



Intercultural Partnership

IP-02

WebQuest



CQ⁺

De-escalating Polarisation
in Europe



THEME ALLOCATED:	Intercultural Partnership (IP-02)
TITLE OF THE WEBQUEST:	Map your culture!
INTRODUCTION	
<p>Human culture has important dimensions of an intangible nature, expressed in lifestyles, cultural practices, knowledge systems and various forms of creativity. Belonging to a culture implies belonging to an 'ethnic group' in which individuals themselves recognise themselves. However, classifying these ethnic groups is not easy. However, it is important to reflect that polarisations, conflicts and barricades are often based on these group memberships.</p> <p>https://www.eurac.edu/en/blogs/mobile-people-and-diverse-societies/ethnic-and-linguistic-identity-in-ukraine-it-s-complicated</p> <p>If we delve into the topic of cultural diversity and why it is important for societies, we see that there is a social, economic and political component that informs the need to preserve the cultural sector. According to the United Nations, most of the world's major conflicts have a cultural component. It is logical that peace and stability is achieved, at least in part, through cultural understanding.</p> <p>If we delve into the topic of cultural diversity and why it is important for societies, we see that there is a social, economic and political component that informs the need to preserve the cultural sector. According to the United Nations, most of the world's major conflicts have a cultural component. It is logical that peace and stability is achieved, at least in part, through cultural understanding.</p> <p>Since ethnicity is a multifaceted and changing phenomenon, various possible ways of classifying ethnic groups are available and have been used over time. Classification can include country of birth, nationality, language spoken at home, country of birth of parents in combination with country of birth, skin colour, national/geographical origin, racial group and religion. What is generally accepted,</p>	



however, is that ethnicity includes all these aspects, and others, in combination.

In parts of the world where peoples are defined by their language, a list of ethnic peoples and a list of ethno-linguistic peoples are virtually identical. However, in places like South Asia, parts of North Africa and China, where religion, caste and culture are more decisive than language in defining a group of people, a list of ethnic peoples and a list of ethno-linguistic peoples may be very different. In India, for example, there are about 450 ethno-linguistic groups, but over 2,500 ethnic groups when caste, religion and cultural factors are taken into account.

In a world where it is clear that we are all now interconnected, and not just technologically or economically, it has been realised that the preservation of our environmental, cultural and socio-economic systems is important for everyone.

With this in mind, a number of world bodies are working together to support our environment, cultures, health, and education so that all countries can engage in a shared project for peace and prosperity for people and the planet, now and in the future.

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides this with at its core the 17 Sustainable Development Goals (SDGs), which represent an urgent call to action by all developed and developing countries in a global partnership. They recognise that ending poverty and other deprivations must go hand in hand with strategies that improve health and education, reduce inequalities and stimulate economic growth, all while tackling climate change and working to preserve our oceans and forests.

The European Community, which considers sustainable development to be a fundamental principle of the Treaty on European Union and a priority objective for the Union's internal and external policies, is also committed to pursuing the 17 Sustainable Development Goals (SDGs) with human well-being and a healthy planet at their core. UNESCO is convinced that no development can be sustainable without a strong cultural component. Culture enriches our lives in countless ways and helps build inclusive, innovative and resilient communities. Indeed, only a human-centred approach to development based on mutual respect and open dialogue between cultures can lead to lasting peace. <https://www.un.org/en/observances/cultural->



diversity-day

UNESCO has identified a tool, cultural mapping, as meaningful because, when applied wisely, it enables the intangible and invisible to be captured through a concrete medium that can be shared with others. Cultural mapping is meaningful for all areas of UNESCO's work.

"Cultural mapping has as its fundamental objective to help communities recognise, celebrate and support cultural diversity for economic, social and regional development."

"Cultural mapping is a process of collecting, recording, analysing and synthesising information to describe the cultural resources, networks, linkages and patterns of use of a given community."

You work in international cooperation, in an NGO, but you are also a civil rights activist, you are very aware and open to diversity. You have travelled a lot and seen how much wealth in terms of landscapes, nature, anthropological groups, and humanity exists in the world. You have realised that globalisation is bringing us closer but you would like to somehow protect this diversity. Some communities do not have a voice. You want to give these communities a voice. You want to bring this out in your local context, and raise awareness. Within a project you are given the opportunity to sensitise the local population where you live. You have been trained in the use of certain tools, such as cultural mapping. You then think of using them for the purpose.

Mapping is a practical exercise that can be useful to ensure the creative and active participation of participants. The map provides an immediate and personal image and through drawing a connection is made between maps, memory, imagination, information, time and space. Through the cultural map, knowledge and participation are created.

TASKS

The exercise involves five steps to be performed in sequence.

