



This project was funded by the European Union's Asylum, Migration and Integration Fund. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



GENERATING SOCIAL AND HUMAN CAPITAL FOR THIRD COUNTRY NATIONALS

# INTERCULTURAL SKILLS, SOCIAL AND CIVIC COMPETENCES FOR THIRD- COUNTRY NATIONALS

# STRUCTURE OF THE WORKSHOP

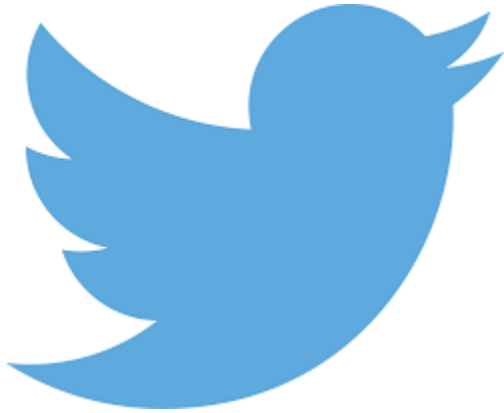
A. The Different Levels of Communication

B. Intercultural Communication and Respecting Diversity

C. Political Trust



## ICEBREAKER: MY LOGO (5')





This project was funded by the European Union's Asylum, Migration and Integration Fund. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



# A. THE DIFFERENT LEVELS OF COMMUNICATION

# COMMUNICATION

- Among the skills which we must always improve and further develop
- Communication is everywhere: family, work, society
- The ability to share thoughts, ideas and feelings is the base of human contact
- Symbols and words are different but communication meets no borders



