



COMMUNITIES' BRIDGES

Vilnius • 2021

Training about Refugee Rights and
Cultural Diversity Methodology

LITHUANIAN LEGAL SYSTEM IN RELATION TO RIGHTS AND LEGAL STATUS OF REFUGEES/FOREIGNERS

TRAINING MODULE

Duration of training: 4 hours (including short breaks for participants).

Goal of the training: Introduce basic legal regulation in relation to the legal status and daily life in Lithuania of refugees/foreigners.

Target groups: Refugees/foreigners residing in Lithuania, students of different universities in Vilnius, Kaunas and Klaipeda.

Language of instruction: Lithuanian, English, Russian with possible translation into Tajik/Farsi, Arabic and/or Turkish.

Introduction to the Training Module

Training is planned to be conducted in the first half of the day and is considered as an integral part of the 8 hours mixed refugee rights/cultural diversity training.

Training is conducted by two or three trainers, who work as a team. In the context of the offered training terms “Trainer 1”, “Trainer 2” and “Trainer 3” do not have any superiority or dominance meaning: “Trainer 1” is a trainer, who directly conducts the session at the moment, and “Trainer 2” and “Trainer 3” assist him in this work. In the next Session trainers easily replace each other.

You are welcome to contact the authors of the training module Laurynas Biekša (Laurynas.biekša@gmail.com) or Ilona Ivasauskaite (i.ivasauskaite@gmail.com) if any relevant questions arise or you have any feedback/suggestions for its improvement.

Thank you

Laurynas Biekša and Ilona Ivasauskaite, authors of the training module “LITHUANIAN LEGAL SYSTEM IN RELATION TO RIGHTS AND LEGAL STATUS OF REFUGEES/FOREIGNERS”

Introduction – 15 minutes

Each trainer and participant briefly introduce himself/herself and his/her expectations regarding the training.

Session 1. Asylum and migration law - 45 minutes

Where is the difference between refugees, economic migrants and irregular migrants? How to submit asylum application?

Method: work in the groups/ discussion/ brief lecturing/ Q&A

All participants are divided into 4 groups. Trainers distribute worksheets (exercise No. 1) to every group and ask the groups to discuss the difference between refugees, economic migrants and irregular migrants and mark in the worksheet how to submit asylum application? Then every group discusses and briefly presents before the audience their observation on the question. Trainers 2 and 3 briefly make notes on the flipchart on participants' key observations. Then Trainer 1 summarizes the discussion, explains current legal challenges and underlines the main legal principles.

Session 2. Public services and integration - 60 minutes (including short break at the beginning)

What could be the reasons why refugees/foreigners fail to integrate? What are the consequences of the failed integration for the society of the country? Who are the third country nationals? Which Lithuanian institutions are dealing with different legal issues?

Method: work in the groups/ discussion/ brief lecturing

All participants are divided into 4 groups. Trainers distribute worksheets (exercises No. 2 and No. 3) to every group and ask the groups to discuss what could be the reasons why refugees/foreigners fail to integrate; what are the consequences of the failed integration for the society of the country and mark in the worksheet who are the third country nationals; which Lithuanian institutions are dealing with different legal issues? Then every group discusses and briefly presents before the audience their observation on the question. Trainers 2 and 3 briefly make notes on the flipchart on participants' key observations. Then Trainer 1 summarizes the discussion and underlines the main legal principles.

Session 3. Family law - 60 minutes (including short break at the beginning)

3.1. Family reunification

Definition of family members

Method: work in the groups/ discussion

All participants are divided into 4 groups. Trainers distribute worksheets (exercise **No. 4**) to every group and ask the groups to discuss and mark in the worksheet: with which family members foreigner can reunite in Lithuania? Then every group briefly presents before the audience their observation on the question. Trainers 2 and 3 briefly make notes on the flipchart on participants' key observations.

Step 2. Lecture

Method: Brief lecturing/ Q&A

Trainer 1 indicates who are family members according to the Lithuanian laws and indicates family members who have the right to family reunification. After identifying family members Trainer 1 briefly describes family reunification procedure.

Trainers 2 and 3 write down on the flipchart family members in two columns: in the first column family members from general definition; in the second column family members who have the right to family reunification. After identifying family members Trainer 2 and 3 write down on the flipchart main points of family reunification procedure.

Trainer 1 answers the questions of the participants and concludes the sub-session 3.1.

