Results Questionnaire

Methodologies and Pedagogies

The 2nd Alexandria Education Convention

"Education for Intercultural Citizenship in the Euro-Mediterranean"

16,17,18 December 2012

The Swedish Institute, Alexandria, Egypt

The Questionnaire on Methodologies & Pedagogy was held under nineteen respondents who were present at the Convention. The posed questions were all related to the development of Intercultural Citizenship Education (ICE) and will be used by the team of authors working on the handbook of Intercultural Citizenship Education for the development of the handbook.

1. Types of learning activities most suited for Intercultural Citizenship Education

The respondents could check as many types of learning activities as they wanted from a list of fifteen activities. The results can be found in diagram 1.
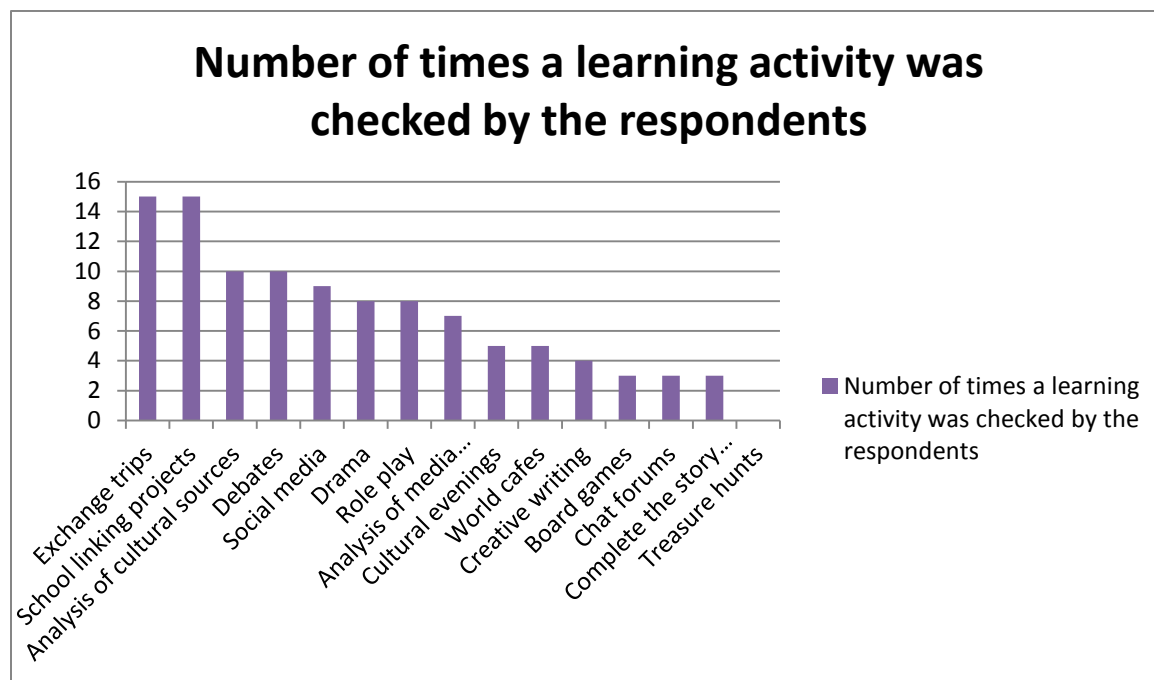

Diagram 1: Number of times a learning activity was checked by the respondents

From diagram 1 can be concluded that exchange trips and school linking projects were chosen the highest number of times by the respondents. Fifteen out of nineteen respondents believed these learning activities were among the most suitable for Intercultural Citizenship Education. No one checked just one activity though. After exchange trips and school linking projects, debates, analysis of cultural sources (songs/lyrics/food) and social media were the most popular.

Complete results

1. Exchange trips & School linking projects (15 checks)
2. Debates & Analysis of cultural sources (songs/lyrics/food) (10 checks)
3. Social media (9)
4. Role play & Drama (8)
5. Analysis of media (newspapers etc) (7)
6. Cultural evenings & world cafes (5)

7. Creative writing (4)
8. Board games & chat forums & complete the story exercise (3)

2. Addition Learning Activities

Apart from three respondents, they all brought up quite some learning activities that they felt were missing in the list that was used for the first question. A few respondents named activities related to (online) media, like 'community radios', online debates, making media productions in collaboration with others, mobile games and apps, et cetera. Also learning activities related to culture, cultural identity, languages and literacy were mentioned a few times. Artistic activities were another type of activities that some respondents found important. Among named suggestions were different types of theatre, drawing and painting and photography. Things like round tables and brainstorming sessions were suggested as well by the respondents.

