

Training Toolkit on
Cultural Sensitivity
in Multicultural Communities

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لمحة عن أبعاد

أبعاد هي منظمة مدنية غير ربحية، وغير دينية، ولا تتميز بأيّ انتماء سياسي، وتهدف إلى تحقيق المساواة بين الجنسين كشرط أساسي للتنمية الاجتماعية والاقتصادية المستدامة في منطقة الشرق الأوسط وشمال أفريقيا. وتسعى أبعاد إلى تعزيز المساواة للمرأة ودعم مشاركتها الفعالة من خلال تطوير السياسات المناسبة، واعتماد الإصلاحات القانونية، ودمج النوع الاجتماعي، وإشراك الرجال، والقضاء على التمييز، والنهوض بالمرأة وتمكينها من المشاركة الفعالة والكاملة في مجتمعاتها المحلية. كما تسعى أبعاد إلى دعم منظمات المجتمع المدني المتخرطة في برامج المساواة بين الجنسين وحملات المناصرة والتعاون مع هذه المنظمات.

حول تعزيز الشجاعة المدنية Strengthening Civil Courage

شكّلت منظمة «أبعاد» (ABAAD)، ومنظمة العفو الدولية - هولندا، ومنظمة «ديفند ديفنדרز» (DefendDefenders)، ومنظمة «باكس» (PAX) تحالف (Strengthening Civil Courage) (SCC) بتمويل من وزارة الخارجية الهولندية. ينشط هذا التحالف في دول أفريقيا جنوب الصحراء الكبرى والشرق الأوسط، وقد سُمّي «تعزيز الشجاعة المدنية» Strengthening Civil Courage لأننا نعتبر دعمنا لقدرة الناس على الصمود وقدرة المواطنين ومجتمعاتهم على تحقيق تغيير مستدام على أرض الواقع جوهراً عملنا. ويمتدّ البرنامج من العام ٢٠٢١ إلى العام ٢٠٢٥، ويهدف إلى تحقيق الأهداف الأساسية التالية: حماية الفضاء المدني وتعزيزه؛ والسعي إلى تحقيق المساواة بين الجنسين؛ ودعم النشطاء وقادة الشباب العاملين في مجال السلام وحقوق الإنسان؛ والدفع نحو وضع نظام دولي لعوامل الضغط الخارجية التي تسهل أو تُفاقم الصراعات العنيفة.



DEFENDEFENDERS
East and Horn of Africa Human Rights Defenders Project

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Introduction

This toolkit was developed as part of the Strengthening Civil Courage Project and is intended for facilitators working with national and international organizations in Lebanon and neighbouring countries. It offers a four-day training on cultural sensitivity, cultural readiness, and the challenges that may arise when working with communities with different cultural characteristics. The toolkit combines key concepts, practical tools, and facilitation guidance to support respectful and effective engagement across cultures.

This toolkit is built around three connected learning methods: short input sessions, practical exercises, and role-play. Each activity is designed to help participants learn by doing, reflect on their own assumptions, and practise new skills in a safe setting. The exercises encourage discussion, teamwork, and creative participation, while also helping participants build the confidence to plan and implement work in new and diverse communities.

By the end of the training, participants should be able to:

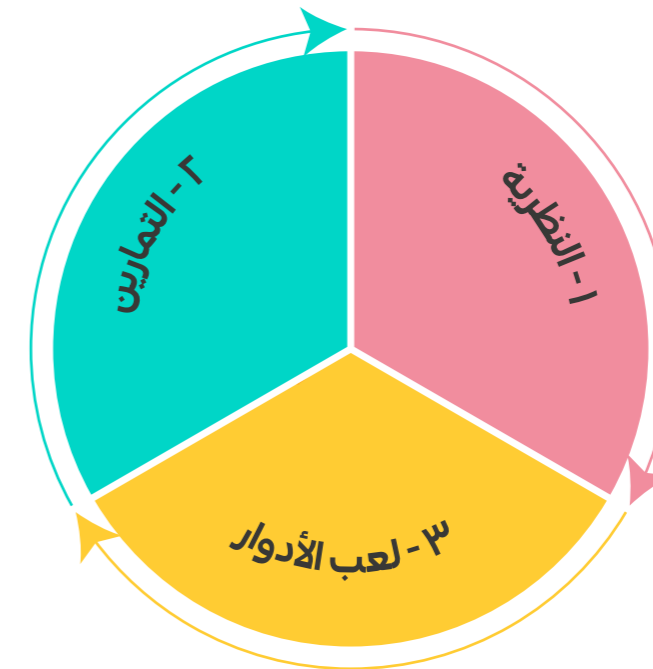
- ▶ Understand culture and why cultural sensitivity matters
- ▶ Build confidence to navigate and adapt to diverse cultural environments.
- ▶ Use practical skills to connect with others and feel comfortable in new cultural settings.
- ▶ Use key concepts and tools during the training and afterwards.
- ▶ Communicate clearly and respectfully across cultures.
- ▶ Handle conflicts or disagreements, have constructive dialogue, and use basic mediation and negotiation techniques.

The toolkit also includes a short daily reflection journal that can be used as an end-of-day evaluation. Participants complete it at the end of each training day to record what they learned, how they experienced the sessions, and what stood out to them. For facilitators, it is a practical way to understand what worked well, what participants are taking away, and what may need to be adjusted.



Training Approach

This toolkit uses an interactive, participant-centred approach. It combines short theory inputs with practice, discussion, and role-play. The facilitator can adjust the pace and depth of each session based on the group's needs, energy, and level of engagement. The approach is built around three connected components:



1. Theory Sessions	2. Practical Exercises	3. Role-Play Activities
<ul style="list-style-type: none"> • Participants will be introduced to key ideas about culture and how it shapes the way people think, communicate, and interact. • Topics include cultural awareness and sensitivity, diversity, stereotypes, communication skills, empathy, conflict management and mediation. 	<ul style="list-style-type: none"> • Exercise help participants put what they learn into practice right away. • They make learning more active, strengthen understanding and give participants the chance to test new tools and approaches. • Participants can also share feedback on what works for them and what they find useful. 	<ul style="list-style-type: none"> • Role-plays allow participants to experience real-life situations in a safe and supportive environment. • They help deepen learning, build confidence, and show which skills are already strong and which need more practice. • These activities also help participants better understand conflict situations and learn how to respond effectively, while feeling free to make mistakes and learn from them.



Daily Training Agenda

Day 1: 20 July 2024

Session Title	Time
Welcome and Introductions	10:00-10:30
Group Rules and Recommendations	10:30-11:00
Pre-Training Assessment	11:00-11:15
Icebreaker Activity	11:15-11:35
Session 1: Understanding Culture	11:35-12:35
Break	12:35-1:00
Session 2: Components of Culture	1:00-2:00
Lunch Break	2:00-3:00
Session 3: Social Identity and Cultural Identity	3:00-3:30
Closing and Daily Evaluation	3:30-4:00

Day 2: 21 July 2024

Session Title	Time
Attendance and Registration	10:00-10:15
Recap of Day 1	10:15-10:30
Session 4: Levels of Building Cultural Readiness	10:30-11:30
Session 5: Cultural Pluralism and Diversity	11:30-12:30
Break	12:30-1:00
Session 6: Challenges in Building Cross-Cultural Relationships	1:00-2:00
Lunch Break	2:00-3:00
Session 7: Communication Skills	3:00-3:30
Closing and Daily Evaluation	3:30-4:00

Day 3: 27 July 2024

Session Title	Time
Attendance and Registration	10:00-10:15
Recap of Day 2	10:15-10:30
Session 8: Dialogue	10:30-11:30
Session 9: Conflict Management	11:30-12:30
Break	12:30-1:00
Session 10: Conflict Management (Continued)	1:00-2:00
Lunch Break	2:00-3:00
Session 11: Conflict Resolution Skills	3:00-3:30
Closing and Daily Evaluation	3:30-4:00

Day 4: 28 July 2024

Session Title	Time
Attendance and Registration	10:00-10:15
Recap of Day 3	10:15-10:30
Session 12: Strategies for Strengthening Cultural Readiness _ Cultural Education and Awareness to Challenge and Dismantle Stereotypes and Biases	10:30-11:30
Session 13: Strategies for Strengthening Cultural Readiness _ Cultural Interaction, Exchange, and Engagement to Challenge and Dismantle Stereotypes and Biases	11:30-12:30
Break	12:30-1:00
Session 14: Strategies for Strengthening Cultural Readiness _ Education and Self-Development	1:00-2:00
Lunch Break	2:00-3:00
Session 15: Strategies for Strengthening Cultural Readiness _ Building Partnerships with Local Communities	3:00-3:30
Closing and Final Evaluation	3:30-4:00



How to Use This Toolkit

After the welcome, introductions, group rules, and expectations-setting, start with a short icebreaker. Because participants have already met in previous workshops, this activity is designed to help them reconnect, notice both shared and individual traits, and ease into the core themes of the training: culture, cultural sensitivity, and diversity.

