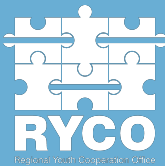




# Understanding & Practicing Intercultural Learning in the field of youth

A manual for youth workers  
and educators



This manual was developed in the framework of the project :

“Power of Dialogue:

Intercultural Dialogue as Powerful Instrument for Youth Development and Mobility”

implemented by 4 consortium members from the WB6:

Projekte Vullnetare Nderkombetare - Albania

KREATOR Dens Kumanovo - North Macedonia

AzBuki - Serbia

InnovActive Center for Social Improvement - Kosovo \*

With the financial support of

of Regional Youth Cooperation Office (RYCO) and UNPBF

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\*This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.



# ACKNOWLEDGEMENTS

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This manual was created as a document to help educators, youth workers and young people to understand and practise intercultural learning and dialogue in the field of youth.

We would like to acknowledge the work and contribution of all who made this publication possible. We appreciate their hard work and the support we received. We hope that this manual will provide guidance, knowledge and inspiration to all those working with young people to achieve peace, reconciliation and understanding.

First of all we thank RYCO and UNBPF for the trust and support to implement the project “Power of Dialogue: Intercultural Dialogue as Powerful Instrument for Youth Development and Mobility”. The project where this manual was born and developed.

We thank the 4 consortium member organizations for their professionalism, patience and commitment that made this project successful (Projekte Vullnetare Nderkombetare from Albania, KREATOR Dens Kumanovo from North Macedonia, AzBuki from Serbia, and InnovActive Center for Social Improvement from Kosovo\*). It was important that these organizations actively engaged 12 schools to participate in this mobility and exchange project among the WB6. Thanks to them we had the opportunity to work together for a week in Tirana (02 to 08 of February) with a very productive and committed group of teachers of secondary schools, youth workers and youth leaders.

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Tirana, Albania



"We are superheroes, none of us  
individually, but all of us together."

Hank Green

# INTRODUCTION

## Explaining our project and manual....

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### ***Why create this manual?***

This manual was developed to help youth workers, teachers and youth leaders in their work with young people on understanding and practising intercultural learning and dialogue as ways to contribute for peace and reconciliation in the WB6

### ***What the manual is composed of?***

The manual is composed of 3 main parts. The first part gives the summary of the main concepts of intercultural learning elements, peace and reconciliation, with the aim to explain the topics and develop understanding. The second part presents a summary about the role of youth in intercultural dialogue and why their role is crucial for a better region. Young people have inspirations, ideas, positive energy, capabilities and the power to make positive changes.

The last part of this manual brings concrete tools and tips on how to use some non-formal education tools when practising intercultural learning and dialogue with young people. These are very practical steps on how to use such educational tools and topics in youth work, very useful for activities with young people in the school, universities, youth groups, summer schools, excursions, picnic, youth exchanges, seminars, mobilises etc. These

workshops were developed by participants who attended the capacity building training held in February 2020 in Tirana, Albania.

### ***Why the topic of intercultural learning in the Western Balkan 6?***

The past and the current history of the Balkans, which impacts the life of each of us, have shown that there is a need to change youth perceptions and attitudes regarding our neighbours by using interactive approaches and by supporting youth mobility. Stereotypes and prejudices lead to discrimination and hate, and young people need to have an opportunity to recognize and find ways to overcome them. Through understanding and practising intercultural learning and intercultural dialogue young people become more aware of similarities among us, develop respect towards differences and don't see them as threats, they start to better understand their identity and culture and are more open to explore, recognise and accept different cultures.

Intercultural learning leads young people toward peace and reconciliation. These concepts are positive and practical. They can be practised in our daily lives, among our relationships and when we encounter people from different places and backgrounds. The topics are easy to understand and to practice if we increase the understanding and level of awareness amongst young people.





### **Summary of the project "Power of Dialogue"**

The project "Power of Dialogue" promoted and facilitated intercultural dialogue and learning among young people, teachers and youth workers from the Western Balkans. It also enabled sustainable partnerships between youth organizations and high schools in WB6.

The project combined **regional and local activities** in Albania, Kosovo, North

Macedonia and Serbia that contributed towards achievement of project aims.

The project targeted teachers, youth workers, youth leaders, young people with and without fewer opportunities and pupils of the secondary schools.

The project was implemented by 4 civil society organizations from the WB6 in partnerships with 12 high schools and 2 universities, and with the financial support of Regional Youth Cooperation Office (RYCO) and UNPBF .

### **Main activities of the project :**

Training course for 27 youth workers and teachers on intercultural dialogue and how to facilitate intercultural dialogue among young people. During the training new tools and methods on facilitating intercultural dialogue were developed and summarized in this manual accessible online in English, Albanian, Macedonian and Serbian;

Follow up (local) : 12 local workshops implemented in secondary schools with students and young people with fewer opportunities from Albania, Kosovo, North Macedonia and Serbia; Youth exchange for 32 pupils and youth from marginalized groups practicing intercultural learning competencies, working on a calendar with photos and slogans; a video with positive messages promoting cultural understanding, diversity and tolerance; Online campaign delivering the calendar and sharing personal stories with their peers.



Skopje, North Macedonia



"Alone we can do so  
little; together we can  
do so much."

Helen Keller

# UNDERSTANDING INTERCULTURAL LEARNING AND DIALOGUE

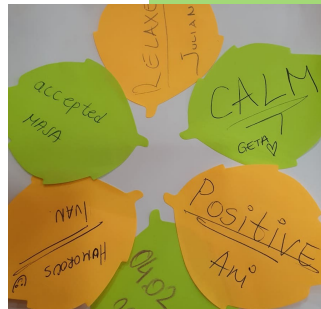
## 1.1. KEY ASPECTS / CONCEPTS



Intercultural learning refers to the acquisition of knowledge and skills that support the ability of learners to both understand culture and interact with people from cultures different from their own.

By definition, it's the process of becoming more aware of and better understanding one's own culture and other cultures around the world. The aim of intercultural learning is to increase international and cross-cultural tolerance and understanding, promote peace and cooperation between people from different backgrounds.

When one can understand intercultural learning than Intercultural dialogue can be present. And intercultural dialogue is crucial in preventing and ending conflicts, it promote reconciliation and cooperation.





