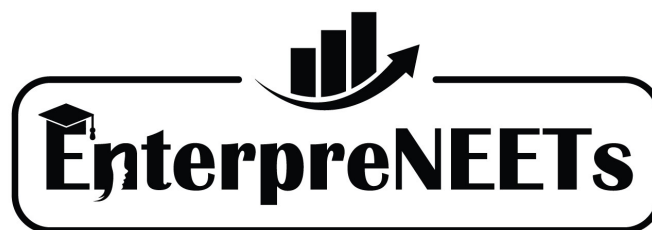
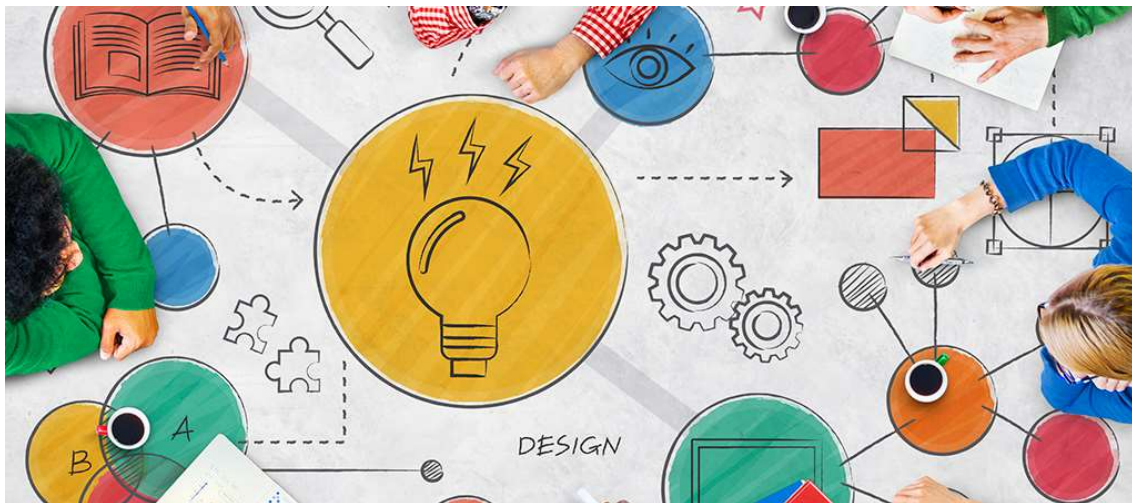




Thematic toolkit of intercultural communication



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EntrepreNEETs concept

EntrepreNEETs is an Erasmus Plus co-funded initiative in the field of youth that aims to empower young female NEETs (young people Not in Education, Employment, or Training) by providing them with entrepreneurial skills in the fields of social entrepreneurship, intercultural communication, project management and digital, and Information and communications technology skills. Therefore, it aims at combatting the following two aspects: the overrepresentation of women in the NEET category and their underrepresentation as entrepreneurs.

The main strategy that is going to be implemented to accomplish this goal is to provide youth workers with tools based on non-formal education. Thus, the project will be the exchange of good practices, aimed at producing a toolkit that can be used across the EU in fostering entrepreneurship. It will do so by employing Entrepreneurship as a Competence framework, working on the 3 competencies it defines: “ideas and opportunities”, “resources” and “into action”. The EntrepreNEETs aims at inspiring young female NEETs to pursue a career in the entrepreneurial world and by adapting it to their specific local context.

To summarise, the project’s objectives are:

- 1. Development of entrepreneurial skills of female NEETs;**
- 2. Decrease the number of women belonging to the NEET group;**
- 3. Increase the number of female entrepreneurs;**
- 4. Increase the teaching capabilities of youth workers in the field of entrepreneurship.**

The long-term end result of EntrepreNEETs is the development of entrepreneurial skills of young women belonging to the NEET group, and, therefore, to increase their social inclusion and their employability. The collection of good practices from the Consortium of partners in initial research will lead to the creation of a toolkit that will be able to be deployed in any youth organization working with a similar target group. The tangible results, which will be developed through a mix of non-formal educational methods will be as follows:

1. A report based on cross-country research regarding the European good practices in regard to teaching entrepreneurship and working with NEET group.
2. Thematic toolkits for entrepreneurial competencies. The group of youth workers will be trained in the usage of the toolkit during a joint staff training, and later they will use it to educate a group of young women during the blended mobility of young people.



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EntrepreNEETs ultimate main target group are female NEETs aged 15-29. The needs of this group will be addressed by providing educational tools to youth workers that work with them. Therefore, the youth workers will be the second target group of the project.

Find out more about the **EntrepreNEETs** project at social media:
<https://www.facebook.com/entrepreneets>

Thematic toolkits for entrepreneurial competences

The present edition is one of the four thematic toolkits, incorporating the best practices identified during the research phase. These toolkits are practically evaluated by youth workers during joint staff training and adapted, based on their recommendations, as well adapted for a do-it-yourself, non-formal approach, allowing them to be utilized by NEETs independently. All toolkits include tools and activities based on non-formal education, as this method is proven to be truly effective in gaining practical skills and knowledge. The topics of the editions are as follows:

| Toolkit | Responsible partner |
|---|----------------------------|
| Thematic toolkit of social entrepreneurship | L'ORMA |
| Thematic toolkit of intercultural communication | ADEL |
| Thematic toolkit of digital literacy and ICT skills | Nest Berlin |
| Thematic toolkit of project management | BSDA |

Who can benefit from the EntrepreNEETs toolkits?

