<b>Lesson title:</b>	<b>Addressing challenges of cultural diversity in education</b>
Developed by (LB partner)	Casa do Professor / UCP
<b>Primary Delivery Mode:</b>	Asynchronous online (via L. Buddy Platform)

Lesson No. 2	
Alternative Delivery Mode:	Face to Face (synchronous)
Type of activity:	Online lesson and online discussion forum
Resources needed	Computer or laptop with internet access
Duration	<p>Estimated Duration: 1 hour and 15 minutes</p> <ul style="list-style-type: none"> <li>• Reading and absorbing lesson content: 45 minutes</li> <li>• Case study discussion: 15 minutes</li> <li>• Peer discussion on bias in education: 15 minutes</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>• Gain awareness about the effects of institutional and systemic obstacles on the inclusivity of education.</li> <li>• Point out as well as introspect about personal and structural prejudices in the education system.</li> <li>• Point out the main difficulties in cross-cultural communication and look into ways to deal with them.</li> <li>• Formulate methods to move towards a more inclusive and culturally responsive educational environment.</li> </ul>
Description of lesson	<p><b>Introduction</b></p> <p>When the students from different cultural backgrounds are studying in the same classroom, the learning process becomes more colourful and attractive. Nevertheless, it also brings some difficulties, mainly when schools aren't well prepared to help everyone in the best possible way. This lesson aims to clarify the most severe barriers to total inclusivity in education and to present the easiest solution to help every student feel welcome and supported in a practical way.</p> <p><b>Institutional and systemic barriers to inclusivity</b></p> <p>Some educational systems are not designed to work for all children. The inadequacy of learning materials, the absence of cultural diversity representation, and the lack of help for children who speak different languages are the major causes of this problem. However, there are methods of solving this issue. If schools, as well as educational leaders, take the following steps, the situation can be improved:</p> <ul style="list-style-type: none"> <li>• Have an inclusive policy that ensures the support of students of different backgrounds and languages.</li> <li>• See that the teachers are taught to be able to understand and think about the needs of students and help them.</li> <li>• Let the students be the ones who will speak about the "what" and "how" of their learning. This can make them feel valued and heard.</li> <li>• Create a mentoring system to aid the students who feel a little bit lost or isolated acquire the help they need.</li> </ul>

## Identifying and addressing biases in education systems

Teachers, along with school staff, sometimes may interact with students differently from what they intended because of their preconceived opinions. The unconscious biases (or "implicit") that the teachers and school staff possess can influence grading, discipline, and the level of support that a student receives. The issue can be resolved, as the old saying goes: habits can change. Schools can spread this effort by:

- Inviting teachers to be more aware of their own positions, and to undergo training that enlightens them on their own biases.
- Encouraging teachers to find ways of teaching that allow all students to participate in a class and thrive.
- Getting rid of unfair assessment tools that ignore diversity issues, such as language and learning preferences.
- Establishing safe places for students to talk about their experiences of discrimination.

## Challenges in intercultural communication

Variations in language, communication styles, and cultural norms can end up creating moments of confusion. The use of active listening, peer mentoring, and visual aids could be very helpful to improve the communication process among different cultures and promote understanding.

### *Everyday struggles in communicating across cultures*

- **Language Barriers:** Some people who aren't native speakers can't understand the technical terms and/or can't get acquainted with informal or academic discussions.
- **Non-Verbal Misinterpretations:** Different ways of non-verbal communication like gestures, body language, and eye contact can be a source of misunderstanding due to large differences in culture.
- **Different Communication Styles:** In a single culture, the communicative act may differ which can change the meaning of the information and make the whole conversation become more complex to understand.
- **Power Distance and Authority Perceptions:** The students belonging to higher-power high authority families and countries sometimes are uninterested to participate in the class discussion or question their professors as they feel apart from others and may lack the skills to do so.

### *Methods to tackle Intercultural Communication Challenges*

- The students can be assisted step-by-step on how to adapt the use of non-verbal communication as well as active listening and clarification skills.
- The school should use visual material that will help students comprehend the language, support, and other materials in a way that they can benefit from.
- Students' ability to mentor each other is the most beneficial aspect of peer mentorship projects.