# #Culture

Integral part of intercultural learning is understanding culture and how culture shapes individuals and communities.

Many of us would ask what culture is. A way of life? A set of social practices? A system of beliefs. A shared history or set of experiences. A culture may be synonymous with a country, or a region, or a nationality or it may cross several countries or regions. It can be seen from micro-perspective, from individual perspective or process-oriented perspective.

There are many definitions about culture, but in general they all have the common view that culture is the system of values and norms that are shared by a group of people and that when taken together constitutes a design of living where values are abstract ideas of what the groups believes that is good or right, bad or wrong, and where norms are the social rules and guidelines prescribe appropriate behavior in certain situations.

In 2002, UNESCO defines culture as “a set of distinctive spiritual, material, intellectual and emotional features of society or of a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs”.

As intercultural learning is the process of cultural understanding, one must first know their own culture in order to understand, respect and accept other cultures.

So how do we understand our own culture?

If you find the answer to the following questions, you will be able to better understand your culture:

- What is defined as 'good' and 'bad' in your community?
- How are families structured?
- What is the relationship between men and women?
- How is time perceived?
- Which traditions are important?
- What languages are spoken?
- What rules govern the consumption of food and drink?

You can also create your very own cultural flower to understand your own cultural identity. Fill in each petal of the flower with your personal answers.



Many definitions speak about culture as an iceberg consisting of external culture and internal culture. External culture is the top of the iceberg or what is visible, this information we can get from the internet, through movies or short trips abroad. But a large part of the iceberg is beneath the surface, this is the internal culture. This encompasses the values, beliefs and thought patterns that influence our behaviours. If we are on a small ship approaching the iceberg and are only aware of the external culture, we risk collision. If we understand the internal culture, we can navigate this and avoid misunderstandings and conflict. By being curious and actively participating in dialogue we start to get a better view of the rest of the iceberg. It is important to not just observe different cultures, ethnicities, nationalities and genders, but to actively engage. We cannot truly understand another culture without interacting with it.

How you see others is influenced by your cultural perspective and how others see you is influenced by theirs. What happens when you speak, do people from other cultures understand you in the way that you intended? The easiest way to understand someone is to speak to them, to understand their needs, their perspective and their line of thought. By communicating and listening to those from different cultures we fill in these missing gaps. We start to see the full picture allowing us to adapt our perceptions and actions accordingly.

To sum up: Culture is that which shapes us; it shapes our identity and influences our behaviour. Culture is our "way of being".

## #Identity

The definition of identity is who we are, the way we think about ourselves, the way we are viewed by the world and the characteristics that define us.

And when we look at who we are, we can recognize two identities. The first one is the personal identity which relates to oneself. On the other hand, the social identity relates to a social group or collection of groups. Therefore, identity is something that evolves, that is daily "under construction". Some parts of the identity are given by birth, some reshape constantly through our interaction with society, groups, family. Also, depending on the context in which we are – we shape our identity for e.g. on the question what is your identity, you will tend to first identify gender if you are in a room full of the opposite gender, or you will mention ethnicity if you are in a mix-cultural group.

Why is it important to know your own identity in the context of intercultural learning? Because intercultural learning processes supports participants in understanding the impact of their cultural background on their identity development, on their interpersonal and intercultural relationship. Also, it promotes that there is no better culture than other, rather it allows space for exploring differences and similarities, understanding and accepting diverse cultures.

Intercultural learning guides young people to adjust their images about cultural groups and about individuals belonging to cultural groups, to actively listen and understand others,

In this process, they learn to refrain from labelling people, from putting them in the categories that were already created before the actual encounter.

Therefore, it is important to give space for young people to first explore their own identities and to understand themselves, and then to learn to understand other cultures, other identities.

## #CulturalDiversity

Cultural diversity is important because our country, workplaces, and schools increasingly consist of various cultural, racial, and ethnic groups. We can learn from one another, but first we must have a level of understanding about each other in order to facilitate collaboration and cooperation. Learning about other cultures helps us understand different perspectives

within the world in which we live, and helps dispel negative stereotypes and personal biases about different groups.

In addition, cultural diversity helps us recognize and respect “ways of being” that are not necessarily our own, so that as we interact with others we can build bridges to trust, respect, and understanding across cultures. Furthermore, this diversity makes our country a more interesting place to live, as people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences.

Cultural diversity supports the idea that every person can make a unique and positive contribution to the larger society because of, rather than in spite of, their differences.

Imagine a place where diversity is recognized and respected; various cultural ideas are acknowledged and valued; contributions from all groups are encouraged; people are empowered to achieve their full potential; and differences are celebrated.





## #Stereotypes Prejudices&Discrimination

Intercultural learning aims to equip young people with the tools to identify stereotypes and prejudices in their own and in other people's behaviour, to understand how they function and to take conscious steps towards breaking them.

How can we define stereotypes and prejudices?

Stereotypes are generalised, oversimplified or exaggerated beliefs about a group of people. A stereotype is "an image in our mind", that determines how we come to hold certain beliefs about a person, just because that person belongs to a certain group.

Prejudice is judging someone without knowing them, on the basis of what they look like. Prejudices are negative attitudes of rejection towards the members of a group, based on the simple fact that we see them as belonging to that group. One can be prejudiced against someone based on characteristics such as perceived race, gender, ability, ethnicity, nationality, religion, age, social status, sexual orientation, etc.

Stereotypes and prejudices go hand in hand together. The result of them often leads to discrimination. While stereotypes are cognitive structures and prejudices are attitudes based on value judgments, discrimination refers to behaviour. It is an unfair behaviour towards the members of a group, based on the prejudices that exist towards that group.

Discrimination is the act of making an unfavorable distinction for a being based on the group, class, or category to which they are perceived to belong.

Knowing all this, intercultural learning challenges stereotypes and prejudices and rejects discrimination in any type. Intercultural learning provides space, opportunities and means to learn about others and come to a conclusion that prejudices, stereotypes and discrimination are wrong and we overcome them by changing our perceptions and behaviours.

Many methods, activities and workshops provide space for young people to fight against prejudices and stereotypes and to find ways how to overcome them.

# #InterculturalCompetencies

If one takes part in intercultural learning process, certain set of competences are developed, these are called intercultural competences. Intercultural competence is the ability to communicate and behave in appropriate ways with those who are culturally different and to co-create shared spaces, teams, and organizations

that are inclusive, effective, innovative, and satisfying.

