

**ACTIVITY REPORT**  
on  
**C2: blended learning mobility**  
**Lisbon, 26-30.09.2016**

The training event was implemented by the “Us&Them” consortium as planned, between the 26<sup>th</sup> and 30<sup>th</sup> of September 2016, in Lisbon.

The host and organizer of the blended learning mobility was the Portuguese partner, ANJAF. The training took place in a meeting room booked by ANJAF in Amazonia Hotel, with all necessary devices and facilities for the training.

The agenda is attached to this report (C2 Annex 1 – agenda).

The list of participants is rendered below:

<b>Organization</b>	<b>Name and surname</b>
ANJAF	Sofia Silva
	Sofia Castro Pereira
	Cristina Afonso
	Vanessa Antunes
GIE	Georgeta Chirleşan
	Ramona-Ionela Ciucă
	Emilia Chivu
	Valentin Constantin Tuță
	Lucia Chirleşan
LMETB	Sharon Maher- Bordalo
	Siobhan Duffy
	Kiki Konstantinidou
	David O’Connor
	Geraldine McMahon
COLEG CAMBRIA	Natalie Roberts
	Greg Otto
	Angela Penny
	Bethan Cartwright
	Paula Blundell
CARDET	Ourania Miliou
	Ioanna Charalambous
	Eliza Theofanous
	Elena Xenii
FUERM	Clara Sánchez Blaya
	Elena Vidal García
	M <sup>a</sup> Carmen Sánchez Fuster
	Consuelo García Sánchez
CIMEM	Elif Soydemir
	Hasan Dirik
	Fatma Candan

<b>Organization</b>	<b>Name and surname</b>
	Burhan Ozturk
STAFF CONSULT	Ludovico Camarda
	Francesco Lembo
	Gianna Muratori
	Maria Cristina Molfetta

**Day 1, 26.09.2016**

Sofia Castro Pereira – cultural anthropologist – gave a presentation on multi/inter/pluriculturality:

- What is culture (UNESCO definition, visible and invisible cultural differences)
- Religion – another concept difficult to define
- In Portugal Interreligious communication is provided through specialised institutions
- Religion interfere with culture, culture is religion-based
- Multiculturalism – and its definition
- Interculturality – which is to be preferred instead of multiculturalism, due to its valences
- Multiculturalism vs. Interculturalism: in multiculturalism, the many cultures are there but they don't touch each other; in interculturalism they dialogue with each other.

Participants have watched a movie on diversity (“Diversity as richness”) and then they analysed it and shared ideas based on best practices from their professional experiences.

Then the role play activity “Stay in the role of the Other” was implemented: the participants have been organised in groups (by choosing from a closed box a bonbon wrapped in different coloured papers: red, yellow, dark blue, orange, green, light blue). From each group a volunteer got from the trainers a forehead label with the name of a cultural group (Mexican, Indian, Chinese, Catholic, etc.) and the members of his/her group needed to help the volunteer identify what is the written word through questions and answers about distinct elements of that culture, religion, ethnicity but without giving direct clues (i.e. no mention of the word sombrero or poncho when trying to identify “Mexican”). At the end, each group explained the rationale of their questions and answers in relation to how to manage diversity, intercultural groups and try get rid of stereotypes and prejudices or, use the positive features and the values of a certain culture/religion.

**Day 2, 27.09.2016**

The activity started by a recap of the first day achievements and by a presentation on Adult Training.

Main concepts (adult learners; diversity; non-discrimination; gender equality; basic cultural competencies in education: valuing diversity, being culturally self-aware, dynamics of difference, knowledge of learners’ culture, institutionalizing cultural knowledge and adapting diversity) have been defined and analysed in a presentation given by Sofia Silva. Participants discussed upon the importance of including these in their activity and ways to effectively doing it.

The next presentation was provided by Mr. Jorge Humberto Ramos Fernandes expert and consultant in Organisational Communication., on the topic “*Adult Educators training on core competencies to develop multicultural skills*”.

The emphasis was on the reasons of cultural disagreements, on how they appear and on which should be the ways to approach, mitigate and solve them. Participants have been asked to express

their point of view and share the former experience. The importance of the multicultural awareness was stressed with arguments and effects.

