

# FULL PROGRAMME



## **LOCAL IDENTITY, SOCIAL INCLUSION & INTERCULTURAL DIALOGUE for Adult Educators**

# GENERAL INFORMATION

## LEARNING MOBILITY FOR ADULTS IN BILBAO (SPAIN)

**DURATION:** 4-day itinerary (5 hours/day + optional

**LOCATION:** cultural visits)

**FORMAT:** Bilbao, Basque Country (Spain)

**LANGUAGE OF INSTRUCTION:** Physical, Group Learning Mobility English

**HOST:** Media Creativa

### KEY TOPICS:

- Local identity, diversity, and heritage as learning resources.
- Intercultural dialogue and empathy in education.
- Gamification and experiential learning for inclusion.
- The educator as facilitator of critical reflection.
- Community learning through cultural spaces and narratives.

### TARGET GROUP:

Adult educators, community trainers, facilitators, and coordinators of non-formal learning programmes who wish to promote inclusion, intercultural dialogue, and local identity through innovative, participatory methodologies.

***“Cultural differences should be seen as the collective heritage of humanity, a source of exchange, innovation, and creativity.”***

***- UNESCO Universal Declaration on Cultural Diversity (2001)***

# LEARNING OBJECTIVES

- To understand key concepts of identity, inclusion, and intercultural dialogue in adult education.
- To experience gamified and experiential activities and reflect on their pedagogical impact.
- To learn to design and adapt local and cultural learning experiences to different contexts.
- To explore methods for encouraging critical thinking, empathy, and cooperation in diverse groups.
- To strengthen facilitation and reflection techniques in multicultural learning environments.



# METHODOLOGY

This course is built on the idea that **the best way to learn inclusion is to experience it**. Throughout the programme, participants will not only **explore the cultural and social fabric of Bilbao**, but they will also **reflect on how each experience can be turned into a meaningful learning opportunity** for adults.

Every session is designed to promote participation, observation, and reflection. Participants first live each activity as learners, joining guided walks, community encounters, and gamified challenges, and then step back to analyse it from an educator's perspective. Together, **they deconstruct how storytelling, dialogue, and collaboration foster empathy and engagement**.

Between field experiences, structured reflection moments invite participants to connect practice with theory: how can local identity strengthen social inclusion? How can we transform cultural diversity into an educational asset?

By the end of the course, participants **will have walked through the same paths their future learners could take**, equipped with **new tools and examples**, and with a **renewed sense of curiosity**, awareness, and creative purpose.

Techniques include:

- **Learning by doing** — direct participation in experiential and gamified activities.
- **Peer learning** — exchange of reflections and teaching practices.
- **Critical dialogue** — analysis of inclusion and identity through real examples.
- **Story-based learning** — use of narratives and local heritage as teaching tools.
- **Reflective debriefs** — linking experience with educational design.

# DAY 1 - Identity and Urban Diversity

## **Introduction and presentation of the mobility programme and getting to know each other.**

Gathering of the group and presentation of the programme for the day, timetable presentation and practical arrangements, doubts and questions, and documentation.

## **Old Town Gymkhana Experience.** Gamification as an example of an adult learning activity.

Through multilingual and cultural games and guided exploration, participants developed intercultural awareness and local heritage appreciation using Bilbao's historic centre as an interactive classroom.

**An educational guided tour through the neighbourhoods of San Francisco, Bilbao La Vieja and Zabala to show the cultural diversity of the city of Bilbao.** The route is led by local neighbourhood residents who have previously been trained as intercultural guides. The project aims to promote new narratives and attitudes towards migration and cultural diversity.