1. Youth workers

A youth worker is a person who helps young people with their personal, social and educational development in an informal setting using educational processes, care and leisure approaches.

2. Female NEETs

A female NEET is a female identifying young person, who is not currently in education, employment, or training. The term NEET is typically used to refer to individuals who are not actively engaged in any of these activities and may be considered at-risk for social and economic challenges.

The present toolkits are one of the main instruments to achieve the objective of the EntrepreNEETs initiative, since they will be the primary tool for developing the entrepreneurial skills of female NEETs, as well as to provide guideline for the youth workers working with NEETs, to improve the quality of training activities that they conduct.



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EntrepreNEETs State of Art

NEET stands for "Not in Education, Employment, or Training". It is a term used to describe young people who are not currently participating in any form of education, employment, or training. This can include high school dropouts, unemployed or underemployed individuals, or those who have left the workforce for an extended period of time. NEETs can be a concern for governments and policymakers, as they may be at risk of social and economic marginalization.

According to the data of Eurostat, young people neither in education, employment, or training (NEETs) in the EU represented 16.4% of the 20-34-year-olds in the European Union in 2019. There are important differences in national averages between the states, with the highest percentage being observed in Italy (27.8%). This youth inactivity, although not a new phenomenon, has an important impact on European economies and on the well-being of individuals. The variable rates of NEETs in the EU-28 can be attributed to cyclical economic factors, but there is also a structural problem since the labour market discriminates against low-qualified profiles. The crisis in the labour market created due to the COVID-19 pandemic deteriorated the situation even further, leading to skyrocketing youth unemployment in most European countries (Tamesberger and Bacher, 2020: COVID-19 crisis: how to avoid a 'lost generation'). Additionally, the available education and formation opportunities are not well-adjusted to the needs of NEETs or young people in general.

The data regarding the European NEETs suggests that women in particular are at risk of becoming a part of this group. According to Eurostat's data for 2019, in all member states of the European Union, the percentage of women in the age range 20-34 classified as NEET was higher than the percentage of men, with the average being 12.2% for men and 20.8% for women (over 70% higher). In some cases, the difference was significantly higher, for example in Slovakia: 10.4% of men versus 29.5% of women. Eurostat identified a number of factors that may cause this difference, which include social conventions attributing higher importance to women's roles within families, careers advice directing women into a relatively narrow range of professions, and issues related to the labour market, like employers being more willing to hire young men over young women and the problems with assimilation at work that some women face after childbirth. These factors may prevent European women from realising their professional potential.

The gender gap is visible not only in the professional inactivity but also in the area of entrepreneurship. According to the report "Statistical Data on Women Entrepreneurs in Europe" prepared by the European Commission, in 2012 in 28 member states of the EU, women composed 31% of entrepreneurs. Their entrepreneurship rate, which is the percentage of entrepreneurs in the total active labour force, was 10% compared to 19% for men. Considering that the sum of experiences unique to each individual can lead to innovative business ideas, this difference can be understood as a significant unfulfilled potential.



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The inequalities described above were the main reason why this project has been created. The project team aims to contribute to the well-being of European women by providing them with skills and tools that will allow them to thrive and use their creative potential to its fullest.





EntrepreNEETS educational portfolio



Intercultural communication is when two or more people from different cultures interact. It can be defined as the sharing of information on different levels of awareness between people with different cultural backgrounds, or put simply: individuals influenced by different cultural groups negotiate shared meaning in interactions.¹ Intercultural communication plays an important role not only in business relations, but also in everyday life when in contact with several cultures, which is a need of the globalised population.

Intercultural communication can be investigated at the verbal, non-verbal and media levels, and we can observe manifestations of hybridization, e.g. in music, architecture, fashion, and various forms of integration of more complex structures of foreign cultures or elements of cultural traditions. It is as well its own discipline overlaps with many others including sociology, psychology, anthropology, biology, political science, economics, and public policy.

“Intercultural communication is a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings.” (Lustig & Koester, Intercultural competence 2007).

To understand the concept of international communication, it is necessary to better understand what culture actually is. Where does one culture stop and another start? How are cultures created, maintained, and dissolved? From the buildings people erect which represent design values to the fences we install that determine the borders, our environment is a representation of culture, but it is not all that is culture.

Culture consists of beliefs, attitudes, values, and traditions that are shared by a group of people.

¹ <https://ehlion.com/magazine/intercultural-communication/>



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Thus, we must consider more than the clothes we wear, the music we listen to, or the video games we play, all representations of the environment, as culture. Culture also involves the psychological aspects of our expectations of the communication context. For example, if we are raised in a culture where males speak while females are expected to remain silent, the context of the communication interaction governs behaviour, which in itself is a representation of culture.

From the choice of words (message), to how we communicate (in person, or by e-mail), to how we display understanding with a nod or a glance (nonverbal feedback) all aspects of communication are influenced by culture.²

The purpose of intercultural communication

The purpose of intercultural communication is to facilitate understanding and meaningful interactions between people from different cultures. Intercultural communication aims to bridge the cultural gaps and differences that exist between individuals or groups by promoting mutual respect, empathy, and acceptance of diverse perspectives.

