



# Training for Intercultural in inclusive mobility mentoring. Block 1





# index



## 01

- **Raise awareness of cultural diversity and the dynamic nature of culture.**
- **Cultural self reflection**
- **Foster openness, empathy, and mutual understanding**
- **Strengthen the ability to handle intercultural situations constructively**

## 02

- **Foster a non-judgmental attitude toward cultural differences**
- **Encourage understanding without evaluating behaviors through one's own cultural norms**
- **Enhance cultural sensitivity in professional and social settings**

## 03

- **Develop effective and respectful intercultural communication skills**
- **Increase self-confidence when communicating across cultures**
- **Introduction to the topic of intercultural communication**
- **Awareness of different communication ways**



# index

## 04

- **Strengthen skills for respectful communication and collaboration in diverse mobility contexts**
- **Increase awareness of barriers, accessibility needs, and equal participation in mobility systems**

## 05

- **Foster a non-judgmental attitude toward cultural differences**
- **Encourage understanding without evaluating behaviors through one's own cultural norms**
- **Enhance cultural sensitivity in professional and social settings**



# Activity Description

## Creative Representation of Culture 15min

- **GROUP – Drawing:** visually represent what culture means to you using drawings, symbols, or images. You should collaborate on a single drawing that reflects shared ideas from the group.
- **GROUP Pantomime Representation of Culture:** Prepare a short pantomime or mime that expresses one or more aspects of culture.
- **Written Definition of Culture:** Agree on a written definition of culture. **NO MOVILES!**



# Culture

## Definition & Purpose

Culture refers to everything that humans create, learn, and pass on over time. This includes language, art, music, religion, values, traditions, and ways of life.

- **1. Identity & belonging**

Culture gives us a sense of who we are and where we belong.

- **2. Guidance in everyday life**

It helps us understand how to behave, what is considered right or wrong, and how to interact with others.

- **3. Community & social cohesion**

Shared cultural practices (like celebrations, customs, and language) connect people and strengthen social bonds.

- **4. Transmission of knowledge**

Culture allows knowledge, experiences, and skills to be passed down from one generation to the next.

- **5. Creativity & expression**

Through art, music, and literature, people express their ideas, emotions, and perspectives.



# Dynamic understanding of culture

- People with the same background can have very different relationships to cultural values.
- Individual life paths, coping strategies, attitudes, and orientations develop independently of group membership.
- Therefore, there is no fixed or binding set of characteristics that defines a culture.
- Culture is described as a constantly changing, adaptable, reflective, and heterogeneous system.
- Culture is not static, closed, or unchangeable.
- Individuals actively shape and transform culture through their interactions with social developments and personal life situations.
- The dynamic view of culture emphasizes both its changeability and the individual's personal relationship to cultural contexts.
- The boundaries of a group's or society's way of life are unclear and diffuse, not clearly defined



# How can the concept of culture be misused?

**The concept of culture can become problematic when it is oversimplified, distorted, or used as a tool.**

## **1. Justifying discrimination**

Culture is used to present differences between people as natural or unchangeable.

Example: “They are like that because of their culture” – this can reinforce prejudice and exclusion.

## **2. Generalization & stereotypes**

Complex societies are reduced to a few traits.

All people from one culture are treated the same, even though cultures are diverse and constantly changing.

## **3. Political instrumentalization**

The concept of culture is used to serve political interests.

For example, claiming certain groups “don’t fit culturally” to restrict migration or rights.



# CULTURALIZATION

## Activity description

### Step 1: Individual Reflection – Handout Exercise (5 minutes)

#### Instructions

**Read each description carefully**

**For each behavior, decide whether you think it is primarily:**

- Cultural (strongly shaped by cultural norms and socialization)
- Universal / Biological (common across humans, linked to biology or basic human needs)
- Individual (mainly dependent on personality, personal experience, or individual choice)
  - Mark your choice on the handout
  - There are no right or wrong answers



# IDENTITY TREE

## Activity description

### **Roots (Where do I come from?)**

- Family, culture, upbringing
- Important life experiences
- Languages, traditions

### **Trunk (What defines me at my core?)**

- Values (e.g. honesty, freedom, respect)
- Beliefs and personality traits

### **Branches (What do I do?)**

- Hobbies, skills, roles (student, friend, athlete, etc.)

