

## Case 1

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The diversity within the team has increased greatly in recent years. You also see this in the languages spoken by your colleagues. During the breaks, you increasingly hear Portuguese, Polish and Arabic being spoken around you.

How do you feel about this?

## CASE 1

# Answer choices

**1**

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I don't mind if different languages are used. Especially during a break it is important that all colleagues can relax and speak their own language.

**2**

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English should be the language of communication at work. Otherwise, considering the growing number of multilingual people in our team, it will be difficult to keep track of things. I expect all colleagues to respect this.

**3**

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At work, it is best if we always use the same language. Moreover, language is a precondition for integration. I check the work regulations

**4**

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Language is part of one's identity. Variation should be possible. A high-quality organisation should also develop a vision on the functional use of different languages at work.

TEAM

PARENTS

CHILDREN

## Case 2

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Arwan, a Buddhist colleague, would like to meditate during the lunch break. For the time being, she meditates in a common room. But while she is meditating, sometimes a child or a colleague walks into this room. So she is now requesting a room that she can close off for a while.

How do you view Arwan's request?

LANGUAGE

RELIGION

CULTURAL PRACTICES

FESTIVALS

FOOD

MISCELLANEOUS

CLOTHING

PARENTING STYLES

## CASE 2

# Answer choices

**1**

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I respect Arwan's desire to meditate, but suggest to her that she does this at home. Our rooms must be available to everyone and cannot be locked up under any circumstances. This goes against the safety regulations.

**2**

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If meditation is good for Arwan's well-being, we must support this. We could think of a way to give her a little more privacy. For example, we can hang a 'Do not disturb' sign on the door.

**3**

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Meditating is a part of Arwan's religion. In the UK, we keep religion and work separate. Neutrality is an important principle. I don't think we can accommodate Arwan's request. Otherwise we must allow all colleagues to practise their religion and we cannot do that

**4**

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Arwan should be able to practise her religion. An organisation such as ours must be open and tolerant. Actually we should go even further: we should find out whether other colleagues also have certain needs relating to their religion and draw up a vision statement on this.

## Case 3

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You are part of a project group on future parent activities. The meetings were planned and scheduled at the start of the work year. A few days before the next meeting, one of the participants sends an e-mail saying that he will be unable to attend. The meeting is on the same day as the Chinese New Year and he usually celebrates this with his family.

What is your reaction?

## CASE 3

# Answer choices



**1**

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I send him an e-mail wishing him a Happy New Year. Everyone should be able to celebrate his or her religious festivals. Nor do I have any problem shifting the meeting for this

**2**

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Festivals and traditions are part of our identity: everyone has a right to this. We can certainly reschedule the meeting, but it is best to examine how we can anticipate such situations in the future. For example, we could draw up a festival calendar and display it in the meeting room.

**3**

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Everyone was there when we made the schedule and must therefore respect the agreements made. The meeting must be held as planned out of respect for the other participants. If we adjust our schedule now, disregarding earlier-made agreements will become a habit.

**4**

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I want the project group meeting to take place. Our meetings have a purpose. I immediately let all the participants know of this by e-mail. I ask the staff member involved to come up with a solution: maybe he can attend a part of the meeting or perhaps he can be reachable by phone?

## Case 4

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A vacancy has arisen within the team. A number of candidates have emerged based on the application letters. There are two candidates from the UK, both with some amount of experience. The third candidate is an Iranian woman with extensive experience in Iran. During the job interview, she speaks with an audible accent and frequently makes language errors. She also makes many mistakes in her written test. On the other hand, she has a clear vision and a very good understanding of the job.

How do you react when the Iranian candidate is discussed at the team meeting?

## CASE 4

# Answer choices

1

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I would hire her. Someone with her background can bring in a lot of knowledge to the team. I would be happy to personally guide her in further developing her speaking and writing skills.

2

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I would not hire her. Why should we select her when there are other candidates who have a good command of the language? It takes up a lot of time and costs money to constantly help someone catch up and to give extra explanations. Besides, our staff members must be able to communicate smoothly with everyone and write properly in English.

3

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I would hire her. Experienced people who do not have a good command of English have a very difficult time on the job market. If we give her a chance, she will be able to learn the language better gradually. Moreover, her previous experience in childcare and education will add value to our team.

4

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I would not hire her. The English language is an important part of the identity of our organisation. We speak English here and that is also what we pass on to our children. We are responsible for the quality of their learning process.



## Case 5

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Some parents have decided to start eating only halal food. They would like us to support them in this respect. They have requested us to provide for a fully halal meal offer when we give the children something to eat.

How do you react?

## CASE 5

# Answer choices

1

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Whenever we offer something to eat, it is always varied and healthy. I wouldn't want this request to impact the quality of our offer. Or result in extra work. In a day care facility open to all, everyone should eat what is offered.

2

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The staff costs involved in providing a fully halal meal offer are too high. We will offer the children our standard vegetarian meal.

3

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We must recognise that everyone has different needs. We should take the concept of diversity into account throughout our offer. In this way, we can position ourselves as a place where everyone is welcome.

4

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I will certainly support this. The more we can encourage society to recognise diversity and different needs, the better. Everyone is entitled to food adapted to their needs. I would be willing to go and buy the halal products.

TEAM

**PARENTS**

CHILDREN

## Case 6

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You have made an appointment with the parents of a Turkish child. When they arrive, you welcome them warmly. You first shake the mother's hand and then reach out to shake the father's hand. But instead of taking your hand, he places his hand on his chest.

What is your reaction?

LANGUAGE

**RELIGION**

**CULTURAL PRACTICES**

FESTIVALS

FOOD

MISCELLANEOUS

CLOTHING

PARENTING STYLES

## CASE 6

# Answer choices

1

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People greet each other in different ways. The father expresses respect with his gesture. I certainly do not take any offence at this. Above all, I want everyone to be themselves. We also do not greet each other like we did ten years ago.

2

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I have seen this gesture before and I find it quite beautiful. I also place my hand on my chest and greet the father in his way

3

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In the UK, it is customary to shake each other's hands. So if you want to show respect, you can't refuse to do this. Here, the gesture is part of the rituals involved in services and society.

4

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I tell the parents that, as employees of our organisation, we have a habit of greeting everyone with a handshake.

## Case 7

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Every year we carry out a few team activities with external partners. For one of these activities, we deliberately provide for a female carer to ensure that immigrant women can also participate. This year we want to visit a children's home in Scotland. Just before the visit, we find out that the guide for the tour is a man.

What are your thoughts regarding this and what do you do?

## CASE 7

# Answer choices

1

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Everyone should feel comfortable during a team activity. We will look for a female replacement so that the women do not drop out.

2

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We always try to take into account the expectations of our team members. This is part of our vision. But if this is not possible despite our efforts, we cannot do much more about it. We do not want to force the women to take the tour under the present circumstances, but neither can we arrange for an alternative in such a short time.

3

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We live in a mixed society and these types of activities are an important lever for participation. We must therefore ensure that we continue to actively involve these women. We quickly devise a viable alternative to the planned visit.

4

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When we come up with an offer, we always try to take into account the expectations of our team members. But if some colleagues cannot participate due to cultural considerations, we leave it at that. We follow our rules. After all, it is an open offer.

## Case 8

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Visualise a situation where a Malian father approaches you one day with a parenting question. Before asking his question, he says he would rather talk to a man because it is considered a sensitive question in his culture.

How do you react?

