UDEL21

Information session

2015-1-BE02-KA201-12252

How it all began….

Before the application:

- **Evolutions in migration**

- **More and more diverse classrooms**
  - **Newcomers with another mother tongue**
  - **Other cultures, customs, …**
  - **Gender in the picture**
  - **Recogition of learning variability**

- **Inclusion in policies in Europe**

The start of the project

- **The name: UDEL21: Use diversity to Enhance Learning in the 21st. Century**

- **3 years: from September 1st 2015 to August 31st 2018**

The partnership

A consortium of 6 partners

- **University of Perugia and Laboratorio del Cittadino, Italy**
- **AISIS, Czech Republic, service provider for schools**
- **SeGEC, Belgium French Speaking Part, service provider for schools**
- **Katholiek Onderwijs Vlaanderen, Belgium Flanders, service provider for schools = coordinator**
- **Lucija school, Slovenia**
- **Europa Büro Vienna Board of Education, Austria**

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Goals of the project

- **The goals are in the name of the project.**

- **UDEL21 worked on a <mark>mindshift</mark> towards a positive approach: take diversity as the norm, use its strength to make education better**

Goals of the project

Our goals were ambitious, but we believed in the 'oil stain principle'

UDEL21 designs tools for **teaching *in* diversity:**

= use diversity to make learning better and richer

UDEL21 designs tools for **teaching *for* diversity:**

= teach students competences so they can learn how to function as good citizens in society.

Output of the project

- **A common frame of reference on diversity**

- **A set of tools (class activities)**

- **Dissemination**

- **Local professional development**

- **International professional development**

Our common frame of reference

- **A common vision on diversity based on:**
  - **Results of a pre-survey**
  - **Literature**
  - **Policies in Europe and in the partner countries**
  - **A training with Piet Van Avermaet**

- **A 90 page document**
- **A 30 page document**
- **A 2 page document, translated in our local languages**

4 Diversity fields

- **Gender diversity**

- **Language diversity (multilingualism)**

- **Learning diversity (variability)**

- **Cultural diversity**

Short intro's on the 4 fields

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MULTILINGUALISM

Jozefien Loman, dienst curriculum leergebied Nederlands, Katholiek Onderwijs Vlaanderen

'Individuals are multilingual when they have the competence to understand and produce more than one language (this can be on different levels, so not all languages have to be equally acquired), or when they use different languages on a regular base ' (Van den Branden, 2010)

Our world, with its growing international contacts and expanding possibilities to communicate with new media, makes it more and more important to understand and use more languages. For many students, the presence of more than one language in their lives becomes evident.

Multilingualism is present in all schools: some schools have a large number of multilingual students, while also schools with a majority of students with only one language cannot avoid multilingualism. The sources that students use for inspiration and information contain more and more languages. Students watch You-tube movies in English, they listen to music groups from Iceland and the US, they write text messages with strange abbreviations and expressions, they work in exchange projects with Polish students or they support charity-projects in Africa…   A school that wants to work in a meaningful way with students uses a multilingual context to create a powerful learning environment.

All students should be able to function in a multilingual environment. Some students come with a strong multilingual base from home, others get acquainted with different languages at school. All background knowledge from students, including the home-language, can be used to expand their multilingualism.

Schools who want to work on multilingualism should have a school-specific language policy: language is the glue in our heterogenous society, language competence is a key factor for success in education and language may not reinforce the disadvantage of certain groups of students. Language should contribute to the development of the personality of each student [1]. A school with such a policy on language reflects about how to deal with the present diversity and how to stimulate multilingualism in each student. The school should also pay attention on how school language can respond to the development of other languages. A positive approach towards the home language can have a positive effect on the motivation to learn the school language and students can use knowledge in one language to learn another language.