Lesson	No. 2
	<ul style="list-style-type: none"> <li>One way the schools can show their respect for the multiculturalism of the students is by putting in place a program run by teachers who have the relevant skills needed to give that culture due respect.</li> </ul> <p><b>Activities</b></p> <p><b>Activity 1: Case Study Discussion – Barriers to Inclusivity</b></p> <p><b>Objective:</b> Evaluate the various institutional and systemic hindrances to inclusion in the real world.</p> <p><b>Instructions:</b> The case study contains a description of a group that faces difficulties in the educational system of an already marginalized community. The participants interact online by answering the questions below. During the discussion, they should confront the following questions:</p> <p><b>Discussion Questions:</b></p> <p>What of the case study depicted the institutional barriers to be present? In what ways did the barriers impact the students' learning experiences? What are some ways a more inclusive environment could be created with?</p> <p><b>Activity 2: Peer Discussion on Challenges in Intercultural Communication</b></p> <p><b>Objective:</b> To be able to find and understand the barriers to effective communication in multicultural classrooms and beyond and analyze the possible solutions to the problems outlined in the applicable case studies.</p> <p>Participants explain intercultural problems in their communication which they themselves have been confronted with or those that they have encountered in the lives of others during the class. Additionally, they are contributing to a discussion where such issues are addressed including the strategies that can be employed to overcome them.</p> <p><b>Conclusion</b></p> <p>Diversity is a significant issue in the field of education, even though it's sometimes difficult to manage. An educational setting with issues in diversity is a product of institutional structures, personal bias, and communication gaps. By making discussions, initiatives and programmes inclusive while also improving their skills in intercultural communication, teachers can create friendly, caring, and efficient environments, where students are motivated to learn.</p>
Useful references for the instructor:	<ul style="list-style-type: none"> <li>Banks, J. (2016). <i>Cultural Diversity and Education: Foundations, Curriculum, and Teaching</i>. Routledge.</li> </ul>



Lesson	No. 2
	<ul style="list-style-type: none"> <li>• UNESCO (2013). <i>Intercultural Competences: A Conceptual and Operational Framework</i>. UNESCO Digital Library. <a href="https://unesdoc.unesco.org/ark:/48223/pf0000219768">https://unesdoc.unesco.org/ark:/48223/pf0000219768</a></li> <li>• OECD. (2018). <i>The Resilience of Students with an Immigrant Background: Factors that Shape Well-being</i>. OECD Publishing. <a href="https://www.oecd.org/en/publications/2018/03/the-resilience-of-students-with-an-immigrant-background_g1g8aa3c.html">https://www.oecd.org/en/publications/2018/03/the-resilience-of-students-with-an-immigrant-background_g1g8aa3c.html</a></li> <li>• Action plan on Integration and Inclusion 2021-2027. <a href="https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-resettlement-and-integration/integration/action-plan-integration-and-inclusion_en">https://home-affairs.ec.europa.eu/policies/migration-and-asylum/legal-migration-resettlement-and-integration/integration/action-plan-integration-and-inclusion_en</a></li> </ul>
Assessment	See Annex 2

## Lesson 3

Lesson	No. 3
Module 1:	Intercultural understanding and dialogue in Education
<b>Lesson title:</b>	<b>The role of “the other” in promoting intercultural dialogue: exploring “otherness”</b>
Developed by (LB partner)	Casa do Professor / UCP
<b>Primary Delivery Mode:</b>	Asynchronous online (via L. Buddy Platform)
<b>Alternative Delivery Mode:</b>	Face to Face (synchronous)
<b>Type of activity:</b>	Online lesson and online discussion forum
<b>Resources needed</b>	Computer or laptop with internet access
<b>Duration</b>	<p>Estimated Duration: 1 hour and 15 minutes</p> <ul style="list-style-type: none"> <li>• Reading and absorbing lesson content: 45 minutes</li> <li>• Digital Portfolio Creation: 10 minutes</li> <li>• Group works on Alterity and Otherness: 20 minutes</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Clear understanding of the conceptual distinction between ‘The Other and the Self’, working out the axiological basis of the meanings of Welcoming/Hosting and Hospitality.</li> </ul>



Lesson	No. 3
	<ul style="list-style-type: none"> <li>• Introduction to the concept of Otherness, defending the paradigmatic prism of empathy.</li> <li>• Understanding the need for 'ethical valorisation of the Human Being', working on the fundamental importance of the Paradigm of Alterity and the Ethics of Alterity.</li> </ul>
Description of lesson	<p><b>Introduction</b></p> <p>The present world is each day more interlinked, interconnected and, in that way, intercultural dialogue is fundamental to develop mutual understanding, inclusion, and social cohesion. Thus, one of the central concepts of such need for dialogue is the notion of "the other" – i.e., the way people and groups view others who differ from them in terms of culture, nationality, or even origin.</p> <p>At the heart of this reflection, we found the transversal concept of Hospitality and the practice of Welcoming towards this sense and definition of "the other."</p> <p>This session will explore the Alterity model, and how the experience of "otherness" challenges our bias and expands our horizons. By embracing the fact that the other is not a stranger to be feared, but one who enriches our shared experience, mentors can establish positive relationships and facilitate true intercultural exchange.</p> <p><b>The other” as a tool for promoting intercultural exchange and empathy: thinking about Peer Mentoring</b></p> <p><i>Introduction to the Concept of Otherness - "Between the Other and the Self"</i></p> <p>This section of the lesson discusses the issue of Otherness, and how individuals and groups create the idea of the "Other" in opposition to the "Self." Using the instruments of philosophy, sociology, and psychology, students will learn about identity, cultural worldview, and inclusion-exclusion processes. This is the foundation upon which future mentors receive the vision and insight to guide young migrants through cultural differences and give them a sense of belonging.</p> <p><i>The Fundamental Importance of “Welcoming and Hospitality” in Inclusion and Society</i></p> <p>This lesson session will explore the role of "hospitality and welcoming" at the heart of the theoretical structure of concepts such as inclusion and social cohesion.</p> <p>Through historical, cultural, and ethical lenses, students will ideally learn how hospitality practices configure community making and reach into the lives of migrants. Practical strategies for making welcoming spaces</p>

