

# Appendix 1: Suggested glossary of terms



Intercultural  
Learning  
T-Kit

A word of warning! Defining terms in intercultural learning is not always a pleasant exercise. There are two principle reasons for this. Firstly despite the fact that reading about culture is not a new phenomenon, there is still no clarity on the concept and its forms of definition, because of this many terms (particularly in intercultural learning) are open to many influences and sometimes even abuse. Secondly taking definitions from only one author and assuming this is enough can be disappointing and detrimental – the reason for this is simple. There are many experts using the concepts from different departure points. For example, in this T-kit we are often referring to young people, in other areas they refer to business people wishing to venture into other cultures, and anthropologists will take yet another starting point. In reading about frequently used terms, it is important to read widely and define the terms from your own understanding of them and the context in which you want to use it. The definitions here have been compiled from just one point of departure (defined here from a minority youth work perspective) and from one person's own understanding. You may also want to compare these with other definitions in other books and see the differences. Another important point to mention here is that, these are not all the terms to do with intercultural learning. But the ones defined here, are carefully chosen to encourage you to research further and look for related terms. For example, here we have only defined minority and not majority, but through your research, you may be able to find out why the term exists and also about majority and minority relations.

**Intercultural learning:** It is about learning how we perceive others who are especially different from us. It is about us. It is about our friends and how we work together to build a just community. It is about how communities can inter-link to promote **equality, solidarity and opportunity for all**. It is about fostering **respect** and promoting **dignity** among cultures, especially where some are in the **minority**, while others are in the **majority**.

**Culture:** Culture is about living and doing. It is a continuous programming of the mind, which starts from birth. This includes norms, values,

customs and language. It evolves and enriches constantly as the young person become more oriented with his or her environment.

**Identity:** Identity is a psychological process. It is about an individual, the perception he or she has, in him or herself in relation to his environment. The perception of his or her own awareness of existing as a person in relation to others, such as the family and group that he or she forms a social net. For minorities, their identity is responsive to how they are perceived by the majority. Identity is functional, therefore ensures continuity and it grows.

**Minority:** a group of persons sharing a unique identity and culture different from the rest of society, because of this, they are socially and legally marginalized from the majority. Examples include immigrants, ethnic and national minorities, people with different sexual orientations, people with disabilities. Minorities from an intercultural learning approach are those with less visibility and opportunity in society.

**Ethnocentrism:** Perceiving ones culture as superior while demeaning the others. This is very common in minority-majority relations and for minority youth, it can be the root of inter-personal conflicts.

**Power:** The ability to control and restrict others to participate or not to participate in the societies in which they live. For minority youth, this often means social marginalisation, leading to complete dis-empowerment.

**Categorisation:** Making generalisation about experiences of other cultures. This allows us to put people into "pigeonholes". For the majority, it helps them to deal with the world around them, while it creates fears and distrust in the minds of the minorities.

**Stereotyping:** The superior end point of pigeonholing. Stereotypes are judgements we make of others without sufficient grounds or proper reasoning.

**Prejudice:** Based on insufficient facts about others. We often tend to prejudge others, simply because we don't know them or we make no





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effort to know them. It is based on experiences shared by others, or what is read in today's newspapers.

**Tolerance:** Tolerance is respect, appreciation and acceptance of diversity in a global sense. Tolerance is about living and doing through accepting other cultures non-judgementally and with openness. Tolerance in the concept of intercultural learning is quite different from the traditional meaning of the word. Being tolerant doesn't mean one is interculturally tolerant. Here we are talking about upholding and practising the values of human rights and the freedom of others.

**Intolerance:** intolerance is lack of respect for difference. This includes practices or beliefs of others. Where there is a high level of intolerance, those with minority cultures are not equally treated with those of the majority

purely on the grounds of their religious beliefs, sexuality, and ethnicity or sub-culture. This is the base line of racism, xenophobia, intolerance and discrimination.

