



2021

DIVERSITY CURRICULUM

A MODULARISED TRAINING
CURRICULUM FOR ADULT
EDUCATION PROVIDERS



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EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS



Institut de Haute Formation aux Politiques Communautaires



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INTRODUCTION

Dear colleagues,

Welcome to the Diversity Curriculum!

What is it about? Easy. Extending adult education's client base.

Adult education (AE) as a field is ever evolving and the challenges of the last decade have shown our adaptability and our commitment to supporting societal advancement and to strengthening social cohesion. The refugee crisis of 2015/16 offered both challenges and opportunities to AE, seeing the investment of unprecedented sums of money to enable the system to absorb the influx of migrants with pressing needs for linguistic and cultural knowledge. The sector responded capably and creatively during the crisis. However, it is now evident that these funds, especially allocated to integration efforts, will not extend far into the future. As funding dries up, the structures built to accommodate the huge temporary demand may be dismantled. But was this 'it' for migrants in AE? Do we just return to 'business as usual'?

Statistics show that few migrants transition into the 'regular' programmes after having completed mandatory integration courses. There are many reasons – lack of money and time, a utilitarian view of education only being a few examples. However, migrants are likely to make up an increasing share of our societies and are thus a target group we should aspire to activate longer term.



We advocate for an approach that takes refugees and migrants out of the status of 'special target group' and transfers them into the regular programmes. This is no straightforward task and requires organisations to change their perceptions of themselves and their clientele. Many organisations have already embarked upon the journey to becoming more diversity sensitive by adapting their programme planning and teaching approaches. However, many approaches still view refugees and migrants as a special group. Instead, this curriculum wants to ask what can we do longer term to make them part of our regular clientele? And how will migrants shape the future of our work?

THE GOAL OF THE DIVERSITY CURRICULUM

The curriculum aims to prepare organisations to harness the potential of the migrant target group longer term. How to create a learning environment attractive to migrants? How to spread the word about courses and events? How to incorporate a diversity mindset within the organisation? These and other challenges are addressed by this curriculum which is designed as a tool to aid organisations advance the processes. Many have already taken steps to becoming more open and diversity-conscious, other may not quite know where to start. The modular structure of the curriculum allows institutions to focus on individual issues – it is possible to choose only one or multiple modules depending on the needs identified.

The ten modules included in the Diversity curriculum are:

- Developing a Diversity Mindset – a Task for the Whole Organisation
- Staff Development
- When Culture and Language Meet
- Key Factor Administration – Helping Diverse Learners Navigate the System
- Marketing
- Guidance through Coaching I&II
- Learner Focus
- Cooperation
- Diverse Learning Communities

They are aimed at management, programme planning and executive staff in adult education institutions who wish to further ingrain the diversity perspective in their organisational development processes and to make migrants long-term loyal customers.

THE STRUCTURE OF THE DIVERSITY CURRICULUM

The modules follow the mix-and-match approach – participants can pick only one, a couple or complete all of them, depending on their organisations' needs. This will offer the greatest possible degree of applicability.

This curriculum is not a self-study course; it serves as the basis upon which trainers will build their trainings.

The modules outline the purpose of the training, duration, learning outcomes, mode of delivery and some tips/further information. Some items are suggestions and trainers may well decide to change duration or mode of delivery. This allows for maximum adaptability to organisations' needs. The modules can also be adapted to face-to-face, online or blended formats as required. The main goal is to enable participants to easily transfer the knowledge and skills gained in the training into practice, thus trainings will focus strongly on practice with theory followed by hands-on exercises. The length of modules may vary depending on content.

Each module also includes some tips and/or suggestions that will help create pertinent trainings.

THINGS TO NOTE BEFOREHAND

The modules can be as extensive or as deep as you may wish. They can also be adapted for face-to-face or virtual trainings. We suggest that you put some effort into finding the right trainer suited for your need and preferably someone experienced in the format that you choose, whether it be face-to-face, virtual or blended.

