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WP3 — Methodological Guide for Transformative Education in Europe

Train the Trainer Guide

Workshop no. 2 Designing for and Teaching Diverse Learners

Erasmus+ | KA2 - Strategic Partnerships | Project no. 2023-1-IE01-KA220-VET-000159740

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TRANSFORM



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WP3 — Methodological Guide for Transformative Education in Europe

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Workshop n. 2, p. A Designing Inclusive Training Programs

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TRANSFORM

Session Objectives

- Understand the principles of inclusive education and training.
- Identify barriers to inclusivity in training programmes and develop strategies to overcome them.
- Design training materials and activities that accommodate diverse learning needs.
- Develop adaptive teaching strategies that cater to different learning styles and abilities.

What is Inclusive Education?

Definition: Inclusive education ensures that all learners, regardless of background, abilities, or circumstances, have equal opportunities to learn, participate, and succeed.

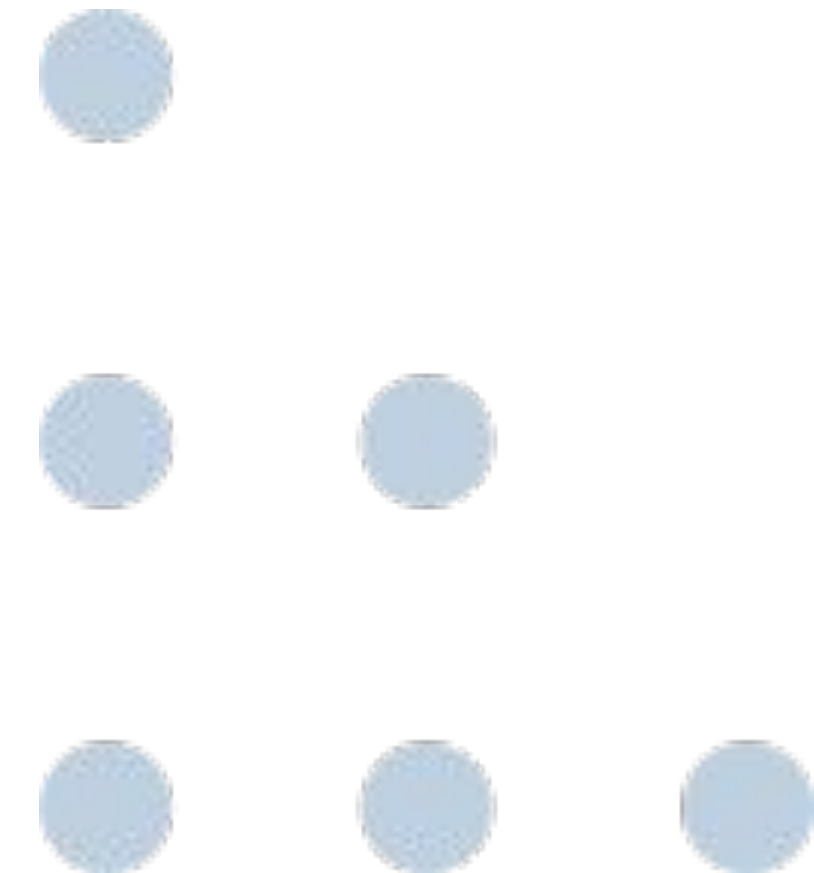
Key Principles:

