

# Diverse Europe at Work



## Training Course Notes

*for the*

## The European Certificate in Diversity Training

### Contents

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Introduction to the European Certificate in Diversity Training

The DEW train-the-trainer programme

- Course Aims
- Course Outcomes

DEW project information

DEW Training Course Outline

Course Commentary

References & Web Resources

# Introduction to the European Certificate in Diversity Training

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## Trainer training courses provided by the *Diverse Europe at Work* project

The European Certificate in Diversity Training is awarded on successful completion of an approved training course. This train-the-trainer programme is provided by the Diverse Europe at Work (DEW) project, financed with the support of the Lifelong Learning Programme of the European Union (Grant Agreement No: 2008-3605/001-001).

The core materials used on the trainer training courses have been developed by the DEW project, and consist of DVD scenarios and prepared sets of training materials and discussion activities, available on line or in print. These are examined in detail on the course.

The course structure reflects the principles expounded in *Uniting Europe through Cultures* (UNEC), which are discussed and applied during the course. The methodology embraces a wide range of techniques, including presentation, simulation, case studies, groupwork, peer group analysis, discussion, and outline preparation of training plans based on the course materials.

The certificates are awarded on behalf of the DEW project by the International Certificate Conference (ICC), one of the project partners. The ICC is a Council of Europe International Non-Governmental Organisation.

## The DEW train-the-trainer programme

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### Course Aims

The training aims of the course leading to the *European Certificate in Diversity Training* are:

- develop a thorough understanding of diversity issues in Europe
- develop the skills and competencies to promote diversity training
- identify and evaluate key diversity and inclusion issues
- develop a thorough understanding of the various DEW project training materials
- develop competences in assessing development needs of delegates in participant countries
- develop critical awareness of and sensitivity to cultural issues affecting performance
- provide training in principles and practice of diversity management

### Course Outcomes

The award of the *European Certificate in Diversity Training* shows that participants have achieved the course aims and have demonstrated that they can

- apply models of diversity training to their local, regional or national circumstances
- identify and overcome resistance to dealing positively with diversity and inclusion issues
- evaluate the training methodology, instruments and materials developed by the DEW project
- develop their ability to apply training materials face-to-face, or through facilitated work groups or self-access, or other appropriate modes
- develop their ability to train other staff to administer and prepare candidates for the certificate

## DEW project information

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The Diverse Europe at Work Project promotes intercultural communication, inclusion and positive resolution of diversity issues as a key competence of lifelong learning for all in the European workplace, as described on the project website [www.dew-net.eu](http://www.dew-net.eu).

The project partners reflect state and private education, major institutions and specialist consultants. Led by the Project Coordinator Västra Nylands folkhögskola, of Finland, the other partners are (in country order) the European Centre for Education and Training (Bulgaria), REGIUS Enterprises (Finland), International Certificate Conference (based in Germany), Public Service Language Centre (Latvia), Elmali Governorship (Turkey), and Language Training London (UK).

Participants on the DEW train-the-trainer course receive a full briefing on the DEW project, as well as a course pack of information and materials, including the following

- DEW DVD
  - 16 scenarios showing key incidents concerning diversity and inclusion
  - the scenarios are spoken in English, and have optional subtitles in seven languages: Bulgarian, English, Finnish, Latvian, Swedish, Russian, and Turkish.
- DEW Express Units
  - short notes on each scenario as prompts to training
- DEW Scripts
  - transcripts of all the DVD scenarios, available in seven languages
- DEW Manual
  - detailed notes on each scenario including training suggestions, examples of best practice, and notes for follow up discussions and action
- DEW training course notes