Icebreaker Activity: "Unique, Different, and Alike"

Duration: 25 minutes

Objectives

- ▶ Feel comfortable talking to each other in small groups
- ▶ Build cooperation and a sense of connection by creating a shared poster that shows both individual and group traits.
- ▶ Help participants feel seen, included, and part of the group.
- ▶ Help participants get to know each other beyond basic introductions.
- ▶ Encourage creativity and reflection.

Materials



Flipchart paper



Flipchart markers



Crayons



Colored cardboard



Colored paper



Magazines

Steps

Split participants into four small groups. Ask each group to take a moment to identify one unique characteristic for each member and one shared characteristic that all group members have in common.

Each group then receives a large sheet of paper and is asked to create a joint poster that visually represents both the individual unique traits and the shared group characteristic.

Once the posters are ready, invite each group to present its work to the rest of the participants. The full group then collectively reflects on the presentations and attempts to identify one common characteristic shared by the entire group.

Session 1: Understanding Culture

45 minutes

Activity 1: "Where Do I Come From?"

Duration: 15 minutes

Objectives

- ▶ Build understanding and respect for different cultural contexts by using images from a range of cultures.
- ▶ Encourage communication, exchange, and shared learning through group discussion.

Materials



Laptop



Projector

Steps

Present a series of images depicting different cultures. Participants are invited to guess the culture or country represented in each image.

These images also include examples of subcultures within the same country; for instance, photos of traditional dishes from various regions in Lebanon, each representing distinct regional cultural identities.

Activity 2: "What Does Culture Mean?"

Duration: 30 minutes

Objectives:

- ▶ Deepen participants' understanding of the concept of culture.
- ▶ Help participants identify and explore the main components of culture.

Materials:



Flipchart



Sticky notes



Markers

Steps

Give participants sticky notes, and the facilitator writes the word "Culture" on the flipchart. Participants are asked to write words or concepts they associate with culture, for example: norms, religion, language, shared geographic boundaries, intergenerational knowledge transfer, skills development, practice, dialogue, social interaction, acquired behavior, customs, change, etc. They then place their sticky notes beneath the word "Culture" on the flipchart.

Read the words aloud, group similar ideas together, and help participants build a shared working definition of culture using the points in the Facilitator Notes. Once the group has agreed on a definition, move into the explanation below:

i Facilitator Notes:

Culture is the lens through which individuals understand their past, make sense of their present, and shape their future. It can be understood as a cultivation process, similar to agriculture. Just as farming requires knowledge of the land, its soil type, the crops that can grow in it, and the climate of the region, cultural formation involves "planting" what naturally belongs to the context. Attempting to impose elements that do not fit the nature of the land or climate will prevent growth and development. Ask the group the following question: "What does the term 'subculture' mean?" Participants' answers are written on the flipchart, followed by a short group discussion. The facilitator then synthesizes a definition of subculture, drawing on the ideas shared by participants, as follows:

i Facilitator Notes:

Explain that a subculture is a component of the larger overarching culture, regardless of whether it is socially accepted or not.

i Facilitator Notes:

"Culture is a pattern of acquired beliefs, values, and behaviors shared within a group. It includes language, communication styles, practices, customs, and views related to roles and relationships."
"It reflects the shared beliefs, values, and assumptions of a group of people who learn from one another and teach others that their behaviors, attitudes, and perspectives are the 'correct' ways of thinking, acting, and feeling."

In Arabic, the root of the word (thaqafa) historically referred to "straightening a crooked spear so that it becomes balanced and aligned, using a tool made of wood or iron."

The French term culture comes from the Latin verb colere, which carries two interconnected meanings:

- "to cultivate" or "to plant" - reflected in the word agri-culture, the cultivation of land to produce what nourishes us;
- "to honor" or "to worship" - reflected in the word culte, meaning reverence or devotion to someone or something.

Culture also includes three key dimensions:

1. Subjective Dimension: This refers to what individuals or groups believe, the values they hold, the attitudes they display, and the norms they consider true or legitimate.
2. Interactional Dimension: This includes verbal and non-verbal interactions that form the basis of communication-both within a group of people who share similarities and between different groups.
3. Material Dimension: This refers to tangible cultural expressions such as clothing, objects, handicrafts, and physical artifacts used by individuals or groups.

Session 2: Components of Culture

 15 minutes

Activity 1: "Where Do I Come From?"

Duration: 15 minutes

Objectives

- ▶ Identify the key components of culture.
- ▶ Understand the importance of cultural components for different groups within society.



Steps

The diversity we observe among different cultures results from the combination of various cultural components, which may include upbringing, customs and traditions, ethics, rituals, symbols, language and norms, technological advancement, and more.

This activity helps participants explore and understand these different cultural elements.

Present several questions to participants.

Examples of questions include:

Answer by marking the following statement as True  or False  :



This hand gesture in Japan means "everything is fine."

Language makes effective social interaction possible and shapes how people perceive concepts and objects.

What does a country's flag represent?

- A popular custom
- A value
- A culture
- A symbol

Norms can change when there is a shift in:

- Time
- Culture
- Surrounding conditions
- All of the above

i Facilitator Notes:

- **Question 1: False.** (This gesture signifies “money” in Japan, while in the United Kingdom it means “everything is fine”.)
- **Question 2: True.**
- **Question 3: Correct Answer:** Symbol.
- **Question 4: Correct Answer:** All of the above.

Different cultures have different norms, even when they share similar practices or beliefs. Norms also change over time within the same culture, such as shifts in hairstyles, clothing styles, or forms of expression. Likewise, dialects within the same culture may vary across regions or evolve over time through interaction with other dialects.

In the next activity, the group will explore these variations in norms within a single culture—variations that naturally coexist with many similarities as well.

Activity 1: “My Culture”

Duration: 1 hour 15 minutes

Objectives

- ▶ Identify the cultural components of the communities or areas where the groups plan to work.

Steps

Ask participants to remain in the same groups as before. Each group will work on identifying the cultural components of the specific area they have chosen to focus on.

Based on the locations selected earlier by each pair of participants for their planned community activity—and according to the title or theme they previously defined—this activity will now be carried out in pairs, within the same groups formed earlier. Each group will work on identifying the following:

- ▶ Symbols associated with the area (e.g., a flag, drawing, historical engraving linked to the region, or an image of a well-known local product)
- ▶ Customs, traditions, and norms (taking into consideration smaller cultural groups or subcultures within the area)
- ▶ Values and ethical principles (also considering smaller cultural groups or subcultures)
- ▶ Local terms and expressions specific to the area.
- ▶ Cultural enabling factors: What cultural elements in this area can support the implementation of the idea selected by the pair?
- ▶ What cultural obstacles might be anticipated?

Once the groups finish, invite each group to present its findings. The other groups are invited to ask clarifying questions to help the presenting pair explore additional cultural dimensions of the selected area that may not have been covered in their presentation.

Close the activity by emphasizing the importance of examining the cultural details of any community we aim to engage with, and of working closely with groups that carry the culture of that specific area. This careful exploration enables us to develop a comprehensive cultural profile, which in turn strengthens our cultural sensitivity and builds the flexibility needed to establish meaningful and respectful communication with others.

i Facilitator Notes:

Culture and Socialization

Culture is learned through socialization, which is the process through which individuals learn and adapt to social norms. This learning begins in early childhood and continues throughout life. There are two main types of socialization:

1. **Primary Socialization (within the family):** During early childhood, we learn to adopt certain behaviors and avoid others by observing and imitating our parents or caregivers. Our understanding of what is “right” and “wrong” is shaped and reinforced through reward and punishment.
2. **Secondary Socialization (within the wider world):** This takes place through a range of institutions that shape our behavior family. Examples include schools, religion, media, and workplaces.

Culture plays a significant role in shaping people’s behaviors, thoughts, and emotions. It often defines what is considered “acceptable”. For this reason, sociologists study how culture influences our behavior—both collectively and individually. To understand what a culture considers “acceptable,” we can look at its norms and values.

What Are Values?

Values are the beliefs and attitudes people hold toward something—for example, toward a behavior or a social issue. Within a culture, values often serve as standards for social behavior, because they help define what is considered right or wrong. Values frequently appear reflected in a culture’s norms.

For instance, a rule encouraging early marriage may stem from a value that discourages dating or sexual activity before marriage. Removing one’s shoes before entering a home may reflect a value related to respecting the home and its environment. As you can imagine, values can vary significantly across different cultures.





Activity 1: "Our Identity"

Duration: 1 hour

Objectives

- ▶ Develop a deeper understanding of cultural diversity.
- ▶ Enable participants to build a shared cultural identity within their group.
- ▶ Strengthen participants' knowledge of the concept of subculture.

Steps

Keep participants in the same groups they formed earlier, based on the project idea they will be working on and the area they have selected. Within each group, participants individually identify their own cultural characteristics and write them down on a sheet of paper. They then exchange and discuss their notes with their partner before returning to the full group.

