

PRACTICAL GUIDE FOR TEACHERS: FOSTERING INTERCULTURAL EDUCATION



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1. INTRODUCTION

We live in an increasingly diverse world and school reflects this reality: classes bring together students with different experiences, languages, cultures and values, and processes of migration, mobility and social change further increase this diversity. In this context, intercultural education becomes a necessity, not just an option: it contributes to creating a safe, inclusive and stimulating environment for all students, regardless of their background.

This guide has been designed to support teachers, school counsellors and other specialists in promoting intercultural education in the cross-border region through institutional cooperation. It provides practical tools and methods for integrating diversity into everyday school activities. The content of the guide helps teachers to develop students' social and intercultural competences, prevent discrimination and conflict, and turn cultural differences into resources for learning and cooperation. The guide can be useful both in schools with classes taught in the official language and in the languages of minorities, as well as in multicultural schools or in communities that host migrants.

Through concrete examples of practical activities and methodological recommendations, this guide provides teachers with the tools to integrate an intercultural perspective in all disciplines and in the daily life of the school, transforming diversity into a feature favouring mutual learning. Thus, students will gain both academic knowledge and social skills, empathy, mutual respect. Students will also learn to communicate effectively with people from different backgrounds.

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2. BACKGROUND INFORMATION

2.1. What is intercultural education?

Intercultural education is the process by which students learn to recognize, respect and value the cultural, linguistic and religious diversity existing in their communities. It involves the development of attitudes of openness, empathy and collaboration among children, but also between children and adults, as well as among adults, with varied life experiences and different ethnocultural backgrounds.

Intercultural education can mean, for example, that:

- students discover similarities and differences among the traditions of Romanians, Hungarians, Ukrainians or other communities;
- teachers create learning situations in which every child can express their cultural identity safely;
- students collaborate on joint projects, where language, customs or beliefs become not barriers, but learning resources.

Intercultural education is not a separate subject, but a perspective that can be integrated into all disciplines and the daily life of the school. This means that, regardless of the subject taught, teachers can encourage discussions about diversity, respect and collaboration, using examples from students' experiences and from different cultures. Intercultural education is also reflected in group activities, school projects and the way students interact with each other, transforming the school into an inclusive, safe and meaningful learning space.

2.2. Why is intercultural education necessary?

Intercultural education is essential in school, given that in school students shape their identity and learn to relate to others. Cultural and linguistic differences may be sources of conflict, but also valuable resources for learning and cooperation, including learning to cooperate. Through intercultural activities, students should be supported to learn to respect diversity, avoid discrimination and prepare to live in an increasingly connected and diverse society.

a) Identity formation in school

In the school community, students shape their identity and are sensitive to how they are perceived by others. Intercultural education helps them better understand their roots and respect the differences around them.

Example: A student who speaks Ukrainian at home may be reluctant to use it in front of his colleagues. An activity of discovering similar words between Romanian, Hungarian and Ukrainian can help him feel valued.

b) The prevention of conflict and discrimination

Stereotypes and prejudices can lead to exclusion or *bullying*. Through intercultural activities, teachers can prevent such situations and turn differences into learning opportunities.

Example: If there are students in the class who celebrate specific holidays at different times (Easter, Christmas, national holidays), the teacher can organize a presentation/learning activity/celebration to promote mutual respect.

c) Preparing for life in a diverse society

In an increasingly dynamic and connected world, intercultural education prepares students to collaborate and integrate into a society where diversity is the rule, not the exception.

d) Developing key competences

Intercultural education supports the formation of useful long-term skills:

- **social and civic skills:** cooperation, mutual respect, solidarity;
- **communication skills:** active listening, clear expression of opinions;
- **digital skills:** responsible online interactions, including in multicultural spaces.



2.3. The teachers' role in facilitating intercultural education

Teachers and other adults in the school are the main actors that shape the intercultural climate in the classroom and throughout the school, because the way they relate to diversity directly influences the students' attitudes and behaviours. Through personal example, the teacher can demonstrate, first of all, respect, empathy and openness to cultural, linguistic or social differences, creating a safe environment in which each student feels valued and listened to.