# DEW Training Course Outline

<p><b>Pre-Course Travel Day</b></p>	<p>Arrival at course venue Welcome by staff</p>
<p><b>Day 1</b></p> <p><b>Registration</b></p> <p><b>Welcome and Introduction</b></p> <p>Course opening and introductions</p> <ul style="list-style-type: none"> <li>- to each other</li> <li>- to the European Certificate in Diversity Training</li> <li>- to the DEW project materials</li> </ul> <p><b>ACTIVITY 1</b></p> <p><b>Exchange of experience</b></p> <p>Experiences of mobility issues in participants' countries What do we mean by diversity? Models of diversity training</p> <p><b>ACTIVITY 2</b></p> <p><b>Materials Review</b></p> <p>Analysis and review of DEW DVD scenarios - RACE and DISABILITY. Discussion and evaluation Learning management techniques</p> <ul style="list-style-type: none"> <li>- the learning cycle and learning logs</li> </ul>	<p style="text-align: right;"><b>Day 1</b></p> <p><b>ACTIVITY 3</b></p> <p><b>Certification</b></p> <p>Presentation of the <i>European Certificate in Diversity Training</i></p> <ul style="list-style-type: none"> <li>- aims &amp; outcomes</li> <li>- the theory of adaptation</li> <li>- appraisal</li> </ul> <p>Criteria for intercultural and diversity training from Uniting Europe through Cultures (UNEC)</p> <p><b>ACTIVITY 4</b></p> <p><b>Materials Review</b></p> <p>DEW DVD scenarios – TALKING TO FOREIGNERS and UNDERSTANDING FOREIGNERS Discussion and evaluation The learning cycle and learning logs</p> <p><b>Summary</b></p> <p>Review of key learning points Experiences and implications for training are noted.</p> <p><b>EVENING ACTIVITY</b></p> <p>Viewing of all DVD scenarios</p>
<p><b>Day 2</b></p> <p><b>ACTIVITY 5</b></p> <p><b>Theory and Application</b></p> <p>DEW DVD scenario BODY LANGUAGE The Five C's of cultural awareness from the UNEC process - Uniting Europe through Cultures Demonstration of the UNEC process through the presentation of the DEW Express print unit on BODY LANGUAGE.</p> <p><b>ACTIVITY 6</b></p> <p><b>Diversity management</b></p> <p>DEW DVD scenario AGEISM Analysis of co-operation and compliance models of diversity European law vs. national implementation</p> <p><b>ACTIVITY 7</b></p> <p><b>DEW Manual and DVD materials</b></p> <p>DEW DVD scenarios GENDER and DRESS Application Presentation of the DEW Manual through the unit on DRESS.</p>	<p style="text-align: right;"><b>Day 2</b></p> <p><b>ACTIVITY 8</b></p> <p><b>Units and Lesson Plans</b></p> <p>DEW Manual unit AGEISM Presentation of sample lesson plans prepared on previous DEW courses Discussion of how to plan lessons with DEW materials Preparation for groupwork on lesson planning</p> <p><b>Summary</b></p> <p>Review of key learning points Experiences and implications for training are noted.</p> <p><b>EVENING ACTIVITY</b></p> <p><b>Course Dinner</b></p>

