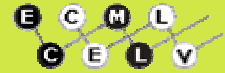




ICOPROMO

Intercultural competence for professional mobility
*Compétence interculturelle pour le développement
de la mobilité professionnelle*



Just words, not bullets	Assuming Social Responsibility
<p>Rationale</p> <p>Public services have a special duty to preserve the dignity of everyone with whom they come into contact. They should use supportive communication which reinforces individuals' identities, in addition to ensuring that everyone follows the rules.</p> <p>Learning Outcome</p> <p>Participants are expected to become critically aware of language use</p> <p>Competences:</p> <ul style="list-style-type: none">Developing social responsibilityCommunicating across cultures, selecting appropriate languageRespecting communication styles- Perspective-taking, empathy and flexibility	
<p>Time</p> <p>120 minutes</p> <p>Materials required</p> <p>Handout</p>	<p>Participants</p> <p>Up to 25</p> <p>This activity is suitable for both a monocultural and a multicultural context.</p>

Guidelines

In section A, question II may puzzle some trainees. The facilitator may provide some help by making hints that in some situations someone may want to underline her/his individuality, or for instance in some sports matches one fan may support one team and not the other.

Websites

Power of Language:

[http://www.gmp.police.uk/mainsite/0/87CCE8C51FF2FB90802570FD0041D89A/\\$FILE/PowerofLangauge.pdf](http://www.gmp.police.uk/mainsite/0/87CCE8C51FF2FB90802570FD0041D89A/$FILE/PowerofLangauge.pdf)

A Resource Guide on Racial Profiling Data

<http://www.ncjrs.gov/pdffiles1/bja/184768.pdf>

References

Santos, B. de S. (2002) Toward a multicultural conception of human rights. In B. E. Hernández-Truyol and C. Gleason (eds.), *A Critical Moral Imperialism Anthology*. New York: New York University Press, 39-60.



JUST WORDS, NOT BULLETS

A. Read the following excerpt:

... people have the right to be equal whenever difference makes them inferior, but they also have the right to be different whenever equality jeopardizes their identity.

Santos, B. de S. (2002) Toward a multicultural conception of human rights. In B. E. Hernández-Truyol and C. Gleason (eds.), *A Critical Moral Imperialism Anthology*. New York: New York University Press, 39-60.)

Now, discuss the following issues:

1. In which aspects of your everyday life do you most strongly feel the need to have your equal rights assured?
2. In which aspects of your everyday life do you most strongly feel the need to have your difference acknowledged?
3. How do you think language use can suppress or contribute to positive equality? Give one specific example.
4. How do you think language use can suppress or contribute to positive difference? Give one specific example.

B. Look at a local (preferably) or a national newspaper and try to find examples of words or expressions which:

1. discriminate against or exclude individuals or groups;
2. display prejudice;
3. reconfirm stereotypes.

Try to find equivalent words or expressions which would be more suitable in the same situation.

Try to find out about equivalent forms of sensitive language issues in a language other you're your own (e.g. another language that is spoken in your local context or a foreign language you have learnt or are learning) and report them to your colleagues.

C.



The police deal with very sensitive issues and are responsible for maintaining everyone's dignity in conflict situations. Language use should be an important element in their professional training, but that is not always the case.

Some terms related to ethnicity, race and identity are at times used subtly in offensive ways. Consult the websites provided below or any others you can find, and look for rules regarding language use the police should follow.

1. Focus on the following aspects:

- (a) Generalisations
- (b) Stereotypes
- (c) Race
- (d) Nationality
- (e) Forms of address
- (f) Clumsy questions
- (g) Group membership
- (h) Respect
- (i) Evolution of terms
- (j) Pride
- (k) Dignity
- (l) Visibility

2. Discuss the use of the following words:

- (a) ethnic
- (b) gypsy
- (c) black
- (d) white
- (e) mixed race
- (f) migrant
- (g) foreign
- (h) dialect
- (i) African / Asian, etc.

Websites

Power of Language:

[http://www.gmp.police.uk/mainsite/0/87CCE8C51FF2FB90802570FD0041D89A/\\$FILE/PowerofLangauge.pdf](http://www.gmp.police.uk/mainsite/0/87CCE8C51FF2FB90802570FD0041D89A/$FILE/PowerofLangauge.pdf)

A Resource Guide on Racial Profiling Data

<http://www.ncjrs.gov/pdffiles1/bja/184768.pdf>