The teacher also is responsible for integrating an intercultural perspective into lessons, for fostering dialog and cooperation among students and for intervening promptly in situations of conflict or discrimination, thus turning challenges into learning opportunities. Through the strategies they adopt (selection of teaching materials, formulating leading questions, organizing group activities or managing discussions), teachers become the main factor that builds an inclusive school culture, in which diversity must be perceived as a resource, not as an obstacle. The teacher can be:

e) Facilitator of dialog

The teacher creates contexts in which students can share their experiences and learn from one another. It is important that everyone's opinions are heard and respected.

Example: In history or geography lessons, the teacher can invite the students to discuss how the Romanian, Hungarian and Ukrainian communities were influenced by historical events or by the geographical context.

f) Pattern of behaviour

Students learn from the teachers' attitudes. An inclusive language, respect for all and recognition of individual merits can convey strong messages to students.

Example: A teacher who teaches in classes with students of various ethnicities, who occasionally uses greetings in different languages (e.g. Romanian, Hungarian, Ukrainian) shows that all languages and ethnicities must be respected.

g) Organizer of intercultural activities

The teacher can integrate elements of interculturality into ordinary lessons and extracurricular activities.

Example: In Romanian or Hungarian language and literature lessons, students can compare proverbs and expressions from different languages. In music lessons, they can play traditional songs from different communities.

h) Conflict mediator

When situations of misunderstanding or discrimination arise, the teacher intervenes, explains and transforms the moment into a lesson of respect and understanding.

i) Promoter of collaboration with family and community

Intercultural education develops better when family and community are involved. The teacher may invite parents or community members to joint activities.

Example: Organizing a “Day of Ethnocultural Diversity” in which students and parents present traditional foods, songs or objects specific to their community.

3. PRINCIPLES AND CONCEPTS IN INTERCULTURAL EDUCATION

3.1. Basic principles of intercultural education

At the heart of the basic principles of intercultural education is respect for cultural and individual differences, encouragement of empathy and open dialog among students, and the development of the ability to actively listen to and understand different perspectives. Another key principle is equal opportunities, which involves giving all students, regardless of origin, language, religion or socio-economic status, equal opportunities for participation and learning. Positive interaction and cooperation among students from diverse backgrounds is fundamental. Shared experiences and group activities facilitate the building of relationships based on mutual trust and respect. Moreover, intercultural education promotes critical thinking and reflection on one’s own attitudes and prejudices, encouraging students to develop self-awareness and empathy, as well as an understanding of the impact of their actions on others.

Respecting these principles in all disciplines and throughout the school shapes the education of responsible students who are able to collaborate in a diverse and dynamic society.

General principles that can guide the teachers’ work:

1. **Respect for diversity.** Every student has the right to express their cultural, linguistic and religious identity. Teachers support this process through an attitude of openness and inclusive activities.

2. **Equality of opportunity.** All students must benefit from the same opportunities for learning and affirmation, regardless of their mother tongue or socio-cultural family background.
3. **Active participation.** Students are not just passive receivers of information. They are actively involved in the learning process. Their cultural experiences are resources for learning.
4. **Dialogue and cooperation.** The relationships of respect and collaboration among students, teachers and the community underpin a school that values cultural diversity.
5. **Flexibility and adaptation.** The teacher adapts the teaching methods to meet the students' diverse needs.

3.2. Diversity and cultural identity

Cultural diversity is the variety of traditions, languages, beliefs and customs that coexist in a community. In many schools in the Romanian-Hungarian-Ukrainian cross-border area, this diversity is reflected by the presence of Romanian, Hungarian, Ukrainian, Roma and other ethnic communities.

Cultural identity is the way in which each person defines himself by the elements of his culture: mother tongue, customs, religion, family values. For students, this identity is still being shaped and needs recognition and support.

