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Parents for All

KA2 Strategic Partnership for Innovation in Adult Education

ASSESSMENT TOOLKIT

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http://parents4all.eu

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INTRODUCTION

Welcome to the Parents for All Assessment Toolkit! **Parents for All** is an EU-funded project (KA2 Strategic Partnership for Innovation in Adult Education, 2017-2019) aiming to support parents to navigate diversity in multicultural Europe. Through its activities, the project will empower parents of the host societies and of migrant origin in dealing with ethnic and cultural diversity at schools, and promote the notion that parental engagement for social inclusion is a collaborative, reciprocal and a mutually rewarding process.

To achieve this purpose, the project partners have developed comprehensive training materials for host society parents (HSP) and parents that are migrants, refugees or belong to ethnic and cultural minorities (MR/ECMP) which cover different issues related to diversity and multiculturalism. The units of the training material are about:

1. Basic intercultural skills (HSP and MR/ECMP)
2. The role of parents in social inclusion and cohesion (HSP)
3. Empowering parents for social inclusion (MR/ECMP)

All training materials can be accessed at:

http://parents4all.eu > Outputs > Training material

Closely connected to the project's aims and the training materials is this Assessment Toolkit. The Assessment Toolkit is designed for individual users on the one hand (including both HSP groups and MR/ECMP groups) as well as different institutions and organisations working with parents and integration.

Specifically, **the purpose of the self-assessment toolkit when used by parents** is to:

1. Enable parents to assess their attitudes towards issues like diversity, cross-cultural communication, and respect before and after the training; that is, assessing what their starting point is, and if there has been a change in attitudes at the end of completing the learning materials.
2. Enable parents to assess their perceived training needs; that is, assess the areas of knowledge and particular skills that might benefit from further learning.
3. Enable parents to assess how well they have met the desired learning outcomes, and understood and absorbed the different learning materials.
4. Provide the parents with an opportunity to give feedback on the utility and quality of the training material.

When used by organisations, the Assessment Toolkit can additionally serve the following purposes:

1. Assess the intercultural competences of parents and the specific needs for intervention. This can allow then the organisations to design tailor-made interventions, with or without the use of the training materials designed by Parents4All.
2. Enable institutions and service providers to assess the overall impact of the training material.

The Assessment Toolkit has been designed according to a solid theoretical framework, taking into account adult learning theories, assessment principles, self-assessment specificities, the nature of the training subject as well as the needs of both parent groups. The theoretical foundation of the toolkit is available at :

http://parents4all.eu > Outputs > Self-assessment toolkit for intercultural competences

The structure of the toolkit is as follows:

1. **Pre-assessment activities**

   a. *Pre-assessment of attitudes*. This is a validated intercultural sensitivity scale developed by Chen & Starosta (2000). The scale is common for both parent groups.

   b. *Self-assessment of perceived training needs*. Parents are presented with a set of questions related to the desired learning outcomes (DLOs) of the training material. The questions are different for HSP and MR/ECMP groups. The results help parents identify the training material that will be the most useful for them.

2. **Assessment activities related to the DLOs of the training materials**

   A variety of assessment activities are available for each chapter of the 2 training units, based on their contents and focused on the DLOs. Parents will access them regularly as they work their way through the course. Activities are different for HSP and MR/ECMP groups. Besides checking that parents are meeting the DLOs, a key purpose of these activities is to reinforce learning.

3. **Post-assessment activities**

   a. *Post-assessment of attitudes*. The same validated scale as in pre-assessment is used. Parents are invited to do the test again after training in order to find out to what degree their intercultural sensitivity has been improved.

   b. *Course utility survey*. Parents are given the opportunity to comment on the training material and the impact it had on them. Questions are slightly different for HSP and MR/ECMP.

Besides the different activities for HSP and MR/ECMP, there are also three different versions of the toolkit available in terms of format:

1. **Complete edition in PDF**

   This document includes all available assessment materials aimed at both HSP and MR/ECM groups. The full version will be especially useful for organisations or institutions working with the different parent groups as it provides all assessments in one document. Its downloadable format will facilitate offline use and printing.

2. **Complete interactive online edition**

   Users will be able to access the different parts of the toolkit online (pre-assessments, assessment activities, and post-assessments) and receive prompt feedback on their answers. The online edition is neither downloadable nor printable.

3. **Parts embedded in and linked to training materials**

   The assessment activities connected with the different units and chapters will be embedded in the training materials thus allowing for ease of access for parents. The training materials will include links to pre – and post-assessments of attitudes and perceived training needs so that parents can access them before starting the course and after they have finished the course.

The complete PDF edition is available in English, while the parts addressed at HSP are available also in the other partner languages (German, Greek, Italian, Lithuanian, and Spanish) in the interactive edition as well as embedded in the training materials.

We hope you will find this toolkit helpful and conducive to learning!

PRE-ASSESSMENT OF ATTITUDES

Below is a series of statements concerning intercultural communication. There are no right or wrong answers. Please work quickly and record your first impression by circling or highlighting the rating indicating the degree to which you agree or disagree with the statement. This scale is adapted from Chen and Starosta's (2000) intercultural sensitivity scale (available at https://digitalcollections.sit.edu/worldlearning_publications/1/)

5 = Strongly agree

4 = Agree

3 = Uncertain

2 = Disagree

1 = Strongly disagree

1. I enjoy interacting with people from different cultures.

1 2 3 4 5

2. I think people from other cultures are narrow-minded.

1 2 3 4 5

3. I am pretty sure of myself in interacting with people from different cultures.

1 2 3 4 5

4. I find it very hard to talk in front of people from different cultures.

1 2 3 4 5

5. **I always know what to say when interacting with people from different cultures.**

   1 2 3 4 5

6. **I can be as sociable as I want to be when interacting with people from different cultures.**

   1 2 3 4 5

7. **I don't like to be with people from different cultures.**

   1 2 3 4 5

8. **I respect the values of people from different cultures.**

   1 2 3 4 5

9. **I get upset easily when interacting with people from different cultures.**

   1 2 3 4 5

10. **I feel confident when interacting with people from different cultures.**

    1 2 3 4 5

11. **I tend to wait before forming an impression of culturally-distinct counterparts.**

    1 2 3 4 5

12. I often get discouraged when I am with people from different cultures.

1 2 3 4 5

13. I am open-minded to people from different cultures.

1 2 3 4 5

14. I am very observant when interacting with people from different cultures.

1 2 3 4 5

15. I often feel useless when interacting with people from different cultures.

1 2 3 4 5

16. I respect the ways people from different cultures behave.

1 2 3 4 5

17. I try to obtain as much information as I can when interacting with people from different cultures.

1 2 3 4 5

18. I would not accept the opinions of people from different cultures.

1 2 3 4 5

19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.

1 2 3 4 5

20. I think my culture is better than other cultures.

1 2 3 4 5

21. I often give positive responses to my culturally-different counterpart during our interaction.

1 2 3 4 5

22. I avoid those situations where I will have to deal with culturally-distinct persons.

1 2 3 4 5

23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.

1 2 3 4 5

24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

1 2 3 4 5

What to do with the results?

If you circled answers 4 or 5 for questions 1, 3, 5, 6, 8, 10, 11, 13, 14, 16, 17, 19, 21, 23 and 24, and answers 1 or 2 for questions 2, 4, 7, 9, 12, 15, 18, 20 and 22, this means you are confident and knowledgeable about issues around intercultural communication. Importantly, you can take note of any specific areas of or issues to do with intercultural communication which you may struggle with, and keep working on them.

Keep your results until you have finished the study of the training material. Then you will be invited to assess your progress in intercultural competences.

SELF-ASSESSMENT OF PERCEIVED TRAINING NEEDS [HSP]

For parents from the host societies

This assessment set is designed for parents to be able to pre-assess their perceived training needs. That is, what are the areas of knowledge and particular skills that might benefit from further learning? The questions are based on the desired learning outcomes of the Parents 4 All learning materials and cover themes such as key concepts (e.g. self-identity, integration and interculturalism), practices (e.g. communication, customs) as well as laws and policies (especially in relation to education).

The structure of the assessment is as follows: firstly, you will find instructions after this introduction which will explain what you need to do in order to complete the self-assessment of perceived training needs. Following this, you will find the assessment itself, namely the self-assessment questions which relate to knowledge on the one hand, and skills on the other. Finally, there is a section entitled 'What next?' which will explain the next steps to take following the completion of the self-assessment.

Please read the statements below carefully. You are then asked to rate where you stand in relation to the statement. The rating scale is as follows:

5 = Strongly agree

4 = Agree

3 = Don't know

2 = Disagree

1 = Strongly disagree

Please circle or highlight the rating that you feel best represents your current level of confidence with the knowledge/skills highlighted by the questions. Be as honest as possible – people often have a tendency to over-rate their competences. This is an excellent chance for you to truly assess which areas of knowledge and/or skills need more work!

1. **I am able to recognise key factors that shape my personal identity.**

   1 2 3 4 5

2. **I am able to reflect on my own values and beliefs.**

   1 2 3 4 5

3. **I understand the impact culture and social context have on self-perception.**

   1 2 3 4 5

4. **I understand how stereotypes occur and what their impact on communication is.**

   1 2 3 4 5

5. **I am able to recognize and challenge my own stereotypes.**

   1 2 3 4 5

6. **I comprehend the meaning of tolerance and understanding in multicultural societies in general.**

   1 2 3 4 5

7. **I am able to question my own behaviour in terms of tolerance and understanding.**

   1 2 3 4 5

8. **I am able to develop tolerance and understanding in my child/children in a conscious and targeted way.**

   1 2 3 4 5

9. **I have a basic understanding of the interaction between culture, language and communication.**

   1 2 3 4 5

10. **I am able to recognize characteristic communication patterns in people from other cultures.**

    1 2 3 4 5

11. **I understand different non-verbal communication patters and cultural differences therein.**

    1 2 3 4 5

12. I am able to apply the principles of intercultural communication when interacting with people from different ethnic/cultural backgrounds in my everyday life.

1 2 3 4 5

13. I understand the meaning of ethnic and cultural minority (ECM) integration and common misconceptions related to this issue.

1 2 3 4 5

14. I understand what the benefits of ECM integration are for the society.

1 2 3 4 5

15. I understand what the concept of diversity means, and I know what its main dimensions are.

1 2 3 4 5

16. I can identify the benefits of children experiencing diversity.

1 2 3 4 5

17. I understand the drawbacks of children growing up in a homogeneous social setting.

1 2 3 4 5

18. I recognise where the need for better ECM integration exists on national and local levels.

1 2 3 4 5

19. I am able to teach my child/children about diversity, and facilitate their interactions within a diverse environment.

1 2 3 4 5

20. I am able to recognise prejudice and racism, and what their signs are.

1 2 3 4 5

21. I am able to recognise and counteract prejudicial language and actions of my child/children.

1 2 3 4 5

22. I know what impact prejudice and racism have on self-esteem and self-perception of children.

1 2 3 4 5

23. I can identify common challenges ECM parents face related to language, culture, work and education.

1 2 3 4 5

24. I have basic knowledge of other countries' educational systems.

1 2 3 4 5

25. I am able to recognise challenges that parents of ECM children face in their children's school.

1 2 3 4 5

26. I can collaborate in an empathetic and constructive way with ECM parents in school related activities.

1 2 3 4 5

27. I am confident as to how to explain the local educational system to ECM parents.

1 2 3 4 5

28. I understand how the main objectives of the national/local agenda for inter-cultural education affect school life and activities

1 2 3 4 5

29. I am confident in knowing how to collaborate with school staff and other parents in activities promoting an intercultural mind set, and I can do this effectively.

1 2 3 4 5

What next?

Well done on finishing the self-assessment! You should now, on the one hand, have a fairly good idea of what the Parents 4 All learning materials will cover. On the other hand, you will probably also have a better idea of the areas of knowledge and skills that you feel more confident about and those areas that require more work. Even when you feel confident with a particular area of knowledge or a particular set of skills (perhaps you rated some areas as 4 – 'Agree' – or 5 – 'Strongly agree'), revising and going over things will not be in vain! You may even pick up new ideas or knowledge from the learning materials that you hadn't thought about, or didn't know about, before.

In terms of interpreting your self-assessment results, we would recommend that you pay particular attention to the areas of knowledge and skills that you rated as 3 ('Don't know') or below. As the self-assessment questions reflect the desired learning outcomes linked with all Units and Chapters within them, you will be able to identify materials that will be of particular use to you. See which questions connect to which units and chapters:

- Questions 1-5: Unit 1, Chapter 1
- Questions 6-8: Unit 1, Chapter 2
- Questions 9-12: Unit 1, Chapter 3
- Questions 13, 14, 18: Unit 2, Chapter 1
- Questions 15-17, 19: Unit 2, Chapter 2
- Questions 20-22: Unit 2, Chapter 3
- Question 23: Unit 2, Chapter 4
- Questions 24, 25, 27: Unit 2, Chapter 5
- Questions 26, 28, 29: Unit 2, Chapter 6

However, it is crucial to emphasise that all learning materials link together and build on each other. Thus, for the best outcomes it is important to treat the learning materials as a whole. We recommend making use of all the Units and Chapters as this will be of the greatest benefit to you.

SELF-ASSESSMENT OF PERCEIVED TRAINING NEEDS [MR/ECM]

For refugee, migrant, and ethnic & cultural minority parents

This assessment set is designed for parents to be able to pre-assess their perceived training needs. That is, what are the areas of knowledge and particular skills that might benefit from further learning? The questions are based on the desired learning outcomes of the Parents 4 All learning materials and cover themes such as key concepts (e.g. self-identity, integration and interculturalism), practices (e.g. communication, customs) as well as laws and policies (especially in relation to education).

The structure of the assessment is as follows: firstly, you will find instructions after this introduction which will explain what you need to do in order to complete the self-assessment of perceived training needs. Following this, you will find the assessment itself, namely the self-assessment questions which relate to knowledge on the one hand, and skills on the other. Finally, there is a section entitled 'What next?' which will explain the next steps to take following the completion of the self-assessment.

Please read the statements below carefully. You are then asked to rate where you stand in relation to the statement. The rating scale is as follows:

5 = Strongly agree

4 = Agree

3 = Don't know

2 = Disagree

1 = Strongly disagree

Please circle or highlight the rating that you feel best represents your current level of confidence with the knowledge/skills highlighted by the questions. Be as honest as possible – people often have a tendency to over-rate their competences. This is an excellent chance for you to truly assess which areas of knowledge and/or skills need more work!

1. **I am able to recognise key factors that shape my personal identity.**

   1 2 3 4 5

2. **I understand the impact culture and social context have on self-perception.**

   1 2 3 4 5

3. **I understand how stereotypes occur and what their impact on communication is.**

   1 2 3 4 5

4. **I am able to reflect on my own values and beliefs.**

   1 2 3 4 5

5. **I am able to recognize and challenge my own stereotypes.**

   1 2 3 4 5

6. **I know about important historical and contemporary facts and events that shape the national identity in the host society.**

   1 2 3 4 5

7. **I know how to adhere to courtesy rules in the host country (e.g. greetings, visiting someone's home).**

   1 2 3 4 5

8. **I know about core values in the host country.**

   1 2 3 4 5

9. **I am able to prevent conflicts and misunderstandings by taking into account the host country's core values.**

   1 2 3 4 5

10. **I understand how family life is viewed in the host country.**

    1 2 3 4 5

11. **I understand how education and success are viewed in the host country.**

    1 2 3 4 5

12. I know about common religious customs and taboos in the host society.

1 2 3 4 5

13. I understand different non-verbal communication patterns and cultural differences therein.

1 2 3 4 5

14. I am able to recognize characteristic communication patterns in people from other cultures.

1 2 3 4 5

15. I am able to apply the principles of intercultural communication when interacting with people from different ethnic/cultural backgrounds in my everyday life.

1 2 3 4 5

16. I can analyse my own attitudes and interactions with the host community.

1 2 3 4 5

17. I understand the importance of integration in social cohesion

1 2 3 4 5

18. I understand what the benefits of diversity are for my child/children.

1 2 3 4 5

19. I feel confident to support my cultural identity in a positive way while also pursuing integration.

1 2 3 4 5

20. I am able to teach my child/children about diversity and facilitate facilitating their interactions within a diverse environment

1 2 3 4 5

21. I have a solid understanding of the different educational opportunities and paths within the host society's educational system.

1 2 3 4 5

22. I have an overall knowledge about the curriculum, syllabus, and the education framework in my child's/children's school.

1 2 3 4 5

23. I understand the role of parental engagement in helping my child/children on their school path.

1 2 3 4 5

24. I understand the role of the teacher in the host society's educational system.

1 2 3 4 5

25. I understand how the main objectives of the national/local agenda for intercultural education affect school life and activities

1 2 3 4 5

26. I feel confident resolving issues related to my child's/children's education in constructive and culturally appropriate way.

1 2 3 4 5

27. I know how to collaborate with school staff and other parents in intercultural activities

1 2 3 4 5

What next?

Well done on finishing the self-assessment! You should now, on the one hand, have a fairly good idea of what the Parents 4 All learning materials will cover. On the other hand, you will probably also have a better idea of the areas of knowledge and skills that you feel more confident about and those areas that require more work. Even when you feel confident with a particular area of knowledge or a particular set of skills (perhaps you rated some areas as 4 – 'Agree' – or 5 – 'Strongly agree'), revising and going over things will not be in vain! You may even pick up new ideas or knowledge from the learning materials that you hadn't thought about, or didn't know about, before.

In terms of interpreting your self-assessment results, we would recommend that you pay particular attention to the areas of knowledge and skills that you rated as 3 ('Don't know') or below. As the self-assessment questions reflect the desired learning outcomes linked with all Units and Chapters within them, you will be able to identify materials that will be of particular use to you. See which questions connect to which units and chapters:

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- Questions 13, 14, 15: Unit 1, Chapter 3
- Questions 16,17, 19: Unit 2, Chapter 1
- Questions 18, 20: Unit 2, Chapter 2
- Questions 21-24: Unit 2, Chapter 3
- Questions 25, 26, 27: Unit 2, Chapter 4

However, it is crucial to emphasise that all learning materials link together and build on each other. Thus, for the best outcomes it is important to treat the learning materials as a whole. We recommend making use of all the Units and Chapters as this will be of the greatest benefit to you.

UNIT 1 [HSP]: BASIC INTERCULTURAL SKILLS

For parents from the host societies

CHAPTER 1: SELF-PERCEPTION AND PERCEPTION OF THE OTHER

Assessment 1: Key concepts related to personal identity and self-perception

Choose the correct answer for the following statements. Only one option is correct.

1. **It is important to analyse your self-identity and self-perception because:**
   a) It will help you to adjust better to the host society
   b) It will help you realize that it is not possible to understand other people
   c) It will help you realize the various factors that shape the development of your children
   d) It will make you a better person

2. **Self-perception or self-concept:**
   a) Is inherent
   b) Refers to the attitudes we have towards ourselves
   c) Includes self-esteem and self-presentation
   d) None of the above

3. **Our personal identity and self-perception are shaped by:**
   a) Our personal decisions and attitudes
   b) Our unique personal traits
   c) Our social context
   d) All the above

4. A good way to increase your self-awareness is:

a) To reflect on your family history and personal experiences

b) To do some research to understand better your home culture

c) To identify your values and try to understand how you adopted them

d) All of the above

Assessment 2: Impact of culture and social context on self-perception

Below you will find five statements. Your task is to decide whether these statements are true or false. If a statement is false, think about why this is the case.

1. **If you understand a language you will also understand the society of the people who speak that language.**

   True or False?

2. **Culture is part of the social context.**

   True or False?

3. **People from various cultures process the world differently.**

   True or False?

4. **Values and group norms are on the tip of the cultural iceberg.**

   True or False?

5. **The opinion that others form about us can greatly affect our self-perception.**

   True or False?

Assessment 3: Reflection on your values and beliefs

On a scale from 1 to 5 (with 1 being 'completely disagree' and 5 'completely agree'), how do you feel about the following statements? Please circle the number that most closely reflects your feelings.

1. **If I had been born on another continent some hundreds of years ago, I would have very different religious beliefs.**

   1 2 3 4 5

2. **My attitude towards technology is mainly shaped by my personality. My social context does not influence me in this aspect.**

   1 2 3 4 5

3. **Social context is powerful but personality and individual decisions can overcome its influence**

   1 2 3 4 5

4. **Knowing a culture of a person you can tell a lot about his/her personality and values.**

   1 2 3 4 5

Assessment 4: Impact of culture and social context on social perception

Choose the correct answer for the following statements. Only one option is correct.

1. **Social perception is about:**
   a) Interpreting the behaviour of others
   b) Forming impressions about others and interpreting their behaviour
   c) Our first impressions from others
   d) Our attitude towards other people

2. **We often attribute to other people motives and intentions based on:**
   a) Our mood
   b) Their behaviour
   c) Our culture
   d) All the above

3. **We tend to explain our own behaviour and the behaviour of others:**
   a) In the same way
   b) We are subjective with other people but objective with ourselves
   c) We link others' behaviour to their personalities but our own to circumstances
   d) We link others' behaviour to circumstances but our own to our personality

Assessment 5: Stereotypes and their impact

Indicate which response(s) from the list on the right correspond(s) with, or match(es), each statement in the list on the left. There may be more than one match for each statement.

1. Match the correct definition(s):

a. Stereotype	1.	Emotionally laden attitudes that have been formed toward a particular social group of people before having enough information on which to form a knowledgeable opinion
b. Prejudice	2.	A positive or negative assumption that we make automatically when we hear about someone or something
	3.	An unreasonable dislike of a particular group of people or things, or a preference for one group of people or things over another
c. Discrimination	4.	A generalised, oversimplified belief about groups of people, cultures etc.
	5.	Unfair treatment of people belonging to a certain group, simply based on their group membership

2. Levels of stereotypes:

a. Public	1. What we consciously believe but don't say to others
	2. What we unconsciously believe and may guide our judgements
b. Private	3. What many people commonly believe
	4. What we say to others about a group
c. Implicit	5. What we consciously believe and support in front of others

3. Impact of cultural stereotyping at school:

a. Social perception	1. Frustration and resentment
	2. More positive interpretation of the behaviour of parents of the same origin
b. Behaviour	3. No interaction with parents from different backgrounds
	4. Lower achievement
c. Reactions of the other group	5. Limited collaboration with teachers
	6. Suspecting racism or intolerance as the reason for other parents' behaviour

Assessment 6: Recognizing and challenging your stereotypes

Below you will find two questions followed by statements. Your task is to decide whether these statements are the correct answer to the question or not.

1. Is it a stereotype?

Yes / No

a) The Germans are very well organized

b) Women are not good drivers

c) I don't like people with a different colour than mine

d) Cities in the Middle East are noisy

e) The Chinese are very hard-working

f) I love the Japanese culture

g) I don't like politics

2. Would the following actions help to eliminate stereotypes and prejudices?

Yes / No

a) Trying to put oneself in the other's shoes

b) Joining clubs or communities of people of the same origin with oneself

c) Imagining people of different backgrounds in different roles

d) Talking to people from different backgrounds

e) Reflecting on human dignity

f) Doing research to understand one's own culture better

Answers

Assessment 1

1. c) Being aware of your self-identity and self-perception may help you to adjust better to the host society and become a better person but this depends on the choices you will make based on your awareness. The statement that it is not possible to understand other people is an exaggeration.

2. b) Self-perception is learned and two of its main components are self-esteem and self-image.

3. d)

4. d)

Assessment 2

1. False. Societies are shaped by many factors (such as the historical epoch, values, and common experiences) that do not become obvious by simply using their respective languages.

2. True

3. True

4. False. Values and group norms are part of the hidden body of the cultural iceberg.

5. True

Assessment 3

If you have chosen:

4 or 5 in statement 1,

1 or 2 in statements 2 and 4,

3 in statement 3,

then you have developed good awareness of important factors shaping our self and of the relativity of certain traits we may have.

Assessment 4

1. b)
2. d)
3. c)

Assessment 5

1. a: 2 and 4; b: 1 and 3; c: 5
2. a: 4; b: 1; c: 2
3. a: 2 and 6; b: 3 and 5; c: 1 and 4

Assessment 6

1. a) yes; b) yes; c) no, it's a prejudice; d) no, as a matter of fact cities are noisy and cities in the Middle East tend to be noisier that in Europe; e) yes; f) no, it's a matter of personal preference; g) no, it's a matter of personal preference
2. a) yes; b) no, this may reinforce your cultural identity but it will most probably not help you in challenging your stereotypes; c) yes; d) yes; e) yes; f) no, this will help your raise your cultural self-awareness

CHAPTER 2: DEVELOPING TOLERANCE AND UNDERSTANDING

Assessment 1: Meaning and importance of tolerance and understanding

Choose the correct answer for the following questions and statements. Only one option is correct.

1. What is tolerance?

a) Tolerance means that you consider all different beliefs, traditions, lifestyles and customs to be good

b) Tolerance means that you adopt other people's way of thinking

c) Tolerance means a willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them

d) Tolerance means compromising on your rights and putting your own lifestyle in danger

2. Why is tolerance important?

a) It promotes respect for the dignity and freedom of other human beings

b) It protects the identity of all members of the community

c) It prevents people from imposing their beliefs and lifestyle on others

d) All the above

3. Intercultural understanding:

a) Is a precondition for tolerance

b) Refers to knowledge about cultures that is easy to acquire

c) Enables us to distinguish the reasons behind different attitudes, customs, behaviours etc.

d) Is not connected to self-awareness

Assessment 2: Attitude and understanding toward other cultures

On a scale from 1 to 5 (1 being 'completely disagree' and 5 'completely agree'), how do you feel about the following statements? Please circle the number that most closely reflects your feelings.

1. **When I hear people speaking a different language in my country I feel annoyed**

   1 2 3 4 5

2. **I would like to have friends of migrant origin**

   1 2 3 4 5

3. **When I speak with people from other countries I try to understand why they do things the way they do**

   1 2 3 4 5

4. **I am eager to ask people from other religions about their customs and beliefs**

   1 2 3 4 5

5. **If you are tolerant in one aspect (e.g. religion) you are tolerant in all (e.g. sexual orientation)**

   1 2 3 4 5

6. **Tolerance and understanding are also needed when interacting with people from our own country**

1 2 3 4 5

Assessment 3: Ways to develop more tolerance and understanding

Please read the following statements, and place a tick next to the ones that are useful in developing more tolerance and understanding in yourself and your children.