On a personal level - Intercultural Communication can help us understand our own preferences, strengths and weaknesses when it comes to communicating and how these can help or hinder us when communicating across cultures.

On a wider level - Intercultural Communication can help us understand all manner of things about ourselves as human beings, from how we create meaning to the mechanics of the brain (neuroscience) to the use of language(s) for social cohesion.³

² https://saylordotorg.github.io/text_business-communication-for-success/s22-01-intercultural-communication.html

³ <https://www.commisceo-global.com/blog/what-is-intercultural-communication-and-why-is-it-important>



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Intercultural Communication Skills

To master intercultural communication, you need to gain skills which help you to understand, respect and talk to people from different cultural backgrounds as well as read their nonverbal communication. Here are a few of those skills.

Education - Do your research, explore the world by reading books, watching documentary movies, listening to podcasts, taking courses and watching a movie by directors from different countries.

Active listening - This is a golden rule not only in intercultural communication but for communication in general. As easy as it sounds, sometimes the easiest way of learning is just listening.

Keep an open mind - Sometimes we tend to judge what we do not know, or what seems to be odd to us. It is important to stay open-minded, don't reject someone else's idea just because you wouldn't do it that way. You can benefit from this rule in communication, in your career and generally in life as well.

Tolerance - Everyone has different beliefs, opinions, experiences and life stories. Sometimes we might have difficulties accepting and understanding them. It is best to put all these differences aside.⁴

Empathy - Empathy is the ability to understand and share the feelings of others. It is important for intercultural communication because it helps individuals to connect with others and to understand their perspectives and experiences.

Why is intercultural communication so important?

The importance of intercultural communication is not only that it helps people to understand each other avoiding confusion. These are a few more reasons why intercultural communication is important for people in workplaces.

a. Intercultural Communication and Teamwork

Many companies these days are expanding abroad or hiring professionals from all over the world. Learning to communicate with the people you work with is beneficial for you and for

⁴ <https://www.studysmarter.co.uk/explanations/english/sociolinguistics/intercultural-communication/>



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the organisation. Intercultural communication skills support successful businesses and strengthen teamwork.

b. Intercultural Communication and the Military

In the military or marine corps, intercultural communication could be a matter of life and death. Soldiers often spend lots of time in different countries and need to adapt to the communication style of the locals. One wrong gesture could cause big trouble in this area. That is why militaries spend lots of money on intercultural communication training.

c. Intercultural Communication and Healthcare

As a doctor, ignorance of someone's culture could also cause unwelcomed results - wrong diagnoses, poor health care or any other damage to health. Good intercultural communication is essential in healthcare for promoting patient-centered care, improving health outcomes, and addressing health disparities. It is crucial for healthcare providers to develop and practice these skills to ensure that they are able to provide high-quality care to all patients, regardless of their cultural background.

d. Intercultural Communication and Teaching

Teachers teaching in foreign countries (or foreign students) need to know the cultural customs. If they do not, they might accidentally punish someone without understanding the complexity of the situation. Effective communication is crucial for building trust and positive relationships with students. When teachers are able to understand and appreciate their students' cultural backgrounds, they can better connect with them and create a positive learning environment. Moreover, teachers who model good intercultural communication skills can help to promote cultural awareness and acceptance among their students. This can help to break down stereotypes and promote a more inclusive and accepting school community.

e. Intercultural Communication and Marketing/Advertising

Everyone could name at least one marketing failure. A lack of awareness of cultural issues can lead to big problems, for example the brand could be even sued. So, in this regard, Intercultural Communication is important. It also helps brands to reach their audiences.⁵

Clearly, intercultural communication is very important in all spheres of life. While doing business abroad, you should also be prepared and know the culture of your business partner.

⁵ <https://www.commisceo-global.com/blog/what-is-intercultural-communication-and-why-is-it-important>



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It can help you to prove yourself as a prepared and serious businessperson, helps to prevent misunderstanding and will be for sure beneficial for your business.

Barriers of effective intercultural communication:

Anxiety - It is very common to feel insecure or uncomfortable with communication with a person from another culture. We might feel unsure of our actions and worried about not creating any awkward or insulting situation. Although not as detrimental as ethnocentrism or stereotypes, anxiety can prevent us from making intercultural connections that will enrich our lives.

Ethnocentrism - assumes *our culture or co-culture is superior to or more important than others and evaluates all other cultures against it.*⁶ It can lead to disdain or dislike for other cultures and could cause misunderstanding and potential conflict. To avoid such a situation we must recognize that what we consider as correct and incorrect, normal or weird is mostly influenced by our cultural aspects and that means that not everyone is sharing the same point of view. They might have opposite points of view which doesn't mean it is incorrect, it is just simply based on someone else's cultural standpoint.⁷

Assumption of Similarities - Sometimes, one can say that two cultures are similar in their nature and forms an opinion of an entire nation based on the behaviour of an individual and equates that behaviour with another culture. (For example, the fact that I like to have an espresso in the morning, someone could evaluate as a thing that all Slovaks do and will compare Slovaks to Italians. While the fact that I like to drink espresso in the morning is not a matter of culture, but of my personal preferences.) When dealing with different cultures we must not make any predetermined assumptions about the opposite cultures.⁸

Stereotypes - a widely held but fixed and oversimplified image or idea of a particular category of people (or things), which is not taking individual differences into account. Stereotypes can be based on race, culture, sexual orientation, beliefs, music preferences - almost anything. Treating individuals according to stereotypes could lead to discrimination and prejudice.