Complete list

- Activities that explore identity, belonging and cultural identity
- Activities or games that explore culture, cultural competency and literacy
- Interactive workshops (the respondent used '!!!' to accentuate the importance of 'interactive')
- Round tables
- Public debate
- Brainstorming
- Cultural 'paths' within a city/town/village
- Civil society media, both local and international, e.g. community radios
- Video conferences
- Historical education
- Analysis of textbooks
- Online debates (virtual) on online platforms
- Making media productions (and distribute them)
- Understanding languages
- Literacy
- Art co-production/exchange/collaboration
- Cultural knowledge
- Media co-production / exchange / collaboratione – (movies, television, radio, magazines, etc.)
- Mobile games/ mobile app
- Agriculture
- Storytelling
- Shadow theatre
- Handcraft
- Drawing and painting
- Schools projects exchange
- Working with images

- Social theatre and forum theatre
- Working groups/tasks
- Creative expression
- Practical
- Experiential learning
- Living library
- Common activities (people from different cultures work for the same goal)
- Art (painting, drawing, photography)
- Cooking together/celebrating different holidays
- Events (cultural/religious)
- Long-term exchange programmes
- Telling positive true stories/examples
- Oral history
- Joint tangible products
- Hate speech theme and how to prevent it
- Speak up activities
- Intercultural camps

3. Types of learning activities with biggest potential for Intercultural Citizenship Education

Most respondents thought exchange trips are the learning activity with the biggest potential for Intercultural Citizenship Education. Five out of nineteen respondents wrote exchange trips down as answer to this question. Moreover, three people named things as intercultural camps and one choose for school linking projects. All of these learning activities are somewhat similar, they all imply meeting people from abroad. The answers given to this question are in accordance with what could be concluded from the answers to the first question; exchange trips and school linking projects were also the most often brought up learning activities there.

Reasons for respondents to name exchange activities are, among others, getting more life experience, being exposed to other cultures and getting a better understanding of them.

The respondents that didn't choose exchanges as the learning activity with the biggest potential for intercultural citizenship education, all named different activities. Some other activities that they mentioned are drama, debates, analysis of cultural sources, social media, role play and drama. Not all of them named learning activities that were mentioned in the first two questions though, some respondents chose other activities.

Complete list.

- Drama; respondent finds drama based methodologies (e.g. Augusto Boal) are the most powerful way to discuss or explore issues, as it's explored on several levels: kinaesthetic , visual, verbal, etc.
- School linking project; it has impact to teachers, students, school and to the local community.

- Debates; relatively easy to organise, to invite guests, to attract participants and to tackle many serious issues.
- International civil society media.
- Analysis of cultural sources; every country has its own culture, language, religion, values, history, etc. We need to respect this to be able to create global intercultural citizenship.
- Exchange trips; It will break the stereotypes people have when they experience other cultures.
- Exchange trips; having real life experience, exposure to other cultures and face to face dialogue with people from abroad.
- Exchange trips; due to financial matters it's not possible to do this in each country, but respondent thinks it still might be the best activity with regard to intercultural citizenship education. Students will directly learn from another culture and pick up values that they might adopt as well. They are 'forced' to work together, to open up, to communicate and to try to understand the (other) world around them. It makes the students more interested in the country they have been to.
- Understanding languages/literacy; the first step in intercultural dialogue
- Social media; popular among young people.
- Storytelling /story reading; stories are the key to imagination and thinking , stories will open all the doors of life.
- Role play; exchange trips are expensive and role plays are another way to step in someone else's shoes. They might enable students to understand the relations between minorities and the majority group in a country.
- Theatre; respondent is familiar with forum theatre and sees it as a great tool for formal and informal education. Theatre can be done with a whole class together and it doesn't require much time, training and tools for the teachers. Students will learn by playing and enjoying themselves, therefore it might have a big impact on them.
- Experimental learning; it allows participants to develop a set of attitudes central to citizenship education. It will encourage autonomy, critical thinking, taking initiatives and having responsibility.
- Exchange trips; it combines different learning activities and it has a direct and long lasting effect.
- Exchange trips; moments of encounter are much more valuable than time spent alone in other activities
- Intercultural camps; a way to study and learn about different cultures.
- Cultural exchange youth programs; students will experience a change in attitude, will incorporate better values, will share ideas, will tolerate more and will listen better.
- Bi- or multilateral exchange programs; with a thorough pre-departure, on-program and post-program class. Exchange programs give the participants a deeper insight in the reality of everyday life in other countries. They will also learn more about themselves and will understand others better. The experience contributes to an appreciation of diversity in intercultural contexts as well as at home. Also, students will learn how societies work in different ways and they will develop an understanding for the individuals' options (and duties) to contribute to society. An exchange experience clearly contributes to create a sense of responsible citizenship.