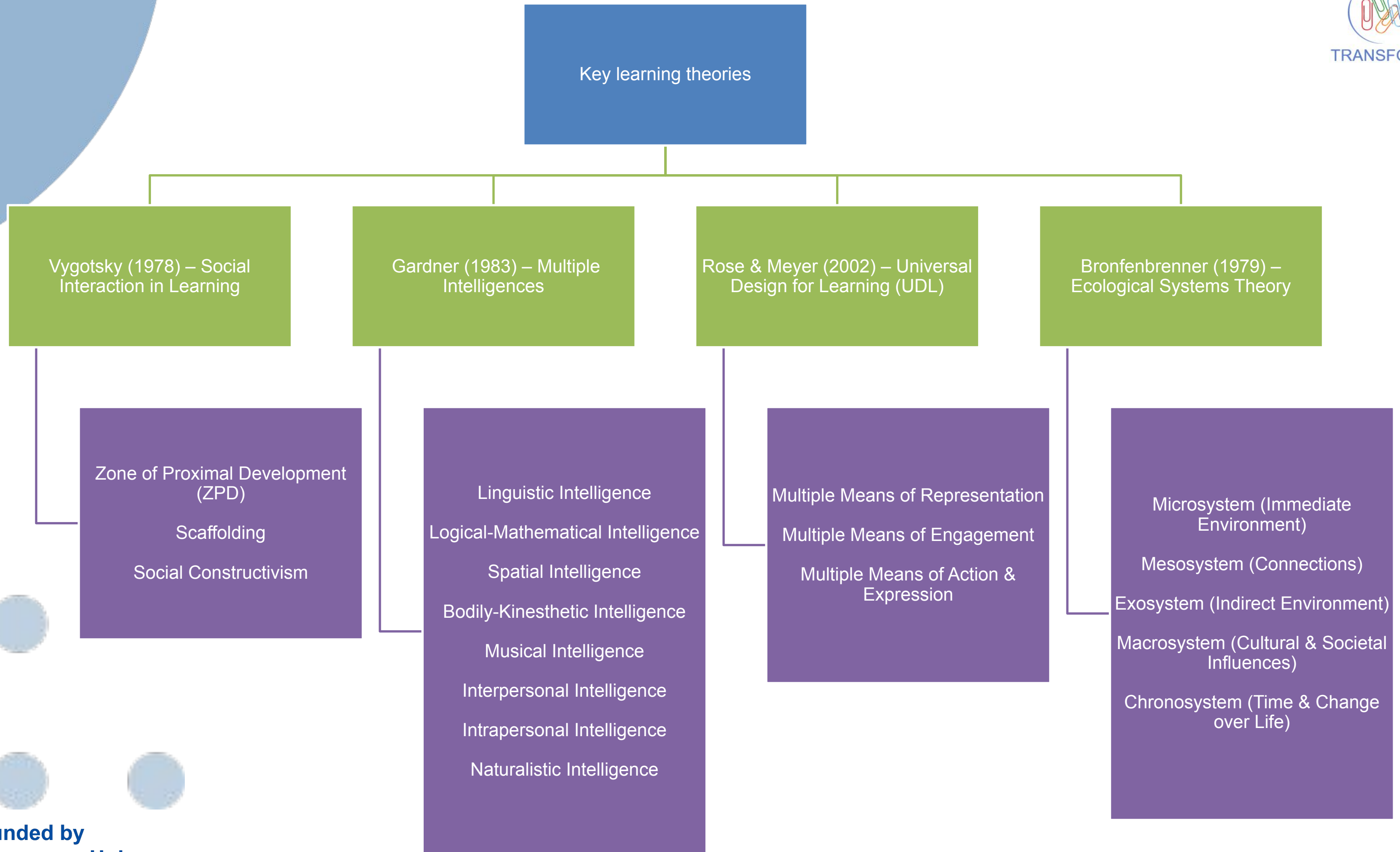
- Valuing diversity.
- Universal Design for Learning (UDL).
- Culturally responsive teaching.
- Differentiated instruction.

Handout 1: Summary of
Inclusive Education Principles

Theoretical background

- Vygotsky (1978): Social interaction in learning.
- Gardner (1983): Multiple intelligences.
- Rose & Meyer (2002): Universal Design for Learning (UDL).
- Bronfenbrenner (1979): Ecological systems theory.





Barriers to Inclusivity

Common Barriers:

- Cultural and linguistic differences.
- Neurodiversity (e.g., ADHD, autism).
- Socioeconomic factors.
- Lack of accessible materials.



Strategies to Overcome Barriers

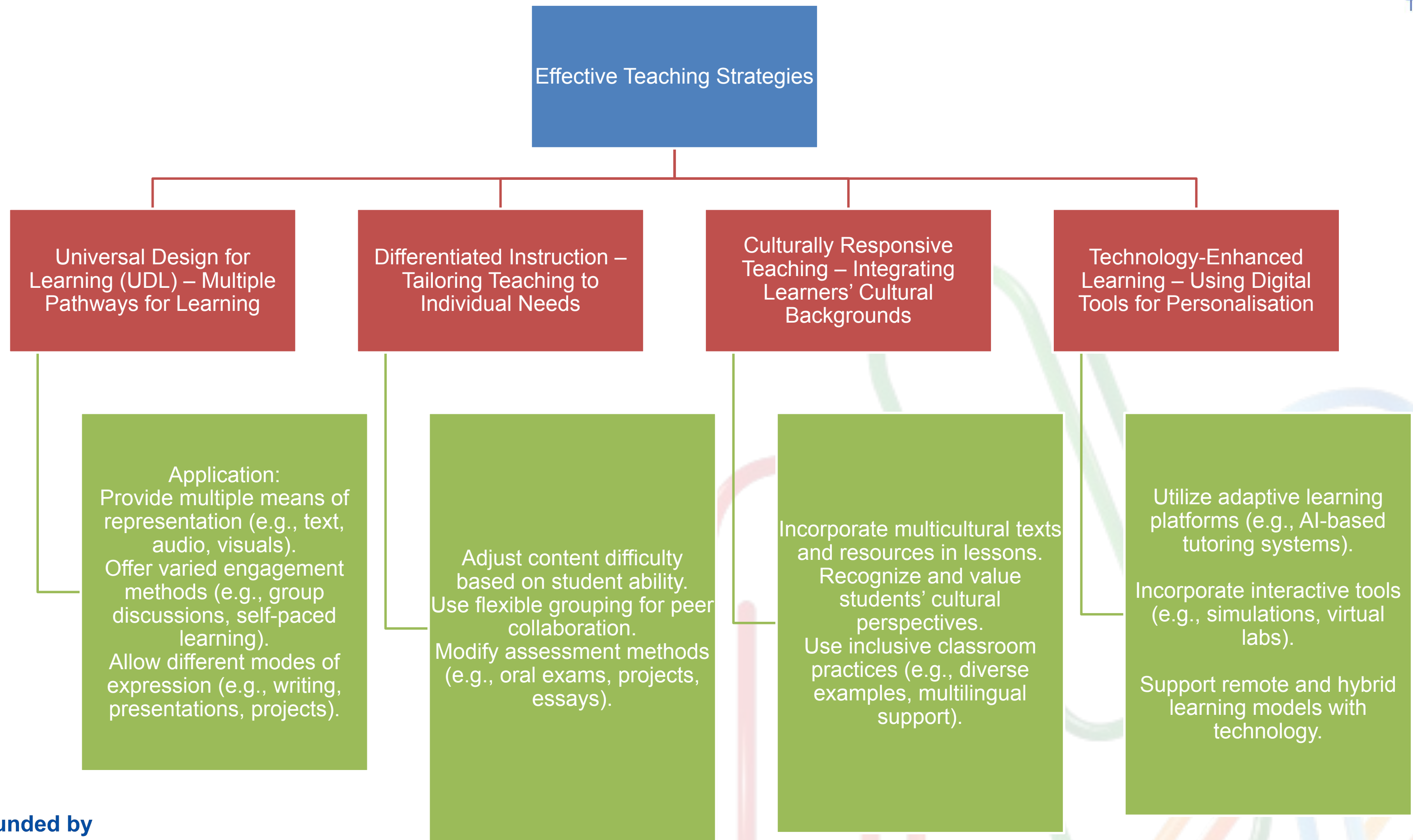
Universal Design for Learning (UDL): Multiple pathways for learning.