### **Leaves/Fruits (Where am I going?)**

- Goals, dreams, future plans
- Things they are proud of

# Training for Intercultural in inclusive mobility mentoring. Block 2





# ALBATROS



**Please describe the observed situation.**

**Take notes about what you observe at the end of the presentation.**



1. **Description**
2. **Interpretation**
3. **Assessment**





# The story of Rosi

Rosi is a young girl. For several months, she has been engaged to Georg. The challenge she faces is a river that lies between her and her fiancé. But it is no ordinary river—it is a deep, wide river, full of hungry crocodiles.

Rosi wonders how she can cross the river. She remembers an acquaintance who owns a boat—let's call him Siegfried. So, she goes to Siegfried and asks him to take her across. He replies, "Alright, I'll take you across if you spend the night with me".

"Shocked by his request, she turns to another acquaintance, a man named Frederick, and tells him her story. Frederick responds, "I understand your problem, but it's your problem, not mine."

So, Rosi decides to go back to Siegfried and spend the night with him. In the morning, he takes her across the river.

Her reunion with Georg is heartfelt. However, the evening before the wedding, Rosi can't hold it in any longer and tells Georg how she managed to cross the river. Georg responds, "I wouldn't marry you even if you were the last woman on earth." At the end of her rope, Rosi turns to Daniel. He listens to her story and says, "Rosi, forget Georg. I don't love you, but maybe you'd like to marry me?"





# The story of Rosi



Bring the 5 characters in an order:

ROSI

DANIEL

GEORGE

FEDERICK

SIEGFRIED

Place the person with whom you feel the closest connection in the first position. In other words, the one you feel most aligned with.

In the fifth position, place the person with whom you feel the least connection. Write down your ranking individually.

You have 5 minutes



# The story of Rosi



GROUP 1	GROUP 2	GROUP 3	GROUP 4

# Training for Intercultural in inclusive mobility mentoring. Block 3



# The power of words





# The power of words

## Activity

Activity: “Rewrite the messages”

“We need help.”

“Donate money.”

“Follow the rules.”



# INTERCULTURAL COMMUNICATION

## Activity

### Group Reflection (15 minutes)

Each group discusses the following questions:

- What means of communication do humans use?
- How do we communicate with others?
- What is important in the communication process?

#### Task:

Write down as many forms of communication as possible. Think broadly (verbal and non-verbal). Collect all ideas within the group.