The curriculum is no blueprint for how to achieve perfection; it aids the process by showing possibilities and developing new perspectives. While there is no perfect solution, every step counts – however imperfect. Raising awareness and refining filters can work even in the face of limited resources.

Another thing to note is that change processes are notoriously difficult – they require a fair degree of openness among staff and commitment by the leadership. Change is a whole-organisation task requiring every person involved to be willing to work through our fears and reservations.

We hope you find this curriculum of value and that it will aid you in your attempts to becoming more diverse organisations!



DEVELOPING THE DIVERSITY MIND SET

– a Task for the
Whole Organisation



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DEVELOPING THE DIVERSITY MIND SET

A TASK FOR THE WHOLE ORGANISATION



DURATION 2X4 HRS

SUMMARY

This module will help organisations embed and inscribe the 'diversity mindset' into their organisational identity and processes through real changes. The module will comprise three steps: 1) learning about the concept of diversity and what it means for the workplace, 2) learning how to filter for hidden prejudices and limiting mechanisms, and 3) putting theory into practice, alleviating shortcomings and making corrections.

Participants will be enabled to analyse their organisations' structures and will also be presented with strategies/approaches to help change internal normative set-ups (e.g. mission statement).

MODE OF DELIVERY

Self-study and active participation

PREPARATIONS/MATERIALS

Theoretical input, tools to try, case studies (for participants)

LEARNING OUTCOMES

Knowledge acquired	Skills acquired	Abilities acquired
<ul style="list-style-type: none">• diversity theory and the core problems of a discriminatory workplace culture;• (self-) Assessment methods and filters for diversity (reviewing internal structures, processes, work culture)• tools for adjusting internal climate and attitudes• tools to bring about change as a group effort	<ul style="list-style-type: none">• recognise institutional strengths and weaknesses;• change of perspective;• identify hidden prejudices;• identify problematic mechanisms/patterns/inbuilt biases;• transfer theory into real measures; (co-)develop measures to implement changes	<ul style="list-style-type: none">• question their own norms and biases;• reflect critically;• think more flexibly;• considering someone else's perspective

TIPS/FURTHER INFO

Suggested layout:

Day 1: Diversity theory – what does diversity mean for the workplace?

Introducing tools to filter for hidden prejudices and inscribed biases.

Homework: participant identify a problematic mechanism, process, etc. within their own organisation and prepare a possible solution using the tools introduced

Day 2: Presentation of cases studies prepared by participants and debate

Introducing basic theory of organisational change to help participants carry change forward

Tip: create a safe atmosphere that encourages sharing and openly communicating perceived weaknesses and shortcomings.

SUGGESTED RESOURCES

Berner, Winfried: Unternehmenskultur:
<https://www.umsetzungsberatung.de/unternehmenskultur/unternehmenskultur.php> (in German).

Cox, T.: Cultural diversity in organizations: Theory, research and practice, San Francisco 1993.

Helms-Mills et al: Understanding Organisational Change, 2009.

Kotter, John P.: Leading Change, Brighton/Mass. 2012.

Schein, Edgar: Organisational Culture and Leadership, Hoboken 2017.

<https://www.aecf.org/resources/race-matters-organizational-self-assessment/>

https://nhchc.org/wp-content/uploads/2019/08/organizational-self-assessment-related-to-racial-equity_oct-2013.pdf

Assessment Panel, p. 54ff. of:
https://ec.europa.eu/eurostat/ramon/statmanuals/files/CAF_2013.pdf



KEY FACTOR ADMINISTRATION

Helping Diverse Learners Navigate the System



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KEY FACTOR ADMINISTRATION

HELPING DIVERSE LEARNERS NAVIGATE THE SYSTEM

DURATION 2X4 HRS

SUMMARY

Administrative staff in AE organisation are often the first port-of-call for future learners. In this position, they can shape the experience learners have with the organisation early-on and have huge influence on how welcome and well-guided learners feel. The better this experience the more likely learners are to return for future learning experiences.