**Multicultural societies:** A society where different cultures, national and other groups live together, but without a constructive and realistic contact with each other. Within such societies, diversity is seen as a threat, and usually a breeding ground for prejudices, racism and other forms of discrimination.

**Intercultural societies:** A society where diversity is viewed as a positive asset for social, political and economic growth. A society where there is a high degree of social interaction, exchange and mutual respect for values, traditions and norms.

# Appendix 2

## Intercultural learning T-Kit evaluation

We hope you have found this first version of the *Intercultural Learning T-kit* helpful and useful. This is the first time that such a publication has been produced within the Partnership Agreement and we would welcome your feedback and suggestions for future editions. Your answers will also be used to analyse the impact of this publication. Thank you for completing this questionnaire, your comments will be read with great attention.

How far did this T-kit answer your needs for a tool to face the challenges of intercultural learning while also working on creating space for intercultural learning?

From 0% ..... to 100%

You are...  
(You may tick more than one option)

- A trainer at
  - Local
  - National
  - International level

Did you use the T-kit in any of your training activities?      Yes       No

If yes...

In what context or situation? .....

With which age group(s)? .....

Which ideas did you use or adapt? .....

Which ideas did you find least useful? .....

- An active member of a youth organisation
  - Local
  - National
  - International level
  - Board member
  - Staff
  - Other (please specify) .....

Name of the organisation .....

- None of the above (Please specify) .....





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What do you think of the overall structure .....

.....

.....

What do you think about the layout of the T-kit? .....

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.....

Where did you obtain your copy of this *Intercultural Learning T-kit*? .....

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.....

What recommendations or suggestions do you have for future editions? .....

.....

.....

Name: .....

Title: .....

Organisation/establishment (if applicable).....

Your address: .....

.....

Phone number: .....

E-mail: .....

Please return this questionnaire by surface mail or e-mail to:

**Intercultural Learning T-kit**  
Directorate of Youth & Sport – Council of Europe – F-67075 Strasbourg Cedex  
E-mail: [info@training-youth.net](mailto:info@training-youth.net)

## Appendix 3



Intercultural  
Learning  
T-Kit

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## Internet sources

Council of Europe – <http://www.coe.int>

European Union – <http://www.europa.eu.int>

OSCE – <http://www.osce.org>

## Appendix 4



Intercultural  
Learning  
T-Kit

### Going further

One thing is certain – the amount of materials connected to intercultural learning is endless! A recent search on the Internet for “intercultural learning” indicated 8432 pages and the sources get wider and wider if terms such as “anti-racism”, “intercultural communication” or “intercultural education” are used. Many institutes of further education either already have relevant courses or are in the process of setting them up. Magazines relating to cultural questions appear all the time.

Here, we list a short annotated bibliography and some Internet sources. Furthermore you can obtain a longer bibliography from the European Youth Centre’s library (which is also the place where many reports of training courses and other relevant unpublished material is available) and from the Internet version of the T-kit

European Youth Centre (1995) *Education pack: ideas, resources, methods and activities for informal intercultural education with young people and adults*. Strasbourg: Council of Europe

The book has two major sections, the first dealing with the key concepts for intercultural education and the second suggesting activities, methods and resources. The materials are intended to be a learning tool for the reader, as well as a resource for the organizing of activities. The text of the pack is highly interactive, with many comments and questions offered to the reader to cultivate a dynamic sense of dialogue. Available in English, French, German, Russian.

Brislin, Richard and Yoshida, Tomoko (1994) *Improving intercultural interactions: modules for cross-cultural training programs*. London: Sage Publications.

The modules in this volume encourage productive and effective intercultural interactions in business, educational, social, and health services settings. Each module a collection of materials for cross-cultural training programs has a similar structure. They all have a combination of experiential exercises, self-assessment instruments,

traditional “text” material describing concepts and the research methods necessary in using a given module, and case studies and/or critical incidents.