Everybody watched a movie on diversity (<https://www.youtube.com/watch?v=9yZ55dHla-M>) and discussed then the faulty premises of incorrectly judging the others, critical point when people working together pretend they do not have disagreements and tension. The solution is to accept that diversity is substantial through the potential it brings and that the solution should be: apply positive critics and active understanding, focus on the things that you don't know about the others, bring empathy, be tolerant, pay attention to beginners.

Another video (<https://www.youtube.com/watch?v=JV-cXcX5Xro>) on workplace diversity brought into discussion the value of the diversity of the workforce. The diversity of the multicultural groups at work should be seen as a core value. Rethinking companies' recruiting criteria, retraining programmes and developing a diversity strategy is crucial. It builds the confidence, the trust of the community. Creating a culturally competent environment should be the target of multicultural institutions.

Knowing the weaknesses of the multicultural contexts can adopt correct behaviours and assertive attitudes. This is based on acquiring specific interrelationship skills.

The next two movies (<https://www.youtube.com/watch?v=ztNtma2IEUY>; <https://www.youtube.com/watch?v=M5JcGo3FCyk>) were on "Authenticity" and on how we should use it to consolidate, cement multicultural groups, as authenticity is quite rare in the workplace; and on Planet Earth as a diversity of 7 continents, many people, races, ethnicities, cultures and religions.

A debate followed based on the topics and issues previously presented:

David: interesting to hear about sensitivity on multicultural groups. What shows you that you have to deal with sensitivity, you have to pay attention to it?

A: The speaker originates from a mixed family (parents with different nationalities, brothers and sister leaving on different continents). He has a natural skill in identifying these aspects. Discriminations should be avoided and the way is through sensitivity. It is something continuously, which many facets.

Sofia Pereira:

1) Do you feel integrate in the Portuguese society, or the other way around do you still feel as a descendant of a migrant family?

2) What is your opinion on the Portuguese educational system in relation to intercultural education?

A:

1) I am an African descendant from a European family! In my case I don't feel negative stereotypes on me as a migrant descendant. I have a strong personality, conscience of my involvement in the society because I have information and I like to communicate. That's why it's easier to me to be in all types of contexts, to interact with different people. My multicultural heritage is not a burden to me, on the contrary!

2) I discussed even with the Commissioner from the High Commission on migration about this issue: I grew up here in Portugal and I could experience the multicultural and intercultural education. I am satisfied by what I lived, but how I was educated here. There is room for better, but the system is a good one. This system respects the culture and cultural differences. We are the 2<sup>nd</sup> or 3<sup>rd</sup> country in the world with great results in integrating the others. Portugal stopped the colonization in Africa in 1975 and since a lot of peoples from those colonies came to us. 500.000 immigrants arrived in Portugal in 10 years.

Elif: You said Portugal is the 1<sup>st</sup> country in the world in the matter of migrants' integration. Which one is the 1<sup>st</sup>?

A: Sweden (according to official reports).

Fatma: How do you manage/solve the problems – conflicts - in multicultural groups (especially of people with different religions)? A practical example from your life?

A: I was a teacher in a school with poor pupils, gathered in multicultural classes. One day a girl was nice, the next day she was bad - with the teacher (me) and the colleagues/pupils. I could not figure who was that girl. She was trouble maker in the class, creating conflicts with her colleagues. I asked the supervisor the profile of that class. When I got it I try to identify each of the pupils, to know them better and to understand them. Information is power. But it's not enough. I started to be the friend of my pupils.

Another situation happened when I was teaching at the university (public relations and pedagogy). Once when I finished the course one left remained. She said you are nice and funny but if you won't obey our rules and style, we will spoil your next courses. I started managing the group and we became friends. I used SWOT analysis on my students and it worked – it is good to apply it on micro-groups – it clears the mind!

Ioanna: I liked the idea you mentioned about self-awareness because it's about us: understanding us, ourselves, our strengths and weaknesses. I want to find out more from you on that.

A: We need to be open-minded. We must have the conscious that we are conscious human beings. This gives us self-confidence.

Angela: Earlier you spoke about being successful. How do you measure and share success?