## CASE 8

# Answer choices

**1**

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I want to respect the father's wishes and therefore find a male carer, teacher or other parent to help him. The most important thing is that we help the father.

**2**

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I feel it is my responsibility to comply with his request. It is not always easy for such parents to know their way about. That is why I am willing to make extra efforts to reach out to them. I ask my colleague Mark if he can make an appointment with the father.

**3**

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I cannot comply with his request. Here, parents are assisted by the person who has time for this in his or her schedule. Right now, that's me. He will just have to ask me his parenting question.

**4**

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I don't think I can fulfil his request. We cannot organise our work based on criteria set by the parents. Customer-friendliness is important, but there are limits.



## Case 9

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Since three weeks, José has been participating in a weekly craft activity together with some other parents. After the last meeting, he said he feels left out because the other parents speak the local dialect. He has made great efforts to learn English and can manage quite well by now. But he doesn't understand the dialect.

Suppose you are the one supervising the craft hour, how would you react?

## Answer choices

1

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From the point of view of safety and coordination, it is important for the parents to understand each other. In addition, a shared language allows for joint activities. I ask the other parents to pay more attention to their language, but also suggest that José should do his best to understand the dialect. After all, that is the language spoken here.

2

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José has chosen to live in this region. He will also come across the dialect in other places and will simply have to make efforts to learn to understand it. As an organisation, we cannot ask parents to constantly pay attention to their language in their leisure time

3

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I want to make sure that José gets to know the other parents better. I suggest doing a group formation exercise. If people get to know each other better, they will also have greater consideration for one another.

4

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As an organisation, we are responsible for ensuring the accessibility of our services. I suggest to the manager that we should include something in our house rules about the language to be used by parents and make sure that non-English speaking parents receive additional guidance.

## Case 10

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On Wednesday afternoons, we sometimes organise a cooking activity with parents. Rani cooks differently from the other parents. She kneads, mixes, spices and tastes the food with her hands.

Some parents start to complain: is this hygienic? The children can also see that Rani touches the food with her hands and imitate her with great pleasure.

How do you deal with this as the staff member supervising this activity?

## Answer choices

1

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I want to show Rani the customs of our country. She has come to live here, so she had better learn to taste with a spoon and mix food with a spatula.

2

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Some people eat sandwiches or chips with their hands, and in some cultures, rice, vegetables and meat are also eaten with the hands. As long as Rani strictly respects the hygiene rules applicable here, there is nothing wrong with this.

3

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I suggest we all cook and eat with our hands once a month. This will make Rani feel more at home here. At the same time, the other parents and the children will have a chance to get to know about other customs and habits. This will definitely promote a greater openness towards diversity in society.

4

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The incident inspires me to set up a new activity where children can choose to eat with a knife and fork, with chopsticks or with their hands. I try this out for half a year. Over time, we can show the children many other habits and customs. In the meantime, I start reading up about this subject.

## Case 11

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Abena is a highly educated African woman. She fled Ghana six years ago. By now, she speaks decent English and works part-time for you as a cleaning lady.

You notice that she has a good relationship with colleagues and that she is interested in the training courses you organise every two months. In an informal conversation, she asks you if she can follow some trainings.

What is your reaction?

## Answer choices

1

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If Abena really wants to follow the trainings, I will argue her case with the manager. But I think she should do this outside her working hours. Her work should not be neglected.

2

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I encourage Abena to sign up for the courses and together with her I try to find out which trainings are most interesting for her. I also ask her whether she would like to enrol in a study programme and show her some relevant websites.

3

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Everyone should be given the opportunity to learn something new. Especially Abena, who has come a long way. We can offer her additional opportunities in this manner. Moreover, our mission states that everyone must be given a chance to develop. Someone else can easily help with the cleaning on that day.

4

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It's not possible to attend a training just because you want to. Everyone has his or her assigned tasks that are laid down in the employment agreements. But I would like to discuss the question at the team meeting. There we can examine what consequences this would have for her work and to what extent our policy can offer a solution for this.

## Case 12

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Isra is a young Moroccan woman who has started an initial exploratory internship in your organisation recently. She participates in Ramadan and occasionally takes a break to pray.

A discussion arises about this during the lunch break. Some colleagues feel that Isra is not doing her internship properly. She often arrives late, looks tired, and moreover, she has little contact with other colleagues because she doesn't come to the lunch room.

What is your reaction?

## Answer choices

1

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An internship is an important learning period. We must be as critical with respect to Isra as we are for other interns. If she later finds a job somewhere, she will also have to do her work properly. I have a talk with her about this.

2

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We cannot make exceptions based on religion. If Isra is not doing her work properly because of her religious practices, other interns must also be given the right to practise all aspects of their religion. And that is not feasible.

3

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I understand that this is a difficult period for Isra. I talk to her and tell her what I have observed and what the colleagues think. Together with her, I look at how we can make the situation workable. I also provide her colleagues with more information about Ramadan and request them to be respectful and patient.

4

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I want Isra to do her internship as well as possible. This can be more difficult during Ramadan. I ask Isra for permission to discuss her internship at a team meeting. Doing this I want to help her find a balance between her private life and her internship. In the meantime, I draw up an alternative timetable.



## Case 13

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A voluntary staff member of Mexican origin is present during an information evening with parents. You hear one of the parents say: “These foreigners should not come here, they’re all scroungers.”

What is your reaction?

## Answer choices

1

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I respond calmly but firmly by saying that such statements will not be tolerated here. The opinion expressed by the parent is wrong and very offensive to the volunteer in question.

2

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I am too astounded to say anything sensible right away and don't respond at first. Later, I tell my colleagues how outraged I am. I want to know how we as an organisation can respond to such statements and how we can avoid them in future. Can we write out a charter or take a course on how to fight racism?

3

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I don't respond, because that will just make it worse. Before you know it, everyone will want to give their opinion. The person making the statements may have had a negative experience with 'foreigners'. I can understand that a feeling of frustration sometimes leads to strong statements. I try to indirectly communicate that I am not in agreement with the parent.

4

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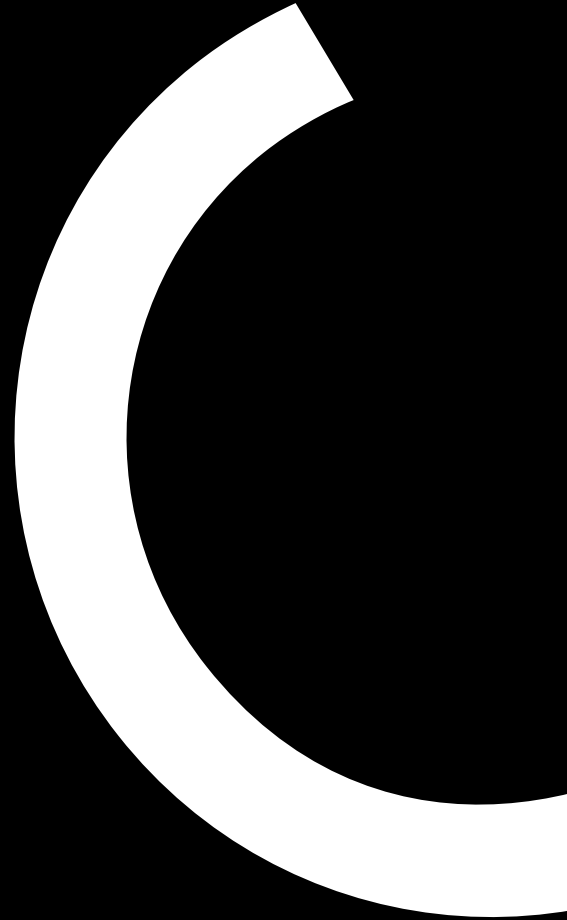
I react immediately and initiate a conversation with the parent. I ask him why he is talking in this manner and whether he would like it if people spoke of him like that. I try to nuance his ideas and recount a few stories about the lives of people I know who are from different origins.