The goal of this module is to guide organisations in the process of executing strategies to reduce barriers, both mental (e.g. filtering for prejudices) and practical (e.g. reducing information appropriately) to welcoming in diverse learners and to regarding administrative personnel as access-facilitators. They will learn how to filter for systemic obstacles and find suitable ways of helping learners navigate the structural framework and processes of the AE system. This approach centres around the question what do potential learners need to know to navigate the AE landscape and how can providers simplify or clarify their structures and processes to make them more accessible.

The module also touches on the topic of self-management for staff, including coping strategies for unfamiliar or challenging situations.

MODE OF DELIVERY

Theoretical input, self-study and active participation

PREPARATIONS/MATERIALS

Input on theoretical background, case studies, reflexion exercises, tools to facilitate the solution finding process

LEARNING OUTCOMES

Knowledge acquired

- Communication requirements to deal with various groups (English, simple language, etc.)
- Tools aimed at reducing barriers (mental and practical)
- Learner guidance methods for making the framework/environment accessible (from finding courses via finding classrooms to taking exams)
- Coping strategies for staff caught between a rock and a hard place (learner needs vs. administrative regulations; difficult customers; cultural differences)

Skills acquired

- Taking an outside/fresh perspective on internal processes
- Striving for balance between administrative norms and realistic outcomes
- Reducing information appropriately

Abilities acquired

- Awareness of other perspectives and needs,
- understanding for differences without defaulting to judgement,
- maintain openness and flexibility regarding cultural differences
- filter for appropriate responses
- recognise admin staff power as first points of contact: creating the experience for learners

← Administration

TIPS/FURTHER INFO

Possible steps in the process and planning:

Day 1:

- a) theoretical introduction: what trips migrants up? The other perspective.
- b) discussion of theory – participants' reality and experiences
- c) homework: each participant pick one example from their experience/organisation to look at more closely and prepare to present to the group in the next session (asking: where does it go wrong? What might be a desirable alternative way?)

Day 2:

- d) presentation of cases and group debate (possibly in smaller groups depending on the size of the course) - participants work together on finding solutions (peer approach) under the trainer's overall guidance

Tip: start off with an exercise that will allow participants to experience the confusion of entering a perfectly unfamiliar system, e.g. having them navigate using a foreign map, filling in foreign tax forms, etc.



STAFF DEVELOPMENT

Diverse Workplaces



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STAFF DEVELOPMENT

DIVERSE WORKPLACES

This module is designed for programme managers and training managers working in diverse contexts.

The purpose of this module is to equip the participant with the knowledge, skills, and competencies to apply a range of advanced personal and interpersonal skills with staff operating in diverse professional, civic and vocational contexts.

DURATION 2X2 HRS

SUMMARY

The module will comprise three steps:

1. Identify the personal qualities and skills needed for effective participation in diverse workplaces.
2. Develop a sense of awareness of self and others in a team.
3. Work together to build a sense of diversity and inclusiveness.

MODE OF DELIVERY

Reflective practice, dialogue, and active participation. Blended input, self-directed study/activities.

PREPARATIONS/MATERIALS

Theoretical input, tools, and case studies.



LEARNING OUTCOMES

Knowledge acquired

Knowledge on:

- Principles of self, group and team development.
- Methods and tools for staff development and staff management.
- Interpersonal and group dynamics such as interaction, motivation, and conflict resolution.

Skills acquired

Skills to:

- Support staff who work with and manage other staff.
- Motivate and delegate within staff teams.
- Support personal and group assessment of the organisational culture that supports or inhibits diversity.

Abilities acquired

Attitude for:

- Problem solving within staff groups
- Supporting development of staff teams working with diverse communities.

TIPS/FURTHER INFO

The Module is process oriented, rather than a product to be delivered.

The creation of a safe space that encourages mutual respect and openness is important. Create a safe atmosphere that encourages sharing and openly communicating challenges and barriers.

Language is critical aspect and a living thing that is evolving all the time, ensure that terms and language in use evolves to reflect our societies and today's realities.

The facilitator of this module has the freedom to learn – it is a two way learning process, a co-design process between facilitator and participants. Thus, making learning a shared process and therefore a shared responsibility.