# THE INGREDIENTS OF COMMUNICATION

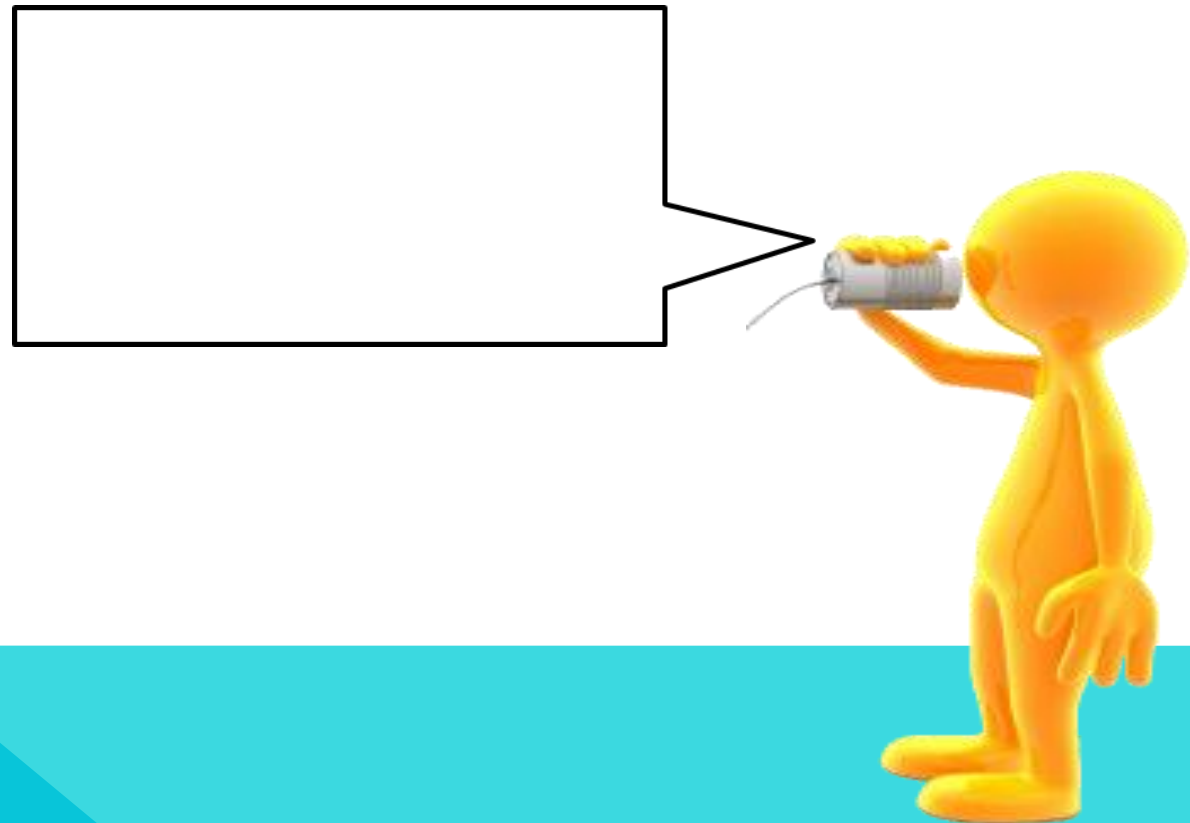


**DISCUSSION (15')**

# THE INGREDIENTS OF COMMUNICATION

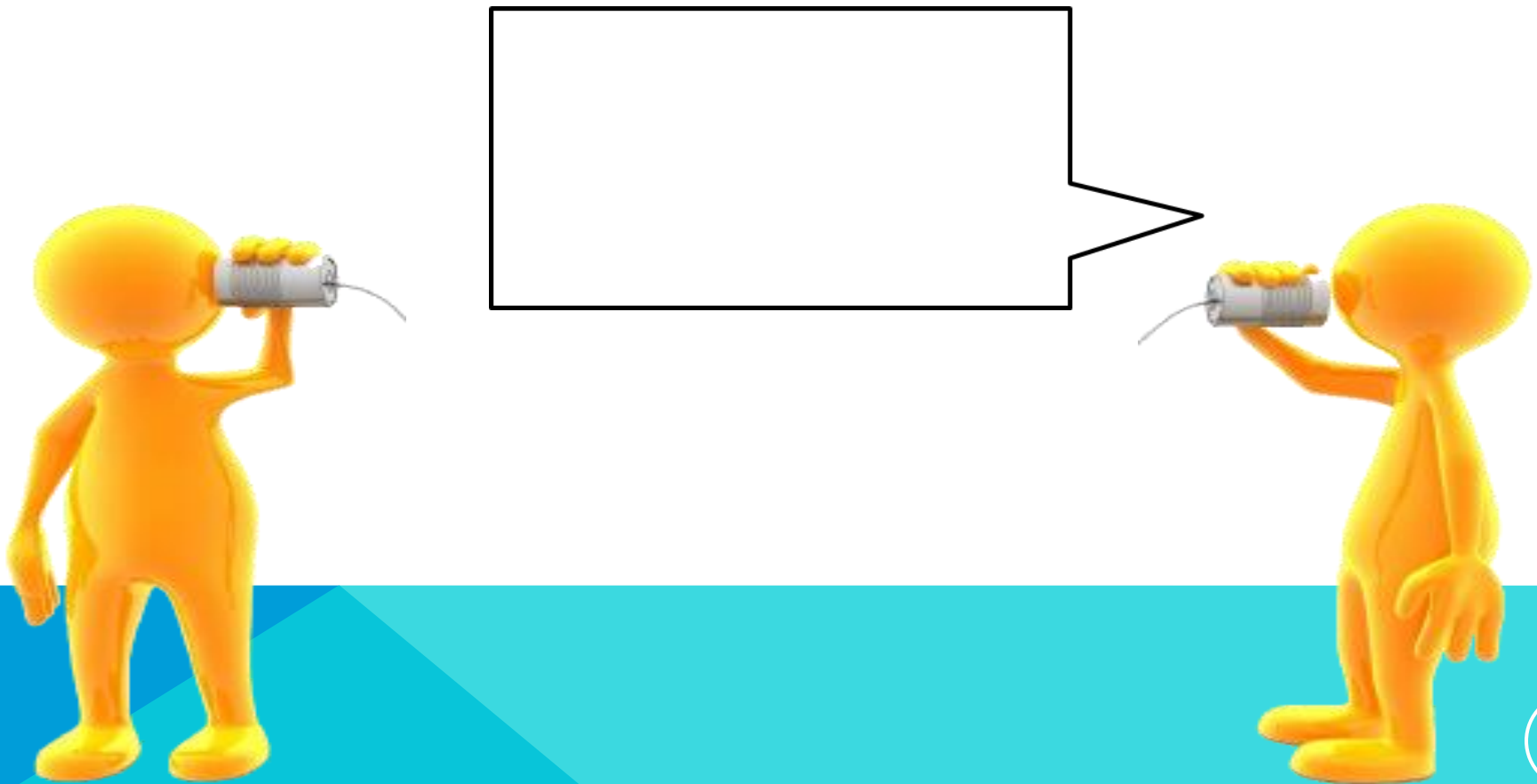


# THE INGREDIENTS OF COMMUNICATION

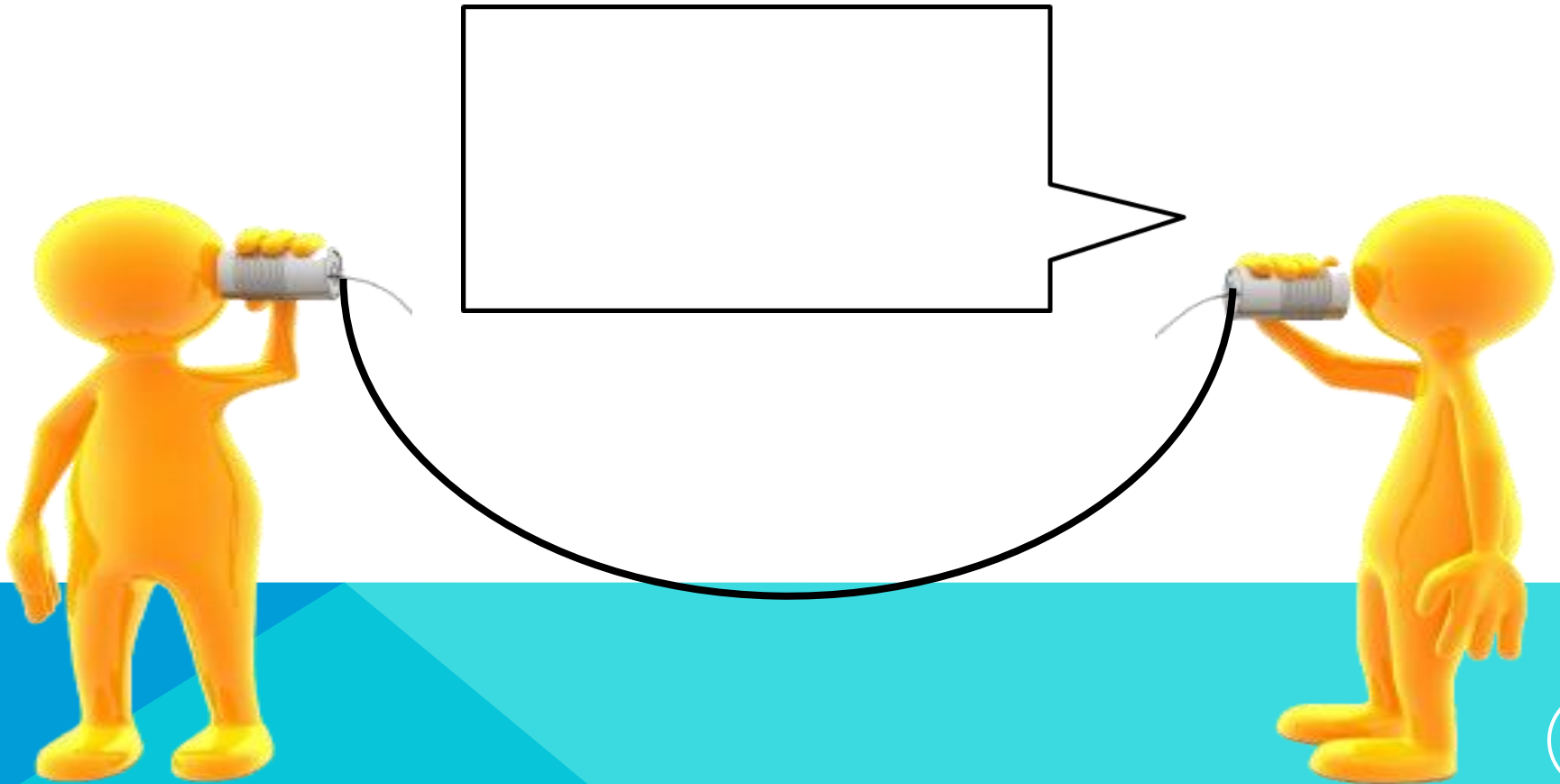




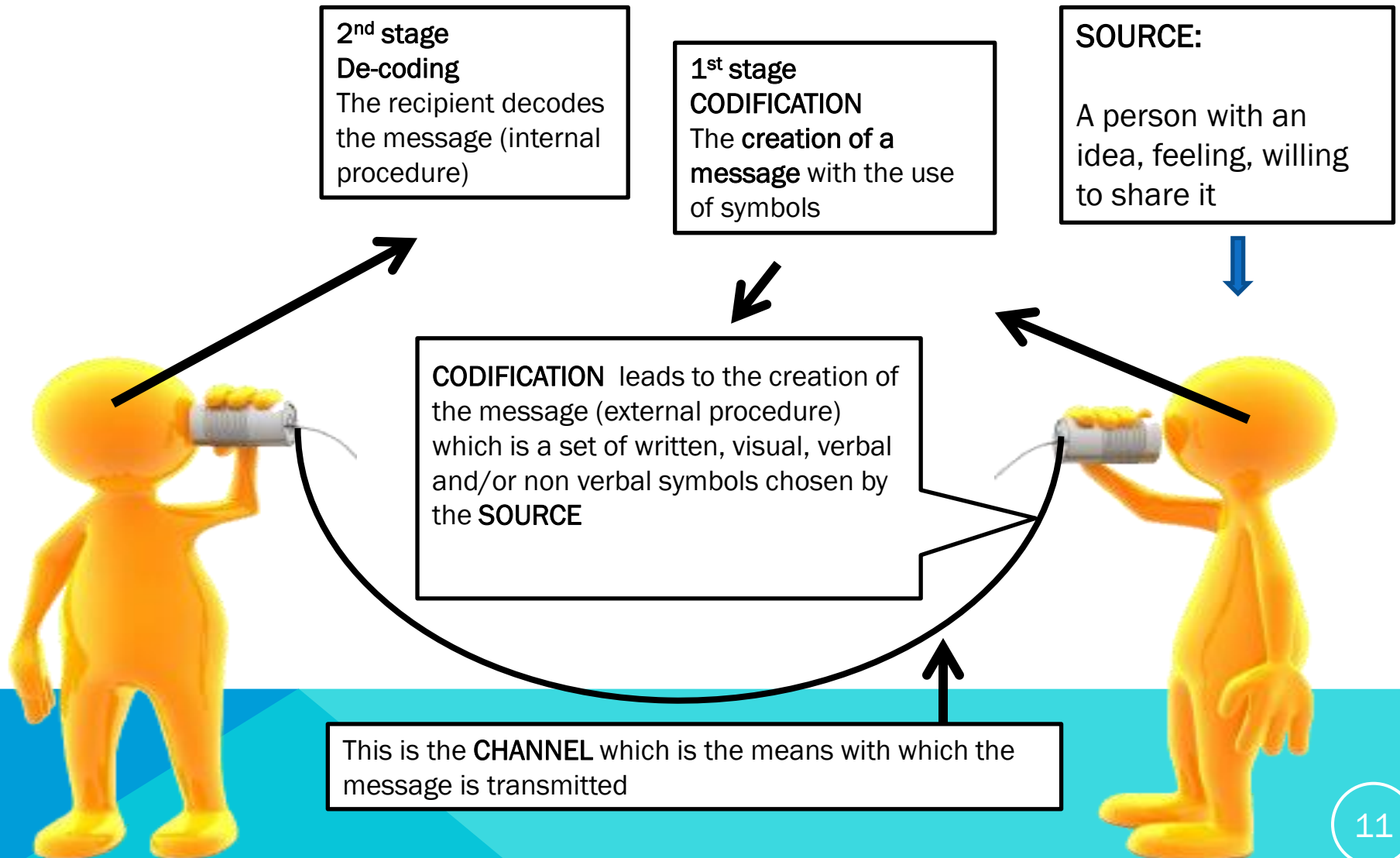
# THE INGREDIENTS OF COMMUNICATION



# THE INGREDIENTS OF COMMUNICATION

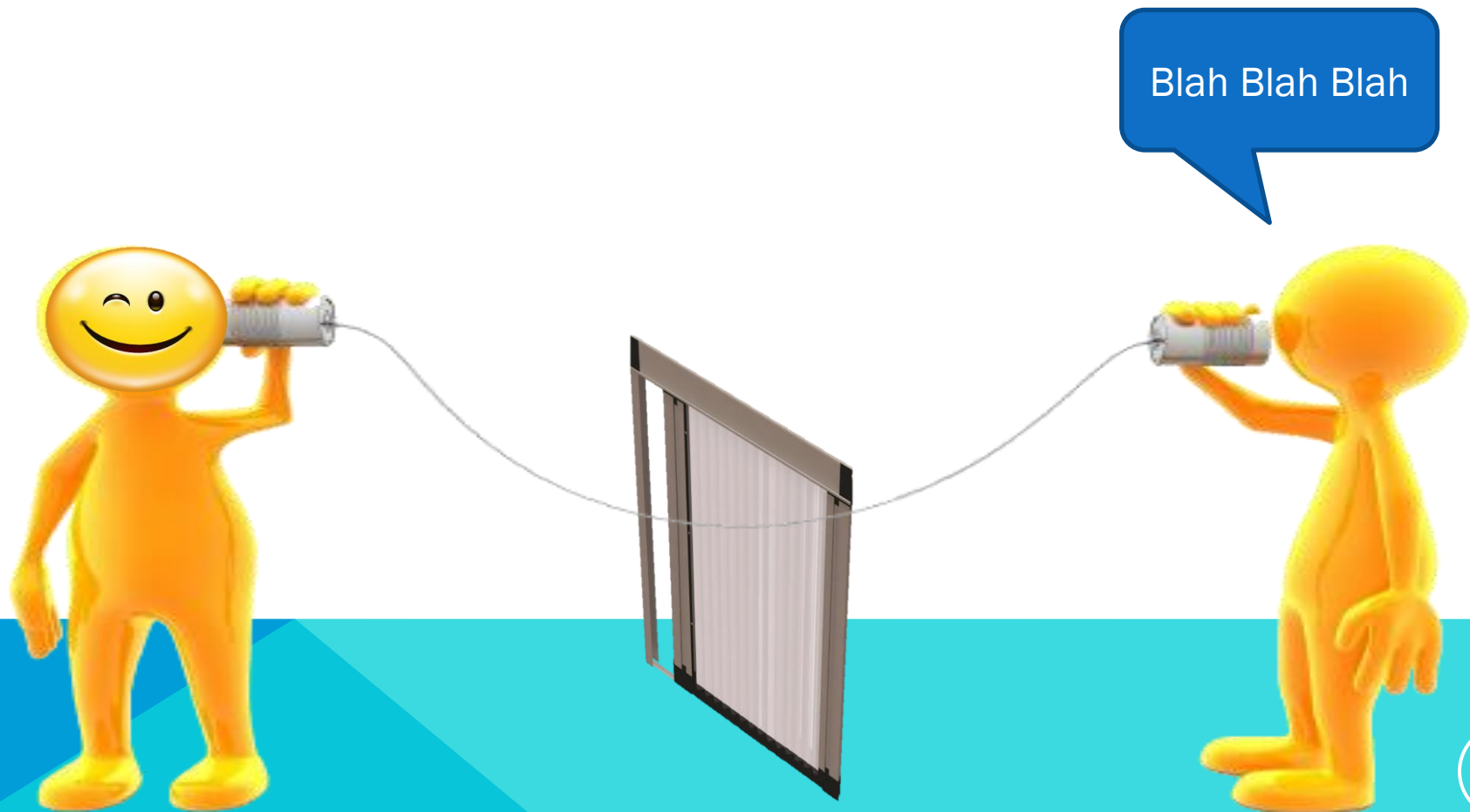


# THE INGREDIENTS OF COMMUNICATION



# THE INGREDIENTS OF COMMUNICATION

**Feedback:** very important in order to understand if the recipient has understood

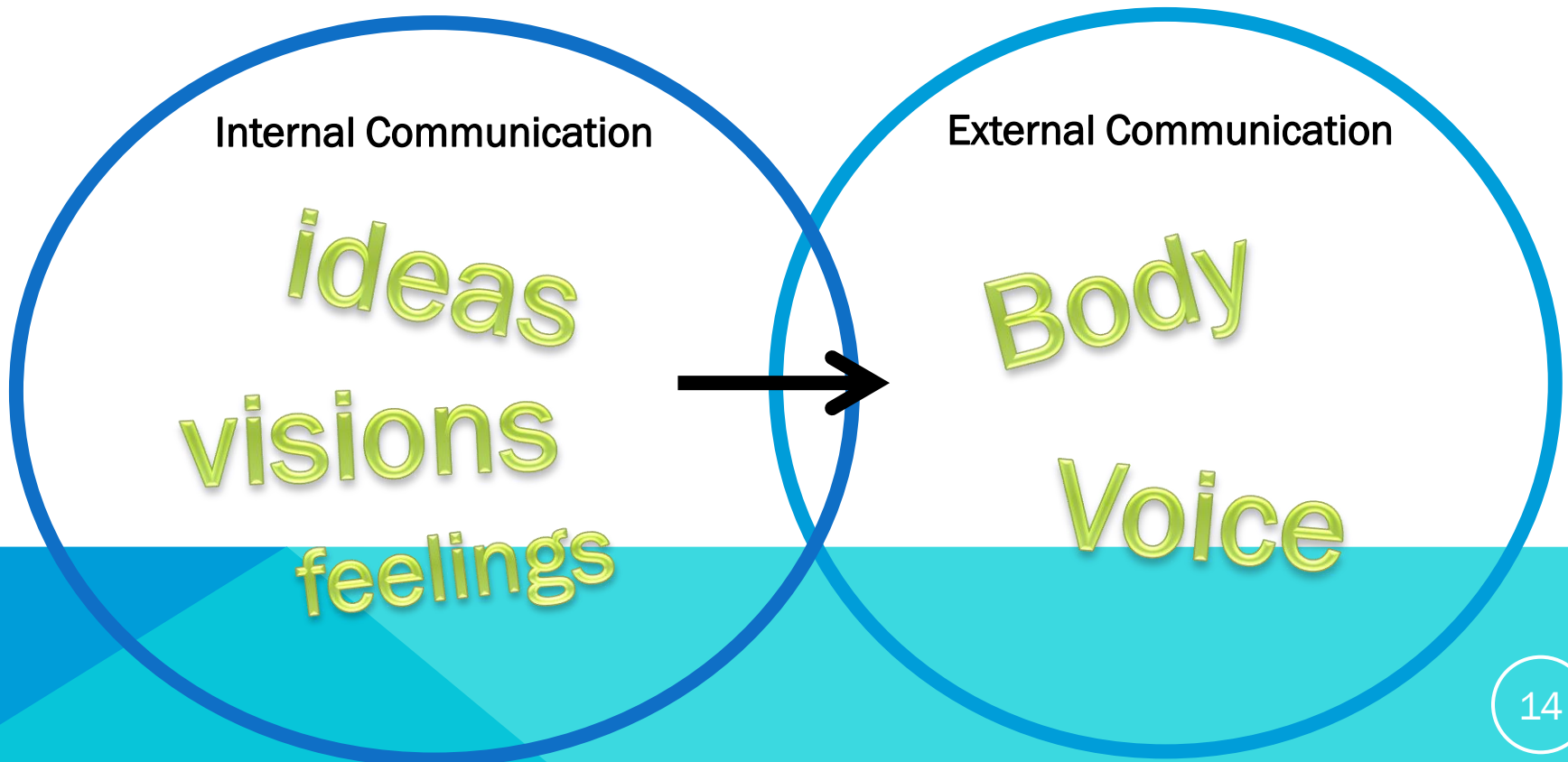