## Case 14

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Your colleague Hadia returns in a state of outrage from a meeting with the school you cooperate with. In an earlier meeting, it was agreed that Hadia would supervise a session on language diversity at that school during a parent-teacher meeting. She has a lot of expertise in this area. But now the school principal has said that she doesn't want Hadia to supervise the session because she wears a headscarf. The principal argues that a headscarf is not allowed at their school.

How do you react?



## Answer choices

1

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First of all, I consider how this statement has affected Hadia. I take out time to have a proper talk with her. I can imagine that the principal's decision is upsetting. These days, it is not always easy for people who wear headscarves.

2

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I have a brief chat with Hadia. I understand that she is angry because the earlier agreement has been changed. But I also tell her that headscarves are often prohibited in schools. If she really wants to supervise the session, perhaps she could just wear a bandana for a day?

3

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If this is part of the school's vision, we have to respect it. I understand that they cannot make an exception. We also don't do that if something clashes with our vision. Moreover, we have a good cooperation with the principal. We shouldn't blow up any bridges.

4

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I think Hadia should be allowed to supervise the session. It hardly matters whether or not she wears a headscarf. There may also be mothers who wear a headscarf. Perhaps they will feel even more comfortable if Hadia supervises the session.

## Case 15

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**Shristi and Bibek are two Nepalese children aged two-and-a-half years who have been enrolled here since a month. Shristi is Bibek's cousin. During the intake, it was clearly explained to the parents that we always speak English with the children and that we encourage the children to do the same. Despite this, Shristi and Bibek continue to use the Nepalese language, Gurkhali. They do this not only when they play together but also when they are eating with the other children or when their parents come to pick them up. Your colleague wants to do something about this: she interrupts Shristi and Bibek and tells them that they must speak English.**

**How do you react?**

## Answer choices

1

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I don't understand why Shristi and Bibek should not be allowed to speak to each other in Gurkhali. I don't interrupt them when they are talking to one another. On the contrary, I make sure they sit next to each other while eating so that they can comfortably talk to each other in their mother tongue.

2

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I agree with my colleague and follow her example: I am extra alert when Shristi and Bibek play together and I often speak to them in English. I encourage them to play more with the group as well as find other playmates who can teach them English words.

3

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I wonder if it would make sense to organise an additional training on the importance of the mother tongue for social and linguistic development. To me, this seems a really important part of our vision. There are so many children here who are raised in a foreign language at home. They are all entitled to a correct development context, even if it requires a more flexible approach from us.

4

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The house rules are clear: English is spoken all the time and children are reminded to speak English. For Shristi and Bibek, clear rules should be outlined about speaking in Gurkhali during eating and playing.

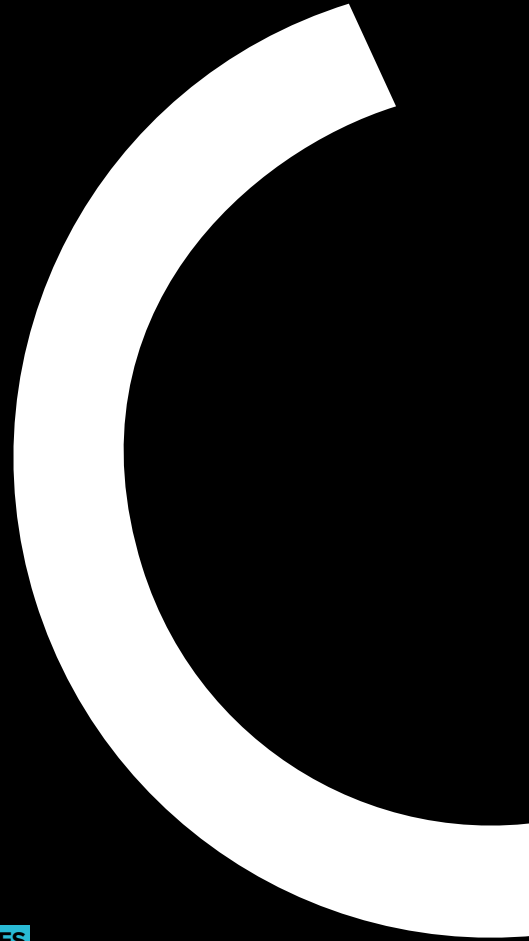
## Case 16

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Astu is a three-year old boy. His mother is English, his father Ecuadorian. They think it is very important that he also learns something about his father's culture through his education and upbringing. For example, all Otavalo Indian babies receive a red bracelet that protects them against the so-called 'mal de ojo' or the evil eye. Astu also wears such a red bracelet. Actually, the agreement here is that the children do not wear jewellery for safety reasons.

You have often mentioned this to the parents. You have also often taken off Astu's bracelet. But every morning he has it on again.

How do you react?



## Answer choices

1

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I really want Astu and his parents to feel comfortable and want him to feel good growing up here. So I ask his parents to come in a little earlier next Monday so that we can have a cup of coffee together and they can tell me about parenting in Ecuador. I want to come up with a tailor-made solution together with them.

2

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There are parents who put on a pair of earrings or a necklace with a cross on their children. I do not want any conflicts about this and want everyone to clearly understand what is or is not allowed. I design a poster on which I explain, with pictograms, why jewellery is not allowed. I display the poster next to the door of the dress-up corner and also place a copy of it in each child's tray.

3

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I would like to discuss this with other colleagues. What are the parenting rituals in different cultures? How can we respond to this? Do they have experience with different sleeping and eating habits? There may be interesting books on this.

4

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Above all, I want to clarify that I cannot make decisions about this myself: that is the manager's prerogative. I say that the rules apply to everyone and that clarity is important for creating a sense of equality. I suggest that the parents make an appointment with the manager.



## Case 17

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You have been selected to organise the Feast of St Nicholas this year. It is a lively and cheerful afternoon. At the end of St Nicholas' visit, all the children get a cup of hot chocolate.

Amelie tries to get through to the front of the line. Her father, Georges, urges her repeatedly to wait her turn. But when Amelie does not listen even after three reminders, he slaps her on the cheek.

This happens in sight of the other children, parents and colleagues.

How do you react?

## Answer choices

1

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I take the father and Amelie aside so they can calm down a bit. When we are alone, I ask what exactly happened and why he reacted in that way. I listen and then try to explain our views about physical punishment within the organisation.

2

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I immediately speak to the father about his actions. I make it very clear to him – as well as to the other people present – that physical punishment is not allowed here.

3

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I do not react immediately but I take note of the incident and include it on the agenda for the next team meeting. I want to have a discussion with my colleagues about cultural differences in parenting styles, and more specifically about physical punishment. I would like to devote a parents' evening to this topic.

