InterAct

LEARNING PROGRAMME

Empowering Diversity in Multicultural Classrooms

5-DAY COURSE

25 learning hours | Course programme

Empowering Diversity in Multicultural Classrooms – 5-Day Course

Introduction and Description

Empowering Diversity in Multicultural Classrooms is an intensive, practice-oriented training programme designed to equip educators with essential knowledge, critical awareness and practical tools for fostering inclusive and culturally responsive learning environments. Grounded in contemporary theories of culture, identity and intercultural communication, the course supports participants in developing a nuanced understanding of diversity as a dynamic, multifaceted and relational phenomenon that deeply shapes classroom interactions and learning processes.

The programme blends research-informed theoretical input with highly experiential methodologies, enabling participants to explore cultural identity, bias, discrimination and classroom dynamics through embodied, dialogic and aesthetic modes of learning. A key feature of the course is its use of Process Drama and Theatre of the Oppressed to examine issues of belonging, misunderstanding, conflict and social justice. Through facilitated dramatic inquiry, participants engage emotionally and cognitively with the lived experiences of learners, practising techniques that promote empathy, perspective-taking and collaborative problem-solving.

Complementing these drama-based approaches, the course integrates Transformative Learning Through Aesthetic Experience, where participants work with visual art, music, poetry and symbolic objects to stimulate deeper reflection, challenge assumptions and evoke new ways of seeing themselves and others. This aesthetic dimension enhances participants' capacity to guide learners through meaningful encounters that support critical thinking, emotional development and intercultural understanding.

Throughout the programme, participants are invited to critically examine their own beliefs, communication patterns and professional practices. Practical workshops, role-plays, simulations and collaborative design tasks provide opportunities to apply the methods in realistic educational contexts. By the end of the training, participants will have developed adaptable strategies, activities and pedagogical tools that can be implemented across age groups and subject areas, contributing to safe, equitable and culturally sustaining school environments.

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 Culture, Identity & Diversity

• Explain culture as a dynamic, multidimensional construct shaping teaching and learning.
• Analyse cultural identity and individual differences within cultural groups.
• Recognise and reflect on their own biases, assumptions and professional positioning in multicultural contexts.

Recognising and Addressing Discrimination

• Identify various forms of discrimination, including microaggressions and implicit bias.
• Evaluate the impact of discriminatory behaviours on learners' well-being and opportunities.
• Apply immediate and longer-term strategies to counter discrimination in the classroom.

Intercultural Communication & Inclusive Pedagogy

• Demonstrate effective and culturally sensitive communication strategies (inclusive questioning, active listening, restorative dialogue).
• Establish and facilitate group norms that promote psychological safety, collaboration and respect.
• Design learning environments and classroom routines that support equitable participation of diverse learners.

Drama-Based Pedagogies: Process Drama

• Describe the core principles of process drama, including role-taking, narrative structure and reflective debriefing.

• Facilitate drama-based activities that promote empathy, dialogue and intercultural understanding.
• Create a short process drama sequence relevant to their educational context.

Theatre of the Oppressed Techniques

• Explain the principles of Image Theatre and Forum Theatre and their applications in education.
• Facilitate embodied exploration of conflict and discrimination through image creation and transformation.
• Guide Forum Theatre interventions enabling learners to test solutions and practise agency.

Transformative Learning Through Aesthetic Experience

• Integrate aesthetic stimuli (visual art, music, poetry, objects) into teaching to stimulate reflection and dialogue.
• Facilitate aesthetic inquiry processes that support meaning-making, emotional engagement and perspective shifts.
• Design an aesthetic learning task that promotes transformative understanding of diversity and belonging.

Practical Integration & Professional Reflection

• Integrate drama-based and aesthetic methods into lesson planning across curricula.
• Facilitate role-plays and simulations that model constructive interaction and problem-solving.
• Develop a personal action plan for implementing inclusive practices in their school.
• Reflect critically on their professional growth and articulate their evolving understanding of multicultural education.

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: 400 €

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	Understanding culture & identity
11.15 - 11.30	Break
11.30 - 12.15	Discrimination & bias awareness
12.15 - 13.00	Inclusive learning environments
Day 2	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 3	Process Drama for Intercultural Understanding
09.00 - 09.45	Creating multicultural learning-friendly environments
09.45 - 10.30	Teacher-in-role & framing techniques
10.30 - 11.15	Exploring multicultural themes through drama conventions
11.15 - 11.30	Break
11.30 - 12.15	Challenging assumptions through questioning
12.15 - 13.00	Strategies for addressing stereotypes
Day 4	Theatre of the Oppressed

09.00 - 09.45	Warm-ups and introduction to the Theatre of the Oppressed
09.45 - 10.30	Image Theatre
10.30 - 11.15	Forum Theatre
11.15 - 11.30	Developing a short Forum Theatre scene in small groups
11.30 - 12.15	Forum interventions
12.15 - 13.00	Facilitating discussions on power, empathy and agency
Day 5	Integrating Methods, Applied Practice & Final Presentations
09.00 - 09.45	Designing an inclusive learning activity (part 1)
09.45 - 10.30	Designing an inclusive learning activity (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.