

LOCAL IDENTITY, SOCIAL INCLUSION & INTERCULTURAL DIALOGUE FOR ADULT EDUCATORS

Programme

“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)



Mediacreativa

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Course summary

This Erasmus+ learning mobility programme offers adult educators an opportunity to explore **cultural identity**, **intercultural dialogue**, **active citizenship**, and **social inclusion** through the lens of Bilbao's urban and cultural transformation. Participants will engage in practical and dynamic activities that not only reflect on diversity and social integrity within the Basque context but also reveal how these experiences can be transformed into powerful educational tools.

The programme is designed and hosted by **Media Creativa**, an experienced organisation in innovative learning for the adult education sector. Through field-based activities, visits to community organisations, cultural institutions, and heritage sites, educators will experience and analyse participatory methodologies that foster inclusion, empathy, and collaboration, developing new strategies they can adapt and apply within their own communities and professional practices.

TARGET GROUP(S)

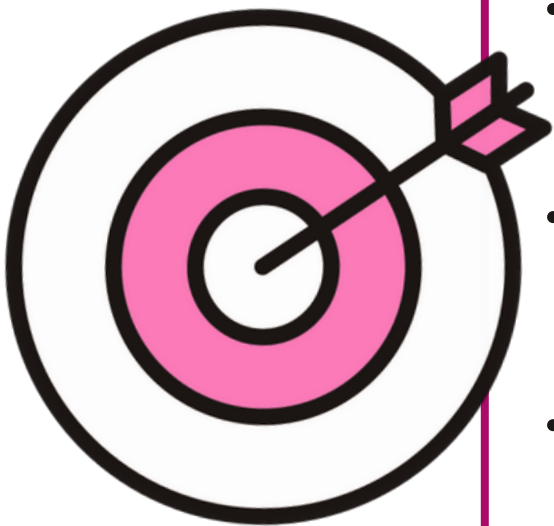
Adult educators, community trainers, facilitators, and coordinators of non-formal learning programmes who wish to promote inclusion, intercultural dialogue, and local identity through innovative, participatory methodologies.

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.



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.

PROGRAMME DAY-BY-DAY

Training sessions run approximately from 9:00 – 14:00, with optional cultural activities in the afternoons. Duration and agendas are open for changes and adaptations to learners needs and interests.

DAY 1 - IDENTITY AND URBAN DIVERSITY

Welcome

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.

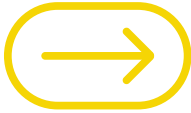


Cultural visit to Bilborock. A cultural centre located in a former church that showcases the preservation of Bilbao's heritage while promoting the contemporary culture of Bilbao and the Basque Country.

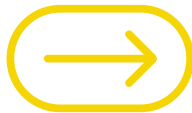


Reflection and discussion. The session focus on analysing the pedagogical structure of the activities and identify opportunities to integrate these methods into their own contexts.

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.



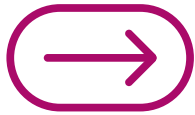
Heritage Site Visit. Cultural walk around the coast and historic fishing port of Algorta, Old Harbour and Paseo Zugazarte. Offering the opportunity to understand the historical significance of these locations and their role in shaping the cultural and economic development of the area.



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.

PROGRAMME DAY-BY-DAY

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.



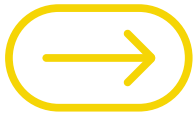
Guggenheim Museum. Visiting the global icon of modern art and architecture, symbolising the transformation and cultural renaissance of Bilbao. The story of how the Guggenheim Museum contributed to the phenomenon, dubbed the "Bilbao effect".



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.

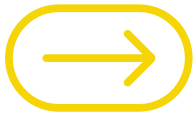
PROGRAMME DAY-BY-DAY

DAY 4 - BUILDING LOCAL IDENTITY THROUGH SPORTS ACTIVITIES AND INITIATIVES



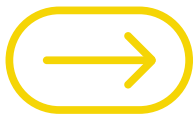
Introduction and overview of the day. The final day begins with a collective reflection on the learning journey –how the experiences of the week have deepened participants’ understanding of identity, inclusion, and dialogue.

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.



Workshop: “From reflection to action”. In this final workshop, participants turn their insights into practical ideas for their classrooms, organisations, or communities. Working in small groups, they design short activity outlines or mini-projects inspired by the week’s experiences –linking identity, dialogue, and creativity. A brief sharing session allows everyone to celebrate learning outcomes and future collaborations.



Closing ceremony and certificates. The course concludes with a short ceremony where participants receive their certificates of completion. The group reflects on the collective journey, followed by a relaxed farewell coffee or pintxo break to celebrate learning, connection, and intercultural exchange.

* 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 PARTICIPANT

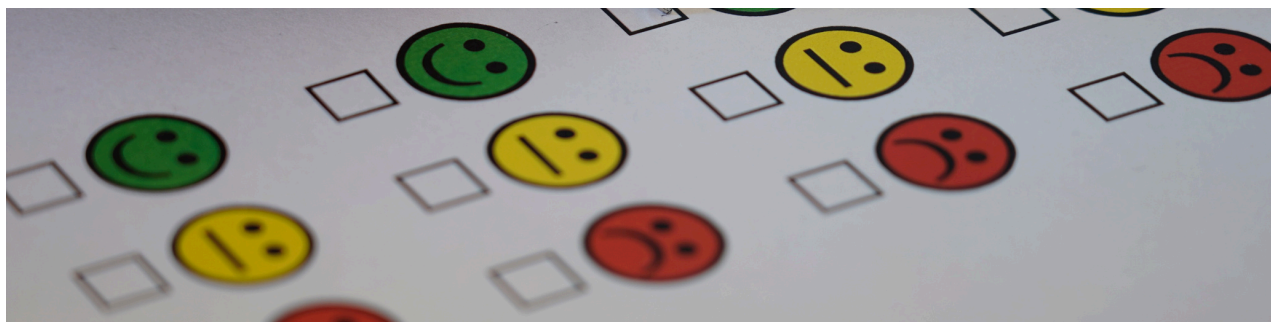


COMPETENCES



- 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.

MONITORING, MENTORING AND EVALUATING



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.
- Participant report.
- Meetings with other participants in the mobility - reflections and debates where the quality of the learning outcomes will be assessed.

EXPECTED USE OF THE RESULTS AND 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 AND MATERIALS

- Certificate of participation (Erasmus+ format)
- Digital access to learning materials and supporting resources.
- 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
www.mediacreativa.eu



Pre-register now - no deposit
required!