# INTERNAL AND EXTERNAL COMMUNICATION

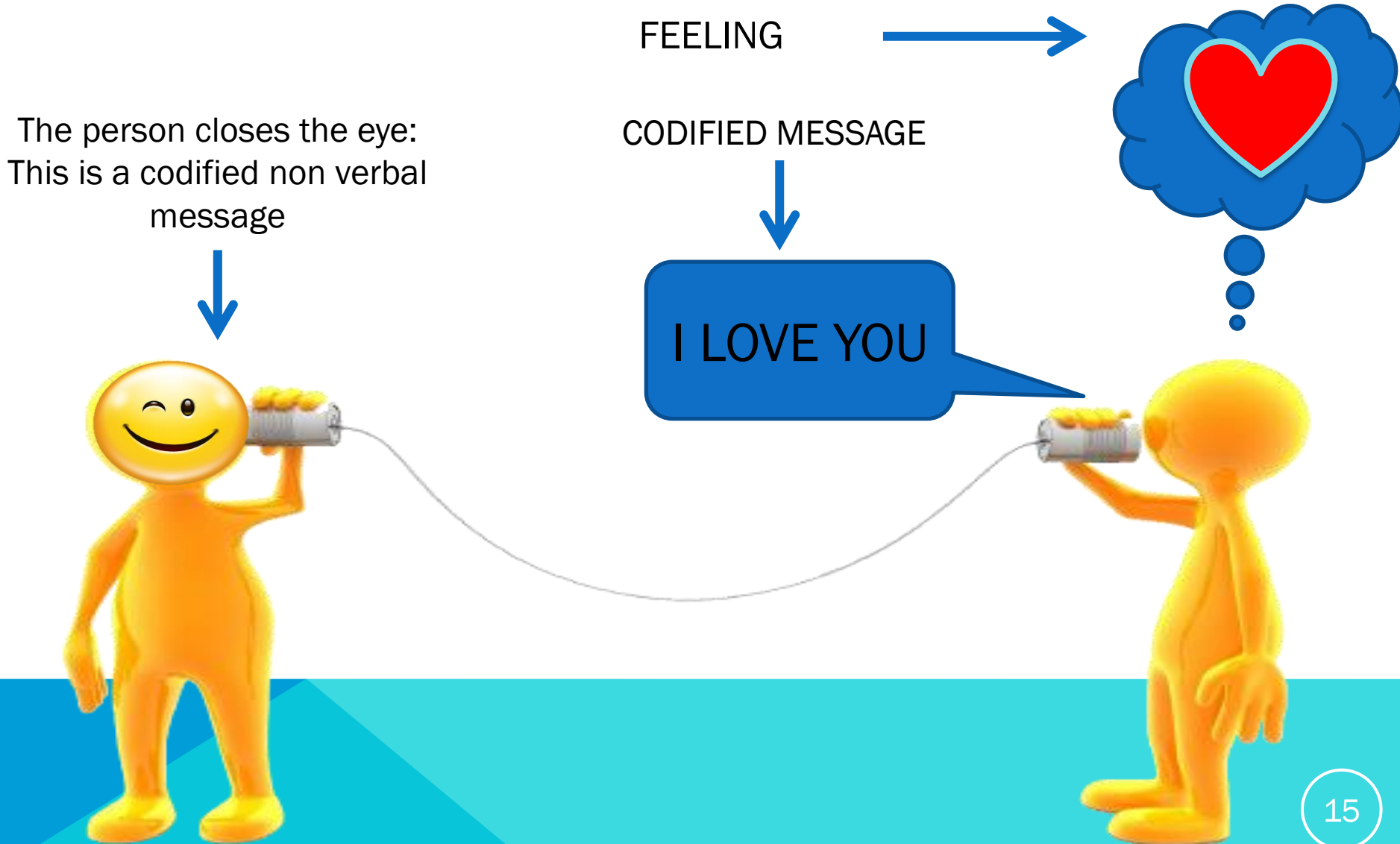
(5')



# INTERNAL AND EXTERNAL COMMUNICATION



## EXAMPLE OF INTERNAL AND EXTERNAL COMMUNICATION



# THE INGREDIENTS OF COMMUNICATION

The obstacles of communication

The window

Clear-dirty

Blah Blah Blah

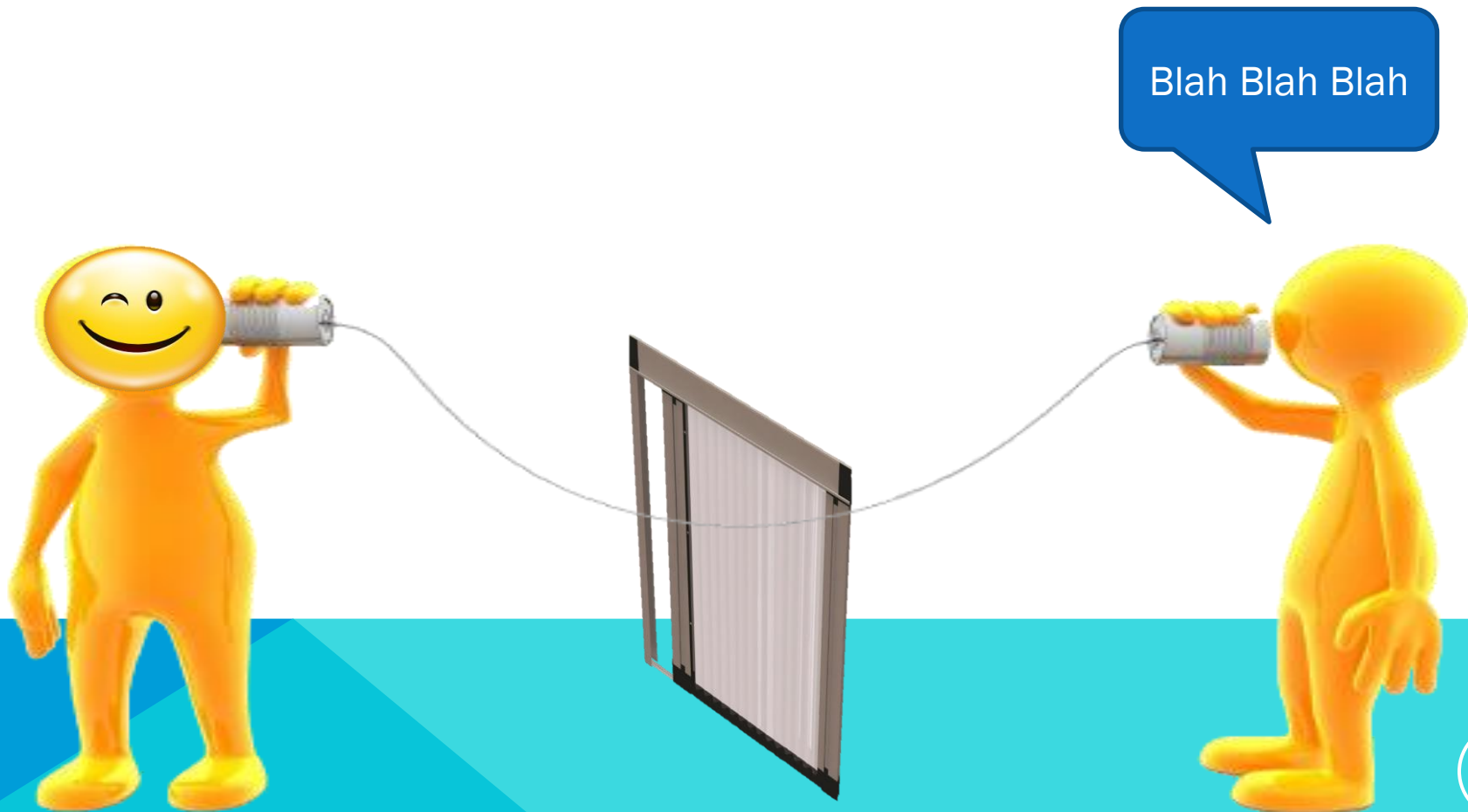




# OBSTACLES AGAINST COMMUNICATION (5')



# ACTIVITY: WINKING AT THE WRONG PERSON (20')



## WHAT DO YOU THINK?



# OBSTACLES AGAINST COMMUNICATION

- ❑ **External obstacles:** noise, bad mobile signal etc.



# WHAT DO YOU THINK?



# OBSTACLES AGAINST COMMUNICATION

- ❑ **External obstacles:** noise, bad mobile signal etc.