4. Teaching Challenges encountered when doing intercultural citizenship education

The teaching challenges that the respondents encounter or expect to encounter when 'doing' intercultural citizenship education can broadly be organised in five groups: challenges that have to do with different cultures or with different ideas about what citizenship is, the capabilities of the teachers themselves, other education related challenges, language related challenges, and other challenges. Diagram 2 shows how often challenges related to one of these groups were named.

Teaching challenges related to intercultural citizenship education

- Different cultures and ideas about citizenship
- The capabilities of the teachers
- Other education related challenges
- Language related challenges
- Other
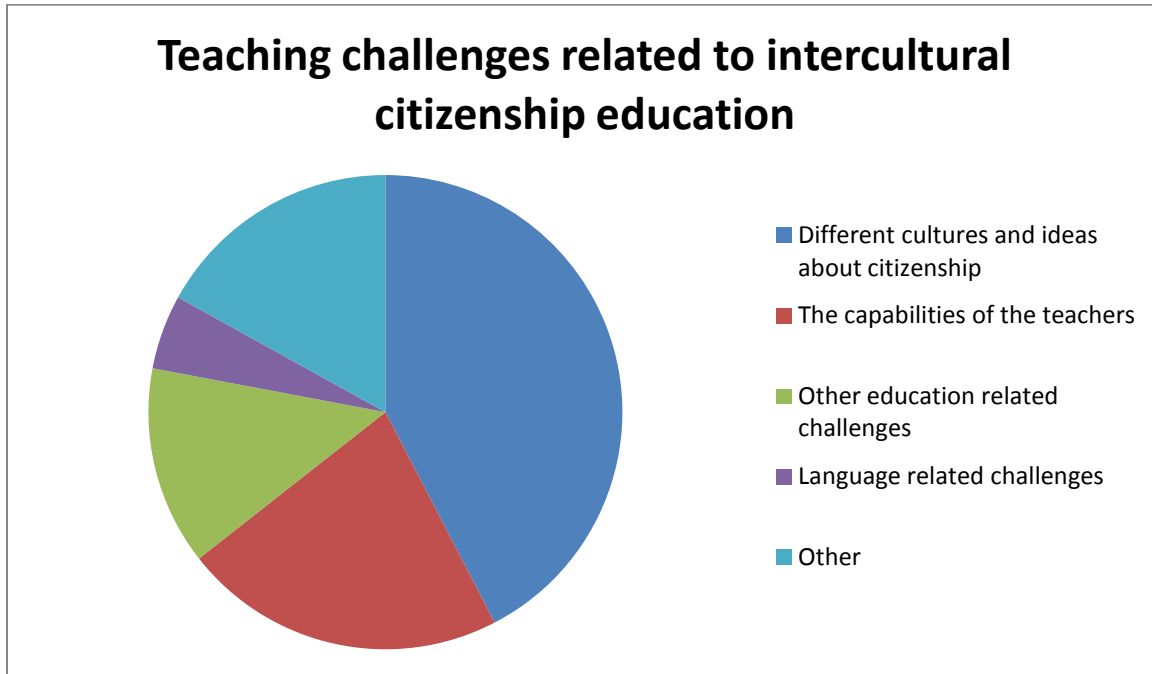
Diagram 2: Teaching challenges related to intercultural citizenship education that the respondents encounter or expect to encounter

As can be concluded from diagram 2, many respondents encounter or expect to encounter problems that are in some way related to cultural differences or varying ideas about citizenship. Examples of these are difficulties related to nationalism or to political beliefs. The capabilities of teachers also worried quite a lot of respondents. They were concerned about their knowledge and their teaching skills regarding intercultural citizenship education. Other education related challenges have to do with for example how to fit ICE in the curricula. Of course sometimes the groups overlap. Misunderstandings between teachers and students and or parents can be caused by cultural differences, but also by the capabilities of the teachers.