Each group receives a printed worksheet containing the following questions, which will help participants identify their most important cultural characteristics:

- ▶ **Clothing Style:** Describe the type of clothing you wear. Is it considered acceptable in the community you come from? Is it part of your community's customs and traditions? Does your clothing create any challenges for you when communicating or interacting within your community (the community where you grew up)? Do you like your clothing style as it is, or would you prefer to change it? Are there clothing styles in your community that are considered unacceptable? If so, which ones?
- ▶ **Religious Affiliation:** Identify the religious affiliations present in the community where you grew up. Describe the dynamics of relationships among community members who belong to different religious groups. Identify your inherited religious affiliation. What is your level of adherence or commitment to it?
- ▶ **Economic Activity:** Identify the dominant economic activities in your community-e.g., fishing, civil service, social work, military service, etc. What is the role of women in the economic activity of your community? Are there enablers that support diversity in local economic production? Are there obstacles? How might these economic patterns influence the acceptance or rejection of the idea you plan to work on?
- ▶ **Cultural Framing of the Chosen Idea:** Describe how the community in which you grew up perceives the idea you have selected (noting the different groups within the same community and how each one may strengthen or undermine the idea). What is your level of acceptance or endorsement of the idea chosen by your pair? Explain why you support this idea.

After the activity, ask each group to identify the shared cultural characteristics that emerged among their members.

The facilitator then poses the following questions to the full group:

- ▶ Did you face any challenges in identifying your own cultural characteristics?
- ▶ Did you experience any difficulty when exchanging or discussing your cultural background with your partner or group?
- ▶ What essential elements are required to ensure an effective cultural exchange process?
- ▶ Did any disagreement arise during the cultural exchange process? If yes, how was it resolved?

The facilitator highlights the importance of this activity, which allows each pair to experience differences between cultural identities across their various dimensions. These differences do not necessarily lead to conflict; rather, diversity can strengthen collective work, especially when the group upholds essential conditions such as respect, active listening, flexibility, openness to growth, and empathy. The diversity of cultural identities-including the presence of natural subcultures-reflects a community's ability to balance, adapt, and adjust to changing circumstances.

You may refer to the "Facilitator's Notes" section to provide the group with further insights on subcultures and cultural identity.

i Facilitator Notes:

Definition of Cultural Identity and Social Identity

Identity: identity refers to the characteristics that define an individual-such as ethnicity, race, gender, social class, sexual orientation, and religious beliefs. Identity can be viewed through multiple dimensions, including cultural identity and social identity

What Is Cultural Identity?

"Cultural identities are the distinct identities of individuals or groups within cultural, subcultural, or social categories. These categories may include gender, sex, religion, ethnicity, social class, or geographic region. In many cases, people are born into their cultural identities; therefore, participation in them is not always voluntary."

"Cultural identity refers to one's sense of identification with, or belonging to, a particular group based on different cultural categories such as nationality, ethnicity, gender, and religion. Cultural identity is constructed and sustained through processes of shared knowledge-such as traditions, heritage, language, aesthetics, norms, and customs. Because individuals often belong to more than one cultural group, cultural identity is complex and multifaceted. While earlier scholars assumed that identification with cultural groups was clear-cut and stable, it is now understood as contextual and dependent on changes in time and place. In today's globalized world-with increasing multiculturalism and cross-cultural encounters-cultural identity is constantly activated, negotiated, maintained, and sometimes contested through everyday communicative practices."

Subculture: "Subcultures are social groups organized around shared interests and common practices." The term has multiple uses. It may also "refer to groups that individuals voluntarily and informally choose to belong to." Subcultures are also shaped by technological developments and by individuals' ability to create and express "the lifestyle, customs, and ideas of a particular group within a society that differ from those of the wider society."

"Subcultures are an integral part of society, helping maintain stability in certain aspects of social life. They are often described as a smaller version of the larger cultural system."

"Subcultures may include individuals who share similar income levels, or who participate in the same social institutions, such as marriage, family structures, or the military. They may also consist of people who share the same religious beliefs and rituals, the same ethnic background, or the same language."



Activity 1: "Culture Ladder"

Duration: 1 hour

Objectives

- ▶ Strengthen participants' awareness of the different levels of cultural sensitivity when engaging in new environments.
- ▶ Develop critical and analytical thinking skills.
- ▶ Enhance teamwork and collaboration skills.
- ▶ Build participants' capacity to design and implement effective learning activities that are responsive to diverse cultural contexts.

Materials



Scenario handout



Flipchart paper



Markers

Steps

- ▶ Divide participants into pairs (based on the working pairs established earlier).
- ▶ Each pair receives the scenario provided below.
- ▶ Participants are given 10 minutes to discuss the scenario and develop an action plan.
- ▶ Once the time is up, each pair presents its plan to the full group.
- ▶ A group discussion follows, allowing participants to compare the different plans and exchange ideas and experiences.

Scenario

Context:

You are a volunteer with a non-governmental organization working in the field of community development. You have been assigned to deliver a series of interactive sessions with young people in a new area that is culturally different from your own community. These sessions aim to discuss various topics related to culture, with a particular focus on the role of women in the local community and on partnership between women and men.

The Challenge:

During your preparation for the sessions, you encountered several challenges related to understanding and appreciating the role of women in the local community and how to promote gender partnership. You noticed that some of the young participants hold traditional or outdated perceptions regarding gender roles, which could lead to tension or misunderstandings. Additionally, you realize that you do not yet have sufficient knowledge of the culture of this new environment.

Tasks

I. Situation Analysis:

- ▶ Discuss the challenges that may arise when interacting with individuals from different cultural backgrounds in a new environment, especially regarding the roles of women and gender partnership.
- ▶ Identify possible causes of cultural misunderstandings and explain how the new environment might influence these challenges.
- ▶ Outline the steps that should be followed on the Culture Ladder to reach a level of cultural readiness that enables you to effectively implement the sessions. It is important here to draw the Culture Ladder and illustrate the progression of cultural sensitivity levels.
- ▶ Identify the core principles that can guide you toward achieving cultural readiness.

i Facilitator Guidance

In this activity, the facilitator is not only the organizer of the session but also a guide, supporting participants through a gradual learning journey along the Culture Ladder.

1. Preparing the Discussion

Begin by posing open-ended questions such as:

- "What could lead to misunderstanding in this situation?"
- "How can we address traditional views about gender roles?"

2. Drawing the Ladder

Draw the Culture Ladder on the flipchart and explain each level in simple, accessible terms.

3. Linking the Ladder to the Scenario

Support each pair in identifying:

- At which level of the Culture Ladder the person or group in the scenario currently stands.
- What practical steps are required to move up to the next level.

4. Guiding Critical Thinking

Encourage participants to compare their action plans with the ladder levels and asks:

- "What can help us move from acceptance to adaptation?"

5. Extracting Key Principles

Close the activity by guiding the group to identify essential principles such as:

- Respect
- Active listening
- Openness to learning
- Avoiding preconceived judgments

Through this approach, the facilitator does not provide ready-made solutions. Instead, they guide participants-step by step-toward understanding the cultural levels and applying them meaningfully to the scenario.

Cultural Competence Model: Five Core Principles

i Facilitator Notes

Level 1: Cultural Knowledge

Cultural knowledge is the first step in exploring and understanding culture. It involves gathering information about the cultural characteristics of a particular ethnic or cultural group. This includes learning about the group's history, values, beliefs, customs, and social behaviors. Cultural knowledge can be developed through:

- ▶ Reading and studying different cultures.
- ▶ Attending and participating in cultural events.
- ▶ Listening to the stories and experiences of individuals from other cultures.
- ▶ Watching documentaries and educational programs that highlight diverse cultures.

Level 2: Cultural Awareness

Cultural awareness is the second level of cultural competence and requires a deeper understanding of one's own culture as well as the cultures of others. It involves being open to changing cultural attitudes when exposed to new information or different experiences. This level includes:

- ▶ Recognizing the diversity that exists within cultures.
- ▶ Understanding how culture influences thinking and behavior.
- ▶ Demonstrating flexibility and a willingness to adjust beliefs and attitudes based on interactions with people from different cultural backgrounds.
- ▶ Developing skills for effective communication with individuals from diverse cultures.

Level 3: Cultural Sensitivity

Cultural sensitivity involves recognizing and understanding differences and similarities between cultures without making judgments about them. It means approaching these differences with neutrality—without labeling them as right or wrong, better or worse, positive or negative. This level includes:

- ▶ Acknowledging and appreciating cultural diversity.
- ▶ Avoiding biases and preconceived judgments.
- ▶ Demonstrating respect toward the practices and cultures of others.
- ▶ Promoting understanding and tolerance in cross-cultural interactions.
- ▶ Being aware of the cultural similarities and differences that exist among people.
- ▶ Being aware of these similarities and differences without assigning value to them—whether positive or negative, better or worse, right or wrong.
- ▶ Being aware of how cultural similarities and differences shape values, learning processes, and behavior.
- ▶ Developing a set of skills that enables you to understand and learn from people who do not share your cultural background.