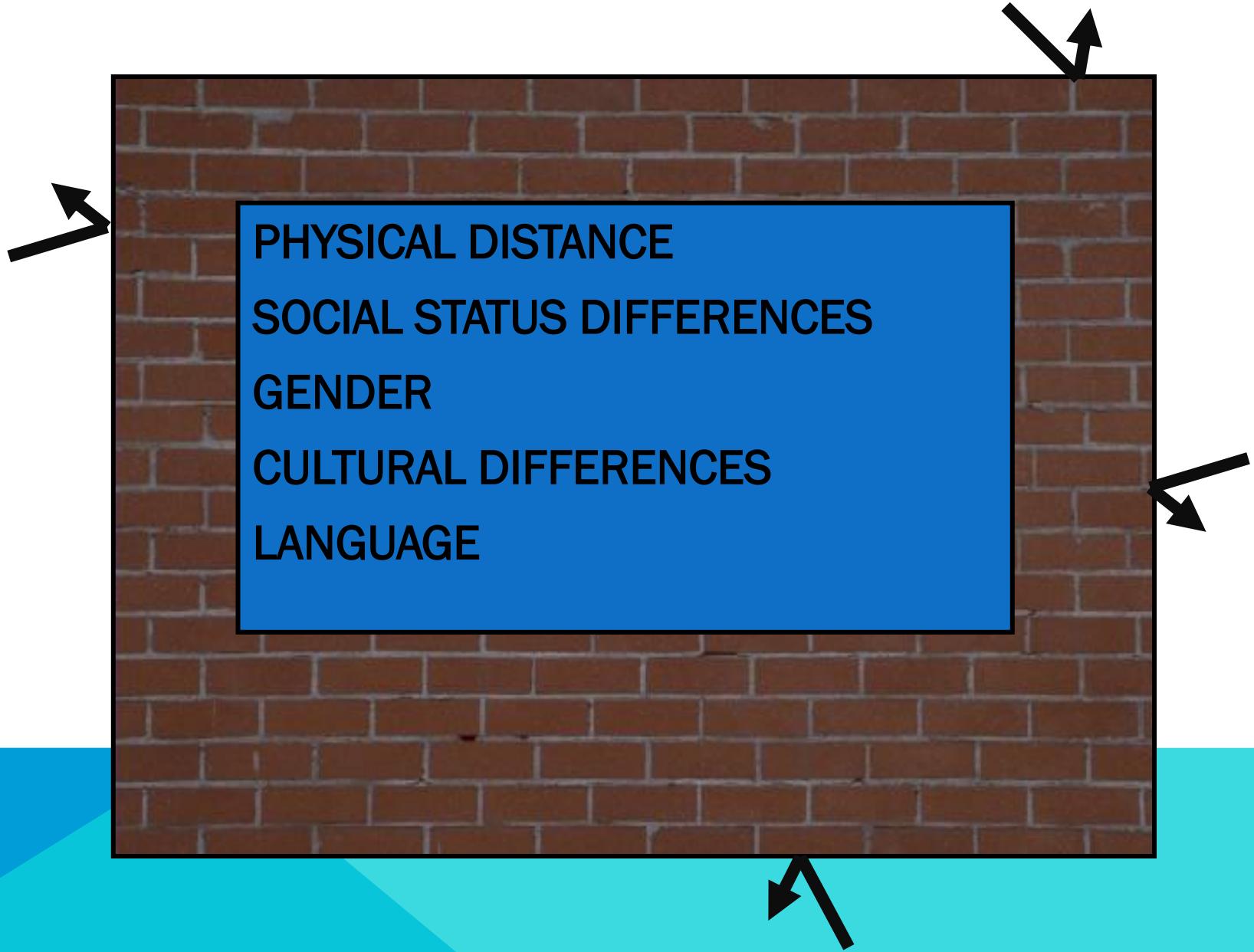


- ❑ **Obstacles having to do with people**

Accent, cultural difference, gender, age, experiences, needs, use of not suitable words, difficulty in expressing yourself etc.



# BASIC OBSTACLES AGAINST COMMUNICATION



# WAYS OF COMMUNICATING (5')





# WAYS OF COMMUNICATING



# WAYS OF COMMUNICATING

SPEECH



IMAGES



WRITING/READING

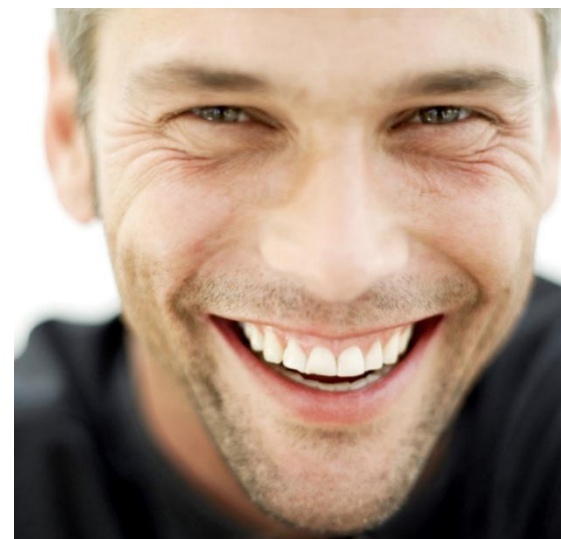


NON VERBAL  
BODY LANGUAGE



# THE INGREDIENTS OF MESSAGE

(5')



# THE INGREDIENTS OF MESSAGE: GOOD MORNING ACTIVITY (10')

- Say a happy “good morning”
- Say a rude “good morning”

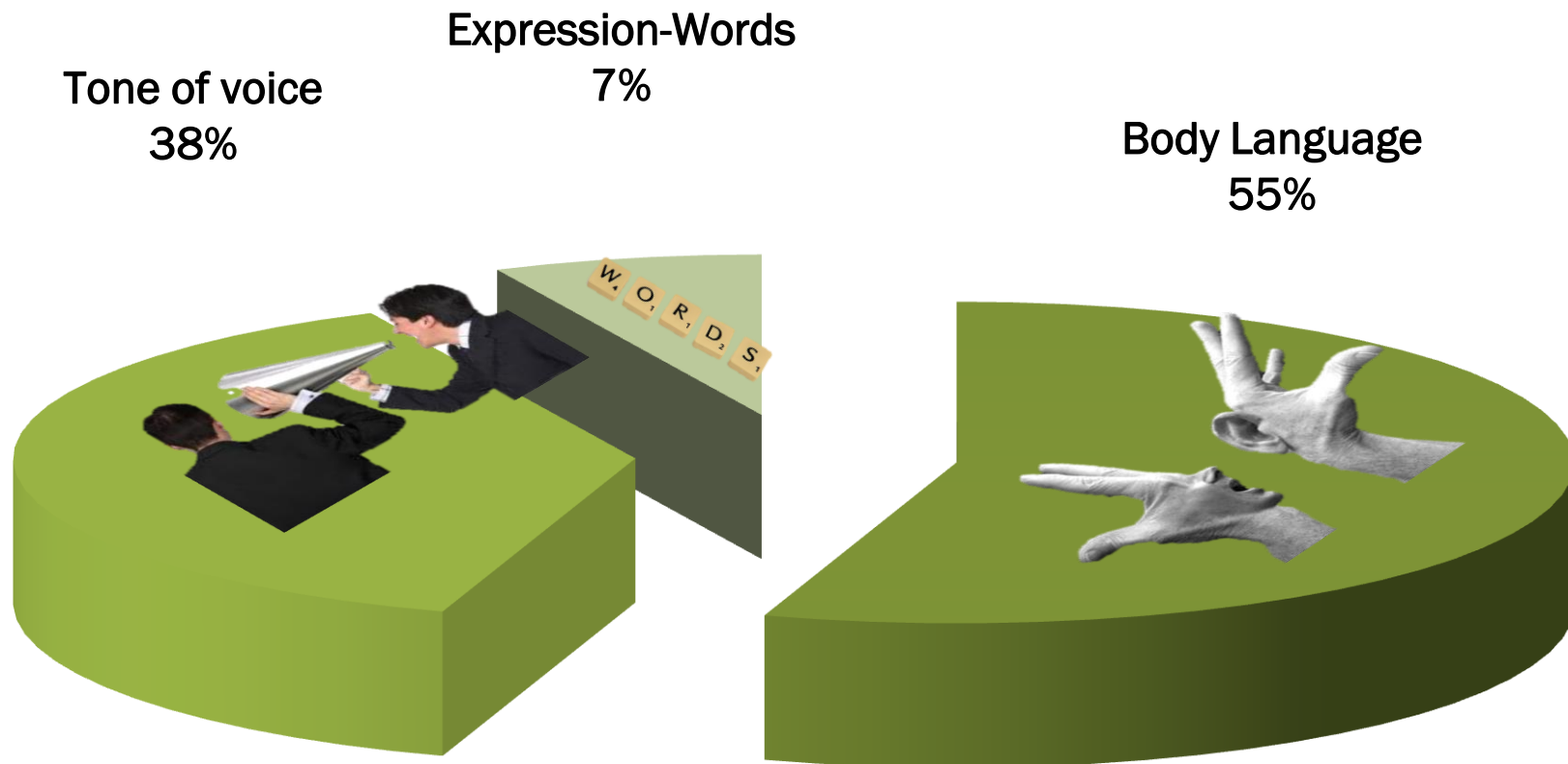


# THE INGREDIENTS OF MESSAGE

- What elements do we use?
- At which percentage (%) does each of these elements influences the message?



# THE INGREDIENTS OF MESSAGE



# THE INGREDIENTS OF MESSAGE

## SPEECH

- Tone of voice
- Expression/words

## IMAGES

- Body position
- Gestures
- Facial Expressions
- Relaxing degree

**What we say is one thing.  
How we say it is another, more important thing!**



# ELEMENTS OF THE MESSAGE: THE WORDS

**When in formal contexts we avoid:**

- Inappropriate expressions
- Shouting
- Eccentric words
- Generalising
- Negative words
- Using “I”
- Gossip



Jokes

Compliments



# ELEMENTS OF THE MESSAGE: THE WORDS

## We avoid saying:

- “You are wrong”
- “No, it’s not possible
- “I can’t”
- “I disagree”
- “You can’t...”

## We prefer saying:

- It would more useful
- It could be done if...
- I could if...
- I agree but....
- You could if...



## WE AVOID

- No
- I can't
- Impossible
- Why?
- What?
- Our policy is
- Listen!!!
- Wait
- Wrong
- You shouldn't



# THE CHARACTERISTICS OF VOICE (5')



# THE CHARACTERISTICS OF VOICE

- Volume (high, low)
- Tone ( high, low, offensive, defensive, degrading, apologising )
- Rhythm (commas, dots etc.)
- Colour of voice (soft, tough, emotional, metallic etc.)
- Speed (slow, fast, medium)
- Stance (vigorous, weak, indifferent, formal etc.)
- Emphasis (putting the accent on certain words)
- Intention (hesitant, mysterious)



HOW

# Non verbal communication

## ACTIVITY : GUESS WHAT'S HAPPENING (20')



# NON VERBAL COMMUNICATION

All the ways of communication without words

## 4 important elements

- Distance



- Body moves and position



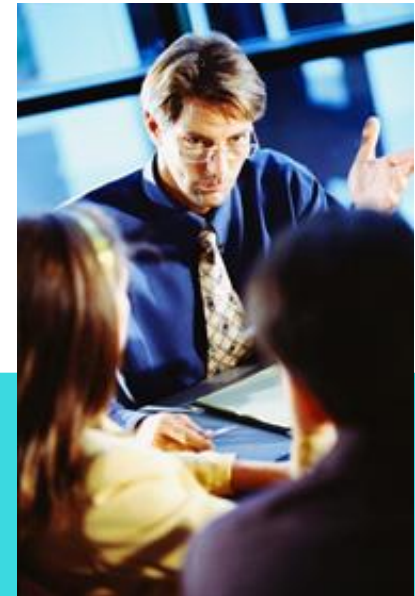
- Facial and eye expressions



- Para-language



## BODY LANGUAGE (2')





# BODY LANGUAGE

Human communication is more what we do with our bodies rather than what we say!