Prejudice - Is another very important barrier in intercultural communication. It is a negative attitude created by individuals based on race, ethnicity, religion, caste or language. An

⁶https://socialsci.libretexts.org/Courses/Southwest_Tennessee_Community_College/Competent_Communication/02%3A_Culture_and_Communication/2.03%3A_Barriers_to_Intercultural_Communication

⁷https://socialsci.libretexts.org/Courses/Southwest_Tennessee_Community_College/Competent_Communication/02%3A_Culture_and_Communication/2.03%3A_Barriers_to_Intercultural_Communication

⁸ <https://ivypanada.com/essays/barriers-to-intercultural-communication/>



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example of the context in which prejudice occurs, is when people from one culture join individuals from different cultures and subsequently, they might face challenges of prejudice.

In conclusion, communication is the cornerstone of today's globalised world. Both verbal and non-verbal communication is important. While doing business with foreigners or travelling, intercultural communication can be a life changer. Once you are prepared and get familiar with the culture, you're going to visit there is not that much that can catch you unprepared, or get you into an awkward situation. To overcome the barriers of various cultural backgrounds, individuals need to develop cultural awareness, respect, and sensitivity, and practice active listening and effective communication skills. They also need to be open-minded, flexible, and willing to adapt their communication style to fit the cultural context.

Educational Activities



Self-learning activities are a great way to improve your skills and knowledge in intercultural communication. Some examples of self-learning activities include reading books and articles, taking online courses, participating in webinars and workshops, and working on personal or professional projects. By actively engaging in these activities, you can gain a deeper understanding of the concepts, tools, and best practices, and apply them to your own work. Additionally, self-learning activities can help you stay current with the latest industry trends and developments, and enhance your career prospects.

ICEBREAKER

| | |
|---|--|
| Name of the educational activity | Truth or False Icebreaker |
| Aim of the educational activity | The aim of the activity is to let participants communicate with each other and reveal according to verbal and non-verbal communication what is true and what is false. |
| Time of the educational activity | 20 minutes + 10 if needed for a final round |
| Methods used in the educational activity | Kinesthetic learning, Game-based learning |
| Materials | paper, pen |
| Instructions about the educational activity | At the beginning of the activity all participants have 3 minutes to write down 2 truths and 1 lie about themselves. All together it will be 3 simple statements. Then they will all start walking around, mingle and talking to each other always in pair. Within a pair person nr. 1 will read the statements and person nr. 2 is trying to find out/guess or reveal which statement is false. If the person nr. 2 will guess correctly, they can write down the point for themselves on the other side of the paper. |



| | |
|---|--|
| | <p>Then the other member of the pair reads their statements and the person nr. 1 is guessing. After both of them read their statements they will both move to another participant.</p> <p>This part of the activity goes on for 10 minutes. After the time is up the participant with the most collected points wins. If there are several people with the same amount of points there could be one more final round.</p> <p>Final round: The participants with the same number of point will all again create 3 new statements: 2 truths and 1 lie. They have to guess among themselves which one is true and which one is lie. Whoever guesses right wins. The winner can share what was the most shocking/surprising/fascinating/unbelievable truth they heard during the activity.</p> |
| <p>Learning outcome</p> | <p>Participants will learn that they can reveal the truth also by reading the body language, for example from the body posture or the way information was told by another person. They will strengthen their communication skills and their sense of creativity.</p> |
| <p>Verification and evaluation</p> | <p>We will evaluate this activity in the end by calling out the winner (the participant with the most correct guesses). We could talk for a few minutes if it was hard to tell what was true and what was false. Ask whether they tried to focus on the non-verbal communication of the opposite side or what strategies they used.</p> |
| <p>Materials used in this educational activity (manuals, guides, website, etc.)</p> | <p>No materials needed</p> |
| <p>EQF classification level European Entrepreneurship Competence Framework (EntreComp)</p> | <p>Levels 3 - 5</p> <ul style="list-style-type: none"> ● Area: IDEAS & OPPORTUNITIES <ul style="list-style-type: none"> ○ Competence: Spotting opportunities <ul style="list-style-type: none"> ▪ Thread: Identify challenges ● Area: RESOURCES <ul style="list-style-type: none"> ○ Competence: Self-awareness & self-efficacy <ul style="list-style-type: none"> ▪ Thread: Follow your aspirations ▪ Thread: Identify your strengths and weaknesses ○ Competence: Mobilising others <ul style="list-style-type: none"> ▪ Thread: Inspire and get inspired |