Level 4: Cultural Readiness

Cultural readiness is the highest level of cultural competence. At this level, cultural sensitivity is translated into an effective, adaptive approach for engaging with diverse behaviors, attitudes, and systems. Cultural readiness allows individuals to work efficiently within multicultural environments and communities. Cultural readiness includes:

- ▶ Applying cultural knowledge, awareness, and sensitivity in everyday life as well as in professional contexts.
- ▶ Developing effective communication strategies that are adapted to different cultural backgrounds.
- ▶ Creating inclusive environments that promote positive intercultural interaction.
- ▶ Providing services, programs, or products that respect cultural differences and respond to the needs of all individuals.

In this sense, exploring culture is a dynamic and ongoing process. It requires a continuous commitment to learning, adapting, and engaging with cultural diversity in order to achieve meaningful, respectful, and productive interactions with others.

Source: A Developmental Model of Intercultural Sensitivity - Milton J. Bennett, Ph.D. - The Intercultural Development Research Institute

Cultural Competence Model: Five Core Principles

1. Valuing Diversity:

Valuing diversity requires accepting and respecting differences both between cultures and within them. It is not accurate to assume that all individuals within an ethnic, linguistic, or religious group share one single, unified culture. Although members of a group may share certain historical or geographic experiences, individuals may only share some characteristics—such as physical appearance, language, or spiritual beliefs. Relying on cultural assumptions can therefore lead to inaccurate conclusions. As people move into new areas and interact with other cultures, various subcultures begin to emerge within broader ethnic groups. In some cases, factors such as gender, location, and socio-economic status exert a stronger influence than ethnicity and ethnic factors. For example, a Vietnamese couple who migrate to the United States and raise their children in a suburban area may find that their children become more familiar with mainstream Euro-American popular culture than with their parents' Vietnamese cultural practices. Understanding these kinds of scenarios helps build a deeper, more nuanced awareness of the complexity of diversity.

2. Conducting Cultural Self-Assessment:

Conducting a cultural self-assessment means recognizing the importance of cultural differences that we often take for granted. For example, comfortable physical distance during social interactions varies from one culture to another. If a staff member routinely touches the arm of the person they are speaking with, this gesture may be interpreted very differently in other cultural contexts. Such misunderstandings can be avoided when an organization regularly conducts cultural self-assessments. Every organization has its own internal culture, and tools such as surveys and group discussions can help members become more aware of how the organization approaches and manages different situations, and also enables the organization to adapt more effectively when interacting with other cultures. Cultural self-assessment is an ongoing process toward achieving full cultural competence.

3. Understanding the Dynamics of Difference

Understanding the dynamics of difference requires recognizing the factors that influence intercultural interactions. Historical cultural experiences often help explain present-day attitudes and behaviors. For example, Indigenous peoples and individuals of African descent have experienced discrimination and unfair treatment by dominant cultures. This history can lead to a legacy of mistrust passed down through generations. A marginalized group may therefore feel distrust toward the dominant culture, while members of the dominant culture may not be aware of this history or may not fully understand its implications. Organizations that plan to engage with culturally diverse groups must be aware of these dynamics in order to work effectively. They must be proactive rather than reactive when addressing change, to build meaningful synergy. Synergy goes beyond simple teamwork. It occurs when people collaborate deeply, understand one another fully, and agree on their shared beliefs and common goals.

4. Institutionalizing Cultural Knowledge

Institutionalizing cultural knowledge means integrating cultural understanding into every aspect of an organization's work. Staff members should be trained to apply the cultural knowledge they gain effectively, and organizational policies should be regularly updated to reflect and respond to cultural diversity. Program materials should also portray positive and inclusive representations of all cultures. By embedding cultural knowledge at an institutional level, the organization becomes better equipped to address the challenges and leverage the opportunities presented by cultural diversity.

5. Adapting to Diversity

Adapting to diversity requires integrating values, behaviors, practices, and policies that facilitate intercultural communication across the organization. When an organization recognizes, respects, and values all cultures and incorporates those values into its systems and operations it becomes better equipped to meet the needs of diverse groups effectively. This adaptation includes developing strategies and programs that respond to cultural diversity and promote inclusion and mutual understanding among individuals from different cultural backgrounds.

By valuing diversity, conducting cultural self-assessment, understanding the dynamics of difference, institutionalizing cultural knowledge, and adapting to diversity, organizations can achieve true cultural competence. These principles help build an inclusive environment that interacts effectively with cultural diversity and fosters mutual understanding and respect.



Session 5: Diversity and Pluralism



1.5 Hour

Activity: The Lebanese Market

Duration: 1 hour 15 minutes

Objectives

- ▶ Enable participants to understand the concept of cultural diversity.
- ▶ Reinforce the importance of difference and diversity.
- ▶ Equip participants with practical tools for engaging with cultural diversity.

Materials



Name cards



Writing materials



Tables and chairs



Cultural items

Steps

1. Participants are divided into small groups (5 minutes):
 - ▶ Each group represents a specific culture in Lebanon, based on Lebanese regions or population groups, such as: North Lebanon, South Lebanon, the Bekaa, Mount Lebanon, Beirut, Palestinian refugee camps, Bourj Hammoud, and Syrian refugee communities living in Lebanon.
2. Preparing the Cultural Showcase (20 minutes):
 - ▶ Each group prepares a short presentation highlighting key elements of the culture they represent, such as: customs and traditions, food, clothing, music, etc.
 - ▶ Groups may use any available cultural materials or create simple demonstrations (give an example).
3. Cultural Market (20 minutes):
 - ▶ Each group sets up a "cultural stall" and presents its culture to the rest of the participants.
 - ▶ Participants then rotate between the different stalls, learning about each culture, asking questions, and engaging in discussion.
4. Group Discussion and Reflection (15 minutes):
 - ▶ All participants gather together for a collective discussion.
 - ▶ The facilitator asks questions such as:
 - What did you learn about the different cultures represented?
 - How might this understanding influence your future interactions with people from diverse cultural backgrounds?
 - ▶ Participants are given space to reflect on the importance of respecting and valuing cultural diversity in daily life and in professional contexts.

Wrap-up: The activity is concluded by summarizing the key points discussed and linking them to the information provided in the Facilitator's Notes section below.

Note: The activity can be adapted to fit the needs and size of the group. Additional interactive components- such as games or practical exercises- may be added if time and space allow.

i Facilitator Notes:

Multiculturalism refers to the presence of multiple cultures within a single society or community. It brings together individuals or groups with different backgrounds, experiences, and cultural identities to form shared traditions, while still allowing each person to maintain their own cultural heritage. The United States is often cited as an example of a country where multiculturalism is common.

- ▶ Multiculturalism requires cultural awareness, understanding, and acceptance. It also involves recognizing how cultural differences influence communication, relationships, and productivity among people from various cultural backgrounds.
- ▶ Even classrooms in communities that appear culturally homogeneous should provide learners with a realistic understanding of multiculturalism, particularly in societies such as the United States.
- ▶ The A.W.A.R.E Model: There are two commonly used acronyms for developing cultural sensitivity. These acronyms help describe how multiculturalism can be applied within a community or a group of people with shared interests. Allyse D. Sturdivant developed the A.W.A.R.E. Model as a guide for effective intercultural communication. The model includes:
 - A - Accept behaviors without judging them through the lens of one's own culture.
 - W - Wonder what the behavior means in their cultural context.
 - A - Ask respectfully about its meaning.
 - R - Research cultures to deepen understanding.
 - E - Explain the cultural similarities and differences.
- ▶ The L.E.A.R.N. Model: Developed by Elois Ann Berlin, PhD, and William C. Fowkes, Jr., MD, the L.E.A.R.N. Model is an educational framework designed to support culturally sensitive health care and is considered an extension of cultural competence. It is widely used in intercultural education. The model consists of the following steps:
 - L - Listen with empathy to understand the other person's perception of the situation.
 - E - Elicit culturally relevant information and then explain your own point of view.
 - A - Acknowledge both similarities and differences between the two perspectives, while avoiding any suggestion of deficiency in the other person's viewpoint.
 - R - Recommend options or alternatives, while respecting the individual and their choices.
 - N - Negotiate an agreement that honors and integrates the values of both cultures.

Source: Cultural Competency and Sensitivity: A Guide for Health Care Providers Caring for New Brunswick's Cross-Cultural Populations. Public Health New Brunswick.



Activity: **Community Boxes**

Duration: 1 hour 15 minutes

Objectives

- ▶ Strengthen participants' awareness of stereotypes, bias, and discrimination within Lebanese society.
- ▶ Develop critical thinking skills and the ability to analyze social issues.
- ▶ Foster creativity and collaboration through group work.
- ▶ Encourage participants to think of practical solutions to challenge stereotypes and promote inclusion within their communities.

Materials



Whiteboard



Tape



Colored paper



Colored cardboard



Mobile phone



Markers and colored pens



Cards

Steps

Introduction (10 minutes):

- ▶ Introduce participants to the concepts of stereotypes, bias, and discrimination.
- ▶ Explain how these concepts affect individuals and communities, with a specific focus on the Lebanese context.