Differentiated Instruction: Tailoring teaching methods to individual needs.

Culturally Responsive Teaching: Integrating learners' cultural backgrounds.

Technology-Enhanced Learning: Using digital tools to personalise learning.

Regular Learner Feedback: Actively seek input from learners about their needs and preferences, and adapt content and delivery methods accordingly.



Practice Considerations and Checkpoints

Before Class:

- Review and eliminate potential barriers in materials and assessments.
- Ensure materials are accessible, provided in advance, and logically organised.
- Set up activities for full participation and consider classroom layout.

During Class:

- Orient students to the learning environment
- Balance high-engagement activities with low-barrier options (e.g., offer individual reflection journals alongside group discussions, allow written responses instead of verbal sharing).
- Present content diversely and provide multiple ways for students to demonstrate knowledge.
- Encourage group work, discussion, and peer support.
- Use clear instructions, pacing, and scaffolding.

After Class:

- Provide explicit and regular feedback on student progress

Designing Inclusive Training Materials

Key Considerations:

- Use clear, simple language.
- Provide multiple formats (text, audio, video).
- Ensure accessibility (e.g., compatibility with assistive technologies).
- Incorporate art/drama-based activities: Use creative methods (e.g., role-playing, visual storytelling) to engage diverse learners and accommodate varied expressive styles."
- Include diverse representations (images, examples).

Handout 2: Checklist for
Designing Inclusive Training
Materials

Adaptive Teaching Strategies

Learning Style	Adaptive Teaching Strategies
Visual Learners	Use diagrams, videos, infographics, mind maps, and charts.
Auditory Learners	Incorporate discussions, podcasts, audiobooks, and lectures.
Kinesthetic Learners	Use hands-on activities, role-playing, experiments, and simulations.

Discussion Questions

- What are the main challenges you face in creating inclusive training programmes?
- How can you adapt your teaching methods to meet the needs of neurodiverse learners?
- What role does cultural responsiveness play in your training programmes?
- How can technology be used to enhance inclusivity in training?
- What strategies have you found effective in engaging learners with different abilities?

Activity 1 – Designing Inclusive Training Materials



Context: Design a 10-minute training activity on a topic related to VET (e.g., teamwork, communication skills).

Instructions:

- Use clear, simple language.
- Provide multiple formats (e.g., text, audio, visual).
- Ensure accessibility (e.g., compatibility with screen readers).
- Include diverse representations (e.g., images, case studies).



Group Discussion on Adaptive Teaching Strategies



Questions:

- How can you adapt your teaching methods to meet the needs of learners with different cultural backgrounds?
- What strategies can you use to support learners with varying levels of prior knowledge?
- How can you ensure that your training materials are accessible to all learners?

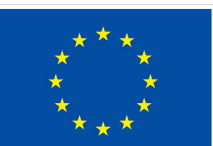
Handout 3: Discussion
Questions for Activity 2

Activity 3 – Identifying Barriers and Strategies

Objective: Identify barriers to inclusivity in training programmes and develop strategies to overcome them.

Activity:

- Participants will work in small groups to identify barriers they have encountered in their training programmes.
- They will then brainstorm strategies to overcome these barriers.
- Groups will present their findings to the larger group.



Test and Reflections

Test: 5 multiple-choice questions based on the session content.



Reflection:

- One key takeaway from the session.
- One question you still have.
- One action you will take to make your training more inclusive.



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WP3 — Methodological Guide for Transformative Education in Europe

Train the Trainer Guide

Workshop n. 2, p. B “Teaching and Supporting Diverse Learners” XENIOS POLIS

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TRANSFORM



Energizer

The facilitator asks the participants to hide any watches they might have.

Then everybody has to sit down on their chairs silently and with their eyes closed.

The facilitator asks everyone to stand up and close their eyes. On the command "GO!", each person is to count up to **60 seconds** and sit down when they have finished.