MAIN ACTIVITY



| Name of the educational activity | My Growing Business |
|---|--|
| Aim of the educational activity | <ul style="list-style-type: none"> ● Strengthen creativity and motivate young people to do their research before launching their business in a foreign country. ● Get familiar with customs and what is important to know when communicating something to a general public in a different culture. ● Encourage participants from different countries to speak up and communicate their ideas with their working group. ● Support participants to work together in groups and try to figure out what could be the best solution for their business. |
| Time of the educational activity | 3 hours |
| Methods used in the educational activity | Group learning, Inquiry-based learning, Expeditionary learning, Technology-based learning. |
| Materials | flipchart paper, pen, markers, highlighter, device with the internet - it can be participant's mobile phone |
| Instructions about the educational activity | <p>The group will be divided into groups of 4-5 participants They will choose a product (we will have them prepared in a bowl- absurd objects)</p> <p>This workshop will be divided into two sections and one break activity:</p> <ul style="list-style-type: none"> ● First each group will be working on the product name and target group and their communication. ● First part of the workshop will be followed by the "Draw the bird" break activity, focused on different understanding of the same thing, based on the cultural background of the participants. (described below.) ● After the "Draw the bird" activity, second part of the workshop follows. <p>First part of the workshop:</p> <p>Participants will work as a group on the following tasks:</p> <ul style="list-style-type: none"> - Find the name of their product which would be suitable for the global market and defend their decision. - Decide, who is their target group and how they plan to communicate with tis group (e.g. social media) decide what language they will use (e.g. non-formal language, sarcasm, slang or harsh language with abbreviations... etc.), |



and create examples of 2 posts on social media/ or poster quotes.
- How does the group plan to get the interest of the global market? (Find something different, your unique strategy that will catch the attention of potential customers)

- What could be a barrier, in terms of communication, that could cause a problem while launching their product to the new international market? (Norway, Saudi Arabia, China, USA, Ecuador, Indonesia, South Africa)

- What is important to know about the culture in the country they want to expand their business in? (They need to know their audience)

Note: Facilitators could specify to each group where their business is expanding and according to that the groups will search for information about this particular country.

Break activity - “Draw the bird”:

First part of the workshop will be followed by the “Draw the bird” activity, focused on different understanding of the same thing, based on the cultural background of the participants. (Described below.)

Second part of the workshop:

Participants will have time to think and talk in the group about what could be the barriers their group could be facing when expanding to a global business. The discussion should be focused on communication and the importance of knowing the culture of the target country, before starting a business there and importance of the communication strategies for the global market. (Example markets: Norway, Saudi Arabia, China, USA, Ecuador, Indonesia, South Africa).

At the end, the groups will present their ideas to each other, discussion could be open for everyone.

Learning outcome

Participants will learn that communication is not the same everywhere. They will have a chance to understand that not only the target group and product is important but also the culture of a foreign country where they might want to expand in future. They will have a chance to understand how important it is to research and respect different cultural customs/beliefs and traditions. Participants will also gain a better understanding of what the audiences in different countries want also based on their culture.



| | |
|---|---|
| <p>Verification and evaluation</p> | <p>Once the groups are done each group will present their inputs and ideas. After each presentation all the participants can ask questions. At the end there will be evaluation of this activity, conclusion and takeaways.</p> <p>Suggested questions: What did they learn and what did the participants take from this workshop?</p> <p>All participants will have a chance to share what they found out difficult or more complicated.</p> |
| <p>Materials used in this educational activity (manuals, guides, website, etc.)</p> | <p>Various websites the participants will need for their research.</p> |
| <p>EQF classification level European Entrepreneurship Competence Framework (EntreComp)</p> | <p>Levels 5-8</p> <ul style="list-style-type: none"> ● Area: INTO ACTION <ul style="list-style-type: none"> ○ Competence: Working with others <ul style="list-style-type: none"> ▪ Thread: Team up ▪ Thread: Listen actively ▪ Thread: Work together ▪ Thread: Accept diversity ○ Competence: Planning and management <ul style="list-style-type: none"> ● Thread: Define goals ● Thread: Plan and organise ● Thread: Define priorities ● Area: RESOURCES <ul style="list-style-type: none"> ○ Competence: Mobilising resources <ul style="list-style-type: none"> ▪ Thread: Get and manage the material ▪ Thread: Make the most of limited resources ▪ Thread: Make the most of your time ○ Competence: Mobilising others <ul style="list-style-type: none"> ▪ Thread: Inspire and get inspired ● Area: IDEAS & OPPORTUNITIES <ul style="list-style-type: none"> ○ Competence: Spotting opportunities <ul style="list-style-type: none"> ▪ Thread: Identify opportunities ▪ Thread: Identify challenge ○ Competence: Creativity <ul style="list-style-type: none"> ▪ Thread: Be curious & open ▪ Thread: Develop ideas |



- Thread: Define problems
- Thread: Be innovative
- Competence: Ethical and sustainable thinking
 - Thread: Bring the value
 - Thread: Act responsibly

