

PROPOSAL FOR TEACHING METHODS: MOSAIC- DIVERSITY TRAINING

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Abstract: *This article proposes the presentation of results from project Grundtvig 1 MOSAIC. The main objective from the project was identifying methods of teaching which can contribute to a higher success in social inclusion. After the research made, the conclusion was that every teacher/ disseminator/ social assistant /employee must have special knowledge and personal intercultural abilities. In order to attract different types of students, the combination of theoretical study with activities of forming the abilities is required. Testing the MOSAIC project- Forming in diversity in different states and institutions had revealed the importance of a module, designed for an European concept and which offers a certain flexibility through the fact that different approaches are combined and different aspects are treated.*

Key words: *cultural competences, flexibility, education, social inclusion, abilities*

One of the aims of the Grundtvig 1 MOSAIC was to propose some teaching methods in order to make education for social inclusion more fruitful. Taking in consideration the different target groups that the European partner institutions of MOSAIC deal with, as well as the different tasks of education carried out by the partner institutions, it came to the conclusion that the proposal for teaching methods has to contain transversal aspects that are important for all teachers, trainers and disseminators in an European context.

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We defined these transversal aspects as follows: knowledge about the social and economical background in Europe, intercultural competences and soft skills. We created a “diversity training that combines political education about the European Union, the countries of Europe or issues like migration and globalization with carefully selected practices developed by international professionals in the field of intercultural education”.

MOSAIC-Diversity Training

Now, that we had a global frame for our diversity training we did the next steps in order to fill this global frame with concrete aims, tasks and methods.

MOSAIC-Diversity Training: Aims, tasks and methods

After evaluating the specific needs resulting from our questionnaires, analyzing relevant publications that deal with education and formation in Europe²⁶ and taking in consideration our experience as teachers, disseminators and social workers we drew the conclusion that every teacher/disseminator/social worker/employee has to have

- A) Personal intercultural competences and has to gain
- B) Special knowledge in order to cope with different people from a society that becomes more and more multicultural in a growing and developing Europe.
- C)

We defined these special competences and special knowledge as follows:

A. Personal intercultural competences (transversal competences for education in Europe):

1. *Empathy*
2. *Capability of changing one's point of view*
3. *Respect towards the other (same eye height)*

²⁶ Nick, Peter. Ohne Angst verschieden sein. Differenzenerfahrungen und Identitätskonstruktionen in der multikulturellen Gesellschaft. Frankfurt/Main 2003
- All different – All equal. Education Pack. Council of Europe, Youth Directorate. 1995. Web-address: http://www.coe.int/T/E/human_rights/Ecri/3-Educational_resources/.
- Intercultural Learning. T-Kit No. 4. Council of Europe and European Commission. 2000. Web-address: <http://www.training-youth.net/site/publications/tkits/tkits.htm>
- Social Inclusion. T-Kit No. 8. Council of Europe and European Commission. 2003. Web-address: <http://www.training-youth.net/site/publications/tkits/tkits.htm>

4. *Reflect on the terminus culture, sensitise for different cultural contexts*
5. *Critical view on myself: I am not a monolithic bloc of culture myself (not a member of only one cultural sphere, I am continuously changing etc.)*
6. *Critical view on the own cultural centrism (we are not necessarily the umbilicus of the world)*
7. *Tolerate ambiguity; bear differences, without feeling menaced (why not curiosity instead? or openness to possible enrichment?)*
8. *Capability of noticing and discerning the individual (against the phenomenon of pre-characterizing an individual as a typical representative of a minority, losing the capability of accepting him or her as an individual with individual qualities and attributes)*
9. *Be aware of how media and current discussions in public influence my behaviour (kind of hidden agenda that leads or accompanies my actions)*
10. *Sensitise for how the mechanism of stigmatising and discrimination is working.*

B. Special knowledge as a kind of theoretical background (European theoretical dimension) that depends on the target group of the training and of ongoing discussions in each country. Please, find examples below:

What does integration mean? Present and discuss different European approaches and theories of integration Europe and EU

11. *migration*
12. *work and unemployment/labour market*
13. *conjunction of poverty/richness and racism/superiority,*
14. *ethicising social conflicts*
15. *etc.*

Dealing with all the above-mentioned aspects (1 to 12) properly, needs time! We do not at all think that after a one-week seminar the participants will come out transformed in some European intercultural experienced super-disseminators.