Teaching challenges

- Lack of buy-in: educators will wait until there is an issue before they look for training
- Teachers in formal education won't make time for ICE if it's not already in their teaching programme
- What kind of approach should the teachers take?

- The teachers must believe in ICE. They have to understand it well and they need to know how to teach it
- They need to feel engaged with ICE and they shouldn't feel pushed to do it
- Some teachers are not well educated enough technically
- How to proceed from the phase of description and 'theoretic' lectures to active participation and engagement of the students?
- The educators might have judgements about the project.
- The teachers should receive training (2x)
- Teachers have to be convinced of the importance of including ICE in their curricula and have to take it seriously
- Not all teachers are competent or committed enough to teach ICE and the students' backgrounds might be a challenge as well

Educational problems

- How to broaden the scope of such classes beyond major cities? How to reach people in towns and villages and make them interested in ICE as well?
- Underestimation of ICE in comparison to subjects like maths
- The lack of definitions of the terminology used in textbooks
- Is ICE applicable, does it fit and will it be accepted within the school system?
- ICE should be educated in the perception of the learners
- How to spread the use of ICE over the whole country? It would be necessary then to include it in the official school curriculum
- ICE should address the critical groups as well, the groups that need it most
- All the participants need to be interested
- How to incorporate the values, methods and content of ICE into the often rigid school system?

Citizenship and culture problems

- The confusion between citizenship and civic education
- Different ideas of citizenship in different countries. Therefore it is important to share a definition
- Some terms might be difficult to understand ('intercultural', 'citizenship', etc.)
- Missing awareness within the school for intercultural education, as well as citizenship education
- Freedom of speech; freedom of expression is one of the most important aspects of citizenship, but it doesn't exist in every country. How can the teachers 'preach' freedom of expression is highly valued, if the political system does not support this idea?
- Teachers and parents that have different ideas about citizenship
- The difficulty of moving from place to place, as that's important to citizenship education
- Transmitting intercultural content in a homogenous environment
- Pre-conceived beliefs of the 'other'
- Misunderstandings based on cultural differences
- Different value systems

- Lack of view of other cultures
- Religious aspects
- Different political views and beliefs
- The ideas about rights and responsibilities
- The confusion between citizenship (formal and legal aspects), patriotism and active (intercultural) citizenship
- Nationalistic discourses
- Existing wars or violence between cultures or countries
- The participation of disadvantaged groups
- Larger diversities among students than among teacher bodies within schools
- Misunderstandings between teachers and students and teachers and parents
- The unwillingness of people to develop autonomy, critical thinking or other attitudes that might challenge power relations

Language problems

- Language problems were mentioned three times. One of the comments was that the language barrier might remain a problem, as in the EuroMED region so many languages are spoken.

Other challenges

- Underfunding
- Indifference
- The context
- Formal vs. informal
- Finding the common denominator
- Initiating exchange and sharing of ideas
- Build consensus about outcomes and results
- The information the learners got from the media
- Not having a long-term impact
- Active intercultural citizenship should be learned through education, not through teaching

5. Problems and solutions

Problem	Solution
Language	Use easily understandable language
Language	People can (try to) understand each other by facial expressions, body talks, pictures, images, etc. → focus on similarities instead of differences
Formal educators don't have extra time for ICE	Focus on non-formal educators like youth workers
Educators won't take training as long as they don't have the feeling they need it	Offer intercultural citizenship training through other programmes