Lesson	No. 3
	<p>will be emphasized, with attention to how institutions and individuals can contribute to a more inclusive society.</p> <p>This is where consideration of a model of human relations 'indexed to the ethical primacy of alterity, to the welcome of the other as Other' can be opened up (Derrida, 1997; Baptista, 2012).</p> <p><b>Strengthening Collaboration Between HEI Students, Migrant-Led Organizations, Schools, and NGOs</b></p> <p>Good mentoring does not take place in isolation: it thrives in a climate of collaboration. HEI students, migrant-led organisations, schools, and NGOs each have their part to play in building an enabling ecosystem for young migrants.</p> <p>Within this framework of analysis this lesson will explore the value of cross-sectoral collaboration in mentoring programmes with a focus on best practice in partnership building for enhancing support networks for migrant youth. Students will then be familiarized with a) networking concepts; b) sharing of resources, and c) coordination of action to enable an integrated approach to mentoring. Additionally, students will be able to develop action plans for enhancing collaboration with key stakeholders through interactive discussions and activities, encouraging sustainable and inclusive mentoring programs.</p> <p><b>Activities</b></p> <p><i>Activity 1: Portfolio of the Other</i></p> <p><b>Objective:</b> The aim is for the students to take the time to get to know each other and understand a little of the reality of the partner they will be paired with. At the same time, they put into practice the exercise of being 'seen through someone else's eyes'.</p> <p><b>Instructions:</b> Based on the notion of recognising the other, in pairs the students will have to share some information so that they can create a small digital portfolio of the other.</p> <p>The questions to be asked are: What month were you born? Which person do you most admire? What is your favourite colour? What is your country of origin? What country/city do you currently live in?; Can you share a word or moment in your life that you feel defines/represents you?</p> <p>At the end, each pair will have to be able to present 'the other', and also try to answer these two reflexive questions: i) Have you ever felt like 'the Other'? ii) How did it shape your interactions?. To add, and through the information the students have collected, students should upload a short video or text in a word document (depending on each student's preference), so that we can see the final result of this task.</p> <p><i>Activity 2: "Embracing Otherness, Embracing Myself"</i></p>



Lesson	No. 3
	<p><b>Objective:</b> To encourage students to think critically about Otherness and its relevance to mentoring young migrants, encouraging self-reflection and empathy.</p> <p>Instructions:</p> <p>Before watching a video (which is provided below), students are required to discuss the following question in the platform forum: What is otherness to you? How would you define it?</p> <p>Watch the Video:</p> <p>All students will watch the TED Talk "Embracing Otherness, Embracing Myself" by Thandiwe Newton: <a href="https://www.youtube.com/watch?v=uzKBGtf0i0M&amp;t=252s&amp;pp=ygUJb3RoZXJuZXNz">https://www.youtube.com/watch?v=uzKBGtf0i0M&amp;t=252s&amp;pp=ygUJb3RoZXJuZXNz</a></p> <p><b>Guided Reflection (Individual):</b></p> <p>Students will, after watching the video, write a short personal reflection (200-300 words) on the following:</p> <ul style="list-style-type: none"> <li>- What key themes of the talk resonated with you the most?</li> <li>- How is the speaker's experience of Otherness comparable with that of child migrants?</li> <li>- How may embracing Otherness can help you to become a more effective mentor?</li> </ul> <p>Small Group Forum Discussion:</p> <p>Students, in small groups of 3-4, will talk about and share their reflections on:</p> <ul style="list-style-type: none"> <li>- How does Otherness affect identity and the sense of belonging?</li> <li>- What are the opportunities and challenges of mentoring young migrants to cope with Otherness?</li> <li>- How can mentors help young migrants claim their identities as they become part of a new society?</li> </ul> <p>Plenary Forum Sharing:</p> <p>Major points of discussion will be distilled by each group and results shared with the forum.</p> <p><b>Outcome:</b></p> <p>By the end of this activity, students will better comprehend Otherness and its impact on identity, as well as strategies for creating empathy and belonging in their mentorship.</p> <p><b>Conclusion</b></p> <p>The hospitality with the concept of Social Pedagogy is intricately connected with welcoming, respecting, and being hospitable to other people.</p> <p>Understanding how to measure forward momentum in cultural awareness, flexibility, and empathetic communication ensures that the mentoring relationship remains relevant and powerful.</p>