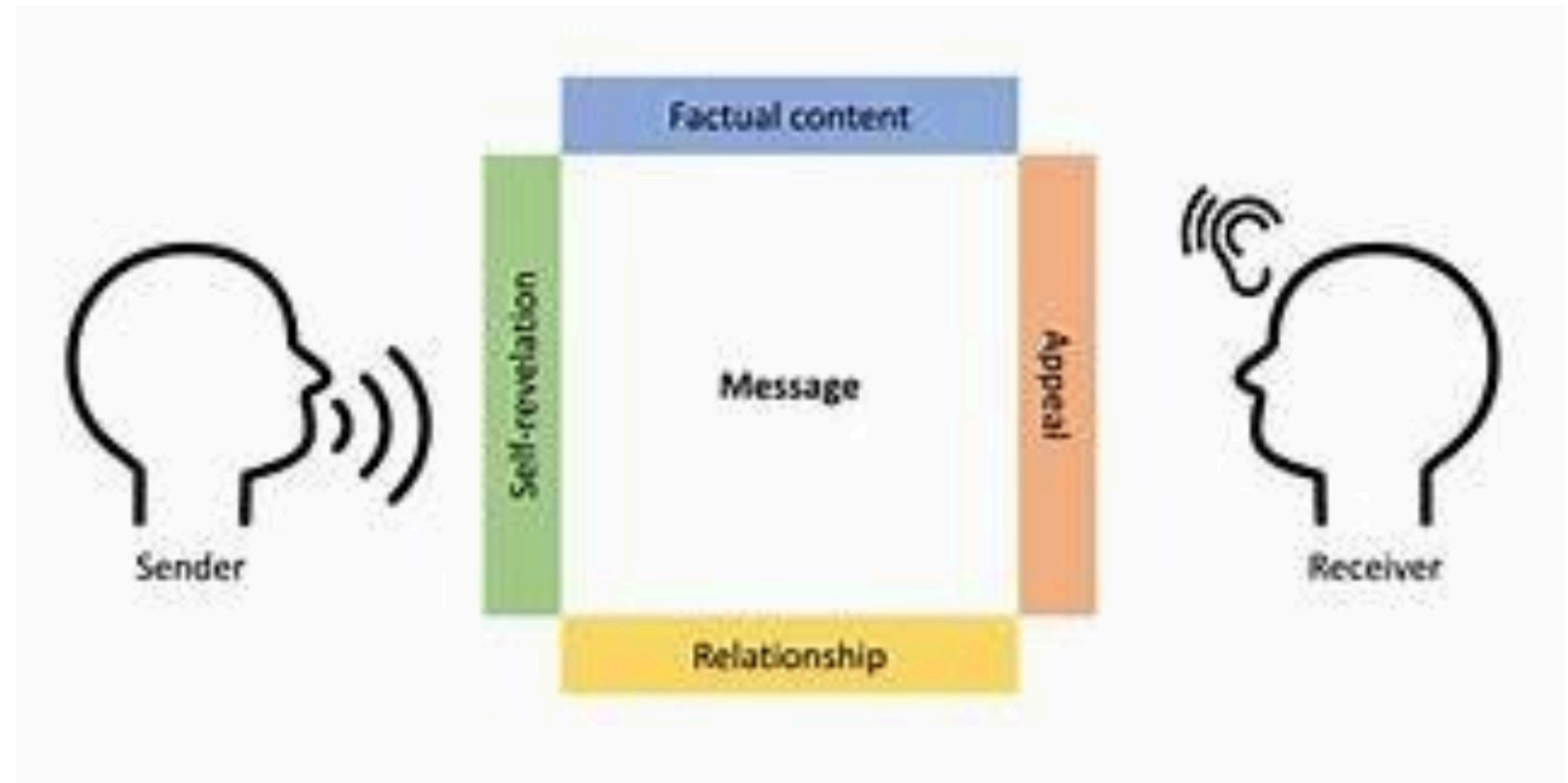
# Communication tools

## Verbal Communication

## Non-verbal Communication

Verbal Communication	Non-verbal Communication
Language	Body Language Style of body movement
Written Language Кирилица 話文 / 白话文 العربية	Object Language Spatial Language
Spoken Language <ul style="list-style-type: none"> <li>• Tone of voice</li> <li>• Melody (intonation)</li> <li>• Speech rhythm</li> <li>• Speaking speed</li> </ul>	Objects close to the body Distance zones Intimate zone Personal zone Social zone Public zone
	Objects distant from the body Home furnishings Vehicles
	Eye contact Length of eye contact Eye openness

# “The Four Sides of a Message”



# Training for Intercultural in inclusive mobility mentoring. Block 4





# Exclusion in daily life

## **Step 1 – Individual Reflection (5–10 minutes)**

Think about your daily work as teachers/social worker etc..

Reflect on the following questions:

- Where do I see exclusion in my daily professional life?
- Who might feel left out or disadvantaged?
- Why does this exclusion happen?

Ideas: Language barriers, Disability or health issues, Digital skills or access to technology, Socio economic background, Gender, age, or cultural differences, Access to international programs or training

Write short notes or key words.

## **Step 2**

Chooses ONE situation where you see exclusion and prepares to explain:

- What is the situation?
- Who is excluded?
- Why is this a problem?

## **Step 3 Sharing and Discussion (10–15 minutes) in small groups**

Guiding questions for discussion:

- Is this type of exclusion common?
- What could help to reduce it?



# PRIVILEGE WALK

## **RULES:**

- **Silence during the activity**
- **No comments, laughter, or reactions**
- **Stay in role**
- **Anyone may step out at any time**

**Step 2:** Role Card Assignment (5 minutes)  
**Each participant receives one role card.**  
**Participants do not share their roles.**

“If the statement applies to your role, take one step forward.

If it does not apply, stay where you are.”



# GROUP WORK INCLUSIVE MOBILITIES

## **Role Assignment (5 minutes)**

Each group receives a role card describing a person interested in or participating in an Erasmus+ mobility.

## **Role Play Scenario (15–20 minutes)**

### **Scenario Example:**

An Erasmus+ mobility is being prepared.

Participants must attend meetings, complete paperwork, travel abroad, and participate fully in the programme.




### **Task:**

Each group discusses:

- What challenges might arise for each person?
- Who needs additional support—and what kind?
- At which points might exclusion happen?
  - Information phase
  - Application phase
  - Travel
  - Participation
  - Follow up



## TABLE OF CONTENTS

	 <b>SENDING</b> Education Institution	 <b>BOTH SENDING AND RECEIVING</b> Institution	 <b>RECEIVING</b> Education Institution/company
<b>Before</b>			
<b>During</b>			
<b>After</b>			



## Also keep in mind that:



Persons with disabilities are not a homogeneous group and they may identify in several ways. Get informed about the self-perception and self-identification, the specific needs and expectations of each student.



