



BLEND-IN!

Intercultural Management and Communication for Youth Organizations

Handbook

[Responsible organisation]

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1 Introduction

Dear Reader,

Thank you for opening Blend-IN's Handbook on Intercultural Management and Communication for Youth Organizations!

In today's dynamic world of youth work, understanding different cultures and responding correctly to different standards has become key for achieving any positive results. Mastering intercultural communication and dynamic management is key when developing initiatives and creating communities, as inevitably there will be the need of both. In the following Handbook, the six partners of the Blend-IN project have compiled, through their own experience, desk research, as well as qualitative interviews with professionals, some important points in the topics of:

- Developing and managing communities and initiatives;
- Intercultural communication;
- Dynamic management;

and Best practices in the field of intercultural communication and other simulation games. The Handbook also contains information on the Blend-IN Simulation game and how to use it, as this is the companion output of the project to additionally provide assistance to youth workers in their endeavors.

In the project website (<https://blendingproject.eu/>) you can find a link to the Blend-IN Simulation game, as well as join the Forum in order to get more information, discuss the content or the ideas of the Handbook or the Simulation game, as well as share your own experience.

Happy reading and good luck in your work!

The Blend-IN Team

2 Blend-IN simulation game

One of the main outputs of Blend-IN Project is a simulation game that was created in collaboration of partners from 6 different countries. Blend-IN Simulation Game main aim is to teach youth workers about intercultural communication. In this game you can fall into the role of a youth worker and participate in conversations similar to the ones from the life of a youth worker. As you will be having meetings with people from different countries and different cultures, it is important to adjust your behaviour to a certain situation. The game is divided into three main parts: preparation, conversation and some actions that you can undertake after the conversation.

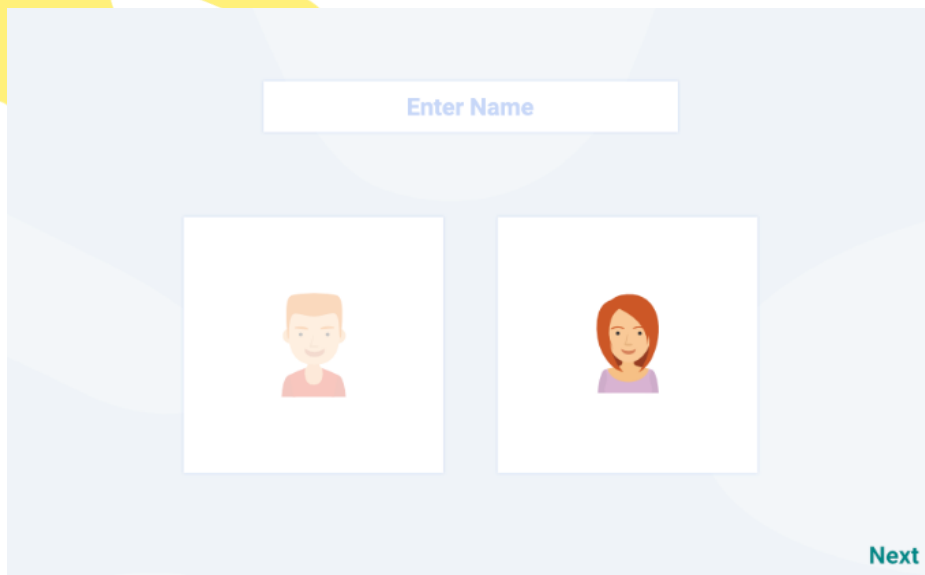
2.1 What is the aim?

At the beginning of the game its aim is defined and it can be differ among conversations. It can be for example: discussing the initial terms of cooperation, become a part of an organization or signing an agreement. The more positive attitude will a person that you are talking with have - the easier it will be for you to achieve the aim!

2.2 How to play?

INFO SCREEN

At the beginning you need to enter a name and choose a gender of your player.



WELCOME SCREEN

On “Welcome screen” there is a story described and the aim of the game given. Remember this aim as it will be important during the game!

Stories within the game are different, some of them are less, some of them - more formal. You get here also an information about the person that you are talking with - his or her gender, age, nationality and function.

PREPARATION PHASE

In the first phase you need to decide how to prepare for the meeting - what activities to undertake or what kind of clothes to wear during the meeting. Your choices from the first phase will influence the attitude of the person that you are talking with from the beginning of the conversation.

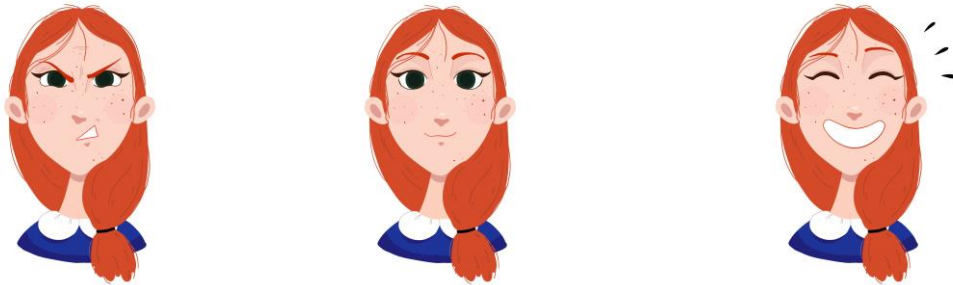


Figure 1 The example of person's reaction and attitudes - from the most negative to the most positive one.

CONVERSATION

The second phase is the conversation itself. It consists of the maximum number of 12 questions. The answers can be displayed in the form of text or picture. The player always chooses only one answer. Just after the answer, a feedback is displayed in the form of person's attitude - that you can see from persons' face expression (Figure 1) or on a bar (Figure 2). If the attitude of the person is drastically negative, a person can finish the conversation in every moment.



Figure 2 Bar showing the attitude of a person that we are talking with.

AFTER THE CONVERSATION

Sometimes you should undertake some actions also after the meeting - send an e-mail, post on social media or phone a person. Those choices also influence your overall score!