<p><b>Day 3</b></p> <p><b>ACTIVITY 9</b></p> <p><b>Approaches to Training</b></p> <p>Review of DEW units AUTHORITY and CULTURAL SENSITIVITY Facilitating and monitoring self-access Facilitating face-to-face training Motivating and monitoring self-access groups at work</p> <p><b>ACTIVITY 10</b></p> <p><b>Group Preparation of Teaching Plans</b></p> <p>Review of DVD scenario FOOD Planning teaching to facilitate learning Group preparation</p>	<p style="text-align: right;"><b>Day 3</b></p> <p><b>Summary</b></p> <p>Review of key learning points Experiences and implications for training are noted.</p> <p><b>AFTERNOON ACTIVITY</b></p> <p><b>Cultural Event</b></p> <p><b>EVENING ACTIVITY</b></p> <p>Free time and option to continue with group preparation.</p>
<p><b>Day 4</b></p> <p><b>ACTIVITY 11</b></p> <p><b>Culture shock</b></p> <p>DEW units WORK RELATIONSHIPS and FITTING IN Culture shock Discussion Evaluation</p> <p><b>ACTIVITY 12</b></p> <p><b>Group presentations of lesson plans (I)</b></p> <p>Feedback Conclusions</p>	<p style="text-align: right;"><b>Day 4</b></p> <p><b>ACTIVITY 14</b></p> <p><b>Reflection</b></p> <p>DEW unit SEXUAL ORIENTATION Key lessons from the training Key issues for trainers</p> <p><b>Summary</b></p> <p>Review of key learning points Experiences and implications for training are noted.</p> <p><b>EVENING ACTIVITY</b></p> <p>An activity suitable for the last evening, to be decided during the course.</p>
<p><b>Day 5</b></p> <p><b>ACTIVITY 15</b></p> <p><b>Considering the law</b></p> <p>DEW unit RELIGION Discussion of EU law and national laws Evaluation</p> <p><b>ACTIVITY 16</b></p> <p><b>Coaching</b></p> <p>Review of DEW unit PUNCTUALITY Introducing the GROW model Pair coaching using the GROW model</p>	<p style="text-align: right;"><b>Day 5</b></p> <p><b>ACTIVITY 17</b></p> <p><b>Course Conclusion</b></p> <p>Review of course by participants and trainers Consolidation of notes made in summaries</p> <p><b>Appraisal</b></p> <p><b>Recommendations</b></p> <p><b>Presentation of Certificates</b></p> <p><b>Lunch</b></p> <p>Departure of participants</p> <p><b>Staff meeting</b></p>

# Course Commentary

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## PRE-COURSE ACTIVITIES

The following are carried out before participants join the DEW train-the-trainer course leading to the European Certificate in Diversity Training:

- Requisite information disseminated to the delegates, including
  - accommodation and joining instructions
  - course venue information
  - DEW Course NING social networking site details
- Course Pre Seminar Questionnaires filled in and posted on NING
- Course outline posted on DEW Moodle

The course is divided into 16 activities, aimed at covering all the points in the published programme and aims and outcomes. An important part of the trainer training programme is that all the lesson plans are incorporated in the training manual and the reflection activity at the end of each session also explores the issues in ongoing training.

The selection and order of units to be shown and discussed for detailed review may alter according to the delegate requirements identified from the pre-course questionnaires and discussion during activity 1. Units may be grouped according to complementarity of theme.

## COURSE ACTIVITIES

### Day 1

#### Registration, Welcome and Introduction

After registration, the course co-ordinator welcomes and introduces the trainers and participants. Trainers introduce the course programme, the package of materials and the concept behind them, and the European Certificate in Diversity Training

#### ACTIVITY 1

##### Exchange of experience

We invite participants in small groups to talk about their experience of diversity and their current projects. We use the PAPO system (PROGRAMME, AIMS, PROCESS, OUTCOMES) to describe projects succinctly. Then in groups they discuss the meaning of diversity and how they approach its management and training.

##### Outcomes

Exchange of information and experiences

Group bonding

#### ACTIVITY 2

##### Materials Review

We begin the review of the DVD scenarios on DISABILITY and RACE followed by discussion and evaluation. We introduce learning management techniques through the concept of the learning cycle (activity, debrief, conclusion, implementation) and the learning log (key learning, benefits, actions).

##### Outcomes

Familiarisation with structure and content of scenarios

Knowledge of learning management techniques

#### ACTIVITY 3

##### Certification

We present the European Certificate in Diversity Training issued by DEW project partner ICC, explain the competences it will certify, and the mode of appraisal. We also introduce the '5 Cs' - UNEC criteria for intercultural and diversity training from Uniting Europe through Cultures (UNEC). The 5 Cs are Cultural Analysis, Cultural Comparison, Cultural Empathy, Cultural Skills, and Cultural Reflection.