4

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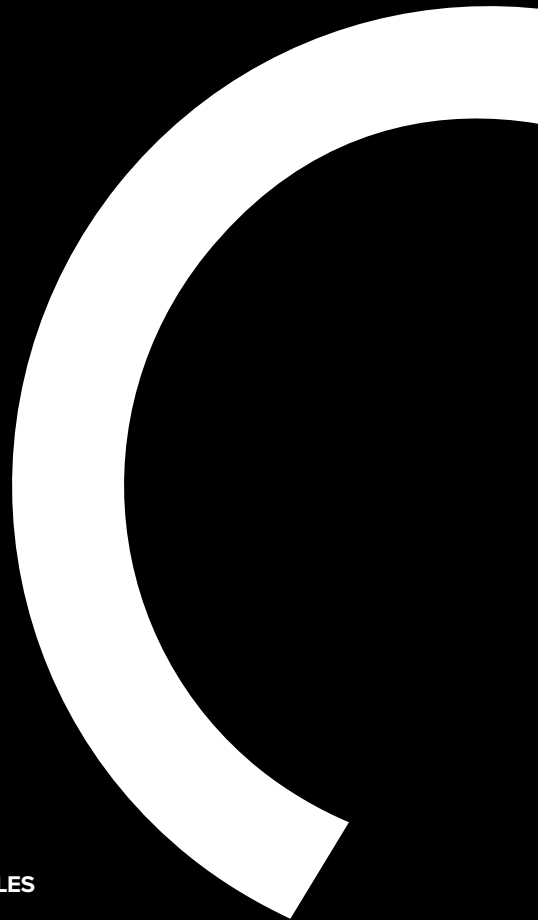
I do not react immediately but I take note of the incident and include it on the agenda for the next team meeting. I want to discuss with colleagues whether we can include something about this kind of behaviour in our regulations. I also want to consider introducing some form of reprimand for this behaviour.

## Case 18

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**Aicha has been doing an internship here for several weeks now. The internship is going smoothly and you are very satisfied. She has now been given the task of developing a series of original children's activities. She wants to use her headscarf in one of these activities. First, she wants to read out from a picture book about the meaning of the headscarf. Afterwards, she wants to show the children how to tie the cloth and show how they can do this on each other. She hopes that in this way the children will become accustomed to the fact that some mothers wear a headscarf and others don't.**

**How do you react?**



## Answer choices

1

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I guide Aicha in developing the activity. I help her look for a suitable picture book and beautiful fabrics and volunteer to help the children tie the cloths.

2

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I wonder if this is such a good idea. We follow the rule of not using any religious symbols. For example, we do not display religious symbols on the wall. Our organisation consciously takes a neutral position in the area of religion.

3

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I think this is a nice idea. It is indeed important that children come more in contact with the diversity around them. Moreover, a headscarf is an increasingly common religious symbol. As the saying goes, 'unknown, unloved': here is a way to change that.

4

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I appreciate Aicha's effort but I do not want to allow the activity to take place. How will the parents react? And what will the children, who have different beliefs at home, think about this? I ask Aicha to come up with another activity.

## Case 19

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We start the day with a circle time activity. Today, you ask all the children to link hands. Liam, who is standing next to Eden, refuses to hold Eden's hand. "Because Eden is black and so he's filthy", says Liam. "Eden is dirty."

How do you respond to Liam?

## Answer choices

1

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I say: “Well Liam, I’m surprised you feel that way. Can you explain what you mean exactly?” After having questioned Liam, I turn to Eden. I ask what he thinks of what Liam just said. Then I also question a few other children. So I immediately use Liam’s reaction to have a talk about different skin colours.

2

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We do not allow discriminatory comments about other children in this organisation. I put Liam out of the group and tell him that he will be allowed to participate in circle time activities only if he stops saying things like that.

3

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I pay attention to Eden’s reaction, but do not force Liam to stand next to Eden this time. After the greetings are completed, I start thinking about a good way to have a calm and open conversation about this the next time.

4

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I understand that Liam cannot assess how hurtful his words are. However, I would like to make it clear to him that we do not tolerate these types of remarks. I think about a way to discuss the subject with him.

## Case 20

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Yesterday, Diallo's parents came to a parent-teacher meeting. They were both dressed in beautiful colourful robes. When you asked them to sign some forms, you noticed that neither of the parents could write. It was also very difficult to know whether or not they were satisfied. They spoke no English.

What do you do about this?

## Answer choices

**1**

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This situation is beyond the scope of our services. Illiteracy and the absence of a shared functional language is a growing problem. But we cannot solve this problem. The government urgently needs to invest in civic integration programmes.

**2**

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It is very difficult to communicate if we do not have a shared language. Nevertheless, communicating about Diallo is a key priority here. It is his well-being that connects us to the parents. I set up a working group to jointly think about situations such as this and find solutions for them.

**3**

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I think it is very important that Diallo's parents are properly informed. Both for themselves and for the child. I contact a public service interpreters' service to schedule an appointment.

**4**

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I find it difficult that I cannot communicate with the parents and that they therefore do not receive any information and cannot tell us anything either. But we are unable to solve this problem. English is the language of communication here. This is stated in the regulations.



## Case 21

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During lunch, Annie says that she is sorry that so few English-speaking families come to the day care.

About a third of the children do not speak English at home. She has just advised the parents of an African girl against enrolling. After all, the parents do not speak any English and Annie finds it difficult to communicate with them.

How do you respond to Annie's question?

## Answer choices

1

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Good communication is very important for providing good services. Therefore, Annie has raised a valid question. However, speaking English is not an official prerequisite for enrolling here. I suggest that we look into whether we can work with public service interpreters.

2

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I tell Annie that I find it unfortunate that the girl will not be able to come to our day care now. Such a small child is very receptive to language and would quickly learn to understand English. With a little extra effort, this should be achievable. I say that in future I would be happy to help Annie from time to time, including in her talks with parents.

3

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We need to consider our vision on the increasing level of multilingualism. Is the wide variety of languages still manageable? The government should promote English lessons for non-English speakers more. Can we perhaps include something in our internal regulations about the use of languages in the day care centre?

4

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I find it unfortunate that Annie did not encourage the parents to enrol. Multilingualism should really not be a problem in the day care of the future. On the contrary: it is enriching. The worst thing for me is that a child was deprived of the opportunity to participate in a high-quality offer. I also wonder if there were any prejudices involved.

## Case 22

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Your school is organising a Christmas party this year. The children will perform a play. You feel that one of the girls, Kissa, is a good candidate for the role of Mary. A discussion arises about this during the preparatory meeting.

Kissa's parents are Muslims of Nigerian descent.

Will they agree to this? Or will the Christian parents find it acceptable for a Muslim girl to play Mary?

What is your contribution to this discussion?

You are the one ultimately responsible

## Answer choices

**1**

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I suggest that we plan a meeting with Kissa's parents and possibly some other parents as well. I want to find out what they think of the situation and take this into account.

**2**

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I don't think it is a problem if Kissa plays the role of Mary. After all, it is practically impossible to take into account all sensitive issues relating to religion.

**3**

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I think it is important to respect the religious convictions of the parents. Kissa can also take on a different role in the play.

**4**

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I think it's good that Kissa gets the role of Mary. I expect all parents to respect the Christian inspiration of the organisation, including those of a different faith.

## Case 23

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During the lunch break, three girls - all Muslims - often retreat to a quiet corner in the corridor to talk to each other. However, the agreement is that they must remain on the playground during the break. When you talk to them about this, the girls say they don't feel comfortable on the big playground among all the boys. Only with great reluctance do they agree to go back to the playground.

What do you do about this?

## Answer choices

1

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There must be clear rules about the places where the children are allowed to be. Hanging around in the corridors is not allowed. There is no supervision in these areas. Moreover, through this behaviour, the girls also encourage the formation of cliques. I tell them they must always remain on the playground.