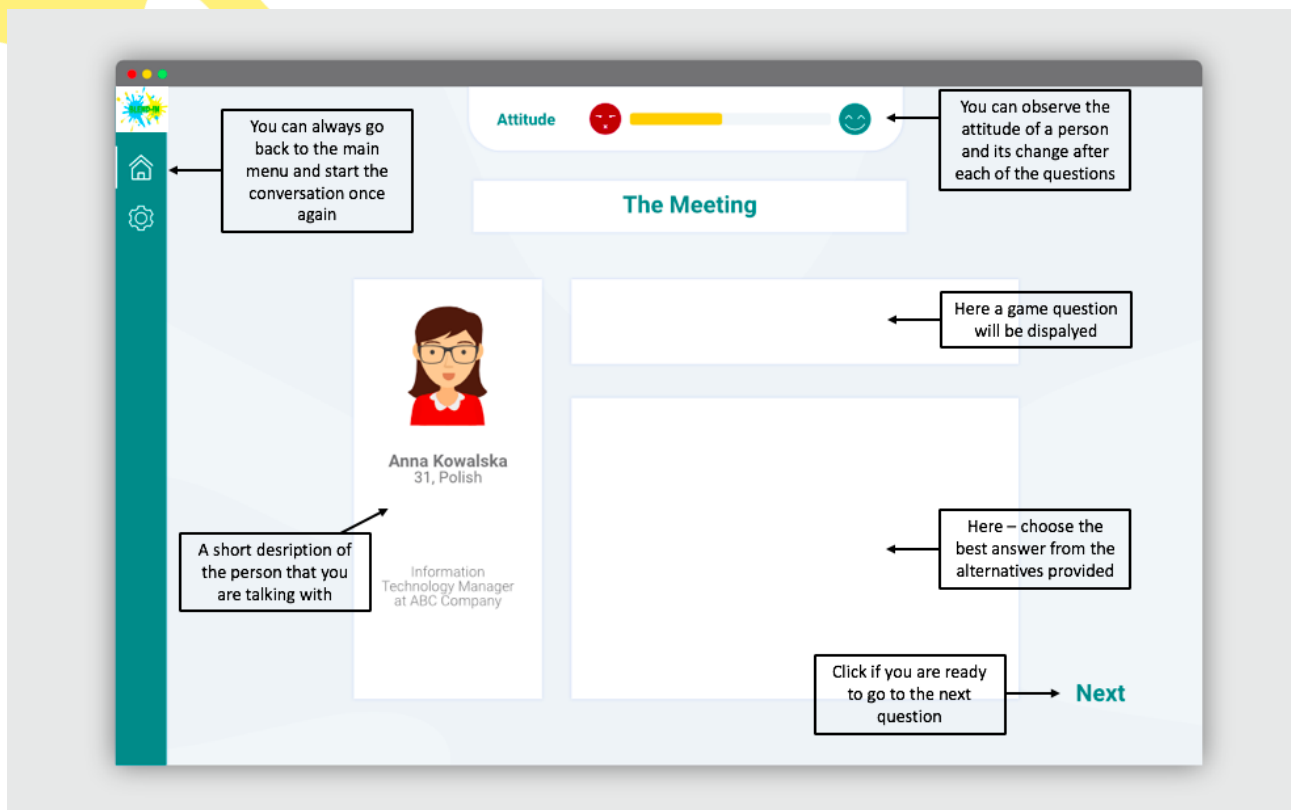
FEEDBACK

On the last screen feedback is displayed. A player can get to know what was his overall score, if he achieved the aim of the conversation and what was the score in each of the phases of the game - separately for preparation phase, conversation and everything that happened after the meeting.

If you are not satisfied with your score - practice more by playing the game or read Blend-IN Handbook more carefully!

2.3 Screen description

This is an exemplary screen from Blend-IN Simulation Game. It is really easy to navigate, play and interpret the results.



Have fun!

3 Developing and managing communities and initiatives

This topic starts with the focus on enhancing the importance of such communities and initiatives. The future prosperity of communities relies on their development and specific approaches, which the topic further defines. Moreover, the topic offers recommendations of community-based education and learning, as well as funding of grassroots movements and community initiatives.

Community: A community is often a geographical area; Community can also be defined based on shared interests, identity of characteristics. Community in a community development sense refers to the citizens of the area and does not usually refer to service providers or organizations.

Source: Australian Institute of Family Studies 2017

3.1 Importance of communities and initiatives

"The organization should be the one to provide a safe space. This is a space in which you can show and develop skills, share ideas, have a dialogue; a place where youth can be itself and can be open, but with some available guidance"

Source: Interview with a representative of National Culture Fund; Bulgarian

Youth are our future, so they need safe places and organizations to grow up, but those places and organizations should offer the possibility for further learning, so young people can learn to deal with some stress and conflict, similar with what they will need to deal in real life.

This is a space where young people can show and develop skills, share ideas, have a dialogue; a place, where youth can be themselves and can be open, but with some guidance available, which can help them to set directions and know what they are doing and why they are doing it. This is a process that should come from them and should be generated by them, so guidance could assist them greatly;