Lesson	No. 3
	<p>Also, the idea of integrating structured thinking and evaluation instruments in mentoring sessions can aid the ability of the mentors to responsibly and sensitively guide the migrant youth.</p> <p>In addition, coordination between Higher Education Institution (HEI) students, migrant associations, schools, and NGOs increases the effectiveness and sustainability of mentoring programs. All these partnerships together provide a broad support network for migrant youth that integrates theoretical knowledge with hands-on, community-based solutions. In this way, social pedagogy's theoretical concept of hospitality is connected to a sense of otherness and the paradigm of alterity and serves towards a pedagogy in which difference is not excluded or feared but embraced as a moment of possibility for dialogue and transformation.</p>
Useful references for the instructor:	<ul style="list-style-type: none"> <li>• Baptista, I. (2005). <i>Dar rosto ao futuro: a educação como compromisso ético</i>. Profedições.</li> <li>• Baptista, I. (2012). Ética e Educação Social Interpelações de contemporaneidade. <i>Pedagogia Social. Revista Interuniversitária</i>, (19), 37-49.</li> <li>• Derrida, J. (1997). <i>Adieu</i>. Paris: Éditions Galilée.</li> <li>• Dover, A. G., &amp; Rodriguez-Valls, F. (2018). Learning to “brave up”: Collaboration, agency, and authority in multicultural, multilingual, and radically inclusive classrooms. <i>International Journal of Multicultural Education</i>, 20(3), 59-79.</li> <li>• Freire, P. (2014). <i>Pedagogia da autonomia: saberes necessários à prática educativa</i>. São Paulo: Editora Paz e Terra.</li> <li>• Vaz, H. C. L. (1992). <i>Antropologia filosófica II</i>. São Paulo: Loyola.</li> </ul>
Assessment	See Annex 2

## Lesson 4

Lesson	No. 4
Module 1:	Intercultural understanding and dialogue in Education
Lesson title:	<b>The “How to Build” Inclusive and Culturally Responsive Educational Practices: beyond the bridges of Multicultural Education</b>
Developed by (LB partner)	Casa do Professor / UCP
Primary Delivery Mode:	Asynchronous online (via L. Buddy Platform).
Alternative Delivery Mode:	Face to Face (synchronous).
Type of activity:	Online lesson and online discussion forum.

Lesson	No. 4
<b>Resources needed</b>	<i>Computer or laptop with internet access.</i>
<b>Duration</b>	<b>Estimated Duration: 1 hour and 15 minutes</b> <ul style="list-style-type: none"> <li>• Reading and absorbing lesson content: 45 minutes</li> <li>• Personal Reflection Task: 10 minutes</li> <li>• Group works: 20 minutes</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand and Differentiate Between Multiculturalism and Interculturalism, understanding the need that students will have to be able to clearly define and distinguish between multiculturalism and interculturalism. Addressing the fact that recognizing how each concept can be applied in the context of mentoring young migrants is paramount.</li> <li>• Therefore, with the aim of developing strategies for fostering an inclusive learning environment, students will learn how to create and implement strategies that promote inclusivity in diverse educational settings. Exploring at the same time how to adapt teaching methods, communication, and learning materials to meet the needs of young migrants from various cultural backgrounds.</li> </ul>
<b>Description of lesson</b>	<p><b>Introduction</b></p> <p>Taking into consideration the world we live/experience nowadays, the demand for inclusive and culturally responsive education practices has never been more unyielding, especially in the context of working with young migrants as they make their way through education. Thus, this lesson focuses on this transversal questioning: how can we move beyond traditional ways of doing multiculturalism and deliberately craft an educational environment that fosters intercultural encounter and inclusion? Throughout this session, it's going to be argued and reflected on how to discuss primary strategies for creating an inclusive learning environment, starting with a better sense of multiculturalism and interculturalism. And it will also be thought about how we can enrich the language learning process with cultural exchange, taking social diversity as an example, and examine practical tools and activities to facilitate effective intercultural dialogue. As future mentors for young migrants, it is significant to understand how teaching practices may be modified in order to spot and value cultural diversity and yet establish a feeling of belongingness and respect towards each other. At the completion of this lesson, students, ideally, will have gained information and practical methods to build an actually inclusive classroom environment for all students, specifically those from varied cultures.</p> <p><b>Strategies for Fostering an Inclusive Learning Environment: The Differences between Multiculturalism and Interculturalism</b></p> <p>Building an integrated learning culture is important in the development of young migrants during the transition phase to new education systems. Additionally, and as future mentees, the student, ideally, will have the role of building a platform where diversity is appreciated, respect is given to everyone, and cultural differences are not only identified but also utilized in enriching learning processes. In this sense, the understanding of the</p>