Once people have reached 60 and sat they can open their eyes.

Ask the participants to estimate for how long they had their eyes closed and give the first and last ones their time.

This energizer opens up the concept of perception of reality, and how it can differ between cultures. The facilitator can start a conversation around this topic after the energizer, to introduce the main topic of the training workshop.



Introduction to the training

This training workshop analyses concepts related to **diversity** in the context of education and the ways in which educators can support diverse learners, with a further focus on cultural diversity. Educational approaches and methodologies that address diversity and **inclusion** are presented, along with supportive and inclusive practices that educators can utilize to improve their teaching.

Objectives:

- Understand the principles of inclusive education and training.
- Recognize the characteristics and needs of diverse learner groups (e.g., cultural, linguistic, and neurodiverse learners).
- Develop adaptive teaching strategies that cater to different learning styles and abilities.
- Foster an inclusive classroom environment that promotes participation and engagement.



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Diversity

Diversity: the state of being different, in comparison with other individuals. It is an integral part of the human species, as we are all unique. In all classrooms learners have different learning styles, learning difficulties, background knowledge, language capacity and cultural background. (Banks et al., 2005)

Diversity in the classroom is a challenge for educators, but it also provides opportunities for personal growth. Classroom climate that fosters multiculturalism and intercultural contact correlates with higher self-reported cultural intelligence. (Schwarzenthal et al., 2019)





Diversity

Diversity can be beneficial for the whole classroom, if it is handled properly. In order to respond to the needs of culturally diverse learners and support them, teachers need certain knowledge, skills and attitudes.

- ✓ Understand the influence of cultural background on people's behavior and keep an open mind about it.
- ✓ Adaptability, communication, tolerance.
- ✓ Respect, cultural sensitivity and awareness.





Inclusion

Inclusion in education refers to ensuring equal access to quality education for all, regardless of ability, background and personal characteristics.

For VET educators, inclusive education means designing curricula and learning environments that are accessible and accommodating for individuals with diverse needs, such as learners with disabilities, language barriers, mental conditions or cultural differences (Jardinez & Natividad, 2024).

Educational materials must meet the needs of all learners, even when they differ. The educational environment shall be characterised by respect, equality, and cooperation.





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Inclusion and Education: #AllmeansALL



GEM Report UNESCO
4,14 χιλ. εγγεγραμμένοι

Εγγραφή

👍 2,2 χιλ.



➦ Κοινοποίηση



Video: <https://www.youtube.com/watch?v=kEyjlqixq9c>



Migration

Migration introduces new dynamics to vocational education and training (VET) systems, as individuals from diverse countries and different cultures contribute unique perspectives, skills, and challenges to educational environments.

Teaching migrant learners reflects the issue of the general social integration of immigrants, as education is a form of their integration. Integration is an interactive process, where both groups make adaptations. The host society must facilitate migrants' integration, and adult education is a very useful means in this process.

(Berry, 2017)



Migration

In 2022...

**448.8
million
inhabitants**

living in the EU (2023)

**27.3 million
are non-EU
citizens**

(6% of EU's total
population)

**42.4 million
people were
born outside
the EU****

(9% of all EU
inhabitants)

**7.03 million
people**

immigrated to the EU

**2.73 million
people**

emigrated from the EU

**4.30 million
people**

total net immigration to
the EU

Sector	Employment of non-EU citizens	Employment of EU citizens
Accommodation and food service activities	11.3%	4.2%
Administrative and support service activities	7.6%	3.9%
Domestic work	5.9%	0.7%
Construction	9.1%	6.6%

Source:
https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/promoting-our-european-way-life/statistics-migration-europe_en

It is evident that immigrants consist a large part of the EU population. Therefore, their presence is strong in society, as well as in the employment sector. This means that it is necessary to take measures to promote integration and inclusion of immigrant populations in education and in all sectors of the social reality.



Migration

Teaching migrant learners poses challenges for educators, especially when they have not been properly trained for it.

- ✓ Cultural challenges: conflict of expectations (educators may expect migrants to change completely to adapt, while migrant learners may be stressed and fearful of the teaching process), acculturation shock.
- ✓ Language barriers
- ✓ Personal differences

(Kärkkäinen, 2017)

However, helping educators overcome such challenges is important, since culturally diverse classrooms are beneficial for students.



Inclusive Pedagogical Approaches

In this part of the workshop, we will present some key pedagogical approaches and methodologies that are utilized by educators to help culturally diverse learners in the learning process. These pedagogical approaches are:

- ✓ Universal Design for Learning (UDL)
- ✓ Differentiated Instruction (DI)
- ✓ Culturally Relevant Education
- ✓ Culturally Responsive Teaching