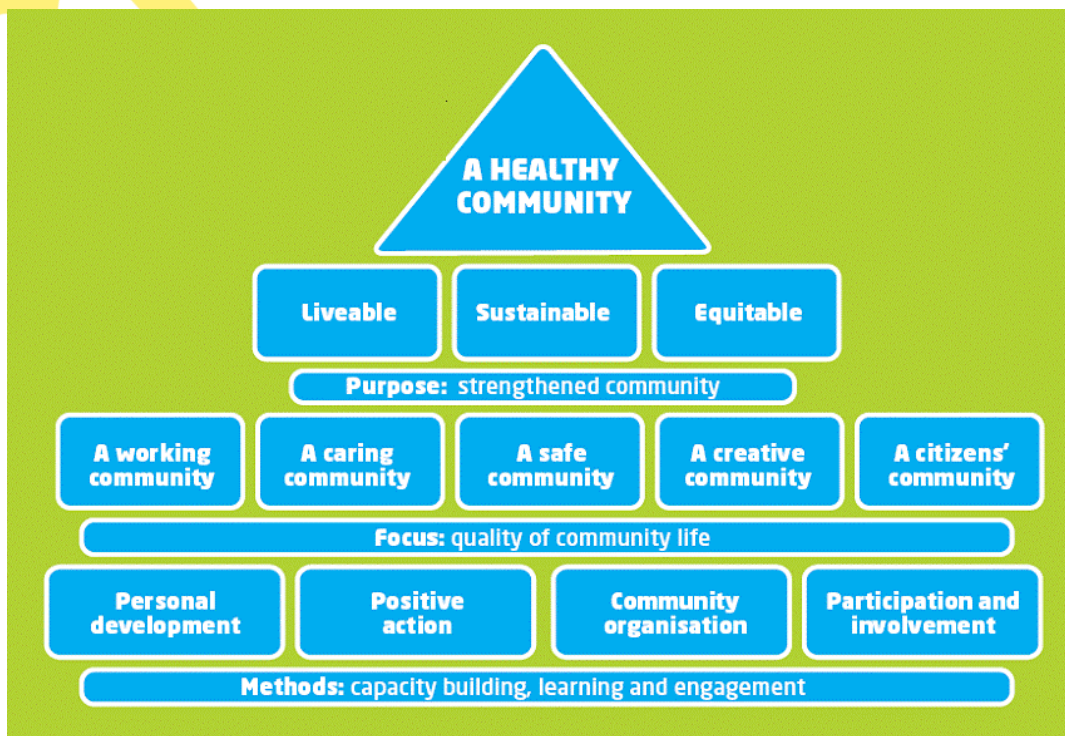
Community development seeks the empowerment of local communities and strengthens the capacity of people as active citizens through their community groups, organizations and networks; and the capacity of institutions and agencies (public, private and non-governmental) to work in dialogue with citizens to shape and determine change in their communities. It plays a crucial role in supporting active democratic life by promoting the autonomous voice of disadvantaged and vulnerable communities. It has a set of core values/social principles covering human rights, social inclusion, equality and respect for diversity; and a specific skills and knowledge base.

Source: Scottish Community Development Center 2018.

- A meeting reference where young people and adults can develop something in common, for the whole community;

In order to achieve personal empowerment, learning from each other and interact with other members of the community, young people need to engage on community development. Community development starts as an engine between groups and people sharing similar interests to actually commit to a change.

A good community development is characterized by actions that help other people to recognize and develop their abilities and potentials and prepare them to respond to problems and needs which might be common or not among them. “It supports the establishment of strong communities that control and use assets to promote social justice and help improve the quality of community life” (SCDC).



Source: Scottish Community Development Centre 2018.

3.2 Approaches to community development

Regular dialogue with all stakeholders about their needs

Learn from other organizations' experience and practices

Think-sustainable oriented

Look for people who are willing to be involved in the community development process with their skills, knowledge, and abilities

Make sure that necessary resources are available

Be prepared that community development is associated with change processes

3.3 Community-based education and learning

Immediate interaction between people of other cultures is more suitable for encouraging positive situations. It is important to learn each other's point of view and to discuss and share your thoughts through community-based education and training. This also implies informal ways of learning between groups and individuals sharing a similar purpose or not.



Source: Max Pixel

“It's important to know some basic things about the cultures you will be communicating with and to be prepared on how to deal with culture-specific delicate topics.”

Source: Interview with Chairperson of the Bulgarian Youth Forum; Bulgaria

Below are ranked first the most interactive types of training and lastly the individualistic types of trainings.

Community-based education is centered on the student's ability to recognize and support the needs of the surrounding community. In this way, students become accountable for providing values which stem from their freedom to express, develop and solve the inherent problems or concerns they have for their community. Over the long-term use of this ideal model, the entire community will become involved in the process, thereby making the educational process cyclical and continuously propelled.

Source: Villani & Atkins, 2000

3.4 Grassroot movements and how to nurture them

Did you know that grassroots is a type of movement which attempts to mobilize individuals to take some action to influence an outcome?

“Grassroots organizing’s power is in the sense of justice about an issue and the power of ordinary people to influence people in powerful positions, whose power always depends on cooperation from many, many people. Its power is not of money, issue expertise, or relationships to decision-makers” (Sara Poggi).

Grassroots movements are organized to increase the capacity of a social movement with the involvement of new volunteer leaders and new volunteer activists. Leadership skills are important to increase the size of the movement, thus its efficiency. A grassroots movement is organized around the free-will of the people to organize campaigns for a social purpose and take bottom-up decisions.

3.5 How a grassroots movement is organized?

“Direct financing with smaller sums and helps from experts – I think that is the most important thing for youth to create conceptual improvements.”

Source: Interview with the representative of National Culture Fund; Bulgaria

Campaigning for a specific purpose it will help organize and encourage a social movement, therefore certain steps are required as such:

- Make a research about existing grassroots campaigns and movements,
- Identity the group’s purpose,
- Set a specific mission for the group,
- Identity possible members,
- Set specific work goals.

Go out to your target group (e.g. in schools, universities) regularly and listen carefully to them

Collect information from local and national media, as well as social networks

Carry out public events with topics about social and environmental problems and social and environmental innovations

A lot of initiatives start with suggestions coming from members that are sensitive to certain community problems

3.6 Community initiatives and their funding

Community funding might come from different sources or a combination of them according to the purpose of action... Make a plan before ask for funding indicating the purpose of your actions, the target groups and what is going to be the final GOAL! It is important any funding source to know the specific purpose of community initiatives, who is involved and what is tried to be achieved. Private donors, companies, local communities or municipalities might be interested! For specific actions cost-free activities based on good-will of volunteers might have to be considered in order to achieve specific actions before secure funding.