# BODY LANGUAGE

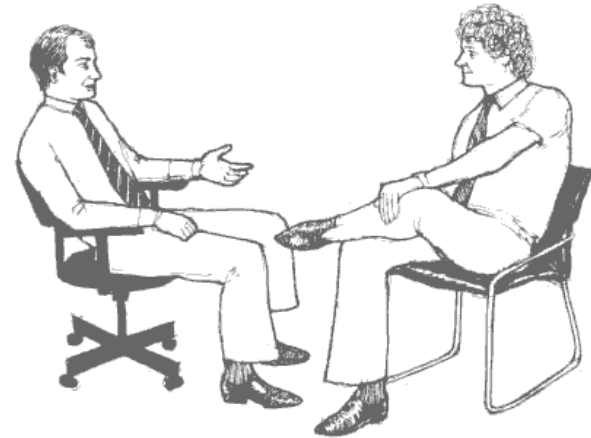
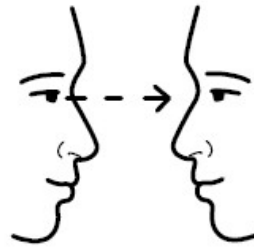
Facial Expressions

Body position

Eye contact

Body moves

Gestures



# BODY LANGUAGE

Who do you think have more confidence and why?





# INTERCULTURAL COMMUNICATION AND BODY LANGUAGE (5')



# INTERCULTURAL COMMUNICATION AND BODY LANGUAGE

Do you think someone makes something inappropriate?



# INTERCULTURAL COMMUNICATION AND BODY LANGUAGE

Do you think someone makes something inappropriate?



**In some Middle Eastern cultures, putting the ankle on the knee and exposing the shoe sole is considered impolite!**

# WHAT'S THE FEELING?





# ACTIVITY:

## PHOTO FEELINGS

(40')





# NON VERBAL SIGNS: INHERENT OR ACQUIRED? (3')



# NON VERBAL SIGNS: INHERENT OR ACQUIRED?

**A big part is acquired!**

Universal non verbal communication examples (1')



# NON VERBAL SIGNS: INHERENT OR ACQUIRED?

**A big part is acquired!**

**Universal non verbal communication examples**

- Several Facial Expressions
- Smile



# NON VERBAL SIGNS: INHERENT OR ACQUIRED?

**A big part is acquired!**

**Which are different?**



# NON VERBAL SIGNS: INHERENT OR ACQUIRED?

**A big part is acquired!**

**Which are different?**

- Positioning in space/ body distance
  - Touching
  - Eye contact
- Insulting gestures



# PHYSICAL CONTACT

## EXAMPLES OF CULTURAL DIFFERENCES

### Avoiding touching

Germany

Japan

England

USA-Canada

Australia

New Zealand

Estonia

Portugal

Scandinavian countries

### Acceptable to touch

India

Turkey

France

Italy

Greece

Spain

Middle East

Certain regions in Asia

Russia

Cyprus



# EFFECTIVE VERBAL COMMUNICATION (2')



WHAT

# EFFECTIVE VERBAL COMMUNICATION

- Clear Speech
- Listening Skills
- Politeness
- Calm
- Concentration
- Respecting etiquette



**\* Don't forget: verbal communication can be separated from non verbal!**

WHAT



# INTERCULTURALITY AND VERBAL COMMUNICATION

## *Context*

- In some cultures, people explain the meaning of the subject, while in others they assume that their audience understand the issue which is discussed

## *Directness*

- In some cultures, people say what they mean in a direct way. In other, they prefer implying.

## *Politeness*

- In most cultures politeness is required. Though , in certain ones it is the most important element of the communication,

## *Dignity*

- In some cultures, it is very important not to put someone in a difficult position or openly judge him/her

## *Formality*

- In some cultures, people already know how they must speak to someone according to his status

## ETIQUETTE

- Social rules which define what we can and can't do in a social situation
- Unique for each culture



# EXAMPLES OF ETIQUETTE

- In **Japan and China**, slurping your soup is a polite sign because it shows you liked it!
- In **New Caledonia**, showing your tongue is a sign of wish for wisdom and energy. In **Tibet** it shows respect!
- In **India and Somalia**, people eat with hands, something unacceptable in Europe
- In **Mexico**, if you are invited somewhere, you have to be late in order to show that you don't press the host with preparing the meal

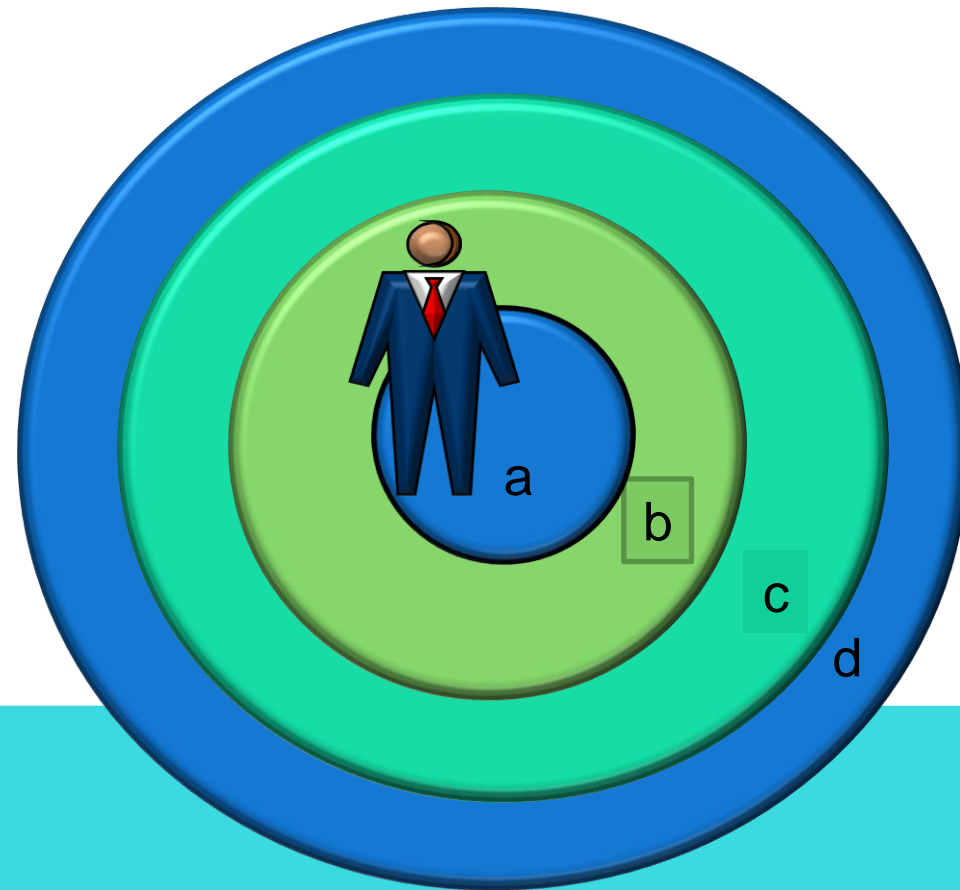


## ACTIVITY: PAYING AN INTERCULTURAL VISIT (60')

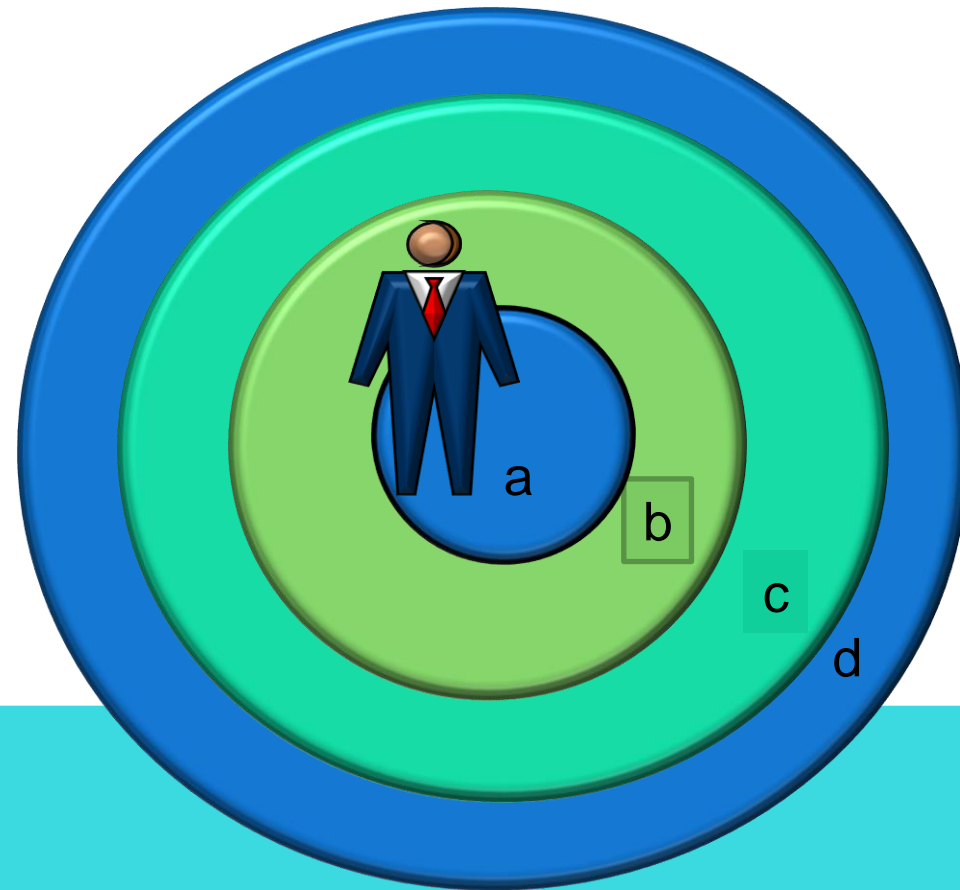


## Vital Space (2')

?



