

INTERCULTURAL AND GENDER LEARNING

Methodological kit

Prepared by SEEYN, RISE Partner
June 2023

EXECUTIVE SUMMARY	3
PROJECT BACKGROUND	4
INTRODUCTION TO INTERCULTURAL LEARNING	6
3.1. The importance of cultural competence	7
3.2. Analysing culture	9
3.2.1. Edward T. Hall's Cultural Iceberg Model	10
3.2.2. Geert Hofstede's model of cultural dimensions	13
3.2.3. Edward T. and Mildred Reed Hall's behavioural components of Culture	17
3.2.4. Jacques Demorgon and Markus Molz's discussion of culture	18
3.2.5. Milton J. Bennett's developmental model of intercultural sensitivity	20
GENDER ROLE IN THE PROCESS OF INTERCULTURAL LEARNING	23
4.1. Gender roles: Exploring Cultural Expectations	24
4.2. Gender stereotypes	25
4.3. Gender Roles and Communication Styles	26
4.3.1. Gender role conflict theory	28
RISE & INTERCULTURAL LEARNING	30
5.1. Local RISE Activities & Intercultural Learning Objectives	31
5.2. Regional RISE Activities & Intercultural Learning Objectives	33
5.3. Internal RISE Activities & Intercultural Learning Objectives	38
5.4. Intercultural Learning Objectives within Communication and Advocacy Strategy	42
ANNEXES	47
I. INTERCULTURAL COMPETENCE SELF ASSESSMENT CHECK-LIST	47
II. WORKING WITH A TEAM	50
III. WORKING WITH A YOUNG PEOPLE	51

EXECUTIVE SUMMARY

Intercultural learning holds immense significance for the Western Balkans. Social and political narratives in the region are warped by prejudice, denial, revisionism, and nationalism exerting a lot of pressure on all members of societies, especially young people. Under great influence are especially those with fewer prospects, with limited access to mobility activities and little opportunities for interactions and practical experiences with peers in other countries in the region. Concerning tendencies include the expansion of radical (youth) political organisations, the rise in hate speech among (young) people, and the greater likelihood that (young) people may experience discrimination in the workplace, in schools, and elsewhere.

In a region historically marked by ethnic tensions and conflicts, intercultural learning could offer a transformative path toward reconciliation, understanding, and sustainable peace.

By engaging in intercultural learning, individuals and communities in the Western Balkans can break down barriers, challenge stereotypes, and develop a deep appreciation for the richness of their shared cultural heritage. Moreover, intercultural learning also plays a vital role in the region's social and economic development since it enhances cross-cultural communication, opens doors for international collaboration, and cultivates the skills necessary to navigate an increasingly globalised world. Ultimately, intercultural learning in the Western Balkans has the power to forge a collective identity based on diversity, tolerance, and mutual respect, paving the way for a brighter and harmonious future.

Therefore, the objective of the deliverable is to construct a methodological kit on intercultural learning & gender which will be integrated into RISE methodological framework (project background will be covered in the next chapter). This Toolkit, developed by the South East European Youth Network (SEEYN) with the help of consortium partners, is divided into five sections addressing the different aspects that the intercultural learning kit is focused on. First and foremost is the development of theoretical sensitization about cultural competencies. Chapter 4 addresses a discussion about gender roles' influence in today's society and finally, we will dive deep into the RISE project framework to see where and how intercultural components can be used.

The ultimate aim is to facilitate the process of intercultural learning among the participants and to make them more aware of the influence that intercultural competence and peace-building have on their activities.



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

PROJECT BACKGROUND

Western Balkans region is facing high rates of youth unemployment, brain drain, lack of regional cooperation and numerous environmental and social challenges that echo throughout the region. RISE (Regional Incubator for Social Entrepreneurs), in the continuation of the "WB6 Lab project" started in October 2019, aims to enable young people in the region to get to know each other better, exchange ideas and create new synergies to promote reconciliation in the region. The general objective of the RISE project is to foster reconciliation in the Western Balkans through the promotion and strengthening of social entrepreneurship in the region. The project opens new spaces of reconciliation for the youth of the Western Balkans, through a regional program to support social entrepreneurship. A total of 72 groups of young entrepreneurs from Albania, Bosnia and Herzegovina, Kosovo,¹ Montenegro, North Macedonia and Serbia will be supported throughout an Ideation and Incubation Chapter from which innovative solutions nourishing a dynamic ecosystem will emerge. The project will strengthen the capacity of the regional ecosystem, continuing to support the six local structures in strengthening their support systems. Through regional activities, it will also contribute to promoting social entrepreneurship in the Western Balkans as a tool for economic inclusion, peacebuilding and strengthening social ties within and between countries.

RISE Project is co-founded by The Agence Française de développement (AFD), the European Union and the Regional Youth Cooperation Office (RYCO). This project is developed in partnership with the Regional Youth Cooperation Office (RYCO), PULSE (Groupe SOS), South East European Youth Network (SEEYN), the Franco-German Youth Office (OFAJ), ARNO, Balkan Green Foundation, Nesto vise, Smart Kolektiv, IEC Tehnopolis and Yunus Social Business Balkans. It is a two-cycle project, the first cycle lasting from October 2019 to September 2022 and the second one started in October 2022.

In three years, the project will:

- Contribute to the development of the social entrepreneurship ecosystem in the Western Balkans region by aiming these objectives:
 - The regional ecosystem is further strengthened and interconnected which will be achieved by:
 - Animation of the regional ecosystem of local incubators in order to facilitate its co-development
 - Strengthening RISE Program Components and Training of Trainers

¹ This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.



- More actors are sensitised to social entrepreneurship - which will be achieved by:
 - Strengthening the project's communication tools
 - Extending promotion and advocacy activities
 - Improve access to social entrepreneurship for young people in the Western Balkans region by
- aiming to these objectives:
- Young people are supported in the emergence of their projects - which will be achieved by:
 - Raising awareness of SE among young people
 - Implementation of an ideation program
 - Young project leaders acquire new skills - which will be achieved by:
 - Setting up an incubation program for the most mature projects
 - Build on the RISE alumni community

INTRODUCTION TO INTERCULTURAL LEARNING

The crucial differences which distinguish human societies and human beings are not biological. They are cultural." by Ruth Benedict.

Culture and intercultural learning are intrinsically intertwined, as they both revolve around the exploration, understanding, and appreciation of diverse cultural perspectives. On various levels, the phrase "intercultural learning" can be understood. A more literal definition of intercultural learning is the process by which an individual develops knowledge, attitudes, or behaviours associated with the interaction of many cultures.

Therefore, intercultural learning refers to the process of acquiring knowledge, skills, and attitudes that enable individuals to effectively navigate and engage with people from different cultural backgrounds. It involves recognizing the inherent value of cultural diversity and fostering a sense of curiosity, empathy, and open-mindedness toward other cultures.

Culture, on the other hand, serves as the foundation and context for intercultural learning, providing the rich tapestry of beliefs, practices, and customs that shape our identities and influence our interactions. Every one of us grows up in a specific culture. What we learn, how we learn it, and the guidelines for coexisting with others are all influenced by our surroundings. These laws are passed down from one generation to the next and are frequently modified to fit the circumstances and environment. Children learn the rules as they grow, whether it's by word-of-mouth or just "osmosis." Therefore, it is an ongoing program that starts when we are born.

By delving into the depths of culture, individuals can gain valuable insights into the complexities of human experiences, challenge their preconceived notions, and develop the competencies needed to bridge cultural gaps, foster mutual understanding, and build meaningful connections across cultural boundaries. To conclude, culture is not static, but rather it evolves and changes over time as people interact with each other and with their environment.

With that being said, understanding the nuances of culture is essential, especially in today's globalised world, and several terms frequently come up in discussions surrounding this topic: cultural knowledge, cultural awareness, cultural sensitivity, and cultural competence. So, what is the difference between them?

1. "Cultural knowledge" means that you know about some cultural characteristics, history, values, beliefs, and behaviours of another ethnic or cultural group.
2. "Cultural awareness" is the next stage of understanding other groups - being open to the idea of changing cultural attitudes.



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

3. "Cultural sensitivity" is knowing that differences exist between cultures, but not assigning values to the differences (better or worse, right or wrong). Clashes on this point can easily occur, especially if a custom or belief in question goes against the idea of multiculturalism. Internal conflict (intrapersonal, interpersonal, and organisational) is likely to occur at times over this issue. Conflict won't always be easy to manage, but it can be made easier if everyone is mindful of the organisational goals.
4. "Cultural competence" brings together the previous stages - and adds operational effectiveness. A culturally competent individual/organisation has the capacity to bring into its system many different behaviours, attitudes, and policies and work effectively in cross-cultural settings to produce better outcomes.

1. The importance of cultural competence

The world of today is multicultural and interconnected. Culture-to-culture exchanges are becoming increasingly widespread thanks to technology. International cooperation is currently quite prevalent in many businesses, and jobs in many fields increasingly involve working directly or indirectly with people from other nations. This growing globalisation of communications, trade, and work patterns has united humankind. Individuals all throughout the world can be impacted by changes in just one region (COVID-19 i.e.). As a result, numerous professions and sectors are highlighting the value of cultural competency² and related abilities (such as global awareness) as necessary in today's workplace. However, social psychology has shown us that people and civilizations still distinguish themselves from 'the other' in order to define themselves. Therefore, education is necessary to become aware of this and cultivate respect for one another as a result. The unfamiliar should be viewed as a positive for both our society and each individual since unconscious prejudices will very much likely lead to conflicts. If we take a brief look into the business and organisational culture, studies have shown that leadership, social innovation, and intercultural communication are effective strategies³ to address these issues.

In that light, cultural competence can be viewed as a set of essential principles that guide individuals and organisations in effectively navigating and engaging with diverse cultures. Firstly, self-awareness and introspection are crucial, as individuals must recognize their own cultural biases, assumptions, and privileges in order to approach other cultures with humility and an open mind.

² [Cultural Competence, an important skill for 21st century](#)

³ <https://hbr.org/sponsored/2021/06/effective-global-leaders-need-to-be-culturally-competent>

Secondly, cultural humility emphasises the importance of continuous learning and recognizing that each culture is unique and multifaceted. It involves actively listening, seeking to understand, and valuing diverse perspectives without imposing one's own values or beliefs.

Thirdly, cultural competence necessitates developing effective communication and intercultural skills, such as active listening, non-verbal cues, and adapting communication styles to suit different cultural contexts.

Lastly, cultural competence involves fostering genuine respect for cultural differences, avoiding stereotypes, and promoting inclusive practices that embrace diversity and ensure equitable opportunities for all.

- **Understanding and appreciation of cultural diversity:** This includes having an open mind, being aware of cultural differences, and being respectful of different cultural values, beliefs, and practices.
- **Communication skills:** This includes being able to effectively communicate with people from different cultures, adapting your communication style to be culturally appropriate, and avoiding stereotypes and cultural misunderstandings.
- **Active listening:** This means paying attention to what others are saying, being patient, and trying to understand their perspective, even if it is different from your own.
- **Empathy:** This involves being able to put yourself in someone else's shoes, understanding their feelings and emotions, and being able to respond appropriately.
- **Flexibility:** This means being able to put adapt to new situations and changing circumstances being open to new ideas and ways of doing things, and being willing to learn from other cultures.
- **Conflict resolution skills:** This includes being able to resolve conflicts in a culturally appropriate and respectful manner, taking into account the different perspectives of all parties involved.
- **Cross-cultural awareness:** This involves being aware of the cultural norms and expectations of different groups, being sensitive to cultural differences, and being able to navigate cross-cultural situations effectively.