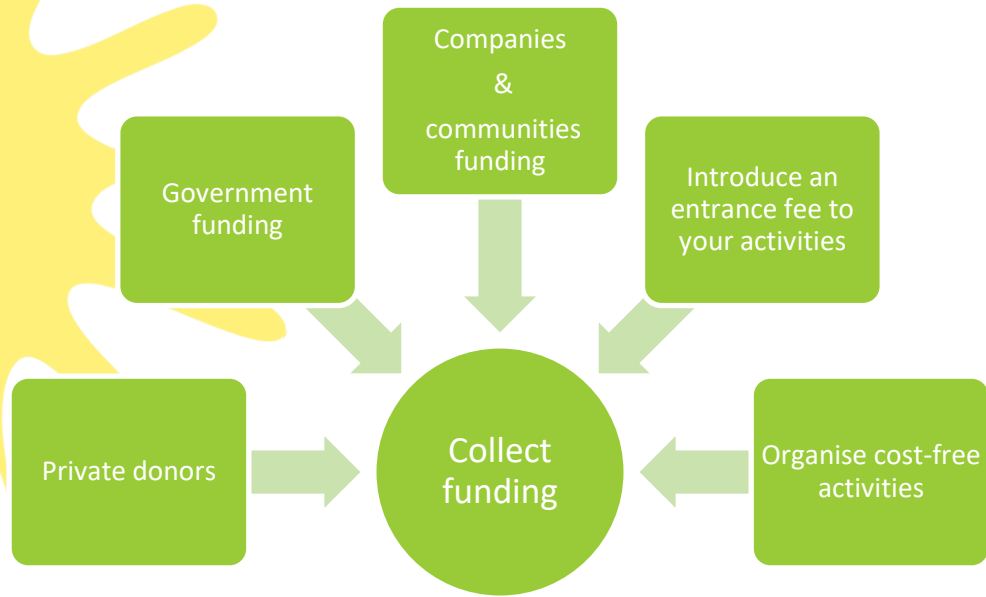


Figure 3 Funding community initiatives

4 Intercultural communication

Do you, do we speak interculturally?

Our cultural environment is changing rapidly as it has more multicultural elements than it did a few decades or even years ago. Cultural difference is the basis of society, which is constantly evolving due to migrations, globalization, study and job opportunities abroad, co-dependence among countries, economic and monetary exchanges among countries, etc. More and more individuals live in intercultural communities and such every day is becoming a normality. Cultural differences bring with them new social and political challenges. Diversity often means fear, rejection, stereotypes, racism, xenophobia, intolerance, discrimination and even violence in extreme cases. Therefore, the communication or dialogue among different cultures and individuals from different backgrounds is becoming more and more important. But first we should know how intercultural dialogue is understood:

“... intercultural dialogue is understood as a process that comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage, on the basis of mutual understanding and respect.”

Source: Council of Europe: WHITE PAPER ON INTERCULTURAL DIALOGUE, CM (2008) 30 final 2 May 2008

Dialogue or communications is merely the tool on how to seek a path to connecting different views with the desire to understand and learn from those who see the world in a different way.

A successful dialogue is therefore an interaction, which enriches, broadens and encourages respectful exchange of ideas and opinions. The process of intercultural communication or dialog requires from one person to transcend its own barriers and boundaries of thoughts and beliefs and forces one to look beyond ones values or even question one's own values in regards to other believes.

In todays globalized and intercultural world, where cultural differences cannot be avoided on a daily basis, is the ability to communicate in a tolerate and respectful manner, taking into consideration the person or group you are speaking to, a desired attribute and a key competence and skill in any person's life.

4.1 Motivation for intercultural communication

“Travel is one of the ways, cause it makes you discover and understand different cultures. I always suggest people to get out of their comfort zone and their learning in intercultural communication will enhance.”

Source: Interview with Youth Worker; Italian

Personal motivation for intercultural communication should be considered. Such motivation stems from various factors, one of which is self-knowledge and other-knowledge. Both of the interconnected subtopics are objectives to be explained by the Blend-IN Simulation Platform. Furthermore, the topic defines how to use persons' healthy curiosity and empathy and

practical strategies to shape successful intercultural communication. Building tolerance for uncertainty is the last subtopic examined here.

- Doing business;
- Travelling;
- Meeting new people'
- Meeting family members;
- Integrating refugees.

4.2 Self-knowledge and other-knowledge

Non-formal learning outside schools and universities, particularly in youth work and all forms of voluntary and civic services, plays an equally important role. Developing competences and skills of a youth workers is particularly the area of non-formal education. The intercultural competence is slowly becoming one of the focus points of today in the field of youth work. The percentage of migrant people, families and youth will in years probably only increase and therefore people will have to consciously build on their intercultural competence. Competences cannot be acquired only buy learning they have to be trained and experienced, therefore it is relevant to:

- Complete your own knowledge with knowledge from others in trainings, simulation games, mentoring, role-plays, online-seminars, and multinational working groups with a lot of situational examples.

4.3 Curiosity and empathy in intercultural communication

“When I was yet not well informed about other cultures I was once very afraid of an Indian guy because for me he was speaking in a very aggressive way. Later (during another exchange where there were many Indians) I learned that this was just normal way Indians speak English.”

Source: Interview with a student; Slovenia

- Racism in jokes;
- Emotionality and body language versus objectivity and sobriety;
- Small talk versus direct entry into the topic;
- People have different accents and pronounce things in different ways;
- Empathy is very important in intercultural communication;
- Negative comments related to the place of origin from people are not generally acceptable into conversation.

4.4 Practical strategies to build up intercultural communications

“I do believe that the more you work in a multicultural environment, the more your stereotypes will be broken down by this experience that will help you to approach people more like an individual than a person coming from one culture.”

Source: Interview with a Youth Worker; Italy.

There are different theories and models, that are trying to show the emotional processes, through which one person is going through during the stay in a different culture or even returning to one's own culture. To avoid the scale of a cultural shock it is wise to take into consideration the next steps:

- Listen and observe;
- Ask questions and check if you understood correct;
- Try to avoid any misunderstandings;
- Be curious;
- Make friendships and be helpful;
- Except any frustration that might occur (Særkjær at Blazinšek, Kronegger 2008).

From the questionnaires that were the basis of the research done for the Blend-IN Manual we can conclude some similar steps:

- Get your information from different sources;
- Be free of stereotypes;
- Travel a lot and learn to know other cultures on your own;
- Volunteer abroad;
- Make friendship with people from different cultures;
- Work with people from different cultures;
- Be authentic;
- Listen carefully to what people say;
- Identify the common goals;
- Be open-minded;
- If you would like to live in a foreign country, learn the language;
- Start a conversation;
- Be flexible;
- Accept the differences;
- In groups with various nationalities, use a common language like English;
- To know the theory about intercultural communication is good, to do it in practice is better;
- Don't expect anything from anyone;
- Spread positive vibes, treat everyone good;
- Don't expect someone to think like you are thinking.