Group Division (5 minutes)

- ▶ Divide participants into pairs (two-person groups). Explain how these concepts affect individuals and communities, with a specific focus on the Lebanese context.
- ▶ Cards, markers, and colored pens are distributed to each group.

Brainstorming and Drawing Activity (25 minutes)

- ▶ Each group is asked to think about the different stereotypes that exist within Lebanese society.
- ▶ They then express these stereotypes visually by creating a drawing or poster on a large white sheet.
- ▶ Groups may use Google to gather ideas or inspiration on how stereotypes appear or are represented in Lebanese society.

Group Presentations and Discussion (10 minutes)

- ▶ All groups reconvene, present their posters and discuss the stereotypes they illustrated.
- ▶ The full group engages in a discussion on how these stereotypes impact Lebanese society.

Developing an Idea to Break Stereotypes (40 minutes)

- ▶ Divide participants into two full groups.
- ▶ Each group is asked to develop an idea aimed at challenging stereotypes, bias, and discrimination in Lebanese society (A poster or awareness campaign, a short role-play or dialogue performance, a short promotional video or digital awareness clip, etc...)

Facilitator Notes

- ▶ The ideas developed should address stereotypes and biases specific to Lebanese society and be tailored to the youth audience in Lebanon.
- ▶ Ideas should focus on how to break stereotypes and promote understanding and inclusion.
- ▶ Groups present the ideas and products they created.
- ▶ A discussion follows.



i Facilitator Guidance

Facilitator Guidance

Stereotypes are simplified or distorted perceptions and attitudes about another race, ethnic group, or even another culture. They are essentially ways of classifying and generalizing ideas about an entire group of people based on characteristics such as their gender, race, or skin color.

The problem with stereotypes-whether positive or negative-is that once they are formed, they become difficult to change. Sometimes they exist in our subconscious, making them even harder to challenge because we are less aware of them. We tend to absorb information from our environment that supports existing stereotypes rather than contradicts them, which reinforces them even more deeply. To dismantle stereotypes, we must first recognize them and then seek out individual information and experiences that challenge and counter these assumptions.

Bias

Bias is a negative attitude toward a cultural group based on limited or no personal experience. The difference between stereotypes and bias can be illustrated through the following example:

When Chris was a child, his parents told him never to go into the city because “Mexican gangs” controlled the streets at night. As a result, Chris developed the preconceived idea that all Mexicans were dangerous people. This stereotype shaped his bias against Mexicans. The stereotype told him what a particular group is like (Mexicans). The bias told him how he should feel about that group. This changed only when Chris later worked in the city to help pay for college, where most of his coworkers were Mexican. Their positive attitudes and behavior toward him quickly challenged the stereotype and transformed his bias.

This example illustrates the difference between stereotypes and bias, and how the two are interconnected: stereotypes create the emotional foundation that leads to bias. Many similar examples can be found within the Lebanese context.

Discrimination

Discrimination refers to the observable actions a person takes to exclude, avoid, or distance themselves from other groups. It takes stereotypes and bias a step further-into action, whether that action is visible or subtle. You can discriminate against someone in subtle ways, such as slightly turning your body away during a conversation or avoiding eye contact. You can also discriminate against others by using verbal insults. Discrimination can take the form of physical violence, the systematic destruction of the group to which a person belongs, or-at its most extreme-genocide, as when authoritarian regimes eliminate entire ethnic or national groups. Another form of discrimination occurs when people are excluded from jobs or from other economic opportunities. It is clear that discrimination may be personal (when an individual discriminates against another person), collective (when a group of people engages in discriminatory behavior), or institutional (when a company or an entire sector chooses not to serve or hire certain groups). Discrimination is therefore not limited to ideas (such as stereotypes) or feelings (such as bias); rather, it is a set of behaviors directed at individuals or groups based on those stereotypes and biases.

Session 7: Communication Skills



1.25 Hour

Introduction: A deep understanding of another person’s background-and the ability to accept it-enables us to build a reciprocal relationship grounded in an awareness of their needs, preferences, customs, traditions, and other elements that form key aspects of human difference.

Activity: What Does Communication Mean?

Duration: 15 minutes

Materials



A container



Slips of paper

Objectives

- ▶ Develop a clear understanding of the concept of communication.
- ▶ Recognize the importance and role of communication.

Steps

Today, we will explore together the skills and methods needed to build healthy relationships that cannot be developed without positive communication. To deepen our understanding of positive communication, I will pass around a container filled with slips of paper, each containing a phrase or question related to communication. Each participant is invited to select one slip from the container, read it aloud to the group, and then explain it or answer it from their own perspective.

Phrases and questions: Communication is a need - Communication is a purpose - What are the conditions for communication? - When does communication occur? - Is it important to know the identity of the person I want to communicate with? - What are the components of communication? - Why do we communicate? ...etc.

At the end of the activity, the facilitator selects several key expressions shared during the exercise to help the group formulate a clear definition of communication, using the guidance provided in the “Facilitator’s Notes” section.”

i Facilitator Notes

Sharing: refers to engaging in something with one or more people while participating in an activity, whether recreational, professional, or academic. Sharing is the process of conveying ideas, emotions, and perspectives to others. It also plays a significant role in shaping an individual’s self-awareness. When people reflect on their thoughts, bring their feelings about events and experiences into conscious awareness, and explore their internal responses, they gain access to new cognitive spaces that support them in identifying solutions to the challenges they face.

Components of Communication: Sender, Receiver, Communication channel or medium, Message, Feedback

Types of Communication: Verbal communication, Body language / non-verbal cues, Written communication, Eye contact

Activity 2: How Do I Prepare Myself?

Duration: 1 hour

Objectives

- ▶ Develop positive communication skills.
- ▶ Acquire the skills needed to build cultural readiness.

Materials



Large sheets
of paper



Colored markers



Pencils

Steps

Preparing for cross-cultural communication requires a set of strong communication skills that help foster cultural sensitivity and equip us, as individuals, to accept other cultures and engage effectively in intercultural interaction.

Before beginning the activity, it is important to clarify several key terms.

The facilitator writes the phrases "Cultural Readiness" and "Cultural Sensitivity" on the flipchart and poses the following questions:

What is cultural readiness?

What is cultural sensitivity?

What is the connection between them?

Write down the words and ideas shared by participants on the flipchart and then presents the definitions of each term based on the information provided in the Facilitator's Notes.

Explain that the full group will be divided as follows:

Group 1: tasked with identifying "effective communication techniques."

Group 2: tasked with identifying the key cultural differences that should be taken into account when communicating with people from a culture different from their own.

Group 3: tasked with preparing a short theatrical sketch that includes a dialogue between two parties (this may be one or more people) on a selected topic-preferably a culturally themed dialogue.

The sketch should illustrate the absence of positive intercultural communication and identify the consequences that arise from this type of interaction.

i Facilitator Notes:

Cultural Readiness: "The competence and ability to understand the perspectives, values, beliefs, behaviors, and communication styles of others."

Cultural Sensitivity:

- ▶ Awareness that cultural differences and similarities among people exist, regardless of the value we assign to them-whether positive, negative, correct, or incorrect.
- ▶ Awareness that these differences influence values, learning, and behaviour.
- ▶ A set of skills that enables individuals to understand and engage with cultures different from their own.

Group 1 Question: Techniques for Effective Communication

- ▶ **Active Listening:** Active listening requires paying close attention to the other person, asking questions directly related to the issue being discussed, and observing non-verbal cues such as facial expressions, tone of voice, and body language. It also involves focusing on how the other person frames and presents their thoughts, paraphrasing to ensure understanding, or asking clarifying questions when something is unclear. This form of attentive listening fosters a positive relationship built on respect, understanding, and trust.
- ▶ **Choosing the Appropriate Communication Technique:** Several factors shape how we communicate with others, including the nature of the relationship and its level of closeness or formality. Communication techniques can have both positive and negative impacts on the interaction. It is therefore essential to assess the relationship, its context, our own capacities, and the capacities of the other person before selecting the most appropriate communication method.
- ▶ **Be Friendly:** Warmth, honesty, and courtesy give the relationship the foundation it needs to build healthy communication grounded in mutual understanding and positivity.
- ▶ **Build Trust:** Trust is built through being well-informed about the points you wish to present, maintaining appropriate eye contact, sitting upright, preparing in advance and organizing your thoughts, and paying close attention to your tone of voice.
- ▶ **Share Feedback:** Provide constructive feedback that does not target the person, but instead focuses on the issue by using specific examples and explaining the implications. It is equally important to cultivate the skill of receiving feedback. Constructive feedback should be viewed as a motivation to strengthen and improve the work or the subject matter at hand.
- ▶ **Empathy:** Empathy involves connecting with the other person's emotions within the context of the discussion. It reflects an understanding not only of the words being spoken but also of the feelings behind them, which strengthens the relationship between both parties.
- ▶ **Respect:** Respect is a fundamental component of positive communication. It includes knowing when to speak and when to respond without interrupting the other person, staying focused on the topic, and practicing active listening without being influenced by distractions.