The first step introduces you to the diversity that exists in the world and in Europe as ethnic groups and culture. Some links will orient you in the exploration of cultures that exist worldwide.

You will find resources that will help you reflect not only on the cultural differences



that exist in the world but also on the importance of becoming 'community builders'.

In the second step you will discover how all the countries of the world are working together and what they are doing to achieve the goals of sustainable development and to sustain the resources of humanity. You will make comparisons and become curious about the achievement of development goals of all countries, including your own.

In the third step, you can explore your region based on selected characteristics from your own culture through links. Do some research, starting from your own cultural background (family across generations), or even that of relatives, friends or fellow students on some cultural aspects of your country. You will draw inspiration from some theories to gather information, defining the objectives of your research and the key issues you will include in the map.

You will be asked to construct an outline where you can insert and compare the collected data.

Some questions may guide you: What is your culture? What language do you speak? What is your religion? What holidays do you celebrate? What is your racial identification? What is your ethnic identity?

In step four you will be asked to enter the information found, according to the criteria you selected from the links to define culture, into Excel tables.

In the fifth step you will delve into a tool that is the culture map. You will complete a mapping exercise to identify and compare cultural groups in your community or region. Participants are encouraged to use their imagination and draw any map that makes sense to them, regardless of perspective, language or legend design.

In the fifth step you can put the information together and represent it schematically on a jam board or by making a PowerPoint presentation, combining photographs, data and other suggestions you have found.

PROCESS

Step 1- Explore diversity from an ethnic perspective in the world and Europe.

Ethnicities in the world

- <https://www.infoplease.com/world/social-statistics/ethnicity-and-race-countries>
- <https://www.everyculture.com/Sa-Th/Taiwan.html>
- <https://www.taleof2backpackers.com/interesting-cultures-around-the->



world/

- <http://www.friendlyborders.org/>
- <https://www.seema.com/cultures-of-the-world/>
- <https://www.marstranlation.com/blog/top-28-cultures-of-the-world>
- <https://www.pewresearch.org/fact-tank/2013/07/18/the-most-and-least-culturally-diverse-countries-in-the-world/>
- <https://www.youtube.com/watch?v=CcZvAL-eO4s&t=150s>

European ethnic groups, languages and religion

- <https://study.com/learn/lesson/european-ethnic-groups-nationalities-makeup.html>
- https://european-union.europa.eu/principles-countries-history/languages_it
- <https://www.pewresearch.org/religion/2018/10/29/eastern-and-western-europeans-differ-on-importance-of-religion-views-of-minorities-and-key-social-issues/>
- <https://op.europa.eu/webpub/com/lets-explore-europe/it/>

DNA map of different ethnic groups

- <https://www.myheritage.it/ethnicities/italy/country-ethnicity-distribution>

The mestizo-video identity

<https://www.youtube.com/watch?v=7tv7NaV47no>

Step 2- Analyses country profiles and EU countries through the transnational Sustainable Development Goals (SDGs). Interactive map of European countries. Achieved and unachieved targets (Report 2022) and comparison (View rankings and scores). Download the country profiles that interest you

- <https://sdgs.un.org/goals>
- <https://dashboards.sdgindex.org/rankings>
- <https://www.sdgindex.org/reports/sustainable-development-report-2022>
- <https://eu-dashboards.sdgindex.org/downloads>



Step 3 Conduct research on your community/state of origin starting from your cultural background (interestingly, starting from your own family culture going back generations) but also of relatives, friends or fellow students.

You will find resources for research that will help you identify the salient cultural aspects that characterise it.

You can draw inspiration from some links where you will find some theories (iceberg theory, Hoefstedt) and exercises for reflection. The aim is to select the aspects that define a culture and differentiate it from or bring it closer to others.

- <https://www.hourly.io/post/cultural-diversity>
- <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culture-and-diversity/main>
- <https://www.commisceo-global.com/blog/intercultural-training-and-the-iceberg-model>
- <https://www.unitedlanguagegroup.com/blog/translation/iceberg-model-localization-cultural-context>
- <https://cultureplusconsulting.com/2015/06/23/nine-cultural-value-differences-you-need-to-know/>
- <https://practice-school.eu/exercise-1-cultural-tree-exercise-for-self-reflection/>
- <https://www.youtube.com/watch?v=78haKZhEqcg>
- <https://www.youtube.com/watch?v=vO6N0ha22Mk&t=122s>

Step 4- Use an excel chart where you can enter the criteria, and next to the information and data you have collected (you will have found geographical, economic, cultural, language, religion, traditions, role management, art, clothes, etc.)