1) ☐ Understanding the influence of your own cultural values, attitudes and beliefs

2) ☐ Learning about other cultures and seeking out relevant resources together with your children

3) ☐ Demonstrating a respectful attitude towards diverse cultures and interacting positively with people from diverse backgrounds

4) ☐ Making comments about other children at school or in the neighbourhood

5) ☐ Being aware of the diversity in your community and helping your children understand it

6) ☐ Talking about the ways in which different cultural groups are presented in the media

7) ☐ Asking the teachers whether the school activities help your children in developing understanding or not

8) ☐ Communicating with your children how they feel about diversity and how it affects them

Answers

Assessment 1

1. c)
2. d)
3. c)

Assessment 2

The answers that indicate higher levels of tolerance are:

1. 1 & 2
2. 4 & 5

The answers that indicate higher levels of cultural understanding are:

3. 4 & 5
4. 4 & 5

The answers that indicate that you are aware of subtle issues involved in tolerance and cultural understanding are:

5. 1-3
6. 4 & 5

Assessment 3

The ways to develop more tolerance and understanding are:

1, 2, 3, 5, 6, and 8.

CHAPTER 3: INTERCULTURAL COMMUNICATION PRINCIPLES

Assessment 1: Relation between language, culture and communication

Below you will find four statements. Your task is to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Language is not connected to culture.**

   True or False?

2. **Some argue that without language culture would not exist.**

   True or False?

3. **If we liken communication with transportation, then language is the traffic lights and culture is the vehicle.**

   True or False?

4. **If we liken language and culture to an iceberg, the visible part is language with a small part of culture, and the greater part hidden beneath the surfaced is the invisible aspect of culture.**

   True or False?

Assessment 2: Basic notions of verbal and non-verbal communication

Below you will find a short paragraph about verbal and non-verbal communication. There are a number of mistakes and it is your task to spot them. You can highlight, circle or underline the sections that you think are incorrect.

Verbal communication does not help us express ourselves and understand others. It is important that your message is expressed in an unclear, incoherent and incomplete way. Especially when communicating with people from other cultures, it is difficult to be misunderstood, because most people across cultures share the same linguistic skills, sense of humour and mind-sets. Using the following tools can help build strong interpersonal relationships: sarcasm, dragging up the past and threats. The way we communicate non-verbally is not very important at all compared to verbal communication. Non-verbal communication includes things like your tone of voice, facial expressions, gestures, body language and the words that you use. Research shows that when we communicate feelings and attitudes our body language and tone of voice do not matter at all. More than our words, non-verbal messages are always intended and planned. Therefore, many people tend to rely more on the non-verbal cues than on the spoken word.

Assessment 3: Characteristic culture-driven communication principles

For this task, you need to match the communication style on the left with the correct explanation on the right. The communication styles and the explanations are currently mismatched, so it is your task to find the correct pairings.

1. **Direct communication**	a) The speaker expresses his or her thoughts implicitly, or using hints or modifiers (e.g., "perhaps", "maybe"). The listener is expected to observe and notice the non-verbal communication, to read contextual cues in order to understand the real meaning.
2. **Indirect communication**	b) The verbal message is considered as only a part of the message. Lot of information is transmitted via silence, indirectness, understatements and pauses. This communication style is typical of the Japanese culture.
3. **Succinct communication**	c) Both the speaker and the listener expect clear (explicit) verbal expression of intentions, wishes, hopes, etc. (e.g., "I am hungry", "I love you").

Assessment 4: Low vs. high context cultures

Look at the list of different scenarios below. Your task is to decide whether these are examples of low or high context situations.

1. **Attending a family gathering where your auntie discusses her nephew's work. As she does this, she raises an eyebrow and everyone in the group laughs.**

   Low or high context?

2. **Paying for the bus fare.**

   Low or high context?

3. **Visiting the post office to send a letter to your friend who lives abroad.**

   Low or high context?

4. **Attending a Parent-Teacher Association (PTA) meeting at the local school.**

   Low or high context?

Assessment 5: Relationship vs. task-oriented cultures

Below you will find a list of examples. Your task is to decide whether each example on the left is a characteristic of either relationship orientation or task orientation. Please write your answers in the empty columns on the right-hand side.

Characteristics	**Relationship or task orientation?**
1. Emphasis on work facilitation	
2. Focus on relationships, well-being and motivation	
3. Focus on structure, roles and tasks	
4. Emphasis on interaction facilitation	

Assessment 6: Cultural differences in non-verbal communication

You will be given a number or statements with crucial information missing. Below the statement you will find multiple-choice options – it is your task to pick the correct answer to fill in the gap in the statement.

1. **In _____, if a young child looks an adult in the eye, it is considered an act of disobedience.**
   a) USA
   b) Ghana
   c) Brazil

2. **Many cultural expressions are achieved through _____. In France, for example, it is customary to kiss someone you greet on both cheeks.**
   a) Eye contact
   b) Posture
   c) Touch

3. **Gestures can convey wildly different meanings. Individuals in the United States use the "OK" sign to convey that something is acceptable. In Japan, the same hand symbol means "_____".**
   a) Money
   b) Love
   c) Insult

4. **Countries that are densely populated generally have much less need for _____ than those that are not. The Japanese, for example, are less likely to react strongly to an accidental touch by a stranger than Americans.**
   a) Quiet spaces
   b) Personal space
   c) Living space

5. _____ is a facial expression particularly varied in meaning. In Latin America, for example, the gesture is often considered a romantic or sexual invitation. The Yoruba people in Nigeria _____ at their children if they want them to leave the room. And the Chinese consider the gesture rude.

a) Smiling

b) Winking

c) Sticking your tongue out

6. Posture can convey power structures, attitudes and levels of civility. In _____, standing with hands on the hips may suggest power or pride, but in _____, it may suggest anger or a challenge.

a) Germany / India

b) Nigeria / Pakistan

c) America / Argentina

Assessment 7: Principles of intercultural communication

Below you will find four statements relating to different principles of intercultural communication. It is your task to decide whether the statements are true or false – you can circle or underline the correct answer. If you think a statement is false, try and think about why that is.

1. **You can treat all people with dignity and respect by keeping an open mind, speaking in a polite manner and avoiding making judgements and assumptions.**

   True or False?

2. **It is a good idea to try and minimise any cultural differences and to sweep them under the carpet.**

   True or False?

3. **Focusing on similarities such as work, family life and leisure activities is a good way to build bridges.**

   True or False?

4. **It is important to focus on understanding: don't express disagreement immediately, listen to others, and let them tell their story in their own words.**

   True or False?

Assessment 8: Simple techniques for effective intercultural communication

You will find four statements below. It is your task to decide whether these statements are true or false. If you think the statement is false, think about why this is. Circle or underline the correct answers.

1. **In a cross-cultural conversation there's no need to make it harder for both of you by using big words. Just keep it simple.**

   True or False?

2. **It is a good idea to use slang (informal language; 'frenemy', for example, is a combination of 'friend' and 'enemy') and it will not confuse things.**

   True or False?

3. **You will never cause offence by using humour in a business context.**

   True or False?

4. **Active listening is a very effective strategy for improving cross-cultural communication.**

   True or False?

Answers

Assessment 1

1. False: Language and culture are intimately connected
2. True
3. False: It is the other way around –language is the vehicle and culture the traffic lights. Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication.
4. True

Assessment 2

You will find the passage below with the mistakes corrected (see the words/sections *emphasised in red*).

Verbal communication *helps* us express ourselves and understand others. It is important that your message is expressed in a *clear, coherent and complete* way. Especially when communicating with people from other cultures, it is *very easy* to be misunderstood, because of the *differences* in linguistic skills, sense of humour and mind-sets. Using the following tools can *make it difficult to* build strong interpersonal relationships: sarcasm, dragging up the past and threats. The way we communicate non-verbally *is equally, and sometimes more, important*. Non-verbal communication includes things like *your tone of voice, facial expression, gestures, and body language*. Research shows that when we communicate feelings and *attitudes a significant part of our overall message comes from* body language and the tone of voice. More than our words, non-verbal messages *can often be unintentional and spontaneous*. Therefore, many people tend to rely more on the non-verbal cues than on the spoken word.

Assessment 3

1. c)

2. a)

3. b)

Assessment 4

1. This is an example of a high context situation.

2. This is an example of a low context situation.

3. This is an example of a low context situation.

4. This is an example of a low and high context situation: while anyone can join the PTA and the meeting are open, there may be implicit understandings of e.g. what issues can be discussed or what should (or should not) happen at meetings.

Assessment 5

1. Task orientation

2. Relationship orientation

3. Task orientation

4. Relationship orientation

Assessment 6

1. b) Ghana

2. c) Touch

3. a) Money

4. b) Personal space

5. b) Winking

6. c) America / Argentina

Assessment 7

1. True
2. False: Acknowledge and respect cultural differences rather than minimize them. You can for example inquire about and acknowledge any cultural/ethnic/racial differences; ask if there is anything about the cultural/ethnic/racial background of your interlocutors which they feel you need to know (if appropriate); and ask if there is anything in general they would like to know about your culture to better understand your viewpoint.
3. True
4. True

Assessment 8

1. True
2. False: Not even the most educated non-native English speaker will have a comprehensive understanding of English slang, idioms and sayings. They may understand the individual words you have said, but not the context or the meaning. As a result, you could end up confusing them or at worst, offending them.
3. False: Many cultures take business very seriously and believe in behaving professionally and following protocol at all times. Consequently, they don't appreciate the use of humour and jokes in a business context. If you do decide to use humour, make sure it will be understood and appreciated in the other culture and not cause offence. Be aware that British sarcasm usually has a negative effect abroad.
4. True

UNIT 2 [HSP]: THE ROLE OF PARENTS IN SOCIAL INCLUSION AND COHESION

For parents from the host societies

CHAPTER 1: MR/ECM INTEGRATION: MEANING AND BENEFITS FOR THE SOCIETY

Assessment 1: Key aspects related to migrant integration

Choose the correct answer for the following statements. Only one option is correct.

1. A shift in values is

a) A normal process observed in all cultures and civilisations as they are evolving

b) A serious problem in European societies

c) Observed in European countries due to a large number of immigrants

d) Unlikely to happen among people who share the same language and origin

2. European values are in danger because of the Islam

a) Yes, the Muslim population is continually rising because of migration

b) No, only 5-6% of the European population are Muslims

c) No, Christian-Western values are declining as a result of multiculturalism

d) Yes, we are facing the loss of our identity

3. The quality of education deteriorates because of immigration

a) Research findings clearly support this statement

b) There are serious socio-economic factors besides immigration that affect the quality of education

c) This is true regardless of the percentage of migrant children in the classroom

d) This is so because ethnic and cultural diversity creates a negative learning environment

4. **Migrant integration is**

   a) The responsibility of the state

   b) The responsibility of migrants

   c) Benefiting only the migrants

   d) A two-way process of adaptation

5. **The capacity of a society to promote the well-being of all its members refers to**

   a) Migrant integration

   b) Equality

   c) Social cohesion

   d) Social inclusion

Assessment 2: Benefits of MR/ECM integration for the society

Below you will find seven statements. Your task is to decide whether these statements are true or false. If you think a statement is false, consider why this is the case.

1. **In most countries, migrants receive more than they pay in taxes and social contributions**

   True or False?

2. **The migrant workforce is a much-needed injection to the economies of ageing Europe**

   True or False?

3. **Migration is not related to growth, innovation and entrepreneurship**

   True or False?

4. **Migrants usually compete with the local labour force for jobs**

   True or False?

5. **Multiculturalism can make people more creative and resourceful**

   True or False?

6. **Although multiculturalism can make people more open-minded, at the same time it makes them less unique**

   True or False?

7. Modern civilization would be richer and more advanced without multicultural fusions

True or False?

Assessment 3: Ways to improve MR/ECM integration

Spot the mistakes! The author of the following text seems to have misunderstood some vital points related to migrant integration. Identify the words and expressions that need to be corrected.

Migrant integration is the task of the authorities. By designing a good integration policy most of the challenges related to migration will be resolved. A good integration strategy caters for appropriate services and interventions that assist migrants to overcome barriers and adjust better to their host society. The responsibility for the implementation of these interventions stays mainly with the national, regional and local authorities. Individual initiatives by local people can contribute very little to successful MR/ECM integration. However, in the end it is the attitude and behaviour of migrants themselves that will determine the success of the integration process.

Answers

Assessment 1

1. a) Such shifts can be observed throughout history. Some may consider them problematic, but usually the majority supports the new values, that's why they are adopted. Values in Europe change because of wider societal changes, but this cannot be attributed only to the immigration flows. Values may differ significantly even among people of the same origin who live in the same society.

2. b) The main reason for the growth of the Muslim population in Europe are higher fertility rates and not migration. Christian-Western values are declining because less and fewer Europeans are religious in our days, not because of multiculturalism. As things are today, the Muslim population in Europe poses no threat at all to the collective European identity or to the identity of single countries.

3. b) Research findings are actually mixed. It was found that the higher the percentage of migrant children in the classroom the more likely it was for negative results to be found. Depending on how it is managed, ethnic and cultural diversity can create a very positive learning environment.

4. d)

5. c) Migrant integration, equality and social inclusion are all important aspects of social cohesion but social cohesion encompasses even more.

Assessment 2

1. False. Usually the opposite is true

2. True

3. False. When managed properly migration can fuel growth, innovation and entrepreneurship

4. False. Migrants often take jobs that local people avoid

5. True

6. False. Multiculturalism makes people even more unique

7. False

Assessment 3

Migrant integration ***is the task of the authorities***.

> *It would be more accurate to say: Although migrant integration policy is the task of the authorities, migrant integration is a two-way process involving all parts: policy makers, authorities, local citizens and migrants.*

By ***designing*** a good integration policy most of the challenges related to migration ***will be resolved***.

> *Simply the design of a good policy doesn't lead to resolving any problems. A good integration policy needs to be implemented appropriately in order to be successful.*

A good integration strategy caters for appropriate services and interventions that assist migrants to overcome barriers and adjust better to their host society. The responsibility for the implementation of these interventions stays mainly with the national, regional and local authorities.

Individual initiatives by local people can contribute ***very little*** to successful MR/ECM integration.

> *The opposite is true. Each and every citizen can contribute to MR/ECM integration with their attitudes and actions.*

However, ***in the end*** it is the attitude and behaviour of migrants themselves that will ***determine*** the success of the integration process.

As explained in the first sentence, the success of the integration process depends on all the parts involved. Of course, the attitude and behaviour of migrants do play an important role

CHAPTER 2: BENEFITS OF CHILDREN EXPERIENCING DIVERSITY

Assessment 1: The main dimensions of the diversity concept

Choose the correct answer for the following statements. Only one option is correct.

1. **Diversity…**

   a) Is inherent in humankind

   b) Appears only in multicultural societies

   c) Is a matter of choice

   d) Is a recent challenge resulting from migration

2. **Which of these aspects of diversity is core to a person?**

   a) Age

   b) Culture

   c) Gender

   d) Religion

3. **Life experiences that make us different…**

   a) Are a matter of personal choice

   b) Are core to a person

   c) Are sometimes a matter of choice and sometimes not

   d) Do not affect the integration process

Assessment 2: Benefits of children experiencing diversity

Answer the following questions in a few words. Then compare your answers to those provided in the answer sheet. The important thing is to get the gist right, not the exact words.

1. **Name 3 cognitive benefits for children when they experience diversity**

_____

_____

_____

2. **Name 2 social benefits for children when they experience diversity**

_____

_____

3. **Name 2 emotional benefits for children when they experience diversity**

_____

_____

4. **What is an important prerequisite for diversity to benefit children and all those involved?**

_____

_____

5. **Name 2 reasons why growing up in homogeneity may be a drawback for children**

_____

_____

6. **What could a lack of appreciation for diversity be compared to?**

_____

Assessment 3: Ways to teach children about diversity

Choose the correct answer for the following statements. Only one option is in accordance with the training material of Chapter 2.

1. **Children need their parents' guidance on how to deal with diversity because**
   a) Diversity is all around them even before school age
   b) Parents are the most powerful role model for their children
   c) Children need help to recognise stereotypes and prejudice
   d) All the above

2. **When explaining diversity to your child…**
   a) You should make clear that it is about "us" and "them"
   b) Speak in a normal tone and recognise differences openly
   c) Make sure you talk as frequently as possible about diversity
   d) Use politically-correct language

3. **A way to help your child appreciate diversity is to**
   a) Listen to music together
   b) Read books together
   c) Invite friends from different backgrounds
   d) Watch films and television together

4. **While you help your child to interact positively within a diverse environment…**
   a) Show consideration of other people's feelings
   b) Be eager to step back from your values in order to keep the peace
   c) Never allow your child to say discriminatory things
   d) Don't talk about incidents of racism, prejudice or discrimination

Answers

Assessment 1

1. a)

2. a)

3. c)

Assessment 2

1. Critical thinking skills; problem-solving abilities; enhanced motivation, general knowledge and intellectual self-confidence; rich learning environment; increased yearning for exploration, learning and discovery

2. Open, prejudice-free attitude; strong communication skills; strong collaboration skills; leadership skills; eagerness to live with and learn from people of diverse backgrounds

3. Increased empathy; relationships and friendships with different kinds of people

4. Diversity to be experienced in a welcoming, positive environment

5. They will lose many of the cognitive, social and emotional benefits of experiencing diversity – it may be more difficult to succeed in today's complex, multicultural world – they may enjoy life less

6. To colour blindness

Assessment 3

1. d)

2. b)

3. c)

4. a)

CHAPTER 3: IMPACT OF PREJUDICE AND RACISM ON CHILDREN

Assessment 1: Recognising racism and its signs

Below you will find five statements. Your task is to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Racism is always expressed through violence, abuse or harassment.**

   True or False?

2. **Not all racism is open and overt, it may not be at all obvious**

   True or False?

3. **Racism does not affect academic achievement.**

   True or False?

4. **Teachers and other school staff may also experience racism through harassment, abuse or racist stereotyping by students or colleagues.**

   True or False?

5. **Racism can be defined as any barrier that prevents people from enjoying equality and dignity because of their race.**

   True or False?

Assessment 2: Recognising prejudice and its signs

You will find four multiple-choice questions below. Read the statement or question carefully, and choose the correct answer from the options given. Only one option is correct.

1. **A crime committed against a person or group of people when it is motivated by prejudice against or hatred of the victim's perceived or actual ethnic or national background, religious conviction or belief, sexual orientation, gender identity or expression, or disability is:**
   a) Institutional racism
   b) Hate crime
   c) Subordinate discrimination

2. **Which of the following is an example of structural racism?**
   a) Speaking negatively
   b) Discriminatory legislation
   c) Being anti-Islam

3. **Name given to the way of thinking that separates people into different racial groups, and that generates and maintains a hierarchy of ethnic groups in society as well as structures and functions that reinforce divisions.**
   a) Racialisation
   b) Etnicisation
   c) Both are correct

4. **Over the recent decades, our understanding of the term 'racism' has shifted fundamentally away from:**
   a) 'Cultural' racism and towards 'biological' racism.
   b) 'Biological' racism and towards 'behavioural' racism.
   c) 'Biological' racism and towards 'cultural' racism.

Assessment 3: Impact of prejudice and racism on children's self-esteem and self-perception as well as educational performance

Below you will find six statements. Your task is to decide whether these statements are true or false. If you think a statement is false, consider why this is.

Students who experience racism:

1. **May be afraid to go to school**

   True or False?

2. **Will not have trouble making friends**

   True or False?

3. **Will not have trouble studying and concentrating in class**

   True or False?

4. **May skip school (not go to school).**

   True or False?

5. **Will not experience detrimental health outcomes such as depression or anxiety.**

   True or False?

6. **May have low self-esteem and reduced resilience**

   True or False?

Assessment 4: Recognising and counteracting prejudicial language and actions of children

Please reflect on the questions below – there are no right or wrong answers; rather, this exercise requires you to apply what you have learned so far to practice.

1. **What kind of interventions can young people use to prevent or stop bullying? List three things you could do to defuse a bullying situation**

_____

_____

_____

_____

_____

_____

2. **How could you respond to your child if he/she says to you: "Paul's daddy says that Gypsies are always stealing from others"?**

_____

_____

_____

_____

_____

_____

Answers

Assessment 1

1. False: It is a common misconception that racism is always expressed through violence, abuse or harassment. However, this is not true at all – it doesn't have to involve violent behaviour. Most common forms of racism include name-calling, jokes, or when people are excluded from various activities or groups because of their ethnicity.
2. True
3. False: Racism affects academic achievement.
4. True
5. True

Assessment 2

1. b) Hate crime
2. b) Discriminatory legislation
3. a) Racialisation
4. c) 'Biological' racism and towards 'cultural' racism.

Assessment 3

1. True
2. False: Those experiencing racism may have trouble making friends.
3. False: Experiences of racism may have an adverse effect on students' ability to study and concentrate.
4. True

5. False: Researchers from the University of Melbourne found that many of the young people studied, who had been traumatized by racism, were found to be suffering from depression and/or anxiety disorders.

6. True

CHAPTER 4: UNDERSTANDING CHALLENGES MR/ECM PARENTS FACE

Assessment 1: Elements of the Psychology of Migrants and Refugees

Below you will find a number of statements. It is your task to decide whether a statement is true or false. If you think a statement is false, think why that is.

1. **Arriving in a new country and building a life there is an easy process**

   True or False?

2. **MR/ECM parents are unlikely to compare their new host society to their country of origin**

   True or False?

3. **Conflicts can happen between different actors: within families, between friends, among children**

   True or False?

4. **There is only one group of MR/ECM parents: those who choose to leave their country of origin voluntarily**

   True or False?

5. **Being subject to forced migration can cause stress and psychological trauma.**

   True or False?

Assessment 2: Challenges of MR/ECM parents in: language, culture, work and education

Below is a list of different elements or factors (a-h) that may pose a challenge to MR/ECM parents. Your task is to decide which factor is related to which area of life (ranging from legal and administrative challenges to everyday life or basic needs). Complete the table below.

a) Residence status in new host country for all family members

b) Teachers and tutors are not trained well enough to recognise unconscious or conscious bias with regard to an MR/ECM student's ethnic origin, social background, religion, gender and colour.

c) Housing, finding an apartment or house to live

d) Young children may learn the host country language quickly and soon feel more comfortable talking in it.

e) Finding work

f) Recognition of vocational training, education, degree etc. obtained in a foreign country

g) Feel the need to develop a new family integrity without losing the roots of the culture and family setting they came from.

h) Registration of children to attend school

Topic	**Elements/challenges**
Legal and administrative challenges	
Language and culture	
Education	
Everyday life or basic needs	

Assessment 3: Ways to develop more tolerance and understanding

Below you will find a number of potential strategies to enable collaboration with MR/ECM parents. Read through the statements and decide which ones would be effective strategies – place a tick next to the ones you find effective.

1) ☐ Discussing what degree of activity is expected from parents within the school system

2) ☐ Questioning MR/ECM parents' motives for having moved to the new country

3) ☐ Considering the legal rights of parents at school

4) ☐ Discussing the ways in which parents can organise and what support is available

5) ☐ Not allowing parents to ask questions

6) ☐ Drawing on MR/ECM parents' existing strengths such as knowledge of languages and cultures

7) ☐ Focusing on parents' lack of language skills

8) ☐ Exploring what the limits of parent's involvement, their roles and duties are

Answers

Assessment 1

1. False: Arriving in a new country is a complex and complicated process and MR/ECM parents face complicated adjustments – which is normal.
2. False: MR/ECM parents must learn how their new country functions and will constantly compare this to the norms, structures and functions in their country of origin. This can cause stress, and stress creates conflicts.
3. True.
4. False: There are two groups, those who leave voluntarily and those who are forced to move due to war, crisis, social discrimination or other enforced reasons.
5. True.

Assessment 2

Topic	**Elements/challenges**
Legal and administrative challenges	a, f
Language and culture	d, g
Education	b, h
Everyday life or basic needs	c, e

Assessment 3

Effective strategies:

1. Discussing what degree of activity is expected from parents within the school system
2. Considering the legal rights of parents at school
3. Discussing the ways in which parents can organise and what support is available
4. Drawing on MR/ECM parents' existing strengths such as knowledge of languages and cultures
5. Exploring what the limits of parent's involvement, their roles and duties are

CHAPTER 5: LEARNING ABOUT OTHER EDUCATIONAL SYSTEMS

Assessment 1: Educational systems around the world: diversity of concepts, values, and structures

You will find multiple-choice questions below. Your task is to choose the right answer from the three options given.

1. **In a centralised, collective system:**
   a) Schools supply part of the social education of a child, but parents tend to interfere.
   b) Schools supply part of the social education of a child. Parents accept this role of the school and tend not to interfere.
   c) Schools never supply of the social education of a child

2. **Schools that expect a very active involvement of parents in the educational progress of their children are:**
   a) In de-centralised and more individualistic systems
   b) In de-centralised and more collective systems
   c) In centralised and individualistic systems

3. **The educational system promotes the desired values by means of:**
   a) One main process focused on the differentiated identification of values
   b) Two distinct processes: Creation of common values and design of strategies of joint respect
   c) Two distinct processes: identification of values and the transmission of these values.

4. **Educational systems may promote different values in terms of:**

   a) critical thinking and independence

   b) civic responsibility

   c) all of the above

5. **When we talk about 'the structure of the educational system', we refer to:**

   a) the years of primary and secondary education, as well as the different educational paths

   b) the administrative responsibilities of the state and the local authorities

   c) the level of involvement of parents and society

   d)

Assessment 2: Stereotypes and their impact

This task consists of matching the examples on the right with the correct types of barriers listed on the left. Please indicate which examples belong under which barrier (1-3) by drawing arrows between the barriers and example, or by writing the number of the correct barrier next to the example.

1.	Barriers associated with parental responsibility	a.	Preschool schedules may be out of sync with their working hours
2.	Barriers associated with residence and social status	b.	Residence requirement for access to the system
3.	Barriers associated with the choice of school	c.	The age of asylum seekers
		d.	Difficulties in choosing a centre due to lack of information
		e.	MR/ECM parents, and especially those with irregular working hours, lower wages, and more limited education can find it difficult to support their children learning outside the classroom.

Answers

Assessment 1

1. b)
2. a)
3. c)
4. c)
5. a)

Assessment 2

1. True
2. True. These are: early childhood education, primary education, lower secondary education, upper secondary education, post-secondary non – tertiary education, short-cycle tertiary education, bachelor or equivalent, master or equivalent, doctoral or equivalent, and not elsewhere classified
3. False. There are differences between countries, for example some places may have both public and private institutions.
4. False. Most countries have one shared structure for their school system but some countries, such as the US, the UK and Belgium, have more than one system.
5. True.

Assessment 3

1. a, e
2. b, c
3. d

CHAPTER 6: SUPPORT OF SCHOOL ACTIVITIES FOR THE DEVELOPMENT OF INTERCULTURALISM

Assessment 1: Key points in the national/local agenda for intercultural education

[Germany] 94

[Greece] 95

[Italy] 96

[Lithuania] 97

[Scotland] 98

[Spain] 99

[Germany]

Please answer the questions below about the German agenda for intercultural education.