3.2. Marriage

Step 1. Conditions for contracting a marriage

Method: work in the groups/ discussion

All participants are divided into 4 groups. Trainers distribute worksheets regarding the conditions for contracting a marriage: exercise **No. 5** asks who can conclude marriage in Lithuania; exercise **No. 6** asks where marriage can be concluded; exercise No. 7 asks what are other requirements for contracting a marriage? Trainers ask the groups to discuss and mark in the worksheet their answers. Then every group briefly presents before the audience their observation on the questions. Trainers 2 and 3 briefly make notes on the flipchart on participants' key observations.

Step 2. Lecture

Method: Brief lecturing/ Q&A

Trainer 1 describes what legal requirements are for concluding a marriage under the Lithuanian laws. After identifying main requirements for marriage Trainer 1 briefly describes marriage procedure.

Trainer 2 and 3 write down on the flipchart main points of concluding a marriage.

Trainer 1 answers the questions of the participants.

Step 3. Choosing a surname after marriage

Method: work in the groups/ discussion

Trainers distribute worksheets (exercise **No. 8**) to every group and ask all groups to discuss and mark in the worksheet: which surname can be chosen after marriage? Then every group briefly presents before the audience their observation on the question. Trainers 2 and 3 briefly make notes on the flipchart on participants' key observations.

Step 4. Lecture

Method: Brief lecturing/ Q&A

Trainer 1 indicates what surname can be chosen after marriage under Lithuanian law and describes the procedure for changing a surname.

Trainers 2 and 3 write down on the flipchart the main points of changing the surname.

Trainer 1 answers the questions of the participants and concludes the sub-session 3.2.

3.3. Children rights

Step 1. Case study on the children rights violation

Method: work in the groups/ discussion

All participants are divided into 4 groups. Trainers distributes worksheet (exercise No. 9). The worksheet contains a case in which several issues of ensuring the rights of the child are mentioned. Participants are invited to discuss in the groups whether any of the child rights are violated; what should be the actions of the parents. Then every group briefly presents before the audience their observation on the questions. Trainers 2 and 3 briefly make notes on the flipchart on participants' key observations.

Step 2. Lecture

Method: Brief lecturing/ Q&A

Trainer 1 gives an observation and marks main points regarding the case study; trainer 1 gives a brief lecture who is considered a child according to the law; who is responsible for child actions; children rights and duties of parents.

Trainers 2 and 3 write down on the flipchart the main points of children's rights.

Trainer 1 answers the questions of the participants and concludes the sub-session 3.3.

Session 4. Labour law 30 minutes (including short break at the beginning)

Step 1. Requirements of labour contract

Method: work in the groups/ discussion

All participants are divided into 4 groups. Trainers distribute worksheets (exercise No. 10) to every group and ask the groups to discuss and mark in the worksheet: which conditions should be included in a labour contract (which are mandatory and which are optional)? Then every group briefly presents before the audience their observation on the question. Trainers 2 and 3 briefly make notes on the flipchart on participants' key observations.

Step 2. Lecture

Method: Brief lecturing/ Q&A

Trainer 1 indicates which labour contract conditions are mandatory and optional according to Labour Code of Lithuania. After that Trainer 1 introduces the basic provisions of labour law: from what age person can work; working hours; time for rest; vocations; wage; changing of labour contract; termination of labour contract; disputes with employer.

Trainers 2 and 3 write down on the flipchart family members in two columns: in the first column mandatory conditions of labour contract; in the second column optional conditions of labour contract. After identifying the mandatory and optional labour contract conditions, Trainers 2 and 3 write down on the flipchart main points of the basic provisions of labour law.

Trainer 1 answers the questions of the participants and concludes the session 4.

Session 5. Business activity 30 minutes

Step 1. Starting commercial activity in Lithuania

Method: work in the groups/ discussion

All participants are divided into 4 groups. Trainers distribute worksheets (exercise **No. 11**) to every group and ask the groups to imagine that they decided to start business in Lithuania, therefore the groups are asked to discuss and mark the main steps which should be done when starting the business. Then every group briefly presents before the audience their observation on the question. Trainers 2 and 3 briefly make notes on the flipchart on participants' key observations.

Step 2. Lecture

Method: Brief lecturing/ Q&A

Trainer 1 describes the main aspects of doing business in Lithuania: in what forms a business might be conducted; main aspects of individual activity; main aspects of establishing legal entity; advantages and disadvantages of certain forms.

Trainers 2 and 3 write down on the flipchart the main points of the business activities in Lithuania.

Trainer 1 answers the questions of the participants and concludes the session 5.

Exercise No. 1

What to do if you are persecuted and wish to lodge asylum application in Lithuania? Where to go and who is responsible? What will happen if you lodge at wrong place? Let's discuss and our experts will answer you!