2

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I don't think it's a problem if the girls stand and talk in the corridor. They are not harming anyone or causing any nuisance. I ask them why they don't feel comfortable on the playground.

3

---

Everyone must be on the playground or in a supervised area during breaks. But perhaps there are some alternatives to this. I put this incident on the agenda for the next staff meeting with the aim of gathering some feasible suggestions.

4

---

It is important that the children feel comfortable and can relax during the breaks. Why don't we set up some new corners on the playground? With benches and some greenery. Or set up a room together with the pupils so that whoever wants to, can sit there and talk?

## Case 24

---

Francisco, aged 10, comes to pick up his five-year-old sister Victoria in the early evening. His mother has sent a note with him saying he can collect Victoria and take her home. Normally, such arrangements must be communicated during enrolment.

How do you react?

## Answer choices

1

---

I call up Francisco and Victoria's mother and ask her why she was unable to come herself. I make an agreement with her that, in future, she will inform us in advance if she cannot come, but I let Francisco take Victoria home this time.

2

---

I call up Francisco and Victoria's mother. I explain to her that, since there is no prior agreement about this, I cannot allow Victoria to leave with her underage brother. I ask her to make arrangements so that she can come and collect him.

3

---

I can imagine that sometimes unexpected things arise that prevent a parent from coming to collect his or her child. Especially nowadays, when parents are under a lot of work pressure and many mothers are on their own. I allow Francisco to take Victoria with him. I want to find out how we can make our agreements more flexible and find systems by which we can communicate more quickly and easily with the parents.

4

---

Agreements are agreements. The rule that only adults are allowed to pick up pre-schoolers is not without reason. The rule is there to guarantee the safety of the children. I tell Francisco he can't take Victoria with him and that he must let his mum know about this.



## Case 25

---

During a sports activity, the enthusiastic intern Lindsey takes photos of the children. You notice that she also takes nice photos of Lewis. A little while later, Lewis comes crying to you. He says he has had an argument with Pana and Niti. They did not want to be in Miss Lindsey's photos. They said cameras are an instrument of the devil, invented to steal your soul. Their mum told them that.

How do you react?

## Answer choices

1

---

I comfort Lewis and say that Pana and Niti are from Tahiti and that there they have different beliefs than we have. For example, they believe that you can steal someone's soul with a camera. Lewis need not worry about such a thing happening, but at least now he understands why Pana and Niti reacted that way.

2

---

I comfort Lewis and explain that Pana and Niti's belief is a superstition. Surely he knows that you can't steal souls with a camera?

3

---

I allow Lewis to tell his story and meanwhile I think that this incident might be a good reason to organise a parents' evening. We could invite the parents to talk about the different rules of their religion. The children are welcome to come along.

4

---

I allow Lewis to tell his story and make a note for myself to prepare a text illustrating the implications of certain religious practices. It is important that we clearly communicate to the parents that we do not adhere to any particular faith here and that the parents also communicate this clearly to their children.

## Case 26

---

Eight-year-old Stephen is a calm and quiet boy who gets along well with his friends. He wears a silver cross around his neck. “Jesus is my friend”, he says regularly. Both his parents are Pastoral Workers. Ever since he met Ahmed, a refugee child, Stephen has been behaving differently. He often walks up to Ahmed for no reason, holding up his cross. At first, Ahmed ignored this behaviour. But yesterday it became too much for him and the boys started to fight.

You are there when the fight starts. How do you react?

## Answer choices

**1**

---

I intervene immediately and separate the boys. I take them with me to a quiet place. There, I try to talk to them about what happened. I ask one of my colleagues to help me with this. I try to listen to both boys separately, before bringing them back together again.

**2**

---

Physical violence is not permitted here. I immediately separate the boys and put them in a time-out. Then I inform their parents and ask them to take measures to prevent such behaviour in future.

**3**

---

I separate the boys and send them back to the classroom. Then I think about a way in which we can initiate a discussion on religious differences. I think it is important that we talk about this in an open manner. Maybe we can form a working group with representatives from different religions.

**4**

---

I separate the boys and take them with me to a quiet room so they can calm down. I call Stephen and Ahmed's parents and request them to come over together for a talk. I want to take the time to explain our vision on religion to them.

## Case 27

---

Anastasia is a new girl. She only speaks Russian. She seems a bit lost during a storytelling activity.

Olga, the girl sitting next to her, notices this and translates the story into Russian. Anastasia laughs heartily at the joke in the plot.

What do you do when you see this interaction between Olga and Anastasia?

## Answer choices

1

---

I observe the situation and see that Anastasia is happier than before. So for this one time, I allow them to do this. But it is part of our vision that we only speak English here. Anastasia must also learn English in order to integrate better. I search the internet for pictograms we can use for better communication.

2

---

I appreciate the fact that Olga can sense Anastasia's discomfort. This is a good example of how we can deal with multilingualism in the future. I draw up a list of the children who speak a language other than English and plan to consult this list when non-English speaking newcomers enrol in future.

3

---

I take Olga aside and ask her to speak English with Anastasia. Children are not supposed to speak to each other in languages other than English here. This is stated in our regulations. If we allow this, other children could feel left out. And translating the story does not help Anastasia learn English.

4

---

The fact that Olga translates what is said, is a good example of diversity. Luckily, we have a girl who speaks Russian. I compliment Olga on her sensitivity.

## Case 28

---

Sara attends a Jewish school in the neighbourhood, but sometimes comes here to be taken care of after school. She is always dressed smartly and the children have noticed that her mother wears a wig. During a dress-up game, eight-year-old Anne hands an orange wig to Sara. “Here Sara, this way you’ll look like your mum.”

How do you deal with this situation?

## Answer choices

1

---

I sit down with the girls and try on the wig myself. “Look how good it looks on me”, I say. I ask Sara to tell us what she knows about wigs and ask her what her mother’s wig looks like.

2

---

The incident makes me realise that our dress-up boxes only contain standard costumes and we do not actually have a culturally sensitive collection of attires. I myself know little about the Jewish religious rules. I do some more research on different symbols and customs. In this way, we will be able to handle this in a more sensitive way in future.

3

---

I realise that Sara is slightly taken aback by that ugly wig. But Anne means well. In other places too, Sara must have seen that the majority of people who live here do not wear a wig. We cannot take into account every sensitive issue. Our organisation is consciously neutral.

4

---

Sara needs to learn how to deal with how other people view religious rules. I sit down with the girls and explain that Anne only knows wigs from the dress-up box because most people here don’t wear wigs.



## Case 29

---

Aasiaa has hardly been eating anything in the day care for months. You are concerned about this. Her parents don't understand it either. Until one day when chicken legs are served. You tell the children that they can eat this with their hands. Suddenly Aasiaa starts eating along with visible enjoyment. When you offer her something to eat with her hands again the next day, you notice that she again eagerly eats along with the rest.

What do you do as the carer responsible for Aasiaa's group?

## Answer choices

1

---

I actively look for other things that the children can eat with their hands. I suggest that we have a finger food lunch once a week: corncobs, mini satays, vegetable chips, etc. I look up all kinds of tasty recipes and pass them on to the people in the kitchen.

2

---

I take time out during the next few days to help Aasiaa learn to hold her fork and spoon properly. I urge the other children to set a good example for Aasiaa.

3

---

I look for information on eating habits and rituals throughout the world. I collect this information and share it with my colleagues. I hope that through this they will understand that eating with one's hands is just as good as eating with cutlery.

4

---

I want to support the children in their growth process and give them as many opportunities as possible. Here, the custom is to eat with cutlery. I try to convince my colleagues to also teach this.