1. **Which are the two focal points of intercultural education in Germany?**
2. **What is intercultural education in general embedded in?**
3. **What does the UNESCO Universal Declaration on Cultural Diversity from 2001 define with regard to education at school?**
4. **What are the three elements of intercultural education which are part of the National Integration Plan from 2007?**
5. **In 1996, there was a major shift of perception of intercultural education in Germany. What happened in 1996?**
6. **What does the 2006 anti-discrimination law (Gleichbehandlungsgesetz) for Germany say about intercultural education?**
7. **In what ways is Germany still facing problems with intercultural education?**
8. **Is intercultural education the same all over Germany?**

[Greece]

Please answer the questions below about the Greek agenda for intercultural education.

1. **Are migrant and refugee children entitled to free primary and secondary education? Do any special conditions apply?**

2. **Which two types of reception classes exist currently?**

3. **What are parents required to do in order for their children to attend a reception class? On what does the formation of such a class depend?**

[Italy]

Please answer the questions below about the Italian agenda for intercultural education.

1. **What does the Legislative Decree n. 286/1998 establish for foreign minors in Italy?**

2. **Which are the main principles of multicultural education in Italy?**

3. **Are there specific programs for intercultural education in Italy?**

[Lithuania]

Please answer the questions below about the Lithuanian agenda for intercultural education.

1. **In what ways are rules for children of foreigners different from those for local children when a child is accepted to a school?**

2. **Are there any compensatory education programs in Lithuania for migrant children?**

3. **In what ways is Lithuanian education system not prepared for immigrant children, according to a recent study?**

[Scotland]

Please answer the questions below about the Scottish agenda for intercultural education.

1. **What kinds of things do students learn in religious and moral education classes?**

2. **Why is language learning seen as important in Scottish schools?**

3. **What happens at 'Diversity Day' celebrations at Scottish schools?**

[Spain]

Please answer the questions below about the Spanish agenda for intercultural education.

1. **Are there any compensatory education programs in Spain for migrant children?**

2. **What is the relationship between the Spanish intercultural education model and models from other European countries?**

Assessment 2: School activities promoting interculturalism

Below you will find a number of statements about school activities promoting interculturalism, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Intercultural learning stimulates students' interest in the lives of others based on shared experience, interaction, cooperation and respect between different cultural groups.**

   True or False?

2. **Intercultural learning helps students avoid conflict.**

   True or False?

3. **Intercultural learning supports students to develop the skills, knowledge, and capabilities to avoid people they see as different from themselves.**

   True or False?

4. **Involving outside visitors from different cultural backgrounds in primary school students' activities in the classroom helps to reduce those students' cultural stereotypes and prejudices.**

   True or False?

5. **Role plays and simulations help students to experience what it is like to be different, to be criticized, or to be criticised or excluded.**

   True or False?

6. **Analysing texts, films, and plays cannot effectively be used to build knowledge and understanding of people from diverse cultural backgrounds.**

   True or False?

Assessment 3: The role of parents in recognising the need for better intercultural understanding at school and Collaboration of parents with school staff and other parents

On a scale from 1 to 5 (1 being 'completely disagree' and 5 'completely agree'), how do you feel about the following statements? Please circle the number that most closely reflects your feelings.

1. **Parents need to be quick to recognise the need for better intercultural understanding between their children and their children's classmates.**

   1 2 3 4 5

2. **Parents shouldn't pay too much attention to their children's feelings about school – whether they want to go to school and whether they feel good about their classmates depends largely on their age.**

   1 2 3 4 5

3. **Parents should let their children independently develop skills, behaviours and attitudes that would enable them to appreciate and respect others from different communities and cultures at school.**

   1 2 3 4 5

4. **Parents should help their children appreciate and value their own and others' cultural perspectives and practices and find out about the similar and different ways people communicate in family and cultural groups.**

   1 2 3 4 5

5. **Parents can help their child develop intercultural understanding by:**

   a) understanding the influence of their own cultural values, attitudes and beliefs

   1 2 3 4 5

   b) showing interest in and learning about other cultures

   1 2 3 4 5

   c) interacting positively with people from diverse backgrounds

   1 2 3 4 5

   d) not trusting and ignoring the ways that different cultural groups are presented in the media

   1 2 3 4 5

6. **It is important that all the members of the school community are included in the process of creating a school that values cultural diversity and maintains an inclusive and intercultural environment.**

   1 2 3 4 5

7. **It is not the role of schools, but of parents to build relationships with schools and get involved in school life and in their children's learning and development.**

   1 2 3 4 5

8. **Parents and other family members are more likely to trust that the school values their involvement when they see people who share their cultural and linguistic background among the school staff.**

1 2 3 4 5

Assessment 4: Potential for initiatives by parent organisations to promote interculturalism in school

List 5–10 good practices and actions from parent organizations that can promote interculturalism in school.

Answers

Assessment 1 [Germany]

1. The two focal points of intercultural education in Germany are
   a) the recognition and normality of diversity in all areas of life,
   b) the recognition of equality and human rights in education.
2. Intercultural education in Germany is embedded in knowledge and understanding, skills and capacities and attitudes and values. Intercultural education is integrated with all subjects and with general life at schools in Germany.
3. The UNESCO Universal Declaration on Cultural Diversity (2001) addresses the cultural rights issue and stresses the role of education in that "all persons should be entitled to quality education and training that fully respects their cultural identity."
4. The key elements of the National Integration Plan from 2007 on education are the importance and diversity of
   a) language in education
   b) local integration with school contexts
   c) cultural diversity as part of school life
5. Germany has a long tradition as immigration country. After the end of World War II, the first labour migrants came from Italy, Greece, Spain and many other countries. For a long time, teaching experts spoke about a "foreigner pedagogy" (Ausländerpädagogik) at school. In 1996, this was completely revised into guidelines for "Intercultural Education at School". This was issued by the Standing Conference of the Ministers of Education and can be seen as the kick-off document on intercultural education in Germany.
6. The "Gleichbehandlungsgesetz" punishes discrimination based on race, ethnic origin, age, sex, disability, religion, sexual orientation and minority rights. All this also applies to education at school.

7. Current challenges and discussion in Germany focus on religious education at public schools. Should teachers come from churches or mosques? Should they be priests or imams? Or should they be independently state-trained professional on religious instructions not directly linked to a specific denomination? The other challenge is to replace religious education with ethic education. This is already applied by some Länder in Germany.

8. Intercultural education is applied in all 16 Länder in Germany. However, there are differences regarding methods used in intercultural teaching in the various Länder. Hence, intercultural education is not the same all over Germany.

Assessment 1 [Greece]

1. Migrant and refugee children have the same right to free primary and secondary education as Greek children and under the same conditions.

2. Type 1 reception classes are for children who speak very little or no Greek. They can attend certain subjects in the regular classroom, where language skills in Greek are not crucial, such as Foreign Language, Music Education, Art and gym. The other subjects are taught in the reception class, in addition to Greek for beginners.

   Type 2 reception classes are for children who know Greek at medium level. They attend lessons with their classmates but they are provided assistance in language and other subjects as needed by a second teacher, either during the class or afterwards.

3. Parents are required to fill out an application that they want their child to attend a reception class. Children are given evaluation tests in order to assess their level of Greek and determine the support they need. Reception classes are formed according to the number of children that need support and the availability of staff.

Assessment 1 [Italy]

1. The Legislative Decree n. 286/1998 (article 38) establishes that foreign minors in Italy have to comply the school obligation (up to 16 years old). Furthermore, the Italian Immigration Regulation set that foreign minors have the right to education – regardless of the regularity of their position –in the forms and in the ways provided for Italian citizens. The enrolment can be requested at any time of the school year.

2. The principles on which multicultural education have been based, are: universalism, "common education", intercultural approach, the centrality of the person in relationship to others and the exaltation of relativism.

3. There aren't specific programs for intercultural education. All Italian schools have the possibility to gain national, local and European funds for the funding of projects that aim to improve the inclusion of foreign students.

Assessment 1 [Lithuania]

1. Children of Lithuanian citizens and foreigners who have arrived or returned to live in Lithuania after completing part of a foreign primary or secondary education, are accepted to study under general education programs in the same way as all residents of Lithuania according to the common procedure.

2. Yes, there are. They take place segregated from the standard curriculum and are performed by specialized teachers, in order to compensate students' differences in language, culture and ability levels.

3. Lithuanian schools are poorly prepared for receiving immigrant children and do not have the appropriate basic infrastructure. The authors of the study conclude that, in addition to specific targeted integration policies that would apply to all children of immigrant backgrounds at different levels of learning, potential learners cannot take full advantage of the opportunities offered by compulsory learning. The study also highlights the importance of educating

the country's students about cultural diversity as a result of growing immigration.

Assessment 1 [Scotland]

1. Students learn about world religions, beliefs and values, and aspects of philosophy.

2. Language learning in life enhancing in that it opens doors to new possibilities and experiences – knowing languages enables young people to participate fully in global society and economy.

3. Diversity Day gives the pupils a chance to see an exhibition of different religions, participate in a diversity themed art competition and take part in sporting and dance activities. Pupils learn about both things that they have in common as well as things that make people different.

Assessment 1 [Spain]

1. Compensatory education programs take place outside the standard curriculum and are delivered by specialized teachers in order to compensate students' different linguistic and cultural skills. Intercultural education, on the other hand, seeks to foster tolerance and solidarity necessary for educational equity and social justice of all students.

2. The authorities are struggling to cope with migration and diversity, and are looking at different approaches that are used around Europe. Policy-makers are aware of different models of integration existing in long-established European host countries, but do not seem convinced by any of them.

Assessment 2

1. True
2. False
3. False
4. True
5. True
6. False

Assessment 3

If you have chosen:

4 or 5 in statements 1, 4, 5a, 5b, 5c, 6, 8,

1 or 2 in statements 2, 3, 5d, 7

then you are able to recognise acute needs of better intercultural understanding in the educational environment of your children and you know how to collaborate effectively with school staff and other parents in activities promoting an intercultural mind set.

Assessment 4

1. courses and classes for parents
2. parenting courses
3. parental involvement in school, including classroom literacy and numeracy activities
4. parents celebrating diversity
5. parent-to-parent activities/support – including interpretation/translation

6. developing an inclusive school ethos through ongoing provision of appropriate school-community programmes
7. intercultural days/weeks/events
8. provision of language classes for parents
9. policy formation – parents, teachers, pupils, community
10. newsletters in a variety of languages
11. promoting good attendance
12. create a multicultural welcoming committee at school made up of parents, staff and community members
13. preparing material about the education system, the school area, educational resources and the possibility of parent involvement or asking questions in the school
14. celebrating informal recreational, leisure and cultural events where you can improve relationships with parents and teachers

UNIT 1 [MR/ECM]: BASIC INTERCULTURAL SKILLS

For refugee, migrant and ethnic & cultural minority parents

CHAPTER 1: SELF-PERCEPTION AND PERCEPTION OF THE OTHER

Assessment 1: Key concepts related to personal identity and self-perception

Choose the correct answer for the following statements. Only one option is correct.

1. **It is important to analyse your self-identity and self-perception because:**
   a) It will help you to adjust better to the host society
   b) It will help you realize that it is not possible to understand other people
   c) It will help you realize the various factors that shape the development of your children
   d) It will make you a better person

2. **Self-perception or self-concept:**
   a) Is inherent
   b) Refers to the attitudes we have towards ourselves
   c) Includes self-esteem and self-presentation
   d) None of the above

3. **Our personal identity and self-perception are shaped by:**
   a) Our personal decisions and attitudes
   b) Our unique personal traits
   c) Our social context
   d) All the above

4. A good way to increase your self-awareness is:

a) To reflect on your family history and personal experiences

b) To do some research to understand better your home culture

c) To identify your values and try to understand how you adopted them

d) All the above

Assessment 2: Impact of culture and social context on self- perception

Below you will find five statements. Your task is to decide whether these statements are true or false. If a statement is false, think about why this is the case.

1. **If you understand a language you will also understand the society of the people who speak that language.**

   True or False?

2. **Culture is part of the social context.**

   True or False?

3. **People from various cultures process the world differently.**

   True or False?

4. **Values and group norms are on the tip of the cultural iceberg.**

   True or False?

5. **The opinion that others form about us can greatly affect our self-perception.**

   True or False?

Assessment 3: Reflection on your values and beliefs

On a scale from 1 to 5 (with 1 being 'completely disagree' and 5 'completely agree'), how do you feel about the following statements? Please circle the number that most closely reflects your feelings.

1. **If I had been born on another continent some hundreds of years ago, I would have very different religious beliefs.**

   1 2 3 4 5

2. **My attitude towards technology is mainly shaped by my personality. My social context does not influence me in this aspect.**

   1 2 3 4 5

3. **Knowing a culture of a person you can tell a lot about his/her personality and values.**

   1 2 3 4 5

Assessment 4: Impact of culture and social context on social perception

Choose the correct answer for the following statements. Only one option is correct.

1. **Social perception is about:**
   a) Interpreting the behaviour of others
   b) Forming impressions about others and interpreting their behaviour
   c) Our first impressions from others
   d) Our attitude towards other people

2. **We often attribute to other people motives and intentions based on:**
   a) Our mood
   b) Their behaviour
   c) Our culture
   d) All the above

3. **We tend to explain our own behaviour and the behaviour of others:**
   a) In the same way
   b) We are subjective with other people but objective with ourselves
   c) We link others' behaviour to their personalities but our own to circumstances
   d) We link others' behaviour to circumstances but our own to our personality

Assessment 5: Stereotypes and their impact

Indicate which response(s) from the list on the right correspond(s) with, or match(es), each statement in the list on the left. There may be more than one match for each statement.

1. Match the correct definition(s):

a. Stereotype	1.	Emotionally laden attitudes that have been formed toward a particular social group of people before having enough information on which to form a knowledgeable opinion
b. Prejudice	2.	A positive or negative assumption that we make automatically when we hear about someone or something
c. Discrimination	3.	An unreasonable dislike of a particular group of people or things, or a preference for one group of people or things over another
	4.	A generalised, oversimplified belief about groups of people, cultures etc.
	5.	Unfair treatment of people belonging to a certain group, simply based on their group membership

2. Levels of stereotypes:

a. Public	1. What we consciously believe but don't say to others
	2. What we unconsciously believe and may guide our judgements
b. Private	3. What many people commonly believe
	4. What we say to others about a group
c. Implicit	5. What we consciously believe and support in front of others

3. Impact of cultural stereotyping at school:

a. Social perception	
b. Behaviour	
c. Reactions of the other group	

1.	Frustration and resentment
2.	More positive interpretation of the behaviour of parents of the same origin
3.	No interaction with parents from different backgrounds
4.	Lower achievement
5.	Limited collaboration with teachers
6.	Suspecting racism or intolerance as the reason for other parents' behaviour

Assessment 6: Recognizing and challenging your stereotypes

Below you will find two questions followed by statements. Your task is to decide whether these statements are the correct answer to the question or not.

1. Is it a stereotype?

Yes / No

a) The Germans are very well organized
b) Women are not good drivers
c) I don't like people with a different colour than mine
d) Cities in the Middle East are noisy
e) The Chinese are very hard-working
f) I love the Japanese culture
g) I don't like politics

2. Would the following actions help to eliminate stereotypes and prejudices?

Yes / No

a) Trying to put oneself in the other's shoes
b) Joining clubs or communities of people of the same origin with oneself
c) Imagining people of different backgrounds in different roles
d) Talking to people from different backgrounds
e) Reflecting on human dignity
f) Doing research to understand one's own culture better

Answers

Assessment 1

1. c) Being aware of your self-identity and self-perception may help you to adjust better to the host society and become a better person but this depends on the choices you will make based on your awareness. The statement that it is not possible to understand other people is an exaggeration.

2. b) Self-perception is learned and two of its main components are self-esteem and self-image.

3. d)

4. d)

Assessment 2

1. False. Societies are shaped by many factors (such as the historical epoch, values, and common experiences) that do not become obvious by simply using their respective languages.

2. True

3. True

4. False. Values and group norms are part of the hidden body of the cultural iceberg.

5. True

Assessment 3

If you have chosen:

4 or 5 in statement 1,

1 or 2 in statements 2 and 4,

3 in statement 3,

then you have developed good awareness of important factors shaping our self and of the relativity of certain traits we may have.

Assessment 4

1. b)
2. d)
3. c)

Assessment 5

1. a: 2 and 4; b: 1 and 3; c: 5
2. a: 4; b: 1; c: 2
3. a: 2 and 6; b: 3 and 5; c: 1 and 4

Assessment 6

1. a) yes; b) yes; c) no, it's a prejudice; d) no, as a matter of fact cities are noisy and cities in the Middle East tend to be more noisy that in Europe; e) yes; f) no, it's a matter of personal preference; g) no, it's a matter of personal preference

2. a) yes; b) no, this may reinforce your cultural identity but it will most probably not help you in challenging your stereotypes; c) yes; d) yes; e) yes; f) no, this will help your raise your cultural self-awareness

CHAPTER 2: CORE VALUES OF THE HOST SOCIETY

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Lithuania 166

Scotland 179

Spain 193

Germany

Assessment 1: Milestones in the history of the host society shaping its national identity

This first task will assess your knowledge of the history of the host society. Below, you will find a number of questions and multiple-choice answers – it is your task to pick the correct answer for each question. Only one answer is correct.

1. **How many inhabitants does Germany have?**

   a) approx. 72 million people

   b) approx. 83 million people

   c) approx. 91 million people

2. **How many border countries does Germany have? Try to count and name them all.**

   a) 7

   b) 9

   c) 10

3. **What happened between 1618 and 1648 on the territory which is now Germany?**

   a) The people's war of Leipzig

   b) The 30 years' war

   c) The 30 years Council meeting of Constance

4. **What was the Thirty Years' War about?**

   a) A religious war of protestant reformation against the Catholic Church

   b) A war between Habsburg Dynasty and Prussia

   c) A war between France and Germany

5. **When was the Peace of Westphalia?**

   a) 1448

   b) 1548

   c) 1648

6. **What did Otto von Bismarck achieve as part of German history?**

   a) He managed to form the first united Germany without today's Austria

   b) He led the Franco-Prussian War

   c) He declared Berlin to be the capital of Germany

7. **When did the Weimar Republic exist?**

   a) 1848-1872

   b) 1914-1918

   c) 1919-1933

8. **Which countries were part of the Allied Forces making an end to Hitler's Germany in 1945?**

   a) Italy, France, Britain and China

   b) the United States, Britain, France and the Soviet Union

   c) Britain, France, Switzerland and the Soviet Union

9. **In 1989 the "Wall" or "Iron Curtain" fell. When was Germany reunited?**

   a) 1989

   b) 1990

   c) 1994

Assessment 2: Key principles of the host society

You will be given a number of questions and statements below pertaining to key principle of the host society, and your task is to pick the right answers or decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **What is the capital city of Germany?**
   a) Bonn
   b) Frankfurt
   c) Berlin

2. **What does the principle of "subsidiary" stand for in Germany?**
   a) This means that things are handled on the level which is the most suitable This means that the federal level does less work
   b) This means that all parties have to agree on an issue unanimously**Which is the basic constitutional document in Germany?**
   c) The German Constitution
   d) The Grundgesetz
   e) The Supreme Act

3. **Germany consists of 16 Länder. Each Land has its own basic law, in additional to the federal basic law.**

   True or False?

4. **Which are the two political chambers of Germany?**
   a) Bundesrat und Bundesversammlung
   b) Bundestag und Reichstag
   c) Bundestag und Bundesrat

5. **Which is the highest political position in Germany?**

   a) The Federal President

   b) The Chancellor

   c) The Head of States

6. **Germany is a founding member of the EU.**

   True or False?

7. **The minimum legal age for buying alcohol and cigarettes is 18.**

   True or False?

8. **Pornography and same-sex marriage are legal in Germany.**

   True or False?

9. **Minimum age for marriage is 18.**

   True or False?

10. **Voting is mandatory in Germany.**

    True or False?

11. **Freedom of religion, freedom of speech and freedom of opinion are guaranteed by the Basic Law.**

    True or False?

12. **Citizenship is acquired by ius solis.**

    True or False?

Assessment 3: Host society's perception of family life

Below you will find a passage that contains a number of mistakes. Your task is to spot the mistakes – you can e.g. highlight, circle or underline the parts of the text that you think are wrong.

Germany is a cohesive society with 93 million inhabitants. It is located in the centre of the European continent with borders to ten neighbouring countries. 10% of the people living in Germany are migrants. Most migrants live in the south-west, south and north-west due to the good economic situation in these areas.

The capital of Germany is Frankfurt. Germany consists of 16 states, called Länder. Each "Land" has its own capital. For instance, Stuttgart is the capital of Bavaria and Cologne is the capital of North Rhine-Westphalia.

Germany is a very diverse society. The main official language is German. Everybody in Germany has to speak German and the use of other languages is not allowed. Many ways of life are allowed. For instance, same-sex marriage is legal, as is marriage with partners younger than 18 years of age. Germans very much like to be a member of a Verein, such as sport clubs, gardening clubs, social clubs, political parties, NGOs or volunteering organisations. About 60 % of all Germans are members of at least one "Verein".

After the re-unification of Germany, the former East and former West merged into today's Germany. 40 years of difference, due to separation, were overcome quickly and today there are no differences between East and West.

Many Germans live in rented accommodation. The number of people who own their own home is lower as in other EU countries. The costs for food is high in Germany, up to 41% of a monthly income is spent on food, in comparison to 13% in France.

Assessment 4: Education and success: definition and associated values in the host society

For this task you need to fill in the blanks. You are given a number of statements regarding education and success with crucial words removed. It is your task to choose the correct answer from the options given.

1. **Education is regarded as life-long learning in Germany. Formal education starts with kindergarten and continues through _____, _____ and _____ level. In many cases education and learning continue in informal and non-formal settings in Germany.**

   a) basic, advanced (and) superior

   b) primary, secondary (and) tertiary

   c) private, public (and) denominational

2. **Education in Germany is mostly _____ with private or religious institutions being an exception. The school life is especially long with university education being a norm for modern youth.**

   a) public (taxpayer-funded)

   b) private

   c) commercial

3. **Education in Germany is considered part the cultural life. Education is not a commercial good. Culture in Germany is under the responsibility and supervision of the _____. This results in the fact that Germany has 16 different educational systems.**

   a) Federal Parliament

   b) Federal Ministry of Culture

   c) Länder

4. **Parents play a very active role in their children's education in Germany. Schools expect parents _____, _____ _____ and _____. Children with less parental support show lower educational achievements at school.**

   a) to learn with their children at home, to attend parents' evenings at school (and) to serve as volunteers at school.

   b) to donate money to the school, to assist the teachers in the class (and) to clean the school in the evening.

   c) not to talk to a teacher, not to ask for a meeting with a teacher (and) not to help their children at home.

5. **The German society sees the role of the individual as important. At primary schools children will learn in groups, but they will also be asked to decide on their own what they wish to learn. _____ _____, _____ __, working alone or in teams and groups are key elements of education in Germany.**

   a) Asking parents for allowance on what to learn, collective learning

   b) Always learning in groups, restriction of individual rights

   c) Individual decision-making, accepting responsibility for oneself

6. **Church and state are _____ in Germany. Thus, there are no compulsory school prayers. Most states offer religious education as voluntary classes.**

   a) one integrated body

   b) separated

   c) the same

Assessment 5: Hospitality and courtesy rules in the host society

This assessment will focus on hospitality and courtesy rules in the host society. Below you will find questions, and it is your task to come up with the right answers for each question.

1. **What is the most common method of greeting in Germany?**

2. **There is a difference between "Sie" and "Du" when addressing a person in Germany. What is this difference?**

3. **When invited to someone's home in Germany, you can always bring flowers. However, one type of flower is not suitable since Germans use this type for funerals. Which flower is this?**

4. **When wine is served at a restaurant in Germany, what do you do with your napkin?**

5. **There are some subjects related to German history which guests or foreigners should not mention directly or should be careful when talking about these. Which subjects are those?**

Assessment 6: Main religious customs and taboos in the host society

You will be asked a series of multiple-choice questions in relation to main religious customs and taboos in the host society. Your task is to pick the correct answer. Only one option is correct.

1. **In 2016, between 65% and 70% of the people living in Germany stated their religion as…?**
   a) Muslim
   b) Jewish
   c) Christian

2. **Are there more Catholics or more Protestants living in Germany?**
   a) more Protestants (34%) compared to Catholics (32%)
   b) more Catholics (37%) compared to Protestants (31%)
   c) they are equal, both at 31%

3. **About how many people in Germany say they are atheist?**
   a) 5%
   b) 28%
   c) 18%

4. **Which is the second largest religious group in Germany after Christianity?**
   a) Islam
   b) Judaism
   c) Buddhism

5. **Who visits families in Germany on December 6th?**
   a) The "Christkind"
   b) Santa Claus
   c) Christmas Bunny

6. Which days are the official Christmas holidays in Germany?

a) the 24th, 25th and 26th of December

b) only the 25th of December

c) the 25th and 26th of December

7. Which holiday is celebrated on October 31st in Germany?

a) Reformation Day

b) All Saints Day

c) Independence Day

8. What do children in Germany usually colour (paint) at Easter?

a) the Easter Lamb

b) the Easter Eggs

c) the Easter Goose

Answers

Assessment 1

1. b) approx. 83 million people
2. b) 9 (Denmark, Poland, Czech Republic, Austria, Switzerland, France, Luxembourg, Belgium, the Netherlands)
3. b) the 30 years war
4. a) A religious war of protestant reformation against the Catholic Church
5. c) 1648
6. a) He managed to form the first united Germany
7. c) 1919-1933
8. b) the United States, Britain, France and the Soviet Union
9. b) 1990

Assessment 2

1. c) Berlin
2. a) This means that things are handled on the level which is the most suitable
   b) The Grundgetz
3. True – Germany has 16 Länder and each has its own basic law.
4. c) Bundestag und Bundesrat
5. a) The Federal President
6. True – Germany was founding member of the EU
7. True – the minimum age for buying alcohol and cigarettes is 18

8. True – pornography and same-sex marriage are legal in Germany

Assessment 3

The sections that are wrong have been corrected in the answer below – please see the sections that are *emphasised in red*.

Germany is a cohesive society with *83 million* inhabitants. It is located in the centre of the European continent with borders to *nine* neighbouring countries. *25%* of the people living in Germany are migrants. Most migrants live in the south-west, south and north-west due to the good economic situation in these areas.

The capital of Germany is *Berlin*. Germany consists of 16 states, called Länder. Each "Land" has its own capital. For instance, *Munich* is the capital of Bavaria and *Düsseldorf* is the capital of North Rhine-Westphalia.

Germany is a very diverse society. The main official language is German. *Everybody in Germany is expected to speak Germany. Other languages are allowed as well. German is the official language*. Many ways of life are allowed. For instance, same-sex marriage is legal*, but marriage with partners younger than 18 years of age is illegal*. Germans very much like to be a member of a Verein, such as sport clubs, gardening clubs, social clubs, political parties, NGOs or volunteering organisations. About *87 %* of all Germans are members of at least one "Verein".