Now you are an asylum-seeker who cannot return to his country, where would you go to lodge asylum application and how you would do it? Choose wisely!

Place to lodge asylum application	Yay	Nay	How will you request asylum?	Yay	Nay
Any governmental institution			I will personally go		
Any Lithuanian citizen			I will verbally tell		
Border control check point			I will write written request		
Chapters of the Migration department			Sent by e-mail		
Church/mosque			Sent by post		
Consulate or embassy					
Hospital					
HQ of State border guard service					
HQ of the Migration department					
Human rights NGO					
International migration organization					
International Red Cross Committee					
Military base					
Ministry of the Foreign affairs					
Ministry of the Interior affairs					
National Red Cross society					
Police officer					
Police station					
Prison					
UNHCR					

Exercise No. 2

Foreigners who are issued residence permit are usually called third-country nationals. Are there first or second country nationals? Why are some of the foreigners are called third-country nationals and others are not? Let's discuss and our experts will answer you!

What do you think, foreigners from which country, are called third-country nationals? Choose wisely!

Country	Yes	No
United States of America		
Algeria		
Australia		
Belarus		
Brazil		
Canada		
China		
Columbia		
Cuba		
Denmark		
Egypt		
Estonia		
Finland		
France		
Germany		
Greece		
India		
Iraq		
Italy		
Japan		
Kyrgyzstan		
Latvia		
New Zealand		
Nicaragua		
Nigeria		
North Korea		
Poland		
Russian Federation		
South Africa		
South Korea		
Spain		
Sweden		
Tajikistan		
Turkey		
United Kingdom		

Exercise No. 3

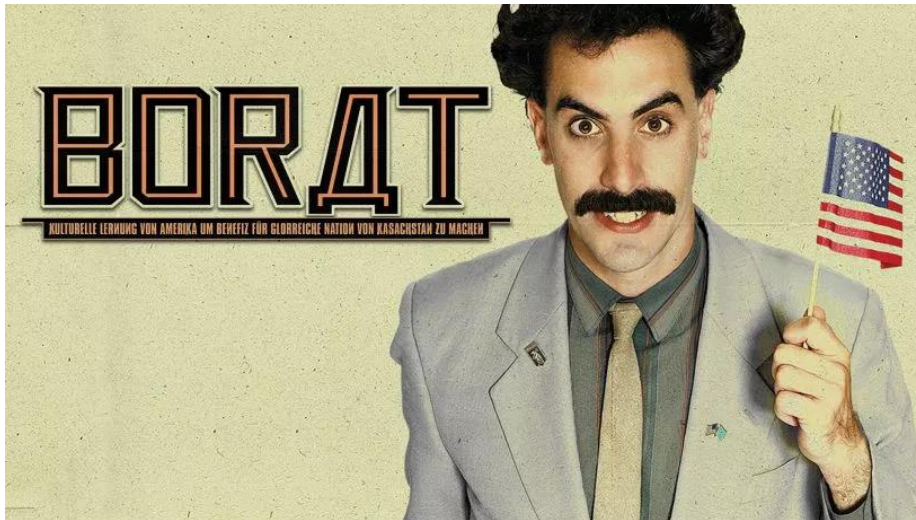
Public services are always complicated, to whom approach when you have everyday problems? We will try to help to understand the public service system in Lithuania. Let's discuss and our experts will answer you!

Below you must choose options to which institution you would approach with your problem? Choose wisely!

Institution	Discrimination/ Hate Speech	Broken products	Legal representation	Conflict with employer	Violation of child rights	Bureaucracy	Social benefits	The breach of data protection	Taxes
Employment service (<i>Užimtumo tarnyba</i>)									
Police									
Office of the Equal Opportunities Ombudsman (<i>Lygių galimybių kontrolieriaus tarnyba</i>)									
Seimas Ombudsman's Office (<i>Seimo kontrolieriaus įstaiga</i>)									
Inspection of Data Protection (<i>Duomenų apsaugos inspekcija</i>)									
Social Insurance office (SoDra)									
State Child Rights Protection and Adoption Service (SCRPAS) under the Ministry of Social Security and Labour									

(Valstybės vaiko teisių apsaugos ir įvaikinimo tarnyba)									
State Consumer Rights Protection Authority (Valstybinė vartotojų teisių apsaugos tarnyba)									
State guaranteed legal aid service (Valstybės garantuojama teisinės pagalbos tarnyba)									
State labour inspectorate of the Republic of Lithuania (Darbo inspekcija)									
State Tax Inspectorate under the Ministry of Finance of the Republic of Lithuania (Valstybinė mokesčių inspekcija)									

Does Borat’s statements regarding Jewish or Kazakh people constitute hate speech?