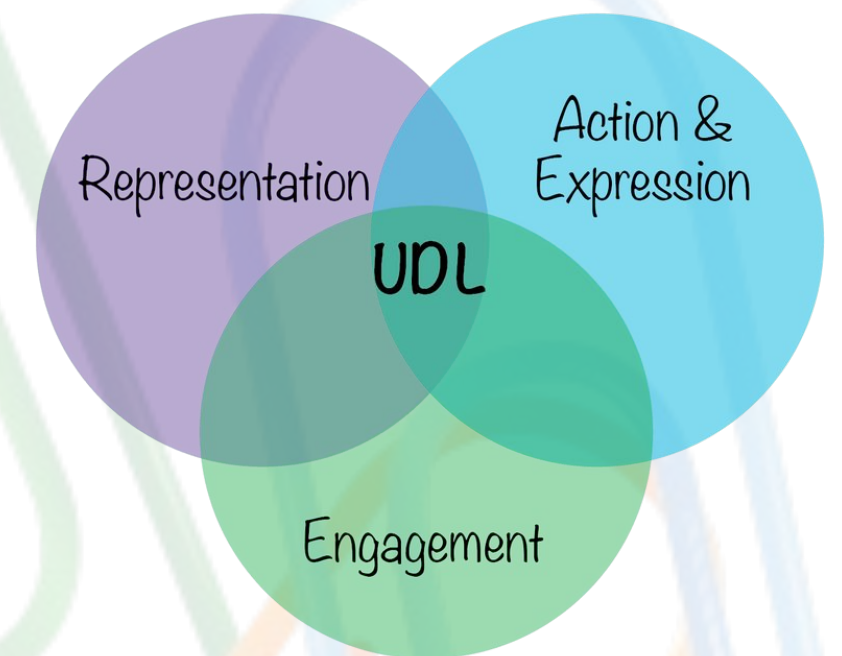




Universal Design for Learning

UDL allows educators to reach all their students. The teacher attempts to predict all the possible needs of the students and plan the learning process based on those needs. The teacher presents educational material in different ways, and students can respond to it in different ways (Capp, 2017). The principles of UDL are:

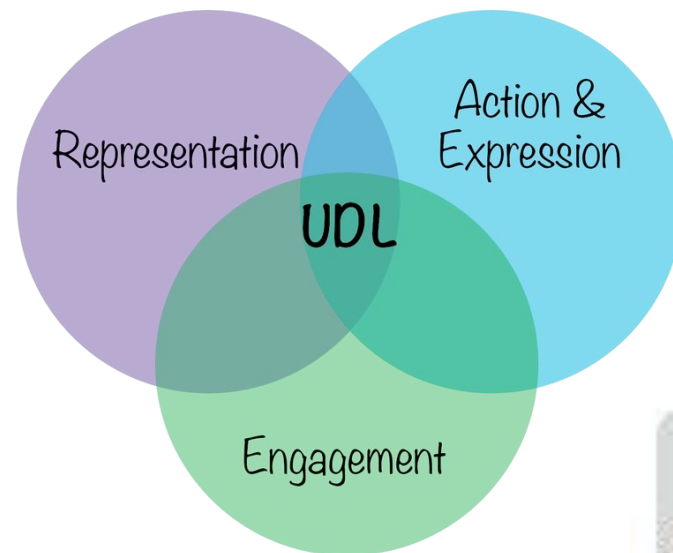
1. Provide multiple means of representation
2. Provide multiple means of action and expression (the how of learning)
3. Provide multiple means of engagement





The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for Welcoming Interests & Identities <ul style="list-style-type: none">Optimize choice and autonomyOptimize relevance, value, and authenticityNurture joy and playAddress biases, threats, and distractions	Design Options for Perception <ul style="list-style-type: none">Support opportunities to customize the display of informationSupport multiple ways to perceive informationRepresent a diversity of perspectives and identities in authentic ways	Design Options for Interaction <ul style="list-style-type: none">Vary and honor the methods for response, navigation, and movementOptimize access to accessible materials and assistive and accessible technologies and tools
Support	Design Options for Sustaining Effort & Persistence <ul style="list-style-type: none">Clarify the meaning and purpose of goalsOptimize challenge and supportFoster collaboration, interdependence, and collective learningFoster belonging and communityOffer action-oriented feedback	Design Options for Language & Symbols <ul style="list-style-type: none">Clarify vocabulary, symbols, and language structuresSupport decoding of text, mathematical notation, and symbolsCultivate understanding and respect across languages and dialectsAddress biases in the use of language and symbolsIllustrate through multiple media	Design Options for Expression & Communication <ul style="list-style-type: none">Use multiple media for communicationUse multiple tools for construction, composition, and creativityBuild fluencies with graduated support for practice and performanceAddress biases related to modes of expression and communication
Executive Function	Design Options for Emotional Capacity <ul style="list-style-type: none">Recognize expectations, beliefs, and motivationsDevelop awareness of self and othersPromote individual and collective reflectionCultivate empathy and restorative practices	Design Options for Building Knowledge <ul style="list-style-type: none">Connect prior knowledge to new learningHighlight and explore patterns, critical features, big ideas, and relationshipsCultivate multiple ways of knowing and making meaningMaximize transfer and generalization	Design Options for Strategy Development <ul style="list-style-type: none">Set meaningful goalsAnticipate and plan for challengesOrganize information and resourcesEnhance capacity for monitoring progressChallenge exclusionary practices



Universal Design for Learning

Most implementations of basic UDL principles in the learning process had a positive impact on students. However, it is stressed that more evidence of the efficacy of UDL needs to be provided (Al-Azawei et al., 2016).

The downside of this approach is the high cost of the specific accommodations needed for some students, since technological adaptations are sometimes needed for the implementation of this methodology (Rose et al., 2005).