After the re-unification of Germany, the former East and former West merged into today's Germany. 40 years of difference, due to separation, *are still noticeable. Experts believe that it will take three to four generations to finally overcome the differences*.

Many Germans live in rented accommodation. The number of people who own their own home is lower as in other EU countries. The costs for food is *low* in Germany, as low as *13%* of a monthly income is spent on food, in comparison to *41%* in France.

Assessment 4

1. b) primary, secondary and tertiary
2. a) public (taxpayer funded)
3. c) Länder
4. a) to learn with the children at home, to attend parents' evenings at school and to serve as volunteers at school.
5. c) individual decision-making, accepting responsibility for oneself
6. b) separated

Assessment 5

1. Handshake and to say "Hallo" or "Guten Tag".
2. "Sie" is formal, "Du" is non-formal.
3. Chrysanthemums are normally associated with funerals.
4. Wipe your mouth before drinking wine.
5. The Nazi period in Germany and the Holocaust.

Assessment 6

1. c) Christian
2. a) more Protestants (34%) compared to Catholics (32%)
3. c) 18%
4. a) Islam
5. b) Santa Claus
6. c) the 25th and 26th of December

7. a) Reformation Day

8. b) the Easter Eggs

Greece

Assessment 1: Milestones in the history of the host society shaping its national identity

This first task will assess your knowledge of the history of the host society. Below, you will find a number of questions and multiple-choice answers – it is your task to pick the correct answer for each question. Only one option is correct.

1. **When did the first Olympic Games take place?**
   a) 776 BCE
   b) 490 BCE
   c) 336 BCE

2. **How did the Greek civilisation and language spread to a huge part of the ancient world?**
   a) Due to the Greco-Persian wars in the 5th century BCE
   b) Due to the conquests of Alexander the Great in the 4th century BCE
   c) Due to the creation of the Eastern Roman Empire (Byzantium the 4th century CE)

3. **When did the Independence War against the Ottoman Empire start?**
   a) 1813
   b) 1821
   c) 1844

4. **Which event led to a big refugee wave to Greece in the 20th century?**
   a) The war in Asia Minor that ended in 1922
   b) World War II
   c) The collapse of the Soviet Union in 1991

5. **When did Greece enter the European Economic Community (now European Union)?**

   a) In 1967

   b) In 1976

   c) In 1981

Assessment 2: Key principles of the host society

You will be given a number of statements below pertaining to key principle of the host society, and your task is to decide whether these statements are true or false. If you think a statement is false, consider why that is.

1. **Greece is a Parliamentary Republic and the President of the Greek Republic is Head of Government.**

   True or False?

2. **Freedom of speech and religion are essential rights.**

   True or False?

3. **Discrimination on grounds of age, disability; gender; pregnancy and maternity; race; religion or belief (including lack of belief); sexual orientation; or marriage and civil partnership is illegal.**

   True or False?

4. **Domestic violence is not legally prosecuted.**

   True or False?

5. **The legal age for gambling is 18.**

   True or False?

6. **Voting is mandatory.**

   True or False?

7. **Abortion is prohibited.**

   True or False?

8. **Labour strikes are permitted in Greece.**

   True or False?

Assessment 3: Host society's perception of family life

Below you will find a passage that contains a number of mistakes. Your task is to spot the mistakes – you can e.g. highlight, circle or underline the parts of the text that you think are wrong.

During the past decades the Greek society is changing a lot, affected by globalisation, the internet, changing moral values and disappointment from highly esteemed institutions. As a result, the family became less important to the Greeks. Usually the core of the family (parents and children) lives together in an apartment or private house. It is preferred not to live close to grandparents, in order to avoid their interference in child-raising. It is normal for parents to support their children regardless of their age.

With regard to gender roles, there are no differences between men and women. Greek women work to contribute to the household income, while men have an equal share in household duties and the upbringing of children. Marriage is the only official act for a couple to be recognised as a family. Like in all European countries, there is also a trend for couples to live together without being married, which is now socially acceptable.

Good health, having a permanent job, owning a home and having a good time at home with the family are cherished things.

Assessment 4: Education and success: definition and associated values in the host society

For this task you need to fill in the blanks. You are given a number of statements regarding education and success with crucial words removed. It is your task to think of the correct word for each gap.

1. **Primary to tertiary education in Greece is _____.**
   a) compulsory
   b) free of charge
   c) private

2. **Statistics clearly show that many _____ are unemployed.**
   a) compulsory education graduates
   b) high-school graduates
   c) university graduates

3. **Often young people follow a prestigious university course regardless of the labour market needs. This is often related to _____ and to _____.**
   a) the expectations of parents / the low value attributed to technical education
   b) poor counselling at schools / ignorance of the real market needs
   c) personal ambitions / a refusal to accept career counselling

4. **The prevalent attitude towards success is closely related to _____ and _____.**
   a) having a happy family / leading a balanced life
   b) having a prestigious job / earning a lot of money
   c) following your dreams / finding happiness

Assessment 5: Hospitality and courtesy rules in the host society

This assessment will focus on hospitality and courtesy rules in the host society. Below you will find questions, and it is your task to come up with the right answers for each question.

1. **When you are invited for dinner by a Greek, what is the polite thing to do when you are served?**

2. **What kind of eye-contact is interpreted as a sign of sincerity and good intentions?**

3. **When should you use the courtesy plural?**

4. **When visiting someone's home, what could you bring for the host?**

5. **How should you interpret interruptions in a conversation with Greek people?**

Assessment 6: Main religious customs and taboos in the host society

You will be asked a series of multiple-choice questions in relation to main religious customs and taboos in the host society. Your task is to pick the correct answer.

1. **To which religion do 90% of Greek people officially belong?**
   a) Christian Catholic
   b) Christian Orthodox
   c) Christian Protestant

2. **The main religious feasts:**
   a) are celebrated by religious and non-religious people alike
   b) are celebrated only by religious people
   c) are observed only by a few people

3. **On Christmas Eve and New Year's Eve:**
   a) The houses are decorated with a Christmas tree and lights
   b) Children go from house to house and from shop to shop singing carols
   c) Wishes and gifts are exchanged

4. **The most important religious feast in Greece is:**
   a) Christmas
   b) Easter
   c) The Assumption of the Virgin (August 15th)

5. **The two national holidays of Greece are on:**

   a) 1 January and 15 August 21 May and 17 November25 March and 28 October**On Good Friday:**

   b) The announcement of the angel Gabriel to the Virgin Mary is celebrated. The traditional dish is cod.

   c) The resurrection of Jesus Christ is celebrated. Believers leave the church holding lit candles, and as soon as they get home they make a cross with them on their doorstep.

   d) The Passion of the Christ is commemorated with processions on the streets. It is a mournful occasion and shops/businesses operate only for a few hours of the day.

6. **The traditional dish for Easter Sunday includes:**

   a) Roasted lamb, red eggs and *tsoureki*

   b) *Lagana*, *taramas* and fresh vegetables

   c) Stuffed turkey and traditional sweets

7. **Name celebrations in Greece are:**

   a) As important as birthdays

   b) A habit that has come from other countries

   c) Less important than birthdays

8. **Which of the following is true about baptism?**

   a) It has declined in importance

   b) It is still considered a very important event, even for social reasons

   c) The godfather/ godmother is selected according to practical criteria

9. The evil eye is…

a) An obsolete superstition

b) A psychological phenomenon

c) A common superstition, according to which one person can "look" at another in either envy or exaggeration, causing physical and psychological ill-feeling to the receiver

Answers

Assessment 1

1. a
2. b
3. b
4. a
5. c

Assessment 2

1. False. Greece is a Parliamentary Republic but the Head of Government is the Prime Minister. The President of the Republic is the Head of State.
2. True.
3. True.
4. False. Domestic violence is a crime and is prosecuted by the law.
5. False. The legal age for gambling is 21.
6. True.
7. False. Abortion is allowed under certain conditions and until a certain age of the foetus.
8. True.

Assessment 3

The sections that are wrong have been corrected in the answer below – please see the sections that are *emphasised in red*.

During the past decades the Greek society is changing a lot, affected by globalisation, the internet, changing moral values and disappointment from highly esteemed institutions. *The family is very important to the Greeks.* Usually the core of the family (parents and children) lives together in an apartment or private house. *It is preferred to live nearby the grandparents, since these play a significant role in the upbringing of their grandchildren.* It is normal for parents to support their children regardless of their age.

With regard to gender roles, *the society is still patriarchal in a sense that males have still the leading role and are considered as the providers of the family.* Greek women work to contribute to the household income but they *are still expected to be responsible for the majority of household duties and the upbringing of children.* Marriage, *along with the cohabitation agreement, are the two alternative* legal acts for a couple to be recognised as a family. Like in all European countries, there is also a trend for couples to live together without being married, which is now socially acceptable.

Good health, having a permanent job, owning a home and *having a good time outside with friends* are cherished things.

Assessment 4

1. b)
2. c)
3. a)
4. b)

Assessment 5

1. You should accept everything you are served. If you refuse something, then it could be perceived as an insult to the host/hostess (unless there are serious health reasons).
2. Direct eye contact is welcomed and appreciated.
3. The courtesy plural is always used with strangers, superiors and persons older than oneself. However, younger people or people of the same age often address each other more informally, even if they don't know each other.
4. You could bring some sweets, a bottle of wine or a pot of flowers.
5. Don't be offended and don't think that you are expected to stop talking! Interrupting is not meant to be rude; it just shows the active participation of the other person in what is being said.

Assessment 6

1. b)
2. a)
3. b)
4. b)
5. c)
6. c)
7. a)
8. a)
9. b)
10. c)

Italy

Assessment 1: Milestones in the history of the host society shaping its national identity

This first task will assess your knowledge of the history of the host society. Below, you will find a number of questions and multiple-choice answers – it is your task to pick the correct answer for each question. Only one option is correct.

1. **What is the capital city of Italy?**
   a) Florence
   b) Rome
   c) Milan

2. **When did Mazzini found the young Italy?**
   a) 1789
   b) 1831
   c) 1900

3. **What happened in 1922?**
   a) Mussolini came into power
   b) De Gasperi became Prime Minister
   c) The Italian Renaissance

4. **Which is the largest migrant group to settle in Italy?**
   a) Germans
   b) Romanians
   c) Albanians

5. **What event took place in 1953?**

   a) Treaty of Rome

   b) Italy entered World War II

   c) Lombards conquered Italy

6. **Which is the main religion in Italy?**

   a) Orthodox

   b) Catholic

   c) Muslim

7. **What year was the Italian Republic created?**

   a) 1956

   b) 1966

   c) 1946

Assessment 2: Key principles of the host society

You will be given a number of statements below pertaining to key principles of the host society, and your task is to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Italian is the only official language.**

   True or False?

2. **The minimum age for buying alcohol is 15.**

   True or False?

3. **Cars drive on the left side of the road.**

   True or False?

4. **The Italian Constitution is the fundamental law of the Italian Republic.**

   True or False?

5. **Recreational drugs are legal.**

   True or False?

6. **Homosexual relations are illegal.**

   True or False?

7. **Death penalty does not exist.**

   True or False?

8. **Citizenship (Nationality) is acquired by ius soli.**

   True or False?

9. **Discrimination (sexual, racial, ethnic, religious, social, etc.) is permitted.**

   True or False?

10. **Abortion is illegal.**

    True or False?

Assessment 3: Host society's perception of family life

Below you will find a passage that contains a number of mistakes. Your task is to spot the mistakes – you can e.g. highlight, circle or underline the parts of the text that you think are wrong.

For Italian families, among the most popular daily leisure activities are, first of all, reading books, watching television, reading newspapers, going to the cinema. Young Italians meet friends on a daily basis, often in the cities' piazzas in the evenings, making frequent trips to libraries. The culinary traditions of Italy are connected with chiefly Etruscan, Greek, and Moroccan heritage. It is because of the Etruscans that grains are used a lot, because of the Greeks that herb-cooked fish is widely available, and because of the Moroccans that pastries, rice, and citrus fruits are so popular.

There is no one style of Italian cooking, and there is a wide variety of regional differences. Italians everywhere share a love for noodles (tagliatelle), and pastas bear names such as spaghetti ("little strings"), penne ("feathers"), and orecchiette ("little ears"). International dishes such as pasta and pizza and ingredients such as olive oil are popular back home in Italy, of course, but Italian cuisine remains characterized by strong northern regional traditions. Most Italians work from 9:00 AM to 8:00 PM Monday to Friday, with a break at 1:00-3:00 PM. (especially in the small cities).

Lunch is the main meal of the day, and it is eaten between 1:00 and 2:00 PM, whereas dinner is eaten between 7:30 and 9:00 PM.

Assessment 4: Education and success: definition and associated values in the host society

For this task you need to fill in the blanks. You are given a number of statements regarding education and success with crucial words removed. It is your task to think of the correct word for each gap.

1. **In Italy education is compulsory for ten years, between the ages of __ and __.**

   a) 6 and 16

   b) 8 and 18

   c) 4 and 14

2. **Today in Italy most students graduate from high school or a technical institute, and go on to choose a university courses afterwards.**

   True or False?

3. **In Italy if you don't have a degree you can easily enter in the world of work – or better, you can access highly paid jobs.**

   True or False?

4. **Students choose the degree program on the basis of one's own inclinations.**

   True or False?

Assessment 5: Hospitality and courtesy rules in the host society

This assessment will focus on hospitality and courtesy rules in the host society. Below you will find questions, and it is your task to come up with the right answers for each question.

1. **Which is the most common method of greeting in Italy?**

2. **When you are invited to a party in Italy, is punctuality mandatory?**

3. **How long in advance should you have to set up a business appointment in Italy?**

4. **When visiting someone's home, what could you bring for the host?**

5. **Who do Italians prefer to do business with?Main religious customs and taboos in the host society**

You will be asked a series of multiple-choice questions in relation to main religious customs and taboos in the host society. Your task is to pick the correct answer.

6. **75% of people living in Italy state their religion as…?**

   a) Muslim

   b) Jewish

   c) Roman Catholicism

7. **When does the Christmas season officially start in Italy?**

   a) 1st November

   b) 1st December

   c) 8th December

8. Which is a big holiday in Italy, second only to Christmas?

a) Festa della Liberazione (Liberation Day)

b) All Saints' Day

c) Easter

9. In addition to national holidays many Italian towns celebrate feast days honouring…

a) their date of foundation

b) their first mayor

c) their own santo patronos (patron saints)

10. Which of these is a typical Easter cake?

a) Colomba

b) Panettone

c) Tiramisù

11. What day is celebrated on 25 April each year?

a) Festa della Liberazione (Liberation Day)

b) Santo Stefano day

c) All Saints Day

Answers

Assessment 1

1. b) Rome
2. b) 1831
3. a) Mussolini gained power
4. b) Romanians
5. a) Treaty of Rome
6. b) Catholic
7. c) 1946

Assessment 2

1. True
2. False – The minimum age for buying alcohol is 18.
3. False – it's on the right side
4. True
5. False – Recreational drugs are illegal.
6. False – Homosexual relations are legal.
7. True
8. False – Citizenship (Nationality) is acquired by ius sanguinis
9. False
10. False – Abortion is legal up to the third month of pregnancy**Assessment 3**

The sections that are wrong have been corrected in the answers below – please see the sections that are *emphasised in red*.

For Italian families, among the most popular daily leisure activities are, first of all, ~~*reading books,*~~ watching television, reading newspapers, going to the cinema. Young Italians meet friends on a daily basis, often in the cities' piazzas in the evenings, t*o bars, cinemas, pizzerias, and discos*. The culinary traditions of Italy are linked to chiefly Etruscan, Greek, and *Saracen* heritage. The culinary traditions of Italy are connected with chiefly Etruscan, Greek, and Moroccan heritage. It is because of the Etruscans that grains are used a lot, bacause of the Greeks that herb-cooked fish is widely available, and because of *the Saracen* that pastries, rice, and citrus fruits are so popular.

There is no one style of Italian cooking, and there is a wide variety of regional differences. Italians everywhere share a love for noodles (tagliatelle), and pastas bear names as spaghetti ("little strings"), penne ("feathers"), and orecchiette ("little ears"). International dishes such as pasta and pizza and ingredients such as olive oil are popular back home in Italy, of course, but Italian cuisine remains characterized by strong *regional traditions*. Most Italians work from 9:00 AM to 8:00 PM Monday to Friday, with a break at 1:00–*2:00 PM* (especially in the *big cities*).

Lunch is the main meal of the day, and it is eaten between 1:00 and 2:00 PM, whereas dinner is eaten between 7:30 and 9:00 PM.

Assessment 4

1. a) 6 – 16
2. True
3. False – Since 2008 (when the economic crisis started), it's very hard to find a job in Italy, especially for young people

4. False – The degree program is chosen on the basis of future employment opportunities rather than on one's own inclinations.

Assessment 5

1. Handshake, with direct eye contact
2. Punctuality is not mandatory. You may arrive between 15 minutes late if invited to dinner and up to 30 minutes late if invited to a party.
3. 2 to 3 weeks in advance.
4. If you are invited to a meal, bring gift-wrapped such as wine or chocolates.
5. Italians prefer to do business with people they know and trust.

Assessment 6

1. c) Roman Catholicism
2. c) 8th December
3. c) Easter
4. c) their own santo patronos (patron saints)
5. a) Colomba
6. a) Festa della Liberazione (Liberation Day)

Lithuania

Assessment 1: Milestones in the history of the host society shaping its national identity

This first task will assess your knowledge of the history of the host society. Below, you will find a number of questions and multiple-choice answers – it is your task to pick the correct answer for each question. Only one option is correct.

1. **What is the capital city of Lithuania?**
   a) Kaunas
   b) Trakai
   c) Vilnius

2. **Who was Lithuania's first and only king?**
   a) Vytautas
   b) Mindaugas
   c) Jogaila

3. **Which country did Lithuania form a Commonwealth with in 1569?**
   a) Poland
   b) Russia
   c) Latvia

4. **Which of these did not happen during the Russian rule after the split up of 1772 – 1795?**
   a) Lithuanian language was banned
   b) Catholic religion was suppressed
   c) Russia sought to prevent any kind of autonomy in the former Lithuanian territory

5. **When was Lithuania briefly independent from Russia?**

   a) 1928-1940

   b) 1908-1940

   c) 1918-1940

6. **When did Lithuania restore its independence from the Soviet Union?**

   a) 1993

   b) 1990

   c) 1989

7. **What organisation did Lithuania NOT join in 2004?**

   a) European Union

   b) NATO

   c) EBPO

Assessment 2: Key principles of the host society

You will be given a number of statements below pertaining to key principles of the host society, and your task is to decide whether these statements are true or false. If you think a statement is false, why this is.

1. **Lithuanian legal system was created similar to various laws of Western European countries.**

   True or False?

2. **If the EU regulations are in conflict with the Lithuanian laws, usually the EU regulations are applied.**

   True or False?

3. **The minimum age for buying alcohol is 18.**

   True or False?

4. **The political system is democratic, but the Communist and National socialist parties are allowed to be established.**

   True or False?

5. **People are free to practice any religion and wear religious clothing.**

   True or False?

6. **Voting is mandatory.**

   True or False?

7. **Discrimination (sexual, racial, ethnic, religious, social, etc.) is banned.**

   True or False?

8. **Dual citizenship is permitted.**

   True or False?

9. **Cars drive on the right side of the road.**

   True or False?

10. **Free education is available to all Lithuanian citizens until the age of 18.**

    True or False?

Assessment 3: Host society's perception of family life

Below you will find a passage that contains a number of mistakes. Your task is to spot the mistakes – you can e.g. highlight, circle or underline the parts of the text that you think are wrong.

There are approximately 2 million people in Lithuania and there are no significant conflicts within the society. Its culture is influenced by Eastern cultures, especially Russia. A typical family consists of two parents and two children. Unmarried couples usually don't live together until they are married. Younger Lithuanians treat older people with respect and use honorific language, whereas older people treat younger members of society less formally. In cities it is uncommon for neighbours living in the same apartment building to not even say "hello". Since Lithuania became a member of the EU and many people emigrated to Western Europe, people have kept in touch with their friends and relatives abroad. Those who left Lithuania, assimilated to the foreign cultures and are not planning to come back are regarded as entrepreneurs and treated with respect. In terms of business and work ethics, main values in Lithuanian society include hard work, caring about and saving money for the future, owning a car and having a family, loyalty to the employer, and having a prestigious job. Most Lithuanian people work from 8:00 to 18:00 or 9:00 to 19:00 Monday to Friday, with a break for lunch at 12:00-13:00. School lessons start at 8:00 and end between 12:00 to 15:30 depending on the children's age. Younger children usually spend the whole day at home with hired nannies or at day care provided by the parents' workplace.

Assessment 4: Education and success: definition and associated values in the host society

For this task you need to fill in the blanks. You are given a number of statements regarding education and success with crucial words removed. It is your task to think of the correct word for each gap.

1. **According to the _____ _____ _____ of 1991 (last amended in 2006), education is an activity intended to provide an individual with a basis for a worthy independent life and to assist them in the continuous cultivation of abilities.**

   a) Constitution of Lithuania

   b) Law on Education

   c) Curriculum for Education

2. **According to the amended Law on Education, one of the main goals for education is to develop a young person's _____ enabling them to become an honest, knowledge-seeking, independent, responsible and patriotically-minded person**

   a) values

   b) patriotism

   c) reading

3. **Another goal for education is to identify a young person's creative abilities and upon this basis to help them acquire a _____ _____ and competence conforming to contemporary culture and technology;**

   a) school diploma

   b) vocational qualification

   c) professional training

4. **The top universities in Lithuania are considered Vilnius University, _____ _____ _____, the Kaunas University of Technology, Lithuanian University of Health Sciences in medical sciences, and some others.**

   a) Lithuanian Academy of Music

   b) Vilnius Academy of Arts

   c) Mykolas Romeris University

5. **One of most popular majors at universities and colleges has become _____ _____.**

   a) Business Management

   b) Financial Mathematics

   c) English Literature

Assessment 5: Hospitality and courtesy rules in the host society

This assessment will focus on hospitality and courtesy rules in the host society. Below you will find questions, and it is your task to come up with the right answers for each question.

1. **What is the most common method of greeting in Lithuania?**
2. **When visiting someone's home, what could you bring for the host?**
3. **How should you hold your fork and knife when dining in Lithuania?**
4. **How should you behave when meeting someone for the first time in a business situation?**
5. **What should you do if a business partner of a colleague invites you to a get together outside of work?**

Assessment 6: Main religious customs and taboos in the host society

You will be asked a series of multiple-choice questions in relation to main religious customs and taboos in the host society. Your task is to pick the correct answer.

1. **In 2011, 77% of the people living in Lithuania stated their religion as…?**
   a) Orthodox
   b) Jewish
   c) Catholic

2. **What proportion of the population stated that they had no religion in 2011?**
   a) 57%
   b) 34%
   c) 6%

3. **Which holiday is celebrated on 24 December?**
   a) Christmas
   b) Christmas Eve
   c) Day of the Souls

4. **The end of the Christmas holiday is known as Epiphany which occurs on…?**
   a) 31 December 1 January 6 January**What do Lithuanian people do on All Saints Day (1 November)?**
   b) decorate eggs
   c) eat 12 vegetarian dishes
   d) visit cemeteries where deceased relatives reside and place candles on their graves

5. **On Palm Sunday, what do churchgoers bring with them to church?**

   a) homemade palms

   b) a communion wafer

   c) nothing

6. **Who supposedly brings Easter eggs and candies to children?**

   a) Santa Claus

   b) their parents

   c) The Easter Granny

7. **What holiday is the Lithuanian Užgavėnės similar to?**

   a) Ash Wednesday

   b) Mardi Gras

   c) Three Wise Men

Answers

Assessment 1

1. c) Vilnius
2. b) Mindaugas
3. a) Poland
4. c) Russia sought to prevent any kind of autonomy in the former Lithuanian territory
5. c) 1918-1940
6. b) 1990
7. c) EBPO

Assessment 2

1. True
2. True
3. False – the minimum age for buying alcohol is 20.
4. False – Political system is democratic, but the Communist and National socialist parties are not allowed to be established.
5. True
6. False – voting is not mandatory.
7. True
8. False
9. True
10. True

Assessment 3

The sections that are wrong have been corrected in the answer below – please see the sections that are *emphasized in red*.

There are approximately *3 million* people in Lithuania and there are no significant conflicts within the society. Its culture is influenced by *both the Western and the Eastern cultures*. A typical family consists of two parents and two children. Unmarried couples also *often live together*. Younger Lithuanians treat older people with respect and use honorific language, whereas older people treat younger members of society less formally. In cities it is *not* uncommon for neighbours living in the same apartment building to not even say "hello". Since Lithuania became a member of the EU and many people emigrated to Western Europe, people have kept in touch with their friends and relatives abroad. Those who left Lithuania, assimilated to the foreign cultures and are not planning to come back are regarded as *traitors, who put their personal gain before the needs of a nation.* In terms of business and work ethics, main values in Lithuanian society include hard work, caring about and saving money for the future, owning *a home* and having a family, loyalty to the employer, and having a prestigious job. Most Lithuanian people work from 8:00 to *17:00* or 9:00 to *18:00* Monday to Friday, with a break for lunch at 12:00-13:00. School lessons start at 8:00 and end between 12:00 to 15:30 depending on the children's age. Younger children usually spend the whole day at *kindergartens unless they have grandparents who look after them.*

Assessment 4

1. b) Law on Education
2. a) values
3. b) vocational qualification
4. c) Mykolas Romeris University
5. a) Business Management

Assessment 5

1. Most Lithuanians greet each other with a smile along with a handshake and direct eye contact. Once a relationship has been formed, it is acceptable to hug upon greeting a friend.
2. If welcomed to a Lithuanian home, you should remember to bring flowers, wine, or candy to give to the host.
3. You should hold your fork in your left hand and your knife in your right. Hands should be kept visible.
4. In business transactions and relationships, one should exercise formality and err on the side of conventional protocol.
5. Lithuanians work hard at turning business relationships into friendships and seek to build mutual understanding primarily through meeting face-to-face. This is a sign of hospitality and you are expected to accept such offers and reciprocate in kind in order to show sincerity and true friendship.

Assessment 6

1. c) Catholic
2. c) 6%
3. b) Christmas Eve
4. c) January 6
5. c) Lithuanians visit cemeteries where deceased relatives reside and place candles on their graves
6. a) homemade palms
7. c) The Easter Granny
8. b) Mardi Gras

Scotland

Assessment 1: Milestones in the history of the host society shaping its national identity

This first task will assess your knowledge of the history of the host society. Below, you will find a number of questions and multiple-choice answers – it is your task to pick the correct answer for each question. Only one option is correct.