There are some knowledge's, competences and, behaviour you can experience and develop through taking part in some intercultural learning activities i.e. youth exchanges, mobilities:

- knowledge of culture, politics and history;
  - knowledge of human rights;
- knowledge of stereotypes, prejudices and discrimination;
  - knowledge of cultural differences;
  - respect for oneself and others;
- a sense of social justice and social responsibility;
  - open mind towards diversity;
- tolerance and respect towards diversity;
  - active listening;
  - teamwork skills;
  - critical thinking;
  - cross-cultural empathy;
    - solidarity;
- dealing with conflicts and misunderstandings;



## 1.2 WHAT DOES INTERCULTURAL LEARNING RESULT IN?

### #ActiveYouth Participation

Active youth participation means you are engaging or are ready to engage in decision making and civic engagement. Young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action.

Intercultural learning encourages and leads to active youth participation in society. Through intercultural activities and learning processes young people gain different set of skills, develop understanding of different topics and are empowered to understand their important role in the society and take active role in society. They are motivated to participate and make decisions. As a result from intercultural learning processes and activities we can empower young people with skills needed to take leading role in society and achieve changes.

### #Peace

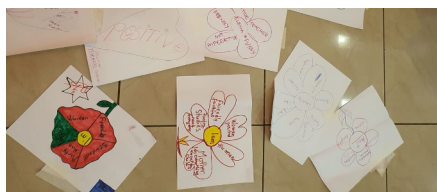
Peace is within our power.

There are many meanings related with peace, mostly related to resolve the conflicts without violence and fear.

However peace has different meaning for different groups, for different regions, for different ages. In our regional context peace could refer the ability to have friendly relations, live in harmony, to see each other with understanding and love, to respect human rights, common future, and co-operation to practice inner peace, building reconciliation and solidarity and much more. This is why we believe in peace education. According to the UN, peace education: is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.

### #Reconciliation

Reconciliation involves formation of peaceful relations among societies which requires the change of social and psychological mind set of group members in both societies, changes on motivations, goals, beliefs, attitudes and emotions by the majority of society members. Marrow (1999) refers to reconciliation as a re-establishment of the friendship that can inspire sufficient trust across the traditional split.





## 1.3. HOW DO WE ACHIEVE AND PRACTICE INTERCULTURAL LEARNING?

### #YouthExchange&Mobility

One instrument to achieve and practice intercultural learning is to provide space for people from different cultures and backgrounds to get together and learn from each other. For young people, this can be done through the organization of youth exchanges and various mobility, workshops etc.

Youth exchanges allow groups of young people from different countries to meet, live together and work on shared activity for short periods of time (generally 1 week). Youth exchanges bring people from different backgrounds, different culture, religion,

tradition, different social and political views in one place, and provide them space to practically live together as an opportunity to practice intercultural learning competencies. They learn to tolerate and respect diversity, to understand and accept it as a good and positive thing. Youth exchanges take place outside the school environment. On a youth exchange, young people learn from the topic through non formal learning methods activities such as workshops, exercises, debates, role-plays, outdoor activities etc.



# #RegionalCollaboration

Internationalization and globalization have become an integral part of our society and continue to increase in importance. Our contact with culturally diverse individuals whether in the workplace, educational institutions or in our daily lives, is increasing rapidly. For many, job-related international cooperation at home or abroad has become everyday life. The international media covers events worldwide and easily accesses geographically and culturally distant countries. On global level it's more than clear that we are all different.

But, on regional level, when you see regions in the world, can you conclude that in one region people are quite similar? But even though we are all increasingly interconnected, we are still culturally distinct. We have different

cultures and we use different languages. Let's take Western Balkan 6 as an example. Even though we all share many things in common, our cultures are different. Intercultural learning thus leading to knowing the other culture and having the skill to cooperate and work with the other culture leads to better regional cooperation, thus leading to better international cooperation. Back to Western Balkan 6, we have so many things in common and yet so many prejudices and stereotypes are present, we are so close but so far away at the same time. Intercultural learning as such can lead towards breaking prejudices and stereotypes, ending hate, ending discrimination, and building a better region that can cope and integrate in the global world.



## Sarajevo, Bosnia and Herzegovina



“You never really know a man  
until you understand things  
from his point of view, until  
you climb into his skin and  
walk around in it.”

Harper Lee

# WHY INTERCULTURAL LEARNING AND DIALOGUE IS IMPORTANT FOR WB6 AND WHAT IS THE ROLE OF YOUTH?

## 2.2 WHY IS IT IMPORTANT?

The Balkans is steeped in cultural diversity and intercultural dialogue is a tool that allows us to collaborate. Results of the Gallup Balkan Monitor have shown between 80-90% of people in the Western Balkan regions believe that free movement of people and more cooperation is needed for further peace and development in the region. Additionally, between 40-60% want stronger ties between the people of the region. However, people expressed they feel more and more alienated from each other and less similar. Past conflicts have created reservations and false beliefs about other cultures and ethnicities. Even if these issues are more political, they appear socially, affecting perceptions and therefore intercultural

relationships. When we hold reservations about others it prevents us from finding new opportunities, friendships, partnerships and working together for a better future.

Cultural diversity has been shown to increase problem solving abilities, creativity and innovation. With these facts we have the motivation for cultural diversity, now the only challenge is to ensure people have the ability to communicate well together. By practising intercultural dialogue, we start to build bridges, to work together and to understand each other's ideas and perspectives which can ultimately make us feel more connected.



Intercultural dialogue, among other things, is a path to peace. The most important challenge in society is for people from different backgrounds to live together in harmony. In order to build a harmonious region, we must live together with our differences, and to do this we must learn to walk in the shoes of others, to see others from their eyes.

By engaging in sincere dialogue and keeping a curious mind we can learn from each other, mitigate future tensions and ultimately create a more empathic and peaceful world.