By embodying these principles, individuals and organisations can cultivate cultural competence and bridge cultural gaps, fostering mutual understanding, respect, and collaboration in an increasingly interconnected world.

The benefits of building cultural competence as an important skill for the 21st Century:

- Increases respect and mutual understanding among those involved.
- Increases creativity in problem-solving through new perspectives, ideas, and strategies.
- Decreases unwanted surprises that might slow progress.
- Increases participation and involvement of other cultural groups.
- Increases trust and cooperation.
- Helps overcome fear of mistakes, competition, or conflict. For instance, by understanding and accepting many cultures, everyone is more likely to feel more comfortable in general and less likely to feel the urge to look over their shoulders to be sure they are being “appropriate” in majority terms.
- Promotes inclusion and equality

By embodying these principles, individuals and organisations can cultivate cultural competence and bridge cultural gaps, fostering mutual understanding, respect, and collaboration in an increasingly interconnected world.

2. Analysing culture

As we delved into the realm of cultural competences in the previous subchapter, we have acquired a profound understanding of the complexities and nuances that shape human interactions within diverse cultural contexts.

In this subchapter, we embark on an analytical journey to explore questions such as: “What make up culture's elements? Is it possible to create a “cultural map” of the world?”

Looking at culture frequently entails looking at how different civilizations interact. According to several authors, we wouldn't even consider culture if it weren't for the existence of multiple cultures. The apparent variations in human thought, emotion, and behaviour are what first draw our attention to culture. Because of this, culture cannot be conceived of as just “culture” but rather as “cultures”.

As a result, it makes sense to move on in this chapter from concepts that primarily focus on culture as a whole to concepts that concentrate more on how cultures interact, or on intercultural experiences.



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.



Image of Edward T. Hall's Cultural Iceberg Model

INTERNAL	EXTERNAL
Implicitly Learned	Explicitly Learned
Unconscious	Conscious
Difficult to Change	Easily Changed
Subjective Knowledge	Objective Knowledge

a) Edward T. Hall's Cultural Iceberg Model

In 1976, Hall developed the iceberg analogy⁴, one of the most well-known models of culture. Its main focus is on the elements that make up culture. If the culture of a society was the iceberg, Hall reasoned, then there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface.

The visible, or conscious, portion of culture includes behaviours and some beliefs. It is the tip of the iceberg. There are certain visible components including, but not limited to, architecture, art, cooking, music, and language. The internal, or subconscious, component of culture is found below the surface of a community and consists of some beliefs as well as the principles, standards, and ways of thinking that guide conduct.

Hall contends that engaging actively in another culture is the only way to understand its internal culture. Only the most obvious behaviours are visible when one first enters a new society. The underlying beliefs, values, and thought processes that govern that behaviour will become apparent as one spends more time in that new culture. This paradigm reminds us that we cannot evaluate a new culture just on what we initially encounter. We must make the effort to interact with and get to know members of that culture. We can only achieve this if we want to understand the values and beliefs that motivate that society's actions. To sum up, according to the iceberg theory, culture's outward manifestations are merely a reflection of its inner workings. It also emphasises how challenging it may be to comprehend someone from different cultural backgrounds since, while we may be able to see the visible portions of "their iceberg," we may not always be able to discern the underlying principles.

⁴ Beyond Culture (1976) by Edward T. Hall

The iceberg model, on the other hand, doesn't fully address some of the issues stated above. Most of the time, it serves as a starting point for a more in-depth examination of culture, providing a preliminary understanding of why it might occasionally be challenging to comprehend and "see" culture.

Self-Assessment Checklist for Intercultural Competence Based on Edward T. Hall's Cultural Iceberg Model:

The checklist is divided into two sections: Visible Aspects and Hidden Aspects.

Scoring:

For each item, assign yourself a score from 1 to 5, where:

1 = No knowledge or proficiency

5 = High level of knowledge or proficiency

Interpretation:

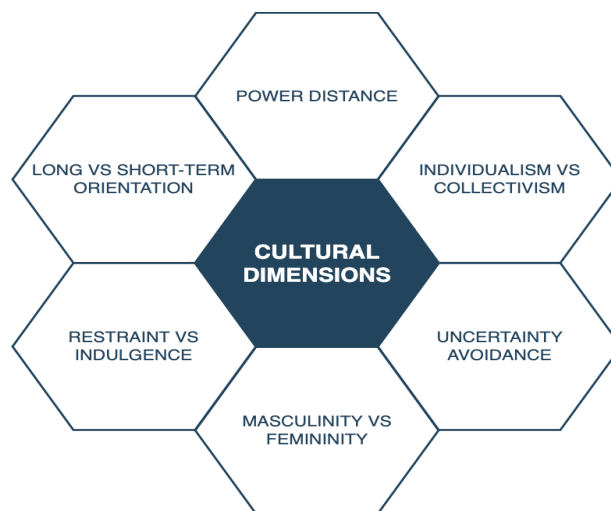
Total the scores for each section separately (Visible Aspects and Hidden Aspects).

A higher score indicates a higher level of intercultural competence in that specific aspect.

Reflect on areas where you scored lower and consider them as opportunities for growth and development.

1. ___ I have knowledge of basic cultural etiquette and norms in different cultures.
2. ___ I actively seek information and educate myself about the history, traditions, and customs of different cultures.
3. ___ I adapt my communication style and language use to be respectful and inclusive when interacting with individuals from different cultures.
4. ___ I am aware of my own cultural biases and prejudices and actively work to challenge and overcome them.
5. ___ I engage in self-reflection to understand how my own cultural background shapes my worldview and interactions with others.
6. ___ I actively seek opportunities to engage with individuals from diverse cultural backgrounds to broaden my understanding and perspective.

Image of Hofstede's Cultural Dimensions



b) Geert Hofstede's model of cultural dimensions

Hofstede's idea about culture is based on one of the largest empirical studies ever done on cultural differences. In the 1970s, IBM, which was already a very global firm, asked him to provide advice on the fact that despite all of IBM's efforts to establish globally uniform practices and standards, there were still significant disparities in how facilities in countries like Brazil and Japan operated. After conducting extensive research, he narrowed down cultural differences to only four fundamental dimensions. He asserted that all other distinctions may be attributed to one or more of these four fundamental aspects of culture. Power distance, individualism/collectivism, masculinity/femininity, and uncertainty avoidance were the four dimensions Hofstede listed. He later added the factors of time orientation and restraint/indulgence after conducting more research.

- Power distance

This is a reference to the level of disparity that exists between those in positions of power and those who do not. The degree to which inequality and power are tolerated is taken into consideration by the power distance index. In an organisation, followers, or the lowest level, view power through their eyes. A high power distance shows that a culture favours rank and authority, supports bureaucracy, and accepts inequality and power differences. A low power distance index suggests a culture that values power sharing, participative management, and a flat organisational structure with decentralised decision-making authority.

- Individualism Vs. Collectivism

This is a reference to how strongly connected people are to one another in their local community. In determining how societies are absorbed into groups, as well as their perceived responsibilities and dependence on the group, individualism vs. collectivism is a key consideration. High individual scores imply poor interpersonal ties among people who are not related to one another. In this place, people are less accountable for the deeds and results of others. However, in a collectivist society, members are expected to support the group to which they belong in return for the organisation defending their interests. Typically, there are more members in the group, and everyone is accountable for one another's welfare. People's time, their demand for privacy and freedom, their pleasure of difficulties, and their expectation of personal rewards for effort are highly valued in high individualistic cultures.

- Uncertainty Avoidance (UA)



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

This attribute measures a person's capacity to manage anxiety. How much ambiguity and uncertainty may be tolerated is considered by the uncertainty avoidance index. This component considers how unanticipated circumstances and events are handled. A high uncertainty avoidance score indicates a limited capacity for ambiguity, risk, and uncertainty. By implementing rigid standards, limitations, and other constraints, the unknown is diminished. A low uncertainty avoidance score suggests a high tolerance for ambiguity, danger, and uncertainty. There are rules, more people are accepting of the unknown, etc. People with strong prognostication, timetable, and expectation-setting cultural origins may require these things more than others.

- Masculinity Vs. Femininity

The masculine vs. feminine component, also referred to as tough vs. sensitive, examines society's aspiration for success, viewpoint on sexual equality, behaviour, and other factors. This speaks to how men and women are assigned to different responsibilities. Men are expected to act assertively in communities where gender roles are less overlapping. Being strong and quick is regarded favourably, as is demonstrating your success.

Different gender roles, aggressiveness, and an emphasis on achieving financial success and building wealth are characteristics that define masculinity. Flexible gender roles, modesty, nurturing, and a care for people's quality of lives are characteristics of femininity. A low femininity score suggests that there are more women in leadership roles and that there are more women starting their own businesses.

Strong egos are characteristic of high-masculinity cultures, where feelings of importance and pride are connected to status. Achievement and wealth are significant.

Low masculinity societies, on the other hand, emphasise relationships or consensual behaviour. Life quality is given more consideration. The likelihood of success increases through negotiation, teamwork, and input from all stakeholders.

- Long term Vs. Short term Orientation

How society interprets its temporal horizon is measured by the long-term orientation vs. short-term orientation dimension. Long-term oriented nations are frequently more pragmatic, humble, and frugal. People tend to value values, consistency, and truth more highly in short-term-focused nations, where they are also more likely to be religious and nationalistic. Delaying short-term achievement or satisfaction in order to achieve long-term success is referred to as long-term orientation. Delivering short-term success or fulfilment is a key component of a short-term perspective, which prioritises the present over the future and



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

concentrates on the near future. Short-term thinking values tradition while emphasising instant results.

People in Long-Term Orientation cultures frequently ponder how to discern the truth. For instance, questions like What and How are asked more frequently than Why? Saving money and getting an education are viewed favourably. The importance of modesty, morals, and duties is stressed. In contrast, people in cultures with a short-term orientation frequently desire to know: Why?

- Indulgence Vs. Restraint

The component of indulgence vs. constraint looks at how much and how inclined a group is to grant its wishes. To put it another way, this dimension is focused on the potential for civilizations to exert control over their desires and urges. Highly indulgent societies are optimistic. High Restraint cultures, on the other hand, are more regimented, inflexible, and often negative.

Additionally, Hofstede's dimensions have been found to correlate with a variety of other country difference variables, including:

- geographical proximity,
- shared language,
- related historical background,
- similar religious beliefs and practices,
- common philosophical influences, and
- identical political systems

For instance, nations that border each other frequently share more cultural traits than nations that are geographically far. This is so that neighbours can get to know one another better and appreciate one another's cultures because neighbours are more likely to engage with one another frequently.

Hofstede's model has received appreciation for its empirical foundation; few other studies or theories of culture can provide a comparable level of quantitative support. However, it is important to add that the model does not explain why there should be only six dimensions and why these alone constitute the fundamental elements of culture. Furthermore, the paradigm assumes that culture is static rather than dynamic, making it impossible to explain how or why cultures develop. Additionally, Hofstede has come under fire for ignoring the cultural diversity that characterises the majority of contemporary civilizations, as well as subcultures, mixed cultures, and personal growth, and focusing primarily on culture as a characteristic of nations.