## Activity: Stepping into Vital Space (15')



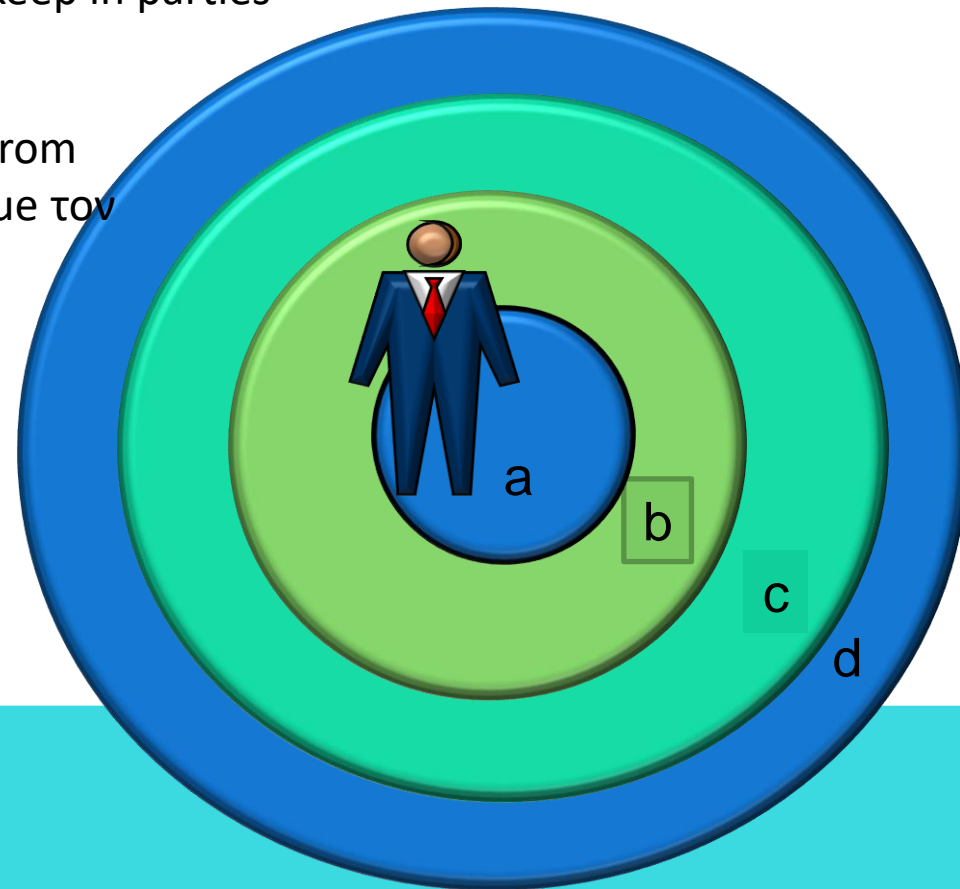
## Vital Space: «bubbles» of space surrounding our body

**a: Familiarity Bubble** 15 – 46 cm/ Our property, only very close people can enter

**b: Personal Bubble** 46 cm – 1,2m/ Distance we keep in parties  
Social interactions with people we know

**c: Social Bubble** 1,2 – 3,6 m/ Distance we keep from  
People we don't know ex postman, new colleague του  
ταχυδρόμο, έναν νέο συνάδελφο κτλ

**d: Public Bubble** 3,6 m +/- distance we keep  
when we want to speak to an audience



# EMPATHY (3')





# EMPATHY

- The ability to see through someone else's eyes
- Very useful when we have to communicate with people with different ways of seeing things



## ACTIVE LISTENING (2')



# ACTIVE LISTENING

- We listen carefully to the person we discuss with
- We prove that we listen
- We say to him/her that we understand what he/she goes through
- We repeat with discretion words that he/she mentioned (mirror listening)
- We rephrase with our own words the message of the other speaker and summarize
- We ask questions or comment



# ACTIVE LISTENING

**Activity: Active listening (30')**

**Participants in pairs**

*One part is describing an experience and the other performs his/her active listening skills. After each pair, the plenary gives feedback and comments*



End of 1<sup>st</sup> part  
Thanks!





This project was funded by the European Union's Asylum, Migration and Integration Fund. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



## B. INTERCULTURAL COMMUNICATION AND RESPECTING DIVERSITY

# ACTIVITY

## “Presenting my partner’s culture”

Participants in pairs

Each one presents the other’s culture (  
local customs, interesting communication tips etc.)

(30’)



# INTERCULTURAL COMMUNICATION (3')





# INTERCULTURAL COMMUNICATION (3')

## ACTIVITY : REPA AND AMBLER (30')



## INTERCULTURAL COMMUNICATION

# Inter-Cultural

(=between)

## + communication

= communication between people or groups  
of different cultures



## CULTURE (3')



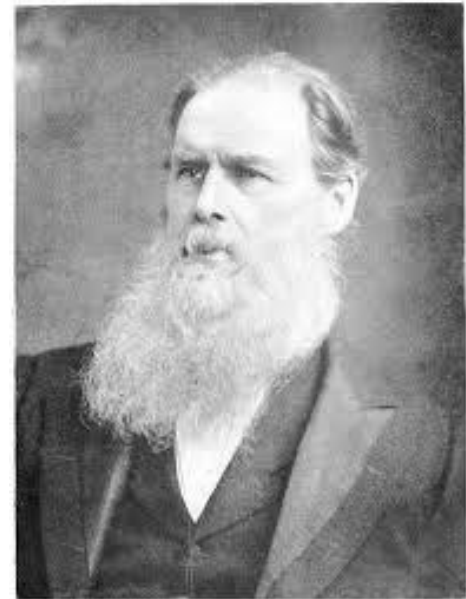
# CULTURE



# DEFINITION OF CULTURE

“The total of knowledge, belief, art, law, customs and other skills that the person gained as a member of a social group.”

(E.B. Tylor)



# LEARNING THE CULTURE (3')



# LEARNING THE CULTURE (3')

What is conscious?

What is unconscious?



# LEARNING THE CULTURE



Consciously:  
education

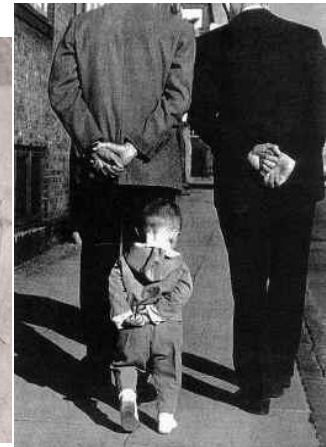
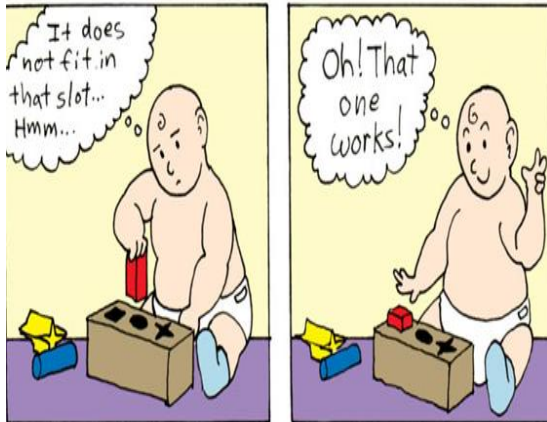
Unconsciously  
:non typical  
interactions





## WAYS OF LEARNING IN GENERAL (2')

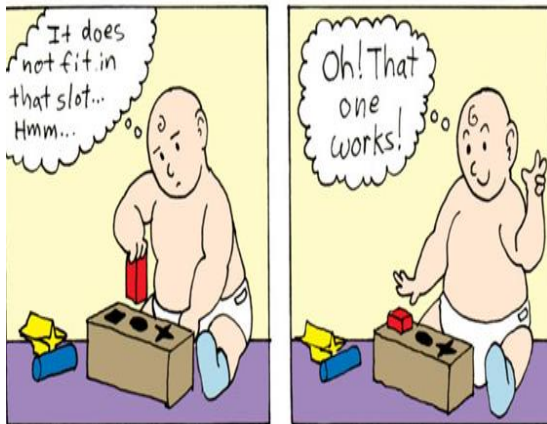
?



# WAYS OF LEARNING IN GENERAL

## Simple learning:

check what works and  
what doesn't (all animals!)



**Social learning:** Observe and copy  
(social animals)



## WHAT IS A SYMBOL? (2')



<b>A</b> Alpha (ai-fah)	<b>B</b> Beta (bay-tah)	<b>Γ</b> Gamma (gam-ah)	<b>Δ</b> Delta (dei-ta)	<b>E</b> Epsilon (ep-si-lon)	<b>Z</b> Zeta (zay-tah)
<b>H</b> Eta (ay-tah)	<b>Θ</b> Theta (thay-tah)	<b>I</b> Iota (eye-o-tah)	<b>K</b> Kappa (cap-pah)	<b>Λ</b> Lambda (lamb-dah)	<b>M</b> Mu (mew)
<b>N</b> Nu (new)	<b>Ξ</b> Xi (zie)	<b>Ο</b> Omicron (om-e-cron)	<b>Π</b> Pi (pie)	<b>Ρ</b> Rho (roe)	<b>Σ</b> Sigma (sig-mah)
<b>Τ</b> Tau (law)	<b>Υ</b> Upsilon (up-si-lon)	<b>Φ</b> Phi (fie)	<b>Χ</b> Chi (kie)	<b>Ψ</b> Psi (sigh)	<b>Ω</b> Omega (oh-may-gah)



# SYMBOLS (20')

Activity: Tell the story of a symbol

Participants in pairs co-narrate the story of a symbol



<b>A</b> Alpha (ai-fah)	<b>B</b> Beta (bay-tah)	<b>Γ</b> Gamma (gam-ah)	<b>Δ</b> Delta (dei-ta)	<b>E</b> Epsilon (ep-si-lon)	<b>Z</b> Zeta (zay-tah)
<b>H</b> Eta (ay-tah)	<b>Θ</b> Theta (thay-tah)	<b>I</b> Iota (eye-o-tah)	<b>K</b> Kappa (cap-pah)	<b>Λ</b> Lambda (lamb-dah)	<b>M</b> Mu (mew)
<b>N</b> Nu (new)	<b>Ξ</b> Xi (zie)	<b>Ο</b> Omicron (om-e-cron)	<b>Π</b> Pi (pie)	<b>Ρ</b> Rho (roe)	<b>Σ</b> Sigma (sig-mah)
<b>Τ</b> Tau (tau)	<b>Υ</b> Upsilon (up-si-lon)	<b>Φ</b> Phi (fie)	<b>Χ</b> Chi (kie)	<b>Ψ</b> Psi (sigh)	<b>Ω</b> Omega (oh-may-gah)



# ACTIVITY: SYMBOLS AND FEELINGS (10')



# LEARNING THROUGH SYMBOLS (2')



<b>A</b> Alpha (ai-fah)	<b>B</b> Beta (bay-tah)	<b>Γ</b> Gamma (gam-ah)	<b>Δ</b> Delta (dei-ta)	<b>E</b> Epsilon (ep-si-lon)	<b>Z</b> Zeta (zay-tah)
<b>H</b> Eta (ay-tah)	<b>Θ</b> Theta (thay-tah)	<b>I</b> Iota (eye-o-tah)	<b>K</b> Kappa (cap-pah)	<b>Λ</b> Lambda (lamb-dah)	<b>M</b> Mu (mew)
<b>N</b> Nu (new)	<b>Ξ</b> Xi (zie)	<b>Ο</b> Omicron (om-e-cron)	<b>Π</b> Pi (pie)	<b>Ρ</b> Rho (roe)	<b>Σ</b> Sigma (sig-mah)
<b>Τ</b> Tau (tau)	<b>Υ</b> Upsilon (up-si-lon)	<b>Φ</b> Phi (fie)	<b>Χ</b> Chi (kie)	<b>Ψ</b> Psi (sigh)	<b>Ω</b> Omega (oh-may-gah)





# LEARNING THROUGH SYMBOLS

- Only humans
- The base of civilisation/culture
- Use and understand symbols
- Humans learn behaviours and ideas through symbols
- Humans transmit messages through symbols