## Case 30

---

**Kreshnik cannot sleep. He cries and cries and gets himself into a real state. Nothing helps in calming him down. Until, one afternoon, the intern Mary starts singing an Albanian lullaby. She has learned it from her Albanian classmate.**

**Kreshnik immediately becomes much calmer. After Mary has sung the song for a while, he finally falls asleep.**

**How do you react?**

## Answer choices

1

---

I ask Mary to teach me the song as well and ask whether her classmate perhaps knows of any other songs. I challenge all my colleagues to learn or record at least one lullaby in another language.

2

---

I explain to Mary that we have specific agreements here about how to put the children to sleep and that they apply to everyone. I ask her not to treat Kreshnik differently from the other children.

3

---

I would like to take this opportunity to approach the parents and have a closer interaction with them. I start thinking about organising a kind of song contest and look for symbolic songs from different cultures. I want to make the contest meaningful.

4

---

I think it is important to approach the care and supervision of the children with a focus on quality. For this, I rely on research and proven practices. Mary's action is kind and sympathetic, but does not change the way things are. I would like to discuss this at the next team meeting.

TEAM

PARENTS

CHILDREN

## Case 31

---

Jeremy cries all the time. This is driving the carers completely crazy. Yesterday, his mother said she carries Jeremy in a sling all day long. In this way, he can see what is happening around him and come into contact with other children and adults.

What do you say to your colleagues?

LANGUAGE

RELIGION

CULTURAL PRACTICES

FESTIVALS

FOOD

MISCELLANEOUS

CLOTHING

PARENTING STYLES

## Answer choices

1

---

Different cultures deal with physical closeness and the comforting of children in different ways. In principle, I think it's nice that Jeremy grows up so close to his mother, but that is really not possible in a day care. Moreover, children must learn to be independent. This is also part of our pedagogical function.

2

---

I still have a sling at home. I bring it along and ask the manager for permission to carry Jeremy around as far as possible. I suggest that my colleagues do the same.

3

---

It is a pity that Jeremy is so distressed, but we cannot hold him all the time. I occasionally speak to him soothingly and comfort him, but make sure the other children do not get less attention due to this.

4

---

I find it fascinating that Jeremy's mother carries him around so much to make sure that he feels involved in the life around him. I've heard that some Indian tribes also do this. I try to think of another way to involve the children as much as possible in the life within our day care. In the meantime, I also take the time to sometimes give Jeremy a good hug.

## Case 32

---

Joshua turned three years old. Your day care facility takes care of children up to the age of three, after which they attend preschool. But Joshua's parents think he is far too young to go to preschool.

They are unable to find any childcare services anywhere else and therefore continue to bring him to the day care. You and your colleagues, however, feel that Joshua is ready for preschool.

What do you say to the parents when you see them next?

## Answer choices

1

---

I ask them how Joshua is doing at present. How do they see him evolving? When do they think he will be ready for preschool? I tell them we may be able to help prepare Joshua for it.

2

---

I remind them again of the agreement that three-year-olds must go to preschool. I give them a deadline and let them know by when we definitely expect them to find a different solution for Joshua.

3

---

I give them an interesting book on child development. I also provide them with addresses of specialised services and parenting support organisations. In the meantime, he can stay here for some time.

4

---

I make it clear to them that a timely transition to school is important for every child's development. I draw their attention to the fact that Joshua will miss out on various things and that this may negatively affect his development.



## Case 33

---

Johnny is almost two and since recently he has been coming to the day care three times a week. His father is a diplomat from America. Johnny can already say a lot but he doesn't understand any Dutch. "Johnny hungry" or "No no, Johnny no play" are things he sometimes says. Ingrid is the carer designated to pay special attention to Johnny and she speaks good English. Whenever Johnny is distressed, she reassures him in his own language.

What do you think of this approach?

## Answer choices

1

---

I ask Ingrid to comfort Johnny in Dutch or clarify through body language what is being said. We cannot learn the native languages of all the children.

2

---

It's nice see Johnny open up when Ingrid is around. We live in a multilingual world and we have to learn to respond to this.

3

---

I do have some doubts about this approach. Johnny speaks English and it's just a coincidence that Ingrid can also speak it well. But what do we do if a child from Korea or Mongolia comes to the day care? I believe that all children are entitled to the same level of support. This is stated in our mission.

4

---

I approve of this approach. Multilingual children must have a good command of their own language in order to learn another language. It's okay that we don't know all the languages the children speak. But we must still try to familiarise ourselves with all native languages. We can arrange for books and songs and learn some comforting words and phrases in these languages.

## Case 34

---

Meirav is a new pupil studying in the third grade. Her class goes swimming for a few hours every two weeks. This is because one of the final attainment levels of primary schools state that all students must be able to swim by the end of primary school. Those who don't attend the swimming classes must provide a justification for this via a medical certificate. Otherwise, the pupil is considered to be absent without justification. Meirav only brought in a note from her father.

How would you react?

## Answer choices

1

---

I believe that all children must be given the opportunity to learn how to swim, but I also understand the parents' viewpoint. I invite them to come in for a chat.

2

---

By the end of the sixth grade, all pupils must be able to swim. I explain the reason for this to the parents and make it clear that we do not make any exceptions to this.

3

---

Swimming is an important motor skill, both for the developing self-confidence as well as for the safety of the child. This is an established fact. I find it difficult to understand parents who think differently about this.

I don't think we can make swimming compulsory. When you walk around in a bathing suit, you have to show your body. When the older girls have their periods, we cannot expect them to bring a medical certificate each time. I wonder if there are any alternative options.

## Case 35

---

The fourth grade's annual sleepover event is approaching. Your school organises this event in preparation for the seaside class trips in the fifth grade. When you check the registrations, you see that Hanan and Fadoua, two sisters aged 10 and 11, are not being allowed to participate. When you see their mother at the school gate that afternoon, you discuss this with her. She says she and her husband prefer that their daughters sleep at home that night. They are concerned about the fact that boys and girls will be sleeping together in the same gym hall on the night of the sleepover.

As the girls' teacher, how do you react?

## Answer choices

1

---

I ask her if it would help if I take some time after school tomorrow to talk to them about the sleepover. I say that I understand that they may not be so familiar with this tradition. I would like to show them some pictures of the previous occasions. I also suggest that I get them in touch, by phone, with other parents who have already given permission for their children to participate in this activity.

2

---

I explain that participation in the seaside trips is obligatory in the fifth grade and that we therefore also expect participation in the sleepover. I emphasise that the children must learn to deal with our customs.

3

---

I ask them what exactly they are worried about. I think that the school should listen carefully to the parents' point of view and take this into account when deciding what activities to offer. We should not cling too much to traditions and clear-cut plans: the world is changing and so is the school. Maybe we can think of an alternative to the sleepover or organise it differently?

4

---

I decide to inform the parents of next year's sleepover earlier, stressing the obligatory nature of this activity. For example, as an item in the PowerPoint presentation during the traditional parent-teacher meeting in early September. I want parents to properly understand that this is not a voluntary activity, but an integral part of how we view the socialisation process.