1. **What is the capital city of Scotland?**
   a) Glasgow
   b) Stirling
   c) Edinburgh

2. **What event took place in 1603?**
   a) The Union of the Crowns
   b) The War of Independence
   c) The Great Fire

3. **What happened following the Act of the Union in 1707?**
   a) Scotland remained independent
   b) Scotland became part of Norway
   c) Scotland became part of the Kingdom of Great Britain

4. **What Scottish movement played a significant role in European intellectual life?**
   a) Scottish Enlightenment
   b) Scottish Comedians
   c) Glasgow Boys

5. **Which is the largest migrant group to settle in Scotland?**

   a) Italians

   b) Indians

   c) Irish

6. **What year was the Scottish Parliament created?**

   a) 1999

   b) 1997

   c) 2001

7. **Between which areas of Scotland has there existed a historical divide?**

   a) Westlands and Eastlands

   b) Lowlands and Highlands

   c) Uplands and Middlelands

Assessment 2: Key principles of the host society

You will be given a number of statements below pertaining to key principles of the host society, and your task is to decide whether these statements are true or false. If you think a statement is false, consider what it is that is wrong about the statement and make note of this.

1. **There are three legal systems in the United Kingdom.**

   True or False?

2. **There is only one court that deals with all cases in Scotland.**

   True or False?

3. **The minimum age for buying alcohol is 16.**

   True or False?

4. **Abortion is legal during the first 24 weeks of pregnancy.**

   True or False?

5. **English is the only official language.**

   True or False?

6. **Voting is mandatory.**

   True or False?

7. **Discrimination on grounds of age, disability; gender reassignment; pregnancy and maternity; race; religion or belief (including lack of belief); sex; sexual orientation; or marriage and civil partnership is illegal.**

   True or False?

8. **You can obtain Scottish citizenship.**

   True or False?

9. **Cars drive on the right side of the road**

   True or False?

10. **Labour strikes are permitted in Scotland**

    True or False?

Assessment 3: Host society's perception of family life

Below you will find a passage that contains a number of mistakes. Your task is to spot the mistakes – you can e.g. highlight, circle or underline the parts of the text that you think are wrong.

Scotland is a society of 10.8 million people. Scotland has seven cities: Edinburgh (biggest city), Glasgow (capital), Dundee, Aberdeen, Inverness, Perth and Stirling. Many Scots live in flats (apartments) – a striking feature of many Scottish cities are tenement buildings. Scotland is becoming increasingly diverse, but there is only one way of being Scottish. Scottish households have not changed over time – the number of single adult households has stayed the same. Families in Scotland are diverse and take different forms – indeed, there is no one blueprint for a family! The Civil Partnership Act 2004, which applies throughout the United Kingdom, enables same-sex couples of 16 or older to obtain legal recognition ('civil partnership') of their relationship. The Marriage and Civil Partnership (Scotland) Act 2014 made same-sex marriage illegal in Scotland. Weddings can only be religious (Christian, Muslim, Hindu or Jewish, for example), and there are no non-religious weddings. Many weddings (and other celebrations) include a 'ceilidh' which involves traditional Scottish food and drink. The kilt is a jacket-type garment with pleats at the back which originated in 16th century Scottish Highlands but has since become associated with broader Scottish culture. In terms of working lives, most people work from 9:00 to 21:00 Monday to Friday, with a lunch break at around 12:00-13:00. School lessons usually start at 8:45 and often end at 19:00 depending on the day and school year (older children have more lessons). Weekends (Saturdays and Sundays) are workdays for most workers and students.

Assessment 4: Education and success: definition and associated values in the host society

For this task you need to fill in the blanks. You are given a number of statements regarding education and success with crucial words removed. It is your task to think of the correct word for each gap.

1. **_____ _____ _____ is the national curriculum for learners from age 3 to 15, and it was developed in The purpose of the curriculum is to ensure that young people become successful learners, confident individuals, responsible citizens and effective contributors.**

   a) Curriculum for Greatness

   b) Curriculum for Excellence

   c) Curriculum for Wonderfulness

2. **The older the pupils become, the more choice they have over the subjects they study. In _____ school, while some subjects – such as English and mathematics – are compulsory (meaning you have to do them), pupils also get a variety of subjects to choose from.**

   a) Secondary

   b) Primary

   c) Nursery

3. **According to research conducted by the Centre for Research in Education Inclusion and Diversity (University of Edinburgh), _____ is seen as a principle purpose of attending university.**

   a) Making friends

   b) Living on your own

   c) Employability

4. **_____ _____ refers to situations where certain groups or individuals are disadvantaged within the educational setting and therefore perform worse than their peers. It has been shown by Joseph Rowntree Foundation that "children from low income households do significantly worse at school than those from better-off homes".**

   a) Management gap

   b) Attainment gap

   c) Comprehension gap

5. **Education is not seen as something that is limited to children and young people – everyone, regardless of their age, is welcome to study and learn throughout their lives. This is called _____-_____ _____.**

   a) Self-directed learning

   b) Life-long learning

   c) Mid-life learning

Assessment 5: Hospitality and courtesy rules in the host society

This assessment will focus on hospitality and courtesy rules in the host society. Below you will find questions, and it is your task to come up with the right answers for each question.

1. **What is the most common method of greeting in Scotland?**

2. **When visiting someone's home, what could you bring for the host?**

3. **What does it mean when your knife and fork are resting together on the plate (in the 6 o'clock position)?**

4. **If you meet someone you don't know that well, and they ask how you are, what would you say?**

5. **Why might people say one thing, when they actually mean something different?**

Assessment 6: Main religious customs and taboos in the host society

You will be asked a series of multiple-choice questions in relation to main religious customs and taboos in the host society. Your task is to pick the correct answer.

1. **In 2011, 54% of the people living in Scotland stated their religion as…?**
   a) Muslim
   b) Jewish
   c) Christian

2. **What proportion of the population stated in 2011 that they had no religion?**
   a) 57%
   b) 34%
   c) 22%

3. **Which group has experienced significant prejudice and exclusion historically?**
   a) Irish Catholics
   b) French Huguenots
   c) German Lutherans

4. **Who can you report religious hate crimes to?**
   a) The police
   b) The fire department
   c) City councils

5. **What day is celebrated on 30 November each year?**
   a) Christmas Day
   b) Burns Night
   c) St. Andrew's Day

6. What other name is New Year's Eve known as in Scotland?

a) Pigmanay

b) Hogmanay

c) Boarmanay

7. What dish is usually eaten on Burns night?

a) Black pudding, carrots and tatties

b) Sausages, cabbage and mash

c) Haggis, neeps and tatties

8. When does Lent start?

a) Ash Wednesday

b) Fire Friday

c) Amber Thursday

Answers

Assessment 1

1. c) Edinburgh
2. a) The Union of the Crowns
3. c) Scotland became part of the Kingdom of Great Britain
4. a) Scottish Enlightenment
5. c) Irish
6. a) 1999
7. b) Lowlands and Highlands

Assessment 2

1. True – these are Scots law, English law and Northern Irish law.
2. False – there are a number of different courts, e.g. the Court of Session and the Sheriff Court.
3. False – the minimum age for buying alcohol is 18.
4. True – also after 24 weeks there are specific circumstances in which abortion is possible.
5. False – Scottish Gaelic is also an official language.
6. False – voting is not mandatory. There a number of elections that take place – e.g. Scottish and UK parliamentary elections and local elections – but it is not compulsory to vote.
7. True – these are the protected characteristics from the Equality Act 2010.
8. False – there is no Scottish citizenship, only British citizenship.

9. False – cars drive on the left side of the road, the driver therefore sits on the right side of the car.

10. True – workers can go on a strike.

Assessment 3

The sections that are wrong have been corrected in the answer below – please see the sections that are *emphasised in red*.

Scotland is a society of *5.4 million* people. Scotland has seven cities: Edinburgh *(capital)*, Glasgow *(biggest city),* Dundee, Aberdeen, Inverness, Perth and Stirling. Many Scots live in flats (apartments) – a striking feature of many Scottish cities are tenement buildings. Scotland is becoming increasingly diverse, and *there are many ways* of being Scottish. Scottish households *have changed* over time – especially single adult households *are increasing*. Families in Scotland are diverse and take different forms – indeed, there is no one blueprint for a family! The Civil Partnership Act 2004, which applies throughout the United Kingdom, enables same-sex couples of 16 or older to obtain legal recognition ('civil partnership') of their relationship. The Marriage and Civil Partnership (Scotland) Act 2014 made same-sex marriage *legal* in Scotland. Weddings *can be religious* (Christian, Muslim, Hindu or Jewish, for example), *or they can be non-religious whereby they are conducted by a registrar or a Humanist celebrant.* Many weddings (and other celebrations) include a 'ceilidh' which involves traditional Scottish *dancing and folk music.* The kilt is *a skirt-type* garment with pleats at the back which originated in 16th century Scottish Highlands but has since become associated with broader Scottish culture. In terms of working lives, most people work from 9:00 to *17:00* Monday to Friday, with a lunch break at around 12:00-13:00. The lessons usually start at 8:45 and often end at *15:40* depending on the day and school year (older children have more lessons). Weekends (Saturdays and Sundays) are *free* for most workers and students.

Assessment 4

1. b) Curriculum for Excellence
2. a) Secondary
3. c) Employability
4. b) Attainment gap
5. b) Life-long learning

Assessment 5

1. Handshake
2. Depending on the host, guests could bring things like flowers, food (e.g. chocolates) or drink (e.g. wine or a non-alcoholic alternative).
3. You have finished eating.
4. You would say 'I'm well, thank you – how are you?'. If it is someone you know well, you can be more open and have a longer conversation.
5. They might be sarcastic – usually their tone of voice, gestures or body language will give away if this is what they are doing.

Assessment 6

1. c) Christian
2. b) 34%
3. a) Irish Catholics
4. a) The police – you can also report hate crimes to an organisation who will pass on the details to the police. See http://www.hatecrimescotland.org/report-it/centres/ for more information.
5. c) St. Andrew's Day
6. b) Hogmanay
7. c) Haggis, neeps and tatties
8. a) Ash Wednesday

Spain

Assessment 1: Milestones in the history of the host society shaping its national identity

This first task will assess your knowledge of the history of the host society. Below, you will find a number of questions and multiple-choice answers – it is your task to pick the correct answer for each question. Only one option is correct.

1. **What is the capital city of Spain?**
   a) Sevilla
   b) Madrid
   c) Barcelona

2. **When did the Spanish Civil War end?**
   a) 1919
   b) 1969
   c) 1939

3. **What year was the Spanish constitution formed?**
   a) 1987
   b) 1940
   c) 1978

4. **What does the 12 October signify?**
   a) The anniversary of the Discovery of America and the day of the Virgen del Pilar, patron of Spain
   b) The day of the Hispanidad
   c) Both are correct

Assessment 2: Key principles of the host society

You will be given a number of statements below pertaining to key principles of the host society, and your task is to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **There are three tiers of government in Spain – regional autonomous communities, local provinces and municipalities.**

   True or False?

2. **The Spanish political system is highly centralised**

   True or False?

3. **The minimum age for buying alcohol is 16.**

   True or False?

4. **Abortion is illegal.**

   True or False?

5. **You have to be at least 21 years old to vote.**

   True or False?

6. **Voting is mandatory.**

   True or False?

7. **You can obtain Spanish citizenship.**

   True or False?

8. **Driver's license may be acquired at 18 for most types of vehicles.**True or False?

Assessment 3: Host society's perception of family life

Below you will find a passage that contains a number of mistakes. Your task is to spot the mistakes – you can e.g. highlight, circle or underline the parts of the text that you think are wrong.

The basic social unit is the nuclear family. The number of kids has been increasing recently; today a family of five (two parents and three children) is the social norm. It is now acceptable for couples to live together without marriage.

Most Spaniards live in nuclear-family households of parents and unmarried children, and this is widely held as ideal.

People are very friendly because they look at one another as family. In Spain it's very typical to be close to your family, and this leads to them treating their neighbours just the same.

It's uncommon for family members to live just a couple houses down the street, or even together in the same house for their entire lives. This creates a fragile family dynamic and a level of mistrust between other people.

Assessment 4: Education and success: definition and associated values in the host society

For this task you need to fill in the blanks. You are given a number of statements regarding education and success with crucial words removed. It is your task to think of the correct word for each gap.

In Spain, education is mostly _____ with private or religious facilities being an exception. Most of Spain's university system is public and governed in accord with nationwide regulations. Families participate in the organization, governance and administration of non-university educational institutions where their children are enrolled by_____ (AMPA). In Spain the school year generally starts in mid-_____ and runs through to mid-_____. There are _____ terms.

Assessment 5: Hospitality and courtesy rules in the host society

This assessment will focus on hospitality and courtesy rules in the host society. Below you will find questions, and it is your task to come up with the right answers for each question.

1. **What is the most common method of greeting in Spain?**

2. **When visiting someone's home, what could you bring for the host?**

3. **At an official meal, when can you start eating?**

Assessment 6: Main religious customs and taboos in the host society

You will be asked a series of multiple-choice questions in relation to main religious customs and taboos in the host society. Your task is to pick the correct answer.

1. **What is the majority religion in Spain?**
   a) Muslim
   b) Jewish
   c) Christian

2. **When does the Christmas holiday season start in Spain?**
   a) 24 December
   b) 8 December
   c) 22 December

3. **In which part of Spain is Holy Week best known?**
   a) Andalusia
   b) Barcelona
   c) Castilla y León

4. **What day is celebrated on 28 December each year?**
   a) Christmas Day
   b) Day of the Immaculate Conception
   c) Holy Innocents' Day

5. **What other name is New Year's Eve known as in Spain?**
   a) Nochevieja
   b) Nochebuena
   c) Nochenueva

Answers

Assessment 1

1. b
2. c
3. c
4. c

Assessment 2

1. True
2. False
3. False. 18
4. False. Legal (some weeks)
5. False. You have to be at least 18 years old to vote.
6. True
7. True
8. True

Assessment 3

The basic social unit is the nuclear family. The number of kids has been *decreasing* recently; today a family of *five* (two parents and *three* children) is *not* the social norm. It is now acceptable for couples to live together without marriage.

Most Spaniards live in nuclear-family households of parents and unmarried children, and this is widely held as ideal.

People are very friendly because they look at one another as family. In Spain it's very typical to be close to your family, and this leads to them treating their neighbours just the same.

It's *common* for family members to live just a couple houses down the street, or even together in the same house for their entire lives. This creates a *secure* family dynamic and a level of *trust* between other people.

Assessment 4

In Spain, education is mostly *public* with private or religious facilities being an exception. Most of Spain's university system is public and governed in accord with nationwide regulations. Families participate in the organization, governance and administration of non-university educational institutions where their children are enrolled by *Parents Associations* (AMPA). In Spain the school year generally starts in mid-*September* and runs through to mid-*June*. There are *3* terms.

Assessment 5

1. When introduced expect to shake hands.

   Once a relationship is established, men may embrace and pat each other on the shoulder.

   Female friends kiss each other on both cheeks, starting with the left.

2. A good bottle of wine, flowers, chocolates and/or a dessert.

3. Do not begin eating until the host starts.

Assessment 6

1. c
2. b
3. a
4. c
5. a

CHAPTER 3: INTERCULTURAL COMMUNICATION PRINCIPLES

Assessment 1: Relation between language, culture and communication

Below you will find four statements. Your task is to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Language is not connected to culture.**

   True or False?

2. **Some argue that without language culture would not exist.**

   True or False?

3. **If we liken communication with transportation, then language is the traffic lights and culture is the vehicle.**

   True or False?

4. **If we liken language and culture to an iceberg, the visible part is language with a small part of culture, and the greater part hidden beneath the surfaced is the invisible aspect of culture.**

   True or False?

Assessment 2: Basic notions of verbal and non-verbal communication

Below you will find a short paragraph about verbal and non-verbal communication. There are a number of **mistakes** *and it is your task to spot them. You can highlight, circle or underline the sections that you think are incorrect.*

Verbal communication does not help us express ourselves and understand others. It is important that your message is expressed in an unclear, incoherent and incomplete way. Especially when communicating with people from other cultures, it is difficult to be misunderstood, because most people across cultures share the same linguistic skills, sense of humour and mind-sets. Using the following tools can help build strong interpersonal relationships: sarcasm, dragging up the past and threats. The way we communicate non-verbally is not very important at all compared to verbal communication. Non-verbal communication includes things like your tone of voice, facial expressions, gestures, body language and the words that you use. Research shows that when we communicate feelings and attitudes our body language and tone of voice do not matter at all. More than our words, non-verbal messages are always intended and planned. Therefore, many people tend to rely more on the non-verbal cues than on the spoken word.

Assessment 3: Characteristic culture-driven communication principles

For this task, you need to match the communication style on the left with the correct explanation on the right. The communication styles and the explanations are currently mismatched, so it is your task to find the correct pairings.

1.	Direct communication	a)	The speaker expresses his or her thoughts implicitly, or using hints or modifiers (e.g., "perhaps", "maybe"). The listener is expected to observe and notice the non-verbal communication, to read contextual cues in order to understand the real meaning.
2.	Indirect communication	b)	The verbal message is considered as only a part of the message. Lot of information is transmitted via silence, indirectness, understatements and pauses. This communication style is typical of the Japanese culture.
3.	Succinct communication	c)	Both the speaker and the listener expect clear (explicit) verbal expression of intentions, wishes, hopes, etc. (e.g., "I am hungry", "I love you").

Assessment 4: Low vs. high context cultures

Look at the list of different scenarios below. Your task is to decide whether these are examples of low or high context situations.

1. **Attending a family gathering where your auntie discusses her nephew's work. As she does this, she raises an eyebrow and everyone in the group laughs.**

   Low or high context?

2. **Paying for the bus fare.**

   Low or high context?

3. **Visiting the post office to send a letter to your friend who lives abroad.**

   Low or high context?

4. **Attending a Parent-Teacher Association (PTA) meeting at the local school.**

   Low or high context?

Assessment 5: Relationship vs. task-oriented cultures

Below you will find a list of examples. Your task is to decide whether each example on the left is a characteristic of either relationship orientation or task orientation. Please write your answers in the empty columns on the right-hand side.

Characteristics	**Relationship or task orientation?**
1. Emphasis on work facilitation	
2. Focus on relationships, well-being and motivation	
3. Focus on structure, roles and tasks	
4. Emphasis on interaction facilitation	

Assessment 6: Cultural differences in non-verbal communication

You will be given a number or statements with crucial information missing. Below the statement you will find multiple-choice options – it is your task to pick the correct answer to fill in the gap in the statement.

1. **In _____, if a young child looks an adult in the eye, it is considered an act of disobedience.**
   a) USA
   b) Ghana
   c) Brazil

2. **Many cultural expressions are achieved through _____. In France, for example, it is customary to kiss someone you greet on both cheeks.**
   a) Eye contact
   b) Posture
   c) Touch

3. **Gestures can convey wildly different meanings. Individuals in the United States use the "OK" sign to convey that something is acceptable. In Japan, the same hand symbol means "_____".**
   a) Money
   b) Love
   c) Insult

4. **Countries that are densely populated generally have much less need for _____ than those that are not. The Japanese, for example, are less likely to react strongly to an accidental touch by a stranger than Americans.**
   a) Quiet spaces
   b) Personal space
   c) Living space

5. **_____ is a facial expression particularly varied in meaning. In Latin America, for example, the gesture is often considered a romantic or sexual invitation. The Yoruba people in Nigeria _____ at their children if they want them to leave the room. And the Chinese consider the gesture rude.**

   a) Smiling

   b) Winking

   c) Sticking your tongue out

6. **Posture can convey power structures, attitudes and levels of civility. In _____, standing with hands on the hips may suggest power or pride, but in _____, it may suggest anger or a challenge.**

   a) Germany / India

   b) Nigeria / Pakistan

   c) America / Argentina

Assessment 7: Principles of intercultural communication

Below you will find statements relating to different principles of intercultural communication. It is your task to decide whether the statements are true or false – you can circle or underline the correct answer. If you think a statement is false, try and think about why that is.

1. **You can treat all people with dignity and respect by keeping an open mind, speaking in a polite manner and avoiding making judgements and assumptions.**

   True or False?

2. **It is a good idea to try and minimise any cultural differences and to sweep them under the carpet.**

   True or False?

3. **Focusing on similarities such as work, family life and leisure activities is a good way to build bridges.**

   True or False?

4. **It is important to focus on understanding: don't express disagreement immediately, listen to others, and let them tell their story in their own words.**

   True or False?

Assessment 8: Simple techniques for effective intercultural communication

You will find four statements below. It is your task to decide whether these statements are true or false. If you think the statement is false, think about why this is. Circle or underline the correct answers.

1. **In a cross-cultural conversation there's no need to make it harder for both of you by using big words. Just keep it simple.**

   True or False?

2. **It is a good idea to use slang (informal language; 'frenemy', for example, is a combination of 'friend' and 'enemy') and it will not confuse things.**

   True or False?

3. **You will never cause offence by using humour in a business context.**

   True or False?

4. **Active listening is a very effective strategy for improving cross cultural communication.**

   True or False?

Answers

Assessment 1

1. False: Language and culture are intimately connected
2. True
3. False: It is the other way around –language is the vehicle and culture the traffic lights. Language makes communication easier and faster; culture regulates, sometimes promotes and sometimes hinders communication.
4. True

Assessment 2

You will find the passage below with the mistakes corrected (see the words/sections *emphasised in red*).

Verbal communication *helps* us express ourselves and understand others. It is important that your message is expressed in a *clear, coherent and complete* way. Especially when communicating with people from other cultures, it is *very easy* to be misunderstood, because of the *differences* in linguistic skills, sense of humour and mind-sets. Using the following tools can *make it difficult to* build strong interpersonal relationships: sarcasm, dragging up the past and threats. The way we communicate non-verbally *is equally, and sometimes more, important*. Non-verbal communication includes things like *your tone of voice, facial expression, gestures, and body language*. Research shows that when we communicate feelings and *attitudes a significant part of our overall message comes from* body language and the tone of voice. More than our words, non-verbal messages *can often be unintentional and spontaneous*. Therefore, many people tend to rely more on the non-verbal cues than on the spoken word.

Assessment 3

1. c)

2. a)

3. b)

Assessment 4

1. This is an example of a high context situation.

2. This is an example of a low context situation.

3. This is an example of a low context situation.

4. This is an example of a low and high context situation: while anyone can join the PTA and the meeting are open, there may be implicit understandings of e.g. what issues can be discussed or what should (or should not) happen at meetings.

Assessment 5

1. Task orientation

2. Relationship orientation

3. Task orientation

4. Relationship orientation

5. Assessment 6

6. b) Ghana

7. c) Touch

8. a) Money

9. b) Personal space

10. b) Winking

11. c) America / Argentina

Assessment 7

1. True
2. False: Acknowledge and respect cultural differences rather than minimize them. You can for example inquire about and acknowledge any cultural/ethnic/racial differences; ask if there is anything about the cultural/ethnic/racial background of your interlocutors which they feel you need to know (if appropriate); and ask if there is anything in general they would like to know about your culture to better understand your viewpoint.
3. True
4. True

Assessment 8

1. True
2. False: Not even the most educated non-native English speaker will have a comprehensive understanding of English slang, idioms and sayings. They may understand the individual words you have said, but not the context or the meaning. As a result, you could end up confusing them or at worst, offending them.
3. False: Many cultures take business very seriously and believe in behaving professionally and following protocol at all times. Consequently, they don't appreciate the use of humour and jokes in a business context. If you do decide to use humour, make sure it will be understood and appreciated in the other culture and not cause offence. Be aware that British sarcasm usually has a negative effect abroad.
4. True

UNIT 2 [MR/ECM]: EMPOWERING MR/ECM PARENTS FOR SOCIAL INCLUSION

For refugee, migrant and ethnic & cultural minority parents

CHAPTER 1: MR/ECM INTEGRATION: MEANING AND BENEFITS FOR THE SOCIETY

Assessment 1: Integration vs. assimilation in a society

Below you will find different statements which refer to either integration or assimilation. Your task is to work out whether the example is about integration or assimilation. Please circle, underline or otherwise mark the correct answer.

1. **When immigrants come to closely resemble the dominant host society, eventually conforming to the existing cultural norms of society.**

   Integration or Assimilation?

2. **When immigrants add to the existing culture and this transforms and enhances society.**

   Integration or Assimilation?

3. **Having a two-way, meaningful dialogue about issues pertaining to culture.**

   Integration or Assimilation?

4. **Incorporating individuals into society as equals.**

   Integration or Assimilation?

5. **Telling migrants that they need to fully adapt to their surroundings and leave their 'old self' behind.**

   Integration or Assimilation?

Assessment 2: Main factors and processes of integration

This task is about main factors and processes of integration. Below, you will find a text with some important words removed. It is your task to fill in the gaps, and find the right words for the different sections. Only one option is correct.

1. **_____ _____ refers to the connection that migrants build with others in the host society. This may include the number of friends migrants have, or the frequency ('how often') of interaction with friends. It is often considered that having local friends is important in terms of integration to the society.**

   a) Social network

   b) Economic network

   c) Political network

2. **Political integration plays a key role in enabling migrants to feel like they have a stake in the society. _____ _____ takes different forms: it can involve taking part in different associations, voluntary groups, labour unions or politics, for example.**

   a) Language learning

   b) Civic engagement

   c) Economic integration

3. **Having knowledge of the local _____ will – quite simply – enable easier communication. From visiting the shop to making friends and being employed, social situations will be easier to navigate with knowledge of the local _____.**

   a) Language

   b) Music

   c) Environment

4. Full and fair access to _____ is a key factor in integration. As the chief source of income, _____ will help newcomers to participate in the society's life in new ways (such as having access to better housing). People are also likely to make new social connections in the workplace.

a) Transport

b) Media

c) Employment

Assessment 3: Main factors and processes of integration

You will find a paragraph of text below about multiculturalism and interculturalism. Your task is to spot the mistakes in the text – you can highlight, circle or underline the sections you think are incorrect.

Multiculturalism always means the same thing everywhere. It refers to the co-existence of diverse cultures within a society. Interculturalism does not place emphasis on communication. Interculturalism facilitates individuals keeping to themselves and only seeking to understand their own ways of life. Interculturalism is often viewed as involving a closedness between people and different cultures. According to multicultural approaches, cultural practices, rights and well-being of minority groups should not be paid attention to. Multiculturalism refers to the reality of diversity and to a moral stance that diversity is undesirable. Interculturalism also includes deep understanding and disrespect for all cultures. There is a one-way exchange of ideas and the development of deep relationships. Intercultural dialogue takes place within the context of human dignity, human rights and the rule of law. Multiculturalism is important with regard to politics and has no bearing on people's everyday lives.

Assessment 4: Benefits of cross-cultural exchange

This assessment seeks to find out how well you know the benefits of cross-cultural exchange. Below, you will find a list of some key benefits with crucial words removed – it is your job to pick the right answer from the multiple choice options given.