Problem	Solution
How to transmit intercultural content in a homogenous environment?	Invite guests – e.g. representatives of ethnic/national minorities
How to make the students active participators and engaged?	Involve them through action/project-oriented activities
How to teach ICE?	Make simple manual for teachers
Formal vs. informal	Do it informal as much as possible, because sometimes formality is an obstacle
To find common denominator	To listen to each of the participants and to pedagogically propose the course
To convince teachers and head teachers of the importance of including ICE in their curriculum	Starting with smaller programmes, so teachers and schools can see the use or real need of it
How can the teachers 'preach' freedom of expression is very important, if the political system does not support this idea?	The critical thinking/freedom of expression aspect can't be applied everywhere, so teachers in each country need to adjust it to whatever is possible in that particular context.
The educational system; is it applicable and fit and accepted within the school system	Do it on your own and try to compromise it with the system
Other ideas of citizenship in each country	Define a new concept of citizenship with which most people agree
To make the students more interested, more involved	To involve them and let them express their opinion and encourage their views
To build consensus about outcomes and results	To collect all the statements and to extract the most appropriate
Lack of knowledge of the other cultures people are working with	To learn about these cultures before engaging in the teaching process
The information students got from tv, internet, newspapers, etc.	Learn about the political backgrounds of newspapers, tv programmes, etc.
Underestimation of ICE in comparison to 'hard' subjects like maths	Show research-based prove of economic loss of GDP due to lack of intercultural citizenship competencies
Ignorance of students	Shocking approach/methods. Put them in a simulation of a realistic situation
Rejection of the methodology by the students	Make them come to their own conclusions/common understandings and values
Not addressing to the critical target group (the group who needs the education most)	Try to involve this group
War/conflicts between cultures/countries	Meeting on neutral venues
Participation of disadvantaged groups	Try different ways of dissemination and sometimes take extra measures to provide further participation
Not having long-term impact	Motivate students to be educators, to initiate action
How to broaden the scope of ICE classes beyond major cities?	Address the project to public in big cities and small villages, even with a bigger focus on the latter
Underfunding for ICE	Make it part of good governance to have such work as standard. Otherwise: no EU support

Problem	Solution
Indifference of the state towards ICE	The EU should set its standard of good governance

6. Examples of Successful learning activities

Exemplar learning activities	Means of verifying success	Key to success in the learning activity
• Taking a train journey; it tackles stereotyping • Using film clips to ask what would you change, what would you keep in your culture in a new place • ' i know i am …' How hard it is to do this for oneself • Theory on misunderstandings across cultures e.g. communication, time, hierarchy, etc.	• Feedback forms • Post-training feedback	• It was an experimental learning process that allowed participants to reflect on their own attitudes
• Series of workshops, lectures for social justice, inclusive education • A teacher leadership program – ITL	• According to the reflections of the teachers they encouraged them to change things and to lead their own project in their schools.	• Encourage people (teachers) – so they know they can do it! • Knowledge building and sharing
• including cultural sources (songs, newspapers) to increase the interest of the students in the content • school exchanges are of enormous importance. It shows one that the world is far more complex, diverse and fascinating that you would experience staying only in one city/country	• it increased the interest of the students in the content • it raised the personal engagement of a student to explore and discover some aspects of a given culture	• The experience of 'live' culture and becoming aware that it cannot be limited to a set of rules and to theoretic knowledge
• Sharing external activities with students (attending cultural events: music, theatre, poetry, etc.	• There was more understanding after attending these activities	• Communication • Discussion • Sharing experience
• Teacher and student exchange to schools in different regions • Dialogue forums that bring in	• Stereotypes were broken • Friendships formed despite differences • Better understanding of	• Free and open space for dialogue, learning, engaging and being yourself

Exemplar learning activities	Means of verifying success	Key to success in the learning activity
groups from different countries to discuss common issues and spend a week in these respective countries	similarities • Ability to work around differences to reach common goals	
• Journalism exchanges. The journalism production that are produced are distributed in order to inform others / a broader public – with stories on culture, international relations, globalisation etc. (about country of destination)	• The journalism students became more inspired to write about international aspects • They learned to do their job in a different country (international journalism) • Readers of their productions were more informed about countries where students write about (or film, photography, audio etc.)	• Young journalists doing their work overseas (forcing them to adjust, adapt, etc to other cultures) and enabling them to inform a broader public
• Art-coproduction/event/project • Cultural event (music, stories, food) • Do something yourself, your local environment and characteristics, your regional scope and national level for international support	• People became more social and connected; they understood each other more, they laughed more, there was less fear, etc.	• Opening cultures • Translating • Understanding
• Teaching, young migrants, young refugees to use ICT and software development. This will enable them to use ICT in their education, universities and to use virtual labs in schools.	• Experienced how young migrants and young refugees used with the virtual tools with success in studying chemistry, math's and biology.	• The methodologies, timing and content have played a considerable role in the success of the programme.
• Make learns create an oral history themselves; an interview with a grandfather or grandmother and asking about his or her life (city/town, customs, celebrations, education, marriage, travelling, everything)	• The first positive result was that the grandfathers/grandmothers with their differences met in a wonderful meeting – they were from different countries and different languages and religions.	• The key of success was the knowledge that information is hidden inside others. • This information opens the eyes of educators, people live in diversity, but at the same time they are all citizens.
• Create peer groups, a support group of teachers that practice ICE, in order to create a network for	• Project is still at the beginning, but it's a new initiative and they seem to benefit from it	• They felt good and accepted • The project shows the connection between