# THE DIMENSIONS OF CULTURE (2')

- MATERIAL CULTURE
- NON-MATERIAL CULTURE





# THE DIMENSIONS OF CULTURE

- MATERIAL CULTURE**

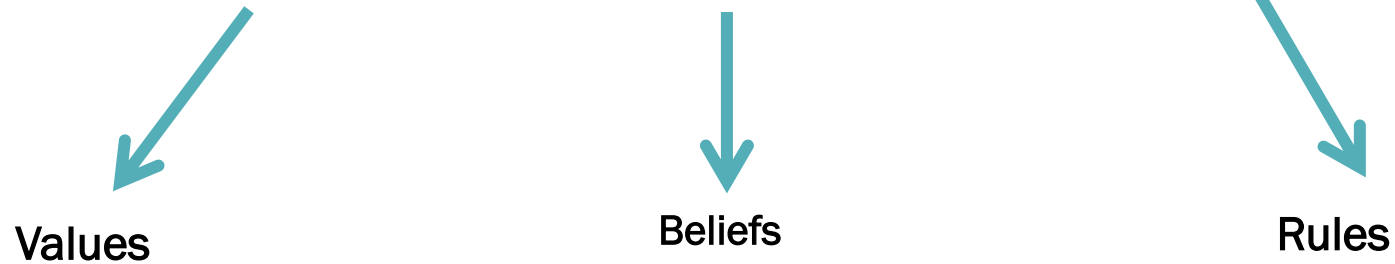
The material products of the culture



# THE DIMENSIONS OF CULTURE

- **Non-material culture**

The intellectual products of culture

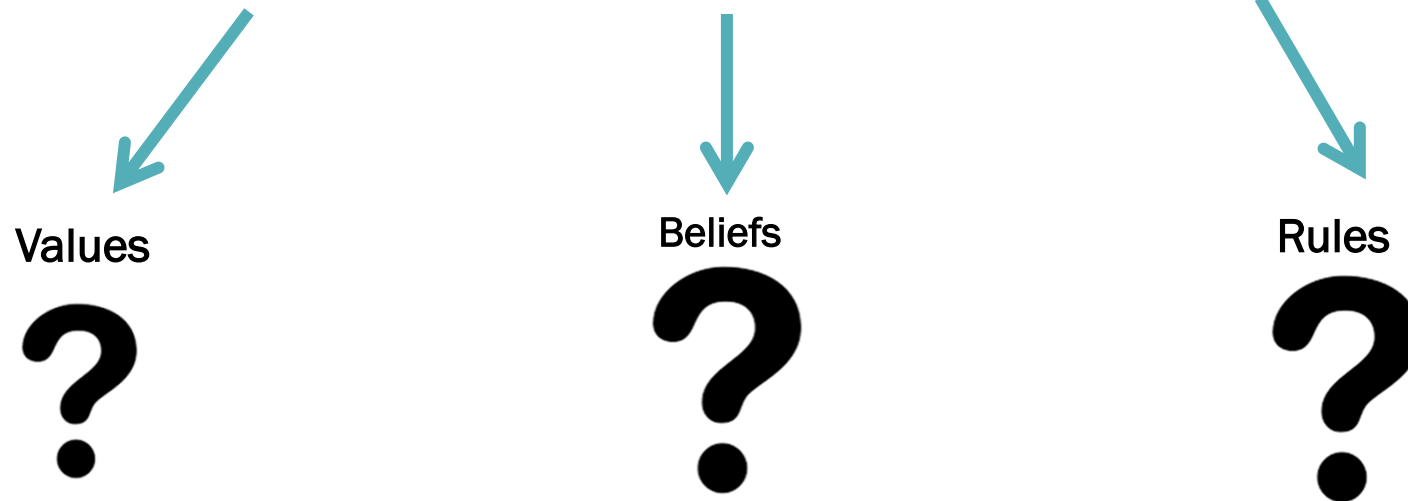


# THE DIMENSIONS OF CULTURE (10')

- Non-material culture

The intellectual products of culture

## EXAMPLES



# EXAMPLES



## DIVERSITY (2')



# DIVERSITY

- The characteristics which make every person different:
  - Individual characteristics (personal experience)
  - Social characteristics (social experience)
- Age, nationality, gender, physical ability, race, sexual orientation, socio-economic class
- Being different is not a deficiency
- Being different is not dangerous for the organism



# DIVERSITY

## ACTIVITY: The Hotel (40')





# CHAUVINISM (10')



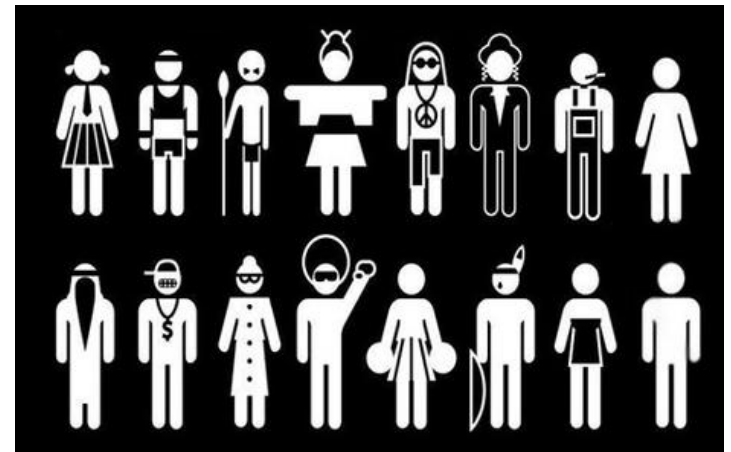


# CHAUVINISM

- All cultures are inferior to ours
- The only correct way of thinking or acting is our way
- Exists in all societies
- It is an obstacle against understanding other cultures
- It creates stereotypes

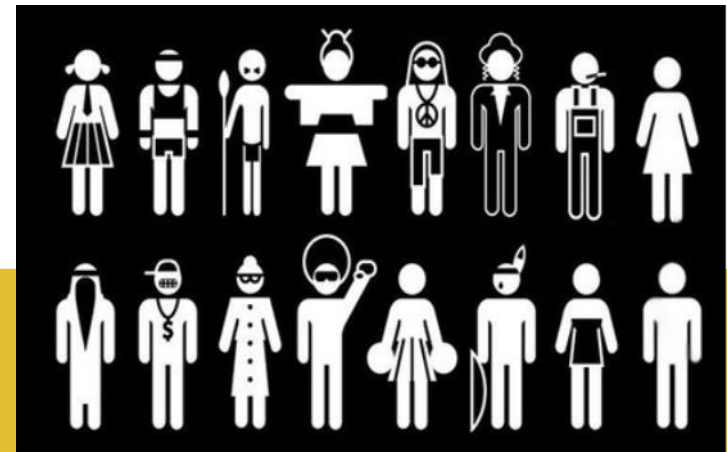


## STEREOTYPES (2')



# STEREOTYPES

## ACTIVITY: 7 CIRCLES (30')



# STEREOTYPES

- Very simplified concepts and opinions about another group or culture
- Positive or negative
- Based on nationality, sex, race, physical ability, age, religion etc,

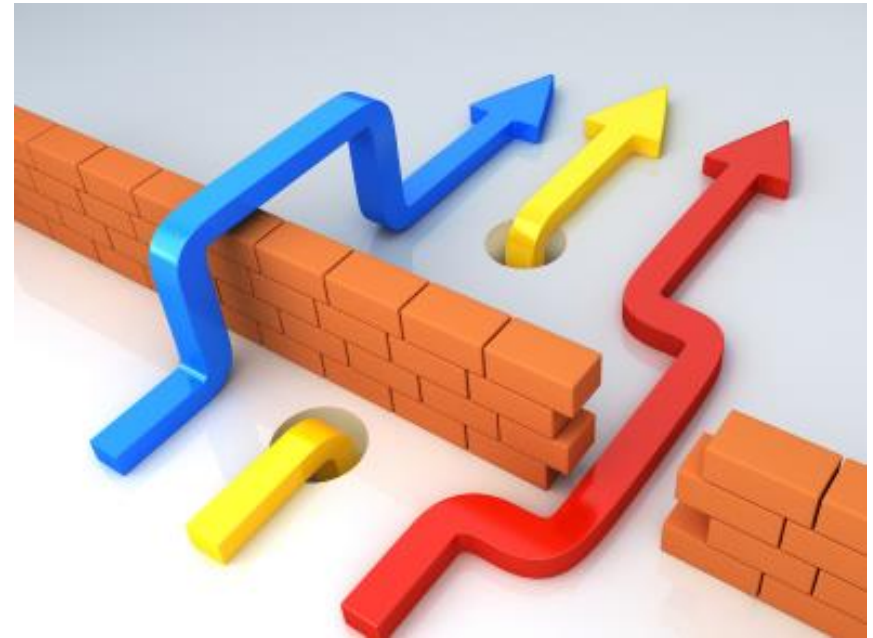


# VIDEO ACTIVITY: BREAKFAST AROUND THE WORLD (20')

<https://www.youtube.com/watch?v=XTio58MDwKc>

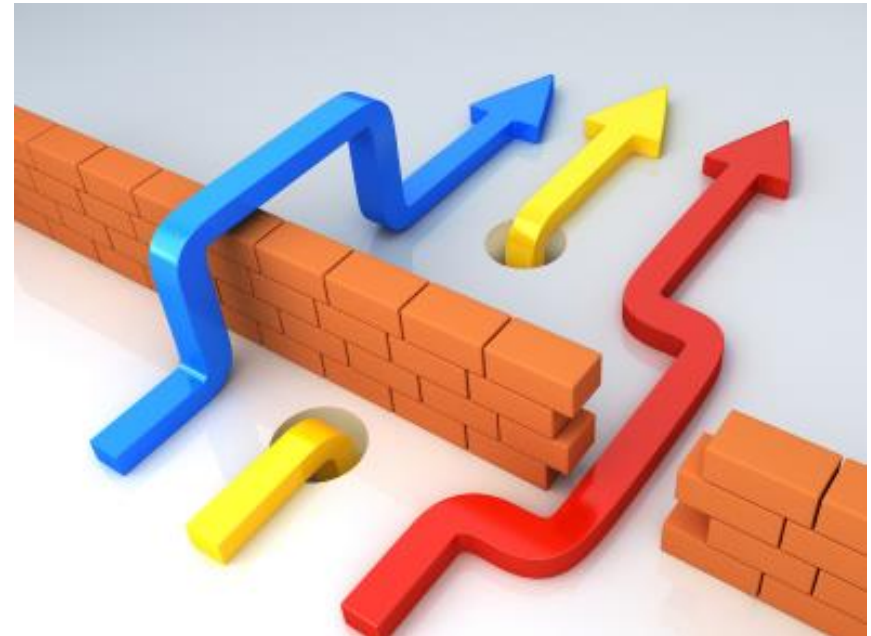


# OBSTACLES AGAINST INTERCULTURAL COMMUNICATION (2')



# OBSTACLES AGAINST INTERCULTURAL COMMUNICATION

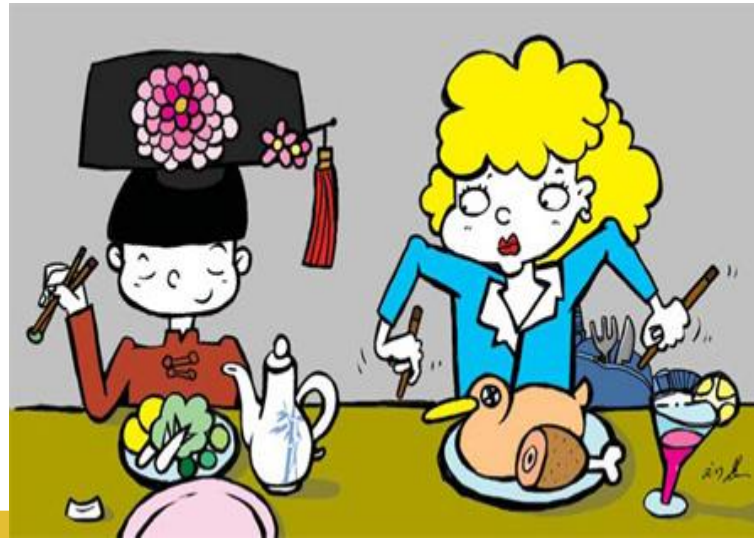
- Language
- Body Language
- Understanding of times
- Stereotypes
- Feelings





## CULTURAL SHOCK (2')

?