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Seeing UDL in Action in the Classroom



Neurodiversity Resource Center

1,21 χιλ. εγγεγραμμένοι

Εγγραφή

590



Κοινοποίηση

Λήψη



YouTube Video: <https://www.youtube.com/watch?v=hCHTxTfkBsU&t=24s>



Differentiated Instruction

This pedagogical approach is based on matching the learning material and objectives to the learner's specific profile and needs. In this process students are provided with different options in which they can engage with information. (Stradling & Saunders, 1993, mentioned in Gronseth et al., 2021)

Assessment is an essential aspect of DI -> student's needs and strengths are estimated -> tailored and personalised instruction and additional help is provided.

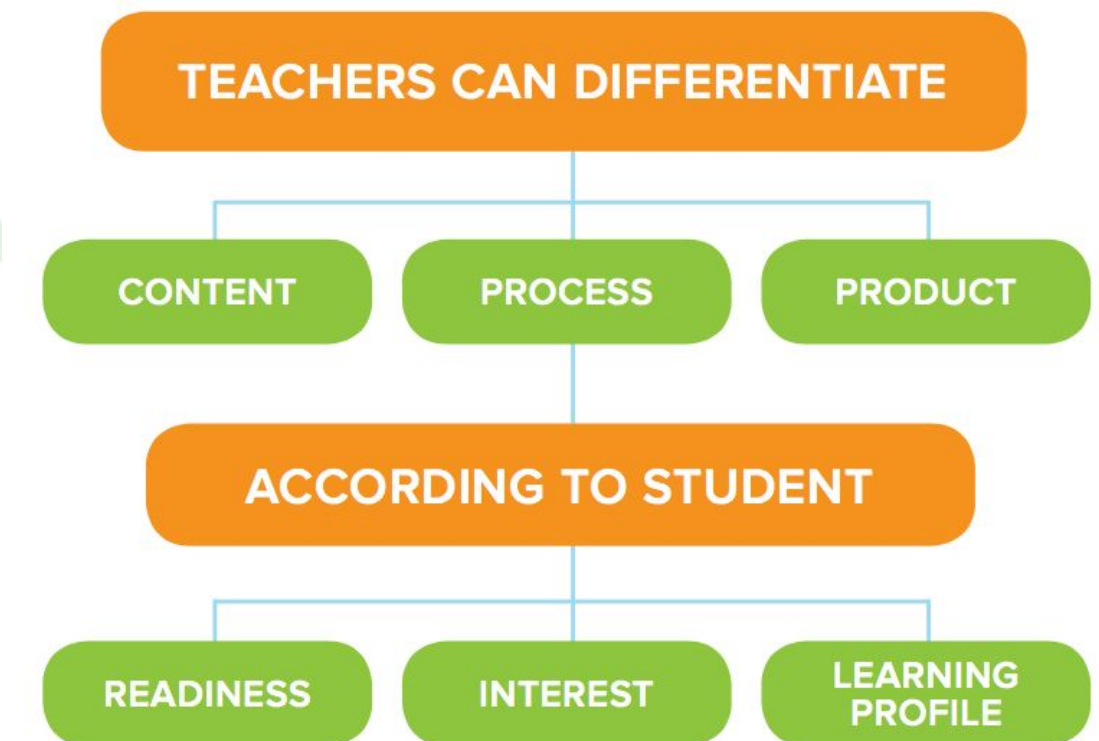
- formal assessment
- informal assessment



Differentiated Instruction

Instruction is differentiated into three levels:

- ✓ Content (what students learn)
- ✓ Process (how they learn)
- ✓ Product (how they demonstrate what they have learnt)



In all of these steps teachers support their students and help them achieve learning objectives in their own way (Tomlinson, 2017).



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WHY DIFFERENTIATE INSTRUCTION?

Here are several reasons Differentiated Instruction should be used!



ENGAGEMENT VARIES



ESL LEARNER



DISABILITY



DIFFERENT LEARNING STYLES



STUDENTS
DIFFER ON
PERFORMANCE
& READINESS
LEVELS



ALL STUDENT WILL
NOT LEARN THE SAME
MATERIAL WITHIN THE
SAME TIME PERIOD



Subscribe!

Differentiated Instruction: Why, How, and Examples



Teachings in Educ...
260 χιλ. εγγεγραμμένοι

Συμμετοχή

Εγγραφή

3,3 χιλ.



Κοινοποίηση



YouTube Video: <https://youtu.be/8BVvImZcnkw?si=nIABzLU36qT-GOcS>



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Culturally Relevant Education

CRE addresses the **cultural background** of students and considers it a very important element of their identity that affects their learning. The goal is again to offer students **multiple ways towards knowledge**. In this context, educators can also adjust the learning materials to the student's cultural needs and make sure they reflect multiple voices and perspectives (Gronseth et al., 2021).

Teachers need to attain cultural sensitivity in order to approach the teaching process in a culturally responsive way. This means that they need to familiarise with students' values, attitudes and traditions.