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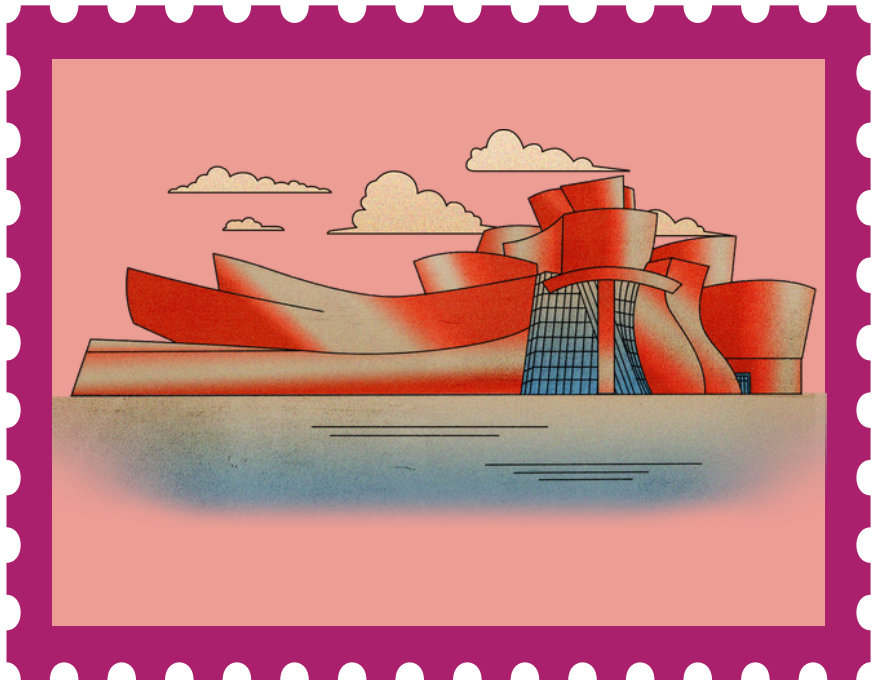
*\*Training sessions run approximately from 9:00 – 14:00, with optional cultural activities in the afternoons.*

# DAY 1 - Identity and Urban Diversity

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**Cultural visit to Bilborock.** A cultural centre located in a former church that showcases the preservation of Bilbao's heritage while promoting the contemporary culture of Bilbao and the Basque Country.

**Reflection and discussion.** The session focuses on analysing the pedagogical structure of the activities and identifying opportunities to integrate these methods into their own contexts.



## DAY 2 – Migration and Integration

**Introduction and overview of the day.** Providing participants with both **theoretical and experiential learning opportunities** that deepen their understanding of migration, integration, and cultural heritage. A short interactive exercise (“Mapping our communities”) invites them to visualise migration and diversity in their own teaching environments.

**Migration and belonging.** A guest from a local association shares his/her **personal and professional experience of migration** and integration within the Basque context. This testimony introduces the **emotional and social dimensions** of inclusion through lived stories). Then participants discuss how **storytelling can humanise social issues** and become a powerful tool for learning and awareness-raising in adult education.

**Heritage Site Visit.** **Cultural walk around the coast** and historic fishing port of Algorta, Old Harbour and Paseo Zugazarte. Offering the **opportunity to understand the historical significance** of these locations and their **role in shaping the cultural and economic development** of the area.

**Reflection and discussion.** After the field visit, participants meet for a **facilitated reflection workshop** where they translate their **experiences into educational insights**, identifying the elements that foster empathy and participation, and outline a short learning concept: a practical idea for an activity that uses storytelling or real-life experiences to promote inclusion in their own teaching contexts.

## DAY 3 – Preserving heritage and embracing innovation

**Introduction and overview of the day.** The day begins with a **short group reflection** connecting the themes of the previous day (**migration, identity, and belonging**) with the concept of **shared heritage**. Participants discuss how both **cultural tradition and social innovation can serve as bridges for inclusion**. A creative warm-up activity (“Symbols of identity”) invites them to **represent local traditions, rituals, or spaces** from their own communities, fostering exchange and intercultural dialogue within the group.

**Urban Transformation Walk.** A guided **cultural walk along the riverfront** will highlight Bilbao’s remarkable urban renewal. Participants will **reflect on the city’s transformation from an industrial hub** to a model of **sustainable development** and cultural innovation, and how this transformation can mirror social change and regeneration and be used as educational tool.