Which level we can reach with the participants of the training depends on their background, their basis of similar trainings, their disposition to go deeply into the subject etc. But in a first step this training will be able to sensitize, to open eyes, to make them become aware of certain problems.

By combining training on intercultural competences and soft skills with training on theoretical knowledge we also responded to different types of learners: some may be really keen on doing exercises with the aim to learn about themselves and how and why they behave towards certain people and at the same time hate reading texts, whereas other learners may only trust a cognitive way of becoming wise and hate everything that has the faintest similarity with games.

We took a lot of methods for the training from publications developed by the Council of Europe (mainly “All different – All equal. Education Pack”; but also “Intercultural Learning. T-Kit No. 4”; “Social Inclusion. T-Kit No. 8”), because of the European point of view that already lies behind these texts. Secondly, we found it important that every institution, every trainer who wants to carry out our training had an easy access to the publications we used. And this is the case here; you can find them on the internet (see first footnote).

MOSAIC-Diversity Training: Flexibility

We developed a one week diversity training to be able to integrate the training part for personal intercultural competences as well as the part for increasing the theoretical knowledge because we consider this integrated training necessary and important. Yet, we know that not every teacher or disseminator is willing or able to spend a whole week on training. At the same time, an institution that wants to offer training may decide that their staff needs intercultural education more than theoretical eye-openers or vice-versa.

Our one-week module offers material for five training days. If an institution wants to prepare a shorter version it should find enough material or hints to fill two or three days. We cannot propose THE short version because each institution has to analyze its own target group and what their needs of training are. As example, we will add a shorter version of the diversity training as carried out as pilot training in Hamburg.

MOSAIC-Diversity Training: Modules

Module for 5 days

Module for diversity training in a European context

Target group: disseminators in Europe who deal with migrants

5 training days

Designed in the framework of the Grundtvig¹ cooperation project MOSAIC (Manual for social inclusion by education)

1st day: Monday

Morning

- What is diversity training? A short introduction
- Why do teachers, trainers, staff of local authorities, and social workers for young people etc. need, shortly: DISSEMINATORS need special competences and knowledge to deal with people? Competences that go beyond technical knowledge and (in the case of teachers) pedagogical and methodological competences.
- Unit to get to know each other
- Presentation of the week's program
- Unit on the subject of: *what is my personal cultural background? How fix and secure is my own identity?* e.g.: One equals one (page 133²⁷). Three short activities on the subject of personal identity, characteristics in common and differences (part A deals with inclusion/exclusion, part C with common characteristics), (Time: part A and C ca. 1 hour)
- or: confusing supposed simple/secure cultural concepts as for example the signification of a circle in different cultures

Afternoon

- Context Europe: migrants in Europe and educational/social situation (or other marginalized groups such as handicapped, socially weak groups): facts and backgrounds
- Work in small teams with selected texts, documents, material
- Presentation and discussion in plenary

²⁷ Please note: The mentioned page numbers refer to the "All different – All equal. Education Pack", published by the Council of Europe, Youth Directorate in 1995. You can find it as pdf-file on the internet with the following address:
http://www.coe.int/T/E/human_rights/Ecri/3-Educational_resources/ and then click on link: education pack etc. You can download the whole manual: education pack as pdf.

2nd day: Tuesday: stereotyping/own prejudice/racism

Morning

- Euro-Rail “à la carte” (page 78) *Prejudice and limits of tolerance, images and stereotyping about different minorities. None of us is a racist but ... This activity is about looking at prejudice using an everyday situation: travelling together in a train.* (Time: 90 minutes to 2 hours),
- Group or individual? Unit, raising the awareness about the mechanism to treat individuals as typical representatives of a special, clearly characterized group.