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Culturally Relevant Education

Practical tips for making the classroom and school more culturally relevant:

- Include course materials authored by individuals from other cultures. Consider the proportion of such texts in your curriculum and try not to have just one “token” diverse reading.
- Involve other adults including teachers and parents from other cultures in your curriculum design.
- Invite guest speakers from various cultures. Provide opportunities for diverse role models.



Culturally Relevant Education

Practical tips for making the classroom and school more culturally relevant:

- Create space throughout the school year for students to bring their own cultures into the classroom. Have in-depth discussions of the meanings and relevance of cultural aspects for their families and their cultures.
- Constantly question how your own course material and pedagogy may privilege students of a certain culture/background over others and reflect on this with other caring adults.



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Culturally Responsive Teaching



CRT utilizes the values, attitudes and tradition of ethnic and cultural groups to provide students that belong to these groups suitable education (Milner, 2020).

It focuses on the personal development of students by improving their knowledge about their own and other cultures.

It also tries to challenge culturally biased beliefs in students, in order to foster positive and wholesome relationships.



Culturally Responsive Teaching



- 1) Reflect on one's cultural lenses
- 2) Recognize and redress bias in the system
- 3) Draw on student's culture to shape curriculum and instruction
- 4) Bring real-world issues into the classroom
- 5) Model high expectations for all students
- 6) Promote respect for student differences, Don't promote stereotypes.
- 7) Collaborate with families and the local community
- 8) Communicate in linguistically and culturally responsive ways



Group Activity

Participants divide into four small groups and each group is assigned with each of the pedagogical approaches introduced earlier (Universal Design for Learning, Differentiated Instruction, Culturally Relevant Education, Culturally Responsive Teaching).

Each group has to respond to the following question, while adopting the main concepts and principles of the pedagogical approach they were assigned with.

"Karim is a 26 year-old student in a cooking class of a VET centre. Karim is an immigrant that can speak the language of the host country, but not very well. Sometimes, he needs more time to understand instructions and makes mistakes in activities, because he cannot understand all the information. How can Karim's teacher help him?"



What are the hardships that migrant learners face?

From a qualitative study that interviewed adult migrant learners, the following difficulties emerged:

- ✓ cultural barriers (language, attitudes towards school),
- ✓ family and care related issues,
- ✓ material needs (poverty),
- ✓ educational challenges (lack of access or supplies),
- ✓ Practical barriers (lack of supplies or access to school, poverty and insecurity)

Such impediments can hold back students that are bright, as teachers report (Free et al., 2014).



How can educators support adult migrant learners?

- ✓ Encouragement was considered essential, support and motivation helped students learn.
- ✓ Working in groups allows students to think and discuss more about the materials.
- ✓ Sharing experiences between the learners helped them learn new things and understand some things better.
- ✓ Hands-on learning and deviation from the traditional way of teaching theoretical concepts in the classroom facilitated migrant students' learning, by providing new experiences

(Kärkkäinen, 2017).



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Specialized Language Programs

Research shows that language teaching programs designed for migrants are more beneficial when that are designed according to each person's/group's specific needs.

For instance, almost all language courses are designed for literate people, thus excluding illiterate individuals from enrolling in education in the host country or even applying for citizenship.

(Plutzer & Ritter, 2008)



Supporting migrant learners

Other means to support migrant learners are:

- ✓ Inclusion of **social workers** in their education, so that they can handle social issues migrants might face, that impede their education in the host country,
- ✓ **Vocational counselling** to acquire information about professional opportunities,
- ✓ **Practical support** , such as childcare, flexible schedule, easy access, etc.

(Plutzar & Ritter, 2008)



Examples of programmes/organisations supporting diverse individuals

1. Work Integration Social Enterprises in Spain:

WISEs offer VET to socially and economically marginalised learners, and help them enter the labour market.

There are different types of WISEs that offer different services, according to the individuals' needs. Some offer permanent employment, while other facilitate the transition of learners into the labour market.

(Source:

<https://www.cedefop.europa.eu/files/2025-cop-ees-study-on-the-role-of-ngos-in-up-and-reskilling-final.pdf>)



Examples of programmes/organisations supporting diverse individuals

2. "Career Without Barriers" project

By enhancing career guidance and vocational education, the project aims to ensure that students, including those with disabilities, are equipped with the skills necessary for a successful transition into the workforce.

Progress and milestones

- 2023: Trained 1,000 teachers and career counsellors, enhancing their ability to support students in career planning.
- 2024: Expanded to 80 primary schools (which combine primary and lower secondary education), introducing career counselling, innovative teaching methods, and employer collaborations.
- 2025: Extending to 80 secondary schools, reaching 1,200 students (including those with disabilities), launching 160 student projects, and implementing 160 innovative teaching practices.
- 2026 and beyond: Further strengthening inclusive career guidance and vocational education across Poland.



source:

<https://www.cedefop.europa.eu/en/news/career-without-barriers-building-inclusive-and-resilient-education-and-training-systems>



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Activities

The following part of the workshop includes 3 group activities that aim to allow the practical implementation and further understanding of the concepts learned in the previous part.





Activity 1 – Diversity Flower

The objective of this activity is for team members to open up and discuss their traits.

Divide participants into two teams, give them a piece of paper where they will draw a flower with petals, and **each petal represents a unique trait of each team member.**

The two teams will **exchange flowers and discuss the different cultural and identity traits of the other team.**

Activity Duration: From 30 minutes to 1 hour.