BREAK AND FOLLOW UP ACTIVITIES

| | |
|---|---|
| Name of the educational activity | Draw a Bird |
| Aim of the educational activity | <ul style="list-style-type: none"> ● To show the participants that one thing has many meanings and the same object, words can be interpreted in many different ways. <p>The same happens during the intercultural communication. What we are saying/ the gestures we are using/ or the expressions we use in communication can be understood in many different ways while communicating with other cultures. It is very important to take this into account.</p> |
| Time of the educational activity | 30 minutes |
| Methods used in the educational activity | Kinesthetic learning |
| Materials | paper, pencil |
| Instructions about the educational activity | <p>All participants will be requested to draw a bird on the tree. They will get 10 minutes to complete the task. After the time is up all participants will show their drawing - which one is correct? There is no correct or wrong drawing.</p> <p>A discussion will follow regarding the importance of saying things exactly as we want them, or as we expect them to be done. Intercultural communication, especially, can be full of misunderstanding. Therefore, it is very important to ask questions and listen carefully, as each one of us could interpret one sentence differently.</p> |
| Learning outcome | The participants will learn and understand that in intercultural communication there might be a lot of misinterpretations. As people from different cultures can understand the same thing in completely different ways. They will also learn the importance of explaining everything in detail if they want to get it done the exact way - as a person from another culture could do things differently. But that does not mean their way is incorrect. |



| | |
|---|---|
| Verification and evaluation | <p>Open discussion on what participants think is important in intercultural communication. Facilitator could write the ideas down on the flip chart, so the participants could see what is important on a displayed flipchart during the rest of the activities.</p> |
| Materials used in this educational activity (manuals, guides, website, etc.) | <p>No materials needed</p> |
| EQF classification level | <p>Levels 3 - 5</p> |
| European Entrepreneurship Competence Framework (EntreComp) | <ul style="list-style-type: none"> ● Area: IDEAS & OPPORTUNITIES <ul style="list-style-type: none"> ○ Competence: Creativity <ul style="list-style-type: none"> ▪ Thread: Be curious & open ▪ Thread: Develop ideas ▪ Thread: Define problems ▪ Thread: Be innovative |

| Name of the educational activity | Work it Out |
|--|--|
| Aim of the educational activity | Groups will have a chance to face the real troubles or misunderstanding situations which can happen in intercultural communication. This activity will strengthen their creativity, critical thinking and ability to solve existing problems. |
| Time of the educational activity | 45 minutes |
| Methods used in the educational activity | Group learning, Expeditionary learning, Technology-based learning |
| Materials | paper and pen, device with the internet connection |
| Instructions about the educational activity | <p>Participants are divided into groups in which they will work. Each group will be assigned a certain situation which could happen due to misunderstandings or incorrect intercultural communication.</p> <p>The group participants will have a debate on how they would solve the situation - they will also prepare a short role-play, acting out the situation. Afterwards, everybody together could discuss why this problem even happened and what is possible to do to prevent it.</p> <p>The situations:</p> <ol style="list-style-type: none"> 1. You came for a lunch meeting with a business partner from India. The food is ready on the tables and you're ready to eat. There is no cutlery on the table, so you follow your business partner and start eating with your hands. You are left-handed so you would naturally start eating with your left hand. All of the sudden you will receive a judgemental and disguised frown. What do you think happened? (left hand is considered a „dirty hand” in India, you always eat with your right hand). 2. You are at the business meeting and to show your partner from Iran that you agree with something and you give him „thumbs up”. He seems to be very concerned and disgusted. What do you think happened? (Thumbs up in Iran means the same as middle finger in Europe - it is rude and disrespectful to show this gesture) 3. You are saying goodbye to your business partner from Cyprus and to emphasise, you wave to him from a distance. He is confused and angrily waved back and you do not hear from him ever since. What do you think happened? (In Cyprus waving is considered a pretty rude gesture) |



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| <p>Learning outcome</p> | <p>4. You came for a business meeting with your Japanese business partner, dressed in Hawaiian shirt and beige shorts. To greet him you will offer your hand for shaking and on the top of that you are 10 minutes late. Your partner seems to be disturbed and concerned and the whole meeting is not going well. What do you think happened and what you could have done differently? (Japanese usually wear dark colour for a meeting, it is considered a business uniform; they often expect you to have a business card with you for them, to introduce yourself and your business; they prefer punctuality, if possible, better be early than late).</p> <p>5. You have a business meeting with an Arab business partner. And as the meeting is long and you feel uncomfortable so you sit with your legs crossed and stretched out. The meeting went well but you did not get the deal. What do you think happened? (Showing your soles to Arab is considered offensive)</p> <p>Participants will learn what could go wrong in intercultural communication and they have to figure out what was the problem and how to avoid this kind of situations. They will do their research on why certain behaviours are considered rude or disrespectful. This way they will also gain very basics of the possible intercultural awkwardness.</p> |
| <p>Verification and evaluation</p> | <ul style="list-style-type: none"> ● Role play and outcome of participant’s research. <p>Each group will share their knowledge on what was incorrect in their situation and what could be done differently. Also, they will provide ideas on how to avoid such a situation. This way we will all together evaluate the activity.</p> |
| <p>Materials used in this educational activity (manuals, guides, website, etc.)</p> | <p>Different websites for the research</p> |
| <p>EQF classification level</p> <p>European Entrepreneurship Competence Framework (EntreComp)</p> | <p>Levels 5-7</p> <ul style="list-style-type: none"> ● Area: INTO ACTION <ul style="list-style-type: none"> ○ Competence: Working with others <ul style="list-style-type: none"> ▪ Thread: Team up ▪ Thread: Listen actively ▪ Thread: Work together ▪ Thread: Accept diversity ○ Competence: Planning and management <ul style="list-style-type: none"> ● Thread: Define goals ● Thread: Plan and organise ● Thread: Define priorities ● Area: RESOURCES <ul style="list-style-type: none"> ○ Competence: Mobilising others |