4.5 Building a tolerance for uncertainty

“In my opinion it`s better to talk with some in person, but if you don`t know the language, there may be some things lost during the translation.”

Source: Interview with a Freelancer; Poland.

- Be tolerant, because there could be a lot of misunderstandings in intercultural communications, especially in online communication;
- Prefer Face-to-Face communication (online/offline);
- Be prepared that younger people are usually more tolerant then older people.

5 Dynamic management

Dynamic management is a topic, discussed in the world of business since before the 1960s. Yet, when it comes to youth work, there aren't many academic endeavors into understanding the topic or publishing good practices. This topic concentrates on dynamic management in youth work, which is inevitable for prosperous communities and initiatives, especially in the context of intercultural communication.

Dynamic management, constant change in its core, is important as a strategy for any youth worker in the current environment. In order to fully understand the process, the ideas and the essence of dynamic management, this topic will look at several subtopics:

- Dynamic management in youth work, which will focus on defining the essence and the main challenges;
- Management of change processes, which will borrow and adapt from the business perspective;
- The role of leadership in youth management, which outlines the management and leadership positions, rooted in dynamic management in youth work;
- and Tips for dynamic management, which outlines practical steps forward for the youth worker.



5.1 Dynamic management in youth work

*Dynamic management is described usually as management in the conditions of **complexity, uncertainty and speed.***

Source: Laufer, Shapira, Telem 2008.

It isn't difficult to see how youth work includes more often than not the need for dynamic management, especially in the terms of intercultural communications.

In 2016, SALTO-Youth published a detailed description¹ of the competences a youth worker must possess in this rapidly changing and strongly intercultural field of work. Being dynamic, adaptive, possessing a "readiness to accept the 'unexpected'", a "readiness to be challenged", or a "readiness to reflect upon & rethink one's own role", understanding ambiguity and being advocates of change are all included as key attitudes for a successful youth worker.

"We work based on changes in society around us and we follow both physical and emotional processes in society in order to deliver the benefits society needs."

Source: Interview with the representative of Institute Perspectives; Bulgaria

¹ https://www.salto-youth.net/downloads/4-17-3460/CompetencemodelForYoutworker_Online-web.pdf

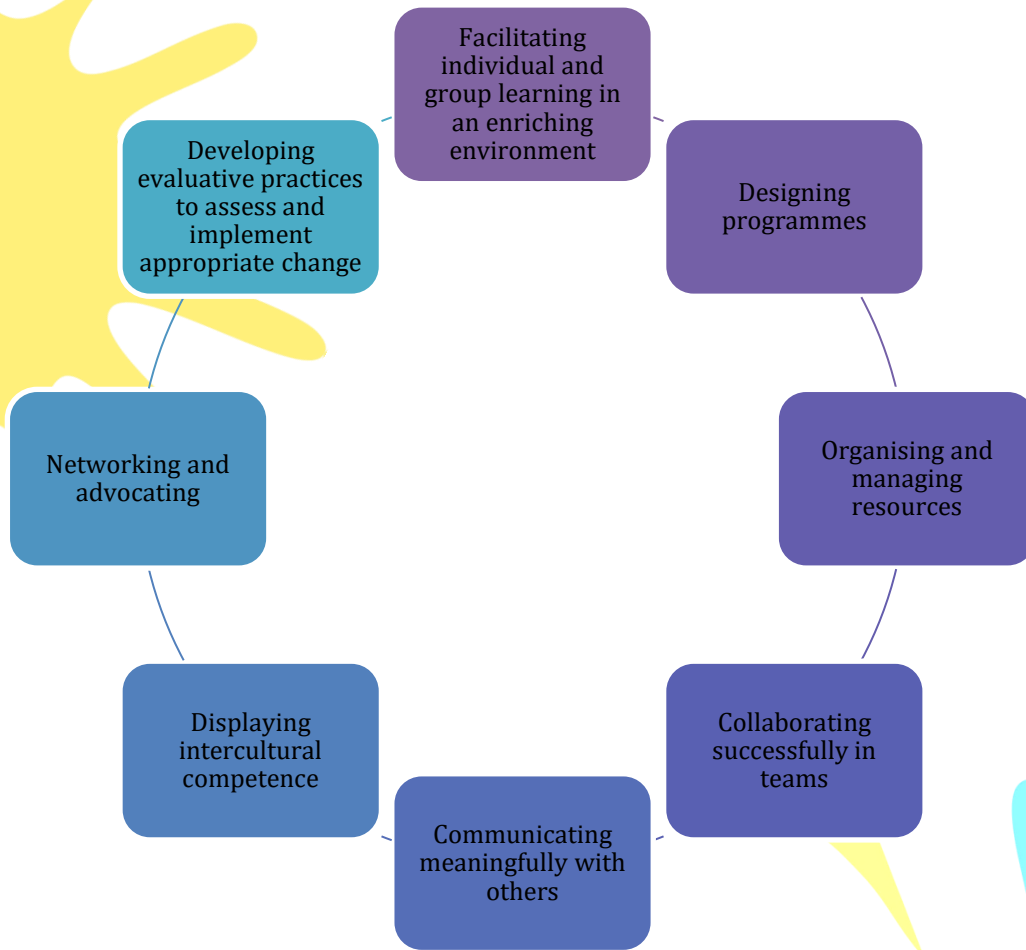


Figure 4: Youth worker competences

As cultures and societies shift and change, as technologies and means of communications evolve, so have to youth workers. Through an understanding and openness to opinions, concepts and mindsets, which are usually specific to different cultures or generations, youth workers manage complex topics, proceed with their work effortlessly and succeed in integrating and mediating situations, impossible for others.