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The tools on the website

- In 6 languages: English, French, Italian, Slovenian, German, Czech, Dutch

- Search engine for 4 fields

- Same format:
  - Diversity field
  - Groups size
  - Time
  - Material, content, procedure
  - Success factors and pitfalls

The tools on the website

- Same format:
  - Diversity field
  - Groups size
  - Time
  - Content
  - Material
  - Procedure
  - Success factors
  - Pitfalls
  - Space for modifications

Enter a search term (minimum 3 characters)

Search

Field of diversity

Group size

☑ Multicultularity ☐ Learning Variability ☐ Gender ☑ Language

☐ Individual ☐ Pair ☐ Small group ☐ Class ☐ School

Title	The name of the article	Field of diversity	Group size	Time
TOOL 015	**La mascotte de la classe**			

Compréhension des façons de vivre, des habitudes et des coutumes des autres élèves

| TOOL 017 | **Se présenter avec une carte mentale dans un contexte multiculturel** | | | |

Les élèves se présentent à l'aide d'une carte mentale.

| TOOL 026 | **Exclusion – Assimilation – Intégration (Österr. Integrationsfonds)** | | | |

- Outiller les élèves avec la terminologie correcte
- Les élèves réalisent que nous devons travailler ensemble pour aider les personnes qui arrivent en Autriche/Belgique/Europe

| TOOL 027 | **Semblables mais différents** | | | |

Une activité pour réfléchir à sa propre culture et aux autres – les similitudes et les différences

| TOOL 041 | **Le cercle philosophique** | | | |

Un cercle philosophique échange autour d'un thème actuel spécifique très présent dans le contexte de l'école/des écoles. Source: Thomaswebsite KULeuven: www.dialoogschool.be (Dutch) ; Leen Dillen (pedagogical advisor IDE Katholiek Onderwijs Vlaanderen)

UDEL 21 Use Diversity to Enhance Learning in the 21 century

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Field of diversity	MULTICULTURALITY	Group size
Content	Interroger les stéréotypes de chacun et y réfléchir en se basant sur des faits plutôt que sur des avis infondés.	Time
Goals (Skills/Competences)	Capacité d'exprimer son propre choix, écouter les choix des autres et distinguer les stéréotypes des émotions, des avis ou des faits.	
Material	Environ 20 à 30 photos de visages de personnes inconnues (exprimant différentes émotions ou aucune)	
Procedure	- Les élèves se tiennent en cercle (dans la classe, dans la cour de récréation…). - Les images sont disposées sur le sol, faces visibles, au centre du cercle. - Chaque participant circule et choisit deux images (en les laissant sur le sol) : l'image d'une personne avec laquelle il a envie de parler et celle de quelqu'un avec qui il n'aurait pas envie de parler. - Chaque participant réfléchit aux raisons pour lesquelles il se sent attiré ou non par une photo. - Chacun à son tour, chaque participant explique son choix. Chaque participant est libre d'ajouter son avis lorsqu'il a choisi la même photo que celui qui s'exprime. - L'échange d'idées se fait dans une totale liberté : chacun peut dire ce qu'il souhaite avec gentillesse et considération.	
Modifications comments		

Success factors	Cela peut être intéressant d'avoir un médiateur pour gérer la discussion et éviter tout excès relatif à l'extrémisme (racisme, religion…). Rappeler les 4 principales émotions peut être un bon départ (tristesse, joie, colère et peur).	**Pitfalls**	Eviter toute photo de quelqu'un de connu par les participants.

Print

PDF

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- Possibility for reviews and feedback
- Space for new tools

How we worked

- **We did pilots, teachers tried the tools and provided feedback in a questionnaire**

- **If necessary, we adapted tools with this feedback**

- **We translated the tools (NL, FR, GE, SI, CZ, IT)**

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International work

- **2 conferences:**
  - **Prague**
  - **Perugia**
- **3 courses:**
  - **Prague**
  - **Portoroz**
  - **Castiglione del Lago (train the trainer)**

OUR WEBSITE

Almost ready!

www.udel21.eu

The future…..

- **Our website with all products, free to use (OER)**

- **We work out a system to put new tools to share**

- **We hope to do more courses on diversity, inclusion, …**

- **We hope for another project to keep the work going**