### **The benefits for the Western Balkan 6 could be enormous:**

- Avoid the marginalization of citizens
- Understand and learn from those who do not see the world the same as we do.
- Self-discovery and development
- New opportunities and friendships
- Identify similarities and differences in cultures
- Avoid conflict and understand that disputes are not resolved by violence
- Promote social cohesion
- Bring people together
- Foster peace and reconciliation

## 2.2. WHAT IS THE ROLE OF YOUTH?

First and foremost, young people must actively participate in intercultural dialogue. We now grasp the 'what and why', but what about the 'where and how'? Some dialogue can come naturally, this is easy, relaxed and can happen without a thought process. However, dialogue between those holding the most diverging viewpoints proves to be the most difficult, but the most critical.

Dialogue should happen in a safe space, where everyone feels comfortable, where you can speak your mind but can also walk away if needed. It is important that this is true for both parties, as dialogue is not dialogue if it is not based on equality.

So how can youth be engaged in such dialogue? What can young people do in order to achieve intercultural dialogue and experience intercultural learning? Is it simple process or requires time?



## Recommendations on how to engage young people:

Find common ground, surprisingly, even with so many different people throughout the world, we can always find similarities. Everyone has hobbies, fears, wants and dreams. Before we approach our differences, it is first important to establish what connects us. We can also use other forms such as music, sports, graffiti or concerts;

Be curious and listen. The most important tool for understanding and learning is curiosity. Listen carefully to others; learn, grow and expand your mind. Contemplate the information you are receiving and don't just listen to an answer;

Be open and empathetic. It is common to hear ideas and beliefs that are in conflict with your own. By listening to others and seeing their perspective we are not downplaying our own ideals but expanding our capacity to empathize and sympathize;

Try to identify how your culture has shaped your opinion it is important to identify our own cultures and how they shape our ideas. By interacting with another culture, we have the opportunity to experience our culture in the eyes of another and reflect on the effect it has had on our ideals. It is important to note that by identifying your culture you are not trying to change it, you are simply remaining aware of its existence;

Remember that dialogue is a process and not based on a net result. Don't force outcomes. Allow conversation to arise naturally and see what happens in time;

Be among other cultures, travel abroad, explore;

Talk with your friends, your family, your neighbors about diversity, acceptance, tolerance, share with them what you have learned and how your perceptions have changed after a particular experience;

Participate in youth exchanges, meet new people, and make new friends;

Explore, recognize yourself, recognize your own prejudice and try to reduce them by reading facts, data, meeting people;

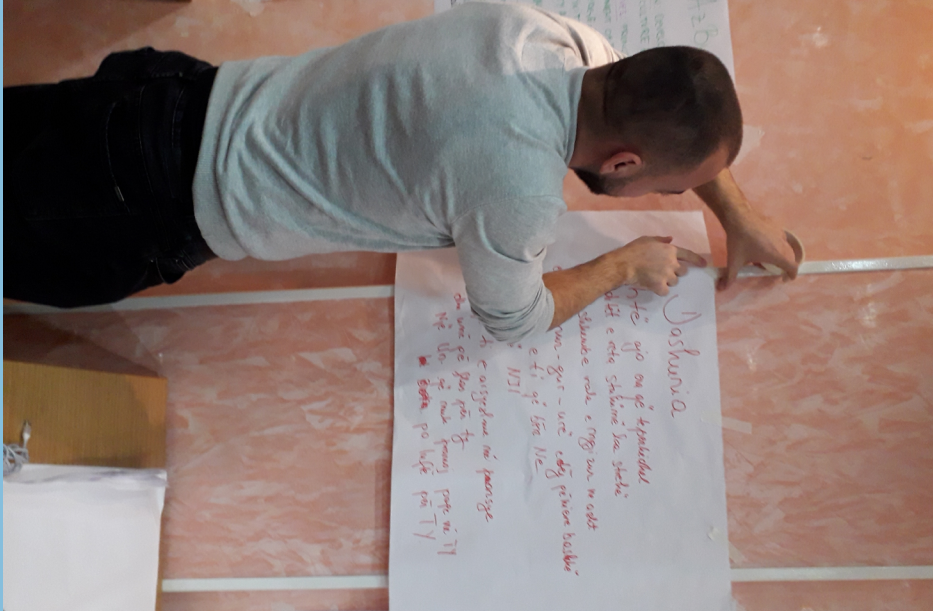
Intercultural dialogue is also a journey of self-discovery. If your way of thinking is never in conflict with your surroundings you do not have to adapt. If you never leave your comfort zone, how can you learn? By learning about others, we start to see the molds our own culture has made for us. We start to see a cultural identity and background that may have formed our own beliefs and values. This leads to a development of self-awareness and allows us to grow;

Think critically;

Be aware of fake news and social media content that spreads hate and divisions among societies;

Volunteer for your local community, volunteer in your neighborhoods, volunteer in the region and beyond it. It will help you to fill your heart with understanding, develop soft skills, improve lives in your community and your life, it helps you to make friends forever;

Believe in yourself.



We are all leaders and we all have spheres of influence. Whether in schools, churches, mosques, communities or other organisations. Youth are the next generation of change makers. By talking to others from different backgrounds, religions and cultures we are learning to see things from their perspective and we are motivated to take actions on their behalf, and them on ours.

We all have the ability to advocate for other groups, religions, ethnicities and cultures. We can do this by encouraging others to partake in intercultural learning experiences and sharing what we have learned so others can reap the benefits.

You(th) have the power to influence teachers, parents and peers, to help break down the negative narratives of the past and create a more connected society, and ultimately a more peaceful world.

Mutual trust and respect between our societies will frame the voice of peace for the future.



## Belgrade, Serbia



"Reconciliation is  
more beautiful  
than victory."  
Violeta Chamorro



## Pristina, Kosovo



"Young people can play a crucial role in advancing intercultural dialogue and cross-cultural understanding and they can help shape the social, economic, political and cultural life of their communities and their countries."

United Nations

# PARTIAL NON FORMAL TOOLS TO PRACTICE INTERNATIONAL LEARNING COMPETENCIES AND PEACE EDUCATION

In the following part we will present 12 workshops/methods that were suggested by participants and team of trainers and facilitators on a capacity building training held in Tirana. Each workshop provides information on what is the objectives of the workshop and what competences you will develop through it, what is the target group and how many participants can take part in it.

There is a detailed description of the workshop and proposed

questions for discussion as part of the workshop. It is up to the teacher or the youth worker to modify the workshop in the context of the group they address.

