InterAct

LEARNING PROGRAMME

Empowering Diversity in Multicultural Classrooms

10-DAY COURSE

50 learning hours | Course programme

Empowering Diversity in Multicultural Classrooms – 10-Day Course

Introduction and Description

Empowering Diversity in Multicultural Classrooms is an intensive, research-informed training programme designed to equip educators with the conceptual understanding, practical tools and reflective capacities required to cultivate inclusive, equitable and culturally responsive learning environments. The course foregrounds the complex, dynamic and multidimensional nature of culture and examines how identity, perception, values, language and social structures shape the experiences of learners in multicultural classrooms. By combining theoretical input with experiential learning, collaborative inquiry and arts-based methodologies, the programme empowers participants to engage critically and constructively with diversity in their educational contexts.

A core feature of the course is its sustained focus on embodied, creative and dialogic methodologies. Two full days are devoted to Process Drama, enabling participants to engage in sustained dramatic inquiry into themes such as identity, migration, belonging, conflict and social justice. The extended format allows participants to experience a full multi-episode process drama as learners, analyse its pedagogical mechanisms and practise designing and facilitating their own drama-based lessons.

The programme also includes two full days dedicated to Theatre of the Oppressed, with a particular focus on Image Theatre and Forum Theatre. Participants learn to use these techniques to surface power relations, interrogate discriminatory behaviours and experiment with transformative interventions. Through structured facilitation and reflection, they acquire skills for guiding learners from emotional engagement to critical thinking, agency and collaborative problem-solving.

Complementing these embodied approaches, one full day is dedicated to Transformative Learning Through Aesthetic Experience. Participants explore the potential of visual arts, music, literature and symbolic objects to evoke emotion, challenge assumptions, deepen understanding and stimulate intercultural dialogue. Through aesthetic inquiry, guided reflection and activity design, they learn to engage learners' senses and emotions as pathways to critical awareness and perspective transformation.

Throughout the programme, participants build competences in intercultural communication, inclusive questioning, discrimination awareness, restorative practices and classroom simulations. Group-reflection cycles, individual mentoring and collaborative design tasks support them in transferring the course principles to their own contexts. By the end of the training, participants have developed a comprehensive

set of strategies and resources for fostering meaningful participation, empathy, respect and authentic dialogue among learners from diverse cultural, linguistic and socio-economic backgrounds.

Methodology and Assessment

The course employs an experiential, learner-centred methodology grounded in intercultural pedagogy, drama-based education and transformative learning theory. Participants engage in embodied exploration through process drama and Theatre of the Oppressed, aesthetic inquiry using visual and narrative stimuli, collaborative problem-solving, guided reflection and structured dialogue. Learning occurs through active participation, critical discussion, peer feedback and continuous reflective journaling. Assessment is formative and integrated throughout the course, focusing on participants' engagement, self-reflection, design of practical activities and their final presentation demonstrating the application of course methods to their professional context.

Learning Objectives

By the end of the course, participants will be able to:

Understanding Diversity, Culture & Identity

• Analyse culture as a dynamic, fluid and multidimensional construct influencing interaction and learning.
• Recognise the variability of identities within cultural groups and critically examine essentialist assumptions.
• Reflect on their own cultural positioning, biases and professional beliefs in multicultural settings.

Promoting Equity & Addressing Discrimination

• Identify and critically assess different forms of discrimination, including implicit bias, microaggressions and structural inequalities.
• Apply strategies to prevent, address and mediate discrimination in classroom and school contexts.
• Create inclusive, safe and culturally sustaining environments that foster belonging and equitable participation.

Intercultural Communication & Facilitation

• Employ effective communication strategies including inclusive questioning, active listening, empathy and restorative dialogue.
• Facilitate intercultural group processes and build classroom relationships grounded in trust and mutual respect.
• Model constructive behaviours in simulations, role-plays and real-life interactions involving cultural differences.

Drama-Based Pedagogies: Process Drama

• Demonstrate a deep understanding of process drama principles, including tension, role-taking, narrative framing and debrief structures.
• Facilitate drama episodes that support inquiry into identity, conflict, migration and intercultural understanding.
• Design process drama activities aligned with curriculum goals and age-appropriate classroom needs.