Group 2 Question: Differences to Be Taken into Consideration

- ▶ Language and delivery style
- ▶ Verbal and physical communication
- ▶ Gestures and personal space
- ▶ Beliefs (religion, food, clothing, etc.)
- ▶ Behavioural norms (actions)



Activity: Dialogue Without Conflict

Duration: 1 hour

Objectives

- ▶ Apply positive communication techniques
- ▶ Apply cultural readiness
- ▶ Build skills for conflict resolution

Steps

“This activity serves as a practical application of the concepts introduced earlier in the day. Before starting, it is important to recognize that cultural differences may at times lead to disagreement or conflict. For this reason, developing conflict-resolution skills is essential in order to remain within the space of dialogue and avoid slipping into confrontation or violence.”

Ask participants to form groups of three: two participants engage in a dialogue on a selected topic, while the third participant acts as the “observer”. The observer monitors the flow of the exchange, and when noticing any breach of positive communication, they pause the dialogue and describe what occurred-without criticizing the individuals-by guiding a brief discussion on the behaviour observed. After discussing the incident, clarifying it, and proposing alternatives-such as improving phrasing or adjusting body language-the participants resume their dialogue, integrating the feedback they have just explored.

Participants can choose their own topic, or you can offer one of the examples below:

- ▶ Women between responsibilities at home and their economic role in society
- ▶ The issue of revenge

After the small groups complete their work, everyone returns to the full group. The facilitator then poses the following questions:

Questions for the participants in every group:

- ▶ Was it difficult to discuss the selected topic?
- ▶ Were there differences in opinion? How were ideas and counter-ideas expressed?
- ▶ Did any disagreements emerge between the participants?
- ▶ How were these disagreements resolved?
- ▶ Was it helpful to have a dialogue observer?

Questions for the observer in each group:

- ▶ What were the elements you were trying to observe during the dialogue?
- ▶ Was it difficult to avoid taking sides?
- ▶ How did you feel about this responsibility?

After completing the questions and answers, the facilitator concludes with the following note: “The topics we spend hours discussing may vary, and our sensitivity to these topics may also differ. However, the techniques used to build healthy and constructive dialogue are often the same. When discussing issues that carry a high degree of sensitivity for the parties involved, fundamental differences in opinion may emerge. This is where the individual and collective test begins. Today, we had an observer to help regulate the flow of the dialogue. Yet in many real situations, each of us must serve as the observer of our own behaviour and reactions.”

i Facilitator Notes

Concept of Dialogue and Its Objectives

According to the KAICIID Dialogue Centre, dialogue is defined as a process of mutual consultation that seeks to achieve shared understanding through active and empathetic listening. Dialogue aims to discover areas of similarity and to understand differences across diverse viewpoints.

Dialogue is not about changing others’ opinions or beliefs, nor is it about necessarily agreeing with different perspectives. Rather, it focuses on overcoming misunderstanding and dismantling stereotypes in order to strengthen mutual understanding.

Objectives of Dialogue:

1. Foster mutual respect to build sustainable relationships.
2. Build bridges of understanding to strengthen social connections.
3. Promote sustainable peace through recognizing and embracing diversity.

The Importance of Cultural Readiness in Dialogue

In dialogue models, non-scientific forms of knowledge-such as cultural and experiential knowledge-are considered equally valuable as scientific knowledge. For this reason, cultural readiness is an essential component of building meaningful dialogue. Before entering into dialogue, it is important to study the community, its culture, and its distinctive characteristics.

Focusing on Cultural Readiness

This involves examining the cultural and social contexts of the community in question in order to gain a deeper understanding of the dialogue participants and to engage with them more effectively. Such understanding can significantly enhance the success of the dialogue process and strengthen mutual understanding.

Dialogue Methods

There are several methods that can be used in dialogue to achieve the intended objectives. Among the most important are:

1. Active Listening:

- ▶ Focused attention: Paying full attention to what others are saying without interrupting them.
- ▶ Asking questions: Posing clarifying questions to ensure accurate understanding.
- ▶ Paraphrasing: Restating what was said to confirm precise comprehension and to demonstrate interest.

2. Non-violent Communication:

- ▶ Using positive language: Avoiding aggressive or negative expressions.
- ▶ Expressing feelings: Communicating personal emotions clearly and without blaming the other person.
- ▶ Negotiation: Reaching compromise solutions that satisfy all parties.

3. Non-verbal Communication:

- ▶ Body language: Using body language to reinforce the spoken message.
- ▶ Eye contact: Maintaining appropriate eye contact to demonstrate interest and respect.
- ▶ Facial expression: Using facial expressions to convey understanding and emotion.

4. Critical Thinking:

- ▶ Information analysis: Objectively evaluating the information available.
- ▶ Identifying assumptions: Recognizing underlying assumptions and verifying their validity.
- ▶ Providing evidence: Supporting arguments with strong and logical evidence.

5. Tolerance and Acceptance:

- ▶ Accepting differences: Recognizing and accepting the presence of diverse viewpoints and opinions.
- ▶ Empathy: Making an effort to understand others' emotions and experiences from their own perspective.
- ▶ Patience: Demonstrating patience and understanding when encountering difficult situations or differing opinions.

Strategies for Strengthening Dialogue

1. Preparing an enabling environment: Creating a comfortable and safe space for all parties.
2. Identifying shared objectives: Agreeing on common goals that help guide and structure the dialogue.
3. Managing time: Allocating time fairly to ensure that all parties are heard.
4. Respecting time: Adhering to the agreed time frame and staying focused on key points without digressing.

Using these methods and strategies helps facilitate effective dialogue that leads to deeper understanding and mutual respect among the different parties.



Session 9: Conflict Management and Negotiation



2 Hours

Activity One: The Rare Orange

Duration: 15 minutes

Objectives

- ◀ Strengthen negotiation and communication skills between the two teams.
- ◀ Enhance mutual understanding and the ability to resolve conflicts through cooperation and identifying shared solutions.

Materials



One orange

Steps

The participants are divided into two groups.

- Role of the facilitator: During the activity, the facilitator assumes the role of guardian of the rare orange.

- The story of the orange:

The groups are informed that the orange is extremely rare - the last one of its kind in the world - and that both groups want to obtain it. Each group must persuade the facilitator that they are the group most deserving of the orange.

Confidential instructions to each group:

The first group is secretly informed that the peel of the rare orange can be used to invent a new, beneficial product for the world.

The second group is secretly informed that the pulp of the orange cures a serious illness.

Negotiation

A representative from the first group speaks and presents arguments on behalf of their group.

A representative from the second group does the same.

The activity continues in this manner, with both groups required to negotiate and attempt to reach a shared solution.

The objective of the activity is for the two groups to reach an agreement that allows them to benefit mutually from the orange, by identifying each group's needs and negotiating to resolve the conflict through cooperative and constructive approaches. This activity serves as an introduction to conflict management.

i Facilitator Guidance

Setting the tone: The facilitator explains that the goal is not simply to "win" the orange, but to engage in a practical negotiation exercise.

Managing time: The facilitator monitors the dialogue and ensures that each group has an equal opportunity to express its views.

Asking open-ended questions: Such as: "Why is the orange important to your group?" "Is there a way for you to benefit from part of it?"

Maintaining confidentiality: The facilitator does not reveal each group's secret instructions but instead supports them in discovering one another's needs through dialogue.

Drawing lessons at the end:

The facilitator leads the final discussion and highlights that successful negotiation is based on:

- ▶ Mutual listening
- ▶ Exploring the real needs of the other party
- ▶ Identifying cooperative solutions that benefit everyone

Activity Two: Conflict or Dispute? Dispute or Conflict?

Duration: 15 minutes

Objectives

- ▶ Enable participants to identify different types of conflict.
- ▶ Strengthen their ability to distinguish between conflict and dispute.

Materials



Paper



Colors

Steps

Divide participants into four groups, and each group receives two sheets of paper.

Each sheet carries one title selected from the following list:

(Conflict / Dispute / Conflict Prevention / Conflict Settlement / Conflict Management / Conflict Resolution / Conflict Transformation / Active Conflicts / Frozen Conflicts)

Groups are asked to discuss and develop a definition for each of the titles they received.

After the discussion, participants present their definitions to the full group. In parallel, the facilitator leads a collective discussion to adjust, clarify, and expand on the definitions using the accurate information provided in the Facilitator's Notes section.

i Facilitator Notes:

Conflict

A situation involving two or more parties who have-or believe they have-incompatible goals or ideas. Conflicts may include deep differences in morals or values, questions of significant resource distribution, or issues related to dominance and power.

Dispute

A short-term disagreement that is visible on the surface and relatively easier to resolve, as it concerns interests that can be negotiated.

Disputes often occur within a larger, longer-term, and more deeply rooted conflict.

Active Conflicts and Frozen Conflicts

It is difficult to work constructively toward resolving a conflict when the parties involved are either shouting at one another or not speaking at all.