Also, some workshops were implemented as follow up activities in schools in Albania, North Macedonia, Serbia and Kosovo. They have all proven to be interesting for students, sparking discussions and motivating students and young people to speak, think and draw conclusions.

## Podgorica, Montenegro



“Not one of us can rest, be happy, be at home, be at peace with ourselves, until we end hatred and division.”

John Lewis

# CAN YOU DEFINE ME?

## Competencies addressed:

Identity, Culture, Prejudices and Stereotypes

**Group size:** 18-20 Age :14-20

**Time needed:** 1h max

## Objectives:

To develop knowledge about identity, culture, prejudice and stereotypes

Help them to develop the basic knowledge relative to the topic

## Preparation and materials needed:

10 words on paper: stereotype, prejudice, tolerance, respect, identity, culture, intercultural, sexism, national, racism.

Write down the definition of these 10 words on paper x 2

2 tennis balls

Tape

## Instructions:

The facilitator / trainer should put the 10 words on the wall of the workshop room on paper, without the possibility to see what word is it.

The participants should be divided in 2 teams. Each team should receive the list of definitions already prepared in

advance. Each team has 5 minutes to decide which definition they got states what. Than the two teams come to the wall where the words are written. They get a ball in their hand and each of them should throw the ball to one paper. The facilitator / trainer takes the paper and reads the word on the paper. The team needs to quickly read the right definition. If the team is wrong, the opportunity is given to the other team to read the right definition. Whoever get the right answer, wins a point. Than the other teams throws the ball and gets a word. The game continues until all words are defined.

The team with most correct answers wins the game.

Following the game, discussion is made. Together with the group, facilitator / trainer gives a conclusion.

Examples of question for discussion:

Have you experience any of this words in real life?

What is, for you, your identity, culture?  
Can you define your identity? What about culture?

Who you are on social media? Does social media represents your identity?

Can you tell some prejudices or stereotypes you know about a certain group of people? Is it right to judge people and why?



# WHO AM I?

**Competencies addressed:**

Self reflections

**Group size:** Any

**Time needed:** 40 minutes

**Objectives:**

1. To reflect and discover themselves

**Preparation and materials needed:**

Pencils and A4 paper, Relaxing music

**Instructions:**

Facilitator put the music while all the group is quite and sitting in a circle. Participants need to write the answers

of the questions that facilitator ask as follows:

Who am I?

What parents would say for me?

What friends would say for me?

What "enemies" would say for me?

Leave around 3 to 5 minutes after each question for them to think and write answers.

Leave 2 minutes individual reflections

Examples of questions for discussion

Ask who wants to share in the group any of the answers or any reflection

How did you feel during this exercises?

Did you think or explore something new/something that you did not consider before about yourselves?



# VALUES AND IDENTITY

## Competencies addressed:

Personal values

**Group size:** Any

**Time needed:** 50 minutes

## Objectives:

1. To reflect on the importance of ours and others values
2. To understand how “others” can reshape us

## Preparation and materials needed:

A4 paper and pencils

## Instructions:

Ask participants to write 9 core values of themselves – 5 to 7 minutes

Ask participants to stay in pairs, exchange paper with each other and ask each of them to delete 2 of the values of their friends from the paper they have in their hands

Ask participants to take their paper back with 2 deleted values and reflect how do they feel with 2 values deleted?

Now on your papers delete 2 other values of yourself.

In groups participants should reflect and ask questions:

What did you learn from this exercise?

How did you feel while writing your 9 core values?

How did you feel when you deleted 2 values of someone else? Why did you chose to delete those 2?

How did you feel when your friend deleted 2 of your values?

How did you feel when you had to delete 2 of your values? Why did you choose those 2?

How do you feel now with 4 values less?

## Examples of questions for discussion:

With the whole group

Our values are who we are, are the best part of us, they are our strength. However we and our values are deeply influenced from other people we interact with, from politics, from media, from education, parent, friends etc, especially at a young age.

Let's reflect on how the politics, media is feeding us with information (true and false) which increases the level of prejudices and hate among the countries. Let's think how this process happens in our local reality and how does this influence youth collaboration in the Balkans? How “others” are influencing us, and how much influence do they have to “reshape us”?

# THE OTHERS

## Competencies addressed:

Respect for diversity, Cultural awareness, Prejudices and stereotypes

**Group size:** 15

**Time needed:** 1h max

## Objectives:

To explore different cultures;

To recognize differences and similarities among cultures;

To discuss prejudices and stereotypes

## Preparation and materials needed:

Flipchart paper, A4 Paper, markers, pictures from magazines about different cultures

## Instructions:

Facilitator / trainer should decide on 2 different cultures depending on the group of participants (e.g. if you have Albanians and Serbians – Serbian and Albanian culture or others). Participants should work in national teams. You mix the cultures e.g. you give Serbian culture to the Albanian national team, and Albanian culture to Serbian team. If you have more nationalities you can write the cultures on paper and give each team to select a different culture other than their own.

Each group should have the following tasks:

to write information about the culture they got, what they know about it and to find out some interesting tradition about the others;

to summarize all prejudices and stereotypes they heard about the others and write them down.

Teams have 30 minutes to prepare a poster with all this information.

After this each team presents its poster. Discussion is open.

Examples of question for discussion:

How did you feel exploring other cultures? What is difficult to understand, different traditions?

Did you know many prejudices and stereotypes? Do you see them as a real thing? Is it wrong to judge people based on their nationality?

What surprised you the most?

Does the other cultural group feel okay listening to all the prejudices and stereotypes about their country? Are they correct or not? How do you see yourself?



# MEMORY

## Competencies addressed:

Language skills, Diversity

**Group size:** 15

**Time needed:** 40 minutes

## Objectives:

To explore different languages;

To recognize differences and similarities in language;

To discuss diversity

## Preparation and materials needed:

Flipchart paper, A4 Paper, markers

Facilitator / trainer should make cards with one word in each language from the countries involved (e.g. if you have participants from 4 countries you make a card of the same word in 4 languages)

In the context of Western Balkan 6, you can make a card for the following words in 4 different languages (Albanian, Serbian, Macedonian, and Bosnian): hello, pie, book, small, left, coffee, game etc.... Make sure you have cards in each language, and make sure you have min.5 words for playing.

## Instructions:

Make 5 teams of 3 students of different nationality. Each team plays the game individually. Only the

facilitators follows the game of each team to keep scores.