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Activity 2 – Drawing with 2 hands

This activity can be used to foster self-reflection and self-understanding and can be used as basis to initiate a conversation regarding tolerance and respect of individual differences. The learning objectives are:

- To be aware of one's own style of managing conflicts and limits.
- To be aware of the diversity of style.

Duration: 30-40 minutes.



Activity 2 – Drawing with 2 hands

1. Set the room with a line of tables and 2 chairs on each side facing each other.
2. Divide the participants into 2 groups. Make sure both groups are far enough to not hear the instructions of the other group. You can also decide to bring one group outside of the room if it's more convenient.

3. Give instructions to the groups:

Group 1 - They will have to draw a house with doors, windows, clouds and sun. They can choose to add elements, but each of them needs to be **round**.

Group 2 - They will have to draw a house with doors, windows, clouds and sun. They can choose to add elements, but each of them needs to be **square**.



Activity 2 – Drawing with 2 hands

4. When you are done giving instructions, ask the participants to take any chair in front of someone from the other group. Give each pair 1 pen and 1 sheet of paper. Ask the students to draw in silence while holding the same pen.

5. When the 5 minutes are over, ask the students to move the tables away and to sit in a circle. You can facilitate a debriefing of the activity:

- How did you feel?
- Was there a conflict? If yes, why? If no, why?
- Do you always react the same way with everybody (friends, family etc.)?
- If I asked you to do this activity again, what would you change?



Activity 3 – The iceberg of culture

Learning objectives:

- To understand the concept of culture
- To become aware of one's own culture and recognize its influence on one's behaviour and attitude
- To learn and understand about the institutions, customs, traditions, practices and current issues in a specific country
- To be able to discuss cultures without stereotyping or making judgmental statements

Duration: 1 hour

You will need a flipchart and markers, picture and theory of the cultural iceberg and demonstrations of culture (e.g. foods, items, images).



Activity 3 – The iceberg of culture

One of the most well-known models of culture is the iceberg. Its main focus is on the elements that make up culture, and on the fact, that some of these elements are very visible, whereas others are hard to discover.

The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. This top of the iceberg is supported by the much larger part of the iceberg, underneath the water line and therefore invisible. Nonetheless, this lower part of the iceberg is the powerful foundation.

In culture, there are some visible parts: architecture, art, cooking, music, language, etc. But the powerful foundations of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc.



Activity 3 – The iceberg of culture

facial expressions	eating habits	conception of cleanliness	literature	styles of dress	ordering of time
religious beliefs	notions of modesty	concept of justice	childraising beliefs	concept of personal space	architecture
religious rituals	food	approaches to problem-solving	concept of leadership	rules of social etiquette	popular music
importance of time	general world view	drama	gestures	concept of self	handling of emotions
paintings	understanding of the natural world	body language	holiday customs	work ethic	patterns of decision-making
values	folk-dancing	notions of adolescence	concept of fairness	conception of beauty	nature of friendship

Use these elements/ demonstrations of culture and place the ones that are considered observable above the water line, on the tip of the iceberg, and those considered as more foundational and invisible below the water line.



Activity 3 – The iceberg of culture

2. Draw the image of an iceberg on a flipchart and place it on a table. Add all the objects or pictures on the tip above the water.
3. Explain the iceberg model of culture : what is easily visible only represents 10% of the culture.
4. Ask the students to relocate the different features of culture, either below or above the waterline. Remember that what is above and visible is considered observable behaviours and artifacts whilst beneath the line appear the invisible beliefs, values and taboos that are transmitted through culture.
5. Facilitate the discussion on the relationship between the visible and invisible aspects of culture. For example, religious beliefs are clearly manifests in certain holiday customs.



Activity 3 – The iceberg of culture

6. Facilitate a discussion to figure out how the visible culture aspects represent the values and beliefs that are not visible (the 90% part of the iceberg) and write them in the iceberg below water.

7. Think of how different behaviours might be caused by the same value, or how similar behaviours may be caused by different values. For example, how do cultures show respect for age? Or why does someone take extra shifts at work?

Conclusion: When meeting another culture, we tend to interpret the behaviour observed with our own iceberg, our own set of values and beliefs. It is important to keep in mind that the behaviour demonstrated is rooted in values that are not clearly visible.



Reflection

- Did you learn something new? If so, what was it and how would you assess it?
- Do you think that the objectives presented in the beginning of the chapter were achieved?
- Which of these approaches and best practices are you familiar with and/or use in your practice?
- From your own personal experience, what else do you think is important and would add to this chapter?
- Which of these approaches and best practices would you like to implement in your practice?
- From your personal experience, have you encountered difficulties and barriers in implementing any of these approaches?

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Test

- Educators need to achieve adaptability and communication skills to properly support migrant learners.
- Universal Design for Learning is an educational approach that supports the adoption of one single methodology of teaching on a universal scale
- In Differentiated Instruction the educators differentiate instruction into 2 levels: content and progress.
- Educators are expected to include only teaching material of their own culture, to make their classroom more culturally relevant.
- Culturally Responsive Teaching does not address the topic of culture, as it is considered sensitive and can make learners uncomfortable.

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