Does this job advertisement constitute discrimination?

“The debt-collecting company is looking to employ the man of Chechen origin.”

No 4 Family Reunification

Exercise No. 1

Most common question foreigners ask is who my family can arrive to Lithuania? Family reunification can take a long time, especially for refugees, who are facing additional obstacles. But who are considered as family members, who have the right for the family reunification procedure? Let’s discuss and our experts will answer you!

What do you think, which family members and relatives can reunite?

Family member	Yes	No
Adopted children under 18		
Adopted adult children		
Aunt		
Boyfriend/girlfriend		
Brother/sister		
Cousins		
Family’s most beloved pet		
Father of adult child		
Father of child under 18		
Fiancé/Fiancée		
Friend whom you consider as your brother/sister		

Grandparents of child under 18		
Grandparents of adult child		
Mother of adult child		
Mother of child under 18		
Nephew		
Niece		
Children under 18		
Adult children		
Second wife		
Secret lover		
Spouse of your brother/sister		
Step-brother/ step-sister		
Step-father		
Step-mother		
Uncle		
Wife/husband		

Exercise No. 2

The personal lives continue no matter war or persecution. Arriving in the new country, foreigners find not only a new life, but a new love. Family law is greatly influenced by the culture and can be significantly different in the countries. Can you marry in church or mosque? Do you need participate personally during marriage procedure, with whom you can marry in Lithuania? How the laws are different in your country? Let's discuss and our experts will answer you!

Exercise No. 2.1

Marriage registration in Lithuania. In your opinion who can conclude marriage in Lithuania?

Citizen of Lithuania	Citizen of Lithuania
	EU member state citizen
	Foreigner who resides in Lithuania legally
	Foreigner who is a refugee
	Foreigner who does not resides in Lithuania
	Foreigner who resides in Lithuania illegally
	Stateless person
Foreigner who resides in Lithuania legally	Citizen of Lithuania
	EU member state citizen
	Foreigner who resides in Lithuania legally
	Foreigner who is a refugee
	Foreigner who does not resides in Lithuania
	Foreigner who resides in Lithuania illegally
	Stateless person

Foreigner who is a refugee	Citizen of Lithuania
	EU member state citizen
	Foreigner who resides in Lithuania legally
	Foreigner who is a refugee
	Foreigner who does not resides in Lithuania
	Foreigner who resides in Lithuania illegally
	Stateless person
Foreigner who does not resides in Lithuania	Citizen of Lithuania
	EU member state citizen
	Foreigner who resides in Lithuania legally
	Foreigner who is a refugee
	Foreigner who does not resides in Lithuania
	Foreigner who resides in Lithuania illegally
	Stateless person
Foreigner who resides in Lithuania illegally	Citizen of Lithuania
	EU member state citizen
	Foreigner who resides in Lithuania legally
	Foreigner who is a refugee
	Foreigner who does not resides in Lithuania
	Foreigner who resides in Lithuania illegally
	Stateless person

Exercise No. 2.2

Your spouse can be	Yes	No
14 years old		
15 years old		
16 years old		
17 years old		
18 years old and over		
Adopted children		
Aunt/ uncle		
Children		
Cousin		
Grandchildren		
Grandparents		
Nephew		
Niece		
Opposite sex person		
Same sex person		
Step-brother/sister		
Step-father		
Step-mother		
You can have multiple husbands		
You can have multiple wives		

Exercise No. 2.3

In your opinion, where marriage can be concluded?

Where you can marry?	Yes	No
Any public place		
At home		
Civil registry		
Consulate or embassy		
Court		
Notary office		
Prison		
Religious place		
Sea ship		

Exercise No. 2.4

Below you should choose the marriage requirements in Lithuania, do you know them?

Other special requirements	Yes	No
If you agree to marry, later you cannot refuse		
Marriage can be arranged by the parents		
Spouse is obliged to present dowry		
You cannot marry if you have wife/husband and you are not divorced yet		
You don't need personally participate at the marriage ceremony		
You parents or relatives can forbid you to marry		

Exercise No. 2.5

There is a saying, that from love to hate is only one step. Sometimes marriages are unhappy, spouses becomes abusive and life with another person becomes impossible. Also today in some countries it is forbidden to divorce. Did you know how it is possible to divorce in Lithuania and how long could it take? What is divorce procedure in your country? What are the consequences of the divorces? Let's discuss and our experts will answer you!

Below you must choose options about divorce and consequences in Lithuania, do you know them?