Put the cards on the table. Give each team 1 minute to memorize the position of the cards / words. Ask them to connect the words with the same meaning. Then put the words with face down and give 3 minutes for the team to play the simple memory game. See if they connected the words correctly and if they memorized them. Give each team score from 1 – 5 in accordance to the correct connection and the correct memory play.

When all teams played the game, have the group all together and have a discussion. For the winner you can provide a sweet reward.

Examples of question for discussion:

Was it difficult to connect the words / find which words means what in each language?

Do we have similar words we use in all of our languages?

Is it difficult to understand each other?

Write words we all use on one flipchart.

# MY INTERCULTURAL CITY

## Competencies addressed:

Prejudices and stereotypes. Diversity, minorities and majority issues

**Group size:** Any

**Time needed:** 45 minutes

## Objectives:

To recognize our own prejudices and stereotypes

To discuss diversity in one city and the position of minority and majority in one society

## Preparation and materials needed:

Flip charts, markers in different colours, you can also add some pictures from magazines of different things (house, buildings, people, traffic)

## Instructions:

You divide the whole group in small groups of max. 5 participants. Each team has a flipchart and can use pictures from different magazines or markers. Each team has the task to draw their city. Here they need to think of what to include, hospitals, markets, playgrounds but also to have in mind diversity. Each group should choose at least 5 different cultures to include in their city and to decide where and how to do it.

Teams will need to discuss who is the majority in their city, who the minority. Who is doing what professions and why? Will the doctor for e.g. be a lady or a Muslim?

Following 30 minutes for discussion in smaller groups and drawing their city poster, participants present their work in front of everyone.

Discussion is open.

Examples of questions for discussion:

Was it difficult to decide on what to draw in your city? What kind of institutions to include?

Was it difficult to decide who is majority and who is minority in your city?

How did you divide the responsibilities and the roles in the society? Why for e.g. the doctor is a white lady, why is it not a black person?

Why is there not a playground for e.g. people with disabilities? Do you have any prejudices and stereotypes did you include them? Or include homosexual people? Or a mosque? Or a church? Do you have any prejudices towards different groups of people? Is this right? Do you feel okay having these people around you or not?

What can we add to your city now, to make it more diverse? With less prejudices, more multicultural are we more free of discrimination?

# DANGER OF WORDS

## **Competencies addressed:**

Communication and misunderstandings

**Group size:** Any

**Time needed:** 30 minutes

## **Objectives:**

To understand how important is communication

To reflect how easy we can have misunderstandings

## **Preparation and materials needed:**

A4 papers, Pencils

## **Instructions**

As the group is sitting in circle, turn on some easy music, ask them to close their eyes and do with the papers steps which will be explained by facilitator.

Then facilitator start to give instructions to them:

Fold the paper in middle

Fold on the right

Rip it on the top left

Fold on the left

Rip on the up right

Fold on the top left

Then ask participants to open their eyes, open their papers and see the results, what is the shape on the paper (if there is any).

Examples of questions for discussion

First ask participants to give some feedback if they reflected on something or learned something from this game. It is obvious from your papers that there are different shapes, and they look different from each other. Even though the instructions were the same at the same time, the same conditions, the same environment we still heard, understood and acted differently from each other. This is normal because we understand things differently. And this is also how misunderstandings appear. Imagine what would result from this exercise if we are in normal daily life with different people, from different backgrounds, different cultures, different conditions?

# WHERE DOES VIOLENT COMMUNICATION START?

## Competencies addressed:

Non-violent communication

**Group size:** Any

**Time needed:** 30 minutes

## Objectives:

Develop an understanding of 'judgmental communication

Reflect on non-violence communication

## Preparation and materials needed:

Flipchart, A paper

## Instructions:

Step 1 – What is violence? Participants should brainstorm on the question of what is violence. Their views are written on a flip chart by the facilitator. Generally violence through communication comes up as a valid point in the discussion.

Step 2: Observations. Ask the participants to take a look at the room where

are sitting and write down 5 observations. 2-3 participants to read aloud. The participants are then asked to write their observations about a person · sitting in the room. 1 or 2 to share what they have written.

## Examples of questions for discussion:

The facilitators introduce themselves and the purpose of the workshop

Observation seems to be easy when it comes to inanimate objects. But when it comes to something living judgments seem to be the norm. Judgments make our communication 'violent'. But, it's not possible not to make judgments! So, the best thing to be done in such a case is to own up..."According to me... "This is how I perceive you"...etc....

Can we reduce passing judgments on our colleagues, seniors, juniors, patients and near & dear ones?

# MY INTERCULTURAL LEARNING

## **Competencies addressed:**

Intercultural learning competencies

**Group size:** Any

**Time needed:** 40 minutes

## **Objectives:**

To understand competencies of intercultural learning

## **Preparation and materials needed:**

Write or print 3 copies - 10 main competencies of ICL ( Human rights, Solidarity, Equality, Inclusion, Communication, Respect, Empathy, Social Justice , Diversity, Critical Thinking)

Find images/photos which fits best with the 10 above competencies, and print 3 copies for each competence

Make three separate folders , where each folder has in 10 competencies written in words and 10 images

## **Instructions**

Split the group in 3

Give 1 of the folders to each of the groups

Ask each group to make the connections between words and photos, and consider how they would arrange them in according to their

importance. From most important to least important.

Examples of questions for discussion:

Each group present how they connected the words and photos. Why they chose their answers. Explain that these are the main competencies of intercultural learning and dialogue, and sometimes it is hard to make a sharp distinguish between them, they are connected together and influence each other, and sometimes we cannot simply say that one of them is more important than the other. Each of them has a valued importance at specific moments, times, situations, environments etc.



# SPIDER

## Competencies addressed:

Peaceful mindset

**Group size:** Any

**Time needed:** 30 minutes

## Objectives:

To encourage mindfulness

## Preparation and materials needed:

2 or 3 ropes

## Instructions

Ask participants to stand in a circle. The facilitator starts the game by keeping the ball of rope and throwing it to 1 participant in the circle and says 1 to 3 positive things he/she has realized/knows about that participant. Then the person who has the rope keep the thread, and throws the rope ball to any participant in the circle, and this goes till everyone received the ball, received some good feedback and has thrown the ball to someone else.