##### Outcomes

Understanding of certification

Understanding of UNEC criteria

#### ACTIVITY 4

##### Materials Review

We review the DVD scenarios on TALKING TO FOREIGNERS and UNDERSTANDING FOREIGNERS, followed by discussion and evaluation. These are related to the learning management techniques introduced earlier. Members of each group complete their learning logs individually and exchange action points in groups. They discuss how the approaches they have learned can be used to train groups in their own countries/organisations.

##### Outcomes

Familiarisation with structure and content of scenarios

Knowledge of the learning cycle and learning logs

A developed critical approach to materials

## SUMMARY

Each day ends with a review of key learning points and exchange of experiences and implications for training are noted, and these will change from day to day and from course to course.

### Evening Activity

Playback of all the DVD scenarios with brief discussion (total time 1 hour)

## Day 2

### ACTIVITY 5

#### Theory and Application

After a warm-up activity, participants review DEW BODY LANGUAGE and learn how to apply the “5 C’s approach” as identified in the UNEC criteria. The course tutor then demonstrates how to incorporate these principles in the 1 hour EXPRESS unit.

#### Outcomes

Familiarisation with and evaluation of materials

Understanding how the 5 C’s are implemented

Understanding how to use the EXPRESS units

### ACTIVITY 6

#### Diversity Management

After a review of DEW AGEISM, this session presents two models of diversity management and training. The first is the co-operation model, involving the qualities of an international manager (acceptance of otherness, curiosity, tolerance of ambiguity, flexibility and adaptation of language). The second is the compliance model (the 7 isms of diversity). We also explore the legal aspects of diversity management (EU law and national implementation, pro-activity and passive discrimination).

#### Outcomes

Familiarisation with and evaluation of DEW materials

Familiarisation with the compliance and co-operation approaches to diversity training and how to use them.

### ACTIVITY 7

#### DEW Manual and DVD materials

This session uses two further units, GENDER and DRESS, for evaluation and discussion. We also introduce the concept of GLOBISH for adapting your language to other speakers and demonstrate the extra exercises introduced in the full print DEW Manual. We take the opportunity to show how role-play can work in diversity management and introduce the consultant’s circle as a way of identifying and resolving problems.

Familiarisation with and evaluation of materials

Familiarisation with the full DEW Manual unit

Understanding of GLOBISH

Understanding of role-play techniques, including the Consultant’s Circle

### ACTIVITY 8

#### Units and Lesson Plans

This session analyses the DEW manual unit AGEISM in conjunction with the DVD, as a preamble to showing some of the lesson plans developed on this unit on a previous course. We then divide the participants into groups for preparing lesson plans to demonstrate on course Day 4. Participants complete learning logs and discuss different ways of debriefing (individual, pair, group and plenary). They also discuss how to incorporate this material in to training others to teach this material.

#### Outcomes

Familiarisation with complete units of DEW Manual, Express and DVD

Awareness of different learning and teaching styles

Experience of working with the full DEW teaching and learning materials package

## SUMMARY

Review of key learning points and exchange of experiences and implications for training .

### Evening Activity

Course dinner for all staff and participants.

## Day 3

### ACTIVITY 9

#### Approaches to Training

This session reviews DEW units AUTHORITY and CULTURAL SENSITIVITY, and explores the different approaches that organisations use in diversity training, including face-to-face training, work-based self-access group training, and self-access training. The session explores the role of the trainer in each of these training modes.

#### Outcomes

Familiarisation with and evaluation of materials

Understanding how to facilitate and moderate different training approaches.

## **ACTIVITY 10**

### **Group Preparation of Teaching Plans**

Teaching and learning styles are considered. Teaching as a way of encouraging learning and reflection is demonstrated. The DEW DVD FOOD is shown as a stimulus for ideas.