Exemplar learning activities	Means of verifying success	Key to success in the learning activity
exchange experiences		values/ methods and citizenship education.
• Forum theatre; helps young people to think about a specific topic, for instance intercultural conflicts that they have experienced, racism, gender conflicts, etc. Then a broader audience is asked to participate by trying possible solutions and so making a dialogue more lively and effective.	• Using this methodology with a multicultural group has helped to break barriers and stereotypes, and has encouraged young people to speak up, to share their ideas and to get clear ideas of how to react in situations of racism, gender discrimination, etc.	• With forum theatre people don't just learn with their minds, but also with their bodies, emotions, etc. They did not know each other when they started and by the end of the activity they could talk openly about personal things in relation to intercultural conflicts and ask each other openly about their experience and possible ways to learn from the conflicts
• Use the ice berg theory (top: culture we can see/ under water: deeper sense of culture) • Albatross game; a complex and sensitive role play that can be found on the internet • Cooking together, everyone creates a dish • Environmental activity in which people from different countries/cultures work together	• Young people became aware of their own culture and similarity to that of others. • A person who never left its own country got a completely new world opened up to him/her by travelling and facing other cultures. • A young Serbian became best friends with a Croatian person right after the Yugoslavian war	• It made students aware of the other and its own culture in a suitable way • A personal approach was possible
• Writing joint articles, shooting joint films, etc.	• The students don't think in in stereotypes anymore and consider the truth as multi-faceted. • They consider different conditions and different emotions and do not react harshly anymore	• Providing sufficient time to spend together was important • They believed in the sincerity of each other •
• Soft skills workshops to develop communication skills, teamwork, decision making, time management, stress management and creative thinking.	• Learners' behavior developed positively after attending the soft skills set of workshop • They started to work in teams, listen to each other and accept, either negative or positive,	• The workshop was 'student oriented' and focused on developing skills with a set of interactive games that engaged the participants

Exemplar learning activities	Means of verifying success	Key to success in the learning activity
	feedback	
• Comprehensive orientation work (several different sessions) within student exchange programs consisting of a sequence of activities someone is working on suggestions for a manual/handbook resource for student exchanges and wants to help on the ICE handbook.	• Increased open-mindedness/tolerance • Broadened world view • It can be concluded that the activities were successful because of observation of student's behavior during exchange programs; student feedback during and after the program and feedback by parents.	• Sequence of the activities that built upon each other during different stages of the exchange and thus, successively, contributed to the awareness building process.

7. Advise for educators (general)

<u>Do:</u>

- Use small group work when tackling sensitive issues
- Listen, learn. Create a safe environment
- Have respect
- Include all diversities in your conversations
- Be self-reflective and encourage self-reflection in others
- Use ICE in each possible subject/activity at school
- Free ICE activities in school
- Share ideas with colleagues
- Let the students engage in the process, comment and even disagree with you → critical thinking
- Be prepared, but foresee some time for spontaneous ideas and actions
- Think of people you may invite in order to 'enrich' your class
- Be updated as it comes to cultural events, happening in your city, so you can go there with the students
- Keep it simple
- Link it to political and economic backgrounds
- Work with partners from abroad
- Include fun in the classes
- Use media in line with 'real life'
- Give more attention to actual incidents and issues than is written in the textbooks
- Let the students be a part of the process
- Let the students express their needs/interests
- Give them space
- Make it as practical as possible!
- Make definitions and theories clear, but step away from the scientific things
- Consider the handbook, describe how educators in different sectors can use it/how to use it
- Invent new initiatives