Lesson	No. 4
	<p>distinction between interculturalism and multiculturalism will aid students to move themselves (theoretically) among the need for inclusivity in life and in classes.</p> <p>Therefore, the students will learn about the distinction between multiculturalism and interculturalism and how each of these terms can be used to shape practice in bringing diversity to their learning community.</p> <p><i>Understanding Multiculturalism and Interculturalism</i></p> <p>Though both interculturalism and multiculturalism emphasize the significance of cultural diversity, each one does to a different extent. Knowing the differences is helpful to develop your mentoring strategy accordingly.</p> <p>Multiculturalism would more often be the presence together in society or in the school of a variety of cultures. In multicultural orientation, one becomes sensitive and aware of other cultural expressions but sometimes stresses the maintenance and enhancement of each group's distinctiveness. That would mean that various cultures are present and valued but not necessarily engaging with each other. Therefore, in Multiculturalism theory, the transversal thinking is to: permit values and expressions of minority cultures to be recorded and preserved beneath a wider society.</p> <p>In practice in education, multiculturalism is lived experience based upon consciousness of culture, multiplicity of viewpoint and accommodation of cultural diversity of materials and representation in the curriculum. For example, students will study the history, art, and culture of the other culture but some cultural identities will be ensured to be preserved.</p> <p>Interculturalism seeks to create the encounter and exchange among the various cultural communities, in other words the concept of Interculturalism offers a specific place for dialogue, understanding, and cooperation between the various cultural communities, aiming for the collective transformation. When we think about Interculturalism we need to comprehend it as an enabler for individuals to learn from each other, to share experiences, and to fundamentally cooperate in a way that empowers mutual respect and total understanding.</p> <p><i>Why These Differences Matter for Fostering Inclusivity?</i></p> <p>Understanding the difference between multiculturalism and interculturalism is critical to develop a learning environment because both approaches require diverse means of interaction and engagement. As much as it is celebrated to be different, interculturalism goes beyond by encouraging people to interact with each other, work together, and understand different cultures.</p> <p>Therefore, and as future mentors, students can implement both ideas from the situation but with a very sharp sense of when a heavier focus on interculturalism is needed to aid better integration and effective interaction between students with differing backgrounds.</p>

Lesson	No. 4
	<p data-bbox="502 421 1206 454"><i>Strategies for Fostering an Inclusive Learning Environment</i></p> <p data-bbox="502 501 1388 647">Building a supportive learning culture requires special strategies with the intention to recognize cultural difference as well as positively embracing a range of approaches to cultures. Some recommendations below are student-suggested as can be used by them as part of mentoring:</p> <ul data-bbox="502 656 1388 2018" style="list-style-type: none"> <li>- Build Cross-Cultural Collaboration: Involving the students into activities that require collaboration and exchange of various viewpoints, such as offering group assignments that require students to contribute with their own cultural background to the group table, with requiring teamwork and communication. Not only is cross-cultural exchange possible but also establishing a sense of belonging and shared identity its essential.</li> <li>- Support Critical Thinking and Reflective Practice within the classroom: It is important to enable students to analytically reflect on their own cultural assumption and bias. For that to happen we need to offer students a safe space to learn about how culture influences their worldview, and also to challenge them to cultivate critical thinking on how to engage with others from different cultures. Journaling or small group discussion could emerge as strategic activities to help students process their thoughts and to deepen their understanding of intercultural dynamics.</li> <li>- Inclusive Curriculum Development: It's paramount that "the work and hands on" curriculum is inclusive and truly representative of the diverse cultures to whom the students (mentors and mentees) belong. And added to this argument is the idea of not only incorporating multiple viewpoints into what can be taught, but also of including planning lessons and activities such that students (mentors and mentees) can relate learning to their own cultures.</li> <li>- Create a Culture of Respect and Compassion/Empathy: Ideally, it should create a clear classroom behaviour expectation that fosters respect and compassion/empathy towards and among all cultures. This includes active listening, respectful conduct towards one another, so that we can teach students how to recognize and neutralize microaggressions, stereotypes, and bias in themselves and others is crucial.</li> <li>- Encourage Dialogue and Open Communication: Develop a culture where students are comfortable expressing their cultural identity and sharing experiences. By organizing regular forums where students can share their perceptions and learn from one another. This can be in the form of organized activities like "Cultural Exchange Days" or class discussions where students share their life in society and class</li> <li>- Build Language Skills and Intercultural Integration: For children born abroad, language acquisition could be the overriding part of learning. Therefore, providing a room environment for learners to deploy linguistic competence under contextually apt conditions is essential. An example can</li> </ul>