Participants split into groups to begin planning lessons, aided and monitored by tutors. Participants complete learning logs and adopt a system of debriefing. They also discuss how to incorporate this material in to training others to teach this material.

Delegates are not expected to teach classes. They will be expected to work together to devise and present lesson plans to demonstrate their ability to absorb the lessons of the course and show how these might be incorporated in their own training using the DEW materials and the UNEC criteria.

#### **Outcomes**

Awareness of teaching and learning styles across cultures

Understanding of the varied roles for trainers

## **SUMMARY**

Review of key learning points and exchange of experiences and implications for training .

### **Afternoon Activity**

There will be a cultural event, depending on the location of the course, involving something appropriate such as sightseeing, a spectacle, or a presentation.

### **Evening Activity**

The evening offers free time for the participants to view the area, network, and option to continue with group preparation.

## **Day 4**

### **ACTIVITY 11**

#### **Culture shock**

This session reviews DEW WORK RELATIONSHIPS and FITTING IN. It introduces the concept of culture shock and its role in diversity management. Participants complete learning logs and adopt a system of debriefing. They also discuss how to utilise these materials when training others to teach with them.

#### **Outcomes**

Familiarisation with and evaluation of materials

Understanding culture shock definition, symptoms, process and coping tactics

Insights into culture shock concerning diversity issues

### **ACTIVITIES 12 and 13**

#### **Group presentations of lesson plans (I) and (II)**

Groups present their lesson plans, building on their own experiences and those of previous course participants.

Feedback incorporates both theoretical and practical elements of the DEW course.

#### **Outcomes**

Personal involvement in constructive criticism, as giver and receiver

Insights into teaching and learning issues concerning diversity

### **ACTIVITY 14**

#### **Reflection**

Reflection on the key issues of the course take place throughout the course, but this session brings a focus to the training aspects.

Participants review DEW SEXUAL ORIENTATION. They also review key points from the lesson plans and draw key lessons for trainers. They also discuss how to incorporate this material in to training others to teach this material. They appreciate the implications for training others with the DEW materials, and have experienced implementation of training with DEW materials.

#### **Outcomes**

Familiarisation with and evaluation of materials

Initiative and creativity in evolving new activities

## **SUMMARY**

Review of key learning points and exchange of experiences and implications for training .

## **Day 5**

### **ACTIVITY 15**

#### **Considering the law**

Participants review DEW RELIGION, and consider cultural approaches to the issues raised. Relevant EU law and versions in the UK and other countries are considered.

#### **Outcomes**

Familiarisation with and evaluation of materials

## ACTIVITY 16

### Coaching

Following a review of DEW PUNCTUALITY, participants learn the GROW model (Goals, Reality, Options, Way forward) for coaching and then do a coaching pair activity based on the system. They also learn how to turn conclusions into action planning.

Outcomes

Understanding and implementing the GROW model for coaching

Developing an action plan

## ACTIVITY 17

### Course Conclusion

Delegates complete the learning log for the final session and create a follow-up action plan.

Participants and trainers give their feedback on all aspects of the course. A first draft of recommendations is made.

### Appraisal

Delegates will be appraised by course tutors on three criteria.

- understanding of and familiarity with the course materials
- familiarity with and ability to apply the UNEC criteria
- understanding of the principles of diversity training and course management

as manifested through

- discussion of the learning logs
- evaluation of ability to incorporate principles and practices observed and learned in lesson planning
- lesson plans drawn up by participants.

### Recommendations

All participants and staff pool their expertise to make recommendations for future courses run by the project, project partners, participants on the DEW courses, and other training bodies in each country.

### Presentation of Certificates

All participants receive a Certificate of Attendance for taking part in the course.

Subject to satisfactory appraisal from the tutors, participants receive *The European Certificate in Diversity Training*.

Thanks and farewells are expressed.

## LUNCH

### Departure of participants

#### Staff meeting

A course de-briefing will look at all the issues and recommendations which have arisen on this course and others, and use the information to make appropriate changes for future courses. A full report on the course will be prepared for the DEW project.