In the first case, the conflict is "too hot", and in the second, it is "too cold".

Characteristics

Active ("Hot") Conflicts	Frozen ("Cold") Conflicts
<ul style="list-style-type: none">▶ Excessive enthusiasm or over-motivation▶ Parties become highly driven to achieve their goals▶ Little to no self-critique of their own motives▶ Persuading others, seeking supporters, abandoning rules and procedures▶ Confrontation: parties seek interaction and want direct engagement▶ Strong conviction in their own superiority	<ul style="list-style-type: none">▶ Lack of belief in constructive action; frustration, cynicism, or depression▶ Parties demotivate one another▶ Limited awareness of consequences▶ Withdrawal: avoiding contact or touch, evasion, stalling, obstruction, slowing things down▶ Avoidance: all parties minimize contact, leading to fragmentation▶ Fear of losing self-confidence; doubts about self-worth

Conflict Prevention

Proactive measures aimed at reducing the likelihood of conflicts emerging or escalating by addressing their root causes—such as poverty, marginalization, and discrimination—while strengthening community capacities and establishing early-warning mechanisms and ongoing dialogue.

Example: Awareness programmes on resource sharing, or rapid complaint-handling mechanisms that address grievances before they escalate into disputes.

Conflict Settlement

An agreement or solution reached between the parties to end the visible dispute (which may be temporary or permanent) through negotiation, mediation, or a formal accord. It focuses on addressing the symptoms (such as a ceasefire or signing an agreement) but does not necessarily change the structural root causes.

Example: A ceasefire agreement or a financial settlement resolving a land dispute.

Conflict Management

A set of strategies used to control the effects of conflict and prevent its escalation by regulating communication, establishing rules of engagement, using rapid settlement mechanisms, and mitigating harm. Conflict management does not necessarily address the root causes, but it improves day-to-day handling of disagreements.

Example: Codes of conduct within an institution, internal grievance committees, mediation.

Conflict Resolution

Efforts aimed at addressing the root causes of a conflict and finding sustainable solutions that meet the needs of the parties and modify the underlying factors—whether through policy changes, resource redistribution, or addressing grievances. Its objective is to prevent the recurrence of the conflict.

Example: Reforming laws to ensure fair participation, or corrective programmes that address the marginalization of a group.

Conflict Transformation

The deepest level: It aims to bring about a qualitative change in the relationships, structures, and values that generated the conflict, transforming the energy of the conflict into constructive social change and rebuilding trust and shared identity. It includes long-term reconciliation processes and the creation of new institutions.

Example: Large-scale community reconciliation programmes; cultural and institutional changes that establish a new partnership between groups

Quick Differences

(for a brief presentation to participants)

- ▶ Prevention = Proactive measures taken before a problem emerges.
- ▶ Management = Handling the problem to prevent escalation.
- ▶ Settlement = An agreement to end the visible dispute (often quick/technical).
- ▶ Resolution = Addressing the root causes of the disagreement (deeper and more sustainable).
- ▶ Transformation = Fundamental change in relationships, structures, and values.

Activity Three: How Can I Respond?

Duration: 40 minutes

Objectives

- ▶ Identify the basic behavioural patterns used in conflict situations.
- ▶ Enable participants to practice these patterns through interactive role-play scenarios.
- ▶ Strengthen participants' understanding of how to handle conflicts effectively

Activity Description:

- ▶ Prepare cards containing scenarios paired with behavioural patterns.
- ▶ Divide participants into five groups, and each group receives one scenario along with one of the five pre-defined behavioural patterns to enact within the conflict narrative.
- ▶ Groups may not share their scenario or assigned behavioural pattern with the other groups.
- ▶ Participants are given 10 minutes to prepare. Each group then has 3 minutes to present (total of 15 minutes), followed by 10 minutes for discussion and clarification of the patterns.

Scenarios

Scenario 1: Conflict Between Classmates

Behavioural Pattern: Competition (Win/Lose)

Description: You are in a culturally diverse school. A student from a different cultural background criticizes a particular teaching method used by a teacher who considers that method to be part of their cultural tradition. The conflict escalates when the other student attempts to impose their point of view on everyone.

Ask participants to develop the scenario into a realistic role-play scene, providing a clear example that demonstrates the competition pattern.

Scenario 2: Conflict Within a Sports Team

Behavioural Pattern: Yielding (Lose/Win)

Description: You are part of a football team. One player, coming from a specific cultural background, wishes to celebrate the team's victory using a traditional practice from their culture. The rest of the team disagrees. The player decides to yield and let go of their preference in order to accommodate the others.

Ask participants to develop the scenario into a realistic role-play scene, providing a clear example that demonstrates the yielding pattern.

Scenario 3: Conflict in Group Work

Behavioural Pattern: Avoidance (Lose/Lose)

Description: You are a group of students working on a joint project that includes a culturally sensitive component. One member feels upset about how the topic is being handled but chooses to avoid the conflict entirely, which results in an unsatisfactory outcome for everyone.

Ask participants to develop the scenario into a realistic role-play scene, providing a clear example that demonstrates the avoidance pattern.

Scenario 4: Family-Related Conflict

Behavioural Pattern: Compromise (Both sides win a little / both sides lose a little)

Description: You are members of the same neighbourhood or village, and two families from different cultural backgrounds are disagreeing about how to organize a traditional wedding ceremony. A compromise is reached in which elements from both cultures are incorporated into the event, partially satisfying all parties.

Ask participants to develop the scenario into a realistic role-play scene, providing a clear example that demonstrates the compromise pattern.

Scenario 5: Conflict Within a Group of Friends

Behavioural Pattern: Collaboration (Win/Win)

Description: You are a group of friends from diverse cultural backgrounds who are disagreeing about what type of food to eat during your gathering. After a constructive discussion, you decide to prepare a meal that combines dishes from your different cultures, resulting in a solution that satisfies everyone.

Ask participants to develop the scenario into a realistic role-play scene, providing a clear example that demonstrates the collaboration pattern.

Move between the groups during this activity to offer short prompts, enrich the discussion, and keep the exercise focused on its objectives.

Facilitator Notes

In conflict situations, individuals' behaviors can generally be classified into five basic patterns. These patterns help explain how people respond to conflicts and what outcomes each pattern may produce.

i Facilitator Notes:

In conflict situations, individuals' behaviors can generally be classified into five basic patterns. These patterns help explain how people respond to conflicts and what outcomes each pattern may produce.

1. Competition (Win/Lose)

Description: In this pattern, the individual seeks to achieve their own interests at the expense of the other party. It is characterized by aggressiveness and a focus on one's own position, with little consideration for the needs of the other side.

2. Yielding (Lose/Win)

Description: In this pattern, the individual gives up their own interests or accepts losing them in order to satisfy the other party. It is characterized by self-sacrifice and prioritizing the other person's needs.

3. Avoidance (Lose/Lose)

Description: In this pattern, the individual avoids confrontation and disengages from the conflict entirely, leading to a loss for all parties. It is characterized by an unwillingness to address or face the conflict.

4. Compromise (Both sides win a little / both sides lose a little)

Description: In this pattern, both parties agree on a middle-ground solution that meets some of their interests while letting go of others. It is characterized by negotiation and partial cooperation.

5. Collaboration (Win/Win)

Description: In this pattern, both parties work together to achieve shared gains that meet their respective needs. It is characterized by cooperation and mutual respect.

When is it used?

It is used when long-term relationships are important and when an optimal solution that benefits all parties is required.

Advantages: Leads to solutions that satisfy all parties and strengthens relationships.

Disadvantages: May take more time and require greater effort to reach a solution.

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Activity: Peeling the Onion of Conflict

Duration: 20 minutes

Objectives

- ▶ Equip participants with techniques for analysing conflicts.
- ▶ Provide participants with tools for managing conflict analysis.

