

# BUILDING EQUALITY OVER DIVERSITY

Erasmus+  
2018-2020



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Erasmus+ Programme  
of the European Union

# Project partners



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SIPROIMI

Sistema di protezione  
per titolari di protezione internazionale e  
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MINISTERO  
DELL'INTERNO

# Partner schools

Istituto Tecnico "E.Majorana" Torino, **Italy**

Colegiul National "Nicu Gane" Falticeni, **Romania**

IES "Los Viveros" Sevilla, **Spain**

IES "El Tablero" Cordoba, **Spain**

Selcuklu Mesleki ve Teknik Anadolu Lisesi, **Turkey**



# The project



## BUILDING EQUALITY OVER DIVERSITY

The project “**Building equality over diversity**” aims at promoting schools internationalization in terms of openness to others and to other cultures, as well as propensity to the collective and individual mobility of teachers and students.

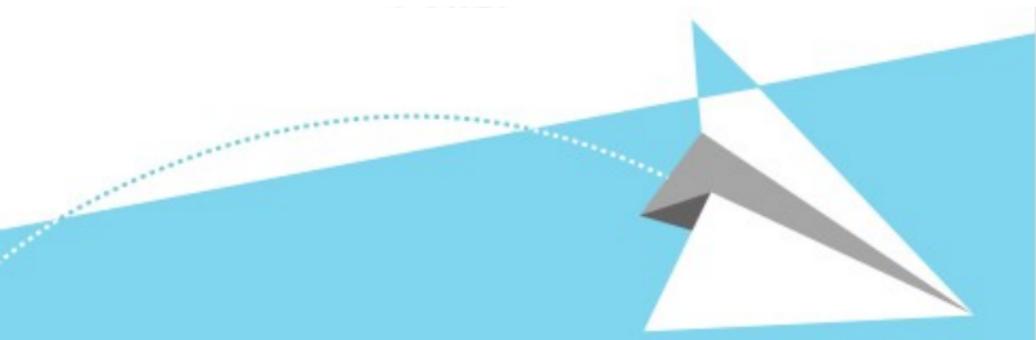
Partner schools belong to four European countries (Italy, Romania, Spain – Cordoba and Sevilla – and Turkey), students are between 16 and 18 years old. Public institutions, local companies and universities supported the project.

At the beginning of the project students were barely able to communicate with different life styles, had few cultural interests and on the average had a low self-esteem. The

biennial project let them grow as European citizens: working on themes strictly related to integration and inclusion, they reflected on their preconceptions and could build an effective intercultural communication with the other students.

Teachers experienced innovative, flexible and inclusive education. The activities organized were experiential and laboratory-based, using role-plays, simulations, interviews and debates.

The outcomes of those activities have been collected into a comprehensive framework and given back during a convention and other local events, and are available in a digital media on a specific web site.



# The web site

<http://www.beod.net>



SUMMARY BENEFICIARIES PARTNERS MOBILITIES FEEDBACK PRESS

## Building Equality Over Diversity

*When you leave for Ithaca, may your journey be long and full of adventures and knowledge.*

*If in the end you think that Ithaca is poor, don't think that she has cheated you. Because you have grown wise and lived an intense life, and that's the meaning of Ithaca.*

*by Konstantinos P. Kavafis*

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GET MORE INFO



Based on the *open-source* Wordpress CMS (Content Management System), it collects all the information in English: data about mobilities, learning designs, feedbacks and dissemination events.

Every single educational material has been published as **open-content** (any work that others can copy or modify freely by attributing to the original creator) and can be used to create other "learning objects".

# Mobilities



## 2018-19

- M1. Kick off meeting – Italy (Grugliasco)
- M2. Web site development – Spain (Sevilla)
- M3. Tolerance and fraternity – Turkey (Selçuklu)
- M4. Solidarity is an individual responsibility – Spain (Cordoba)
- M5. We all are emigrants – Romania

## 2019-20

- M6. Gender gap – Romania
- M7. Multimedia recording of the mobilities – Spain (Sevilla)
- M8. Education without boundaries – Spain (Cordoba)
- M9. Sport promotes inclusion – Turkey
- M10. Dissemination – Italy

**Tolerance and brotherhood:** the Turkish students presented the philosophy of Mevlana, the places in which he lived and discussions on the subject of tolerance were proposed. Students overcame some stereotypes about countries like the Arab world.

**Solidarity as an individual responsibility:** students participated in laboratories linked to responsible consumption and solidarity-based economy. At the end of the experience they had learned some mechanisms of the world economy and gained greater awareness of the individual consumer's responsibility.

**Emigration:** from the history of emigration of each country students overcame the stereotypes of modern society, becoming aware of the situation of migrants and of the opportunities that migratory flows bring.

**Gender inequality:** students analysed the statistics and compared the situation of women in their own countries.



At the end they had a greater awareness of gender gaps and a greater propensity of girls to study STEM disciplines.

**Education without borders:** comparing the differences among the educational systems involved in the project we discussed the possibility of creating a European learning area, as the key to create a knowledge-based society. The topic of mobility within the “European Higher Education Area” was also addressed. This information and reflections stimulated the propensity towards mobility and the interest in seeking study opportunities abroad.

**Sport as a vehicle for integration:** through the description of each country’s national sport we introduced the concept of health (also for people with disabilities). Reflecting on the fact that sport addresses everyone without distinction, speaks a universal language and promotes the spread of fundamental values, such as integration, merit, commitment and equality, students reflected on their lifestyle and on mutual aid.



*In compassion and grace, be  
like the sun,  
In concealing other's faults, be  
like the night,  
In generosity and helping  
others, be like a river,  
In anger and fury, be like dead,  
In modesty and humility, be like  
the earth,  
In tolerance, be like the sea.*

*Jalāl ad-Dīn Moḥammad Rūmī*

# *Didactics*

The **Learning Designer** is a tool to help teachers and lecturers design teaching and learning activities and share their learning designs with each other. It was developed by a team led by Diana Laurillard at the UCL Knowledge Lab, with ESRC funding, and is free for anyone to use at *learningdesigner.org*.

The tool is based on six learning types, the conditions necessary for learning to take place: Read/Write/Listen (or Acquisition), Inquiry, Practice, Production, Discussion and Collaboration. A good learning design will contain a mix of all of these types of learning. The tool provides feedback on a design by showing the proportion of each of the six learning types .

**CLIL** stands for Content and language integrated learning. It is an approach for learning content through a second language, thus teaching both the subject and the language. CLIL methodology is widespread in Europe, less in Italy, although it's considered a key dimension to modernize education systems. Our project offered students CLIL lessons using English as the second language, promoting language learning and linguistic diversity.





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