Example: In a class where there are Romanian and Hungarian students, the teacher can organize a project about the winter holidays. Children can discover the similarities among Romanian, Hungarian and Ukrainian carols, understanding that their traditions are different, but they convey the same messages of joy and solidarity.

The recognition of each student's cultural identity is reflected in the appreciation and integration of all students in a common space.

Story circles – a tool for developing intercultural competences

Story circles are practical and flexible activities that help students develop intercultural competences and build harmonious relationships in school and in the community. Intercultural competences are the set of knowledge, skills and attitudes necessary to understand and respect differences among people, whether of age, gender, ethnicity, religion or personal experiences.



How it works:

- Students form small groups (5–6 people) and share personal experiences prompted by questions or suggestions prepared by the teacher.
- The activity promotes respect, active listening, empathy and reflection on one's own and others' perspectives.
- The development of intercultural competences is supported by a closing discussion in the large group, reflecting on what has happened during the activity.

Organization and recommendations:

- Duration: About 90 minutes; it can be longer if time allows.
- Groups should be as diverse as possible (gender, age, experiences) and all members should understand the same language.
- The activity can be integrated into classroom activity or extracurricular activities.
- It is important to present it as an experiential activity, not as a formal lecture-type of activity.

Recommended structure of a session:

1. Introduction and presentation of goals: 10–15 minutes
2. Explanation of the rules of *story circles* and presentation of work materials: 10 minutes
3. Organization in small groups: 5–10 minutes
4. Story circles in small groups: 35–45 minutes
5. Closing discussion and conclusions in the large group: 15 minutes



Story circles provide teachers with a simple but effective way to encourage dialog, respect and understanding of diversity in the classroom, helping to prevent tensions and conflicts among students.

The objective of intercultural reflection in *Story circles*

The purpose of intercultural reflection used in *Story circles* is to encourage students to reflect on their own experiences related to interacting with people different from them and to share a concrete situation so that other participants can look at things from a different perspective.

In order to create or adapt an intercultural reflection activity for story circles, it must follow a few principles:

1. **It is about a specific event.** The question must concern a specific incident or experience, not generalities.
2. **It is based on the student's personal experience.** Each participant tells the story from his own perspective.
3. **It is formulated as an open question or statement.** For example, "Please, tell us about a situation where..."
4. **It includes an intercultural element.** The invitation must involve cultural differences or similarities, interactions with different people, or relationships involving diversity. The differences may be related to gender, religion, socio-economic status, geographical location, ethnicity, etc.
5. **It contains an element of reflection or lesson learned.** The shared story should highlight what the student learned from the experience.
6. **It is appropriate to be shared.** It should be appropriate as a topic for group discussion.
7. **It is relevant to the local and cultural context.** The question must be sensitive to the environment and realities of the students.
8. **It is relevant to all participants.** This is particularly important when working with children and adolescents to maintain the interest and involvement of all.

(Manual for developing Intercultural Competitiveness, Darla K. Deardorff, UNESCO, 2020)

It is important that the invitation to reflect is not too general or vague. For example, the question “tell us about some difficult challenges in your life” is too general and does not include an explicit intercultural element, so it would not meet the goal of *story circles*.

A practical example that a teacher can use directly in a *Story circle*:

“Tell us about an occasion when you went to a colleague’s birthday and noticed that his family had different habits than yours (for example, dishes, music, how they celebrated). How did you feel and what did you learn from that experience?”

3.3. Stereotypes, prejudices and discrimination: Recognition and prevention

Stereotypes are simplified generalizations about a group of people (for example, “all Hungarian students are good at math”). They may seem harmless, but they reduce the uniqueness of each person.

Prejudices are negative attitudes formed on the basis of stereotypes (for example, “Ukrainian students refuse to integrate”).

Discrimination occurs when these prejudices lead to actions of exclusion, marginalization or unequal treatment.

Teachers have an essential role in recognizing and correcting such situations:

- observing the language used by students in the classroom;
- intervening firmly in the case of offensive jokes or mischievous nicknames;
- creating activities for students to discover the individual qualities of their peers, not just the labels assigned to a group.