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| | <ul style="list-style-type: none"> ▪ Thread: Inspire and get inspired ○ Competence: Mobilising resources <ul style="list-style-type: none"> ▪ Thread: Get and manage the material ▪ Thread: Make the most of limited resources ● Area: IDEAS & OPPORTUNITIES <ul style="list-style-type: none"> ○ Competence: Valuing ideas <ul style="list-style-type: none"> ▪ Thread: Make the values and opportunities |
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| Name of the educational activity | Guess What I Am |
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| Aim of the educational activity | <ul style="list-style-type: none"> ● To show participants that interpretation of one exactly same thing could be different in every culture. This activity teaches the participant that even if they personally do not understand, see or consider a different point of view as correct it does not always mean it is wrong. Same thing could be understood very differently in different cultures. ● Participants strengthen their communication skills and have to explain their opinion. ● The additional value is that the group needs to agree and find compromise and make the decision together. |
| Time of the educational activity | 15 minutes |
| Methods used in the educational activity | Group learning, Kinesthetic learning |
| Materials | None |
| Instructions about the educational activity | <p>Participants will be working in the groups - but the groups will be different than in the main activity (My Growing Business activity).</p> <p>One group member will draw a piece of paper from a prepared bowl.</p> <p>On the papers in the bowl various items will be written (animals, professions, etc..., e.g. secretary, pencil sharpener, soft cheese, protein shake, limoncello, stamp, nurse, coffee maker, a tire, table tennis ball...)</p> <p>The person who drew will try to show without words to the rest of the group what is on the paper. The facilitator will limit their time. The rest of the group needs to cooperate and communicate and agree on one final answer together. As people are from different countries, and have different</p> |



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| | <p>experiences and customs the answers of each group member might be different and they need to talk about them and decide together which one is correct and which they want to use. The explanation of what the person is showing can be different for everyone. Each group can do a few rounds.</p> |
| <p>Learning outcome</p> | <p>Participants will learn that everyone thinks differently. Especially when coming from different cultures, we have to take this into account and not judge others' opinions or points of view.</p> |
| <p>Verification and evaluation</p> | <p>Short evaluation of the game. Participants will say if it was hard or easy to guess what expression was the player showing them. They will also evaluate how difficult it was for them to communicate together and make decisions. It is also possible to talk about whether the participants from the same country guessed the same thing or not.</p> |
| <p>Materials used in this educational activity (manuals, guides, website, etc.)</p> | <p>No materials required.</p> |
| <p>EQF classification level European Entrepreneurship Competence Framework (EntreComp)</p> | <p>Levels 3 - 6</p> <ul style="list-style-type: none"> ● Area: IDEAS & OPPORTUNITIES <ul style="list-style-type: none"> ○ Competence: Creativity <ul style="list-style-type: none"> ▪ Thread: Be curious & open ▪ Thread: Develop ideas ▪ Thread: Define problems ▪ Thread: Be innovative ● Area: RESOURCES <ul style="list-style-type: none"> ○ Competence: Self-awareness & self-efficacy <ul style="list-style-type: none"> ▪ Thread: Follow your aspirations ▪ Thread: Identify your strengths and weaknesses ▪ Thread: Believe in yourself ○ Competence: Mobilising others <ul style="list-style-type: none"> ▪ Thread: Inspire and get inspired |



EntrepreNEETS good practices

Good practices are established methods or techniques that have been proven to be effective in achieving a certain goal or task. They are considered to be the best or most efficient way to accomplish something and are often recommended by experts in the field. In general, good practices are intended to improve quality, efficiency, and overall effectiveness, so in the following section you will find good practices in the field of intercultural communication, which can be a source of inspiration for your personal and professional development.

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| Name of the practice | Upre ženy [Ufor Women] |
| Country of origin | Slovakia |
| Brief description | <p>The Carpathian Foundation is a unique regional non-profit organization, which is the only one in Slovakia that operates primarily in the territory of eastern Slovakia - Košice and Prešov regions.</p> <p>Ufor Women is a program of development and increasing employability of women from marginalised Roma communities. Several surveys show that, despite the fact that Roma people are looking for work, low levels of education, insufficient skills, and racial or geographic discrimination are the main factors affecting their employment. Carpathian Foundation launched a long-term educational and development program for women, in cooperation with partners who have experience in increasing the employment of the long-term unemployed - with the Labor Agency of the Banska Bystrica self-governing region, the organisations OZ Detstvo deťom, and minority Community Centre Veľký Krtíš.</p> <p>Since their establishment in 1994, they have been providing financial support, education and consulting for active people and non-profit organizations with the aim of improving life in eastern Slovakia. They transfer their experience, create networks and build the expertise of third sector organizations - in Slovakia as well as abroad, especially in Ukraine. The organisation creates innovative ways to involve people and companies in the development of the East Slovak region.</p> |

Target group(s)

Roma woman

Key components of
intercultural
communication involved

As part of the program, Roma women are educated in the field of work (writing a resume, preparing for an interview...), in financial literacy, but also in the field of personal development (gender equality, gender-based violence, strengthening communication skills, etc.).