You should throw the ball to a person that has not had the rope, a new person each time. No one should receive the rope ball more than once, everyone is included.

Examples of questions for discussion:

How did you feel about this game?

## What did you learn?

As we all can see we created a nice web together, which symbolises the youth connections/network, which in this case is a network filled with peace, understanding, power, strength. Can we build such youth networks for real in our region?

All of us go through different stages, paths, challenges and happiness. We never know what the other person is going through and to know this is almost impossible or hard, the easiest thing that happens is we cast judgment, discrimination, bully etc. However we know judgment does not lead us to positive results, also it does not make us happy. So we need to find some other practical and good options.

We know that each of us have bright sides, and things to improve, sometimes looking and encouraging positive things and strengths in people we can influence them too make them happy and to be better people. This can encourage them display a more positive attitude and behaviour towards others. In the long term this can result in us looking on the bright side of people, we can contribute to build a better and more peaceful society because positive people will spark peace around them and in their surroundings. There will be less space for discrimination and judgment. If everyone would do such little things (pointing out strengths of others) imagine how the world would be?

# DO YOU SEE WHAT I SEE?

## Competencies addressed:

Diversity, tolerance, acceptance, fighting prejudices

**Group size:** Any

**Time needed:** 30 minutes

## Objectives:

To recognise that we do not always see things the same way

to learn about our own prejudices and stereotypes

## Preparation and materials needed:

One book with different covers on both sides (e.g. one black, one red cover), 2 papers and 2 markers

## Instructions

Facilitator divides the whole group in two smaller groups and splits them on two sides of the workshop room. He/she holds the book in the middle. The group on the left side sees the black cover, the group on the right sees red cover. The groups should be facing one to another in order so they will not see what the other group sees. The facilitator asks the question "What do you see". He hands each group a paper and a marker and he gives them 1 minute to write down what they see. After the time is up, they show what

they have written down. After that, they discuss and defend their opinion. They have 5 minutes before the facilitator shows them both sides of the book.

The idea of the game is to show that there are two sides to every story and we should consider the outer factors of our opinions and the other person's in order to accept each other's point of view.

Examples of questions for discussion:

How did you feel to find out you were seeing different colors?

Was it difficult for you to understand what was going on?

What is the point of the game?

How will you apply it in the future?

Were you angry at first?

# WHY WE LISTEN TO ANSWER NOT TO UNDERSTAND

## **Competencies addressed:**

Diversity, tolerance, acceptance,

**Group size:** 16+

**Time needed:** Depends on group size.

## **Objectives:**

To understanding that people see or hear things depending on their perspective and that they usually transmit a story the way they heard it, not the way it has been told.

## **Preparation and materials needed**

No materials needed,

Example of a joke

## **Instructions**

One volunteer is given a joke by the facilitator, and he/she has 1 minute to transmit it to the person standing in front of him/her. Each person of the group has 1 minute to do the same, tell the same joke to the person in front of him/her. The last person to listen to the joke, compares it with the way the first volunteer said it. After being repeated from person to person (the others should not hear it ahead of time), the joke changes.

Examples of questions for discussion:

Was it interesting to see how the joke changed?

Was it difficult to transmit the joke?

In real life, do we often tend to add things depending on our point of view when we talk, transmit some information, discuss some situation?

Why do we do that?

In a discussion, do you tend to understand what the others are saying, or you tend to find the answer instead? Why is it so?

# HOW WELL DO YOU KNOW ME?

## Competencies addressed:

Stereotype, cultural differences, prejudice

**Group size** 20 participants

**Time needed:** 15 minutes game. 15 minutes discussion.

## Examples of questions for discussion:

How do you feel? Was it easy to guess what is true and what is false? Did you identified prejudices and stereotypes in the tables? Do we judge people based on their background and origin? Country or Nationality? Is this ok? What can we do about it?

## Objectives:

To stop accepting stereotypes as facts about other countries.

Note: The stereotypes used in this game are the ones that hurt the most people from the respective countries, and the facts have been checked.

## Preparation and materials needed

Printed forms tables with facts about countries. 5 of them. One for each country. The tables should be empty. The facilitator shows them the right answers at the end of the game. 5 markers or pens for each group.

## Instructions

The groups are divided in 5. They are handed out one country (of the tables below) per group. They have to guess which are true and which false information. There will be a discussion afterwards.

Facilitator should give them blank tables.

# HOW WELL DO YOU KNOW ME?

USA	TRUE	FALSE
All Americans are obese		X
The deadliest job in US is president.	X	
There's more than one copy of the original declaration of independence	X	
It's the most diverse country in the world	X	
Every American owns a gun		X

CHINA	TRUE	FALSE
Chinese New Year celebration lasts for 15 days	X	
All Chinese have had the coronavirus		X
China's giant pandas are good swimmers	X	
Everything in China is cheap		X
All Chinese know martial arts		X



# HOW WELL DO YOU KNOW ME?

EGYPT	TRUE	FALSE
The 365 day calendar used today was discovered in Egypt.	X	
All Egyptians are Muslim		X
More than 90% of Egypt is desert	X	
Egyptian women don't drive		X
99% of people are Egyptian	X	

FRANCE	TRUE	FALSE
The French discovered the French kiss		X
France is known for French Fries		X
France is the world's most popular destination.	X	
French people have bad odor.		X
In France you can marry a dead person	X	

# HOW WELL DO YOU KNOW ME?

COLOMBIA	TRUE	FALSE
Colombia is the murder capital of the world	X	
Colombia is just like Narcos		X
Everyone takes or sells drugs		X
All women are supermodels		X
Colombia is that only country in South America with a coastline with both the Pacific Ocean and Caribbean Sea.	X	

# PREJUDICES AND STEREOTYPES IN THE OPEN

## Competencies addressed:

Prejudices, stereotypes, discrimination in general

**Group size:** Any

**Time needed:** 1 hour

## Objectives:

To identify prejudices and stereotypes to see what kind of perceptions we have on prejudices and stereotypes

## Preparation and materials needed

5 pictures from magazines for different groups (woman, man, Balkan people, homosexual people, black community)

5 flipcharts and markers for each group

## Instructions

The group is divided in 5 smaller groups of 4-5 people. Each group is given 3 tasks.