Activity Description:

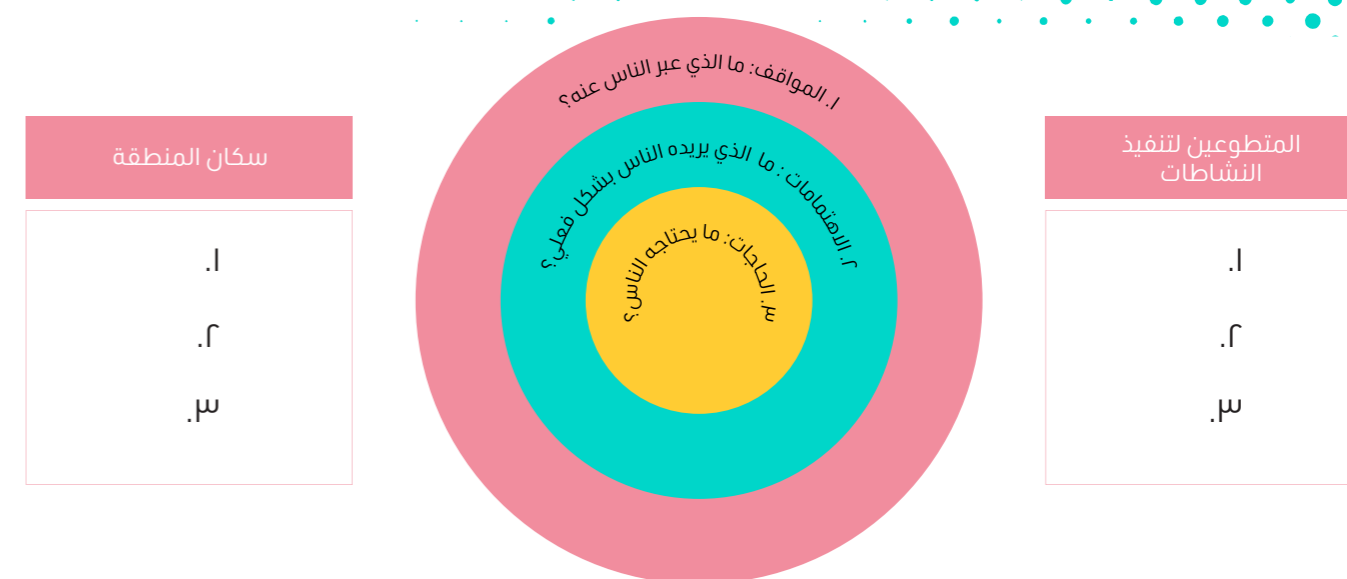
Divide participants into pairs, and each pair receives a Conflict Onion Model template. They are asked to imagine themselves working within a specific community environment where they will be implementing activities. In this imagined setting, there is a challenge related to a conflict occurring among members of that community and the activities planned with them. The task is to analyse the conflict using the Onion Technique in order to identify a common ground.

Conflict Onion Analysis

The Conflict Onion tool is used to clarify the positions, interests, and needs of different individuals or groups involved in a conflict.

It helps us:

- ▶ Understand the perspectives of different groups, and
- ▶ Find ways to reconcile or align their needs.



المصدر: "Building Conflict Sensitive Interventions"- mercy corps-CDA

i Facilitator Guidance:

Clarification: Begin by explaining the three layers using a simple example from daily life (e.g. a child saying "I want a new toy" = position; their underlying interest is wanting enjoyment; their deeper need is attention/belonging).

Guidance: Ask prompting questions that help participants think more deeply without providing ready-made answers.

Linking: After the groups present, link their analysis to the concept of "finding common ground"-showing how understanding needs can lead to innovative solutions.

Correction: If a group confuses positions with needs, clarify the distinction by rephrasing their input in front of the full group.

Summarizing: Write brief, clear definitions for each layer on the flipchart:

- ▶ Positions: What is being said.
- ▶ Interests: Why they are saying it.
- ▶ Needs: What they genuinely require to live with dignity and safety.



Activity: Negotiations - Settlements - Truces

Duration: 1 hour

Objectives

- ▶ Equip participants with practical skills for conflict resolution.
- ▶ Introduce participants to the key methods of negotiation, mediation, and empathy.

Steps

Keep participants in the same groups formed during the previous activity, and to continue working on the same conflict scenario they previously analyzed. Each group is assigned one conflict-resolution technique that can be applied to the scenario. Groups are then asked to respond to the following guiding questions:

1. What is the definition of this technique?
2. What are the methods for applying this technique?
3. In the conflict scenario at hand, how can this technique be used?
4. How can this technique be linked to cultural sensitivity and cultural readiness?

i Facilitator Instructions

Negotiation

Negotiation is an interactive process involving communication between two or more parties with the aim of reaching an agreement on one or more issues in order to resolve a disagreement. Negotiation focuses on balancing the interests of all parties through dialogue, discussion, and making concessions when needed.

According to Lewicki, R. J., Barry, B., & Saunders, D. M. (2016). Essentials of Negotiation. McGraw-Hill Education, negotiation is defined as follows:
 "Negotiation is an interactive process in which parties exchange offers and proposals in order to reach a mutual agreement that is acceptable to all involved."

Rational Elements versus Emotional Elements in Negotiation

All negotiations involve two parallel dimensions: a rational (objective) decision-making process and a psychological (emotional) process. The psychological elements influence the outcome of a negotiation just as much as the rational ones. In many cases, failure to reach an optimal or mutually beneficial solution is due to intangible factors such as:

Psychological Factors that Influence Negotiations:

- ▶ Each party's comfort with conflict: the extent to which each party is willing and able to address disagreements.
- ▶ Perceptions of the other party: how each party views and interprets the other.
- ▶ Assumptions: pre-existing assumptions each party holds about the other or about the issue at hand.
- ▶ Attitudes and expectations: what each party expects from the other throughout the negotiation process.
- ▶ Decisions related to trust, winning, and conflict avoidance: choices about whether to trust, the importance of "winning," the desire to avoid conflict, liking or disliking the other party, and the need to avoid appearing incompetent.

Psychological Challenges within Organizations

The situation becomes even more complex within organizations, as most institutions discourage the open expression of negative emotions. As a result, intense emotional conflicts are often expressed-or rationalized-as objective issues. In many cases, individuals may escalate disagreements over minor or trivial matters as a way to justify or mask an underlying emotional conflict with another person.

References:

- ▶ Lewicki, R. J., Barry, B., & Saunders, D. M. (2016). Essentials of Negotiation. McGraw-Hill Education.
- ▶ E. Wertheim, College of Business Administration Northeastern University, Negotiations and Resolving Conflicts: An Overview

Empathy

Baron describes intercultural empathy in a pedagogical context as "the ability to place oneself within another person's cultural background, and to communicate effectively on the basis of this empathic understanding."

Retteig identifies three core dimensions of empathy:

1. Cognitive (knowledge)
2. Affective (emotional connection)
3. Behavioral (acting empathically)
4. Trivisani adds a fourth dimension, referred to as "relational empathy", which involves understanding and valuing the symbolic network surrounding the individual when engaging empathically with them.

Reference:

Empathy across cultures - one size does not fit all: from the ego-logical to the eco-logical of relational empathy



Overall Objective:

To enable participants to explore and apply practical strategies for enhancing cultural readiness through learning, exchange, self-development, and community partnerships.

Main Activity: The Journey Toward Cultural Readiness

Activity Steps:

Introduction (10 minutes)

- Explain that cultural readiness is not merely a theoretical concept, but a daily practice that includes:

- ▶ Education and awareness-raising
- ▶ Exchange and interaction
- ▶ Continuous learning and self-development
- ▶ Partnerships with the community

- Write these four elements on the board as “four stations” in the journey toward cultural readiness.

Group Division (15 minutes)

- ▶ Divide participants into four groups.
- ▶ Each group is assigned one of the four stations:
- ▶ Education - Exchange - Self-development - Partnerships.
- ▶ Each group is asked to:
 - Define the thematic station assigned to them.
 - Identify a practical example from their own experience or community.
 - Formulate practical recommendations (steps that can be applied within the programme or in their daily lives).

Group Work (40 minutes)

- ▶ The groups work using flipchart paper, guided by the following questions:
 - o Why is this station important for strengthening cultural readiness?
 - o How can it be applied in practice within the community?
 - o What are the challenges, and how can they be overcome?
- ▶ The facilitator circulates among the groups to provide support, clarify unclear ideas, and encourage critical and creative thinking.

Presentations (40 minutes)

- ▶ Each group presents its work (7-10 minutes).
- ▶ After each presentation, the facilitator asks a clarifying question or provides a correction if information is missing or inaccurate.
- ▶ The main points for each station are recorded on the board so that they are visible to all participants.

Integration into a Unified Plan (30 minutes)

- ▶ After the presentations, the facilitator consolidates all recommendations on a single board titled: “Cultural Readiness Enhancement Plan.”
- ▶ Ask participants to review the points, remove duplications, and merge them into one unified document.
- ▶ This final document serves as a shared roadmap that participants can draw on later in their respective areas of work.

Conclusion (15 minutes)

- ▶ The facilitator asks:
 - o What is the most important new idea you are taking away from today?
 - o How can you apply this plan in your work or in your daily life?
- ▶ The session concludes by emphasizing that cultural readiness is an ongoing process that requires curiosity, humility, and collaboration with others.

Facilitator’s Role in the Session

- ▶ Provide guiding questions whenever groups face difficulties.
- ▶ Correct definitions and concepts when they are incomplete or inaccurate.
- ▶ Ensure that the presentations focus on practical application rather than theoretical descriptions only.
- ▶ Support participants in consolidating ideas into a shared plan at the end of the activity.

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Annex I

Daily Journal:

Name:

Day/Date:

Key points presented today (information / events / activities):

Strengths and weaknesses of today's workshop:

What did I discover or experience regarding:

a) My personal development?

b) My social environment (family/friends)?

c) My professional life?

What topics do I want to gain more knowledge and experience in?

What challenges or difficulties did I face today?

Recommendations:

- ▶ Recommendations
- ▶ Evaluation
- ▶ Closure

Annex 2
Pre-Test and Post-Test



Annex 3
Training Evaluation Form