However, in an attempt to analyse the various contexts we live in (such as our student "culture," the "culture" of our family and friends, the "culture" of rural or metropolitan places, etc.), the dimensions are still helpful as a frame of reference.



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

Furthermore, It is important to have an awareness of whether this tool helps us understand things better or if it only serves to reinforce our stereotypes.

Self-Assessment Checklist for Intercultural Competence Based on Geert Hofstede's Model of Cultural Dimensions:

Scoring:

For each item, assign yourself a score from 1 to 5, where:

1 = No knowledge or proficiency

5 = High level of knowledge or proficiency

Interpretation:

Total the scores for each cultural dimension separately.

A higher score indicates a higher level of intercultural competence in that specific dimension.

Reflect on areas where you scored lower and consider them as opportunities for growth and development.

1. ___ I understand and can recognize power hierarchies and authority structures in different cultures.
2. ___ I am mindful of the balance between individual needs and group harmony in intercultural interactions.
3. ___ I am aware of the cultural values associated with masculinity or femininity in different societies.
4. ___ I am comfortable navigating situations with high levels of uncertainty in intercultural contexts.
5. ___ I can adapt my planning and goal-setting approaches to align with cultural expectations of long-term or short-term orientation.
6. ___ I understand and respect different cultural attitudes towards gratification of desires and impulses.

c) Edward T. and Mildred Reed Hall's behavioural components of Culture

Edward T. Hall and Mildred Reed Hall's exploration of the behavioural components of culture has significantly contributed to the field of intercultural communication. Their groundbreaking work provides a framework for understanding the intricate dynamics of human behaviour within different cultural contexts. By dissecting these components, we can unravel the hidden layers of cultural influence and enhance our cross-cultural competence.

- High context Vs. Low context

One of the key contributions made by the Halls is the concept of high-context and low-context cultures. They proposed that cultures can be classified based on the degree to which context is relied upon for communication. High-context cultures, such as those found in East Asia and the Middle East, place a strong emphasis on nonverbal cues, shared experiences, and implicit messages. In contrast, low-context cultures, commonly found in Western societies, rely more on explicit verbal communication and tend to place less importance on contextual information. Understanding this distinction allows individuals to navigate the complexities of cultural communication more effectively, avoiding misunderstandings and misinterpretations.

- Monochronic Vs. Polychronic time orientation

Another fundamental aspect observed by Halls' is that different cultures have distinct approaches to time management. In monochronic cultures, time is seen as linear and segmented, with a strong emphasis on punctuality, scheduling, and prioritising tasks. On the other hand, polychronic cultures perceive time as fluid and flexible, placing a greater emphasis on relationships and adaptability. Recognizing these differences helps individuals adapt their time management strategies when interacting with individuals from different cultural backgrounds, avoiding potential conflicts and promoting effective collaboration.

- Personal Space

The Halls also explored the dimension of proxemics, which refers to the study of personal space and its cultural variations. They identified four main zones: intimate, personal, social, and public. These zones reflect the varying levels of comfort and proximity individuals from different cultures may require during social interactions. While individuals from certain cultures may feel comfortable standing closer to one another during conversations, others may prefer more physical distance. Being mindful of these cultural preferences enables individuals to respect personal boundaries and foster positive intercultural relationships.

- Nonverbal communication

Furthermore, Edward T. and Mildred Reed Hall emphasised the importance of nonverbal communication in intercultural interactions. They argued that nonverbal cues, such as facial expressions, gestures, and body language, can carry significant cultural meaning and influence the interpretation of verbal messages. Being attuned to these nonverbal signals helps individuals decode implicit messages accurately and respond appropriately, fostering effective cross-cultural communication.

In summary, Edward T. Hall and Mildred Reed Hall's behavioural components of culture is plainly useful because of the very useful effects it has. The dimensions provide a framework for recognizing and interpreting cultural differences and are quite similar to the Hofstede model.

Self-Assessment Checklist for Intercultural Competence Based on Edward T. and Mildred Reed Hall's Behavioral Components of Culture:

Scoring:
For each item, assign yourself a score from 1 to 5, where:
1 = No knowledge or proficiency
5 = High level of knowledge or proficiency

Interpretation:
Total the scores for each behavioral component separately (Context, Time, Space, and Information Flow).
A higher score indicates a higher level of intercultural competence in that specific component.
Reflect on areas where you scored lower and consider them as opportunities for growth and development.

1. ___ I recognize and appreciate the importance of indirect communication and non-verbal cues in high-context cultures.

2. ___ I can adapt my scheduling and punctuality practices to align with cultural expectations of time.

3. ___ I recognize and appreciate diverse concepts of privacy and boundaries in different cultural contexts.

4. ___ I recognize and respect cultural preferences for direct or indirect communication in intercultural interactions.

d) Jacques Demorgon and Markus Molz's discussion of culture

Demorgon and Molz emphasise that culture is not a static entity but a dynamic and evolving system that encompasses a wide range of interconnected elements. They propose that culture encompasses not only the tangible aspects such as language, customs, and traditions but also the intangible elements like beliefs, values, and worldview. By recognizing this holistic perspective, individuals gain a deeper understanding of the intricate layers that shape cultural identities and social interactions.

One of the key insights offered by Demorgon and Molz is the idea that culture operates at multiple levels. They argue that culture exists not only on a national or ethnic level but also within subcultures, communities, and even within individual identities. This notion challenges the notion of culture as a monolithic entity and highlights the diverse and overlapping cultural influences that shape individuals' experiences and behaviours.

Demorgon and Molz also explore the concept of cultural hybridity and intercultural dynamics. They acknowledge that in today's globalised world, cultures are constantly in contact and subject to intermingling and transformation. They argue that individuals navigate multiple cultural influences and engage in cultural borrowing, adaptation, negotiation, or even assimilation. This perspective underscores the dynamic nature of culture and the need to approach it with openness, curiosity, and a willingness to embrace diversity.

Furthermore, Demorgon and Molz emphasise the role of power dynamics in cultural interactions. They discuss how culture can be used as a tool of dominance or resistance, shaping social hierarchies and perpetuating inequalities. By acknowledging these power dynamics, individuals can critically analyse cultural practices, challenge stereotypes, and work towards fostering more equitable and inclusive cultural spaces.

Importantly, Demorgon and Molz stress the importance of reflexivity and self-awareness in navigating cultural complexities. They advocate for individuals to examine their own cultural biases and assumptions, to critically reflect on their own cultural identities, and to engage in ongoing learning and growth. This reflective approach enables individuals to develop cultural sensitivity, empathy, and the ability to bridge cultural differences.



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

Self-Assessment Checklist for Intercultural Competence Based on Jacques Demorgon and Markus Molz's Discussion of Culture:

Scoring:

For each item, assign yourself a score from 1 to 5, where:

1 = No knowledge or proficiency

5 = High level of knowledge or proficiency

Interpretation:

Total the scores for each dimension separately (Symbols, Norms, Values, and Beliefs).

A higher score indicates a higher level of intercultural competence in that specific dimension.

Reflect on areas where you scored lower and consider them as opportunities for growth and development.

1. ___ I can interpret and appropriately respond to symbolic gestures, rituals, and artifacts in intercultural contexts.
2. ___ I understand that norms may vary across cultures and influence social interactions and behaviors.
3. ___ I can navigate and bridge value differences, finding common ground while respecting diversity.
4. ___ I am open to questioning and reevaluating my own beliefs in light of cultural diversity.

Experience of Difference



Bennet scale

e) Milton J. Bennett's developmental model of intercultural sensitivity

Intercultural sensitivity has been defined by Bennett (1993) and it is related to the terms of stages of personal development. Through phases of greater recognition and acceptance of diversity—a concept Bennett refers to as "ethnorelativism"—his

developmental model proposes a continuum of growing sophistication in coping with cultural difference.

The developmental model consists of six stages, each representing a different level of intercultural sensitivity. The first stage is called "denial," where individuals are largely unaware of cultural differences and their impact on interactions. At this stage, people may hold biases or stereotypes due to limited exposure to different cultures. The second stage, "defence," is characterised by a defensive stance towards other cultures. Individuals in this stage may feel threatened or perceive their own culture as superior. They may avoid engaging with people from different cultures and resist acknowledging the value of diversity.

The third stage, "minimization," involves the recognition of cultural differences but with a tendency to downplay their significance. People in this stage may adopt a colorblind approach, assuming that everyone is essentially the same. They may overlook or ignore the complexities and unique perspectives that different cultures bring. The fourth stage, "acceptance," marks a turning point where individuals begin to appreciate and value cultural diversity. They recognize and respect cultural differences, seeking to learn about other cultures and expand their worldview. They become more open to engaging in intercultural interactions and are willing to adapt their behaviours to accommodate different cultural norms.

The fifth stage, "adaptation," is characterised by individuals actively adjusting their behaviours to effectively communicate and connect with people from different cultures. They develop cultural empathy and strive to understand others' perspectives. They are able to flexibly navigate cultural differences and modify their communication styles to create a more inclusive and harmonious environment. The final stage, "integration," represents the highest level of intercultural sensitivity. Individuals in this stage have developed a deep appreciation for cultural diversity and have integrated diverse perspectives into their own identity. They have a keen awareness of the complexities of intercultural interactions and actively work towards promoting inclusivity and social justice.

Bennett's model provides a valuable framework for understanding the developmental process of intercultural sensitivity. It recognizes that individuals progress through stages and that growth in intercultural competence is a lifelong journey.

In order to understand people, you must first understand who you are and where you came from. It is a difficult process since it involves deeply ingrained beliefs about right and wrong, how to order the universe and your own life. Therefore,



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

intercultural learning can be a challenge to one's identity, but as Bennett has noted, it can also become a way of life and a method to enrich one's identity. Bennett has also given his approach a more political perspective, emphasising that while intercultural learning is a personal process, it is really more about learning how to coexist with others and live in a multicultural society. When viewed from this angle, intercultural learning provides the foundation for peaceful coexistence.

Self-Assessment Checklist for Intercultural Sensitivity Based on Milton J. Bennett's Developmental Model:

Scoring:

For each item, assign yourself a score from 1 to 5, where:

1 = No knowledge or proficiency

5 = High level of knowledge or proficiency

Interpretation:

Total the scores for each stage separately (Denial, Defense, Minimization, Acceptance, Adaptation, and Integration).

A higher score indicates a higher level of intercultural sensitivity in that specific stage.

Reflect on areas where you scored lower and consider them as opportunities for growth and development.

1. ___ I recognize and acknowledge that cultural differences exist and impact interactions.
2. ___ I actively challenge my own biases and stereotypes.
3. ___ I sometimes feel defensive or threatened when confronted with cultural differences.
4. ___ I am aware of my own cultural biases and how they influence my perceptions and judgments.
5. ___ I recognize the importance of understanding cultural differences in effective communication.
6. ___ I am comfortable and accepting of cultural differences and view them as enriching experiences.
7. ___ I am willing to adjust my cultural expectations and norms to accommodate others' perspectives.
8. ___ I actively seek feedback and learn from intercultural experiences to improve my interactions.
9. ___ I have developed a high level of intercultural sensitivity and can navigate complex cultural dynamics.