How to divorce?	Yes	No
Publicly declare to people about divorce		
By decision of the court		
By the decision of the parents		
By the decision of the religious institution		
By the decision of the elders		
By the decision of the civil registry		
By the decision of the notary		

By the mutual consent		
Consequences of the divorce	Yes	No
Spouses property distributed evenly between ex-spouses		
Children are left to the mother		
Children are left to the father		
Spouses automatically got their previous surnames if changed after marriage		
Ex-husband will have maintenance		
Ex-wife will have maintenance		
Parents obligations towards children are equal and same		
The family living flat/apartment/house will belong to who bought it or whom needs maintenance		

Exercise No. 3

You are getting married in Lithuania, so now there is a question about yours and your spouse surnames. In your opinion which surname can be chosen after marriage?

Husband		Wife	
The surname which was before marriage		The surname which was before marriage	
The surname of the wife		The surname of the husband	
The surname which was before marriage and surname of wife (double surname)		The surname which was before marriage and surname of husband (double surname)	

Exercise No. 4

The family of four persons (woman and her 3 children, son who is 15 years, son who is 13 years, daughter who is 10 years) who are originated from Afghanistan, are living in Lithuania, because they have received refugee status in Lithuania. The son, who is 15 years, has decided that he is old enough to go to work, because in his opinion it is his obligation to provide a necessary support to the family. Therefore he informed his school that he leaves the school and terminates his education, because he started to work in the constructions. As this was the decision of his own, the mother does not object to it.

Following the example of an older brother, the younger son also stated that he would no longer attend the school, because he is going to work. In his opinion everything, what he will ever need, he will learn while working. In this case, mother does not agree with this decision and she stated that the son must attend the school and may work part time.

What is your opinion regarding this situation; are any of the child rights violated; what should be the actions of the mother?

Exercise No. 6

Some of the new arriving refugees were successful businessman in their countries. They wish to start a new business in Lithuania.

Now, let's imagine you wish to start baking business. Where do you begin? Should you open company or you can sell it personally? Where can you sell the fresh baked bread, baklavas and pitas? Do you need a license to sell your products? Gather together in groups and discuss the steps of your future baking company!

Project "Community Bridges"

CULTURAL DIVERSITY

TRAINING MODULE

Duration of training: 4 hours (including one 15 minutes break)

Goal of the training: Promote mutual understanding between Lithuanians and Refugees/Foreigners

Target groups: Refugees/foreigners residing in Lithuania, students of different universities in Vilnius, Kaunas and Klaipeda.

Language of instruction: Lithuanian, English, Russian with possible translation into Tajik/Farsi, Arabic and/or Turkish

Introduction to the Training Module

Training is planned to be conducted in the second half of the day and is considered as an integral part of the 8 hours mixed refugee rights/cultural diversity training. Most possible that participants of the training are already familiar with each other. So, author of the training module intentionally skips introduction part.

Training is conducted by two trainers, who work as a team, equally conduct the sessions and replace each other every 15-20 minutes. In the context of the offered training terms "Trainer 1" and "Trainer 2" do not have any superiority or dominance meaning: "Trainer 1" is a trainer, who directly conducts the session at the moment and "Trainer 2" assists him in this work. In the next Session or the next Step of the same Session trainers easily replace each other.

Topics of this Cultural Diversity training is built in a logical sequence starting from cultural differences and ending with cultural diversity and coexistence. A Session covers a specific topic and may consist of several Steps leading to the desired conclusions.

You are welcome to contact the author of the training module Yusuf Muhammadzoda to rushdkhatlon@gmail.com if any relevant questions arise or you have any feedback/suggestions for its improvement.

Thank you

Yusuf Muhammadzoda, author of the training module “Cultural Diversity”

Session 1. Differences 60 minutes

Step 1. Surprising Observations 25 minutes

Method: Individual work/Personal presentation

Trainer 1 asks every participant to recall just one, **the most surprising observation** he/she made when entering Lithuania for the first time and compare that to his/her understanding of the rule “How should that look in her/his opinion?”. Then every participant briefly presents before the audience his/her personal observation as a matter of fact. Trainer 2 briefly makes notes on the flipchart on participants’ key observations in word or a phrase, paying particular attention to statements, which underline cultural differences.

Step 2. Interpretation 15 minutes

Method: General discussion

Trainer 1 mobilizes the training participants to voluntarily participate in general discussion accenting on the following two questions: 1) Your personal opinion on why people and cultures are different; 2) Did you learn anything good from the culture of the local people while living in Lithuania? (Did they learn anything good from the culture of refugees/foreigners, who are living in Lithuania?).

