



Education and Culture DG

Lifelong Learning Programme

Grundtvig – Learning partnership

PROGRAMME OF MOBILITY AND STUDY VISIT FOR TRAINERS AND LEARNERS

UNITY IN DIVERSITY: Living, Learning and Working in a Diverse Society

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1 Objectives¹

The purpose of this programme is to raise an awareness and appreciation of the benefits of diversity and tolerance and to encourage socially responsible behavior. The program covers different diversity issues derived from theories, researches, and everyday life experiences

Learners should be able to:

- Appreciate and identify the value of diversity
- learn and practice strategies for dealing with diversity in class by promoting the development of the personal qualities of mutual respect, tolerance and acceptance
- analyze different skills to live and work in a diverse society
- explore the impact of prejudice and discrimination on individuals and groups
- develop their intercultural competence and their multicultural sensitivity
- develop new networks and contacts

As part of the course means so much to integrate the skills of learners and trainers who work in environments characterized by a strong cultural diversity is to train professionals capable of designing activities which integrate Living in a Diverse Society, Personal and Educational, effectiveness in other areas, such as intercultural schools, social, legal and health organizations, in the field of education for development and international cooperation.

2 Methodology

The course is aimed at trainers/ learners of different nature, to provide them with theoretical knowledge and operational capabilities in the field of education and intercultural communication, understood in a broad sense. They will be able to identify mechanisms to combat racism, eg. Legislation, codes of behavior etc

There are three main training sessions:

- Lectures, for a total of 5 hours, provided with support from audio-visual equipment
- Discussion through activities and real life examples, comprising visits some representative places
- Online activities and presentations

Day 1

- Getting to know the team, introduction course, setting the goals of the course. Look at your own pre-judgments and biases
- Define the terms of being diverse. Such as 'citizen', 'asylum seeker', 'refugee', 'displaced person' and explanation of what is culture?; perspective of "Diversity"
- Variety of identities, intercultural competences

Day 2

- College visit: dealing with diversity in college, students` perspective
- College visit: inclusive college environment, college administrations` perspective

¹ Developed by DECROLY, S.L – Santander/Spain

Day 3

- Identify different ways that individuals and groups can promote respect and acceptance and combat discrimination in a local situation e.g. community organization, training centre, workplace
- Advantages of diversity, linguistic aspects of diversity
- Critical analysis of authorization

Day 4

- Values, emotions and cognition in intercultural communication
- Group work: starting to work on participants` own teaching programme

Day 5

- Group work: preparing for the presentations
- Presentation of the results of the group work

3 Evaluation of the course information and discussion about further cooperation on the Internet

Candidates present a portfolio of course work which shows that they have achieved all of the Specific Learning Outcomes.

Candidates will present a collection of work that provides evidence of the skills and knowledge as described in the specific learning outcomes

PRE-COURSE EVALUATION QUESTIONNAIRE

Gender: MALE FEMALE

Age Group: 16-20 Over 20

1. What are your expectations of the course?

2. What if any reservations / concerns might you have in relation to this course?

3. In what ways might the course and the qualification you gain from it benefit you in the future?

4. How knowledgeable are you in relation to issues of Sectarianism, Racism and Homophobia:
 - (a) Very Knowledgeable
 - (b) Some Knowledge
 - (c) Very Limited Knowledge

5. Do you have friendships?
 - (a) With people from different religious background to yourself?
YES NO
 - (b) With people from a different racial / ethnic background to yourself?
YES NO
 - (c) With people whose sexual orientation is gay/ lesbian or bisexual?
YES NO

If you have answered YES to any of the above briefly explain how such friendships have changed your attitudes / views

If you have answered NO explain whether this is by choice or lack of opportunity

6. Would you admit to being prejudiced towards any of the following groups:
- (a) People of a different religious background to your own – explain in what way you are prejudiced

 - (b) People whose racial / ethnic background is different to your own – explain your nature of this prejudice

 - (c) People who are gay, lesbian, bisexual – explain in what way you are prejudiced towards members of these groups

 - (d) People with a disability- explain the nature of this prejudice

- 7 Are you willing to?
Challenge / change your prejudices

YES NO .

Briefly explain why

THANK YOU FOR YOUR COOPERATION

EVALUATION QUESTIONNAIRE

After the course answer, analyze your own feelings:

1. How do the students/ colleagues reflect acceptance and respect for other cultures or affect in your class / work?

2. Do you know the students/ friends thoughts or feelings? (know the background of people you are working with and find out what they would like to include in their program)

3. What can you do to answer questions appropriately and honestly? (sincerely, or with a promise to get an answer if you don't know or politically correct)

4. To some extent, families have got influence in the way you think? Could you change your ideas? Why and how?

5. What differences in others make you feel uncomfortable? (Their language, ability or color). After the course in what ways have you changed now?

6. What attitude or bias do you have that affect others? (Use of words, assumptions, stereotypes). Do you think the same?

7. What can we do to ensure that everybody have an equal opportunity to learn?

8. Could you identify different ways that individuals and groups can promote respect and acceptance and combat discrimination in a local situation eg community organization, training centre, workplace

9. Could you identify mechanisms to combat racism e.g. legislation, codes of behavior

10. Give five examples of interpersonal discrimination

11. Please, write how the course has influenced on you and what have you changed. Why?

THANK YOU FOR YOUR COOPERATION