5.2 Management of change processes

“I would manage such change processes with more active civil society organizations that work directly with citizens and young people”

Source: Interview with a volunteer from Inside Association; Bulgaria

Having understood how important it is to embrace the principles of dynamic management, we can now look towards how that is actually achieved. In some cases, the start of the understanding of this term and practice needs as a boost a small change in the attitude and approach of the team – a process of change, which should be facilitated appropriately.

Some ideas, which could be borrowed by existing research and practice are to:

- Be open-minded;
- Be flexible;
- Harness motivation and ideas of your team, work with them on plans and strategies, while understanding how and where those could change;
- Communicate the planned procedure actively to all involved stakeholders and make sure that your organization is not afraid of change but is instead ready;
- Change processes often need a catalyst. By creating interest, energy, and motivation for action, the catalyst makes community development come alive;
- Those involved should attend continuing educational (usually non-formal in nature) courses on the topic; the organization could be the one to organize and facilitate the trainings in order to ensure the appropriate approach;

- Prepare for the unexpected and approach changes in plans calmly;
- Involve young people with new ideas and new ways of thinking.

“Society is constantly evolving and changing, I think that’s the reason behind the change in every kind of work in the world, not just youth work.”

Source: Interview with a representative of Institute Perspectives; Bulgaria



5.3 The role of leadership in youth management

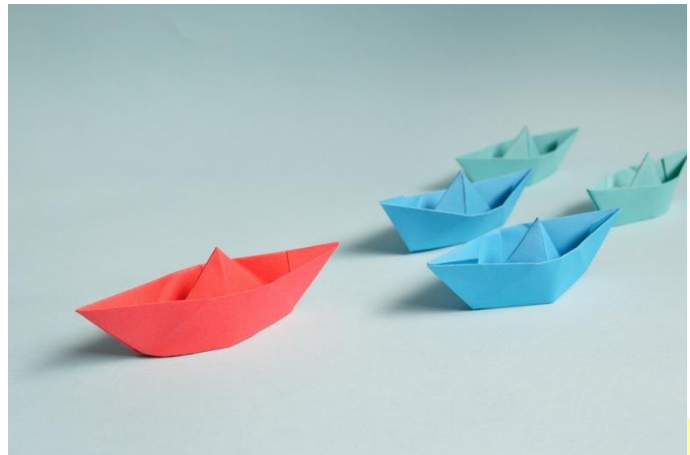
“I am trying to pass on my knowledge to younger generations at my home town by promotion youth exchanges and encouraging high school students and pupils to continue their education.”

Source: Interview with a student; Slovenia

Leadership is a serious basis to step on when the management of a youth organization is being discussed. As one of the critical issues, related to youthwork leadership should be considered as a separate from management, as leaders are not always in position of managerial power in youth organizations (Ord 2011).

The 2013 paper, based on the experience of youth workers and managers, on Best Practice for Managing Youth Workers (Bell 2013), outlines that “leadership in youth work must reflect youth work values and practices”, in whichever way is appropriate. This leads to the conclusion that:

- Youth management should be aware of the leaders in the organization and work with them to achieve a unification of the values and practices of the organization;
- Young people generally see leadership, not as obligation or equal to management, but like mentorship and understanding between people;
- Leaders in youth organizations should be an active part of planning the organizational activities;
- Leaders in youth organizations should motivate the individuals in an organization to act together to reach common goals;
- Leaders in youth organizations should always be pointed in the direction of involving, empowering, and educating youth.



5.4 Tips for dynamic management

“Youth work develops itself according to the constantly changing needs of society. Different issues require different approaches”

Source: Interview with a Volunteer from Inside Association; Bulgaria

Focusing now on managers instead of specifically leaders, the aim of this section is to provide some specific tips on applying dynamic management in the youth organization.

- Youth work needs time on principle, since it focuses on working with people who still need guidance and mentoring, which is why **long-term thinking** is necessary and should be encouraged for the organization; this, of course, does not negate the need for constant change but should rather co-exist with that idea;
- **Trust and transparency** need to be reciprocal and constantly worked towards, and the youth managers are responsible for taking charge of that action and creating possibilities for members of the organization or young people to respond in kind;
 - Providing autonomy to people, who work in or with the organization, for example, is a clear path towards showing trust and building a transparent two-way relationship;
- Create an **open environment**, which invites sharing and care between the young people and the other youth workers;
 - This could be achieved through conversations and genuine interest in the people, through an understanding approach and through openness by the manager themselves;
 - There should be time for meetings both **one-on-one** with the manager and for the team as a whole, as that gives perspective, sets everyone on the same track, and builds connection;

- Create a **sense of ownership** of the ideas and initiatives the organization is working on in the youth workers and youth; if they see an idea or project as their own, they will be more invested in its success, which will create motivation and the related team spirit;
- Associate the organization with **development**, more specifically personal development, **growth** and **learning** for its members; this could be achieved through the recognition of potential in different people and the provision of appropriate opportunities for leaning and growing; creating this feeling will ensure more dedication and a better team for the organization in the long-run; *“Professional development enhances the practice of youth work”* (Bell 2013);
 - If you have the time, resource and experience, you can consider creating a coaching or mentoring program, even a peer mentoring one, which will be a significant boost in this direction;

For a bigger discussion on the practical application of dynamic management, feel free to share your story or seek out others’ experience in the Blend-IN forums!

6 Best practices at a glance

This topic introduces different real projects. All projects are located in the different countries of the project participants. The goals of these projects range from teaching intercultural skills to networking young people from different cultural backgrounds. For a better overview, they are subdivided according to the countries of origin.

6.1 Bulgaria

6.1.1 Pravodach teaching game

As an example of a useful and fun game, Pravodach has created a product, used to educate citizens about their rights, the process of law in Bulgaria, and how they can participate in the democratic process. The target group for this game is school-age students, as its content is made in accordance with, as well as to complement, the formal teaching curriculum.



Figure 5 Picture from the game.

6.1.2 Arthur Adams Bulgaria

This consultation company provides simulation games as a training tool for improving management, team-building, cooperation, communication skills, etc. Even though their simulations are in person, and not formed as a simulation game, it should be noted that they manage to achieve good results mainly through integrating metaphor in their trainings, giving

participants the chance to immerse themselves in different situations, which also allows them to understand other positions better.