Centrum Informatieve Spelen (1998) *Intercultural games, Jeux interculturels, Juegos interculturales*. Leuven: CIS

A collection of intercultural games and how to use them, published in English, Spanish and French in the same book. Originally published in Dutch, the book was the result of a cooperation project between JINT and NIZW Jeugd voor Europa (the Flemish and Dutch national agencies for Youth for Europe) – according to the authors an intercultural experience in itself. Very useful for introducing intercultural learning within exchanges and courses.

Fennes, Helmut and Hapgood, Karen (1997) *Intercultural learning in the classroom: crossing borders*. London: Cassell

Although aimed at learning environments in schools, this book gives a good overview of intercultural sources and provides valuable exercises which can be adapted for working in non-formal education.

Fowler, Sandra M. and Mumford, Monica G. (eds) (1995) *Intercultural sourcebook: cross-cultural training methods*. Yarmouth, Maine: Intercultural Press

This book introduces and analyses a number of different approaches and methodologies used in intercultural training. Discussed methods include role plays, contrast culture, simulation games, critical incidents, culture assimilator, and case studies.

Kohls, Robert L. and Knight, John M. (1994) *Developing intercultural awareness: a cross-cultural training handbook*. Yarmouth, Maine: Intercultural Press

Very down-to-earth description of a one-day and a two-day workshop to develop



intercultural awareness. It was written for an US-American audience, but many of the exercises are useful in all kinds of settings.

Otten, Hendrik and Treuheit, Werner (eds) (1994) *Interkulturelles Lernen in Theorie und Praxis*. Opladen:Leske + Budrich

Essential handbook (in German), which summarises the major literature and goes on to give practical examples of intercultural learning in practice. As the introduction says, intercultural learning begins at your front door, so reports are given of local projects as well as international youth activities.

Paige, R. Michael (ed) (1993) *Education for the intercultural experience*. Yarmouth, Maine: Intercultural Press

A collection of articles by well-known theoreticians and practitioners in the field. Topics include intercultural adjustment and the role of training, identity issues in intercultural training, coping with adjustment stress, trainer competencies, and independent effectiveness and unintended outcomes of cross-cultural training. These are issues that often occur when working with groups on intercultural learning.

Pike, Graham and Selby, David (1988) *Global teacher, global learner*. London: Hodder & Stoughton

A fieldbook for people interested in issues of global education. Starting from concepts of globality and practical examples of the need for global education, the book then introduces a variety of methods that can be used at different stages of a training programme. A very good resource book for getting stimulated when looking for a method!

Thomas, Alexander (ed.) (1996) *Psychologie interkulturellen Handelns*. Göttingen: Hogrefe, Verlag für Psychologie

(In German) A collection of theoretical articles on the "Psychology of intercultural

action". Includes the article by Demorgon and Molz that is discussed in this T-kit, a number of articles looking at cultural standards as a way to understand other cultures, and some very specific essays e.g. on language routines in China, or the psychological aspects of orientation trainings for managers going abroad. Interesting mainly for real connoisseurs.

## Internet sources

Council of Europe's European Commission against Racism and Intolerance

<http://www.ecri.coe.int>

Publications and educational resources about informal intercultural education eg. Education Pack and Domino manual

Europublic

<http://www.understanding-europe.com>

Organisation operating in the field of intercultural communications and relations, established to inform on cultural differences between Europeans and how they affect everyday life both on a personal and a professional level.

International Association for Intercultural Education

<http://www.lix.oxbacksskolan.se/~iaie/index.shtml>

The Web of Culture (TWOC)

<http://www.webofculture.com/>

"Designed to educate and entertain on the topic of cross-cultural communications". See their cultural bookstore and links to other sites.

The Edge: The E-Journal of Intercultural Relations

<http://kumo.swcp.com/biz/theedge/>

A quarterly online journal with an intercultural theme. See their resource centre.