Example: In a lesson, students may be invited to write qualities they appreciate in their peers, not mentioning their ethnicity. Then, the messages are read anonymously, to highlight the uniqueness of each.

3.4. Universal values and cultural values: Respect and dialog

In a school that values cultural diversity, it is important to distinguish between:

- **Universal values**, shared by all cultures: respect, solidarity, justice, friendship, freedom.
- **Cultural values**, which may differ between communities: forms of greeting, family-related customs, food, clothing, holidays.

Students need to understand that universal values bring us closer, and cultural values enrich us.

Example: A teacher can hold a discussion starting with the question “What does respect mean to you?” Students may find that, in some families, respect is expressed through formulas of politeness, in others through mutual help, but the deep meaning is common.



Intercultural dialog involves active listening, sincere expression of opinions and the desire to understand different perspectives. By encouraging dialog, the teacher helps students move from “us and you” to “all of us together.”

4. METHODS FOR SUPPORTING DIVERSITY IN SCHOOL

4.1. School and classroom climate: How to build a safe and inclusive space

A safe and inclusive climate is the foundation of any educational activity. Students must feel that their cultural, linguistic and religious affiliation is respected and valued. Teachers can help create this climate through common rules, visibility of diversity, free speech and support for vulnerable students. School staff play a key role in building this climate. They can:

- establish **common and clear rules**, created together with students, which promote mutual respect;
- provide **visibility to diversity** through posters, teaching materials and examples reflecting different cultures and perspectives;
- encourage **the free expression of** opinions, ensuring that every voice is heard;

- provide **additional support to vulnerable students** through individualized attention, empathy and inclusive activities;
- create opportunities for **collaboration among students** from different backgrounds so that they learn from each other.

4.2. Management of conflict and discrimination

Situations of conflict and sometimes even discriminatory attitudes are inevitable, but they can become opportunities for learning and reconciliation. Encouraging students to openly discuss controversies as soon as they appear in school can help ease tensions and prevent escalating problems. Open discussions help reduce tensions and prevent problems such as *bullying*, homophobia, discrimination or hate speech. Through these conversations, students learn to listen, to be more respectful to each other, and to use dialog as a way to resolve misunderstandings instead of resorting to aggression or amplifying the conflict. This makes school a safer and more friendly place for everyone.

A starting point for dealing with controversial issues may be **the strategic vision statement**. This is the summary of the basic principles on which school policy is built. The act of reflecting on what should or should not be included in the strategic vision statement helps clarify thinking, even if the result is not put on paper.

Here are a number of issues that can help define the strategic vision statement.

- Controversies should not be seen as a problem, but as a natural part of a democracy.
- Controversial issues should not be avoided, but discussed openly whenever possible.
- Discussing controversial issues is an essential part of education based on dialog and mutual respect.
- Controversial issues can occur anywhere and anytime.
- Controversial issues are relevant to all school staff members, not just a few.

In order to develop a policy to manage controversies and sensitive topics in school life, a clear vision is essential. This provides a solid basis on which concrete strategies and proposals can be built. It helps school management in particular to identify problems to be solved.

Nine key issues have been identified that could be addressed to pursue policies on controversial issues. Everyone has the potential to affect, in one form or another, the way controversies are handled in school. The relative importance of each element can vary from school to school, both in terms of the concrete situation itself and in terms of how the management of controversial issues is perceived by the school management. For example, if teachers don't feel confident enough to handle controversial issues in the classroom, then teaching and learning might be an issue to address. If students do not see the relevance of dialog, then perhaps the quality of the student's voice in the school must be corrected. And if the discussion is hampered by intolerance or prejudices, perhaps the school culture should be corrected.

Another important issue is the professional development of the staff. This may be the means by which all others are resolved.