Trainer 2 writes down on the flipchart the main points participants touched during the discussions this way helping trainer 1 to make conclusions for the Step 2 as well as for the whole Session 1.

Step 3. Differences 20 minutes

Methods: Q&A/Brief lecturing

Answering the emerged topical questions Trainer 1 concludes Session 1, positively focusing on differences, which exist within the same society/country as well as within different cultures/nations. Also, the trainer should refer to **Handout #1** “10 Benefits of Diversity in a Workplace”

HELP FOR THE TRAINER

People in different nations can differ in the behaviours and values, which is quite a normal phenomenon. Human values may vary as between different countries as well as within any particular country/area. They may be named like “southern – northern” differences, “urban – rural” differences, “traditional – modern” or any other way. These differences may be based on historical, traditional, religious, regional or any other factors, which in general form cultures or different behaviours.

In recent years, many Western countries have accepted once again tens or even hundreds of thousands of immigrants into their country. This has sparked widespread discussions of how well immigrants are able to acculturate (e.g., The Economist, 2016). For example, a recent Canadian survey found that three quarters of Ontarians feel that Muslim immigrants have fundamentally different values than themselves (Keung, 2016). This feeling is in contrast to large international surveys of human values in which it was found that people from more than 55 nations are consistent in valuing some values more and others less (Schwartz and Bardi, 2001). How then is it the case that people from different countries appear to be so different? The present research follows up this train of thought by testing whether people in different nations differ in the behaviors that are seen as typical instantiations (i.e., examples) of values, while holding similar ideas about the abstract meaning of the values and their importance (<https://www.frontiersin.org/articles/10.3389/fpsyg.2018.00849/full>).

The things you do and the practices you were taught inform who you become. Culture is a broad term that encompasses beliefs, values, norms, behaviours, and overall can be understood as our “way of being.” When you go out into the world, you will come into contact with people from different backgrounds and walks of life. It’s a good rule of thumb to honour cultural diversity with your actions.

Cultural diversity is synonymous with multiculturalism. Multiculturalism is defined by the Encyclopedia Britannica as, “the view that cultures, races, and ethnicities, particularly those of minority groups, deserve special acknowledgment of their differences within a dominant political culture.”

The importance of cultural diversity can be interpreted on the basis of these related actions:

- **Recognizing that there is a large amount of cultures that exist;**
- **Respecting each other’s differences;**
- **Acknowledging that all cultural expressions are valid;**
- Valuing what cultures have to bring to the table;
- Empowering diverse groups to contribute;
- **Celebrating differences, not just tolerating them.**

(<https://www.uopeople.edu/blog/what-is-cultural-diversity/>)

Session 2. Identity 45 minutes

Step 1. Are all members of your family/friends identical? 15 minutes

Methods: Individual work/General discussion

Every training participant is given a form (**Handout #2** “Describe your family members/friends”), where he/she should give a brief description of various characteristics of two family members/friends. And compare that. After admitting differences in characteristics of two family members/friends, every participant verbally answers to the following three questions:

1. Why they are different?
2. Do they usually coexist?
3. Is it possible to be different and to stay connected?

Step 2. Identity flower 25 minutes

Methods: Individual work/Individual Presentation/Discussion

Trainer 1 gives out **Handout # 3** “Identity flower” to every participant and explains: “Imagine that you are – this flower. Let’s fill in every petal with a word whom you do consider yourself to be in reality”. To make this exercise easier for the participants Trainer 1 gives his/her example: “I consider myself a man, a father, a husband, a teacher, a Muslim, a sportsman, a driver, Asian, Tajik”. Later every training participant briefly presents his/her work. Trainer 2 puts down all identity definitions on the flipchart

To engage participants into the discussion Trainer 1 asks some open questions:

- Raise your hands, how many of participants do consider themselves as “parents”, “kids”, “Muslims”, “actors” etc. (according to the examples put by participants on their identity flower petals)?
- Why we can belong to different groups of people at the same time?
- Why does every identity consist of these different components?
- What is the difference between human features and human identity?

Step 3. Conclusion 5 minutes

Summing up the discussion Trainer 1 stresses the particularity of every identity: identity is the state to which human groups we do attribute ourselves. Referring to identity flowers “drawn” by training participant Trainer 1 concludes: **“Your work shows that every person is a separate identity, differing from all the others”**.