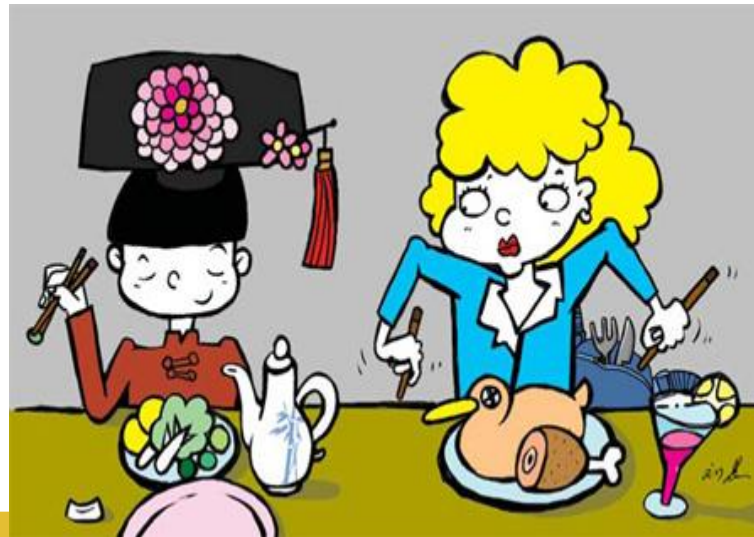




# CULTURAL SHOCK (6,5')

[Kids try Ethiopian food:](#)

<https://www.youtube.com/watch?v=BwUojO8INTI>



# CULTURAL SHOCK

- When being in an unfamiliar place, experiencing unknown culture:
  - Confusion
  - Doubt
  - Feeling nervous
  - Disorientation



# PROBLEMS HAVING TO DO WITH CULTURAL SHOCK

- Language
- Not understanding communication through symbols
- Generation gap
- Gap of technological development
- Homesick
- Being nostalgic for your culture
- Boredom



# THE PHASES OF CULTURAL SHOCK

“Honey moon”



Disenchantment



Adaptation



Gaining skills



# REVERSE CULTURAL SHOCK

- Upon the return to your culture after having stayed abroad for a long time
- Same symptoms with cultural shock
- Sometimes it is more severe than cultural shock



## HOW TO MAKE THE CHANGE?



# HOW CAN WE MAKE THE CHANGE?

Respect



Exchange ideas



Avoiding conflicts- Being positive



# WHAT DO WE HAVE TO DO?

- Imagine how our message will be received
- Careful with language
- Using images, gestures
- Making it easy for someone to understand us
- Give feedback
- Be an active listener
- Observe





# WHAT DO WE HAVE TO AVOID?

- Stereotypes
- Intercultural conflicts which do not offer to communication



## ACTIVITY: STEREOTYPES





This project was funded by the European Union's Asylum, Migration and Integration Fund. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



# C. POLITICAL TRUST

**ICEBREAKER 1: THE BLIND TRAIN (10')**

**ICEBREAKER 2: WALKING IN BLIND (10')**

# TRUST (5')



# BUILDING TRUST (VIDEO 1.19')

<https://www.youtube.com/watch?v=v4qe34Qj5C8>



# BUILDING TRUST (FEEDBACK 5')

<https://www.youtube.com/watch?v=v4qe34Qj5C8>



# POLITICAL TRUST

?





# POLITICAL TRUST IN EUROPE OF THE OLD TIMES



# POLITICAL TRUST IN THE WORLD OF THE OLD TIMES



# DIFFERENT POLITICAL SYSTEMS IN MODERN WORLD



# DIFFERENT POLITICAL SYSTEMS





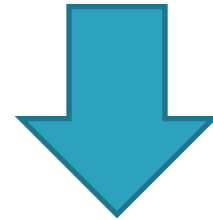
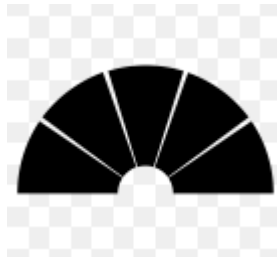
# SEPARATION OF POWERS



**Executive**



**Legislative**



**Judiciary**



# POLITICAL TRUST AND CIVIC COMPETENCE



To trust, you need to know



To show political trust, you need to get to develop civic competence



Civic competence means to:

- Gain knowledge-
- To develop skills-
- To change stances-



# POLITICAL TRUST AND EQUALITY

## Universal Declaration of Human Rights And the story of human rights

(video [https://www.youtube.com/watch?v=6XXGF\\_V8\\_7M](https://www.youtube.com/watch?v=6XXGF_V8_7M) 9.30')



# POLITICAL TRUST AND EQUALITY

## Universal Declaration of Human Rights And the story of human rights

Feedback discussion:

How can we make human rights realized in everyday life?





# POLITICAL TRUST AND EQUALITY

## Universal Declaration of Human Rights (launched after the WWII)

### Article 1.

All human beings **are born free and equal in dignity and rights**. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.



# POLITICAL TRUST AND DEMOCRACY



# POLITICAL TRUST AND DEMOCRACY

## Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.



# POLITICAL TRUST, CITIZENSHIP AND CIVIL RIGHTS



# POLITICAL TRUST, CITIZENSHIP AND CIVIL RIGHTS

## Article 13.

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

## Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

## Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.



# POLITICAL TRUST AND JUSTICE



# POLITICAL TRUST AND JUSTICE

## Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.



# CYPRUS IN THE PAST

- Ancient Greek rule, Macedonian rule, Persian Rule



- Roman/ Byzantine rule appr. 58 – 1191



- The kingdom of Cyprus 1191-1473



- Venetian rule 1473-1570



- Ottoman rule 1570- 1877



- British rule 1877-1960



- Independence movement EOKA 1955-1959







# REPUBLIC OF CYPRUS

## RECENT HISTORY



- **Independence 1960** (Greek Community, Turkish Community + 3 minorities (Maronites, Armenians, Latins))
- **Bi-communal conflict 1963-1964**, Turkish Cypriot community abandons the governmental and representative institutions
- **Invasion of the Turkish Army 1974**, occupation of the 38% northern part of the island. 200.000 Greek Cypriot Refugees from the north, 80.000 Turkish Cypriot refugees from the south. Continuation of the Republic of Cyprus, no control on the northern occupied territories.
- **EU member state 2004**



# REPUBLIC OF CYPRUS

Flag



Emblem





# EXECUTIVE POWER IN CYPRUS

President of the Republic of Cyprus

Currently Nikos Anastasiadis, DISY  
(right wing party)



Elections every 5 years



# EXECUTIVE POWER IN CYPRUS

- **11 Ministers assigned by the President:**

➤ Minister of Defense



➤ Minister of Agriculture, Natural resources and Environment



➤ Minister of Justice and Public Order



➤ Minister of Health



➤ Minister of Commerce, Industry and Tourism



# EXECUTIVE POWER IN CYPRUS

- **11 Ministers assigned by the President:**

➤ Minister of Foreign Affairs



➤ Minister of Labour, Social Insurance and Welfare



➤ Minister of Internal Affairs



➤ Minister of Economy



➤ Minister of Education and Culture



➤ Minister of Transport and Constructions



+Government spokesperson



# LEGISLATIVE POWER IN CYPRUS

## House of representatives (Parliament of Cyprus)

- 53 members
- 3 observers (3 religious minorities)
- Elections every 5 years





# JUDICIARY POWER IN CYPRUS

First Degree Courts

Supreme Court



# LOCAL AUTHORITIES IN CYPRUS

- **Communities**
    - Nicosia, Limassol, Larnaca, Paphos, Agia Napa and others
  - **Municipalities**
  - **Provinces**
    - Ammochostos (partially occupied)
    - Keryneia (occupied)
    - Larnaca
    - Limassol
    - Nicosia (partially occupied)
    - Paphos
- +2 Sovereign British Bases (grey)





# POLITICAL TRUST AND EUROPEAN COMMUNITY



European Court of Human Rights



European Parliament



# POLITICAL TRUST IN THE ERA OF REFUGEE CRISIS



# THE 2 WAYS OF POLITICAL TRUST

- Trusting the institutions
- Trusting democracy
- Respecting the decisions of a government
- Respecting the hosting society's rules

## BUT ALSO

- Demanding to be respected by the institutions
- Applying democracy within your community and family
- Having the right to criticize and try to legally and democratically change the government's decisions
- Democratically and legally trying to make the hosting society respect your customs



# POLITICAL TRUST AND ENGAGEMENT

Migrant Associations



Local associations , organisation and activists



Events (International Migrants Day etc,)



Official invitations by local institutions

Administration



# POLITICAL TRUST

To trust you need to be trusted!

To be trusted, you need to trust!



# A POLITICAL TRUST STORY



Ahmed Hussen

# A POLITICAL TRUST STORY

Hussen was born and raised in Mogadishu, Somalia

He has five older siblings and his father was a long-distance trucker.

He learned to speak English there from a cousin.

He and his family left Mogadishu after the Somali Civil War reached their neighbourhood.

They lived for a period of time in Kenya, in a camp in Mombasa and several apartments in Nairobi.

Two years after leaving Mogadishu, Hussen's parents bought him an airplane ticket to Toronto, where two of his brothers had already moved to.



# A POLITICAL TRUST STORY

He initially resided with a cousin in Hamilton, moving to Toronto a year later in 1994 and settling in Regent Park in 1996.

Hussen eventually attended York University, earning a BA in History in 2002

Having received a law degree from the University of Ottawa, and passed the bar exam in September 2012 he specialized in the practice of immigration and criminal law.

With the recent change of government in Canada, when a democratic prime minister took over, Ahmed became Minister of Immigration, Refugees and Citizenship for the Government of Canada.





# A POLITICAL TRUST STORY (TEDX TALK 13')

<https://www.youtube.com/watch?v=o9EXoKb7eI4>



# A POLITICAL TRUST STORY

What are your feelings about the story you just watched?

(10')



The image shows a stage with a wooden floor and red curtains. The text "End of workshop!" is written in white with a black outline at the top. The text "THANKS!" is written in white with a black outline in the center. The background is a blurred grey curtain.

End of workshop!

THANKS!



This project was funded by the European Union's Asylum, Migration and Integration Fund. The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