**Knowledge questions**



GENERAL KNOWLEDGE QUESTION 1

**For Kurds, 21 March is the most important day of the year. They celebrate the New Year's Spring Festival on this day. What do they call this festival?**

1

Tet

2

Diwali

3

Newroz

4

Eid



GENERAL KNOWLEDGE QUESTION 1

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2

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3

Newroz

4

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GENERAL KNOWLEDGE QUESTION 2

**In Spain, traditionally, gifts are not brought by either St Nicholas or Santa Claus. Who brings the gifts in Spain?**

**1**

Los Reyes Magos, the Three Kings

**2**

La Befana, the good witch

**3**

Anansi, the house spider

**4**

Aicha Kandicha, a kind of female demon

GENERAL KNOWLEDGE QUESTION 2

**In Spain, traditionally, gifts are not brought by either St Nicholas or Santa Claus. Who brings the gifts in Spain?**

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2

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3

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4

Aicha Kandicha, a kind of female demon

GENERAL KNOWLEDGE QUESTION 3

**Hindus have various festivals. Which of the festivals below refers to the Festival of Lights?**

**1**

Nawratam Puja

**2**

Lohri

**3**

Holi-Phagwa

**4**

Diwali

GENERAL KNOWLEDGE QUESTION 3

**Hindus have various festivals. Which of the festivals below refers to the Festival of Lights?**

**1**

Nawratam Puja

**2**

Lohri

**3**

Holi-Phagwa

**4**

Diwali

GENERAL KNOWLEDGE QUESTION 4

**The phrase 'Eid Mubarak' is a traditional Islamic greeting used on the occasion of the Festival of Sacrifice and the Festival of Breaking the Fast. The phrase means 'Blessed Feast'.**

**The Festival of Sacrifice reminds a Muslim that he should be willing to sacrifice everything for God, as Ibrahim was willing to sacrifice his son for God. When is the Festival of Sacrifice celebrated?**

**1**

At the end of Ramadan

**2**

After the completion of Hajj

**3**

On the birthday of  
Muhammed

**4**

On Muharram  
(Islamic New Year)

GENERAL KNOWLEDGE QUESTION 4

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**4**

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(Islamic New Year)

GENERAL KNOWLEDGE QUESTION 5

# What does the word 'halal' actually mean?



**1**

Forbidden

**2**

Permissible

**3**

Fresh

**4**

Imported from the home country



GENERAL KNOWLEDGE QUESTION 5

# What does the word 'halal' actually mean?



1

Forbidden

2

Permissible

3

Fresh

4

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GENERAL KNOWLEDGE QUESTION 6

# Who is not obliged to participate in Ramadan?

**1**

---

People who are seriously ill, pregnant women and women undergoing their menstrual period

**2**

---

New converts

**3**

---

Newlyweds

**4**

---

Elderly people above the age of 65

## Who is not obliged to participate in Ramadan?

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---

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---

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4

---

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GENERAL KNOWLEDGE QUESTION 7

**Most religions include a period of fasting. Muslims participate in Ramadan and Christians fast or used to fast between Ash Wednesday and Easter. The Jews fast on the Day of Atonement and the Day of the Destruction of the Temple. What are the other days on which Jews also fast?**

**1**

On the day before Passover

**2**

On the day before Purim

**3**

On the day after Purim

**4**

On the day after Passover

GENERAL KNOWLEDGE QUESTION 7

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GENERAL KNOWLEDGE QUESTION 8

**Eating with your hands seems easy. But perhaps it takes a bit more expertise than you think. A few important rules for this are:**

- **Bend your head towards your plate (this is not considered unmannerly but more polite)**
- **Take small amounts of food at a time and use your thumb and the tips of all your fingers (not just the index and middle fingers)**
- **Do not lick your fingers because that is considered impolite in most countries (except in some parts of Africa)**

**And finally the most important rule: with which hand do you eat?**

**1**

With your left hand

**2**

With the hand with which you write

**3**

It doesn't matter

**4**

With your right hand

GENERAL KNOWLEDGE QUESTION 8

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GENERAL KNOWLEDGE QUESTION 9

## How do Tibetans drink their tea?

**1**

With honey and mint

**2**

With salt and butter

**3**

With sugar and milk

**4**

With brown sugar and  
jasmine



GENERAL KNOWLEDGE QUESTION 9

## How do Tibetans drink their tea?

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4

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GENERAL KNOWLEDGE QUESTION 10

**In various Asian countries, people do not eat with a knife and fork but with chopsticks. Certain rules of etiquette apply to this manner of eating. What must you definitely not do with the chopsticks in Korea?**

**1**

Place them next to your bowl

**2**

Tear food into pieces

**3**

Eat rice

**4**

Stir

GENERAL KNOWLEDGE QUESTION 10

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**There are different ways of comforting babies. In some countries, children are swaddled to make them feel safe. In African countries, parents carry children in a sling for a long time. The Yequana Indians in South America also carry their children in a sling all day to give them a constant sense of security and a sense of belonging to the family and community. Which of these practices do the Yequana follow even today?**

**1**

They home-school their children. The father is the most important person in the family.

**2**

When the child turns 10, they go on a journey with the child to teach him or her to be independent.

**3**

They allow babies to sleep in their mother's bed.

**4**

The older siblings are given the task of taking care of the youngest children.

**There are different ways of comforting babies. In some countries, children are swaddled to make them feel safe. In African countries, parents carry children in a sling for a long time. The Yequana Indians in South America also carry their children in a sling all day to give them a constant sense of security and a sense of belonging to the family and community. Which of these practices do the Yequana follow even today?**

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**4**

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GENERAL KNOWLEDGE QUESTION 12

**At what age, on average, do children in Vietnam become toilet-trained?**

**1**

3 months

**2**

9 months

**3**

18 months

**4**

3 years

GENERAL KNOWLEDGE QUESTION 12

**At what age, on average, do children in Vietnam become toilet-trained?**

**1**

3 months

**2**

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**3**

18 months

**4**

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**According to an African proverb: “You need an entire village to raise a child.” For many groups of Africans, the community is considered a very important entity in child-rearing. Which word from the Bantu languages of Congo and Niger expresses this importance?**

**1**

Swahili

**2**

KifKif

**3**

Ubuntu

**4**

Hujambo



GENERAL KNOWLEDGE QUESTION 13

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2

KifKif

3

Ubuntu

4

Hujambo

## Why is an Islamic year shorter than a Western year (and do the holidays vary from year to year)?

**1**

---

This has to do with the geographical location of Saudi Arabia: the cradle of Islam.

**2**

---

This was determined by the 12th century Islamic lawyer, physician and philosopher Ibn Rushd when he left his hometown of Cordoba.

**3**

---

The Islamic year is calculated based on lunar months and is therefore approximately 11 days shorter than a year based on the Western calendar.

**4**

---

Arabic sundials have 30 hours instead of 24.

## Why is an Islamic year shorter than a Western year (and do the holidays vary from year to year)?

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4

---

Arabic sundials have 30 hours instead of 24.

GENERAL KNOWLEDGE QUESTION 15

**Nowadays everyone is talking about the headscarf.  
But what is the Arabic name for it?**

**1**

Niqab

**2**

Khimar

**3**

Burqa

**4**

Hijab

GENERAL KNOWLEDGE QUESTION 15

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But what is the Arabic name for it?**

**1**

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**2**

Khimar

**3**

Burqa

**4**

Hijab

## Is divorce allowed in Islam?



**1**

---

Yes, marriage is essentially a contract and this contract can also be terminated based on certain rules.

**2**

---

Sometimes, but only in case of proven violence by one of the partners.

**3**

---

Sometimes, but only after 10 years of marriage.

**4**

---

No, never.

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---

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**2**

---

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**3**

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**4**

---

No, never.