Session 3. Stereotyping 20 minutes

Step 1. Identification of an Unfamiliar Person 15 minutes

Method: Game with audience

Trainer 1 choses the most tolerant volunteer amongst the training participants and asks him/her to stand facing the audience. The Trainer gives the other participants (viewers) pieces of the coloured papers and asks each of them to put on his/her paper one of the most vivid elements of the volunteer’s identity. Then the coloured pieces of the paper filled with an element of volunteer’s identity are glued (placed) by the Trainer 2 on the same human figure drawn on the flipchart. Trainer 2 loudly reads all the definitions given by training participants. Then Trainer 1 asks the following questions from the participants, who defined the key identity elements of the volunteer:

- Why you think that the main component of volunteer’s identity is exactly the one you proposed?
- What made you to come to this conclusion: clothes, behaviour, language, performance or some other activity of the volunteer?

After being introduced with all key elements of “his/her” identity, the volunteer expresses his/her personal agreement or disagreement with the given definitions of his/her personality by the outsiders. Trainer 2 puts signs of “+”(agree) or “-“ (disagree) on the coloured pieces of papers glued to the humanfigure/flipchart. Concluding this game (Step 1) Trainer 1 mentions how stereotyping is usually built up about the “other” persons/groups.

Step 2. Conclusions 5 minutes

Method: Brief lecturing

Before lecturing Trainer 1 draws attention of the training participants to **Handout # 4** “What is Stereotyping”, which scientifically defines notion of “stereotyping”.

HELP FOR THE TRAINER

Stereotyping is:

- **A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment** (Merriam-Webster definition <https://www.merriam-webster.com/dictionary/stereotype>)
- **A set idea that people have about what someone or something is like, especially an idea that is wrong** (by Cambridge Dictionary definition <https://dictionary.cambridge.org/dictionary/english/stereotype>)

Stereotyping is an established concept or opinion about any individual, group, idea etc. which is followed by certain number of people, who do not accept another explanation or any critical opinion in this term.

Coffee-break 15 minutes

Session 4. Critical Thinking 45 minutes

Step 1. What is critical thinking 20 minutes

Method: Q&A/Reading

Trainer 1 asks the training participants two open questions in order to assess the level of critical thinking they possess to build up on them.

1. Do you believe in every news you listen from mass media outlets? If “yes”, why? If “not”, why?
2. Are all the traditions you follow good enough to be continued further? What would you do if you decided to change any of them?

Trainer 2 carefully listens to the answers given by the participants and catches the words/phrases connected to critical thinking and logical connection between ideas and puts them on the flipchart for further referring.

Trainer 1 asks training participants to open the **Handout # 5** “What is critical thinking”, alternatively and loudly read the information. Participants may ask the trainer for clarification if there is something unclear. While clarifying Trainer 1 refers to the correct moments indicated by the participants and recorded by Trainer 2 on the flipchart.

Step 2. Development of critical thinking skills 20 minutes

Method: Game “Human Barometer”

First of all, Trainer 1 explains game rules to the participants: “Imagine there is a straight line in the auditorium. We will call that “a human barometer”. The Right side of the line beginning from the centre is a “positive” wing, Left side – “negative” wing. When I read the statement, participants should take their

places alongside with the line in accordance with their level of agreement/disagreement to the statement: the ones, who fully agree with the statement, should stand on the very end of the Right side, the ones, who less agree, stand also on the Right side, but closer to the Centre. And those participants, who disagree with the statement, accordingly find their places on the Left side of the line”.

Then Trainer 1 reads the following two statements in turn:

1. Refugees are a burden for Lithuanian economy.
2. My culture is the most correct culture in the world.

Trainer waits until the participants define their attitudes to the declared statements and find their places on the human barometer. Then Trainer selectively asks some of the participants to explain their stand, mainly paying attention to their argumentation, critical and analytical approach as well as the logical chain.

Step 3. Conclusions 5 minutes

Method: Brief lecturing

Trainer makes conclusion of Step 1 and Step 2 mainly stressing the following points:

- Importance of development of critical thinking in order to get rid of stereotyping;
- Popular quotation of Karl Popper (1902-1994), an Austrian-British philosopher, which says: “If you want to do away with any nation, there is no need for any war. It is enough to poke heads of its citizens into TV box»;

Session 5. Cultural Diversity and Coexistence 45 minutes

Step 1. What is the cultural diversity? 20 minutes

Method: Brainstorming/Brief lecturing

Participants are given an opportunity to answer the question and present their opinion/view on cultural diversity. Trainer 2 writes down the main findings on the flipchart attentively listening to the speakers. When concluding the topic discussed in Step 2 Trainer 1 briefly draws key meaning of “Cultural Diversity” underlining the suitable answers given by training participants during the brainstorming.