A: One thing is to measure and the other to apply the measures identified through measurements in order to improve. We succeeded to measure the success of our integrated immigrants and also to positively change the legislation to better deal with diversity. There is good legislation and good measures but we still need awareness on the necessity that legislation and measures should be applied (law implementation).

The next activity: individual reflection. Participants had to answer how they would act/react in 3 different situations involving the interaction with another culture/religion and to justify the answers. (worksheet in C2 - Annex 2).

### **After lunch session:**

Presentation of Cristina Afonso on Communication and Multiculturality. She started by a brainstorming on why communication (in general and especially in multicultural groups) is important? Communication it's a multi-level concept, it's huge in scope and purposefulness.

The elements of any communication process have been defined, exemplified and explained (the transmitter, the receiver, the communication channel and the message/information (encoded /de-coded). The importance of the gestures and of:

- Active listen
- Empathy
- Feedback
- Reformulation

for an effective communication have been also presented and debated.

---

“Don’t judge!” and “Eye contact” are other golden rules for effective communication in multicultural groups.

Non-verbal communication

Individual reflection activity

Group activity – creating a Guide for Adult educators with tips of communication that will be helpful/useful in your activity as AE educators

### Day 3, 28.09.2016

For the announced topic “Intercultural Education: interculturality, multiculturalism, pluriculturalism and religion”, the ANJAF specialist provided the participants with a practice-based presentation. Thus, “*The EFA training courses – a short contextualization*” was a case study presented by Sofia Pereira Castro from ANJAF (C2 –Annex 3): in that training (done in 2010-2011) 15 women aged 20 to 55, from 5 different countries took part. They were immigrants living in Lisbon without going outdoor. Thus, the trainers decided to take them out of the classroom. They performed a series of study visits: Museum of Communication, Parque do Nacoes, etc. and also in:

- several workshops – for the trainees to do something with their hands and can see they are able to do things that they do not know;
- ICT: doing practical work (they got PCs from ANJAF and learned how to use them – i.e. making short movies to thank for the help they received)
- visits to a house of retired people, health centers, cafeteria
- organizing gastronomic evenings with food from Portugal and from learners’ countries

The training practice was that the trainees choose the ‘life theme’ they want with work with. Integrative activities have been performed. The themes were attractive: leisure activities for older people,

- creating different situations: a job interview and attending a meeting with a security officer
- role playing
- seminar “Migrants’ integration in Portuguese society”
- organising leisure activities for and with older people

The training included also workplace training.

After 18 months all 15 women achieved the dual certification!!! 13 of them are employed in the sector for which they were trained (health care of older people). One of them got ill and she is not able to work, another one is retired.

The “secret” of success:

- Multiculturalism and intercultural education
- Respecting diversity
- Being united by our similarities

The next activity consisted in a workshop (group activity) titled “*Promoting an intercultural environment*” in which participants were organized in groups and worked to develop a specific activity which to reveal three key elements of an intercultural environment.

### After lunch session:

Presentation of Professor Ligia Evora from ISPA/Instituto Universitario, titled “Immigration and Citizenship” (C2 - Annex 4).

---

The lecture was structure on:

- Changes in Migration patterns
- Changes in Migration Studies
- New migrant flows
- New meanings of citizenship
- Political participation and the intervention context in modern area
- Portugal – resident foreigner population (most representative nationalities)
- Geographical distribution of the foreign population
- Political participation of immigrants. The associativism.
- Migrant Associations in Portugal

Qs and As session:

Kiki: Do you think that there is any European country that can be a role-model for the rest? Now we are facing racism and terrorism and it's like we go backwards not forewords...

Professor Evora: Due to terrorism and other developing events, migrants are losing rights, migration policies are not good. A good example is Sweden and in USA we gave Canada (with its multicultural communities). France and Germany tend to shift towards assimilationist (assimilation) policies.

Sofia Pereira: In Portugal the associations try to be opened not only for immigrants but for everybody.

Professor Evora: The integration of young people is not fully achieved (Portugal faces problems with younger generations' integration). For example, with the African people it is very difficult to assess their housing, drop-out rate, illegal employment. Nowadays things are more peaceful and stable now, but in '90 they were very bad. It should be always a balance between integration and assimilation.