Lesson	No. 4
	<p>be the clustering of students by various mother tongue groups into peer tutoring groups, which can be capable of building linguistic competence as well as intercultural awareness.</p> <p><b>Enhancing the Language Learning Experience through Cultural Exchange: The Example of Social Diversity</b></p> <p>As future mentors for young migrants, one of the most effective ways to support their educational experience can be by enhancing their language learning journey through cultural exchange. This approach will not only aid language acquisition but, optimally, also fosters a deeper understanding and appreciation of social diversity, which is essential for creating an inclusive learning environment.</p> <p><b>Activities</b></p> <p><i>Activity 1: Individual Thinking on Cultural Interchange</i>  Objective: To inspire students to reflect on their own cultural experiences and how these can outline their understanding of language learning and cultural exchange.  Instructions:  Reflection Task:  Ask each student to reflect individually on the following prompt and note their thoughts in the discussion forum or document of the online environment:  "Remember a situation in which you experienced cultural contact or communication with people from a different cultural background. How did this impact your understanding of language, and what did you learn about the contribution of social diversity to language learning?; and Explain a cultural misunderstanding you have witnessed. How could intercultural communication have helped?"  Encourage them to include both a personal anecdote (if applicable) and a brief discussion of how their experience relates to the topic of social diversity and language learning.  Submission:  Students will post their written reflection on the website. After they have posted their reflections, they are invited to read some of their peers' postings to get a feel for a range of perspectives and experiences.</p> <p><i>Activity 2: Designing an Inclusive Mentorship Session</i>  Objective: Students will design a mentorship session that must be inclusive by using multicultural and intercultural approaches.  Instructions:  Preparation:  Within the online platform, each group will be assigned with a unique mentorship scenario for a young migrant (e.g., "Language Support to a Migrant Student," "Helping a Migrant Student to Fit into a New Classroom," or "Helping a Migrant Student to Bridge Cultural Barriers"). On their own, the students will organize themselves into small groups of 3-4 students and use the online forum of the platform.</p>

Lesson	No. 4
	<p>Each group will work together to plan a 10-minute mentorship session design. The session should include:</p> <ul style="list-style-type: none"> <li>-Goals: What are the outcomes of learning for the young migrant?</li> <li>- Activities: What inclusive and intercultural activities will they use (e.g., storytelling, peer support, language practice)?</li> <li>- Discussion Points: How will they integrate both multiculturalism (distinguishing differences) and interculturalism (enabling interaction between cultures) into the session?</li> </ul> <p>The groups will utilize the shared document or online platform tools to create their plan together.</p> <p><b>Conclusion</b></p> <p>Developing an inclusive classroom is more than celebrating diversity but actually doing something to make sure that students who belong to a different cultural background feel valued, respected, and included. By understanding the difference between multiculturalism and interculturalism, you can go beyond tokenistic diversity and promote more cultural integration, understanding, and cooperation. As mentors, the student's responsibility will be to create spaces where the exchange of cultures is not only promoted but made a part of the learning process so that students can succeed in an interconnected and diverse world.</p> <p>Also, cultural exchange is a great way of optimizing the language learning process, particularly for migrant children.</p>
<p><b>Useful references for the instructor:</b></p>	<ul style="list-style-type: none"> <li>• Dryden-Peterson, S. (2016). Refugee Education: The Crossroads of Globalization. <i>Educational Researcher</i>, 45(9), 473–482. <a href="https://doi.org/10.3102/0013189X16683398">https://doi.org/10.3102/0013189X16683398</a></li> <li>• Dryden-Peterson, S. (2017). Refugee education: Education for an unknowable future. <i>Curriculum Inquiry</i>, 47(1), 14–24. <a href="https://doi.org/10.1080/03626784.2016.1255935">https://doi.org/10.1080/03626784.2016.1255935</a></li> <li>• Dover, A. G., &amp; Rodriguez-Valls, F. (2018). Learning to “brave up”: Collaboration, agency, and authority in multicultural, multilingual, and radically inclusive classrooms. <i>International Journal of Multicultural Education</i>, 20(3), 59-79.</li> <li>• European Commission. (2020). <i>Action plan on Integration and Inclusion 2021–2027</i>. Retrieved from: <a href="https://home-affairs.ec.europa.eu/system/files/en?file=2020-11/action_plan_on_integration_and_inclusion_2021-2027.pdf">https://home-affairs.ec.europa.eu/system/files/en?file=2020-11/action_plan_on_integration_and_inclusion_2021-2027.pdf</a></li> <li>• Gower, S., Jeemi, Z., Forbes, D., Kebble, P., &amp; Dantas, J. A. (2022). Peer mentoring programs for culturally and linguistically diverse refugee and migrant women: an integrative review. <i>International journal of environmental research and public health</i>, 19(19), 12845.</li> <li>• Man Chu Lau, S., Brosseau, M. C., Maegerlein, E., LeRisbé, M., &amp; Blandford, M. (2020). Supporting immigrant students' academic and social integration: ESL and French college teachers' collaboration in promoting cross-linguistic teaching of language and strategies. <i>Canadian Modern Language Review</i>, 76(4), 293-312.</li> <li>• Messiou, K., &amp; Azaola, M. C. (2018). A peer-mentoring scheme for immigrant students in English secondary schools: a support mechanism for promoting inclusion?. <i>International Journal of Inclusive Education</i>, 22(2), 142-157.</li> </ul>