Handout # 6 “Cultural Diversity. Q & A”

Handout # 7 What Does Culturally Diverse Mean”

Handout # 8 Value of Multicultural Education in America”

Handout # 9 Cultural Diversity. A Vision”

HELP FOR THE TRAINER

Cultural diversity is the quality of diverse or different cultures, as opposed to **monoculture**, the **global monoculture**, or a **homogenization of cultures**, akin to cultural evolution. The term cultural diversity can also refer to having different cultures respect each other's differences. Moreover, it is often used to mention the variety of human societies or cultures in a specific region, or in the world as a whole. Diversity refers to the attributes that people use to confirm

themselves with respect to others, “that person is different from me.” These attributes include **demographic factors (such as race, gender, and age)** as well as **values and cultural norms**. The many separate societies that emerged around the globe differ markedly from each other, and many of these differences persist to this day. **The more obvious cultural differences** that exist between people **are language, dress, and traditions**. There are also significant variations in the way societies organize themselves, such as in their **shared conception of morality, religious belief, and in the ways, they interact with their environment**. **Cultural diversity can be seen as analogous to biodiversity**.

Step 2. UNESCO Universal Declaration on Cultural Diversities 10 minutes

Method: Individual work/Brief lecturing

Trainer asks training participants to individually introduce with the Handout # “EXCERPT from UNESCO Universal Declaration on Cultural Diversity” and ask questions if something is unclear. Then introducing the participants with the notions of “universal declaration”, “international agreements/obligations” Trainer 1 switches to a brief lecturing explaining the participants “international obligations” and highlights the main aspects of this international document. In the conclusion trainer draws attention of participants to the document itself, which is handed to them as **Handout # 10** “Excerpt from UNESCO Universal Declaration on Cultural Diversity”

HELP FOR THE TRAINER

The Universal Declaration on Cultural Diversity is a declaration adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) at its thirty-first session on 2 November 2001. This Declaration is constituted by 12 Articles: Article 1 titled "Cultural diversity, the common heritage of humanity" states that "**As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for the nature**. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations." Article 4 describes that cultural diversity may not infringe upon human rights guaranteed by international law. Article 5 affirms linguistic rights as cultural rights in accordance with International Bill of Human Rights. Article 6 affirms the freedom of expression, media pluralism and multilingualism. And Article 12 defines on the role of the UNESCO.

Step 3. How Can You Support Cultural Diversity 15 minutes

Method: Brainstorming

Trainer 1 asks the participants to offer what could they do to support cultural diversity in Lithuania. Trainer 2 writes down all the proposals and reads them loudly for the whole audience. Then Trainer 1 compares the proposed action with the ones published in Partnership International website.

HOW CAN YOU SUPPORT CULTURAL DIVERSITY?

- Increase your level of understanding about other cultures by interacting with people outside of your own culture
- Avoid imposing values on others that may conflict or be inconsistent with other cultures

- When interacting with others who may not be proficient in English, recognize that their limitations in English proficiency in no way reflects their level of intellectual functioning
- Recognize and understand that concepts within the helping profession, such as family, gender roles, spirituality, and emotional well-being, vary significantly among cultures and influence behaviour
- Within the workplace, educational setting, and/or clinical setting, advocate for the use of materials that are representative of the various cultural groups within the local community and the society in general
- Intervene in an appropriate manner when you observe others engaging in behaviours that show cultural insensitivity, bias, or prejudice
- Be proactive in listening, accepting, and welcoming people and ideas that are different from your own

<https://www.partnershipinternational.ie/why-is-cultural-diversity-important/>

Summing Up

10 minutes

USED SOURCES

Partnership International <https://www.partnershipinternational.ie/>

Essaychief.com <https://essaychief.com/research-essay-topic.php?essay=2572479&title=The-Value-Of-Multicultural-Education-In-America>

UNESCO http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html

United Nations Human Rights Office of the High Commissioner
<https://www.ohchr.org/en/professionalinterest/pages/culturaldiversity.aspx>

TalentLyft. Human Recruitment Technology Company
<https://www.talentlyft.com/en/blog/article/244/top-10-benefits-of-diversity-in-the-workplace>

Frontiers <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.00849/full>

University of People. The Education Revolution <https://www.uopeople.edu/blog/what-is-cultural-diversity/>

ScienceDirect. Journals and Books <https://www.sciencedirect.com/topics/medicine-and-dentistry/stereotyping>

Merriam-Webster Dictionary <https://www.merriam-webster.com>

Cambridge Dictionary <https://dictionary.cambridge.org/dictionary/english/stereotype>

SKILLSYOU NEED. Helping You Develop Life Skills <https://www.skillsyouneed.com/learn/critical-thinking.html>