TYPES OF DIVERSITY	OTHER TYPES OF DIVERSITY
<ul style="list-style-type: none"> • Marginalized or socially excluded groups • Nationality • Ethnicity 	<ul style="list-style-type: none"> • Age • Educational status • Family status • Health status

- Native language
- Race
- Gender
- Sexual orientation
- Social class
- Spiritual beliefs and practice
- Physical and mental ability

- Style
- Skills and talents
- Customs
- Ideas
- Military experience
- National, regional or other geographical area
- Ownership of property
- Occupational status
- Socioeconomic status

GENDER ROLE IN THE PROCESS OF INTERCULTURAL LEARNING

Gender roles can be defined as societal expectations and norms regarding behaviour and responsibilities based on one's gender. They significantly influence the process of intercultural learning. In this component we will explore the intersection of gender roles and intercultural learning, highlighting the impact of gender expectations on cultural understanding, communication, and fostering inclusive intercultural relationships.

As it is widely described in the previous chapter, cultural models provide frameworks for understanding the values, beliefs, and behaviours within a specific culture, including gender roles. These cultural models shape individuals' perceptions, expectations, and communication styles, affecting how they engage with others from different cultures. Gender roles, on the other hand, play a significant role in defining societal norms, power dynamics, and socialisation processes. Understanding the interplay between cultural models and gender roles is crucial in navigating intercultural interactions, as it allows individuals to recognize and adapt to cultural variations in gender expectations, communication styles, and power dynamics. Cultural dimensions, as proposed by previously mentioned scholars like Geert Hofstede, Edward T. Hall can provide a framework for understanding and analysing cultural variations. Dimensions, such as individualism versus collectivism, power distance, and masculinity versus femininity, have a significant impact on gender roles within different societies.

The concept of intersectionality acknowledges that gender does not operate in isolation but intersects with other social identities, such as race, ethnicity, class, and sexual orientation. Here we will briefly name the widely known theories and perspectives from the academic field as to why we have gender roles and what their impact on society is.

- The structural-functionalist perspective states that gender roles are functional and effective for society.
- The conflict theory perspective, which includes the Marxist and feminist perspectives. Both frameworks see gender roles as upholding capitalism and patriarchy, respectively.
- The symbolic interactionist perspective, which looks at the social construction of gender roles and sexuality.

1. Gender roles: Exploring Cultural Expectations

Gender roles shape individuals' cultural perspectives and influence how they perceive and interpret intercultural encounters. Cultural expectations around



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

gender may impact how individuals communicate, express emotions, negotiate power dynamics, and interpret non-verbal cues. For instance, cultures that value assertiveness and dominance in males and nurturing qualities in females may impact how individuals from these cultures approach intercultural interactions. In many countries, traditional gender roles are deeply entrenched. These roles typically assign specific responsibilities and behaviours to men and women, reinforcing a binary understanding of gender. Recognizing and understanding these cultural variations in gender roles is essential for effective intercultural learning.

Gender role expectations exist in every country, ethnic group, and culture, but they can vary greatly among them. Researchers found that across cultures, individualistic traits were viewed as more masculine; however, collectivist cultures rated masculine traits as collectivist and not individualist (Cuddy et al., 2015). These findings provide support that gender stereotypes may be moderated by cultural values. Furthermore, Kane (1996) asserts that by the age of four or five, the majority of kids are familiar with the proper gender roles that society has established. This is accomplished through socialisation; among others, our parents, teachers, and classmates transmit to us the values, attitudes, and beliefs of society regarding gender and gender roles, which we learn and embrace.

On the other hand, the ongoing discussion related to the distinction between gender and sex in society is a crucial aspect of contemporary discourse predominantly in the West. While sex traditionally refers to biological and physiological differences between males and females, gender encompasses the social and cultural roles, expectations, and identities associated with being male or female. This discussion highlights the understanding that gender is a social construct, shaped by societal norms and expectations, rather than solely determined by biological factors.

It raises important questions about the impact of gender on individuals' experiences, opportunities, and identities, and challenges the binary understanding of gender. This dialogue recognizes the diversity and fluidity of gender identities, advocating for inclusivity, equality, and respect for individuals' self-identified genders. It underscores the need for societal change and the creation of supportive environments that embrace and celebrate the full spectrum of gender identities, dismantling harmful stereotypes and biases.

2. Gender stereotypes

In this section we will grasp what stereotype is in order to comprehend gender stereotypes and their ramifications. Stereotypes are a frequent feature of culture. It can be characterised as the perception that seeks to explain the actions of an individual or group of individuals who exhibit similar traits, abilities, and attributes. Stereotypes, according to Dovidio, Hewstone, Glick, and Esses, are characteristics that represent the way in which a group's ideals and essence are perceived. It might have an impact on how intolerant people communicate and socialise under the same rules. Additionally, stereotypes are built on a collection of notions, attitudes, opinions, and beliefs that are imposed by the social and cultural group to which they belong.

It is widely acknowledged that gender stereotypes are connected to masculinity and femininity. According to Gergen (2001), the idea of a man is connected to a productive prototype instrumental role, resulting in productive activities, aimed at the upkeep and provision of a family, and is characterised as independent, achievement-oriented, strong, successful, and a provider, while the idea of a woman is connected to emotional efforts to maintain and provide for her household. Having characteristics like submission, abnegation, and dependency, as well as being dependent on childcare, the home, and the relationship.

Therefore, gender stereotypes can result in uneven and unfair treatment of individuals based on their gender. It's called misogyny or sexism. As already said, gender stereotypes lead to sexism, which is the term for prejudiced ideas that favour one sex over the other. As an example, 51% of Europeans interviewed in a 2015 special Eurobarometer⁵ held this opinion concerning gender stereotypes: preconceived notions of women and men are mostly spread through the workplace. While 33% of Europeans claim gender stereotypes appear in the media, 34% of Europeans believe that gender stereotypes are disseminated by advertising. In many parts of the world, limiting the rights of women and girls, such as their access to education, is an extreme and overt manifestation of sexism (most frequently, favouring boys over girls).

The outbreak of the COVID-19 pandemic has brought significant challenges to societies worldwide, affecting various aspects of daily life, including the labour market. Women's overrepresentation in lower-paid sectors and occupations, such as for instance hospitality, retail, or personal services, make them particularly vulnerable in the labour markets struck by the COVID-19 crisis. Preliminary data on

⁵ <https://op.europa.eu/webpub/just/2021-report-gender-equality/en/>

labour market trends shows that the impact of the pandemic's first wave on the labour market was more significant for women than for men. While the decline in employment in the second quarter of 2020 was identical for women and for men (by 2,4%), women had more difficulties re-entering the labour market during the partial recovery in summer of 2020 with employment rates rising by 1.4% for men but only by 0.8% for women between the second and the third quarter 2020.⁶

Conversely, gender stereotyping is not just a phenomenon that harms not only women but men as well. Narrow notions of masculinity can cause physical and psychological harm and prevent men from doing things like getting medical attention when they are sick, fully participating in parenthood, or creating strong emotional attachments, depriving them of supportive and caring interactions. Toxic masculinity norms manifest in their extreme forms in the violence that males commit against women and girls and endure from other men.

To sum up, gender roles can perpetuate stereotypes and biases that hinder intercultural learning. Stereotypical gender expectations may lead to assumptions about individuals from different cultures, reinforcing preconceived notions and hindering authentic engagement. Challenging gender stereotypes and embracing diverse expressions of gender within intercultural learning is crucial for fostering inclusivity, empathy, and dismantling harmful biases.

Four Basic kinds of gender stereotypes:

Personality traits (Men are typically expected to be self-assured and forceful, whilst women are frequently expected to be understanding and emotional)

Domestic behaviours (Some people assume that whilst men take care of the finances, work on the automobile, and do home maintenance, women will look after the kids, cook, and clean the house)

Occupations (Some people jump to the conclusion that teachers and nurses are female, whereas men are more likely to be pilots, doctors, and engineers)

Physical appearance (Men are supposed to be tall and muscular, whilst women are supposed to be thin and graceful. Both men and women are required to present themselves in ways that are stereotypical for their gender (women are supposed to wear dresses and makeup, while males are expected to wear slacks and short hairstyles)

⁶ <https://op.europa.eu/webpub/just/2021-report-gender-equality/en/>

3. Gender Roles and Communication Styles

Gender roles play a significant role in shaping communication styles within intercultural contexts. Cultures with distinct gender role expectations may have different communication patterns, such as direct versus indirect communication, hierarchical versus egalitarian communication, or high-context versus low-context communication. It's an interesting field made even more complicated by the changing definitions of gender in the 21st century. Moreover, research into the gendered communication field started only about 50 years ago, focusing initially on differences in language styles.

GENDER DIFFERENCES IN SPEECH CONTENT

Verbal communication

Men typically speak in a “report” manner, which refers to discourse that is factual, analytical, and problem-solving in nature. They frequently omit stories or personal details. They frequently attempt to control a conversation as well.

Women tend to utilise a “rapport” style that focuses on developing relationships. They frequently offer more intimate details and place a strong emphasis on including all speakers.

Non-verbal communication

Facial expressions: Men use fewer of the thousands of available facial expressions that women do. That includes smiling less.

Paralanguage: This includes area such as tone, pitch, and speaking speed. Women use paralanguage to express meaning far more than men.

Physical space: Men prefer speaking face-to-face and will stand closer to women than they will to men. Women are just as comfortable speaking side-by-side (such as in a car) and are more comfortable being close to other women.

Touch: Women use touch to reassure or to build a connection, such as touching an arm to support someone who is speaking. Men use touch more as a show of dominance, including pats, back slaps and shoulder touches, according to learning tech company Valamis.

Eye contact: Women use eye contact as a way to connect with a speaker, showing they are engaged and listening. Men may avoid it altogether, or listen with eyes closed as the other person speaks.

It could be said that gender stereotypes are still among the most prevalent of the various factors that can cause communication difficulties. The contrasting communication styles often lead to what is commonly referred to as the "gender communication gap. "Inter-sex communication can make interacting complicated because of differences in communication styles...Men and women develop differently, both biologically and socially during early childhood, causing divergent actions."⁷ In light of this, the roles that men and women play in their lives are reflected in the manner in which they conduct themselves, including how they interact. For instance, men's direct and task-focused communication may be perceived as dominant or dismissive by those who favour more collaborative and relationship-oriented communication styles. Conversely, women's emphasis on building rapport and expressing emotions may be perceived as less assertive or less competent in certain professional settings. Important to note that at the individual level, stereotype-based impressions are, at best, shallow generalisations and, at worst, sexist and highly wrong, even if gender stereotypes frequently anticipate the broad disparities between women and men at the societal level (Jussim et al., 2015).

4. Gender role conflict theory

In that light, the gender role conflict theory⁸ underline the intricate relationship between gender roles and the influence of society on the development of communication skills in men and women. The theory posits that traditional gender roles and stereotypes can create internal conflicts and tensions for individuals, particularly when those roles and expectations are in conflict with personal desires, beliefs, or values. Furthermore, it emphasises that these conflicts can have negative psychological, emotional, and social consequences. They may lead to feelings of stress, guilt, self-doubt, and a sense of being trapped or limited by societal expectations.