1. **Cross-cultural exchange helps people to develop and improve their broader _____ skills. As you learn more about others and what is important to them, you will be able to interact with people in a more sensitive manner.**

   a) Musical

   b) Interpersonal

   c) Mind-reading

2. **It can be very _____ to be involved in cross-cultural exchange. You might come across new foods, music, literature or ideas.**

   a) Boring

   b) Enriching

   c) Confusing

3. **With greater mutual understanding, people begin to build _____ between one another. When people _____ each other, it is easier to co-operate and work together.**

   a) Trust

   b) Hate

   c) Mistrust

4. **Coming to contact with people from various backgrounds will help break down _____.**

   a) Benefits

   b) Communication

   c) Barriers

5. **Cross-cultural exchange involves actively _____ others, and taking in what they are saying. Don't be afraid to ask questions either!**

   a) Listening to

   b) Speaking over

   c) Ignoring

Assessment 5: Analysing one's own attitudes and interactions with the host community

On a scale from 1 to 5 (with 1 being 'completely disagree' and 5 'completely agree'), how do you feel about the following statements? Please circle the number that most closely reflects your feelings. Be as honest as possible!

1. **I am aware of the value I hold, and I understand how they may affect my attitudes and interactions with others.**

   1 2 3 4 5

2. **When I catch myself making assumptions about others, I consider why this is and why my assumptions may be untrue.**

   1 2 3 4 5

3. **When there is a clash between my values and attitudes and those of people from the host society, I am convinced that I am completely objective.**

   1 2 3 4 5

4. **When people from the host society behave in a way I do not understand, I do not ask why they do so – I can assume their attitudes and values.**

   1 2 3 4 5

Assessment 6: Belonging and active citizenship

Below you will find a number of statements about belonging and active citizenship, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider what it is that is wrong about the statement and make note of this.

1. **Belonging often refers to a person's sense of being part of a group or feeling of affinity to a specific place.**

   True or False?

2. **Active citizenship means actively disengaging from public life.**

   True or False?

3. **Social isolation, lack of knowledge, indifference, time constraints and racism and prejudice are examples of barriers to active citizenship.**

   True or False?

4. **Voting in elections is compulsory everywhere.**

   True or False?

5. **Volunteering does not provide you with any worthwhile skills.**

   True or False?

6. **Public consultations are ways for the government to find out the views of the people and stakeholders.**

   True or False?

7. **Active citizenship helps you develop skills like debating, understanding, communication, teamwork and analysis skills.**

   True or False?

Answers

Assessment 1

1. Assimilation
2. Integration
3. Integration
4. Integration
5. Assimilation

Assessment 2

1. a) Social network
2. b) Civic engagement
3. a) Language
4. c) Employment

Assessment 3

See the paragraph with mistakes corrected below – the corrected sections are *emphasised in red.*

> Multiculturalism *may mean different things in different places*. It refers to the co-existence of diverse cultures within a society. Interculturalism, *places* emphasis on communication. Interculturalism facilitates *dialogue* and *two-way understanding between people from different backgrounds*. Interculturalism is often viewed as involving an *openness* between people and different cultures. According to multicultural approaches, cultural practices, rights and well-being of minority groups should be *respected and accommodated*. Multiculturalism refers to the reality of diversity and to a moral stance that diversity is *desirable*. Interculturalism also includes deep understanding and *respect* for all cultures. There is *two-way* exchange of ideas and the development of deep relationships. Intercultural dialogue takes place within the context of human dignity, human rights and the rule of law. Multiculturalism *is important with regard to both politics and people's everyday lives.*

Assessment 4

1. b) Interpersonal
2. b) Enriching
3. a) Trust
4. c) Barriers
5. b) Listening to

Assessment 5

If you circled 4 or 5 ('agree' or 'strongly agree') for questions 1 and 2, and 1 or 2 ('strongly disagree' or 'disagree') for questions 3 and 4, that means you are highly self-aware and analyse your own attitudes, values and preconceived ideas actively. If you circled 3 ('don't know') or something else, you may want to think about these themes a little bit more – it may be helpful to return to training materials.

Assessment 6

1. True
2. False – it means quite the opposite: active citizenship is about actively participating in public life on local, national and/or global levels.
3. True
4. False – while voting is compulsory in some places – e.g. Australia where you will be fined if you don't vote – in most places it is up to you to decide if you want to vote.
5. False – volunteering provides you with a number of transferable skills such as interpersonal, listening and decision making skills.
6. True
7. True

CHAPTER 2: INTEGRATION: BENEFITS FOR THE CHILD AND THE SOCIETY

Assessment 1: Importance of integration in social cohesion

Below you will find a number of statements about the importance of integration in social cohesion, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider what it is that is wrong about the statement and make note of this.

1. **Social cohesion explains how the different parts of society work together.**

   True or False?

2. **The more cohesive a society is, the more exclusion and marginalisation there will be.**

   True or False?

3. **When migrant communities segregate themselves from the host society and refuse to have cultural exchanges, this is good for social cohesion.**

   True or False?

4. **Integration is very important to create and sustain a cohesive society.**

   True or False?

5. **Supporting immigration requires economic investments by the host society.**

   True or False?

Assessment 2: Importance of parents' integration for educational achievement and balanced development of children

You will be given a number or statements with important information missing, or questions. Below the statement / question you will find multiple-choice options – it is your task to pick the answer that corresponds to the learning materials.

1. **When your children join school, they are a bit disadvantaged if compared with native children, especially due to _____**
   a) a weaker use of language
   b) having fewer native friends
   c) their economic situation

2. **You will increase the chances for your children to succeed at school and to feel happy in the host country if you make efforts to _____**
   a) find your children a hobby
   b) become part of your new environment
   c) help your children find friends from your native country

3. **It is very important that you, as parents, _____ your children's training to strengthen their competencies, skills, knowledge and values.**
   a) don't force
   b) don't engage with
   c) engage with

4. **What useful exercise was mentioned that helps to foster your children's familiarity with your (the parent's) culture and that provides an opportunity to stimulate comparison between different cultures?**

   a) to help children keep in touch with relatives who continue living in the home country

   b) to promote contact with books, movies, TV shows and cultural activities of the host society

   c) to help children find spaces and occasions where they can talk about their native cultures to host society children

Assessment 3: Benefits of diversity and impacts of segregation on children

Below you will find several statements about the benefits for the children when they experience cultural diversity and dangers of segregation. It is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Raising multicultural children makes them more tolerant and eager to socialize.**

   True or False?

2. **Children experiencing diversity learn to appreciate the differences and may want to try out new things.**

   True or False?

3. **Diversity triggers children's willingness to learn about their parent's country, giving them a prejudicial world view.**

   True or False?

4. **Children feel good when they interact with a diverse groups of friends and are more likely to continue fostering diverse friendships later on in life.**

   True or False?

5. **Diversity gives emotional benefits, because it helps children develop empathy but, at the same time, they feel more confined in their own culture.**

   True or False?

6. **Children in diverse environments develop weaker critical thinking skills but stronger problem-solving abilities.**

   True or False?

7. **Children's motivation, general knowledge and intellectual self-confidence are positively influenced by segregation.**

   True or False?

8. **Children in diverse environments are more likely to develop an open, welcoming, prejudice-free attitude and strong communication skills.**

   True or False?

9. **Segregation may have a long-lasting and very strong negative effect on a child's self-concept.**

   True or False?

10. **Segregation may cause racial self-confidence, strong sense of self-worth and preference for other groups.**

    True or False?

11. **Segregation leads to low achievement at school.**

    True or False?

12. **Segregation will never empower your children; on the contrary it will put them at a disadvantage – psychologically, academically and socially.**

    True or False?

Assessment 4: Teaching children about diversity

Please read the following statements and place a tick next to the ones that apply to you.

1. ☐ I teach my children about diversity.
2. ☐ I look for cultural activities that are present outside my community.
3. ☐ If my children use hurtful or stereotypical language, I explore with them why such language is hurtful.
4. ☐ When my children ask me about differences they notice, I teach them to be "difference blind".
5. ☐ When my children ask about differences, I am willing to help explain things that seem strange or different to them.
6. ☐ I introduce and reinforce my children's behaviour that helps appreciate diversity.

Assessment 5: Techniques and activities to help children interact positively within a diverse environment

Please answer the following questions.

Name 3 activities and/or techniques that you can use to raise children's awareness and acceptance of cultural differences.

1. _____

_____

2. _____

_____

3. _____

_____

Answers

Assessment 1

1. True
2. False
3. False
4. True
5. True

Assessment 2

1. a)
2. b)
3. c)
4. c)

Assessment 3

1. True
2. True
3. False
4. True
5. False
6. False
7. False

8. True
9. True
10. False
11. True
12. True

Assessment 4

In order to teach children about diversity, all statements except 4 should be ticked.

Assessment 5

Possible answers:

- watch documentaries on history of different cultures
- watch movies that portray cultural integration
- don't laugh at racist jokes or engage in chats that put forward stereotypes
- cook with your children
- stimulate children's interest in learning a new language
- create games in which children have to engage with learning about other countries and cultures
- visit cultural places of other communities in your city
- take part in other cultural groups' festivals and other cultural celebrations along with your children

CHAPTER 3: UNDERSTANDING THE EDUCATIONAL SYSTEM AND THE OPPORTUNITIES IT OFFERS

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Spain 316

Germany

Assessment 1: Educational opportunities and paths within the host society's educational system

Below, you will find a number of statements about the German educational system, and it is your task to decide whether these statements are true or false. If you think a state is false, consider why this is.

1. **In Germany, schools are mainly public and state-run.**

   True or False?

2. **In Germany, education is compulsory for primary education only.**

   True or False?

3. **Normally marks run from 1 (very good) to 6 (very poor).**

   True or False?

4. **Primary education caters for the heterogeneity of pupils through individualised and differentiated lessons.**

   True or False?

5. **The transition from primary to secondary level of schooling is decided by the teacher, not the parents.**

   True or False?

6. **The final exam taken at the end of secondary education at a Gymnasium in Germany is called the "Mittlere Reife".**

   True or False?

7. **The "Abitur" is the university allowance exam taken at the end of a 8 – or 9-year track secondary school?**

   True or False?

8. **Secondary education cannot be acquired at vocational schools in Germany.**

   True or False?

9. **The acquisition of practical experience through internships, school years abroad and mobility programmes is not part of the compulsory German school system.**

   True or False?

10. **Continuing education after school encompasses the general, vocational and socio-political and socio-cultural domains.**

    True or False?

Assessment 2: Structure of the local educational system, main curriculum contents and educational policies

Below, you will find incomplete statements about the structure of the local educational system, main curriculum content and educational policies in Germany. Please choose the right ending to each statement. Sometimes more than one choice is correct.

1. **In Germany, the _____ are in charge of school education.**
   a) Federal Authorities of Culture
   b) Länder
   c) Financial Ministry

2. **In Germany, the Länder have their own institutes for _____ _____,**
   a) the development of school education, higher and continuing education
   b) giving marks to pupils
   c) to train teachers

3. **Formal education in Germany is normally provided by _____ _____.**
   a) private schools
   b) public schools
   c) religious schools

4. **The scope of the Federal Government's responsibilities in the field of education is defined in the _____.**
   a) Basic Law
   b) Constitution
   c) Educational Act of the Länder

5. **The main curriculum content of all school types in Germany is developed, defined and controlled by _____.**

   a) the Ministries of Culture of the Länder

   b) the Joint Committee of the Ministers of Culture of the Länder

   c) the Federal Government

6. **In Germany, clear learning goals are defined and have to be reached by all schools in all German Länder, but schools are _____ _____.**

   a) free to use different textbooks

   b) free to use different learning methods and subjects

   c) obliged to reach the defined learning goals at the end of each year

7. **Vocational schools and dual education in Germany mean that _____ _____ ___.**

   a) learning takes place at the school only

   b) learning takes place at the school and at the same time in a company

   c) in-company training can replace school

8. **Some tertiary degrees at the end of a university study programme such as legal degrees or medical degrees are under the supervision and control of __ _____.**

   a) the Länder.

   b) a special authority

   c) the federal level**Main points of the UNCRC Rights of the Child Declaration and main points of the Equalities Act in Germany and implications for education**

Below you will find a number of open questions about the UNHCR Convention on the Rights of the Children and the Equalities Act in Germany. Please provide brief answers to these questions:

9. **What is the aim of UNCRC?**

10. **What does the UNCRC say about the rights of parents?**

11. **What are the four principles the UNCRC is built on?**

12. **What kind of discrimination does Germany's Racial Equality Directive prohibit and who benefits from this prohibition?**

13. **Are foreign children obligated to attend a school in Germany?**

14. **What rights do newly arrived migrant and asylum seeker children have in Germany?**

Assessment 3: Expectations and ways of parental engagement in education in the host country

Below you will find a table showing the affected areas of parental engagement in their children's education in Germany. Try to fill in the right column of the table, explaining the positive effects it may have. In what ways are children's academic achievement/ prospects/psychological health/social relationships affected by parental engagement?

Affected area	**In what ways is this area affected?**
Children's academic achievement	
Children's prospects	
Children's psychological health	
Children's social relationships	

Assessment 4: Role of the teacher in Lithuania's educational system

Below you will find a number of statements about the role of the teacher in Germany's educational system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **The responsibility for the training of teachers in Germany is with the Ministries of Education and Culture of the Länder.**

   True or False?

2. **Teachers in Germany have to follow the curriculum and federal teaching framework closely.**

   True or False?

3. **A teacher in Germany is guaranteed the freedom to teach as pupil-oriented as possible in the interest of the pupils, and to freely choose learning methodologies and learning content.**

   True or False?

4. **The aim of teacher training is to provide the best conditions for individuals so that they can acquire professional competences that are necessary for being successful at school.**

   True or False?

5. **Teachers in Germany are obliged to work with the pupils' parents and to have parents' meetings.**

   True or False?

Assessment 5: Official support provisions for MR/ECM parents and students

Below you will find a number of open questions about the official support provisions for MR/ECM parents and students in Germany. Please provide brief answers to each question.

1. **What teaching services are generally provided to new arriving students and pupils at school when the pupils/students don't speak German yet?**

2. **Newly arrived migrants in Germany are obliged to attend so-called "integration courses". For how long do these courses last and what do you learn in such courses?**

3. **Are translation and interpretation services available for MR/ECM parents at schools in Germany?**

4. **Are there multi-lingual schools in Germany and can multi-lingual exams be taken at German schools?**

Assessment 6: Suggestions for effective collaboration with school staff and other parents

Below you will find a number of questions about the effective collaboration between school staff and parents in Germany. Please chose the correct answer. Please be aware that sometimes more than one answer could be correct.

1. **What is the general view in Germany about the collaboration of parents and school staff?**
   a) Parents play an integral role in assisting their child's learning
   b) Parents are encouraged to actively participate in their child's education at school
   c) Parents are full partners in their child's education at school

2. **What is the role of a parents' council in schools in Germany?**
   a) It is a supervisory board for the teachers
   b) It is the representative body of all parents at a school
   c) It is organised by the government

3. **Which rights do parents have within the German school system in order to collaborate with their children's school?**
   a) Parents have a right to ask teachers for an appointment
   b) Parents have the right to fire a teacher
   c) Parents have active and passive voting rights at the parents' council

4. **The easiest way in Germany to collaborate with school staff and your child's teacher is:**
   a) to leave them alone and let them do their work. They know best.
   b) to attend parents' meetings and parents' evenings
   c) to donate money to the school

5. **If parents have a serious problem with a specific teacher and meetings with this teacher don't help, parents have a right to:**
   a) talk to the headmaster / principal of a school
   b) ask for an appointment with the regional school board
   c) report to the parents' council at the school of their child

6. **Germany pays attention of the values of a diverse and open society. This is also important at schools in Germany and is part of the value education at school. These values are based on the Basic Law of Germany. Parents are expected to accept these values. However, they do have a right to:**
   a) refrain from religious instruction for their child
   b) refrain from sexual education for their child
   c) take their child out of school and to home-teaching

Assessment 7: Culturally appropriate ways of communicating complaints or disagreements in educational settings

Below you will find a number of diplomatic phrases to use in certain situations, as well as phrases that should better be avoided. Put these expressions in appropriate categories.

1. "It's a bad idea!"
2. "I understand what you say, but ..."
3. "I'm sorry, but I do not agree ..."
4. "I'm not sure it's the best idea."
5. "Yes, but don't you think ...?"
6. "I do not think it's a good idea."
7. "I agree with you up to a certain point, but ..."
8. "I do not agree with you!"
9. "I see what you say, however ..."
10. "I do not share your proposal."
11. "This is the worst idea!"

Partial disagreement	Words or phrases to soften your disagreement	Phrases that should be avoided

Answers

Assessment 1

1. True, schools in Germany are mainly public and state-run
2. False, education in Germany is compulsory for primary and secondary education for a minimum of nine years.
3. True, marks are from 1 to 6.
4. True, heterogeneity and diversity are key elements of German schools.False, parents have the final say.
5. False, the final exam at a Gymnasium is the "Abitur"
6. True
7. False, secondary education can also be acquired at vocational schools
8. False, internships, mobility programs etc. are part of the German school system
9. True.

Assessment 2

1. b) the länder are in charge of school education.
2. a) the development of school education, higher and continuing education
3. c) to train teachers.
4. b) by public schools, the other forms exist as well but in low numbers
5. a) in the Basic Law.
6. a) and b) are correct.
7. a), b) and c) are correct

8. b) learning takes place at the school and at the same time in a company

9. c) the federal level

Assessment 3

1. The aim of the UNCRC is to set out the civil, political, economic, social, health and cultural rights of children.

2. The UNCRC considers parents to have right over their child; meaning that they are entitled to assistance by the State in raising their children and they are entitled to provide their child with advice and guidance. The Convention obliges states to allow parents to exercise their parental responsibilities.

3. The 4 principles are:
   a. Non-discrimination
   b. The best Interest of the child
   c. The right to life, survival, and development
   d. The right to the children views to be given due weight

4. Discrimination is prohibited in the area of education. Citizens, third country nationals or migrants, who have residence status in the country, benefit from discrimination prohibition in the field of education.

5. Yes, they are. According to the law in Germany on Education, all children under the age of 16 are obligated to be enrolled in compulsory education programmes. This also applies to immigrants and young refugees.

6. New arriving migrants and asylum seekers have a right to attend so-called integration courses with 600 hours of language learning and 300 hours of information about the social, cultural and political system in Germany. At school, international preparatory classes are offered for new arriving migrant children.

Assessment 4

Affected area	**In what ways is this area affected?**
Children's academic achievement	Better reading, writing, math test results. Fewer learning problems, fewer number of children repeating the same school year. Fewer behavioural problems associated with poor learning.
Children's prospects	At the individual level: at the age of adulthood, better learning outcomes provide better opportunities in higher education, professional career, better life quality. At the public level: good learning skills, learning competences in various fields (technology, science and education) ensure successful functioning of society.
Children's psychological health	Children feel better emotionally: they learn to respond positively to their achievements, become more resistant to the negative effects of academic failure, and communicate more freely with peers. Parental involvement in child education forms a positive and safe feeling at school, improves children's self-esteem, skills for managing feelings, inhibits the negative emotional experience, and reduces the symptoms of depression and anxiety.
Children's social relationships	Parental involvement in children's education creates safe mutual relationships. Positive relationships between children and their parents become a model they focus on when communicating with their peers. Improving learning achievements lead to peer group leadership, foster positive relationships with peers in the classroom. Better behaviour, fewer behavioural problems in school.

Assessment 5

1. True, the Länder are in charge of the training of the teachers.
2. False, teachers in Germany have the right to use individual methods.
3. True.
4. True. The aim of teachers' training is to have successfully trained professionals.
5. True, teachers are obliged to work with their pupils' parents.

Assessment 6

1. Integration courses with up to 600 hours of language learning, international preparatory classes, mentoring at school, skills assessments, language placement tests.
2. Integration courses offer 600 hours of language learning and 300 hours of education on the social, cultural and political system of Germany. They are provided by local and regional adult education centres and are centrally administered by the BAMF (Federal Commission for Migration and Refugees).
3. Yes, MR/ECM parents may ask for interpreters at school. At some schools, such services are free of charge and are organised by other parents. Other schools ask for a minimal charge. Some cities provide professional interpreters for free at schools. MR/ECM parents have to sign a request about two weeks before they have a meeting at school during which they need the service.
4. Yes, especially on higher secondary level, there are bi-lingual Gymnasiums, i.e. German-Italian, German-French, German-English, German-Turkish. Some subjects are taught in the foreign language. The final exam (Abitur) can be done in both languages.

Assessment 7

1. All three answers, a), b) and c) are correct.
2. b) it is the representative body of all parents at a school
3. a) and b) are correct.
4. b) to attend parents' meeting and parents' evenings at schools
5. All three answers, a), b) and c) are correct.
6. a) and b) are correct. c) is false. Home-schooling is illegal in Germany.

Assessment 8

Express the disagreement only partially:

2. "I understand what you say, but ..."
7. "I agree with you up to a certain point, but ..."
9. "I see what you say, however ..."

Use words or phrases to soften your disagreement:

3. "I'm sorry, but I do not agree ..."
5. "Yes, but don't you think ...?"

Phrases that should be avoided:

1. "It's a bad idea!"
4. "I'm not sure it's the best idea."
6. "I do not think it's a good idea."
8. "I do not agree with you!"
10. "I do not share your proposal."
11. "This is the worst idea!"

Greece

Assessment 1: Educational opportunities and paths within the host society's educational system

Below you will find a number of statements about the Greek education system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider what it is that is wrong about the statement and make note of this.

1. **All public education in Greece is free of charge.**

   True or False?

2. **Compulsory education is for 9 years and starts with primary education at the age of 6.**

   True or False?

3. **Parents can enrol their children in school at any time of the year.**

   True or False?

4. **Social and economic factors are taken into account for enrolment in certain educational provisions with limited places, such as nursery schools and Apprenticeship Vocational Schools.**

   True or False?

5. **Music, art and sport schools are available only in certain cities.**

   True or False?

6. **The Apprenticeship Vocational Schools give a certificate that is equivalent to that of High School (Lykeio).**

   True or False?

7. **Successful participation in national entrance exams are required to be admitted to university.**

   True or False?

8. **There are officially recognised private universities in Greece.**

   True or False?

Assessment 2: Administration of the educational system, main curriculum contents and educational policies

Below you will find unfinished statements about the administration and main curriculum contents of the Greek educational system, as well as about educational policies. Choose the right option for each statement.

1. **The Greek education system is:**
   a) decentralised
   b) centralised
   c) semi-centralised

2. **The curriculum is defined by:**
   a) the Ministry of Education, Research and Religious Affairs
   b) the Regions
   c) the schools

3. **A second foreign language is taught starting from:**
   a) Grade 1 of primary school
   b) Grade 5 of primary school
   c) Grade 1 of secondary school

4. **Parents who do not belong to the Christian Orthodox religion:**
   a) have to send their children to religion lessons and to church
   b) have to send their children to religion lessons but not to church
   c) can ask for their children to be exempted from the religion lesson and from church-going

5. **Educational policies reflect:**

   a) social and cultural values

   b) political values

   c) all of the above

6. **Educational systems may promote different values in terms of:**

   a) critical thinking and independence

   b) civic responsibility

   c) all of the above

Assessment 3: Main points of the UNCRC Rights of the Child Declaration and main points of the Equalities Act in Greece and implications for education

Below you will find a number of open questions about the United Nations Convention on the Rights of the Child and the Equalities Act in Greece. Please briefly answer these questions.

1. **What is the aim of UNCRC?**
2. **What does the UNCRC say about the rights of parents?**
3. **What are the 4 principles the UNCRC is built on?**
4. **Does the principle of equal treatment in the Greek legislation overlook the special needs of vulnerable or disadvantaged groups?**
5. **If you want to appeal to an authority because of discrimination or unfair treatment, where would you go?**

Assessment 4: Parental engagement and teacher role

Below you will find a number of statements about the role of parents and teachers in the Greek education system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Only Greek parents can participate in parent councils.**

   True or False?

2. **All parents can take part in the general assembly of the parent council, even if they are not enrolled in it.**

   True or False?

3. **Parents are expected to come to school only when grades are handed out.**

   True or False?

4. **Parents are not expected to interfere with the homework of their children.**

   True or False?

5. **The role of teachers has changed in the Greek education system during the last decades.**

   True or False?

6. **Teachers are required to be accessible, non-authoritarian, and socially sensitised.**

   True or False?

7. **It is the responsibility of schools to open to the community; parents cannot support this process.**

   True or False?

Assessment 5: Official support provisions for MRP and students

Below you will find a number of open questions about the official support provisions for MRP and students in Greece.

1. **What happens with foreign students who have no proficiency in the Greek language?**

2. **What is the purpose of the Refugee Training Host Structures and what training is provided there?**

3. **Are there standard language courses for migrant and refugee adults?**

Assessment 6: Suggestions for effective collaboration with school staff and other parents

Below you will find statements about parent and school collaboration. Please complete the statements by choosing one of the options.

1. **When parents visit frequently their children's school in order to ask about the progress of the children, teachers:**
   a) are annoyed and avoid contact
   b) appreciate this interest
   c) are not affected by this

2. **When you receive information sheets from school but they are in Greek:**
   a) you can ignore them, as important information is always translated into parents' native languages
   b) ask your children what this is about
   c) try to find a friend or another parent who can precisely explain to you what the paper is about

3. **When there are parent meetings and school events:**
   a) you do not need to attend, because the presence of foreign parents is not desired
   b) do your best to attend as this will help you to build good relationships with school staff and other parents
   c) it doesn't make any difference whether you attend or not

4. **Being distant or "invisible":**
   a) will help you to be more tolerated and accepted by other parents
   b) will help you to avoid conflicts and misunderstandings
   c) can be misunderstood and create mistrust

Assessment 7: Culturally appropriate ways of communicating complaints or disagreements in educational settings

1. **Below you will find a number of diplomatic phrases to use in certain situations, as well as phrases that should better be avoided. Put these expressions in appropriate categories.**

1. "It's a bad idea!"
2. "I understand what you say, but ..."
3. "I'm sorry, but I do not agree ..."
4. "I'm not sure it's the best idea."
5. "Yes, but don't you think ...?"
6. "I do not think it's a good idea."
7. "I agree with you up to a certain point, but ..."
8. "I do not agree with you!"
9. "I see what you say, however ..."
10. "I do not share your proposal."
11. "This is the worst idea!"

Partial disagreement	Words or phrases to soften your disagreement	Phrases that should be avoided

2. Which statement is correct?

a) Greek people like it when you express your opinion openly, in an assertive yet tactful way

b) Greek people prefer to express their opinions indirectly

c) Suppressing your opinion will gain you the respect of Greek people

Answers

Assessment 1

1. True
2. False. Compulsory education is for 11 years and starts with kindergarten at the age of 4.
3. False. Enrolment takes place at specific periods of the year, usually in May.
4. True.
5. True.
6. False. The High School certificate is superior.
7. True.
8. False. The operation of private universities is forbidden by the Constitution. There are, however, colleges that collaborate with foreign universities and offer undergraduate and graduate course.

