TRAINING OF TRAINERS / TRAINERS ROLES OF TEACHERS / TRAINERS

"FIGHTING DISCRIMINATION AND ANTI-GYPSYISM IN EDUCATION AND EMPLOYMENT IN EU" (PAL) – JUST/2014/RDIS/AG/DISC/8115

... while **focusing on**-- The **CENTRAL GOAL**

➢ to decrease the sense of disenfranchisement of Roma within the community;

➢ to increase the sense of belonging- being part of a group and a member of society.

How do we achieve this?...

... by **a) creating open communication** with the scope of ensuring social inclusion and equality; **b) educating both parties** on the rights and inclusion strategies to gain further acceptance for all.

… by providing the right settings-- <u>The **HOPE**</u>
- ➤ a more inclusive environment;
- ➤ to educate to the kind of employment opportunities available.

… by providing the strategies to both parties-- <u>The **AIM**</u>
- ➤ human rights and inclusion, to gain further acceptance <u>for all</u>;
- ➤ to identify, reduce and overcome obstacles, in order to achieve success.

LESSON 1: Identifying the situation, creating lists for each participant.

How each is affected by the Roma situation?

- Identify and clarify each of the challenges that result from the identified list
- Explore the challenges and possible opportunities for each challenge identified.

✓ Recognising the impact of appreciating differences of others and their cultures

Sensitisation leads to acceptance

✓ Summarising the impact of these challenges on each group

LESSON 2: Culture check list (handout)
✓ *How much do we recognise in ourselves, and ourselves in others?*

Creating a dialog of comparing and contrasting each of the topics from the questionnaire **Non-verbal communication / Communication**

✓ *How do we react to differences in these communicative reactions?* **a)** Suspect? **b)** Distrust? **c)** Confusion?

... in order to **develop TRUST?...**

How do we clarify what is seen ?

What do we believe is the message?

What is the actual message?

As a result of the last exercise

✓ Review the statements in the communication signal check list

✓ Set up a chart as the group reviews each statement
- *Do you agree/disagree based on your own standards?*
- *Why do you think you responded in this fashion?*

✓ Using the chart and the previous discussion as a basis
- *Do you believe the reactions reflect those of your country… culture?*
- *Do you believe the reactions reflect the opposite of the way your country/culture… functions?*

✓ Using the previous work-throughs
- Encourage a dialog and discussion focusing on misunderstandings that could occur when using your ways of communication with people who are from a different culture…

The manual offers trainers practical applications – **work-throughs**

What is a work-through?...
Work-throughs offer practical exercises and scenarios that foster discussion and insights as to how to achieve

- Acceptance;
- Recognising and appreciating one's strengths and weaknesses;
- Cultural sensitivity in fostering better communication and trust.

This project is funded by
the Rights, Equality & Citizenship
Programme of the European UNION

In order to achieve this, the process requires creating lists for each participant to examine how they are affected by a situation (see LESSON 1 example)

- ✓ *How their workshop partners are affected within the same situation?*

- ✓ Exploring the challenges and opportunities that result from the exercise.

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The experience hopes to foster
- ✓ A new appreciation of the differences of others and their cultures;
- ✓ Increased sensitisation and acceptance;
- ✓ Extending these realisations to be better educated to deal with existing and new challenges.

This new awareness promotes a more collaborative open and trusting environment to share feelings, observations and potential sources of concern.

The programme reveals the two essential conditions for
INCLUSION

❖**EDUCATION** participation

❖**EMPLOYMENT** opportunities

'The Elephant and the Giraffe' is a modern fable that opens the discussion for the need to recognise and value the differences in others.

*The **moral of the fable** is that in order to make EVERYONE feel a part of a community (the Giraffe), the community has to respect and acknowledge EVERYONE (the Elephant) and that we must accept the fact that*

- *Any process will face obstacles in order to achieve growth and eventually success;*
- *Obstacles can and usually lead to tension.*
- *Tension is sometimes necessary;*
- *Tension needs to be confronted, accepted and resolved in a positive way in order to achieve success.*

1. *What are your feelings about the fable?*
2. *How do you think it applies to our everyday interactions in our community?*
3. *What activities can be put into action to have all parties feel a sense of belonging?*
4. *How do we identify how much we really know?*

The lesson seeks to help the group focus on how much we **really** know?... as opposed to how much we **never really** thought about our behavior.

'THE ELEPHANT AND THE GIRAFFE' CULTURE CHECK LIST

The exercise helps to identify the similarities and differences in cultures.

Warm-up (repeat) & **Culture check list** (handout): Creating a dialog of comparing and contrasting each of the topics from the questionnaire

a) **Non-verbal communication:** Personal space/ Gestures/ Eye contact/ Body language– *How are they similar or different from your own? How does that affect our communication?*

b) **Communication:** Asking personal questions: Humour / Emotion / Interrupting / Anger / Small talk / Surnames / Tone pitch / Displays of affection

As a result of the warm-up exercise

- *How is what we see in ourselves?... the same, or different, from what we think others see? Why does it happen and how should adapt or change? Why is it important and crucial to educate others?*

Culture Check list: *How do we react to differences in these communicative reactions? How do we communicate our impressions in order to develop trust? How do we clarify what is seen, by asking:*
*a) What **do we believe** is the message? b) What **is the actual** the message?*

GETTING TO KNOW YOU... GETTING TO KNOW ME...

In order to establish **better communication and trust** we need to explore our perceptions and values and how they are colored by our backgrounds
How does getting to know each other help in improving our social relationships, our careers, etc?...

ACTIVITIES

ACTIVITY 1: Prepare for your partner a briefing of your country

Include a complete picture of

- ✓ Geography, history, business, [politics, language;
- ✓ Current political situation, legal system, religious influences, ethnic minorities, gender, education…;
- ✓ Communication styles, gestures, levels of formality taboos, etc. >>> Shopping, entertaining, food, housing, approaches to work, formal and informal meetings…

ACTIVITY 2: How many of these areas colour the way we a) see ourselves b) the way others see me

Discuss with the group, using personal experiences

- *How could we reverse these impressions through communication?*
- *How can we educate our community to these obstacles?*
- *How do we formulate a plan…strategy together to make this happen?*

The changing role of education and new emerging skill sets in the 21st century

A. *How can the new and varying technologies help in your communication?*
B. The role of technology in providing new careers and opportunities for all on a level playing field

Create a list of careers in the field

- *What are your strengths?*
- *What are your weaknesses?*
- *What we know... How we can grow?*

Key facts

A. Less about speech more about written communication.
B. Various technologies can help in our communication.