According to gender role conflict theory, individuals may face three types of conflicts:

- Inter-role conflict: This occurs when individuals experience conflicts between different gender roles, such as conflicting expectations between

⁷ Jessica Cinardo (2011)

⁸ Gender role conflict theory is a psychological framework that explores the challenges and conflicts individuals experience due to societal expectations and norms surrounding gender roles.

work and family responsibilities. For example, men may face pressures to be the primary breadwinners while also desiring to be actively involved in caregiving roles.

- Intra-role conflict: This type of conflict arises when individuals struggle with the expectations and stereotypes associated with a specific gender role. For instance, women may experience conflict when they aspire to pursue traditionally male-dominated careers and face societal biases and challenges in those fields.
- Personal conflict: Personal conflicts arise when individuals feel incongruent or in conflict with their own gender identity, values, or beliefs. This conflict may occur when individuals do not fit neatly into traditional gender categories or when they question or challenge societal norms and expectations.

When it comes to conflict situations, destructive criticism is a frequent element that can lead to misconceptions in male-female contact. It is common knowledge that criticism ruins both the critic and the critique itself. The same holds true for value judgments, where one values someone more highly since they appraise their actions while eminently superior to them. "When criticising, we communicate and raise barriers by inhibiting discussion or causing others to feel inferior, angry, hostile, dependent, compliant, or subservient"⁹

Embracing diverse gender expressions and empowering gender equality contributes to a richer and more enriching intercultural learning experience for all. Promoting gender equality is fundamental to intercultural learning. It involves recognizing the value and contributions of all genders, creating inclusive learning environments, and challenging gender-based discrimination and biases. Integrating discussions on gender roles and their impact on intercultural interactions into intercultural learning programs can foster critical thinking, empathy, and cultural sensitivity.

Self-Assessment Checklist for Gender Roles in Intercultural Learning:

Scoring:

For each item, assign yourself a score from 1 to 5, where:

1 = No knowledge or proficiency

5 = High level of knowledge or proficiency

Interpretation:

Total the scores for each item to get an overall assessment of your understanding and practice related to gender roles in intercultural learning.

A higher score indicates a higher level of awareness and proficiency in addressing gender roles in intercultural contexts.

Reflect on areas where you scored lower and consider them as opportunities for growth and development.

1. ___ I am knowledgeable about the unique challenges and opportunities faced by different genders in the intercultural learning field.

2. ___ I actively engage in self-reflection to identify and address any unconscious biases or assumptions I may hold about gender.

3. ___ I promote equal opportunities for participation and leadership roles for individuals of all genders in intercultural learning activities.

4. ___ I continuously educate myself about gender-related issues and work towards developing a deeper understanding of the intersections between gender and culture.

5. ___ I am aware of the influence of gender roles on intercultural interactions and learning experiences.

RISE & INTERCULTURAL LEARNING

Opening new spaces of reconciliation for the youth of the Western Balkans through social entrepreneurship.

In theory, intercultural learning plays a vital role in the region's social and economic development since it has the ability to enhance cross-cultural communication, open doors for international collaboration, and cultivate the skills necessary to navigate an increasingly globalised world. However, a particularly difficult aspect of intercultural dialogue and peacebuilding in the Western Balkans is the contentious nature of issues relating to the region's past and its legacies, mixed with current social, political, and economic issues within a rapidly changing and unstable environment. In today's culture, not just history but a variety of concerns have sparked conflicting opinions, contentious discussions, and moral impasses. Whether in regards to sexuality, gender inequality, and gender-based violence, religion and politics, beliefs and non-belief, ideas of ethnicity, interethnic/interreligious dating, relationships, current world politics, war, migration, and refugees, climate change and consumption habits, or social media use and abuse, (young) people today deal with complex issues, challenges, and decisions every day.

Education alone can give (young) people the skills they need to confront these difficult problems, reflect on them, comprehend their complexity, articulate their goals and values, weigh their options, come up with novel solutions when necessary, and work cooperatively to plan and take positive action that will ensure their own wellbeing as well as the wellbeing of their societies and the global community.

Therefore, RISE Journey is envisaged to focus on creating opportunities for young people to engage in social entrepreneurship, to enrich the regional ecosystem and thus provide the space for cooperation, cross-border mobility, and reconciliation in years to come. In a region historically marked by ethnic tensions and conflicts, promotion of social entrepreneurship could offer a transformative path toward reconciliation, understanding, and sustainable peace.

In Chapter 5, dedicated to project activities on internal, local, and regional levels, the focus will be on implementing intercultural learning objectives. By engaging in these activities, individuals and communities in the Western Balkans have the opportunity to be more aware of how one can actively break down barriers, challenge stereotypes, and develop a profound appreciation for their shared cultural heritage. Through intercultural learning, a collective identity based on diversity, tolerance, and mutual respect can be forged, fostering a brighter and harmonious future



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

for the region.

1. Local RISE Activities & Intercultural Learning Objectives

• Design-Thinking Session

Activity Description	IL Objectives
<ul style="list-style-type: none"> - Raising awareness of social entrepreneurship among young people aged 15 and over, with a participatory approach, using the "design-thinking" methodology. - local incubators will hold 2 sets of 3 workshops prior to each RISE Journey call, allowing participants to (1) identify social and environmental problems at the scale of their communities, (2) imagine solutions to address them, and (3) design a prototype social enterprise. 	<ul style="list-style-type: none"> - Foster Cultural Sensitivity: Encourage participants to develop cultural sensitivity by recognizing and respecting diverse perspectives, values, and social contexts when identifying social and environmental problems within their communities. - Cultivate Empathy: Encourage participants to empathise with individuals from different cultural backgrounds who may be affected by the identified social and environmental problems, promoting a deeper understanding of diverse needs and aspirations. - Develop Intercultural Design Thinking Skills: Introduce participants to the design-thinking methodology, emphasising the importance of incorporating intercultural perspectives at each stage—problem identification, ideation, and prototype design—to create inclusive and impactful social enterprises. - Foster Intercultural Understanding: Promote dialogue and reflection among participants to deepen their understanding of different cultural values, beliefs, and norms that may influence social entrepreneurship practices, fostering appreciation for diverse approaches and strategies. - Encourage Cultural Adaptability:

	Encourage participants to adapt their solutions and prototypes to the specific cultural contexts of their communities, considering cultural nuances and sensitivities when designing social enterprises.
--	--

- The Demo day

Activity Description	IL Objectives
<ul style="list-style-type: none"> - At the end of the Ideation Chapter, during a demonstration day organised by the local incubators, the 6 (or more) project leaders will present their projects to an official jury, composed of 4 to 8 people, who will then select the 2 best social entrepreneurship projects. The two selected project leaders will then move on to the Incubation Chapter. - A total of 54 actors from the social entrepreneurship ecosystem in the region will be asked to compose the selection jury during the Demonstration Days. At least 90 of the supported projects will present their social enterprise ideas during the demonstration days (80%) and 36 projects will be selected to enter the Incubation Chapter. 	<ul style="list-style-type: none"> - Enhance Intercultural Communication Skills: Encourage project leaders to effectively communicate their social entrepreneurship ideas to the diverse members of the selection jury, considering cultural nuances and adapting their communication styles to ensure clear and impactful presentations. - Cultivate Intercultural Collaboration: Encourage collaboration and cooperation among project leaders from different cultural backgrounds during the Demonstration Days, facilitating the exchange of ideas, feedback, and support. - Promote Diversity in Decision-Making: Ensure the selection jury represents a diverse range of cultural backgrounds, perspectives, and experiences, promoting inclusive decision-making processes that consider the unique contributions and insights of different cultural groups. - Encourage Fair and Unbiased Evaluation: Promote fairness and objectivity in the evaluation process by ensuring that cultural biases and stereotypes do not influence the selection decisions, encouraging the recognition of merit and

	<p>potential irrespective of cultural backgrounds.</p> <ul style="list-style-type: none"> - Strengthen the Regional Intercultural Network: Foster the development of a strong regional intercultural network by facilitating connections and collaborations among project leaders, the selection jury, and other actors in the social entrepreneurship ecosystem, promoting long-term cooperation and knowledge exchange.
--	--

2. Regional RISE Activities & Intercultural Learning Objectives

- Intercultural Learning Session

Activity Description	IL Objectives
<ul style="list-style-type: none"> - Online training will be provided from OFAJ experts directly to Risers - Limit: one member per Riser team - At least 60% of the entrepreneurs will improve their intercultural competence, change their awareness of the impact of intercultural competence on business development, and change the model for developing intercultural competence through social business development. 	<ul style="list-style-type: none"> - Fostering Cultural Awareness - Promoting Cultural Sensitivity: Cultivating participants' sensitivity and respect for cultural differences, ensuring they approach intercultural interactions with openness, curiosity, and empathy. - Foster Intercultural Learning: Encouraging participants to engage in intercultural learning experiences, reflect on their own cultural biases and assumptions, and actively seek opportunities to broaden their cultural perspectives.

- Bootcamp

Activity Description	IL Objectives
<ul style="list-style-type: none"> - 3 RISE Journeys, the 3-day bootcamps will provide the 36 selected teams and their 72 entrepreneurs (each year, 2 participants per team, 2 teams per contracting party) with the 	<ul style="list-style-type: none"> - Enhancing Intercultural Communication Skills: Developing participants' ability to effectively communicate across cultures, considering language barriers,

<p>essential tools and knowledge to develop their project to a prototype during the Incubation Chapter.</p> <ul style="list-style-type: none"> - The organisation of the bootcamp will be ensured by the SEEYN regional cooperation manager, the content and workshops by the local incubators, and the OFAJ for the intercultural component, as well as by external instructors. - The training components will consist of incubation of social entrepreneurship projects and will provide project leaders with knowledge on fundraising, business development, strategic planning, etc. 	<p>nonverbal cues, and cultural nuances.</p> <ul style="list-style-type: none"> - Encouraging Collaboration and Teamwork: Facilitating cross-cultural collaboration and teamwork among the participants from different contracting parties, encouraging the exchange of ideas, knowledge, and experiences. - Strengthen Intercultural Competence: Equipping participants with the knowledge and skills to navigate intercultural challenges, such as managing cultural conflicts, adapting to diverse working styles, and leveraging cultural diversity for innovation and growth.
---	--

- The RISE Regional Advocacy Forum

Activity Description	IL Objectives
<ul style="list-style-type: none"> - Two regional Forums which will allow for peer-to-peer exchange of different social entrepreneurship actors ranging from international organisations, NGOs, public institutions at the level of central governments and municipalities, and stakeholders from France and Germany. - Through various panels, discussions, and interactive workshops, participants will have the opportunity to exchange ideas, experiences and best practices across sectors with speakers, experts, social entrepreneurs and startups. 	<ul style="list-style-type: none"> - Facilitate Intercultural Exchange: Provide opportunities for participants to share their cultural heritage, traditions, and perspectives through cultural activities, presentations, or networking sessions, fostering cross-cultural understanding and appreciation. - Cultivate Inclusive Mindsets: Challenge stereotypes, prejudices, and discrimination by promoting an inclusive environment that values and respects the contributions of individuals from diverse cultural backgrounds. - Promote Intercultural Collaboration

