



Erasmus+

Vielfalt statt Einfalt - Gelungene Antidiskriminierung und Inklusion in Schulen

introducing our project – by Dr Tommaso Detti

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Background: political and social

FRA: according to the latest survey (2016): discrimination is a massive phenomenon in everyday's life (commonly due to: religion, sexuality, economy)

ILGA : according to the latest index (2016): discrimination widespread on sexual ground. 49 EU countries: at the top (1: Netherlands; 2: Belgium, 3: Denmark), in the middle (14: Greece; 15: Germany) and at the bottom (34: Romania; 35: Italy...48: Russia; 49: Azerbaijan).

ADS : in its latest and largest survey (2015): one out of three adult Germans experienced at least once in his life discrimination. Common reasons: social-economic, religious, sexual/gender.

Conclusion: discrimination exists and (with a different grade of intensity) affects our life. It is part of our daily life, it affects decisions, rules, behaviors.



Background: pedagogical and didactical

Radtke (2002): experiencing discrimination negatively affects self-confidence, reduces self-worth and hinders a healthy development of your identity. “experience of discrimination” is often related to “social emargination” and may lead to “violence”.

Radtke (2011): success at school is often based on social integration and social acceptance.

EU agenda 2020: school/educational dropout, youth unemployment, inequality/missing chances at school

Conclusion: discrimination actively affects the development of children and influences their success at school. A student who feels accepted and is well integrated is more likely to be a “good” students – and later a “good” citizen.

“Wenn du die Geschichte eines großen Verbrechers liest, so danke immer, ehe du ihn verdammt, dem gütigen Himmel, der dich mit deinem ehrlichen Gesicht nicht an den Anfang einer solchen Reihe von Umständen gestellt hat.” (G.C. Lichtenberg)



Our priority is *social integration* – key action to a better development

Biological development: diversity guarantees stability and resistance within an ecological system (biodiversity).

Human development: accepting and integrating diversity makes a social system stronger and more successful.

Social development: diversity (because of a “different” religion, skin colour, language, cultural/economical background or sexuality) must not only be accepted but considered as a way to open up my horizon, to increase my chances, to boost my options.

Pedagogical development: a school should work as a micro-cosmos where children learn respect and acceptance. Students should develop relevant competences how to interact with differences in a globalized and interconnected world.

Our conclusion: diversity is a chance



Our goals

- A definition of discrimination with concrete examples
- Following questions are to be answered:
 - Who is discriminated and why is someone discriminated?
 - Where does discrimination lead to?
 - Where does discrimination come from?
 - What can be done against discrimination?
- Students get aware/conscious of discrimination
- European values (tolerance, freedom, equality, respect and pluralism) become concrete and tangible
- Change of perspective and sensibility. More openness
- Key competences (cognitive, social, emotional, cultural, and linguistic)
- Inclusion as a key concept of /for a comprehensive and integrating society



Our final results

Awareness: Students are conscious of this phenomenon and develop a specific sensitivity for it

European integration: They learn about other European countries. They reduce stereotypes. They get connected.

Exchange: An exchange of experiences, ideas and solutions between students from different countries

Fit for the Future: Students develop key competences, establish international contacts and open their horizon. At the end of project they get a YouthPass.



Our final products

Office for diversity (school partner for questions, help, assistance)

Europe-day (9th of May)

Existing diversity is celebrated (dance, music, food, flags, traditions)

Ad hoc activities: International AIDS/HIV-day, International Women's day

The topic "discrimination" becomes compulsory and enters the school curriculum (each mobility leads to a specific teaching unit concerning discrimination)



Follow Up

An accessory/item symbolizing our project (by our Italian partner)

A website to our project (by our Greek partner)

A no discrimination-guide for future students (by our Romanian partner)

Teaching units on discrimination. Video documentation (by German partner)



Our young participants

11 students (aged 15-17 and all in the 11th/12th grade) chosen (after an official application) according to following criteria:

- Special skills (foreign languages, IT knowledge, writing/oral competence)
- Personal motivation (discrimination, voluntarism, multilingualism)
- Personal position on topic and EU (political/social affinity, background)
- Social component (voluntarism, supporting activities within school)
- Available/willing to host



Mulțumesc pentru atenția dumneavoastră

Ευχαριστώ για την προσοχή σας

Grazie mille per la cortese attenzione

Herzlichen Dank für die (tapfere) Aufmerksamkeit