GENERAL KNOWLEDGE QUESTION 17

**We see more and more people in traditional attire.  
Which of the following types of traditional attire is  
intended exclusively for men?**

**1**

Lamba

**2**

Kaftan

**3**

Djellaba

**4**

Sari



GENERAL KNOWLEDGE QUESTION 17

**We see more and more people in traditional attire. Which of the following types of traditional attire is intended exclusively for men?**

**1**

Lamba

**2**

Kaftan

**3**

Djellaba

**4**

Sari

GENERAL KNOWLEDGE QUESTION 18

**Rituals vary from country to country. For example, in quite a few countries the most important ‘birthday’ is not the one that coincides with one’s actual date of birth. Which of the following ‘birthdays’ is considered more important in Poland than one’s actual day of birth?**

**1**

\_\_\_\_\_  
Your name day

**2**

\_\_\_\_\_  
Your baptism day

**3**

\_\_\_\_\_  
Date on which your first  
tooth fell out

**4**

\_\_\_\_\_  
Date on which you were  
registered in the population  
register

GENERAL KNOWLEDGE QUESTION 18

**Rituals vary from country to country. For example, in quite a few countries the most important ‘birthday’ is not the one that coincides with one’s actual date of birth. Which of the following ‘birthdays’ is considered more important in Poland than one’s actual day of birth?**

**1**

**Your name day**

**2**

Your baptism day

**3**

Date on which your first tooth fell out

**4**

Date on which you were registered in the population register

**In the Middle East, areas around the Mediterranean Sea and South America, you often see babies and small children wearing bracelets. Do you know what these bracelets are for?**

**1**

---

They are a kind of financial insurance for the child, such as what the wedding ring represented for women earlier.

**2**

---

They protect the child from the evil eye.

**3**

---

They are used for identifying the child. So that everyone knows the group or family to which the child belongs.

**4**

---

They are purely decorative.

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GENERAL KNOWLEDGE QUESTION 20

**It is customary among Otavalo Indians in Ecuador not to cut the hair of young boys until they are about 12 years old. We also observe this practice among a group of newcomers in the UK. Which young boys continue to let their hair grow?**

**1**

Danish boys

**2**

Afghan boys

**3**

Nepalese boys

**4**

Sikh boys

GENERAL KNOWLEDGE QUESTION 20

**It is customary among Otavalo Indians in Ecuador not to cut the hair of young boys until they are about 12 years old. We also observe this practice among a group of newcomers in the UK. Which young boys continue to let their hair grow?**

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Afghan boys

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Sikh boys

## Where is the language Farsi spoken?

**1**

---

In Iran, Afghanistan,  
Tajikistan and Uzbekistan

**2**

---

In Pakistan and India

**3**

---

In Vanuatu and some other  
islands in the South Pacific

**4**

---

In a small part of Normandy



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In Iran, Afghanistan,  
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In Vanuatu and some other  
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In a small part of Normandy

GENERAL KNOWLEDGE QUESTION 22

**Which phrase do Muslims usually use to greet one another?**

**1**

Inshallah

**2**

Alhamdulillah

**3**

As-salaamu alaykum

**4**

Allahu Akbar

GENERAL KNOWLEDGE QUESTION 22

**Which phrase do Muslims usually use to greet one another?**

**1**

Inshallah

**2**

Alhamdulillah

**3**

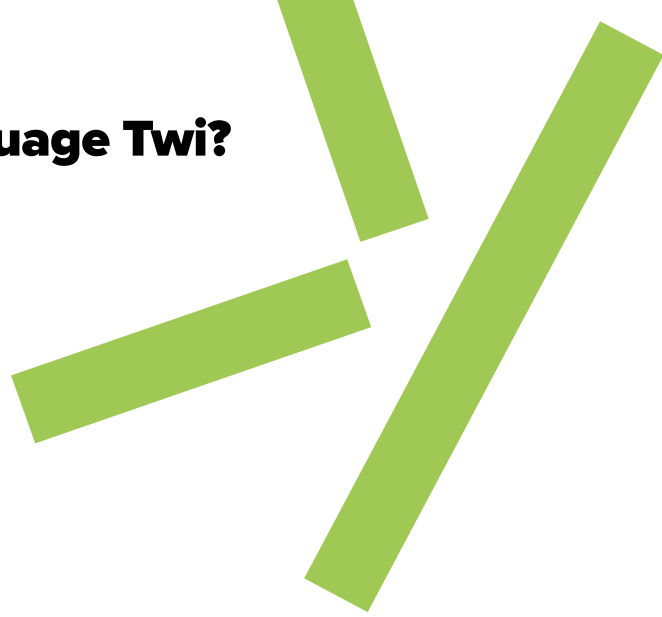
As-salaamu alaykum

**4**

Allahu Akbar

GENERAL KNOWLEDGE QUESTION 23

# Where do people speak the language Twi?



**1**

In Ethiopia

**2**

In Japan

**3**

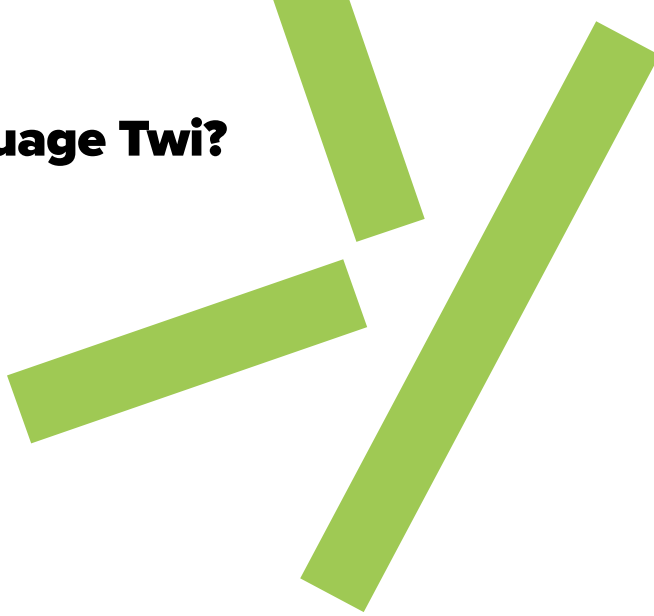
In Ghana

**4**

In Lapland

GENERAL KNOWLEDGE QUESTION 23

# Where do people speak the language Twi?



1

In Ethiopia

2

In Japan

3

In Ghana

4

In Lapland

GENERAL KNOWLEDGE QUESTION 24

**It is estimated that 6,000 to 9,000 languages are spoken around the world. However, this classification is problematic because the distinction between an official language and a dialect is not always clear. Chinese, Spanish, English and Arabic are world languages. This means that they are spoken in different parts of the world. Russian also happens to be a world language. In which Middle Eastern country is this language widely spoken?**

**1**

Lebanon

**2**

Turkey

**3**

Israel

**4**

Syria

GENERAL KNOWLEDGE QUESTION 24

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GENERAL KNOWLEDGE QUESTION 25

**Jews all over the world speak Hebrew, a Semitic language that has existed for thousands of years. But many Jews also speak yet another language. What is this language called?**

**1**

Haredi

**2**

Yiddish

**3**

Shalom

**4**

Tanakh



GENERAL KNOWLEDGE QUESTION 25

**Jews all over the world speak Hebrew, a Semitic language that has existed for thousands of years. But many Jews also speak yet another language. What is this language called?**

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**2**

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**3**

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**4**

Tanakh

# **The Indy Game.**

**A game about cultural diversity.**

**A discussion method to work on intercultural differences.**

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