- Regional Mobility Programme

Activity Description	IL Objectives
----------------------	---------------



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

<ul style="list-style-type: none"> - This activity aims to reaffirm the regional dimension of the RISE project by giving the supported entrepreneurs the opportunity to connect with their peers/social enterprises, explore similar concepts of social entrepreneurship in the region and share lessons learned. - The regional mobility program consists of a 3-7 day trip within the region. RYCO and local incubators will help entrepreneurs identify their needs, initiate the connection with the listed actors and define the logistics and content of their trip. - Emphasis will be placed on the ability of project leaders to discover other actors in the region who work on the same theme or in the same sector of activity as they do. The project leader will be able to meet a regional entrepreneur and benefit from his experience. Regional mobility is a program designed to increase networking and knowledge sharing between young regional entrepreneurs. As a result, the RISE ecosystem will be expanded to include companies that have been visited by RISERS and 54 new partnerships will be developed, changing the model of cooperation by learning at the regional level and bringing knowledge to the local level. 	<ul style="list-style-type: none"> - Promote Intercultural Exchange: Providing entrepreneurs with the opportunity to connect with their peers and social enterprises in the region, fostering cross-cultural interactions and knowledge sharing. - Facilitate Networking: Encouraging entrepreneurs to build networks and establish connections with other actors in the region who work on similar themes or sectors of activity, expanding their professional contacts and potential collaborations. - Enhance Cultural Understanding: Fostering entrepreneurs' understanding and appreciation of the cultural diversity within the region, encouraging them to learn about different cultural perspectives, practices, and approaches to social entrepreneurship. - Encouraging Knowledge Sharing: Facilitating the sharing of lessons learned and best practices among regional entrepreneurs, enabling them to exchange valuable insights, strategies, and experiences related to social entrepreneurship. - Fostering Regional Cooperation: Emphasise the importance of regional cooperation by promoting learning at the regional level and bringing back knowledge and insights to the local level. Encourage entrepreneurs to explore opportunities for collaboration and partnership that can enhance the overall impact of the RISE project. - Fostering Regional Identity: Highlighting the shared regional identity and common goals among the entrepreneurs, fostering a sense of belonging and collective responsibility for the development of social entrepreneurship in the region.
--	---

- Hackathon for Reconciliation

Activity Description	IL Objectives
<ul style="list-style-type: none"> - This activity will take place in Sarajevo or Mostar and will involve 24 participants (4 per country). The total duration of the activity is 6 full working days, and it will be implemented by SEEYN and OFAJ. - At the end of the Hackathon, 6 peaceBIZZ solutions will be developed by mixed teams at the regional level, at least 2 peaceBIZZ solutions will have a potential to create a social enterprise and will be ready to continue the "RISE Journey" in mixed teams 	<ul style="list-style-type: none"> - Developing Intercultural Leadership: Nurturing participants' ability to lead diverse teams and projects, leveraging the strengths of cultural diversity while promoting inclusivity, fairness, and equity. - Fostering Intercultural Understanding: Promoting an environment that values and respects different perspectives, encouraging participants to understand and appreciate the diversity of viewpoints related to the given challenge. - Cultivating Empathy and Perspective-Taking: Encouraging participants to put themselves in the shoes of individuals from different cultural backgrounds, considering their unique needs, values, and experiences while developing solutions. - Stimulating Intercultural Creativity: Inspiring participants to draw on their diverse cultural backgrounds to generate innovative solutions that address the challenge at hand, incorporating those elements and insights into their prototypes. - Fostering Intercultural Sensitivity: Cultivating participants' awareness and sensitivity towards potential cultural biases or assumptions that may arise during the hackathon, encouraging them to challenge stereotypes and promote inclusivity. - Promoting Intercultural Mentorship: Providing mentors with intercultural expertise who can guide participants in developing their solutions while considering the intercultural competence

	<p>aspect, offering feedback on cultural sensitivity and appropriateness.</p> <ul style="list-style-type: none"> - Celebrating Intercultural Showcase: Allow participants to showcase their solutions to the jury, emphasising the intercultural aspects of their ideas, and highlighting how their solutions contribute to the development of intercultural competence among the youth.
--	---

- "Europe tour" for 12 RISE alumni

Activity Description	IL Objectives
<ul style="list-style-type: none"> - "Franco-German Social Entrepreneurship Tour" will be organised by SEEYN, in partnership with the OFAJ. - A call for applications will be open to the RISE alumni community. - Twelve RISERS alumni will be selected for a 4-day trip to Berlin and Paris to meet 6 French and 6 German social entrepreneurs. The intercultural component, applied to international business, will be emphasised during this study tour. - This activity will give them a broader perspective and ideas for best practices to implement in their businesses when they return home. 	<ul style="list-style-type: none"> - Fostering Intercultural Exchange: Providing RISE alumni with the opportunity to engage in meaningful intercultural exchanges with French and German social entrepreneurs, fostering dialogue, mutual understanding, and the sharing of perspectives and experiences. - Enhancing Cross-Cultural Competence: Encouraging RISE alumni to develop and strengthen their cross-cultural competence by navigating cultural differences, adapting their communication styles, and building effective relationships with their Franco-German counterparts. - Promoting Cultural Awareness: Increasing RISE alumni's awareness and appreciation of the cultural nuances and business practices specific to the French and German social entrepreneurship landscapes, allowing them to gain a broader perspective on international business. - Facilitating Knowledge Sharing: Creating a platform for RISE alumni to learn from the best practices and

	<p>innovative approaches of French and German social entrepreneurs, enabling them to acquire new ideas and strategies that can be implemented in their own businesses.</p> <ul style="list-style-type: none"> - Encouraging Collaboration: Fostering opportunities for collaboration and partnership between RISE alumni and French/German social entrepreneurs, promoting cross-border cooperation and the exchange of resources, knowledge, and expertise. - Inspiring Innovation: Exposing RISE alumni to innovative solutions and approaches in social entrepreneurship from both France and Germany, inspiring them to think creatively and apply new concepts and ideas to their own business endeavours. - Cultivating Global Mindset: Broadening RISE alumni's perspectives by immersing them in a cross-cultural environment, encouraging them to adopt a global mindset and consider the potential of international collaboration and expansion. - Encouraging Reflection and Action: Facilitating post-tour reflection sessions for RISE alumni to critically evaluate their experiences, identify key takeaways, and develop action plans for implementing the knowledge and best practices gained from the tour into their own businesses.
--	---

3. Internal RISE Activities & Intercultural Learning Objectives

Name of activity	Description	IL Objectives
------------------	-------------	---------------



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

<p>Organisation of programmatic committees to define the RISE Journey</p>	<ul style="list-style-type: none"> - Six programmatic committees, coordinated by PULSE, with the participation of the 6 local incubators. - During the 3 years of the project, each local incubator will take the chair of these committees, rotating every 6 months. - The chairperson will be responsible for organising the committee, either online or offline at a regional event. He/she will define the calendar, agenda and facilitate the session, with the support of the PULSE project coordinator. - The main objectives of these committees will be to evaluate the impact of the activities carried out, to update the project timeline and next steps for harmonised implementation, and to improve the methodology based on feedback from the beneficiaries. - Local incubators will also define their own needs for capacity building by the consortium or external partners 	<ul style="list-style-type: none"> - Foster Cultural Sensitivity: Raise awareness among local incubators about cultural differences, values, and perspectives, promoting a respectful and inclusive environment where diverse voices and ideas are valued and incorporated into the decision-making process. - Facilitate Intercultural Communication: - Encourage Cross-Cultural Collaboration: - Cultivate Intercultural Problem-Solving: Encourage local incubators to address challenges and find solutions by drawing upon their diverse cultural backgrounds, fostering innovative approaches that consider multiple perspectives and contexts. - Develop Intercultural Leadership: - Enhance Intercultural Understanding: Encourage local incubators to deepen their understanding of the cultural nuances, needs, and aspirations of the entrepreneurs they support, fostering cultural empathy and adaptability in the implementation of the RISE pathway. - Foster Trust and Collaboration: Develop a collaborative and trusting relationship between consortium partners facilitating open communication, mutual understanding, and shared decision-making for the harmonised implementation of the RISE Journey.
---	--	---

<p>Implementation of peer learning sessions for local incubators</p>	<ul style="list-style-type: none"> - During the 3 years of the project, 6 peer learning sessions will be facilitated once every 6 months by the 6 local incubators. - Each local structure will be responsible for preparing and implementing a peer learning session for the benefit of the other . - The peer learning session will highlight a local incubator's expertise, specialty, methodology or project that is not directly related to the RISE project. 	<ul style="list-style-type: none"> - Enhance Knowledge Exchange and Learning: Facilitate the sharing of expertise, best practices, and lessons learned among local incubators during the peer learning sessions. Encourage participants to actively engage in discussions, ask questions, and reflect on how they can adapt and apply successful strategies from other local incubators to their own contexts. This objective aims to promote continuous learning and improvement within the RISE ecosystem. - Promote Innovation and Co-development: Encourage local incubators to explore new ideas, methodologies, and projects beyond the scope of the RISE project. By highlighting a local incubator's expertise or specialty that is not directly related to RISE, participants can gain fresh perspectives and innovative approaches to social entrepreneurship. This objective aims to inspire creativity, collaboration, and the co-development of new projects at the regional level. - Strengthen Gender Mainstreaming Strategies: Dedicate one of the peer learning sessions to the topic of gender mainstreaming, allowing local incubators to learn from each other's experiences, strategies, and challenges in this area. Encourage participants to share successful approaches and innovative practices to further develop and formalise gender mainstreaming strategies within their respective organisations. This
--	---	---

		<p>objective aims to promote gender equality and inclusive practices within the RISE ecosystem.</p> <ul style="list-style-type: none"> - Encourage Reflective Practice: Promote self-reflection and critical thinking among local incubators as they evaluate and adapt their own practices based on insights gained from the peer learning sessions. Encourage participants to identify areas for improvement, explore new approaches, and implement innovative strategies to enhance the impact and effectiveness of their social entrepreneurship initiatives.
Co-developm ent of the RISE Framework	<ul style="list-style-type: none"> - The local incubators will update their components and methodology 6 times during the overall project, based on the common agreements of the RISE programmatic committee. - As a result, the RISE pathway will continue to have a harmonized program, structured follow-up, and a constant flow of improvement and adaptation. 	<ul style="list-style-type: none"> - Promote Cultural Sensitivity and Adaptability; - Enhance Intercultural Collaboration and Communication; - Encourage Knowledge Sharing and Learning from Diversity; - Foster Inclusive and Equitable Approaches: Promote inclusive and equitable approaches to social entrepreneurship by encouraging local incubators to thematize the RISE pathway according to specific sectors such as Tech for Good, Women Empowerment, Green Entrepreneurship, Eco-Tourism, etc. This objective aims to address the unique needs and challenges of different sectors while promoting diversity, inclusivity, and gender equality within the RISE ecosystem. - Encourage Continuous Improvement and Adaptation: Foster a culture of continuous improvement and adaptation