Assessment 2

1. b)
2. a)
3. b)
4. c)
5. c)
6. c)

Assessment 3

1. The aim of the UNCRC is to set out the civil, political, economic, social, health and cultural rights of children.

2. The UNCRC considers parents to have right over their child; meaning that they are entitled to assistance by the State in raising their children and they are entitled to provide their child with advice and guidance. The Convention obliges states to allow parents to exercise their parental responsibilities.

3. The 4 principles are:

   a) Non-discrimination

   b) The best interest of the child

   c) The right to life, survival, and development

   d) The right to the children views to be given due weight

4. The principle of equal treatment does not overlook the different needs of certain vulnerable or disadvantaged groups. Therefore, compensative measures are foreseen for such groups in order to ensure fair treatment. This includes the special provisions made for migrant and refugee children.

5. To the Greek Ombudsman. It is the national equality body with a mandate to combat discrimination and promote the principle of equal treatment.

Assessment 4

1. False. All parents can participate in parent councils.

2. True.

3. False. It is very much appreciated when parents regularly visit the school and ask the teachers about their children's progress.

4. False. Parents are expected to check whether their children have done their homework and, if necessary, help them.

5. True.
6. True.
7. False. For schools to open up successfully to the community, the active engagement of parents in school life and the learning process is required.

Assessment 5

1. There are reception classes that provide intensified language learning and support.
2. The purpose of Refugee Training Host Structures is to help children gradually re-integrate in school life and regain the sense of safety and stability. Lessons last 4 hours a day, including Greek, English, math, and computers, as well as art and sport activities.
3. No, there are no standard provisions of language training. Language courses are occasionally organised by the Greek State according to migrant and refugee flows.**Assessment 6**
4. b)
5. c)
6. b)
7. c)

Assessment 7

Express the disagreement only partially:

2. "I understand what you say, but ..."
7. "I agree with you up to a certain point, but ..."
9. "I see what you say, however ..."

Use words or phrases to soften your disagreement:

3. "I'm sorry, but I do not agree ..."
5. "Yes, but don't you think ...?"

Phrases that should be avoided:

1. "It's a bad idea!"
4. "I'm not sure it's the best idea."
6. "I do not think it's a good idea."
8. "I do not agree with you!"
10. "I do not share your proposal."
11. "This is the worst idea!"

1. a)

Italy

Assessment 1: Educational opportunities and paths within the host society's educational system

Below you will find a number of statements about the Italian education system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **In Italy, schools are mainly state schools.**

   True or False?

2. **In primary schools, children are organised into groups called 'classes'.**

   True or False?

3. **Primary education is compulsory, it lasts for 5 years and it is attended by pupils aged 6 to 11.**

   True or False?

4. **The aim of primary education is to provide pupils with basic learning and the basic tools for active citizenship.**

   True or False?

5. **The lower secondary education program does not include moral education.**

   True or False?

6. **The aim of the secondary stage of education is to foster the ability to study autonomously and to strengthen the pupils' attitudes towards social interaction, and to increase knowledge and skills and provide students with adequate instruments to continue their education and training activities.**

   True or False?

7. **Education and training are compulsory for 8 years and cover the first cycle of education (primary and lower secondary education)**

   True or False?

8. **The minimum and maximum number of teaching hours is established at central level.**

   True or False?

9. **In Italy, there are 3 types of higher education institutions: universities, high level Arts and Music Education institutions, and higher schools for language mediators.**

   True or False?

Assessment 2: Structure of the local educational system, main curriculum contents and educational policies

Below you will find statements and questions about the structure and main curriculum contents of the Italian educational system, as well as Italian educational policies. Choose the right answer to each statement. More than one option may be correct.

1. **Italy's education system is mostly**
   a) decentralised
   b) centralised
   c) semi-centralised

2. **Which article of the Italian Constitution establishes that education is accessible to everyone and that compulsory education is free?**
   a) article 34
   b) article 56
   c) article 150

3. **Formal education is normally provided by:**
   a) public institutions
   b) private schools
   c) private and public schools

4. **The Regions, through their education offices, define:**
   a) the school network within their own territories, set up the school calendar and contribute to non-State schools.
   b) every year the curriculum related to all the education levels
   c) organize transportation to educational institutions

5. The main strategic document in the area of education in Italy is/are:

a) the Constitution

b) the laws on education

c) reports of the Italian Ministry of education

6. Provinces and Municipalities are responsible for the…

a) upper secondary level

b) lower levels

c) upper secondary level and lower levels

Assessment 3: Main points of the UNCRC Rights of the Child Declaration and main points of the Equalities Act in Scotland and implications for education

Below you will find a number of open questions about the United Nations Convention on the Rights of the Child and the Equalities Act in Italy. Please briefly answer these questions.

1. **What is the aim of UNCRC?**
2. **What does the UNCRC say about the rights of parents?**
3. **What are the 4 principles the UNCRC is built on?**
4. **Which articles of the Italian Constitution guarantee a person's full development?**
5. **Does Italy grant free access to schools for foreign students?**

Assessment 4: Expectations and ways of parental engagement in education in the host country

*You will find three questions and statements below, followed by multiple choice answers. Please pick the correct answer from the options given – only one option is correct.***In which year were the collegial bodies constituted in Italy?**

a) 1894

b) 1974

c) 1984

1. **What is the aim of collegial bodies?**

   a) include parents in the development of educational programs

   b) include parents in educational matters and school decisions.

   c) include parents in the management of the school

2. **Academic studies on the relationship between school and the family use the following term to refer to this relationship:**

   a) participation

   b) integration

   c) disjunction

Assessment 5: Role of the teacher in Lithuania's educational system

Below you will find a number of statements about the role of the teacher in Italy's educational system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **The teacher has been generally viewed as the depositary of knowledge and the representative of the culture of the society.**

   True or False?

2. **Teachers have traditionally played the role of knowledge deliverers, and this role has remained almost unchanged.**

   True or False?

3. **From the 1980s onwards parents have have been able to tell the teachers how to teach and what should be done, therefore limiting teachers' freedom.**

   True or False?

4. **Up until the beginning of the 1970s, a traditional secondary cycle teacher had to be well-read in all the subjects taught at schools.**

   True or False?

5. **Primary teachers require a university degree.**

   True or False?

Assessment 6: Official support provisions for MR/ECM parents and students

Below you will find a number of open questions about the official support provisions for MR/ECM parents and students in Italy

1. **What happens with foreign students who have no proficiency in the Italian language?**

2. **How are foreign children admitted to general education schools in Italy?**

3. **What is the Migrant integration portal?**

Assessment 7: Suggestions for effective collaboration with school staff and other parents

Below you will find statements about parent and school collaboration. Please complete the statements by choosing one of the options.

1. **In Italy, the real involvement of the parents in the educational system is guaranteed by:**
   a) participation in school's social media group
   b) parent meetings
   c) collegial bodies

2. **All parents (fathers and mothers) have the right to vote to elect their representatives in the school bodies, which consist of school teachers, students, and:**
   a) parents
   b) school administration
   c) municipality representative

3. **The class council makes proposals to the Headmaster for the improvement of school activities, presents proposals for an effective school-family relationship and:**
   a) expresses itself on possible experimentation projects
   b) fund allocation
   c) after-school activities

4. **The function of the collective bodies is different according to operational levels:**

   a) it is consultative and proactive at the basic and deliberative at the higher levels

   b) it is always consultative

   c) it is deliberative at the basic and consultative and proactive at the higher levels

Assessment 8: Culturally appropriate ways of communicating complaints or disagreements in educational settings

Below you will find a number of diplomatic phrases to use in certain situations, as well as phrases that should better be avoided. Put these expressions in appropriate categories.

1. "It's a bad idea!"
2. "I understand what you say, but ..."
3. "I'm sorry, but I do not agree ..."
4. "I'm not sure it's the best idea."
5. "Yes, but don't you think ...?"
6. "I do not think it's a good idea."
7. "I agree with you up to a certain point, but ..."
8. "I do not agree with you!"
9. "I see what you say, however ..."
10. "I do not share your proposal."
11. "This is the worst idea!"

Partial disagreement	Words or phrases to soften your disagreement	Phrases that should be avoided

Answers

Assessment 1

1. True
2. True
3. True
4. True
5. True
6. True
7. False – Education and training is compulsory for 10 years and covers the first cycle of education (primary and lower secondary education)
8. True
9. True

Assessment 2

1. b) centralised
2. a) article 34
3. c) private and public schools
4. a) the school network within their own territories, set up the school calendar and contribute to non-State schools.
5. b) the laws on education
6. c) upper secondary level and lower levels

Assessment 3

1. The aim of the UNCRC is to set out the civil, political, economic, social, health and cultural rights of children.

2. The UNCRC considers parents to have right over their child; meaning that they are entitled to assistance by the State in raising their children and they are entitled to provide their child with advice and guidance. The Convention obliges states to allow parents to exercise their parental responsibilities.

3. The 4 principles are:

   1. Non-discrimination

   2. The best Interest of the child

   3. The right to life, survival, and development

   4. The right to the children views to be given due weight

4. The Italian Constitution guarantees the person's full development and this right is recognised in the following articles:

   – N. 30 (parents' right and duty to their children's education),

   – N. 33 (the Republic institutes norms for education and provides community with schools)

   – N. 34 (free access to education).

5. Yes, the principle of equality is affirmed by article 3 of the Italian Constitution, which recognizes civil, family, social rights as well as several forms of political consultative participation of foreign citizens lawfully residing in Italy. Therefore, the principle of equality entails that foreign citizens lawfully residing not only have duties but also have rights, benefiting from the condition of equality with citizens.

Assessment 4

1. b) 1974

2. b) include parents in educational matters and school decisions.

3. a) participation

Assessment 5

1. True

2. True

3. True

4. False – Up until the beginning of the 1970s, a traditional secondary cycle teacher had to be well-read in their subject.

5. False – Some primary teachers don't require a university degree as long as they possess notable didactic (teaching) competences and skills.

Assessment 6

1. Regarding the linguistic integration of foreign alumni, it turned out to be an effective intervention to devote 8-10 hours per week (about 2 hours daily) to the teaching of Italian L2 (Italian as a second language) lasting for 3-4 moths. Courses can be organised in partnership with local organizations and goal-oriented projects.

2. The right to education is guaranteed by a policy of school inclusion that primarily aims at developing the potential of people with disabilities in learning, communication, relationships and socialisation. With regard to special education needs, those people who are disadvantaged due to socio-economic, linguistic and cultural factors are included, as well as migrant pupils. Schools can draw up a personalised educational plan to start particular teaching measures that allow the use of compensative tools and exempt pupils from some activities.

3. The Portal is a project, co-financed by the European Fund for Integration, under the coordination of Ministry of Labour and Social Policy's General

Direction for Immigration and Integration Policies. Its goal is to facilitate access to all services in Italy. It is developed across topics: Italian Language, Work, Housing, Health, Foreign Minors and Intercultural Mediation.

Assessment 7

1. c) collegial bodies
2. a) parents
3. a) expresses itself on possible experimentation projects
4. a) it is consultative and proactive at the basic and deliberative at the higher levels

Assessment 8

Express the disagreement only partially:

2. "I understand what you say, but ..."
7. "I agree with you up to a certain point, but ..."
9. "I see what you say, however ..."

Use words or phrases to soften your disagreement:

3. "I'm sorry, but I do not agree ..."
5. "Yes, but don't you think ...?"

Phrases that should be avoided:

1. "It's a bad idea!"
4. "I'm not sure it's the best idea."
6. "I do not think it's a good idea."
8. "I do not agree with you!"
10. "I do not share your proposal."
11. "This is the worst idea!"

Lithuania

Assessment 1: Educational opportunities and paths within the host society's educational system

Below you will find a number of statements about the Lithuanian education system, and it is your task to decide whether these statements are true or false. If you think a statement is false, why this is.

1. **In Lithuania, schools are mainly state schools.**

   True or False?

2. **Primary education is compulsory, it has an overall length of 6 years and is attended by pupils aged 6/7 to 12/13.**

   True or False?

3. **Primary school pupils are not given grades.**

   True or False?

4. **The lower-secondary education program does not include moral education.**

   True or False?

5. **The purpose of the secondary stage of education is to assist pupils in the acquisition of general academic, socio-cultural and technological literacy, moral, national and civic maturity.**

   True or False?

6. **Upon completing the secondary education curriculum, pupils are required to take state-level leaving examinations.**

   True or False?

7. **Taking a Lithuanian Language examination is not obligatory for all students.**

   True or False?

8. **Basic (lower secondary) and/or secondary education cannot be acquired at vocational education schools**

   True or False?

9. **In Lithuania, there are two types of higher education institutions: universities and colleges.**

   True or False?

Assessment 2: Structure of the local educational system, main curriculum contents and educational policies

Below you will find unfinished statements about the structure and main curriculum contents of Lithuanian educational system, as well as Lithuanian educational policies. Choose the right ending to each statement. Sometimes more than one choice is correct.

1. **Lithuania's education system is mostly**
   a) decentralised
   b) centralised
   c) semi-centralised

2. **The main legal acts and laws, such as the Law on Education or the Description of the Primary, Lower Secondary and Upper Secondary Curriculum are adopted at:**
   a) the regional level
   b) the international level
   c) the national level

3. **The municipalities set and implement their own strategic education plans that are in accordance with:**
   a) the international documents
   b) the national documents
   c) the documents of their own region

4. **The municipalities' responsibilities are to:**
   a) ensure formal education up until the age of 16
   b) organize non-formal education
   c) organize transportation to educational institutions

5. **Formal education is normally provided by:**

   a) public institutions

   b) private schools

   c) private and religious schools

6. **The main strategic document in the area of education in Lithuania is:**

   a) the Law on Education

   b) the National Education Strategy

   c) the Constitution

Assessment 3: Main points of the UNCRC Rights of the Child Declaration and main points of the Equalities Act in Lithuania and implications for education

Below you will find a number of open questions about the United Nations Convention on the Rights of the Child and the Equalities Act in Lithuania. Please provide brief answers to these questions.

1. **What is the aim of UNCRC?**

2. **What does the UNCRC say about the rights of parents?**

3. **What are the 4 principles the UNCRC is built on?**

4. **What kind of discrimination does Lithuania's Racial Equality Directive prohibit and who benefits from this prohibition?**

5. **Are foreign children obligated to attend a school in Lithuania?**

Assessment 4: Expectations and ways of parental engagement in education in the host country

Below you will find a table showing the affected areas of parental engagement in their children's education. Try to fill in the right column of the table, explaining the positive effects it may have. In what ways are children's academic achievement/prospects/psychological health/social relationships affected by parental engagement?

Affected area	**In what ways is this area affected?**
Children's academic achievement	
Children's prospects	
Children's psychological health	
Children's social relationships	

Assessment 5: Role of the teacher in Lithuania's educational system

Below you will find a number of statements about the role of the teacher in Lithuania's educational system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Teachers have traditionally played the role of 'knowledge deliverers' which has remained almost unchanged.**

   True or False?

2. **The aim of teacher training is to provide such conditions for individuals so that they can acquire professional competences that are necessary for successful work at schools.**

   True or False?

3. **The conditions of teachers' service are regulated by the Labour Code, Government resolutions, and other laws.**

   True or False?

4. **Teachers in Lithuania are not yet recognised as a highly-qualified workforce compared to many OECD countries.**

   True or False?

5. **Lithuania considers professional development for teachers as an obligatory part of their ongoing service.**

   True or False?

Assessment 6: Official support provisions for MR/ECM parents and students

Below you will find a number of open questions about the official support provisions for MR/ECM parents and students in Lithuania.

1. **What happens with foreign students who have no proficiency in the Lithuanian language?**

2. **How are foreign children admitted to general education schools in Lithuania?**

3. **What is a student's basket?**

Assessment 7: Suggestions for effective collaboration with school staff and other parents

Below you will find statements about parent and school collaboration. Please complete the statements by choosing one of the options.

1. **In Lithuania, the first and very important step in cooperating with your children's school staff and teachers is to …**

   a) participate in school's social media group

   b) participate in parent meetings

   c) be elected to school council

2. **All parents (fathers and mothers) have the right to vote to elect their representatives in the school council, which consists of school teachers, students, and …**

   a) parents

   b) school administration

   c) municipality representative

3. **The school council makes proposals to the Headmaster for the improvement of school activities, presents proposals for an effective school-family relationship and …**

   a) lesson schedule

   b) fund allocation

   c) after-school activities

Assessment 8: Culturally appropriate ways of communicating complaints or disagreements in educational settings

Below you will find a number of diplomatic phrases to use in certain situations, as well as phrases that should better be avoided. Put these expressions in appropriate categories.

1. "It's a bad idea!"
2. "I understand what you say, but ..."
3. "I'm sorry, but I do not agree ..."
4. "I'm not sure it's the best idea."
5. "Yes, but don't you think ...?"
6. "I do not think it's a good idea."
7. "I agree with you up to a certain point, but ..."
8. "I do not agree with you!"
9. "I see what you say, however ..."
10. "I do not share your proposal."
11. "This is the worst idea!"

Partial disagreement	Words or phrases to soften your disagreement	Phrases that should be avoided

Answers

Assessment 1

1. True
2. False. Primary education has an overall length of 4 years and is attended by pupils aged 6/7 to 10/11.
3. True
4. False
5. True
6. False. Upon completing secondary education curriculum, pupils are required to take leaving examinations, which are of two types: state-level and school-level.
7. False. All pupils must take an obligatory Lithuanian Language examination.
8. False
9. True

Assessment 2

1. a
2. c
3. b
4. a, b, c
5. a
6. b

Assessment 3

1. The aim of the UNCRC is to set out the civil, political, economic, social, health and cultural rights of children.

2. The UNCRC considers parents to have right over their child; meaning that they are entitled to assistance by the State in raising their children and they are entitled to provide their child with advice and guidance. The Convention obliges states to allow parents to exercise their parental responsibilities.

3. The 4 principles are:

   a) Non-discrimination

   b) The best Interest of the child

   c) The right to life, survival, and development

   d) The right to the children views to be given due weight

4. Discrimination is prohibited in the area of education. Citizens, third country nationals or migrants, who have residence status in the country, benefit from discrimination prohibition in the field of education.

5. Yes, they are. According to the Law of the Republic of Lithuania on Education, all children under the age of 16 – foreigners entitled to permanently or temporarily reside in Lithuania, as well as nationals – are obligated to be enrolled in compulsory education programmes.

Assessment 4

Affected area	In what ways is this area affected?
Children's academic achievement	Better reading, writing, math test results. Fewer learning problems, fewer number of children repeating the same school year. Fewer behavioural problems associated with poor learning.
Children's prospects	At the individual level: at the age of adulthood, better learning outcomes provide better opportunities in higher education, professional career, better life quality. At the public level: good learning skills, learning competences in various fields (technology, science and education) ensure successful functioning of society.
Children's psychological health	Children feel better emotionally: they learn to respond positively to their achievements, become more resistant to the negative effects of academic failure, and communicate more freely with peers. Parental involvement in child education forms a positive and safe feeling at school, improves children's self-esteem, skills for managing feelings, inhibits the negative emotional experience, and reduces the symptoms of depression and anxiety.
Children's social relationships	Parental involvement in children's education creates safe mutual relationships. Positive relationships between children and their parents become a model they focus on when communicating with their peers. Improving learning achievements lead to peer group leadership, foster positive relationships with peers in the classroom. Better behaviour, fewer behavioural problems in school.

Assessment 5

1. False. Teachers have to acquire competences that go beyond their traditional role of 'knowledge deliverers' and develop the ability to use their knowledge of the subject to promote a cultural training on the different levels of schooling.
2. True
3. True
4. False. Teachers in Lithuania are recognised as a highly-qualified workforce compared to many OECD countries.
5. True

Assessment 6

1. Children with no proficiency in Lithuanian, before attending school, have an opportunity to learn the Lithuanian language in a special levelling class in order to bridge the language gap. Additionally, there are possibilities to study in English.
2. Upon arriving to Lithuania from a foreign country, school-age children are admitted to schools according to the general education curriculum and following the general procedure that is applied to any other child of school age living in Lithuania.
3. A student's basket is the portion of funds per student set aside by the state and distributed by municipalities. Migrant children are entitled to receive an extra 30 percent funding that is added to the student's basket they are entitled to. This additional funding for migrant children, given for no longer than one school year (or for a longer period if student achievement is worse than expected), should cover the costs of professionals to help the student to faster integrate into the class of peers.

Assessment 7

1. b)
2. a)
3. b)

Assessment 8

1. **Express the disagreement only partially**

   "I agree with you up to a certain point, but ..."

   "I understand what you say, but ..."

   "I see what you say, however ..."

2. **Use words or phrases to soften your disagreement**

   "I'm sorry, but I do not agree ..."

   "Yes, but don't you think ...?"

3. **Phrases that should be avoided**

   "It's a bad idea!"

   "I do not think it's a good idea."

   "I do not agree with you!"

   "I do not share your proposal."

   "This is the worst idea!"

   "I'm not sure it's the best idea."

Scotland

Assessment 1: Educational opportunities and paths within the host society's educational system

Below you will find a number of statements about the Scottish education system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is and make note of it.

1. **Nurseries, primary schools and secondary schools are the main educational institutions in Scotland.**

   True or False?

2. **Children start school at the age of 7.**

   True or False?

3. **Education is compulsory up to the age of 18.**

   True or False?

4. **Many students go to college or university after finishing school.**

   True or False?

5. **You can apply to Students Awards Agency Scotland (SAAS) to cover your tuition fees.**

   True or False?

6. **Scottish Apprenticeships do not involve working.**

   True or False?

7. Adults can also access learning.

True or False?

Assessment 2: Structure of the local educational system, main curriculum contents and educational policies

Below you will find statements and questions about the structure and main curriculum contents of Scottish educational system, as well as Scottish educational policies. Choose the right answer to each statement. More than one option may be correct.

1. **Scotland's qualification framework…**
   a) Is the same as in England, Wales and Northern Ireland
   b) Is different from England, Wales and Northern Ireland.
   c) Scotland doesn't have a qualification framework

2. **Children aged 3 and 4 often attend one of the following:**
   a) Nursery
   b) Primary School
   c) Secondary School

3. **How long do children attend primary school?**
   a) 5 years
   b) 7 years
   c) 9 years

4. **A catchment area is…**
   a) Somewhere to catch butterflies
   b) A system whereby you attend a school based on where your parents work
   c) A system whereby you attend a school based on where you live

5. **Pupils will complete the following qualifications at the age of 15:**
   a) Locals
   b) Regionals
   c) Nationals

6. The Curriculum for Excellence aims to ensure that young people are…

a) Responsible citizens

b) Fast-thinkers

c) Successful learners

Assessment 3: Main points of the UNCRC Rights of the Child Declaration and main points of the Equalities Act in Scotland and implications for education

Below you will find a number of open questions about the United Nations Convention on the Rights of the Child and the Equalities Act 2010 in the UK. Please provide short answers for each question.

1. **What is the aim of UNCRC?**

2. **What does the UNCRC say about the rights of parents?**

3. **What are the 4 principles the UNCRC is built on?**

4. **What does the Equality Act 2010 seek to do?**

5. **How does the Equality Act 2010 relate to education?**

Assessment 4: Expectations and ways of parental engagement in education in the host country

You will find a number of questions and statements below, followed by multiple choice answers. Please pick the correct answer from the options given – do note that for some questions, more than one option may be correct.

1. **When meeting your children's teacher, you could ask the following question:**
   a) What are my child's strengths and how can they improve?
   b) What can I do at home to help support my child's next steps?
   c) You should not ask any questions.

2. **What is a Parent Council?**
   a) A political party
   b) Group of parents representing all parents/guardians at the school
   c) A group for parents and students to discuss issues

3. **What can Parent Councils do?**
   a) Provide a voice for parents
   b) Help the school understand how to involve parents
   c) Capture parents' unique and varied skills

Assessment 5: Role of the teacher in Lithuania's educational system

Below you will find a number of statements about the role of the teacher in Scotland's educational system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is and make note of it.

1. **Teaching is a graduate profession in Scotland.**

   True or False?

2. **Teachers can choose to be members of the General Teaching Council for Scotland.**

   True or False?

3. **Teachers in secondary schools are usually qualified to degree level in their chosen subject.**

   True or False?

4. **Principal teachers have very few responsibilities.**

   True or False?

5. **Guidance teachers usually look after three aspects of guidance: pastoral/personal guidance, curricular guidance, and vocational/career guidance.**

   True or False?

6. **Headteacher is the 'leader' of the school.**

   True or False?

Assessment 6: Official support provisions for MR/ECM parents and students

Below you will find a number of multiple-choice questions. Pick the right answer from the options given. Only one option is correct.

1. **"ESOL" stands for…**
   a) English for Speakers of Other Languages
   b) Early School of Languages
   c) English for Speakers of Latvian

2. **What is Connect?**
   a) A board game
   b) A charity helping children with learning difficulties
   c) A charity supporting partnerships between parents, teachers and other education partners

3. **What is education maintenance allowance?**
   a) Financial support given to households on low income
   b) Extra tuition for students
   c) Payments made by the government to schools for improvements

Assessment 7: Suggestions for effective collaboration with school staff and other parents

Below you will find open questions about effective collaboration between school staff and parents. Try to think of a couple of examples for each question.

1. **In what ways might the school communicate with you?**

2. **In what ways might the school, teachers and parent groups engage parents and guardians in volunteering?**

3. **What can schools, teachers and parent groups do to support parents' and guardians' engagement with learning at home?**

Assessment 8: Culturally appropriate ways of communicating complaints or disagreements in educational settings

Below you will find a number of suggestions how you might go about handling complaints or disagreements in educational settings. Some of the suggestions are a lot better than others, and your job is to find the ones that would be helpful. Please tick the ones you think would be the best approaches to take.

1. ☐ Remain calm and respectful
2. ☐ Lose your temper and get angry
3. ☐ Disregard your child and don't speak to him/her
4. ☐ Speak to your child to understand what has happened
5. ☐ Speak to your child's teacher
6. ☐ Contact the guidance teacher
7. ☐ Do not speak to anyone at the school – go straight to the parent council
8. ☐ Consult the Citizens Advice Bureau about appealing to the education authority
9. ☐ Go straight to the Scottish public services ombudsman
10. ☐ Go to the Scottish public services ombudsman as a final stage of appeal

Answers

Assessment 1

1. True
2. False: children start school at the age of 5.
3. False: education is compulsory up to the age of 16, but there is provision until the age of 18.
4. True
5. True: taken that you normally live in Scotland.
6. False: Scottish Apprenticeships involve work-based learning, and you will study towards qualifications as well.
7. True

Assessment 2

1. b)
2. a)
3. b)
4. c)
5. c)
6. a) and c)

Assessment 3

1. The aim of the UNCRC is to set out the civil, political, economic, social, health and cultural rights of children.

2. The UNCRC considers parents to have right over their child; meaning that they are entitled to assistance by the State in raising their children and they are entitled to provide their child with advice and guidance. The Convention obliges states to allow parents to exercise their parental responsibilities.