The whole process is carried out by experts and expert organizations in the communities, with the support of mentors. The Carpathian Foundation also cooperates with employers in the regions to create job opportunities for female beneficiaries.

- Including families - the organisation gets the whole families of Roma women involved into program. The participants of the program are stay at home women with children. They need support from the family to be able to go through all the seminars and training courses that are part of the program. That is also why the organisation systematically works and communicates with the whole family. They explain to them why it is important for women to get educated and advance and how the family can help them to achieve this.
- Personal and situational safety course - The course teaches Roma women how to avoid conflict and, if it cannot be avoided, how to successfully defend themselves against a physical attack.

The second part of the course was focused on stressful situations and how to handle them. (For example, at the job interview) The communication with a new employer might be difficult for Roma woman, therefore they were taught how to handle it if they are stressed in such a situation.

Activities for associated organizations and future employers:

- Partner training - The aim of the training is to strengthen the professional capacities of work teams in the field of social inclusion of marginalized Roma communities.



Figures, outputs and
outcome

- The theme of supporting the employment of marginalized groups is not only about the readiness of women from these communities. It also depends on the employers, their approach or breaking down prejudices.
- Training of mentors - Experienced mentors are available to Roma women during the UFor Women Program. Mentors are women who will listen to them, talk to them and give them expert advice. The mentors participate in a training session on how to build a relationship with their mentees without losing their professionalism, and how to deal with established work stereotypes.

The educational and development program UFor Women tries to ensure that Roma women build self-confidence and acquire the necessary information and skills to make free decisions:

- To gain financial independence to be able to make a living.
- To become actors of change in their communities and positively influence or bring other Roma women.
- In order to break down the prevailing harmful stereotypes about Roma women, especially on the part of employers, and to reduce the combined discrimination that Roma women (but also as Roma men) face in higher measure than non-Roma.

After the successful implementation of the pilot program in locations Velký Krtíš and Dobšiná, the organisation plan to expand the UFor Women program to other marginalised Roma communities. They also plan to establish a Platform of Inclusive Employers for the exchange of experience between employers who are interested in employing Roma, especially Roma women.

Key success factors of
the initiative

- Cooperation with employers and education for them to understand the culture, duties and customs of Roma women.
- Creating a safe/ comfortable environment where Roma women would like to go for their education.
- Having experts for the trainings - for both for Roma Woman and for the future employers
- Getting involved different organisation who have experience with a work with the target group



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| Additional information (links, sources) | <ul style="list-style-type: none"> - https://karpatskanadacia.sk/upre-zeny/ - https://www.uprezeny.sk/#o-programe |
| References | <ul style="list-style-type: none"> • https://karpatskanadacia.sk/upre-zeny/ • https://www.uprezeny.sk/#o-programe |

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| Name of the practice | Education support centres to promote intercultural skills |
| Country of origin | South Korea, Asan city |
| Brief description | <p>The city of Ansan has the largest number of foreigners in the Republic of Korea. Because of this characteristic, the Office of Education has a multicultural superintendent, and schools with many students from multicultural backgrounds encourage and employ bilingual teachers. These schools conduct Korean classes for multicultural parents and offer multilingual information. Ansan City, in cooperation with the schools, organizes career seminars so that students do not find themselves isolated in school.</p> |
| Target group(s) | Foreign students |
| Key components of intercultural communication involved | <p>Implementation and adoption of strategies that facilitate positive intercultural changes, and promote equal participation of the foreign communities is crucial. It is important to listen and respond to the needs of a diverse group.</p> <p>The school in Asan City offers a range of courses on intercultural understanding.</p> <p>Some school programmes are designed to improve the environment for intercultural students' learning and capacity building, include multicultural classes, pre-school programmes, and research school programmes.</p> |



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| | <p>Ansan City, in cooperation with the schools, organises career seminars to make sure that students do not find themselves isolated in school.</p> <p>With the view of helping intercultural children and youth retain their mother tongue, Ansan also offers mother tongue classes primarily centring on Russian. Besides, to help locals understand interculturality and acquire language proficiency, the city runs a range of other foreign language education courses (English, Chinese, Vietnamese, etc.).</p> |
| <p>Figures, outputs and outcome</p> | <p>Students feel more included and understood, as the Educational office organises a range of courses on intercultural understanding. This includes not only students but also their family.</p> <p>The schools working with the educational office run Korean language classes for parents from various countries and offer multilingual information. There is also the possibility for students to attend career seminars which are organised by the Educational office with the cooperation with the school.</p> <p>Students can also join other activities designed to improve the environment for intercultural students' such as pre-school programmes, and research school programmes. Ansan City provides daily support for students through operating a mobile team to visit schools and serve students.</p> |
| <p>Key success factors of the initiative</p> | <p>In all diverse groups it is necessary to care for everyone's needs. It is good to have an organisation which know how to implement the classes and get involved with the target group. When talking about cross- cultural communication the workshops/ classes should be related to the relevant topic (their culture, the difference between the cultures) and show the participants that we want to include them. Make sure that participants/ students or employees do not find themselves isolated.</p> |
| <p>Additional information (links, sources)</p> | <p>https://www.coe.int/en/web/interculturalcities/-/education-support-centers-to-promote-intercultural-skills</p> |
| <p>References</p> | <p>n/a</p> |



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