		<p>by allowing local incubators to update their components and methodology based on the common agreements of the RISE programmatic committee. This objective aims to ensure that the RISE pathway remains dynamic, responsive, and relevant to the evolving needs and capacities of the partners and grantees.</p> <ul style="list-style-type: none"> - Strengthen Local Incubator Ownership and Quality Assurance;
<p>Organisation of 3 project progress and steering committees</p>	<ul style="list-style-type: none"> - A Steering Committee will be set up and will meet 3 times (once a year). - This COPIL is a supervisory body and will include the Directors and referents of the project within each organisation - It will have the role of reviewing the progress of the project and resolving any difficulties that may have arisen at the level of governance, financial management and fundraising 	<ul style="list-style-type: none"> - Encouraging Active Listening and Respectful Dialogue; - Promoting Cross-Cultural Understanding; Develop an understanding of the cultural nuances, values, and norms that may influence decision-making processes and perspectives of each organisation. This objective aims to build empathy and mutual understanding among committee members, facilitating effective collaboration and problem-solving. - Facilitating Consensus Building: Encourage the committee members to find common ground and reach consensus on cross-cutting issues and challenges related to governance, financial management, and fundraising. This objective emphasises the importance of collective decision-making, considering diverse viewpoints, and finding mutually acceptable solutions. - Nurturing Trust and Cooperation: Foster a sense of trust, cooperation, and shared responsibility among

		<p>committee members. This objective aims to create a supportive and inclusive environment where individuals feel empowered to contribute their perspectives and expertise for the benefit of the project.</p> <ul style="list-style-type: none"> - Strengthening Interorganizational Relationships: Enhance interorganizational relationships by fostering collaboration, understanding, and shared goals. This objective aims to establish a strong foundation for future cooperation and exchange of best practices among consortium members.
--	--	---

4. Intercultural Learning Objectives within Communication and Advocacy Strategy

Communication Objectives	How to achieve this	IL objectives
Strengthening the project's communication tools to better promote social entrepreneurship in the region to engage the youth audience and raise awareness of the opportunities opened up by social	<ul style="list-style-type: none"> - Use of new communication tools targeting young people (for example: TikTok). - Analysis of the communication of the first cycle in order to know the contents most appreciated by the youth. - Creation of content for social networks highlighting social entrepreneurship and best practices 	<ul style="list-style-type: none"> - Foster intercultural understanding: The communication strategy aims to promote social entrepreneurship in the region and engage the youth audience, fostering intercultural understanding by showcasing diverse perspectives, experiences, and success stories of social entrepreneurs from different backgrounds. - Increase cultural sensitivity: By analysing the communication of the previous cycle and identifying the content that resonated most with the youth, the communication strategy aims to develop a deeper understanding

entrepreneurs hip.	<p>in WB6 (social media, press releases).</p> <ul style="list-style-type: none"> - Transformation of the website into an inspiration platform for an introduction to the concept of social entrepreneurship with a digital learning experience in the form of a MOOC including video content. - Identify communication actors with an impact on young people, such as RISE alumni, to draw on their experience. 	<p>of the cultural preferences, interests, and values of the target audience to create more culturally sensitive and relevant content.</p> <ul style="list-style-type: none"> - Promote cultural diversity: The creation of content for social networks, such as social media posts and press releases, will highlight social entrepreneurship and best practices in the Western Balkans (WB6), showcasing the cultural diversity and innovative approaches of social entrepreneurs in the region. - Enhance digital intercultural learning: The transformation of the website into an inspiration platform and the development of a digital learning experience in the form of a MOOC with video content will provide an opportunity for individuals to learn about social entrepreneurship and explore different cultural perspectives and approaches to solving social issues. - Engage with diverse communication actors: This objective seeks to leverage their experiences and insights to enhance the intercultural dialogue and promote the value of social entrepreneurship among the youth. - Cultivate inclusive communication channels: This objective ensures that the communication strategy is inclusive and accessible to a wide range of cultural backgrounds and preferences.
Extend promotion and advocacy activities around social entrepreneurship to external and new actors.	<ul style="list-style-type: none"> - Implementation of advocacy activities to recognize social entrepreneurship in the Western Balkans. RYCO hopes to strengthen the 	<ul style="list-style-type: none"> - Promote diversity and inclusion: - Foster intercultural collaboration: TBy fostering intercultural collaboration, the strategy aims to build bridges between different cultural groups and promote joint efforts towards sustainable social change.

	<p>prospects for sustainability of the project's efforts through more concrete advocacy actions.</p>	<ul style="list-style-type: none"> - Cultivate cross-cultural understanding: By highlighting the positive impact of social entrepreneurship across different cultures and communities, the strategy fosters appreciation, respect, and understanding among diverse stakeholders. - Empower marginalised communities: By amplifying the voices and stories of underrepresented groups, the strategy promotes social justice and equality, fostering intercultural dialogue and collaboration. - Enhance cultural sensitivity in advocacy actions: The communication strategy seeks to ensure that advocacy actions are culturally sensitive and respectful of diverse perspectives and traditions. It aims to incorporate cultural considerations in the messaging, visuals, and approaches used during advocacy activities, thereby promoting intercultural understanding and avoiding potential cultural misunderstandings or misinterpretations. - Strengthen sustainability through intercultural cooperation: RYCO, through its advocacy efforts, aims to strengthen the prospects for sustainability of the project's social entrepreneurship initiatives. By fostering intercultural cooperation and collaboration, the strategy aims to build a solid foundation for long-term support and engagement, ensuring the continuation and impact of social entrepreneurship in the Western Balkans beyond the project's lifespan.
Encourage cooperation among other	<ul style="list-style-type: none"> - Creation of content for social networks 	<ul style="list-style-type: none"> - Promote regional cooperation: By highlighting successful examples of regional collaboration, the strategy fosters a sense of unity,

actors of the region	<p>highlighting regional activities.</p> <ul style="list-style-type: none"> - Creation of articles and newsletters promoting activities between incubators such as the train-the-trainer programme. - Organization of roundtable In order to provide space for local incubators beneficiaries to showcase good practices in interculturality and regional cooperation, exchange knowledge and experience in social entrepreneurship. - Organization of Demo Days with actors of the social entrepreneurship ecosystem for the presentation of the project and the dissemination of the methods and tools developed. 	<p>shared goals, and intercultural exchange among diverse actors in the Western Balkans.</p> <ul style="list-style-type: none"> - Showcase regional activities: By showcasing initiatives, projects, and success stories from across the region, the strategy promotes intercultural understanding, highlights the diversity of approaches, and encourages cross-pollination of ideas and best practices among different cultures and communities. - Promote knowledge exchange and learning: The communication strategy aims to facilitate knowledge exchange and learning between local incubators by creating articles, newsletters, and organizing roundtable discussions. These platforms provide opportunities for local incubators to share their experiences, challenges, and good practices in interculturality and regional cooperation. - Facilitate dissemination of methods and tools: By providing a platform for showcasing and sharing innovative approaches, the strategy promotes intercultural dialogue, encourages the adoption of best practices, and strengthens the overall impact of social entrepreneurship in the region. - Celebrate diversity and inclusion: By featuring a diverse range of participants, projects, and perspectives, the strategy highlights the value of different cultures, backgrounds, and experiences. It aims to create an inclusive environment where all actors feel respected, valued, and inspired to contribute to the intercultural goals of the communication strategy. - Foster cross-cultural collaboration: Whether through roundtable discussions, networking events, or
----------------------	--	--

		joint projects, the strategy encourages meaningful engagement, cooperation, and the development of synergies between individuals and organisations from different cultural backgrounds.
Dissemination of project results and advocacy for regional and ecosystem impact	<ul style="list-style-type: none"> - Organization of a capitalization workshop for the dissemination of the results to reflect on project achievements, difficulties, and to define the next steps for collaboration. - Creation of content (article, video, newsletter...) to promote project results 	<ul style="list-style-type: none"> - Promote cross-cultural collaboration: By organising a capitalization workshop, participants can reflect on the project achievements, difficulties, and define next steps for collaboration. The workshop provides a platform for sharing diverse perspectives, experiences, and insights, fostering intercultural understanding and cooperation. - Ensure inclusive dissemination: By incorporating diverse voices, perspectives, and experiences, the strategy promotes intercultural dialogue and understanding. - Highlight regional and ecosystem impact: By emphasising the collective impact of the project on diverse communities and stakeholders, the strategy promotes intercultural collaboration and the recognition of shared goals and values. - Encourage knowledge sharing: The communication strategy encourages knowledge sharing by disseminating project results through various mediums. Content creation, such as articles, videos, and newsletters, provides opportunities to share insights, best practices, and lessons learned. By facilitating the exchange of knowledge and experiences, the strategy promotes intercultural learning and mutual understanding among project participants and wider audiences. - Foster dialogue and reflection: By encouraging open and inclusive

		<p>dialogue, the strategy promotes intercultural exchange and the generation of new ideas for collaboration and future initiatives.</p> <ul style="list-style-type: none"> - Amplify project impact through storytelling: The communication strategy utilises storytelling techniques to effectively convey the project results. By sharing personal stories and narratives that highlight the impact of the project on individuals and communities, the strategy promotes empathy, understanding, and connection across cultures. Through storytelling, the strategy encourages a deeper appreciation of the project's outcomes and the diverse experiences of its participants.
--	--	--

ANNEXES

I. INTERCULTURAL COMPETENCE SELF ASSESSMENT CHECK-LIST

Awareness		Never	Sometimes	Often	Always/Very much
Value Diversity	I perceive the diversity among individuals as something positive and worthy of celebration.				
Know myself	I possess a strong understanding of my own ethnic, cultural, and racial identity and how it is perceived by individuals from diverse backgrounds.				
Share my culture	I acknowledge that in order to gain knowledge about different cultures, it is essential for me to comprehend and be ready to exchange information about my own cultural background.				
Be aware of areas of discomfort	I recognize my unease when I come across variations in race, religion, sexual orientation, language, and/or ethnicity.				
Check my assumptions	I acknowledge the preconceptions I hold regarding individuals from cultures that differ from my own.				
Challenge my stereotypes	I recognize the stereotypes I hold and actively employ personal strategies to mitigate their negative impact.				
Reflect on how my culture informs my judgement	I acknowledge the influence of my cultural perspective on my perceptions of 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles				
Accept ambiguity	I embrace the fact that cross-cultural situations can bring about uncertainty and potential discomfort, recognizing that such feelings are integral to my personal growth process.				