## References & Web Resources

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*British Council: Equal Opportunities & Diversity Handbook for Teachers of English* includes learning materials at <http://www.teachingenglish.org.uk/transform/books/equalopportunities-diversity-handbook>

Coaching techniques at *Appreciative Inquiry* <http://appreciativeinquiry.case.edu/> offers links and articles in a number of languages.

[http://www.icvet.tafensw.edu.au/ezine/year\\_2007/may\\_jun/appreciative\\_inquiry.htm](http://www.icvet.tafensw.edu.au/ezine/year_2007/may_jun/appreciative_inquiry.htm) has more practical aspects.

Ubuntu (I am because you are because we are): Nelson Mandela explains the philosophy if you follow the links at [http://en.wikipedia.org/wiki/Ubuntu\\_%28philosophy%29](http://en.wikipedia.org/wiki/Ubuntu_%28philosophy%29).

Please note that there is an IT operating system sharing the same name!

Non-violent communication: see <http://www.cnvc.org/> for Rosenberg's NVC and books, online learning etc.

Conflict mediation from Johan Galtung is at <http://www.transcend.org/>

Coaching: <http://www.what-is-coaching.com/> offers a number of useful approaches.

Intercultural research: <http://www.idrinstitute.org/> summarises articles in the field of IC

Delta Intercultural Academy at [www.dialogin.com](http://www.dialogin.com) has an online forum and organisation for people working in the IC field, with useful information on events, jobs, articles and people

Third culture kids at <http://www.tckworld.com/> has information on the work of Pollock and van Reken

Sapir-Whorf hypothesis: see [http://en.wikipedia.org/wiki/Linguistic\\_relativity](http://en.wikipedia.org/wiki/Linguistic_relativity) for a good start to learn more about ethno-linguistics

Lyotard's patchwork of minorities discusses this in context with multiculturalism at

<http://www.cafebabel.co.uk/article/16171/the-opium-of-the-intellectuals.html>

Research on global diversity issues: use Oxfam's resource database and click Select topic at [http://publications.oxfam.org.uk/oxfam/policy\\_practice.asp](http://publications.oxfam.org.uk/oxfam/policy_practice.asp)

International communication: [www.globish.com](http://www.globish.com) is not only for English, also available in other languages.

Training games and activities at [www.thiagi.com](http://www.thiagi.com) includes warm-ups, role plays and much more.

Diversity Icebreaker: Go to the link to download Björn Ekelund's handbook and other material: [http://www.human-factors.no/diversity\\_icebreaker/about\\_diversity\\_icebreaker.aspx](http://www.human-factors.no/diversity_icebreaker/about_diversity_icebreaker.aspx)

Oxfam: offers a number of teaching resources (human rights, conflict etc) also for school work. See overview at [http://www.oxfam.org.uk/education/resources/category\\_topic.htm](http://www.oxfam.org.uk/education/resources/category_topic.htm)

Future search: <http://www.futuresearch.net/method/methodology/index.cfm>

Life-story interview: <http://webapp.usm.maine.edu/LifeStories/Public/Interview/View.do>

Videos: [www.youtube.com](http://www.youtube.com) Type in e.g. "intercultural communication" and you find a number of videos on effective communication skills, workplace communication and such, or type in "cultural diversity" to get more workplace and school videos.

Presentation skills (e.g. "Present like Steve Jobs", "How NOT to use PowerPoint")

For those who mix diversity or intercultural training with English language training, the BBC World Service at <http://www.bbc.co.uk/worldservice/learningenglish/> offers a huge number of resources including video and podcasts and also lesson plans for teachers.

*Thanks to Kirsten Waechter at [kirsten.waechter@arcor.de](mailto:kirsten.waechter@arcor.de) (DEW course participant) for help in compiling this list with Barry Tomalin.*

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