Theatre of the Oppressed Techniques

• Explain the principles of Image Theatre and Forum Theatre and their relevance for social justice education.
• Facilitate embodied analysis of social issues through image creation, sculpting and collective problem-solving.
• Conduct Forum Theatre interventions that enable learners to practice agency, negotiation and alternative solutions.

Transformative Learning Through Aesthetic Experience

• Integrate aesthetic materials (visual art, music, literature, objects) into multicultural learning.
• Guide learners through aesthetic inquiry processes that evoke emotion, deepen awareness and challenge assumptions.
• Design aesthetic learning experiences that support transformative understanding of diversity, identity and belonging.

Pedagogical Integration & Professional Growth

• Integrate drama-based, dialogic and aesthetic methods into subject teaching across disciplines.
• Create classroom routines, ground rules and learning structures that support multicultural engagement.
• Develop a concrete action plan for implementing inclusive, culturally responsive practices in their own contexts.

• Critically reflect on their professional growth and articulate their evolving stance on diversity and inclusion.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Foundations of Diversity, Culture & Group Building
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Low-threshold drama games to build trust and cooperation
11.15 - 11.30	Break
11.30 - 12.15	Understanding culture: key definitions
12.15 - 13.00	Individual differences within cultures
Day 2	Cultural Identity, Relationships & Discrimination
09.00 - 09.45	Dimensions of cultural identity
09.45 - 10.30	Building relationships in multicultural groups
10.30 - 11.15	Identifying discrimination

11.15 - 11.30	Break
11.30 - 12.15	Classroom-based case analysis
12.15 - 13.00	Group norms for safety, emotional readiness and debriefing structure
Day 3	Questioning Techniques & Inclusive Learning Environments
09.00 - 09.45	Challenging assumptions through questioning
09.45 - 10.30	Strategies for addressing stereotypes
10.30 - 11.15	Creating multicultural learning-friendly environments
11.15 - 11.30	Break
11.30 - 12.15	Establishing ground rules for group learning
12.15 - 13.00	Designing inclusive routines and transitions
Day 4	Process Drama Foundations & Pedagogical Use
09.00 - 09.45	What is Process Drama?
09.45 - 10.30	Teacher-in-role & framing techniques
10.30 - 11.15	Exploring multicultural themes through drama (part 1)
11.15 - 11.30	Break
11.30 - 12.15	Exploring multicultural themes through drama (part 2)
12.15 - 13.00	Creating authority, distance, point-of-view shifts
Day 5	Full-Length Process Drama Simulation
09.00 - 09.45	Warm-up games and introduction to the techniques
09.45 - 10.30	Creating the context
10.30 - 11.15	Introducing a conflict or dilemma
11.15 - 11.30	Break
11.30 - 12.15	In depth exploration of responses
12.15 - 13.00	Extension activities and closure
Day 6	Introduction & Image Theatre
09.00 - 09.45	Philosophy of Theatre of the Oppressed (Augusto Boal)
09.45 - 10.30	Group warm-ups inspired by Boal (de-mechanising the body and mind)
10.30 - 11.15	Image Theatre (static images to represent conflict/discrimination)

11.15 - 11.30	Break
11.30 - 12.15	Body sculpting (modelling power relations, injustice, exclusion)
12.15 - 13.00	Transformative images (moving from oppression → negotiation → liberation)
Day 7	Forum Theatre & Conflict Transformation
09.00 - 09.45	Forum Theatre structure
09.45 - 10.30	Creating a Forum Theatre scene
10.30 - 11.15	Rehearsing interventions
11.15 - 11.30	Break
11.30 - 12.15	Small-group presentations
12.15 - 13.00	Pedagogical reflection and classroom transfer
Day 8	Transformative Learning Through Aesthetic Experience
09.00 - 09.45	Foundations of transformative learning theory
09.45 - 10.30	Understanding aesthetic experience
10.30 - 11.15	Aesthetic stimuli for multicultural education
11.15 - 11.30	Break
11.30 - 12.15	Perkins' 4 phases
12.15 - 13.00	Thinking routines
Day 9	Application Workshops, Role-Play & Classroom Simulations
09.00 - 09.45	Modelling behaviour in multicultural classrooms
09.45 - 10.30	Classroom simulations
10.30 - 11.15	Interpersonal skills
11.15 - 11.30	Break
11.30 - 12.15	Integrating the learning outcomes into participants' schools
12.15 - 13.00	Designing an action plan
Day 10	Individual Support, Presentations & Closing
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)

10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.