- Think regional
- Interact
- Integrate
- Increase IT & social media usage
- Be tolerant and have knowledge of other cultures
- Fight for your right
- Say what you personally want, need, love and can
- Discuss and analyse the information as a human being and not as a part of dispute
- Involve shortcuts in the process, include people and include 'probleurs' (problem causers)
- Ask for support (ice your colleagues)
- Work in a team
- Create an atmosphere that encourages participation
- Listen and help participants to develop their own ideas
- Be prepared to encourage people who are not interested initially
- Help them to get the best out of the activity/training
- Help them to draw conclusions, so they can see better what they have achieved
- Be well organized and flexible
- Promote asking questions, innovation and creativity
- Full participation of all learners on an equal basis
- Give live examples
- Connect the education with real life experiences and with the surroundings of the learner
- Make sure the learner draws conclusions him or herself
- Be creative
- Think 'out of the box'
- Consider more time for activities than is meant for it
- Learn about the cultural background of the participants
- Appreciate the experience of the learners
- Take consultancy from experts if needed
- Refer to current campaigns, activities like ADAE etc.
- Include human rights
- Respect all cultures, religions, traditions (tolerance for diversity)
- Share experiences and have discussions with students
- Recognize that ICE is a long-term process that requires a lot of time
- Be sensitive and open-minded
- Don't force ideals or situations to happen
- Be open to learn from those you are teaching
- Learn about the culture of the students before engaging in the teaching process and educate in their perception
- Be patient and tolerant
- When educating subject citizenship, we should also meet the family and friends of the educators
- When someone's doing an activity and giving an introduction to him or herself, that person shouldn't tell what religion he or she practices and where he or she comes from
- In case of a travelling project, let the educators meet educators from the other country
- Make the experience really worthwhile for the students and teachers, so that they become enthusiastic
- Teachers should be seen as educators

- Educators should listen well

Don't:

- Be afraid to tackle the topic – trust the process
- Push participants to answer for their cultural group. Invite, but don't put someone on the spot
- Be afraid of disagreement. It is healthy
- Insist for a new subject in existing curricula
- Be paternalistic
- Stick to the previously prepared agenda
- Talk about cultures, but with
- Be boring!
- Be officious
- Overuse media
- Impose your point of view on the students and give them the opportunity to express themselves
- Limit your teaching to the formal curriculum
- Assume you have all the answers
- Force things to happen
- Have your own pre-conceived ideas/beliefs
- Remain too theoretic and scientific, it should be translated into practical exercises and modules.
- Tell stupid jokes
- Stick to your curriculum only
- Exclude anyone
- Compare
- Monopolise
- Lack tolerance
- Lack cultural skills
- Fight with others because of their religion or ethnicity
- Spend your life defending the results of the other political opinion
- Discuss the information that leads to more divisions
- Preach, don't use power over the students
- Talk too much
- Be afraid of dealing with topics that can come out of discussions and that might help everyone to feel included and respected
- Hide conflicts when they appear and make use of the opportunity to tackle them peacefully
- Force the learners
- Underestimate gender issues
- Ignore the fact that a conflict might still be going on
- Take it for granted as two people from conflicting sides would be engaged in conflict as well
- Discriminate any cultural beliefs, religious aspects
- Deny human rights is discrimination
- Generalize
- Give up on certain learners
- Underestimate different levels of access to resources/knowledge or underestimate the effects of dealing with different economic backgrounds

8. Advice for educators (in different settings)

Advice for educators in the classroom (as part of the curriculum)

- Interactive work with students with tasks related to critical thinking (et vice versa)
- Be student oriented, participatory, open to discussion, questioning, even disagreement
- Use international resources
- Relate every school subject to ICE
- Let the students speak and don't monopolize the speaking
- Form a strong lobby that can push for policy changes that ICE to become an integral part of the curriculum
- New subject: languages from Mediterranean & learning literacies
- Create courses that promote tolerance, understanding between people (in the EuroMED region)
- Use the methodology of storytelling – every teacher can be a story teller and all the educational materials have stories
- Participatory methods, problem-solving situation
- Use concrete situations (e.g. conflicts) because they are part of everyday life
- Involve the teachers and give them some guidelines and ideas so that they can do more activities with the students afterwards to give it more significance.
- Link the activity to the curriculum
- Full participation and experimental learning cycle
- The core values on ICE should be part of all subjects
- Languages, literature, geography and civic education

Advice for educators in the classroom (outside the curriculum)

- This should be done by non-formal methods, preferably by youth workers who come into schools and collaborate with them and better link them to the community
- ***In any curricula subject teacher can cross... issue (it is creative teachers)***
- Project oriented → engaging students also after classes in the preparation of some materials, presentations, etc.
- Make it fun
- Champion kids as experts (both)
- Let the students express their points of view on the textbook
- Extracurricular activities: art, theatre, music, creative writing, field trips, exchanges → create a sense of community
- New subject: cultures of the Mediterranean region
- Class about the UN
- More attention for art and music
- Youth technology immersion club
- Storytelling and arts; we can prepare an integrated program that includes a lot of cognitive and social information indirectly
- Include actual situations (political problems?!) in a way students can learn something out of it (in a constructive way)
- Think about activities that can involve people from different generations
- Non-formal and creative approach