A strategic approach to managing controversies: ***Nine key issues***

- School leadership
- School ethos and culture
- Teaching and learning
- The curriculum
- Students' voice
- Guidance and support
- Involvement of parents
- Risk management
- Professional development for the staff

The students' voice is a particularly important aspect, contributing to the management of controversial issues by creating a positive school climate, enriching learning and influencing school decisions.

Students feel part of the community, can propose themes and approaches, and verify that materials reflect their perspectives in a well-balanced manner. In addition, through active feedback and involvement, they help the school better respond to real needs and protect the community from risks.

(Managing controversies: developing a strategy for managing controversies and teaching controversial issues in schools, text produced by and used with the permission of the Council of Europe, ©New Horizons Foundation, September 2019)



Proposed activities:

➤ **Role play "How do we handle conflict?"**

Students get scripts (one colleague is excluded, one is mocked for speaking a language other than most, one refuses to work with another). Roles are played and solutions are discussed.

➤ **The safety circle**

Students, in circles, share how they feel when they are respected and how they feel when they are discriminated against. Prevention rules are established together.

➤ **The dictionary of beautiful words**

Students gather positive words from the languages spoken in the classroom and create an illustrated dictionary that counterbalances negative labels.

Through these methods and activities, teachers can transform the school into an **authentic intercultural learning space**, where students not only learn about diversity, but also live it day by day. Family integration, collaboration with specialists and the use of extracurricular activities ensure the continuity of the process and the creation of a school culture based on respect and solidarity.

4.3. Involvement of the community in the educational process

The family and the community bring authenticity and support to intercultural education.



Proposed activities:

➤ **Workshop "childhood recipes"**

Each community, represented by adults – parents and others – presents a traditional food; students together create an “intercultural cookbook”.

➤ **Evening of family stories**

We invite seniors / people who know local history and culture, local traditions to tell traditional stories; students illustrate and present them in the school / cultural centre, church, etc.

➤ **Visit to the museum or local cultural centre**

Students are guided to discover Romanian, Hungarian, Ukrainian traditions, and then discuss the observed similarities and differences.

4.4. Collaboration with the school counsellor and other specialists

School counsellors and other education support staff and social care professionals play a key role in supporting teachers when sensitive situations arise in school, such as conflicts among students, discrimination or integration difficulties.



Proposed activities:

➤ **“Emotions and respect” workshop** (conducted by the counsellor)

Exercises to recognize and express emotions, role play empathy and active listening. Representative poems from the literature of each ethnicity, translated into the other respective languages, can be used to highlight common themes.

➤ **Invite an Intercultural Mediator**

Open dialog with students about what it means to be a “bridge” between cultures.

➤ **Awareness campaign**

Students, with the support of an artist / cultural organizations, make posters and messages against discrimination, exhibited in the school. A selection of them can be exhibited in places frequented by as many people in the community as possible – City Hall, Culture House, church, village store, etc.

4.5. Non-formal and extracurricular activities with an intercultural component

Extracurricular activities are suitable contexts to highlight diversity in a relaxed and attractive way.



Proposed activities:

➤ **The “Colours of Friendship” Festival**

Each class prepares a cultural stand (costumes, dances, food). Families are also invited.

➤ **Thematic trip**

Visiting monuments or museums of the local communities (churches, synagogues, memorial houses). Students prepare mini-presentations.

➤ **Dance and music club**

Students learn a traditional Romanian, Hungarian and Ukrainian dance, which they perform at a common celebration.

5. APPROACHES CONDUCTIVE TO SUPPORTING DIVERSITY IN THE CLASSROOM

Diversity in the classroom is a learning and development opportunity for all students. When teachers capitalize on students' linguistic, cultural and experience differences, the latter become educational resources that can turn the class into a space of authentic knowledge. The following are suggestions and practical activities through which teachers can support diversity and encourage students' integration during classes.

5.1. Selection and adaptation of teaching materials

The teaching materials must be designed so that each student can find himself reflected in them and feel that their experience is valued. Teachers can choose texts, examples and resources that reflect the cultural diversity that exists in the school.

