



EUCRITE

EUROPEAN CENTRE FOR REFUGEE
INTEGRATION IN HIGHER EDUCATION

Diversity Training & Lessons Learned

Guidelines for Presenters

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Fast Facts

Time: 90 - 120 minutes

Material:

- PowerPoint slides
- Pen & Paper

Outline:

- I. Welcoming / Outline of training**
- II. Diversity in Higher Education**
- III. Stereotypes**
- IV. Lessons Learned**
- V. Generalization & Activity: 5 Characteristics**
- VI. Activity: Intercultural Communication**
- VII. Wrap up**

Introduction

Dealing with diverse target groups, backgrounds and cultures is certainly inspiring and fulfilling, but social diversity is also never characterized by harmony alone. We frequently find ourselves in complicated communication processes, which are often accompanied by irritations, uncertainties and contradictions.

In order for such situations and experiences not to lead to frustrations, aversions, negative feelings or even disengagement, it is most important to reflect on one's own feelings and reactions, as well as on one's own involvement in intersectional power differentials and experiences of socialization. Therefore, the concept of diversity has proven to be particularly helpful.

Throughout this module, we encourage participants to challenge their familiar ways of thinking. By exploring the key principles of diversity and applying them to our own experiences in our work with displaced students, we furthermore aim to improve our professional practice in dealing with social and cultural differences.

In order to be able to guide this module confidently, we advise the trainers to engage thoroughly in the topic beforehand.



Welcoming / Outline of training	Number of participants: all
Duration: 15 min	Slides: 1 - 3

Provide your participants with an overview and the goals of this training.

Introduce yourself and explain why you are suitable for giving this training.

Explain why diversity is an important and relevant topic for the integration of refugees in higher education.

Point out the crucial advantages of diversity compared to most intercultural approaches (fluid vs. static view of culture).

Diversity in Higher Education	Number of participants: all
Duration: 10 min	Slides: 4 – 5

Make clear the differences and interrelations of “diversity” as a social factum and “Diversity” as a theoretical concept.

Discuss the contradictions and simultaneous dependencies of diversity in the context of higher education: competition vs. antidiscrimination

Stereotypes	Number of participants: all
Duration: 10 min	Slides: 6 - 7

Find answers to questions such as: What are stereotypes? Why do we use stereotypes? Who makes use of stereotypes? What effects can stereotypes have? Etc.

Make sure that participants understand that we all make use of stereotypes (prepare for possible rejections), and that accepting this is a crucial prerequisite for a self-reflective attitude.



Lessons Learned	Number of participants: all
Duration: 10 min	Slides: 8 - 10

Present how all of the above came into effect in your personal professional practice.

When did you experience that stereotypes were influencing your work? What made you rethink your initial approach? What changed after?

Generalization & Activity: 5 Characteristics	Number of participants: all
Duration: 20 min	Slides: 11 - 12

The dangerous part about stereotypes is that they quickly and often become generalizations.

In order to reflect on what that means for individuals as well as for our individual practice, encourage the participants to do the following (and give them enough time to think and make decisions):

Activity: "5 Characteristics"

1. "Write down five Characteristics / Attributes / Categories, that you find are most important for your individuality and/or personality"
2. "Cross out three of them"
3. "Cross out one more"

Moderate an open discussion with all participants (no one should have to say what exactly they have written down):

- How did it feel to cross out important characteristics of your individuality?
- How would you feel if this one attribute would be the only part of you, on which basis you are referred to, heard and recognized by?
- What does this mean for our work?



Activity: Intercultural Communication	Number of participants: all, divided into small groups
Duration: 45 min	Slides: 13 – 14

Experts have developed several activities that are exceptionally helpful in order to reflect on the special situation of refugee students seeking access to higher education in a foreign country.

During the EUCRITE Staff Trainings, we worked with “CultuRallye XXL” tool from Metalog traing tools: <https://www.metalogtools.com/products/all-products/40/culturallye-xxl?c=46>

Moderate an open discussion with all participants about the experienced feelings and dynamics throughout the activity.

Encourage participants to transfer the discussed into their work with refugee students seeking access to higher education.

Wrap up	Number of participants: all
Duration: 10 min	Slides: 15 - 17

Summarize the topics discussed and presented.

Highlight the broad impact diversity can have on different aspects of our professional practice

Selection of helpful readings:

Adams Maurianne / Bell, Lee Anne / Griffin, Pat (2016) Teaching for Diversity and Social Justice. Routledge, New York & London.

Banks, James A. (Hg.) (2004): Diversity and Citizenship Education. Global Perspectives. Jossey-Bass, San-Francisco.

Berger, P. L. and T. Luckmann (1966): The Social Construction of Reality: A Treatise in the Sociology of Knowledge. Anchor Books, Garden City, NY.



Pierre Bourdieu (1984): *Distinction: A Social Critique of the Judgement of Taste*. Harvard University Press, Cambridge.

Pierre Bourdieu (1990): *Homo academicus*. Stanford University Press, Palo Alto.

Carby, Hazel (1982): *White Woman Listen! Black Feminism and the Boundaries of Sisterhood*. In: Center for Contemporary Culture Studies: *The Empire Strikes Back. Race and Racism in 70s Britain*. Routledge, London: 212-235.

Combahee River Collective (1982,1977): *A Black Feminist Statement*. In: Hull, Gloria T. / Scott, Patricia Bell / Smith, Barbara: *But Some of Us Are Brave. Black Women's Studies*. The Feminist Press, Old Westbury, New York: 13-22.

Dovidio, John F. et al. (2010): *Prejudice, Stereotyping and Discrimination. Theoretical and Empirical Overview*. In: Dovidio, John F. et al.: *The SAGE Handbook of Prejudice, Stereotyping and Discrimination*. SAGE Publishing, London, Thousand Oaks, New Dheli & Singapore, S. 29 – 44.

Duckitt, John (2010): *Historical Overview*. In: Dovidio, John F. et al.: *The SAGE Handbook of Prejudice, Stereotyping and Discrimination*. SAGE Publishing, London, Thousand Oaks, New Dheli & Singapore, S. 29 – 44.

Fraser, Nancy; Honneth, Axel (2003). *Redistribution or recognition? A political-philosophical exchange*. Verso, London New York.

Hall, Stuart (1992): *The question of cultural identity*. In: Hall, Stuart / Held, David / McGrew, Anthony: *Modernity and its futures*. Polity Press, Cambridge.

hooks, bell (1984). *Feminist Theory. From Margin to Center*. South End Press, Cambridge.

Michaels, Walter Benn (2006): *Trouble with Diversity: How we learned to Love Identity and Ignore Inequality*. Holt Paperback. New York.

Sources:

Baig, Samira (2009): *Diversity sozialpsychologisch betrachtet*. In: Abdul-Hussain, Surur / Baig, Samira: *Diversity in Supervision, Coaching und Beratung*. Facultas, Wien. 61– 91.

Lippmann, Walter (1922): *Public Opinion*. Allen & Unwin, London.

Rommelspacher, Birgit (2002): *Anerkennung und Ausgrenzung. Deutschland als multikulturelle Gesellschaft*. Campus Verlag, Frankfurt am Main.