To identify all prejudice and stereotypes known for the picture they have (e.g. all prejudices in the open known for woman, or for man etc.);

to write the most interesting joke about their group seen from the perspective of prejudices and stereotypes;

to write down a short news article showing prejudices towards their

group.

Participants work on their flipcharts and facilitator underlines that the importance of the workshop is so that we reflect on prejudices and stereotypes and put them in the open. No one will judge the groups for writing everything they heard about their group, it is important to see how we make stereotypes and prejudices.

Groups are given around 40 minutes for posters making.

When everyone are finished, group by group presents their results and discussion is present.

Examples of questions for discussion:

Was it easy to find prejudices and stereotypes towards woman, man, homosexual etc.?

How do you feel when you had to write them on a paper? What is easy? If not why not?

Why do we judge?

Why do we laugh at jokes when we are all aware that they are full of prejudices and stereotypes?

How do you think a homosexual feels when they hear a joke about themselves?

How about media and prejudices? Do you see this kind of attitudes in everyday media reports?

# CAN THE TWO OF US MARRY?

## Competencies addressed:

Culture, Tradition, Prejudices and stereotypes towards different religion and ethnicity,

**Group size:** Any

**Time needed:** 1hr 30 minutes

## Objectives:

To identify prejudices and stereotypes when ethnicity and religion are in question

To explore culture and tradition

## Preparation and materials needed

Projector to show a short movie  
flipcharts and markers

## Instructions

The facilitator shows participants a movie about a couple from the Balkans and their wedding. The couple is from different religion and different ethnicity.

### Movie: [Balkan Wedding](#)

Following the film, participants are divided into two groups. One group should work on the preparation of the wedding from the bride side and see what kind of tradition and what kind of customs there are for the bride in the wedding.

The other group should prepare the

wedding from the groom's side and see what kind of traditions and things they will include in the wedding according to the religion and culture of the groom.

When they finish this task, around 15 minutes for preparation, participants come together and present their wedding details. Debate is open, so that participants can agree which tradition should be followed and make a plan for the wedding happening.

Examples of questions for discussion:

Is it difficult to follow tradition and culture? How about when it comes to love?

Is this happening in real life? Do we identified prejudices and stereotypes we have when it comes to religion and ethnicity?

How do we do this in practice? Will love prevail them all? How can we make a compromise so that everyone opinion, culture is respected and cherished?

# PREJUDICE IN THE NEWS

## Competencies addressed:

Prejudices and stereotypes reflected in the news

**Group size:** Any

**Time needed:** 30 minutes

## Objectives:

To understand what attitudes are prejudice.

To understand and to recognize how these attitudes are directed at specific people

## Preparation and materials needed

Print outs of news articles

Markers

## Instructions

The participants are divided in smaller groups of 4. Each group is given a handout of news articles. Facilitator can use the news articles provided here, or can also take some other news articles from the internet. Each group can have the same news articles or facilitator can give each group a different articles so that the discussion to follow is more interesting.

Each group should read the news articles, highlight the evidence of the prejudiced attitude, decide what is the

attitude and towards whom?

Examples of questions for discussion:

What prejudicial views did you read about?

How would the prejudiced attitude impact on the individual and group of people?

Are these prejudiced attitudes based on any stereotypes? What labels are being made?

How would you feel to be treated in this way?

If people respected each other's differences, would they have the same attitudes?

What is the prejudiced attitude?

Who is the prejudice directed towards?

## Answers for trainer:

### News extract 1:

**People:** Ali Kutinski and gay people .

**Prejudice:** Gay people are different / hate towards gay people

### News extract 2 :

**People:** Shyla Shetty and Indian people. **Prejudice:** Indian people have funny accents and skin colour and eat funny food

### News extract 3:

**People :** Sian Massey and women.

**Prejudice:** Women don't know the offside rule or understand football



# PREJUDICE IN THE NEWS

## Handouts for printing / news articles examples:

### News extract 1

Ali Kutinski, 22, was on a night out which ended in him fighting for his life. Ali, who is a trainee police officer, was having fun with friends when up to 20 boys, some as young as 14, started shouting homophobic abuse at them. Ali was repeatedly punched and kicked in his face and body by the boys and he was left with several skull and facial fractures.

### News extract 2

More than 7,600 viewers complained about racism on the reality show; Celebrity Big Brother. Viewers complained that the contestants of Big Brother were racially abusing the Bollywood star Shyla Shetty. They claimed that Shetty, from India, was being victimized and bullied. Shetty, 31, broke down in tears after allegedly being taunted about her skin color, accent and cooking.

### News extract 3

Sky Sports presenters Mustafa Jovicic and Richard Gil have been accused of sexism after making several comments about a female referee, called Sian Massey. They commented on her understanding of the offside rule during a Premier League match. The commentators believed their microphones were switched off but were actually recorded making remarks such as:

'Somebody better get down there and explain offside to her.'

'Can you believe that? A female linesman. Women don't know the offside rule.'

# PVN ALBANIA



*Projekte Vullnetare Ndërkombëtare*

**Website:** [www.pvnalbania.org](http://www.pvnalbania.org)

**Facebook:** PVN Albania

## **Who are we?**

International Voluntary Projects ( Projekte Vullnetare Nderkombetare -PVN) is a non-profit organization aiming to contribute on local and global peace, sustainable development, human rights, inclusion and solidarity through local and international initiatives. It is a branch of the worldwide network, SCI, which promote the culture of peace since 1920.

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**Facebook:** **Regional Youth Cooperation Office - RYCO**

### **Who are RYCO?**

The Regional Youth Cooperation Office (RYCO) is an independently functioning institutional mechanism, founded by the Western Balkans 6 participants (WB 6): Albania, Bosnia and Herzegovina, Kosovo\*, Montenegro, North Macedonia and Serbia, aiming to promote the spirit of reconciliation and cooperation between the youth in the region through youth exchange programs.

The Agreement on the Establishment of RYCO was signed by the WB 6 Prime Ministers at the WB Summit held in Paris, on 4 July 2016.

RYCO supports great ideas and promotes reconciliation, trust, cooperation and dialogue in the Western Balkans through supporting and funding projects that bring the youth of the region together.


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**Thank you to everyone who was involved in making this manual and we hope it will serve as a useful tool for those working for peace and reconciliation in the region.**