For example, in Romanian language and literature lessons fragments that speak about local traditions or historical characters from the pupils' region can be selected. At the same time, materials reflecting universal literature, including creations of Hungarian or Ukrainian writers, can be introduced, in order to ensure a balanced representation. In addition, visual materials (photos, maps) and audio-video resources can support

understanding, especially in the case of students for whom the language of instruction is not their mother tongue.



Proposed activities:

- “Parallel stories” allows students to read two texts from different cultures and compare them in a table of similarities and differences. In this way, they discover both the common elements and the specific individual aspects of each culture.
- The Album of Diversity challenges students to gather images, proverbs, photographs or short texts that reflect their own traditions and to add to the materials in the textbook. The result is a collective album, which becomes a visual resource of the class.
- The bilingual/trilingual thematic dictionary is an exercise in which students write down key terms from lessons and translate them into the languages they speak. Thus, vocabulary is developed and the understanding of the target concepts is strengthened.

Sources of inspiration: <https://groweproject.eu/ro/good-practice-toolkit/growe-resources/>

The resources section of GROWE’s good practice toolkit is a valuable resource for teachers, offering ready-made, tested lessons in different countries and disciplines. Each resource is accompanied by details about the discipline, class level, theme and context – from sociology, chemistry and mathematics (e.g.: Group dynamics, soil quality monitoring, sets of numbers) to music (exploring social justice through reggae, writing a blues song), science, literature, civic education and psychology. Teachers can borrow ideas to stimulate students’ interest through interdisciplinary approaches, using authentic texts, music and social themes. The lessons are validated in real-world context and offer perspectives from multiple countries, which allows adaptation to the cultural and linguistic realities of a multicultural school.

5.2. The use of accessible and clear language

Clear, simple and well-structured language is essential for all students to understand the lesson. The teacher has the role of explaining the more difficult terms through examples from everyday life and avoiding technical jargon that can create confusion. In addition, the use of graphic organizers, drawings or gestures supports the

understanding process, and constant verification through open questions allows for the identification of possible uncertainties.



Proposed activities:

- “The class translator” means that a student who has a good command of both the language of instruction and the mother tongue of his colleagues should explain the difficult terms in an accessible way. This exercise creates solidarity and encourages collaborative learning.
- The “explain otherwise” sheet challenges students to reformulate a new term in their own words or to provide concrete examples. In this way, the teacher checks not only whether the students remembered the definition, but whether they really understood it.
- “Draw the concept” is a creative exercise in which students visually illustrate an abstract term, such as “solidarity” or “network”. The results are then discussed and compared to highlight how each student understands the concepts differently.

5.3. Integrating the life experience of students into lessons

Students feel motivated and appreciated when their life experiences become part of the learning process. Teachers can encourage the sharing of personal stories, connect lessons to local traditions, and use concrete examples from students’ real-life experiences. This type of approach transforms the lesson into a meaningful learning process, in which knowledge is linked to everyday reality.



Proposed activities:

- The “Lesson Diary” invites students to write at the end of the class what they have learned and to make a connection with their experiences. This exercise strengthens learning and develops the capacity for self-reflection.
- The “Experience Map” can be used in geography or history, when students mark places on a map where they have relatives or where they have travelled. This activity links theoretical knowledge with personal reality.
- “Object with a story” requires students to bring a personal object (photo, traditional object, book, medal) and explain its connection with the lesson. This activity develops oral expression and valorisation of personal identity.