Ensure barrier free communication by asking students or their close ones about their communication needs and requirements.



Anticipation is the key! Prepare the student and make sure you have clear and precise information about the support needs.



Language matters! Use inclusive language when referring to a person with special needs. The United Nations Convention on the Rights of Persons with Disabilities sets the standard that we must all follow. Some recommendations:

- Use people-first language (emphasise the person, not the disability, for example, use expressions such as “student with dyslexia”, “person with disabilities” rather than “dyslexic student”, “disabled person”).
- Avoid labels and stereotypes. Disability is a part of life and of human diversity, not something to be dramatised or sensationalised.
- Disability is not an illness or a problem. Remember that vulnerability is produced by external circumstances and is not intrinsic to the person.



Co-funded by the  
Erasmus+ Programme  
of the European Union

# **Mob4All**

## **Mobility for All Guidelines**

For mobility officers, academic and  
non-academic staff, and tutor  
students



# Physical disabilities

## 1. Short description

**In general, a physical disability is a physiological limitation of the human body. A person is physically disabled if his/her physical functions are impaired due to damage to the musculoskeletal system, organ damage or some sort of disease. Some disabilities may have genetic causes. Damage can also be acquired during one's life, for example as a direct result of an accident or a chronic illness.**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.  
Code: MOB4ALL 2020-1-ES01-KA203-082484





## Mobility for All Guidelines

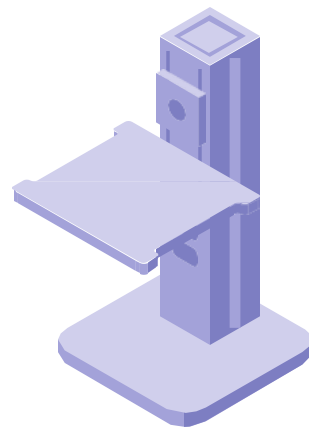
### 2. Barriers physical disability



**Stairs at the entrance to buildings or seminar rooms located on floors that do not have elevator access.**



**Lack of automatic or push-button doors.**



**Fixed-height furniture that can be hard to use with a wheelchair.**



**Inaccessible toilets, passages, doorways and rooms that do not accommodate wheelchair users, or are difficult to navigate for people with mobility impairments.**



**Increased travel & accommodation costs and transport costs.**



**No funding for an accompanying personal assistant.**



## Mobility for All Guidelines

### 4. Resources and tools



**Think about accessibility when booking** the room for the orientation at your institution.

**If the classroom or laboratory is not easily accessible,** reserve seats. If this is not possible, ask for a change of seat.



Some students might need **assistive technology** like audio and/or video recordings to increase accessibility to the course and some may need a personal computer.

**Materials** like notes and handouts should be available online or before the course starts.



Some students may need **tutorship** for taking notes or always have a personal assistant with them.



## Mobility for All Guidelines

### 4. Resources and tools



Students may need to use a **personal computer** or a **personal assistant** during an exam.

Provide a list of **accessible apartments** for students with physical disabilities.



Provide a **map of the city where students can find elevators to the metro station** and let them know the best way to get around (e.g., low-floor trams)

Provide a **tutor who helps students to find their way** around and if needed pick them up at the airport/train station and/or organise a taxi that is specialised on transportation of people with disabilities.



Encourage students to **talk openly about accessibility concerns**.



# Hearing and visual impairment

## VISUAL IMPAIRMENT

### 1.Short description

**Visual impairment is a term used to describe any level of visual loss that affects a person's ability to carry out daily activities. Because it is such a broad term, "visual impairment" usually also includes blindness.**

**Visual loss can be categorised based on visual acuity (the ability to discern the shapes and details of things you see) or visual field (the entire area that can be seen when one eye is fixed on a point), ranging from moderate low vision to complete blindness.**

**The timing of onset of vision loss is also important for individual development. Effects of total blindness from birth are very different from those of acquired blindness or of low vision.**





## 2. Barriers Hearing and visual impairment



**Difficulty in speaking and understanding the foreign language.**



**Fear of encountering bureaucratic challenges in understanding the documentation without an appropriate linguistic support from the Receiving HEI.**



**Difficulty in following the lessons under the same conditions of the other students, as they may require additional supports such as lip-reading, subtitles, sign language, or tutoring.**