3. The 4 principles are:

   a) Non-discrimination

   b) The best Interest of the child

   c) The right to life, survival, and development

   d) The right to the children views to be given due weight

4. It seeks to tackle discrimination, disadvantage and inequality.

5. It places a duty on schools and education authorities not to discriminate against pupils with protected characteristics (such as race, disability, religion or belief).

Assessment 4

1. a) and b)

2. b)

3. a), b) and c)

Assessment 5

1. True

2. False: it is a legal requirement for teachers to be members. Being registered not only allows an individual to teach but it also provides assurances to employers, parents and children that teachers meet a national standard of teaching.

3. True

4. False: they have responsibilities as regards the running of the school and school improvement.
5. True
6. True

Assessment 6

1. a)
2. c)
3. a)

Assessment 7

- On the school website
- By email or text
- By putting notes in homework diaries
- In formal reports
- In face-to-face meetings
- Through social media
- In any other ways that work for parents
- Conduct an annual survey via social media/postcards to identify available talents, skills and availability of parents
- Invite parents to help in class, on school trips, in the library or at after-school clubs/activities
- Create a family/community room for volunteer work, meetings, with resources for families
- Organise a variety of social and fundraising events at different times to encourage parents to come to the school

- Hold events or have a space on a website/Facebook page to recognise and thank volunteers.
- Provide information and guidance to families on how to monitor and discuss schoolwork at home
- Share information with families about topics and projects and about the required skills in all subjects
- Hold family nights/workshops to help parents to understand school subjects and to learn ways of helping their child at home (and share this information on social media)
- Suggest ideas to families about helping pupils with homework, other activities, decisions and planning. Homework should not just mean work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life. 'Help' at home means encouraging, listening, praising, guiding and discussing – not "teaching" school subjects
- Share information with families so that they can help their children with setting their academic goals, selecting courses and planning for further/higher education, apprenticeships and careers
- Give interactive homework that requires pupils to show and discuss what they are learning with a family member
- Ensure parents have up-to-date information about their child's progress at school.

Assessment 8

- Remain calm and respectful
- Speak to your child to understand what has happened
- Speak to your child's teacher
- Contact the guidance teacher

- Consult the Citizens Advice Bureau about appealing to the education authority
- Go to the Scottish public services ombudsman as a final stage of appeal

Spain

Assessment 1: Educational opportunities and paths within the host society's educational system

Below you will find a number of statements about the Spanish education system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **In Spain, schools are mainly state schools.**

   True or False?

2. **Primary education is compulsory, it lasts for 5 years and is attended by pupils aged 6 to 11.**

   True or False?

3. **Middle Grade Vocational Training Cycles spans 2 years, and there is no requirement for holding an ESO certificate which is earned through compulsory secondary.**

   True or False?

4. **The secondary education is divided into two cycles: 12 to 14-year-olds (first cycle) and 14 to 16-year-olds (second cycle)**

   True or False?

5. **University students complete a 3-year undergraduate program (Grado), one or two-year masters program (Máster), and a doctorate.**

   True or False?

6. **The Spanish school year starts in mid-September and ends in the third week of June.**

   True or False?

Assessment 2: Structure of the local educational system, main curriculum contents and educational policies

Below you will find unfinished statements about the structure and main curriculum contents of Spanish educational system, as well as Spanish educational policies. Choose the right ending to each statement.

1. **In Spain, compulsory education lasts for:**
   a) 10 years
   b) 8 years
   c) 9 years

2. **The Autonomous Communities are responsible for:**
   a) complementing the contents of the block core subjects
   b) establishing the contents of the subjects considered important by a specific Autonomous Community
   c) both are correct

3. **In 2007 the Constitutional Court established that those entitled to a right to Education are:**
   a) only the Spanish citizens.
   b) the Spanish citizens and the foreign citizens living in Spain with legal status.
   c) the Spanish citizens and the foreign citizens living in Spain, regardless of their legal status.

4. **Formal education is normally provided by:**
   a) public institutions
   b) private schools
   c) private and religious schools

Assessment 3: Main points of the UNCRC Rights of the Child Declaration and main points of the Equalities Act in Spain and implications for education

Below you will find a number of open questions about the United Nations Convention on the Rights of the Child and the Equalities Act in Spain. Please briefly answer these questions.

1. **What is the aim of UNCRC?**

2. **What does the UNCRC say about the rights of parents?**

3. **What are the 4 principles the UNCRC is built on?**

4. **Who implements, monitors and evaluates the Convention?**

5. **Are foreign children obligated to attend a school in Spain?**

Assessment 4: Expectations and ways of parental engagement in education in the host country

Below you will find a table showing the affected areas of parental engagement in their children's education. Try to fill in the right column of the table, explaining the positive effects it may have. In what ways are children's academic achievement/prospects/psychological health/social relationships affected by parental engagement?

Affected area	**In what ways is this area affected?**
Children's academic achievement	
Children's prospects	
Children's psychological health	
Children's social relationships	

Assessment 5: Role of the teacher in Spain's educational system

Below you will find a number of statements about the role of the teacher in Spanish's educational system, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider why this is.

1. **Teachers are sometimes associated with authority and toughness.**

   True or False?

2. **There is a competitive examination to enter the profession and a teaching practicum can be required as well.**

   True or False?

3. **Teachers' annual teaching hours are lower in Spain than what the OECD average is.**

   True or False?

4. **Teachers in Spain must complete a pre-service training programme (at least a bachelor's degree for primary and also for secondary school teachers).**

   True or False?

Assessment 6: Official support provisions for MR/ECM parents and students

Below you will find a number of open questions about the official support provisions for MR/ECM parents and students in Spain. Please provide brief answers.

1. **What happens with foreign students who have no proficiency in the Spanish language?**

2. **How are foreign children admitted to general education schools in Spain?**

3. **Indicate 2 examples of measures developed to support the integration of migrant students and MR/ECM.**

Assessment 7: Suggestions for effective collaboration with school staff and other parents

Below you will find statements about parent and school collaboration and a diagram. Please point out the errors in the following sentences.

1. **Parents play a selected role in assisting their child's learning.**

2. **Parents are encouraged to be inactive in their child's education at school.**

3. **Parents are full partners in their child's education and while they are not in decision-making, they are included on advisory committees to assist in the education of their child.**

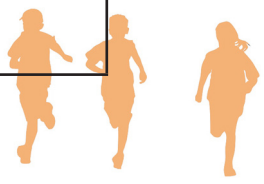
4. **All parents (fathers and mothers) of children who have been in the school for at least a year, have the right to vote to elect their representatives in parents' bodies (committees).**

Assessment 8: Culturally appropriate ways of communicating complaints or disagreements in educational settings

Below you will find a number of diplomatic phrases to use in certain situations, as well as phrases that should better be avoided. Put these expressions in appropriate categories.

1. "It's a bad idea!"
2. "I understand what you say, but ..."
3. "I'm sorry, but I do not agree ..."
4. "I'm not sure it's the best idea."
5. "Yes, but don't you think ...?"
6. I do not think it's a good idea."
7. "I agree with you up to a certain point, but ..."
8. "I do not agree with you!"
9. "I see what you say, however ..."
10. "I do not share your proposal."
11. "This is the worst idea!"

Partial disagreement	Words or phrases to soften your disagree-ment	Phrases that should be avoided



Answers

Assessment 1

1. True
2. False. Primary education is compulsory, it has an overall length of 6 years and is attended by pupils aged 6 to 12.
3. False. Middle Grade Vocational Training Cycles spans 2 years, with requirement being the ESO certificate earned through compulsory secondary.
4. True
5. False. University students complete a 4-year undergraduate program (Grado), a one or two-year masters program (Máster), and a doctorate
6. True

Assessment 2

1. a
2. c
3. c
4. a

Assessment 3

1. The aim of the UNCRC is to set out the civil, political, economic, social, health and cultural rights of children.
2. The UNCRC considers parents to have right over their child; meaning that they are entitled to assistance by the State in raising their children and they are entitled to provide their child with advice and guidance. The Convention obliges states to allow parents to exercise their parental responsibilities.

3. The 4 principles are:
   a) Non-discrimination
   b) The best Interest of the child
   c) The right to life, survival, and development
   d) The right to the children views to be given due weight
4. Discrimination is prohibited in the area of education. Citizens, third country nationals or migrants, who have residence status in the country, benefit from discrimination prohibition in the field of education.
5. Yes, they are. According to Education Law and Constitution, all children under the age of 16 – foreigners entitled to permanently or temporarily reside in Spain, as well as nationals – are obligated to be enrolled in compulsory education.

Assessment 4

Affected area	**In what ways is this area affected?**
Children's academic achievement	Better reading, writing, math test results. Fewer learning problems, fewer number of children repeating the same school year. Fewer behavioural problems associated with poor learning.
Children's prospects	At the individual level: at the age of adulthood, better learning outcomes provide better opportunities in higher education, professional career, better life quality. At the public level: good learning skills, learning competences in various fields (technology, science and education) ensure successful functioning of society.

Children's psychological health	Children feel better emotionally: they learn to respond positively to their achievements, become more resistant to the negative effects of academic failure, and communicate more freely with peers. Parental involvement in child education forms a positive and safe feeling at school, improves children's self-esteem, skills for managing feelings, inhibits the negative emotional experience, and reduces the symptoms of depression and anxiety.
Children's social relationships	Parental involvement in children's education creates safe mutual relationships. Positive relationships between children and their parents become a model they focus on when communicating with their peers. Improving learning achievements lead to peer group leadership, foster positive relationships with peers in the classroom. Better behaviour, fewer behavioural problems in school.

Assessment 5

1. True
2. True
3. False. Their annual teaching hours are higher than the OECD average.
4. False. Teachers in Spain must complete a pre-service training programme (at least a bachelor's degree and, for secondary school teachers, a master's degree).

Assessment 6

1. Children with no proficiency in Spanish have an opportunity to learn the Spanish language at school in a special class in order to bridge the language gap.

2. Upon arriving in Spain from a foreign country, school-age children are admitted to schools according to the general education curriculum and following the general procedure that is applied to any other child of school age living in Spain.

3. **Reception programs**

   Curricular adaptations

   The organization of *extracurricular activities* is also one of the resources used to promote the integration of immigrant students in the centres.

   Plan for Linguistic and Cultural Attention to immigrant students, and practically all the Communities have *interpreters* or *cultural mediators* to facilitate attention to the families of immigrant students.

Assessment 7

1. Parents play a *selected* role in assisting their child's learning
2. Parents are encouraged to be *inactive* in their child's education at school
3. Parents are full partners in their child's education and are included, *not in* decision-making but on advisory committees to assist in the education of their child
4. All parents (fathers and mothers), *with a minimum of one year of permanence of their children in school*, have the right to vote to elect their representatives in parents bodies (committees).

Assessment 8

Express the disagreement only partially:

2. "I understand what you say, but ..."
7. "I agree with you up to a certain point, but ..."
9. "I see what you say, however ..."

Use words or phrases to soften your disagreement:

3. "I'm sorry, but I do not agree ..."

5. "Yes, but don't you think ...?"

Phrases that should be avoided:

1. "It's a bad idea!"

4. "I'm not sure it's the best idea."

6. "I do not think it's a good idea."

8. "I do not agree with you!"

10. "I do not share your proposal."

11. "This is the worst idea!"

CHAPTER 4: SUPPORT OF SCHOOL ACTIVITIES FOR THE DEVELOPMENT OF INTERCULTURALISM

Assessment 1: Key points in the national/local agenda for intercultural education

[Germany] 332

[Greece] 333

[Italy] 334

[Lithuania] 335

[Scotland] 336

[Spain] 337

[Germany]

Please answer the questions below about the German agenda for intercultural education.

1. **Which are the two focal points of intercultural education in Germany?**
2. **What is intercultural education in general embedded in?**
3. **What does the UNESCO Universal Declaration on Cultural Diversity from 2001 define with regards of education at school?**
4. **What are the three elements of intercultural education which are part of the National Integration Plan from 2007?**
5. **In 1996, there was a major shift of perception of intercultural education in Germany. What happened in 1996?**
6. **What does the 2006 anti-discrimination law (Gleichbehandlungsgesetz) say about intercultural education in Germany?**
7. **In what ways is Germany still facing problems with intercultural education?**
8. **Is intercultural education the same all over Germany?**

[Greece]

Please answer the questions below about the Greek agenda for intercultural education.

9. **Are migrant and refugee children entitled to free primary and secondary education? Do any special conditions apply?**

10. **Which two types of reception classes exist currently?**

11. **What are parents required to do in order for their children to attend a reception class? On what does the formation of such a class depend?**

[Italy]

Please answer the questions below about the Italian agenda for intercultural education.

1. **What does the Legislative Decree n. 286/1998 establish for foreign minors in Italy?**

2. **Which are the main principles of multicultural education in Italy?**

3. **Are there specific programs for intercultural education in Italy?**

[Lithuania]

Please answer the questions below about the Lithuanian agenda for intercultural education.

1. **In what ways are rules for children of foreigners different from those for local children when being accepted to schools?**

2. **Are there any compensatory education programs in Lithuania for migrant children?**

3. **In what ways is Lithuanian education system not prepared for immigrant children, according to a recent study?**

[Scotland]

Please answer the questions below about the Scottish agenda for intercultural education.

1. **What kinds of things do students learn in religious and moral education classes?**

2. **Why is language learning seen as important in Scottish schools?**

3. **What happens at 'Diversity Day' celebrations at Scottish schools?**

[Spain]

Please answer the questionsbelow about the Spanish agenda for intercultural education.

1. **Are there any compensatory education programs in Spain for migrant children?**

2. **What is the relationship between the Spanish intercultural education model and models from other European countries?**

Assessment 2: School activities promoting interculturalism

Below you will find a number of statements about school activities promoting interculturalism, and it is your task to decide whether these statements are true or false. If you think a statement is false, consider what it is that is wrong about the statement and make note of this.

1. **Intercultural learning stimulates students' interest in the lives of others based on shared experience, interaction, cooperation and respect between different cultural groups.**

   True or False?

2. **Intercultural learning helps students avoid conflict.**

   True or False?

3. **Intercultural learning supports students to develop the skills, knowledge, and capabilities to avoid people they see as different from themselves.**

   True or False?

4. **Involving outside visitors from different cultural backgrounds in primary school students' activities in the classroom helps to reduce those students' cultural stereotypes and prejudices.**

   True or False?

5. **Role plays and simulations help students to experience what it is like to be different, to be criticised, or excluded.**

   True or False?

6. **Analysing texts, films, and plays cannot effectively be used to build knowledge and understanding of people from diverse cultural backgrounds.**

   True or False?

Assessment 3: The role of parents in recognising the need for better intercultural understanding at school – Collaboration of parents with school staff and other parents

On a scale from 1 to 5 (1 being 'completely disagree' and 5 'completely agree'), how do you feel about the following statements? Please circle the number that most closely reflects your feelings.

1. **Parents need to be quick to recognise the need for better intercultural understanding between their children and their children's classmates.**

   1 2 3 4 5

2. **Parents shouldn't pay too much attention to their children's feelings about school – whether they want to go to school and whether they feel good about their classmates depends largely on their age.**

   1 2 3 4 5

3. **Parents should let their children independently develop skills, behaviours and attitudes that would enable them to appreciate and respect others from different communities and cultures at school.**

   1 2 3 4 5

4. **Parents can help their child develop intercultural understanding by:**

   a) understanding the influence of their own cultural values, attitudes and beliefs

   1 2 3 4 5

   b) showing interest in and learning about other cultures

   1 2 3 4 5

   c) interacting positively with people from diverse backgrounds

   1 2 3 4 5

   d) adopting a critical or cautious attitude towards the ways that different cultural groups are presented in the media

   1 2 3 4 5

5. **It is important that all the members of the school community are included in the process of creating a school that values cultural diversity and maintains an inclusive and intercultural environment.**

   1 2 3 4 5

6. **It is not the role of schools, but of parents to build relationships with schools and get involved in school life and in their children's learning and development.**

   1 2 3 4 5

7. **Parents and other family members are more likely to trust that the school values their involvement when they see people who share their cultural and linguistic background among the school staff.**

1 2 3 4 5

Assessment 4: Potential for initiatives by parent organisations to promote interculturalism in school

List 5–10 good practices and actions from parent organizations that can promote interculturalism in school.

Answers

Assessment 1 [Germany]

1. The two focal points of intercultural education in Germany are
   a) a) the recognition and normality of diversity in all areas of life,
   b) b) the recognition of equality and human rights in education.
2. Intercultural education in Germany is embedded in knowledge and understanding, skills and capacities and attitudes and values. Intercultural education is integrated with all subjects and with general life at schools in Germany.
3. The UNESCO Universal Declaration on Cultural Diversity (2001) addresses the cultural rights issue and stresses the role of education in that "all persons should be entitled to quality education and training that fully respects their cultural identity."
4. The key elements of the National Integration Plan from 2007 on education are the importance and diversity of
   a) a) language in education
   b) b) local integration with school contexts
   c) c) cultural diversity as part of school life
5. Germany has a long tradition as immigration country. After the end of World War II, the first labour migrants came from Italy, Greece, Spain and many other countries. For a long time, teaching experts spoke about a "foreigner pedagogy" (Ausländerpädagogik) at school. In 1996, this was completely revised into guidelines for "Intercultural Education at School". This was issued by the Standing Conference of the Ministers of Education and can be seen as the kick-off document on intercultural education in Germany.

6. The "Gleichbehandlungsgesetz" punishes discrimination based on race, ethnic origin, age, sex, disability, religion, sexual orientation and minority rights. All this also applies to education at school.

7. Current challenges and discussion in Germany focus on religious education at public schools. Should teachers come from churches or mosques? Should they be priests or imams? Or should they be independently state-trained professional on religious instructions not directly linked to a specific denomination? The other challenge is to replace religious education with ethic education. This is already applied by some Länder in Germany.

8. Intercultural education is applied in all 16 Länder in Germany. However, there are differences regarding methods used in intercultural teaching in the various Länder. Hence, intercultural education is not the same all over Germany.

Assessment 1 [Greece]

1. Migrant and refugee children have the same right to free primary and secondary education as Greek children and under the same conditions.

2. Type 1 reception classes are for children who speak very little or no Greek. They can attend certain subjects in the regular classroom, where language skills in Greek are not crucial, such as Foreign Language, Music Education, Art and gym. The other subjects are taught in the reception class, in addition to Greek for beginners.

   Type 2 reception classes are for children who know Greek at medium level. They attend lessons with their classmates but they are provided assistance in language and other subjects as needed by a second teacher, either during the class or afterwards.

3. Parents are required to fill out an application that they want their child to attend a reception class. Children are given evaluation tests in order to assess their level of Greek and determine the support they need. Reception classes

are formed according to the number of children that need support and the availability of staff.

Assessment 1 [Italy]

1. The Legislative Decree n. 286/1998 (article 38) establishes that foreign minors in Italy have to comply the school obligation (up to 16 years old). Furthermore, the Italian Immigration Regulation set that foreign minors have the right to education – regardless of the regularity of their position – in the forms and in the ways provided for Italian citizens. The enrolment can be requested at any time of the school year.

2. The principles on which multicultural education have been based, are: universalism, "common education", intercultural approach, the centrality of the person in relationship to others and the exaltation of relativism.

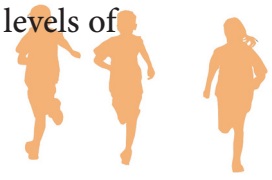
3. There aren't specific programs for intercultural education. All Italian schools have the possibility to gain national, local and European funds for the funding of projects that aim to improve the inclusion of foreign students.

Assessment 1 [Lithuania]

1. Children of Lithuanian citizens and foreigners who have arrived or returned to live in Lithuania after completing part of a foreign primary or secondary education, are accepted to study under general education programs in the same way as all residents of Lithuania according to the common procedure.

2. Yes, there are. They take place segregated from the standard curriculum and are performed by specialised teachers, in order to compensate students' differences in language, culture and ability levels.

3. Lithuanian schools are poorly prepared for receiving immigrant children and do not have the appropriate basic infrastructure. The authors of the study conclude that, in addition to specific targeted integration policies that would apply to all children of immigrant backgrounds at different levels of



learning, potential learners cannot take full advantage of the opportunities offered by compulsory learning. The study also highlights the importance of educating the country's students about cultural diversity as a result of growing immigration.

Assessment 1 [Scotland]

1. Students learn about world religions, beliefs and values, and aspects of philosophy.

2. Language learning in life enhancing in that it opens doors to new possibilities and experiences – knowing languages enables young people to participate fully in global society and economy.

3. Diversity Day gives the pupils a chance to see an exhibition of different religions, participate in a diversity themed art competition and take part in sporting and dance activities. Pupils learn about both things that they have in common as well as things that make people different.

Assessment 1 [Spain]

1. Compensatory education programs take place outside the standard curriculum and are delivered by specialized teachers in order to compensate students' different linguistic and cultural skills. Intercultural education, on the other hand, seeks to foster tolerance and solidarity necessary for educational equity and social justice of all students.

2. The authorities are struggling to cope with migration and diversity, and are looking at different approaches that are used around Europe. Policy-makers are aware of different models of integration existing in long-established European host countries, but do not seem convinced by any of them.

3.

Assessment 2

1. True
2. False
3. False
4. True
5. True
6. False

Assessment 3

If you have chosen:

4 or 5 in statements 1, 4a, 4b, 4c, 5, 7,

1 or 2 in statements 2, 3, 4d, 6

then you are able to recognise acute needs of better intercultural understanding in the educational environment of your children and you know how to collaborate effectively with school staff and other parents in activities promoting an intercultural mind set.

Assessment 4

1. courses and classes for parents
2. parenting courses
3. parental involvement in school, including classroom literacy and numeracy activities
4. parents celebrating diversity
5. parent-to-parent activities/support – including interpretation/translation

6. developing an inclusive school ethos through ongoing provision of appropriate school-community programmes
7. intercultural days/weeks/events
8. provision of language classes for parents
9. policy formation – parents, teachers, pupils, community
10. newsletters in a variety of languages
11. promoting good attendance
12. create a multicultural welcoming committee at school made up of parents, staff and community members
13. preparing material about the education system, the school area, educational resources and the possibility of parent involvement or asking questions in the school
14. celebrating informal recreational, leisure and cultural events where you can improve relationships with parents and teachers.

POST-ASSESSMENT

POST-ASSESSMENT OF ATTITUDES

Below is a series of statements concerning intercultural communication – you might recognise these from the start of the course. There are no right or wrong answers. Please work quickly and record your first impression by circling or highlighting the rating indicating the degree to which you agree or disagree with the statement. This scale is adapted from Chen and Starosta's (2000) intercultural sensitivity scale (available at https://digitalcollections.sit.edu/worldlearning_publications/1/)

5 = Strongly agree

4 = Agree

3 = Uncertain

2 = Disagree

1 = Strongly disagree

1. I enjoy interacting with people from different cultures.

1 2 3 4 5

2. I think people from other cultures are narrow-minded.

1 2 3 4 5

3. I am pretty sure of myself in interacting with people from different cultures.

1 2 3 4 5

4. I find it very hard to talk in front of people from different cultures.

1 2 3 4 5

5. **I always know what to say when interacting with people from different cultures.**

   1 2 3 4 5

6. **I can be as sociable as I want to be when interacting with people from different cultures.**

   1 2 3 4 5

7. **I don't like to be with people from different cultures.**

   1 2 3 4 5

8. **I respect the values of people from different cultures.**

   1 2 3 4 5

9. **I get upset easily when interacting with people from different cultures.**

   1 2 3 4 5

10. **I feel confident when interacting with people from different cultures.**

    1 2 3 4 5

11. **I tend to wait before forming an impression of culturally-distinct counterparts.**

    1 2 3 4 5

12. I often get discouraged when I am with people from different cultures.

1 2 3 4 5

13. I am open-minded to people from different cultures.

1 2 3 4 5

14. I am very observant when interacting with people from different cultures.

1 2 3 4 5

15. I often feel useless when interacting with people from different cultures.

1 2 3 4 5

16. I respect the ways people from different cultures behave.

1 2 3 4 5

17. I try to obtain as much information as I can when interacting with people from different cultures.

1 2 3 4 5

18. I would not accept the opinions of people from different cultures.

1 2 3 4 5

19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.

1 2 3 4 5

20. I think my culture is better than other cultures.

1 2 3 4 5

21. I often give positive responses to my culturally-different counterpart during our interaction.

1 2 3 4 5

22. I avoid those situations where I will have to deal with culturally-distinct persons.

1 2 3 4 5

23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.

1 2 3 4 5

24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

1 2 3 4 5

What to do with the results?

You will remember this same questionnaire from the start of the course. This is your chance to compare and contrast your answers, and to reflect on any changes.

If you circled answers 4 or 5 for questions 1, 3, 5, 6, 8, 10, 11, 13, 14, 16, 17, 19, 21, 23 and 24, and answers 1 or 2 for questions 2, 4, 7, 9, 12, 15, 18, 20 and 22, this means you are confident and knowledgeable about issues around intercultural communication. Importantly, you can take note of any specific areas of or issues to do with intercultural communication which you may struggle with, and keep working on them.

COURSE UTILITY SURVEY

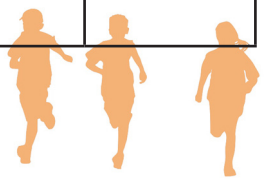
Content and structure of the Training Material

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The content of the training material was clear and easy to understand.					
2.	The content was interesting and engaging.					
3.	I could personally relate to many of the topics.					
4.	The additional resources linked in the training material were interesting and useful.					
5.	The ratio of theoretical and practical parts was good.					

Overall Experience and utility

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6.	I would recommend this training material to others.					
7.	This training material was useful to me.					
8.	The training material helped me realise my own stereotypes to a fuller degree.					
9.	The training material empowered me in helping my children to cope with diversity.					
10.	The training material encouraged me to participate in school activities that promote interculturalism.					

For parents from the host societies		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12	The training material helped me understand the challenges that MR/ECM parents face and helped me become more empathetic towards them.					



	For parents from the host societies	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
12	The training material helped me gain a wider perspective on other educational systems that are different from the one in my country.					

	For refugee, migrant, and ethnic & cultural minority parents	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
13	The training material helped me to understand the host society better.					
14	The training material helped me understand the local education system better.					

Comments on strengths and ways of improvement

15. What changes would you recommend to improve this training material?

_____

16. What did you like best about this training material?

_____

17. What did you like least about this training material?

_____

18. Add your own comment:

_____

_____

Where to send comments

Please send all completed surveys and comments to Olympic Training and Consulting Ltd (project co-ordinators). Email: olykek@olympiakokek.gr