5.4. Teaching methods for achieving intercultural education

Intercultural education is implemented through interactive teaching-learning methods that stimulate student involvement, mutual respect and reflection on cultural diversity. The most effective methods include:

- **Cooperative learning.** Students work in pairs and small, culturally or linguistically mixed groups to solve common tasks or develop projects. This method encourages collaboration, communication, active listening and taking on responsibilities, providing the opportunity to discover different perspectives and learn from the experiences of colleagues. Examples of activities may include creating common posters, solving practical problems, or creating educational games based on intercultural themes. It is important that a product assessment criterion is related to cultural diversity.
- **Case study.** Analysis of real or imagined situations allows students to reflect on intercultural issues such as stereotypes, discrimination or conflicts between groups. The teacher can present a scenario inspired by community life or from international contexts, and students are challenged to identify solutions, argue and propose respectful collaboration strategies. Case study develops critical thinking and the ability to understand multiple perspectives. In the absence of a specific case one can use the animation *All of us*, a 6-minute video without speech, which illustrates how children help solve the conflict between two communities, providing a clear and accessible example of collaboration, solidarity and overcoming prejudices.
- **Debate.** Organizing structured debates on topics related to diversity, rights, values and inclusion helps students express their opinions, argue and listen to the views of others. Debate stimulates empathy and the ability to negotiate common solutions, promoting respect and dialog as tools for resolving differences.
- **Using arts.** Creative activities, such as theatre, music, dance or visual arts, facilitate the exploration and understanding of different cultures in an experiential and memorable way. Students can perform plays, collages, videos or exhibitions that reflect the cultural diversity of the class, encouraging personal expression and valuing each person's traditions.



- **Interdisciplinary projects.** The integration of intercultural education into several disciplines allows to approach themes from complementary perspectives. For example, a theme related to local cultural heritage can be explored through history, geography, literature and fine arts. This method develops critical thinking, creativity and the ability to make connections among various fields, while promoting collaboration and respect for diversity.

It is important for teachers to adapt the methods at the students' age, the context of the classroom and the diversity of students, so that everyone feels involved, valued and motivated to participate actively in the learning process.



Proposed activities:

- **Class agreement** – the teacher facilitates a discussion; the students formulate 5–7 rules for respect and cooperation. The rules are written on a poster and signed by everyone.
- **Corner of diversity** – each student brings an object, a photo or a proverb from his or her culture; these are permanently exhibited in the classroom.
- **The game “various greetings”** – students learn to greet in several languages (Romanian, Hungarian, Ukrainian, Romanians, English, etc.). It is used as a morning day-starting ritual. The teacher ensures that students use greeting formulas in a language other than their own in a respectful manner.

- **The class magazine of traditions**

Students work in groups, each documenting specific customs (holidays, meals, songs). The result: a class magazine developed in collaboration.

- **Debate with roles**

The theme could be “Are our differences more important than our similarities?” Students receive roles (for, against) and argue. It is important for each student to think about both the pros and cons, preferably in small groups or pairs.

- **Intercultural theatre**

Students stage legends and stories from multiple cultures in a common play.

5.5. Family and community engagement in learning activities

School is not an isolated space: family and community members' involvement adds authenticity and relevance to the learning process. Teachers can organize activities in which parents and community members become partners in education, contributing with experiences, stories or cultural resources. Thus, students see that learning has real links to everyday life and that the values of their community are recognized in school.



Proposed activities:

- **“Parents’ hour”** is an activity in which parents are invited to present a custom, a traditional recipe or professional experiences in front of the class. Students thus discover diverse models and authentic stories.
- **“Community Day in School”** means the organization of cultural stands where families and students share traditions, crafts, food or display traditional costumes. This event becomes a true celebration of diversity.
- **“Living Library”** involves parents or community members who become “living books.” Students “read” them through dialog, asking questions about their lives and experiences. The activity stimulates curiosity, respect and intercultural dialog.

As a result, the school becomes a place between academic knowledge meets community life experiences. This collaboration supports the integration of students from diverse backgrounds and contributes to the formation of a sense of belonging and mutual respect. The active engagement of teachers, pupils, parents and other people in the community builds an inclusive educational framework, and a community in which diversity is seen as a resource and used as a catalyst of learning.

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ЕДЕЛЬВЕЙС
БЛАГОДІЙНИЙ ФОНД

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The INCLUSIVE.EDU project aims to improve inclusive and intercultural education in the cross-border region of Satu Mare – Bereg – Zakarpattia.

Scan the QR code and learn about the project.



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