Lesson	No. 4
	<ul style="list-style-type: none"><li>• OECD. (2018). <i>The Resilience of Students with an Immigrant Background: Factors that Shape Well-being</i>. OECD Publishing. <a href="https://www.oecd.org/en/publications/2018/03/the-resilience-of-students-with-an-immigrant-background_g1g8aa3c.html">https://www.oecd.org/en/publications/2018/03/the-resilience-of-students-with-an-immigrant-background_g1g8aa3c.html</a></li></ul>
Assessment	See Annex 2





## Annex 1 — Visuals

Copyright-free pictures:

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## Annex 2 — Assessments

### Lesson 1:

#### **Multiple Choice Questions:**

##### **1. What is a key principle of intercultural education?**

- A) Discouraging students from sharing their cultural identities.
- B) Prioritizing one culture's history and traditions over others.
- C) Valuing diversity and promoting cooperation among students.
- D) Encouraging the assimilation of students into a single cultural norm to ensure unity.

**Correct Answer:** C) Valuing diversity and promoting cooperation among students.

##### **2. What is the primary benefit of using real-world examples and case studies in diversity discussions?**

- A) They make the content easier for students to memorize.
- B) They provide concrete scenarios for students to apply theoretical concepts to real-life situations, fostering critical thinking.



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C) They encourage students to focus on abstract concepts without considering their real-life implications.

D) They limit discussions to a single cultural viewpoint, simplifying the complexity of diverse perspectives.

**Correct Answer:** B) They provide concrete scenarios for students to apply theoretical concepts to real-life situations, fostering critical thinking.

**3. According to the Deardorff's Process Model of Intercultural Competence, which of the following is an essential component in developing intercultural competence?**

A) Using only one communication style, disregarding the need to adapt to different cultural contexts.

B) Cultivating cultural self-awareness and recognizing one's own biases.

C) Focusing on adapting communication styles without considering one's own cultural identity.

D) Ignoring the perspectives of others and failing to recognize cultural differences.

**Correct Answer:** B) Cultivating cultural self-awareness and recognizing one's own biases.

**4. What are the primary challenges faced by migrant students in their educational journey?**

A) Lack of interest in education.

B) Overabundance of resources and support.

C) A strong understanding of the local educational system.

D) Language barriers, unfamiliar cultural norms, and feelings of isolation.

**Correct Answer:** D) Language barriers, unfamiliar cultural norms, and feelings of isolation.

**5. Which of the following strategies is most effective in supporting migrant students with language barriers?**

A) Encouraging migrant students to only speak their native language in the classroom.

B) Offering bilingual education programs, additional language support classes, and peer tutoring.

C) Limiting the use of technology to avoid overwhelming migrant students.

D) Providing language support only in English, without access to native language resources.

**Correct Answer:** B) Offering bilingual education programs, additional language support classes, and peer tutoring.





## **Lesson 2:**

### **Multiple Choice Questions:**

#### **1. What is one of the main challenges in culturally diverse educational settings?**

- A) Overcoming institutional biases and systemic inequities that hinder inclusivity.
- B) The absence of diverse perspectives and worldviews.
- C) Encouraging students to focus solely on their own cultural backgrounds.
- D) The lack of student interest in learning about other cultures.

**Correct Answer:** A) Overcoming institutional biases and systemic inequities that hinder inclusivity.

#### **2. How can a lack of representation in educational materials impact students?**

- A) It fosters a greater appreciation for global cultural diversity.
- B) It can negatively affect students' sense of belonging and identity.
- C) It makes the learning experience more uniform and accessible to all students.
- D) It helps students become more competitive in standardized assessments.

**Correct Answer:** B) It can negatively affect students' sense of belonging and identity.

#### **3. What is an example of implicit bias in the classroom?**

- A) Teachers providing equal opportunities for all students to participate.
- B) Teachers using inclusive teaching practices that reflect diverse cultural perspectives.
- C) Teachers using diverse teaching materials to reflect different cultural perspectives.
- D) Teachers having lower expectations for students from certain ethnic backgrounds.

**Correct Answer:** D) Teachers having lower expectations for students from certain ethnic backgrounds.

#### **4. Which of the following is a common challenge in intercultural communication within educational settings?**

- A) Cultural differences in the way students perceive power and authority.
- B) Non-native speakers easily adapting to both academic and informal classroom language.
- C) Students from diverse cultural backgrounds displaying similar communication styles and approaches
- D) Universally shared non-verbal communication cues.