**Fear of social isolation and lack of interaction with other students because of communication problems.**

**Fear of not being fully included in the host classes, both in the relationship with teachers and among other students.**



## Mobility for All Guidelines

### 2. Barriers



**Not having access to information about healthcare facilities that can provide medical or technical assistance to students in need, for example in the case of ear infections or malfunctioning hearing aids.**



**Lack of communication support systems such as a sign language interpreting service and hearing loops that facilitate the accessibility of offices, helpdesks, libraries, or classrooms.**



**Sign language is not universal. Each country has a different one. Therefore, it is not certain that students and interpreters understand each other.**



## Mobility for All Guidelines

### 4. Resources and tools



**Tutoring support** in understanding **technical and specific** vocabulary.

**Tutoring support** in understanding **syntactically complex texts**.



**Subtitles** to access lesson content (possibly in the student's native language or in English).

A **sign language interpreter** may be needed to fully understand the content of the lessons



**Learning environments** that enable the deaf student to interact with other students.



## Mobility for All Guidelines

### 4. Resources and tools



Teachers must stand in front of deaf students during lessons to **enable them to lip-read.**

**Support for taking notes on the laptop.**



**M3 recorder:** allows lessons to be recorded in mp3 format and to be automatically transcribed into text by a specific tool (e.g. Dragon NaturallySpeaking); the tutor can help the students to verify the correctness of the transcription.

**Hearing loops** at counters.





# Autism, Attention Deficit and Mental Health

## AUTISM SPECTRUM DISORDERS \_ ASD

### 1.Short description

**Autism spectrum disorders are a group of childhood-onset disorders characterised by impairment in social interaction and communication and by a pattern of repetitive, restrictive behaviours and/or sensory processing difficulties. This disorder may be associated with intellectual disability in some cases and language problems.**

**Asperger syndrome would be included in an ASD without language impairment and without intellectual disability. The degree of involvement varies from severe to mild and is the one that will mark the social evolution and adaptation in general in adult life.**



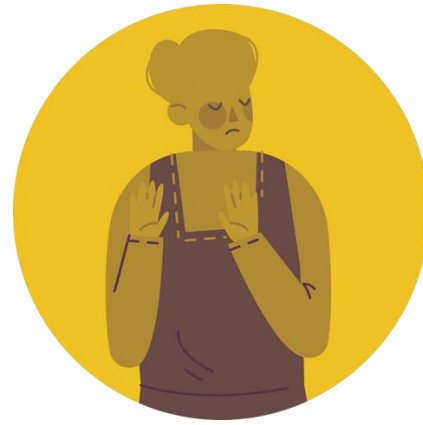
**The prevalence of ASD is currently between 1/100 to 1/150 children.**



## Mobility for All Guidelines

### 2. Barriers Autism

Communication and social reciprocity problems.



Problems of flexibility and variability in interests. Difficulty in changing routines and in accepting sudden changes in day-to day plans.

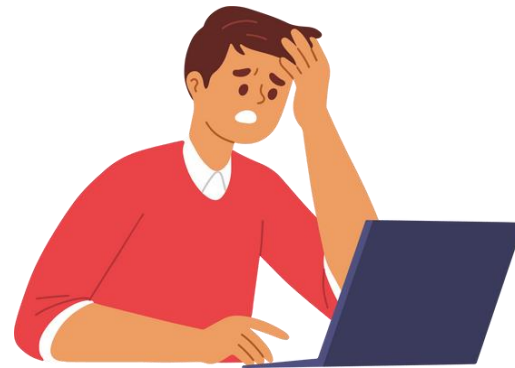


Sensory information processing problems (auditory, tactile or visual hypersensitivity is normal and often affects tolerance for social environments, such as a classroom or laboratory). In the HEI environment, hypersensitivity may generate anxiety.



## Mobility for All Guidelines

### 2. Barriers Autism



**Application** could be tricky, since the students will probably have difficulties in reading and interpreting the documents, and some may even decide to not apply for student exchange because the process feels overwhelming.

The International Office professionals **may not identify** who are the dyslexic students, and therefore are unable to give support.



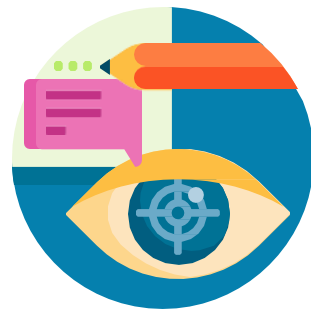
**Arrival** there is a lot of information to be absorbed, and plenty of it is written text. It can seem overwhelming to a person with dyslexia and there is a risk that useful information will not reach them.