6.1.3 Academy for tolerance, creativity and success

The center for Interethnic dialogue and tolerance is working on this academy, aimed at students, teachers, and parents with the goal of increasing inter-cultural awareness and knowledge. The Academy includes art clubs and art ateliers, which will help students, teachers, and parents to showcase their creativity while getting to know each other. Some parts of the training were play only, which helped participants collaborate more freely and nurtured the process of understanding and integration.



Figure 6 The team from AMALIPE

6.2 Germany

6.2.1 Girls for Girls

The United Nations estimates that more than 60 million people are currently on the run. More than half of them are girls and women, but only a part of them reach Europe. In the refugee debate, they are rarely present and there are hardly any gender-specific integration offers. Female refugees need special support. Many of the refugee girls and women living in Germany have experienced violence and had traumatic experiences. Germany is a foreign country for them. They do not know the culture, nor do they know how daily life is organized. Rarely do they leave their accommodation, and outside their immediate environment, they have little contact with other people. Girls for Girls is a Malteser tandem project sponsored by the German Federal Government as part of the projects offered by Malteser integration guide. Once a week, the tandem partners meet for joint activities. This can be a city exploration, a visit to the market with a subsequent evening of cooking, attendance at appointments with authorities, doctors, or school registration or a meeting for mutual exchange. A personal tandem partner helps the refugee women and girls to overcome every day or bureaucratic hurdles. Our goal is to integrate the women and girls who have escaped through weekly activities and joint activities in their new homeland, so that they have the opportunity to find and feel comfortable in our society.

6.2.2 Kiron Open Higher Education gGmbH

Kiron was founded as a non-profit organization in 2015 and enables access to higher education and successful learning for refugees through digital solutions in an intercultural environment. As part of an innovative education model Kiro offers coherent curricula using MOOCs (Massive Open Online Courses) from partner platforms. Courses are accessible via their own learning platform Kiro Campus, mostly in English and completely free of charge for the students.



Figure 7 Kiron CEO Tobias Ernst visits Kiron Jordan

6.2.3 Crossculture Academy

Private company which offers various trainings and videos in the area of intercultural management with a focus on business. Around 500 country- and topic-related videos and magazine articles, culture-specific impulse e-mails, interactive coaching units, an Internet hotline, link tips and much more provide quick help for international business situations whenever needed. The main focus here is the flexible linking of an always accessible online platform, an e-learning offer, and training geared to the actual learning needs of companies and employees, designed in such a way that, in addition to fundamental know-how, it is above all the reality of the business world. Do not leave out every day.

6.3 Greece

6.3.1 Siren



Source: Gozo News

The main objective of the Siren game is to teach players peaceful and constructive ways for resolving conflicts, knowledge that can be transferred to other domains. The aim of the project was to address the problems that arise in the school environment due to conflicts between students and resulted in the creation of two games: Village Voices and My Dream Theater. The players face a conflict situation together, with the conflict domain being relevant to their interests, maturity, and level of general knowledge. Leading research teams from Greece, Denmark, Portugal, the United Kingdom and the USA and an award-winning Danish game design company have collaborated to design and develop an interactive environment that exploits innovative techniques from the game, social networks, computational intelligence and emotional computing, and offers targeted educational and learning experiences that will shape how children perceive and manage conflicts (National Documentation Centre, 2014).

6.3.2 siLang

Development of a serious game for developing language and communication skills on vehicular languages among professionals addressing virtual and physical mobility and taking into account cultural aspects. In today's open world, commonly known languages are a communication tool at work. The application familiarizes students with how commonly-used languages are used differently by people with different cultural backgrounds who introduce spontaneous communication from the mother tongue into communication, as well as cultural elements in communication (photodentro.edu.gr).

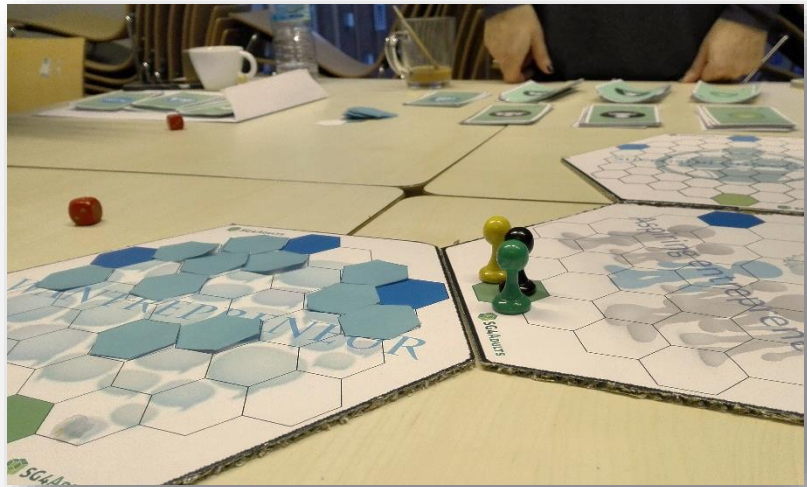


Source: photodentro.edu.gr

6.3.3 BIZ-E-BEE

Social workers have to deal with many different problems such as parenting issues, domestic violence, lack of money, poor housing, conflicts, psychological problems, or a combination thereof. In trainings or During training they learn how to find lasting solutions together with the client and in collaboration with other professionals.

What do social work students need entrepreneurship for? It is a sector where it is not usual to make money or even profit, but primarily to provide quality services in line with the needs of clients. They are usually not commercial organizations, though one efficiency drive after another and targeting on goals has been clearly increased in



recent years. The vague character of the past has given way to SMART formulated goals nowadays. However, entrepreneurship often seems like a skill not valued. The game has three levels, divided into three game boards: wanna bee (budding entrepreneur), working bee (working as an entrepreneur), and queen bee (born entrepreneur). Each level has its own questions and tasks. The rules may vary by level, at the discretion of the teacher / game leader. The object of the game is to finish on the highest level as soon as possible.