Sofia Pereira: The problem here is also with identification of descendants of immigrants (within statistics we cannot detect them – they hold Portuguese nationality), but they exist, they live here. Without knowing them we cannot take appropriate measures and policies and we cannot help them.

Ludovico: I think it also depends on the health services: they come here because of that (this services are free), but they do not have a house, a job, etc.

Another interesting activity that we implemented was a meeting and interview with one immigrant (Liudmila) and one foreign student (Ibrahim).

Ibrahim – from Syria, 1 year in PT; he applied for scholarship in International Law (he performs a Master study programme in International Law); he has another Master Degree in Administration; he speaks with us in EN – and he believes this was an advantage for him compared to other foreign people who do not speak a foreign language; he came here with other 40 students who are studying now in public and private universities in PT; Ibrahim misses the most his works (and his friends) – he liked what he worked;

Lidumila – from Ukraine, 15 years in PT (she came in the '90); she came here for a better life (as illegal migrant), she awaited for 2 years before she got the visa; she is shy, she still does not speak English; it took 1 year until she found a job (at home she was civil engineer, but here she did not find a job in her field of expertise AND she did not have the money – approx. 3000 Euros – to equalate/recognize the diploma, process which requires a full set of translated documents; currently she is unemployed – she works but only temporary jobs, without official/legal contract); she learned Portuguese in one year and half; she has chosen Portugal because it was easy to

---

immigrate here; she cannot/doesn't want to say if she regrets her decision...but now she has a boy and a girl and they want to stay here.

They share with us their experience as immigrants in Portugal and also how they perceive this country which welcomes people from many nationalities and cultures; they live, work and study in a multicultural community which they value and to which they are thankful.

#### **Day 4, 29.09.2016**

A 'sharing of experience' activity: Sonia is born in Brazil and she immigrated with family to Italy when she was 12 (so, in her case it was about immigration Brazil-Italy). Her sister was born in Italy but then her family returned for a while in Brazil. So, for her, immigration was the reverse: Italy to Brazil.

She performed the primary school and lower secondary school in Brazil and when she came to Italy she did not speak Italian at all. Teachers have included her in a class with pupils of 9 years, but she was 12 years old. Pupils in her class were asking her "Why don't you speak Italian, if you are Italian like us?" Then she moved with her family in Calabria where social life was very strict and community was closed, with very special rules.

Her sisters, who were at the age of 20, have lost their jobs when they followed the family to Italy. This was another tragedy of Sonia's family. Another hard impact of being immigrant (additional to the language barrier) was the clothing: the girls in Sonia's family were obliged to wear long black dresses – like all their Italian colleagues – but they do not have such dresses (in Brazil the clothing was different, in light colours and shorter lengths, but they were poor and could not afford to buy new black dresses). Their mother sewed on their old dresses pieces of other materials, to lengthen the dresses.

Another social problem (imposed by the Calabrese community): girls generally were not allowed to talk to the boys: it does not matter how old the boys were, whether they were 20 years old or married.

A similar experience from Cristina Afonso: she is from Brazil, she was born there. Her father – a Portuguese - went back to Brazil after he married Cristina's mother (Brazilian). Cristina's parents decided to come back to Portugal because of their daughters (Sofia and her sister)....In Brazil, before coming in Portugal, Cristina attended a private school (the same school as Sonia attended!) because the parents wanted to help her to reach the school level required in Portugal. Unlike Sonia, she did not face the language barrier. But she is a bit confused about her identity: while she is in Portugal, people say she is Brazilian (because her accent is French-influenced, they say...). In Brazil, when she speaks, people reply to her "You are Portuguese!"

People like Cristina and Sonia are called sometimes "coming back migrants" – which is a stereotype.

The third sharing of experience was done by Cristina (IT) who worked with immigrants for more than 15 years. She described the different categories and typologies of immigrants she worked with or which exist in Italy.

She also emphasized on how Adult educators should work with immigrants, what kind of attention the social operators and Adult educators should pay to these people belonging to other cultures, nations. Especially when the teacher has to work with 3-4 different groups in the same class. The teacher should also compare the family history...