Afternoon

- White future (page 181). *How values are transmitted through language, stereotypes and prejudices, the dangers of using language in an uncritical way* (Time: 45 minutes)
- Film or short film (according to the availability in each country)

3rd day: Wednesday: get sensitized in order to understand how stigmatizing and discrimination are working

Morning

- Me too! (Page 120). *The differences between people and the things they hold in common* (Time: 30 minutes) as icebreaker.
- Film: Blue eyed²⁸, 93 minutes
- Informal discussion about the film in small groups

Afternoon

- Facilitated discussion in plenary
- Just do it! (Page 102). *Discrimination of people who are different. The mechanisms which maintain minorities in an underprivileged position in our society* (time: 1 hour)

²⁸ In Blue Eyed, we join a group of 40 teachers, police, school administrators and social workers in Kansas City - blacks, Hispanics, whites, women and men. The blue-eyed members are subjected to pseudo-scientific explanations of their inferiority, culturally biased IQ tests and blatant discrimination. In just a few hours under Elliott's withering regime, we watch grown professionals become despondent and distracted, stumbling over the simplest commands. The film: Blue eyed is available on the internet: www.eyetoeye.org and <http://www.newsreel.org/films/blueeyed.htm> (information in English)

4th day Thursday: mechanisms/backgrounds of discrimination/taking up a position

Morning

- Portraits (page 148). *The identification of social success with economic success. How social and economic factors diminish or raise the possibilities of social success* (Time: approx 2 hours),
- Where do you stand? (page 178) *Racism, anti-Semitism, xenophobia and intolerance. Responsibility of one's personal actions. What do we think about racism and discrimination? How capable are we of defending our own points of view and of understanding that of others?* (time: 1 hour)

Afternoon

Getting in contact. *Visit of an association or a structure in our town where people of the target group (here: migrants) are self-organized.*

5th day: Friday

Morning:

- Theoretical approach: integration. What could that be?
- Short film and work in small teams with selected texts, documents.
- Presentation of the results and discussion in plenary.

Afternoon:

- towards practice: reflection of the week and developing concrete prospects
- in small groups: how can we put into practice results, contents, consequences etc. of this week in our own work (for our own behaviour, for teaching others etc.)

Evaluation of the week

Module for 2 days

"Dock Europe GmbH" - Hamburg carried out a pilot diversity training for the staff of the local cooperating partner Wege in den Beruf (Ways into profession), Passage GmbH.

The target group consisted of seven very experienced, well-trained teachers and consultants, all women, who teach and consult migrated women. Some of the training participants had a migration-background themselves, and for all of them the diversity training was not the first training that dealt with intercultural aspects. So it was clear that, for example, units to train their capacity to be empathetic or have respect towards their

clients/students weren't necessary any more, etc. Instead, "dock Europe" decided that for these participants a unit to train how to make up one's mind and defend a position and argue could be interesting as well as – because that's their every day work life – how to deal with the fact that so many teachers often pre-characterize a new student as typical representative of a minority. As a theoretical issue, "dock Europe" considered the whole discussion about integration that came up in Germany after the murdering of the film producer van Gogh in the Netherlands, as typical. This debate was used to deal with the so-called hidden agendas that influence teachers and disseminators in their every day contact with their students or clients. Even in this short version of diversity training "dock Europe" tried to maintain the integrated approach of intercultural education and theoretical background.

Module for a Diversity Training in a European context

Target group: disseminators in Europe

2 training days

Designed and tested in the framework of the

Grundtvig1 cooperation project MOSAIC (Manual for social inclusion by education)

1st day

Morning (3 hours)

- unit to get to know each other
- presentation of the program
- icebreaker
- unit on the subject of:
 - What is my personal cultural background?
 - What are diversities and similarities in the group?
 - My story (education pack, page 12729) (Time 1, 5 – 2 hours)

Afternoon (3 hours)

- icebreaker
- Group or individual? Unit, raising the awareness about the mechanism to treat individuals as typical representatives of a special, clearly characterized group.

²⁹ "All different – All equal. Education Pack", published by the Council of Europe, Youth Directorate in 1995.