6.4 Italy

6.4.1 MIGRARTI

The Cinema film Commission of Italy promotes the third edition of the program "MigrArti-Cinema" with the objective of contributing to the valorization and diffusion of the culture of the origin of the community of immigrants, residing in Italy every year the Ministry of Culture open

a call to select the best projects which are matching the objectives of the program. The call is every year on first of December and define the participation and the amount of the grant. The participants have to produce a film, a short video, a theater perform, or a song and the best production are then granted and helped in performing around Italy.



Figure 8 Team MIGRARTI

6.4.2 Culture with No Barriers – Monumenti Aperti0 to All

Besides coordinating Monumenti Aperti's network, the non-profit cultural association Imago Mundi promotes active citizenship and social inclusion in order to create favourable conditions in society for volunteering and civic awareness. All of this, thanks to the exchange of good practice and experiences but, most of all, thanks to our cultural heritage. The event's most important objective is to enable people with temporary or permanent disabilities to easily access the monuments. Guided tours for deaf people, tactile itineraries and braille texts for blind people, but also exhibitions, easy access services for people with motor disabilities and dedicated mobility services have been made available. In addition to that, the project's second aim is to promote the ability to adapt to more complex cultural environments with different identities and beliefs. The intent is to move beyond the idea of "cultural barrier" by involving citizens from different ethnic groups in the city and, finally, to enrich the event with broader cultural visions.

6.4.3 In Your Shoes - Youth Exchange on Sport and Inclusion

In Your Shoes - Youth Exchange on Sport and Inclusion will give the opportunity to a group of around 60 young people from 10 different European countries to meet, discuss, promote, and experience how sport activities can support and facilitate the inclusion of youngsters with fewer opportunities. The main product of the exchange is a "Guidebook for Sport and Inclusion" that will contain different rules, pictures, stories, and successful examples about how sport can be important in the process of inclusion of marginalized youngsters. It is designed and realized by the participants during the exchange and be available to be distributed in their countries and communities. The youngsters have the opportunity to experience different sports and know more about it and the world around it, talk with some of the main actors of the field, and be involved in different activities through the methodology of non-formal education. It is implemented with methods that will include round tables, group discussions, simulation,

theater, role play, presentations, and anything that can stimulate their participation and creativity.

6.5 Poland

6.5.1 Autokreacja

CSR-Youth is a new initiative that is part of an international project run together with partners from India, Philippines, and the United Kingdom. It focuses on improving the quality of management in organizations working with youth in Europe and Asia by supporting actions targeted on youth within CSR strategies. The actions undertaken within the project also makes it easier for young entrepreneurs to set up a start-up, find the perfect job for them or better opportunities on job market. In 2016 a hackathon was organized in which the ideas for simulation game were developed. In this hackathon a dozen or so international teams took part. The main aim of each team was to create a simulation game to help young people from developing countries to develop their entrepreneurial skills and start their own company. The results were later on presented during the conference in 2017 Warsaw.



Figure 9 EUROPE+ASIA COONFERENCE in Warsaw.

6.5.2 Empathy trip

Kids training to teach them about different cultures – group of kids who were really against Muslim culture were invited to go for a visit to mosque. At first, they were really afraid about that, but with good brief training about that religion they were excited about new experience and realization that it was not scary at all.

6.5.3 Variety Pizza

Variety Pizza: Pizza dough was a representation of world and each ingredient was representing different countries (tomato = Italy, salmon = Norway, etc.). Then all of the ingredients were just thrown randomly on the pizza and after it was baked, it occurred that every slice was very good one! All of the ingredients were matching each other.



6.6 Slovenia

6.6.1 Ambasadorji medkulturnega dialoga

Basic aim of project activities is to create concrete opportunities for recognition and harmony of different cultures in multicultural world therefore, to develop feeling of community and affiliation with intention and to grow reciprocal respect and understanding. The project has 4 content pillars. The first pillar “Young ambassadors of intercultural dialog” contains 3-hour workshops on the topic of LGBT community, Islamic, and gypsy community. The workshops are suited for primary and secondary pupils.

The second pillar of the training of youth workers is focused on intercultural dialog, a model of non-formal training and gaining competences of youth workers and youth leaders by giving the mobility opportunities. The third pillar is promotion, information, and dissemination of the

project, within this pillar 4 publications are issued as a support material. The fourth pillar Culture is intended in accessibility of youth to art, sport, culture, music, and their role in the shaping of youth identity.

The project starts with the call from the Ministry of Education, Science and Sport in 2009, an open call for project from the field of social civic and cultural competences and was also supported by the European Social Fund. The applicant was Youth Center from Slovenske Konjice (MCDD) and the project had 22 partners including 7 schools. The project ends in 2012. In 2012 an upgrade of the project is applied and approved with the partners MCDD, MCC, and Youth center from Trbovlje and lasted till 2014. The »Tales from the colored pot« are also a result of the project of expressing opinions of young people who participated in the »Training of youth workers to carry out activities of intercultural dialogue and informal learning on topics such as tolerance, discrimination and racism and other interested public.



Figure 10 Pictures of the »Tales from the colored pot«

6.6.2 Lez drugimi smo!

The project is carried out by the Ministry for Education, Science and Sport with the support of the European Social Fund. The project offers five different professional trainings in the form of lectures and workshops.

Goal of program “only with others are” is to qualify 10,000 professional and management workers in content fields:

- Live diversity: participating of the immigrants, Slovenian and intercultural dialogue;
- Zero tolerance towards violence: challenges and problems;
- Respectful communication and rescuing of conflicts;
- Challenges of contemporary society and school;
- Intercultural attitudes and integration.

6.6.3 Zavod KROG (Institution Circle)

Institution Circle is international non-governmental non-profit organisation, established in 2008 and operates in the field of human rights, humanitarian work, development cooperation, social activities, intercultural dialogue, volunteering, education, and culture. Institute Circle advocates the idea of an open society, the idea of tolerance and respect for diversity in Slovenia and around the world. Institute Circle with expertise and excellent knowledge of the topic, implements social programs that contribute to improving the living conditions of people and contribute to better social inclusion and reduction of discrimination. The fundamental principle is to improve with humanity and help people in need. Institute Circle carries out projects in the fields of awareness raising in:

- Humanitarian work;
- Development cooperation;
- Intercultural dialogue.

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