Classification and map

- https://en.unesco.org/inclusivepolicylab/system/files/teams/discussion/2018/2/ethnic-group-statistics_tcm77-186499_0_0_0_0_0.pdf
- <https://www.mindmeister.com/blog/visual-learning-mind-mapping-guide/>

Step 5-Explore what a cultural graphics map is. Use the diagram you constructed in the previous step. Complete the mapping exercise to identify the cultural groups in your community or region. You can do this using coloured pens, post-it notes, cards.



- <https://unesdoc.unesco.org/ark:/48223/pf0000190314>
- https://www.saskculture.ca/content/grant_application_files/cultural_mapping_toolkit.pdf

Step 6–Develop a presentation using Google Slides or PowerPoint to present your culture or these different cultures.

Now to display your work, draw a graphic map of your home culture on the Google interactive whiteboard or other tools like Mural. You can display it using Google or PowerPoint slides. You can insert photographs, the table you used to make the chart and many other reflections.

- https://edu.google.com/intl/ALL_it/jamboard/
- <https://www.mural.co/>
- <https://www.youtube.com/watch?v=1B3g3D19ZkQ>
- <https://www.microsoft.com/it-it/microsoft-365/free-office-online-for-the-web>

EVALUATION

The evaluation of this Web Quest, in order to avoid labels and stereotyping, can assess the value of cultural discovery as motivation and capacity for reflection, with a view to "reflective evaluation".

We recommend the use of meta-cards to create a voice for the participants and provide them with the opportunity to express and share their ideas, questions, reflections and learning.

On a previously prepared card, approximately half of an A4 page (210 x 150 mm), participants write their observations. The metacards are pasted on different surfaces or walls labelled with the following titles: "I noticed...", "I felt...", "I learnt...", "I discovered..." "I would like to suggest..."

Participants only have to write one idea per card and do so in legible handwriting. Afterwards, the meta-cards can be used for group reflection too.

CONCLUSION

Peace, diplomacy and international cooperation are key conditions for the world to progress towards the SDGs towards 2030 and beyond.

Collaborations are important at all levels. Building networks enables knowledge to be expanded, information to be disseminated, participation in networks enables dialogue with partners and more strength to support one's own projects.

Each of us can become a 'community builder' by widening our gaze and working on



the local, on our own community.

Many skills related to cultural intelligence, motivation, self-reflection and intercultural behaviour are needed, which can only be developed by knowing one's own cultural references and connections to one's own community.

Intercultural collaborations are necessary in every sector, but the more culturally diverse our society becomes, the more organisations will need to collaborate with other organisations to 'turn up the volume' so that their voices are heard and their problems are addressed.

Participatory mapping is precisely a tool that Unesco uses to give 'non-dominant' communities a voice in land claims, to help communities manage their intangible heritage, to document indigenous heritage and history, to negotiate with the state for rights to natural resources, and to recognise indigenous cultures and their economies. According to some sources, the first major community-based cultural mapping project with and by indigenous peoples took place in the Canadian and Alaskan Arctic (see Freeman 1976 and Chapin et al 2005)

Cultural mapping allows for the respectful representation of non-dominant or marginalised cultural systems, creating an opportunity for intercultural dialogue with more dominant societies and stakeholders. In addition, mapping provides an opportunity to strengthen a community's awareness and reflection of its specific cultural traditions, resources and institutions, as well as their intergenerational transmission, so that its members are better prepared to express their rights, visions and priorities when confronted with development interventions initiated by third parties, be it in the field of education, health, conflict prevention or otherwise.

Cultural mapping, when conducted in a gender-sensitive manner, facilitates the collection of gender-disaggregated data in areas such as local knowledge systems, cultural practices and roles in society. Cultural mapping can indeed be an effective tool to help explore the spatial and territorial aspects of a community's intangible cultural heritage, expressions and knowledge systems. Indigenous peoples' cultures, in particular, exist in an ecological context. Cultural mapping is a methodology that can help promote the intra- and intergenerational transmission of knowledge, as the process is based on dialogue between different members of a community and links past, present and future.

It aids community empowerment by involving entire social networks in an event, when it is participatory by providing for the participation of an entire community at each stage of map production and by placing participants and their cultural heritage, identity, expression and aspirations at the centre of the coding process. This particular method has proven to be an effective means for participants to express their tacit knowledge, which becomes coherent and identifiable not only to the holders of that



knowledge, but also to others. Mapping makes visible and brings into focus the link between memory, imagination, territory and maps.

In sum, it is a tool for the individual, groups and the community to create meaningful connections by promoting peoples and their culture as leading actors capable of actively engaging in intercultural collaborations.

<https://unesdoc.unesco.org/ark:/48223/pf0000190314/PDF/190314eng.pdf.multi>

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