Be curious	I actively seek out opportunities to immerse myself in environments where I can gain insights about diversity and establish meaningful connections with individuals from various backgrounds.				
Be aware of social justice issues	I recognize the significance of social context in shaping the experiences of culturally diverse communities and acknowledge the influence of power dynamics, privilege, and social oppression on their lives."				
		1pt	2pt	3pt	4pt

Knowledge		Never	Sometimes	Often	Always/Very much
Assess the limits of my knowledge	I acknowledge the limitations of my understanding regarding certain cultural groups. I am dedicated to continuously expanding my knowledge and perspective by actively seeking to learn more about cultural groups that are different from my own.				
Be aware of multiple social identities	I acknowledge that individuals possess multiple intersecting identities encompassing race, gender identity, sexual orientation, religion, ethnicity, and more. I understand that the impact and significance of each of these identities can vary from person to person.				
	I acknowledge that cultures evolve and can exhibit variations among individuals, just as the level				

Understand the influence culture can have	of attachment to one's culture can differ over time.				
Understand the impact of racism, nationalism, sexism, homophobia, and other prejudices	I acknowledge that holding stereotypical attitudes and engaging in discriminatory actions can dehumanise individuals and even contribute to the promotion of violence against those who belong to groups different from my own.				
Know my limitations	I actively work on enhancing my ability to identify areas where my knowledge may be lacking or incomplete.				
Commit to life-long learning	I acknowledge that attaining cultural competence and cultural humility requires an ongoing dedication to lifelong learning, and I consistently exhibit my commitment to this journey.				
		1pt	2pt	3pt	4pt

Skills		Never	Sometimes	Often	Always/Very much
Adapt to different situations	I cultivate strategies to engage with individuals and communities in a respectful and effective manner, particularly those who possess diverse perspectives or backgrounds.				
Communicate across cultures	I adjust my approach to communication in order to effectively engage with individuals who employ				

	diverse communication styles that may differ from my own.				
Become engaged	I actively participate in various initiatives, regardless of their scale, that foster interaction and promote mutual understanding among individuals from diverse backgrounds.				
Be flexible	I exert significant effort to comprehend the viewpoints of others and seek input from colleagues with diverse backgrounds, as well as consult diverse resources, to ensure culturally respectful and appropriate decision-making.				
Recognize my own cultural biases	I recognise my own cultural biases within a given context and I am mindful not to let them dictate my actions.				
Act as an ally	My colleagues coming from different cultural backgrounds consider me an ally and know that I will support them in culturally appropriate ways.				
Be aware of within-group differences	I am aware of the variations within cultural groups and I avoid making generalisations about an entire cultural community based on the behaviour of a single individual.				
		1pt	2pt	3pt	4pt

II. WORKING WITH A TEAM

1. Cultural Knowledge in Business: Pre-Assessment



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

1. When communicating with people from different cultures, what would be your approach?
 - a) I never treat men/women differently and interact with both sexes in the same way
 - b) I treat men/women differently depending on what I understand to be appropriate

2. You are communicating with new team member who do not speak your language as their first language. What is the best strategy?
 - a) Speak more slowly and loudly than usual to avoid any misunderstanding
 - b) Speak naturally but make sure you avoid using colloquial language that may be difficult to understand
 - c) Identify the person who speaks your language best and get them to translate for the team

3. Which of the following is NOT a characteristic of effective teams?
 - a) Effective teams are able to communicate effectively
 - b) Effective teams are able to agree on the group's purpose
 - c) Effective teams are able to avoid conflict

4. How do you handle cultural misunderstandings or conflicts that may arise within a diverse team?
 - a) I seek to understand the cultural perspectives and differences involved before responding.
 - b) I ignore cultural differences and focus solely on the task at hand.
 - c) I blame individuals for not adapting to the dominant culture.

5. How do you demonstrate cultural sensitivity and respect when working with clients or customers from different cultural backgrounds?
 - a) I educate myself about their cultural customs, values, and etiquette to avoid unintentional offences.
 - b) I assume that all cultural backgrounds are the same and do not require special attention.
 - c) I rely on stereotypes and generalisations to navigate cultural differences.

6. How do you incorporate diversity and inclusion in your team's decision-making processes?
 - a) I actively seek diverse perspectives and encourage equal participation from team members.

- b) I make decisions without considering the potential impact on different cultural groups.
- c) I prioritise the opinions of dominant cultural group members.

III. WORKING WITH A YOUNG PEOPLE

Pre-assessment Questions:

- What is your understanding of intercultural learning and its significance in business?
 - a) It is irrelevant and does not impact business success.
 - b) It is important for personal growth but has limited relevance in business.
 - c) It is essential for fostering successful business relationships in a diverse global market.
- How would you describe the benefits of cultural competence in business?
 - a) There are no significant benefits to cultural competence in business.
 - b) Cultural competence is beneficial for certain industries, but not all.
 - c) Cultural competence enhances communication, collaboration, and business opportunities in diverse settings.
- How do you believe cultural competence can contribute to effective leadership?
 - a) Cultural competence has no relation to leadership effectiveness.
 - b) Cultural competence can enhance leadership in specific contexts.
 - c) Cultural competence enables leaders to effectively lead diverse teams and navigate cross-cultural challenges.
- In what ways do you think communication skills with people from different backgrounds can impact business success?
 - a) Communication skills have no impact on business success.
 - b) Communication skills are important, but not specifically with people from different backgrounds.
 - c) Effective communication skills with people from different backgrounds promote understanding, build trust, and foster successful business relationships.

Post-assessment Questions:

- How has your understanding of intercultural learning evolved after attending the sensibilization workshop?
 - a) No change in understanding.
 - b) Some new insights gained, but limited impact on understanding.
 - c) Enhanced understanding of intercultural learning and its importance in business.
- What are the main benefits you now associate with cultural competence in business?



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

- a) No perceived benefits.
- b) Limited benefits identified.
- c) Clear understanding of the benefits and relevance of cultural competence in business.
 - How do you perceive the role of cultural competence in effective leadership now?
- a) No perceived impact on leadership.
- b) Partial understanding of the role of cultural competence in leadership.
- c) Recognized importance of cultural competence for effective leadership in diverse contexts.
 - In what ways do you believe communication skills with people from different backgrounds can contribute to business success?
- a) No perceived impact on business success.
- b) Partial understanding of the impact of communication skills in diverse contexts.
- c) Clear recognition of the importance of effective communication skills with people from different backgrounds for business success.

WORKSHOP EXAMPLES:

1. "Can you see what I see? Can I see what you see?"

Goal: promoting perspective-taking and empathy.

Preparation: Gather a group of participants and arrange them in a circle, ensuring everyone can see each other.

Instructions: Explain to the participants that the goal of the game is to practise seeing things from different perspectives and understanding how their own viewpoints may differ from others. Emphasise that the exercise is not about proving who is right or wrong, but rather about cultivating empathy and open-mindedness.

Process:

- Choose a volunteer to start as the "Observer." The Observer will close their eyes and remain silent throughout the game.
- Select another participant to be the "Describer." The Describer will describe a specific object, image, or scene to the Observer without using any specific names or labels.
- The Describer's task is to vividly and descriptively explain what they see to the Observer, using sensory details, colours, shapes, textures, and emotions. They should aim to provide a rich verbal description that helps the Observer visualise the object or scene in their mind.
- The Observer's task is to listen carefully to the Describer's description and imagine the object or scene as vividly as possible in their mind, trying to see it from the Describer's perspective.
- After a set amount of time (e.g., 1-2 minutes), the Describer stops speaking, and the Observer opens their eyes.
- The Observer then shares what they visualised based on the Describer's description. They can describe the object or scene in their own words, highlighting the similarities and differences between their mental image and the actual object or scene.
- The Describer and other participants can provide feedback, noting the points of connection and divergence between their own perspective and that of the Observer.

Reflection: Facilitate a brief discussion where participants reflect on their experience.

Ask questions such as:



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

- How did it feel to listen to someone else's description without seeing the object or scene?
- Did you find it challenging to visualise based on someone else's description?
- What did you learn about the importance of perspective and empathy through this exercise?

2. FACING IDENTITY¹⁰

How we see ourselves might not necessarily be the same as how others see us: an exercise about the (changing) faces of our identity...

Resources needed

- ☐ Participants having had a basic introduction about concepts of identity
- ☐ A big sheet of paper and a pen for each person
- ☐ Different coloured pens and/or pencils

Group Size

Various

Time

Around 45 minutes personal, 45 minutes exchange

Step-by-step

1. Every participant receives paper and pen and draws the profile of his/her face on the paper (alone or with the help of somebody else)
2. Participants reflect personally about various aspects of their identity (elements to be put inside of the drawn face) and how others might see them (elements to be put outside of the drawn face). The participants should be given sufficient time for this, trying to think through different elements constituting identity (family, nationality, education, gender, religion, roles, group belongings...). They should be encouraged to think about both personal aspects and attitudes they both like and dislike.
3. In a second step, participants reflect on:

¹⁰ Source: adapted from "EYC Course on Intercultural Learning June 1998" (Intercultural Learning T-kit No.4; Council of Europe and European Commission, November 2000)

- the relation between what they see and others might see and the relation between different aspects (can be visualised with linking lines and flashes)
 - the development of different aspects / attitudes throughout their life and the factors relevant for it (they can visualise this with colours signifying different moments in life, or indications on a “time scale” they draw beside the face, or different bubbles...)
4. Participants are asked to join together in small groups (maximum five) and exchange their reflections very personally, but just as far as they want to go:
- How do we see ourselves?
 - How do others see us?
 - What influences me?
 - What were my reference points?
 - How do perceptions and attitudes change over time and why?
 - Which dynamics can I perceive in terms of changes and how are they linked?
 - How do I deal with elements of myself I dislike and where do they come from?
 - Which linkage can I perceive between different aspects?

Reflection and evaluation:

The sharing should probably remain in the small groups, but some general remarks can be brought back to plenary, or participants can give feedback on what they learnt from the exercise in one huge face drawn in plenary (with symbols or remarks).

Continuing questions can be:

- How do we work with our own and others' perception of ourselves?
- How far is identity a “dynamic concept” and what are relevant factors influencing changes?
- What impacts in this group on my identity?
- Which influences in society impact on my identity and how are they linked? (discussion about nationality, minorities, references...).
- Subjects to follow could be “perception & stereotypes”, “identity & encounter” “deepening research on elements of culture”.

Recognizing and navigating the complexities of individual identities is a crucial aspect of intercultural learning, although it can be challenging. It is essential to approach personal differences with respect and exercise caution when providing feedback. Instead of making assumptions about others' experiences, it is preferable to share our own stories and histories. Adequate time, taking into account people's varying paces, should be devoted to personal reflection, and creating an inclusive environment is important. The insights gained during this



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

process should be deeply respected and treated as valuable indicators for individuals to further explore their own discoveries or as potential themes for the group to delve into."

3. Building Bridges: Enhancing Intercultural Understanding and Communication Skills

Objective: The objective of this 30-minute exercise is to promote intercultural and gender learning while developing effective verbal communication skills among young social entrepreneurs from the Western Balkans. The exercise aims to foster understanding, empathy, and respect for diverse perspectives, particularly considering the region's historical and ethnic disputes.

Perspective Sharing

- a) Divide participants into pairs or small groups.
- b) Assign each group a specific topic related to the Western Balkan region's history, ethnicity, or cultural diversity. Examples include historical events, traditional cuisine, music, or folklore.
- c) Instruct participants to take turns sharing their personal perspectives, experiences, or knowledge about the assigned topic while actively listening to their partner(s).
- d) Encourage participants to ask open-ended questions to deepen their understanding and challenge stereotypes.
- e) Guided Discussion
 1. Facilitate a guided group discussion to reflect on the exercise and promote intercultural understanding.
 2. Ask participants to share their observations, challenges, and insights gained during the perspective sharing activity.
 3. Discuss the importance of active listening, empathy, and the role of effective communication in bridging cultural gaps.
 4. Explore how understanding diverse perspectives can positively impact their social entrepreneurship initiatives.

Role-Playing Activity

- a) Divide participants into pairs or small groups.
- b) Assign each group a hypothetical scenario involving a potential intercultural or gender-related challenge in a social entrepreneurship context.
- c) Instruct participants to role-play the scenario, emphasising effective verbal communication skills.
- d) Encourage participants to consider cultural sensitivity, active listening, and finding common ground to address the challenge constructively.
- e) Reflection and Closing



This document is supported by l'Agence Française de Développement and the European Union. The ideas and opinions expressed herein are those of the authors alone and do not necessarily reflect the views of l'Agence Française de Développement and the European Union.

- Ask participants to share their key takeaways and how they can apply the skills developed during the exercise in their social entrepreneurship endeavours.
- Express appreciation for their active participation and willingness to engage in intercultural learning and effective communication.