**Correct Answer:** A) Cultural differences in the way students perceive power and authority.





**5. What is one way to address cultural misunderstandings in classroom communication?**

- A) Avoid discussing cultural differences to prevent potential conflicts.
- B) Use active listening techniques like paraphrasing and summarizing to ensure understanding.
- C) Focus on verbal communication and ignore non-verbal cues.
- D) Discourage peer-to-peer communication to avoid misunderstandings.

**Correct Answer:** B) Use active listening techniques like paraphrasing and summarizing to ensure understanding.

**Lesson 3:**

**Multiple Choice Questions:**

**1. What is the primary role of "the other" in stimulating intercultural dialogue?**

- a) To foster cultural stereotypes.
- b) To shatter stereotypes and open eyes.
- c) To maintain social distance between diverse groups.
- d) To compel individuals to accommodate dominant cultures.

**Correct Answer: b) To shatter stereotypes and open eyes.**

**2. Emmanuel Lévinas shares what perception of ethical responsibility toward "the other"?**

- a) Treating the other as an extension of the self.
- b) Reducing the other to the same.
- c) Recognizing and respecting the other as they are.
- d) Prioritizing personal identity over collective responsibility.

**Answer: c) Recognizing and respecting the other as they are**

**3. How does Jacques Derrida differentiate between "hospitality" and "welcoming"?**

- a) Hospitality is reserved for personal spaces, whereas welcoming is reserved for institutions.
- b) Welcoming is more general, and hospitality is actually focused on migrants.
- c) Hospitality is an extension of welcoming that includes an ethical and anthropological approach.
- d) Welcoming is temporary, but hospitality is entirely transactional.





**Correct Answer: c) Hospitality is an extension of welcoming that includes an ethical and anthropological approach**

**4. Which of the following is NOT a significant driver in assessing intercultural competence in mentoring programs?**

- a) Self-reflection
- b) Peer feedback
- c) Designated assessment models
- d) Implementing cultural assimilation

**Correct Answer: d) Implementing cultural assimilation**

**5. Why is cross-sector collaboration important in mentoring programs among young migrants?**

- a) It maintains mentoring as an exclusive prerogative of educational institutions
- b) It forms a holistic support system by engaging various stakeholders
- c) It simplifies mentoring by reducing the need for diverse opinions
- d) It repels community involvement in mentoring programs

**Correct Answer: b) It forms a holistic support system by engaging various stakeholders**

#### **Lesson 4:**

##### **Multiple Choice Questions:**

**1. What is the main contrast between multiculturalism and interculturalism?**

- A) Multiculturalism seeks to maintain independent cultural identities, while interculturalism embraces interaction and bilateral influence.
- B) Multiculturalism promotes cross-cultural exchange, while interculturalism denies interactions between divergent groups.
- C) Multiculturalism has to do with learning languages, while interculturalism embraces only traditions.
- D) Multiculturalism attempts to eliminate the differences between cultures, while interculturalism prefers cultural blending.

**Correct answer: A) Multiculturalism seeks to maintain independent cultural identities, while interculturalism embraces interaction and bilateral influence.**



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**2. What of the following best describes an intercultural approach to education?**

- A) Arranging different cultural celebrations without bringing about interactions between the students.
- B) Encouraging group activities where students belonging to different backgrounds share ideas and knowledge.
- C) Educating the students about their own cultural heritage with no mention of other cultures.
- D) Keeping discussions about cultural diversity to a single event.

**Correct answer: B) Encouraging group activities where students belonging to different backgrounds share ideas and knowledge.**

**3. In what ways do mentors facilitate the learning of languages for young migrants through cultural exchange?**

- A) Preparing students to handle only words and grammar without talking about cultures.
- B) Encouraging the sharing of personal stories and participation in peer-learning activities.
- C) Confining the students to learning through textbooks instead of day-to-day interactions.
- D) Making sure that students communicate only with individuals of the same background to prevent misunderstandings.

**Correct answer: B) Encouraging the sharing of personal stories and participation in peer-learning activities.**

**4. What is one of the main advantages of intercultural dialogue in an inclusive learning context?**

- A) It enables students to develop empathy, mutual respect, and greater cultural diversity awareness.
- B) It maintains students within their own cultural groups so that they will be more comfortable.
- C) It replaces cultural celebrations with the use of traditional learning activities.
- D) It limits discussions about diversity so there is no conflict.

**Correct answer: A) It enables students to develop empathy, mutual respect, and greater cultural diversity awareness.**

**5. What is the best approach to make the transition from a multicultural to an intercultural orientation in education?**

- A) Inviting students to work on projects that require intercultural collaboration.
- B) Organizing cultural festivals without facilitating student interactions.
- C) Teaching students about different cultures without fostering direct contact.



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D) Not talking about differences in culture to prevent misunderstandings.

**Correct answer: A) Inviting students to work on projects that require intercultural collaboration.**



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