2nd day,

Morning (3 hours)

- icebreaker
- theoretical unit: power and influence of media and public discussions (kind of hidden agenda that influence disseminators)
- issue: integration
- 1st step: work in two different groups with selected texts containing two different approaches to the concept of integration. The chosen texts were published after the murder of van Gogh in the Netherlands
- 2nd step: present the key arguments in plenary
- 3rd step: discuss the two different opinions
- 4th step: how and to which degree are we influenced by discussions that dominate during a period of time the media? Does this influence have consequences for my behaviour towards my students? How do I make up my mind/take over a position? Do I always have to hold a fix and consistent view?

Afternoon (3, 5 hours)

- icebreaker
- *Where do you stand? (Education pack, page 178) making up one's mind to statements in the context of racism, anti-Semitism, xenophobia and intolerance. Responsibility of one's personal actions. What do we think about racism and discrimination? How capable are we of defending our own points of view and of understanding that of others? (Time: 1 – 1, 5 hours)*

Deep evaluation of the training

Piloting of the MOSAIC-Diversity Training in the partner countries of MOSAIC

Each partner of the Grundtvig 1 cooperation project MOSAIC carried out pilot diversity training, based on the modules described above.

The Danish institution (FOF Kolding), offered the training to a target group that consisted of competent and experienced teachers, teaching unemployed marginalized refugees and ethnic Danes. Therefore the Danish institution stuck more

or less to the 2 days' module, added by the film "Blue eyed" as proposed in the 5 days' version. Denmark supported the integrated approach by combining intercultural training units with theoretical methods that were linked directly to current discussion in Danish public.

Also the Finish partner, Harjavallan Kansalaisopisto (Harjavalta Adult Education Centre), together with its local partner Eurajoen Kristillinen Opisto, carried out the integrated approach (intercultural training units and the theoretical methods). The target group consisted of experienced language teachers for Finish people and migrants. In the theoretical approach they focused on a reflection of the notions "multicultural" and "intercultural" and the power and influence of media, based on recently published articles. The training part for intercultural and soft skills aimed at raising awareness about the mechanism to treat individuals as representatives of a characterized group as well as stereotyping and discriminating.

Catalactica Organisation, the Romanian partner, focused very much on the theoretical part of the training. Their target group consisted of experts in Roma issues (three Romanians and three Roma). Based on statistical material, the development as well as the content of prejudices against Roma was discussed as well as the image of Roma in the Romanian press.

The Portuguese partner modified the training insofar as he opened it also to students. Concentrating on the unit "Getting in contact, visit of an association or a structure in our town where people of the target group are self-organized" as proposed in the 5 days' version of the MOSAIC-Diversity Training, the Portuguese school organized a trip to Lisbon with a visit of the association SOS Racism. The observations made during the trip as well as the talk with a representative of SOS Racism were fundamental for discussions and reflections about prejudices, xenophobia and racism and solutions for integration carried out in the next days at school.

In the evaluations, done after the trainings in all institutions, the training was given a positive feed back. The participants (often teachers and trainers) were fond of having the time, the space and the interlocutors to deal with subjects which are essential to their every day work and which so often remain un-discussed. The combination of training personal skills as well as discussing and deepening a relevant theoretical background resulted reasonable.

Conclusion

The piloting of the MOSAIC-Diversity Training in six different countries (Denmark, Finland, France, Germany, Portugal, and Romania) and in six very different institutions underlines the importance of a module, developed for a European context

that offers certain flexibility by combining two different approaches and by dealing with different aspects.

The Romanian partner, for example, evaluated his training that focused on the problem of discrimination of Roma as extremely important in order to find ways of intervention to improve the situation of Roma in Romania. Other countries concentrated on different topics because they have to deal with other problems. Another difference lies in the fact that an institution may be located in a big city or in a small town in an abandoned region, or in the target groups of the teachers or disseminators. A European training for teachers, trainers and disseminators must give sufficiently space for a reasonable adaptation in each institution but must, at the same time, try to train the common topics and skills, which are needed everywhere.

The MOSAIC-Diversity Training (with its two modules proposed in this chapter) as well as the pilot courses in which the training was tested in six different institutions in six different European countries is a first step towards a teacher training that is suitable to be carried out all over Europe. Yet, it still needs further practice, evaluation and amelioration.

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