**Social connections** formed in the beginning of a stay abroad are also very important.



## Mobility for All Guidelines For mobility officers, academic and

### 4. Resources and tools



**Use visual aids to help organise knowledge.** These can include schemes, blackboard diagrams, conceptual maps, etc.



Due to their difficulty in changing routines and in accepting sudden changes in day-to day plans, **encourage Asperger's students to keep a diary** for recording important dates, such as exam dates, submission dates, presentation dates, etc.



**Assign a buddy** to show the Asperger's student all that the campus has to offer. The buddy will also facilitate his/her inclusion into work groups. If the student is already getting help from classmates, he/she should be placed in the same groups as these classmates.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.  
Code: MOB4ALL 2020-1-ES01-KA203-082484

**Break tasks down into smaller steps.** When performing long, complex tasks, functional executive limitations hamper the performance of people with Asperger's Syndrome.





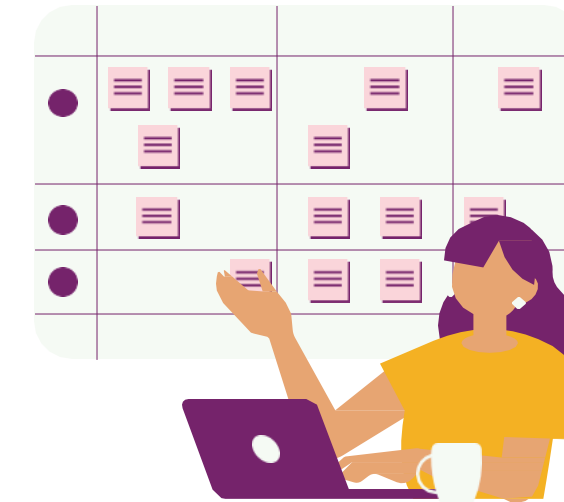
## Mobility for All Guidelines

### 4. Resources and tools

For mobility officers, academic and



**Prepare materials and bibliographies in advance.** They should be organised clearly and in chronological order. The student should be informed expressly – in writing, or by email where possible – of any changes.









**Asperger's students need more time for oral presentations** and, where possible, these should be done with **only the teacher present**. This is because such students usually have difficulties in talking in public, frequently causing them to freeze up.



As Asperger's students find spontaneous integration into groups extremely difficult, **group formation should be teacher-led**. They might also find problems in working in groups, so personalised monitoring is recommended. If the student's level of integration is considered to have an effect on his/her academic development, he/she should be given the opportunity to work independently.



## TABLE OF CONTENTS

	 SENDING Education Institution	 BOTH SENDING AND RECEIVING Institution	 RECEIVING Education Institution
 Before	1 <u>Selection Process</u> 2 <u>Preparation: informative meetings, intercultural preparation, linguistic preparation, connecting students with their peers</u> 3 <u>Facilitating a preparatory visit (if applies)</u> 4 <u>Minimum documentation required</u> 5 <u>Protection and safety of participant</u> 6. <u>Assignment of a tutor</u>	7. <u>Develop a Support Mobility Plan</u>	8. <u>Organise a meeting to get to know each other</u>  9. <u>Logistical preparation</u>  10 <u>Create a pre-mobility network</u> 10. <u>Develop a buddy system</u> 11. <u>Tutoring</u>
 During	11. <u>Monitoring: regular meeting</u> <ul style="list-style-type: none"> <li>♦ <b>Student / Academic tutor</b></li> </ul>	11. <u>Monitoring: regular meeting</u> <ul style="list-style-type: none"> <li>♦ <b>Student / Sending tutor / Receiving tutor</b></li> <li>♦ <b>Sending tutor / Receiving tutor (if needed)</b></li> </ul> 11.1. <u>Reinforced mentorship</u>	12. <u>Onboarding:</u> <ul style="list-style-type: none"> <li>♦ <b>Arrival</b></li> <li>♦ <b>Welcome and orientation meeting</b></li> <li>♦ <b>Social connection</b></li> </ul> 11. <u>Monitoring: regular meeting</u> <ul style="list-style-type: none"> <li>♦ <b>student / receiving tutor</b></li> </ul>
 After	13. <u>Re-orientation meeting and evaluation</u> 14. <u>Returning students: role model and ambassador</u>	15. <u>Final evaluation meeting between the institutions</u>	13. <u>Evaluation</u>