**Itsasmuseum.** This visit offers a **detailed look at Bilbao’s maritime history and its importance** to Basque **identity**. The museum serves as an image to explore how maritime heritage fosters unity in diversity and a sense of shared cultural memory.



## DAY 3 – Preserving heritage and embracing innovation

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**Guggenheim Museum.** Visiting the **global icon of modern art and architecture**, symbolising the **transformation and cultural renaissance of Bilbao**. The story of how the Guggenheim Museum contributed to the phenomenon, dubbed **the "Bilbao effect"**.

**Reflection and discussion.** Participants work in small groups to translate their field **experiences into educational strategies, identifying key elements** (storytelling, emotion, participation) and prototyping a short activity or resource that connects heritage with adult learning. The **session closes with a discussion on the educator's role as mediator** between culture, creativity, and inclusion.



## DAY 4 – Building local identity through sports activities and initiatives

**Introduction and overview of the day.** The final day begins with a **collective reflection** on the learning journey —how the experiences of the week have deepened participants’ understanding of identity, inclusion, and dialogue.

A short energiser activity (“The bridge we built”) invites each group to **symbolically connect the key themes explored**: heritage, diversity, empathy, and participation.

**Athletic Club Museum.** Exploring **how football promotes unity values in the Basque region**. In the visit to the Athletic Museum, **a historical overview of Biscayan society** will be presented, and see how sport has helped preserve tradition, promote inclusion, and strengthen community ties. Together, they **reflect on how emotional connection, teamwork, and shared goals** can be powerful drivers of learning and social cohesión, and how these same elements can inspire educational activities in adult and community contexts.

**Closing ceremony and certificates.** **Delivery of certificates, group photo, and farewell pintxo break.** A final reflection on how to continue learning and leading confidently in the digital era.

| Identity and Urban Diversity                                     | Migration and Integration | Learning with AI: Your Digital Tutor | Leading with AI: Ethics and Community Projects |
|------------------------------------------------------------------|---------------------------|--------------------------------------|------------------------------------------------|
| Introduccion                                                     | Introduccion & overview   | Introduccion & overview              | Introduccion & overview                        |
| Old Town Gymkhana experience                                     | Migration and belonging   | Urban Transformation Walk            | Athetic Club Museum                            |
| Educational tour<br>San Francisco, Bilbao<br>La Vieja and Zabala | Heritage Site Visit       | Itsasmuseum                          |                                                |
| Visit to Bilborock                                               | Reflection & Discussion   | Guggenheim Museum                    | Closing ceremony                               |
| Reflection & Discussion                                          |                           | Reflection & Discussion              |                                                |

*\* Some changes in the programme are possible. The content of the course is always adapted to the participants' previous knowledge, expectations and requirements. The participants receive the informational kit a few weeks before the start of the course.*

# COMPETENCES

to be acquired by the participants



Ability to design experiential and gamified learning activities for inclusion.

Understanding of cultural and social diversity as educational assets.

Skills for facilitation, reflection, and intercultural dialogue.

Awareness of how to transform local environments into learning spaces.

Confidence to promote critical, participatory, and creative adult education.

# METHODS OF MONITORING AND MENTORING the participant before, during and after the mobility



Ongoing contact with the mobility participant.



Questionnaire before and after mobility.



Mentoring by the host and the sending organisation.



Verification of the participant's concerns and expectations.



Individual interviews.



Reflections and debates where the quality of the learning outcomes will be assessed.



Meetings with other participants in the mobility



Participant report.

# Expected use of the RESULTS & EVALUATION

Application of the methods experienced during the course in their own training contexts.

Development of local initiatives promoting diversity and active citizenship.

Creation of collaborative partnerships among educators.

Contribution to inclusive, culturally aware adult learning practices.



# CERTIFICATION & MATERIALS

Certificate of participation (Erasmus+ format)

Digital access to learning materials and vocabulary sets.

Participant reflection journal.

Post-course learning recommendations.

# **Ready to explore diversity in one of Europe's most culturally rich regions?**

Check dates and register your participation vía email.

Contact: [info@mediacreativa.eu](mailto:info@mediacreativa.eu)