Sofia Pereira also presents the situation of immigrants in Portugal. There is a study center "Good cultures" created by the Ministry of Education. Migrants coming from the former colonies speak Portuguese. It is not true. They don't speak not even crioulo. Crioulo is not Portuguese. They arrive here and they do not take extra-PT classes. Not so far away (2015) gypsy children do not go to school with Portuguese children. It was a scandal, and now the government gave up in this separation. So, we do not integrate not even our national minorities. We try to train teachers to deal with diversity but the

panorama is not so good. The discrimination is more directed to 2<sup>nd</sup> generation. We have good policies but in reality doing things is difficult. Discrimination based on religion is not a big issue here, while the one based on the skin colour it is!

### **After lunch session**

Vadimir Vaz presented a project implemented in one district of Lisbon (Renovar a Mouraria) (C2 - Annex 5). The main goal of this association working with multicultural groups is inclusion and the objectives are:

- To improve the living conditions of Mouraria's community

They implement three main categories of activities:

- Cultural and artistic promotion – paid activities (i.e. activities: “Crossing dinners”, “World music concerts”, urban art – wall painting, popular activities – one-month celebration of San Antonio, )
- Social integration and community support (free of charge activities): Portuguese courses for immigrants; literacy courses; citizens' help desk; study groups from elementary school; vacation house; six-months local newspaper “Rosa Maria” with news from the neighborhood, interviews, legal advices; migrant tour and intercultural urban routes;
- Local development and social entrepreneurship: traditional arts; new techniques; local communication agency; “Atelier Ideal”;

Along the presentation, the speaker emphasized on the difficulties and problems they face in including the peoples from Mouraria in the Portuguese society, difficulties which made his organization be created and develop the specific activities for the people in the neighborhood (i.e. people born in Mouraria had to leave their houses which are meant now for tourism (transforms in hostels and hotels).

The last activity was a group-work to create a plan of half-day training within the local multicultural community. Participants have been divided in groups and brainstormed to design the activities to be included in the half-day training. Then each group briefly presented it in front of the other. Questions have been addressed to each group after the presentation in order to find more details on way of implementation of the described activities.

### **Day 5, 30.09.2016**

The presentation of Sonia Patacao “The Role of mass media – demystification/decoding information” (C2 – Annex 6) stressed on diversity and the importance of welcoming diversity in our communities.

**The 10 mass media strategies** (<https://vimeo.com/30271758>) were presented. Some of them, for example are:

- **Distraction strategy** (reality shows): identify the trouble maker, offer a solution and usually this leads to the crisis
- **The gradual strategy** – create a situation and slowly giving the solution, talk with the public like when they are children, use advertisements, because audience doesn't know what is really about

Media creates a psychological effect on each of us.



---

The trainer implemented then a learning game with balloons (it was filmed): each participant was asked to slowly inflate the balloon (like in the gradual strategy) thinking that s/he has a mission. Other actions:

- pushing up and marinating in the air the own balloon – symbolizing the attempt to make your mission higher and to maintain it;
- hit the balloons of the others – symbolizing the attempt of others to deviate our mission
- destroying the balloons of the others - symbolizing the attempt of others to destroy our mission and our strike to keep our mission alive and to continue
- the remaining balloons symbolize the successful missions (only few of all those existing at the start!)

Reflection and share of opinions: on the whole process: defining the mission, establishing the targets and timeline, facing obstacles and difficulties, protecting your mission, continuing the mission (never give up!), accomplishing the mission.

### ***Afternoon session***

The activities continued with debate on the role of media and how media acts in nowadays societies.

A game was implemented on creating on inclusive news based on a selected image (participants picked up differently coloured lego pieces and created 'multicoloured' groups). The task was to create news for TV or newspaper by using the image we selected and constructing on the elements of that image, transforming the negative image in a positive one for inclusive news. Each group described how they worked and presented the news that they designed.

Final test and feedback form was applied and participants worked individually to solve it.

The coordinated presented the ToDos list until the 3<sup>rd</sup> meeting in Cyprus. The focus point in discussions was the structure of the Handbook II, common template for its chapters and task allocation.

ANJAF printed, signed and distributed to participants the mobility documents.

Certificates of attendance were handed and the one week-training ended with the closure speeches and thanking.

Each day, at the end, participants have filled in the Resume form, with their thoughts and reflections on the activities performed that day.