- Thematic classes on symbolic days, educational games, school library reading, summer schools, visits to community organizations/embassies
- Competition, trainings, summer schools

Advice for Educators to teach NGO's/adults

- Non-formal methodologies: learner centred, participative peer education, creative interactive processes, process driven, critical social education, approach, etc.
- Debates, conferences, workshops, joint activities
- Make it children-centred, connect them internationally
- Listen to the children Communicate with other NGO's
- Trainings, media, policy reform
- It would be very useful if the book would list exercises and examples of methodology which different NGO's can directly use and integrate in teaching activities
- Websites about these topics
- Creative centres/ sites/workshops
- Cultural, art, research, educational projects
- Social entrepreneurship, technology skills, social media
- Writing, write down oral history,
- Seminar/training, social platforms, social media, civil society media, website, tourism, restaurants, tourist guides, quality labels.
- Seminars, trainings, community projects

9. Advise to the team of authors

The suggestion to make the handbook practical, instead of theoretical, and easy to understand was given more than once. Some respondents advised to make use of certain tools, like storytelling, games and music. The third advice that was brought up a few times, was to make the handbook usable and applicable in each country.

Complete list

- Use as little theory as possible. Make it as practice-oriented as possible The book should be activity focused and stress social action components.
- Do not develop the theoretic part beyond what's really necessary so that the handbook does not become a mere guideline to put on a shelf.
- Make it practical, not theoretical
- Focus on the practical application of the book
- Everyone has to understand it: use simple sentences and no academic language.
- Use simple explanations and instructions for the activities
- Give clear and brief introductions to ICE issues
- Give a clear definition to each term you use and don't use abbreviations.

- Make sure it's a common handbook that can easily be used anytime and anywhere
- make the handbook adaptive: it should be adaptable to every country
- The book should include practical elements to put forward depending on various situations and contexts of each country
- Keep in mind different problems facing countries, namely government-related problems
- Use cultural education (arts, music, languages, literacy, etc.)
- Include pictures and citations from different countries in the EuroMED region
- Make good use of storytelling
- Include some short, strong stories in it
- Include case studies in the book
- Make video samples on how to use the tools
- Include interactive games and activities to make it more simple
- Give students the opportunity to give their opinion and possibility to add things
- Give examples of good practice and promote successful practices. Also name examples which didn't turn out well (and why)

10. Advice to the Anna Lindh Foundation

An important advice seems to be to give educators, learners, experts, organisations and NGO's the possibility to give feedback on the draft version of the book. Also, more than one respondent expressed the necessity to give trainings to the teachers using the handbook.

Complete list

- Give NGO's, organisations, and educators the possibility to add things and to give feedback
- Ask for advice from a couple of teachers that are in class every day and make them comment on the draft version of the handbook
- Engage participants of the Second Alexandria Education Convention in further development of the handbook. The more authors, the better (if they're willing too help of course)
- Involve kids and simple village teachers in developing the material; make it not too academic
- Get in contact with some experts with a lot of educational experience. One of the respondents remarked that most of the participants at the Convention were young and didn't have a lot of experience and thought 'seniors' would really add something.
- Consult with young people on the value of the handbook and the further development of it
- Allocate time for testing the handbook before it is published
- Work on the handbook with utmost carefulness and well preparedness as not to miss essentials
- It's a book of significant universal importance; take whatever time needed.

- The Anna Lindh Foundation should get in contact with the Ministries of Education in EuroMED countries and start paving the way for further use of the handbook.
- Make different editions for the handbook regarding different target groups
- Pay attention to issues of the education of younger children. There are few international organizations that work in the EuroMED region on the subject of education in ages from 6-12 years.
- Prepare trainers/educators on how to work with ICE and how to use the handbook
- Leave some budget for the trainings
- Education/training for educators/teachers is needed
- Offer expertise on the long term
- This handbook should be published and diffused as soon as possible and translated into every Mediterranean language
- Disseminate it online and offline (as a printed book)
- Promote it well
- It should reach as many as possible schools, youth clubs, education centres, universities, etc. In EuroMED region.
- Make the handbook free

11. Acknowledgements