TIPS/FURTHER INFO

Suggested layout:

Day 1: Diversity theory – what does diversity mean for the workplace?

How diverse is our workplace? What changes would support diversity?

Exploring shared experiences-through case studies.

Participant groups activity: In small groups identify a problem, process, mechanism within the workplace and prepare a possible solution or response using the tools introduced.

Reflective practice: Create opportunities for reflective practice and journaling. Encourage participants to write their personal thoughts on the processes that were encountered on day 1. Emphasise that these are personal thoughts, they do not need to share, but create an opportunity for those who wish to share at the beginning of day 2.

Day 2:

Connecting the theory to practice.

Presentation of cases studies prepared by participant groups in day 1.

Identify ways to ensure that practice is more accommodating of diversity.

Participant dialogue, shared experiences, and analysis.

Learning methods: Dialogue, organisational self-assessment tools, small group work activities, problem solving, storytelling, simulations and scenario assessment.

Tip: The resources below are for suggestion purposes only, and for background reading; You may have your own tools and methods that you are more comfortable in using and familiar with.



SUGGESTED RESOURCES

Cox, T.: Cultural diversity in organizations: Theory, research and practice, San Francisco 1993.

[Embracing Diversity Report.pdf](#)

Helms-Mills et al: Understanding Organisational Change, 2009.

Kotter, John P.: Leading Change, Brighton/Mass. 2012.

Schein, Edgar: Organisational Culture and Leadership, Hoboken 2017.

<https://www.aecf.org/resources/race-matters-organizational-self-assessment/>

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Assessment Panel, p. 54ff. of:

https://ec.europa.eu/eurostat/ramon/statmanuals/files/CA_F_2013.pdf

MARKETING



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WHAT'S YOUR
MARKETING
STRATEGY?

MARKETING

Targeting, engaging, and retaining a larger baseline of audience in the ecosystem of Adult Education.

DURATION 10 HRS

SUMMARY

Traditional marketing means seem to be poor of efficacy, and for the most, AE providers relies on non-ordinary marketing strategies – but often carried out outside a “structured framework”.

This module has the intent to equip AE operators / organisations with robust and highly reliable means to diversify the communication of their offer; be more impactful; sustainable and effective.

From another perspective, the objective of this module is to define a better structured framework upon communication and engagement strategies already carried out by the targets – allowing them to capitalise on notions and topics they are already familiar with.

Learners will be better prepared to:

- Define long-term communication strategies.
- Plan awareness campaign (i.e. advertising and sponsorship).
- Engage the public through media platforms.
- Intercept needs and relevant dynamics within digital ecosystems.
- Exploit IT means and decode data analytics for advanced planning of educational and training provision.
- Describe the role of digital marketing in AE contexts.
- Present and discuss the key elements of a digital marketing strategy.
- Explain how to measure the effectiveness of a digital marketing campaign.
- Demonstrate essential practical skills in common digital marketing tools.

MODE OF DELIVERY

Classroom and self-study

PREPARATIONS/MATERIALS

Handouts, glossary, references, further reading suggestions.

LEARNING OUTCOMES

Knowledge acquired

From Level 3 to Level 5.
More specifically:

- Satisfying the audience: tuning the offer to their expectations
- Leveraging on IT solutions for a better understanding of socio-economic system
- Anticipating trends from a diversified AE environment

Skills acquired

From Level 3 to Level 5.
More specifically:

- How to exploit “traditional” MKTG models for AE provision
- Indirect advertising: from a passive to a proactive approach
- How to “read” and decode the diversity within AE ecosystems

Abilities acquired

- Empowerment on Business and IT literacy: Social Media Marketing for AE
- Boosting media presence and online attractiveness
- Greater Cultural Awareness
- Enhanced PR and Communication Capabilities



TIPS/FURTHER INFO

More in general, we consider empowering AE organizations with modern, consolidated and business-inspired tools.

This will be done by capitalising on what AE organisation already put in practice – but in a more structured and efficient manner; furthermore, it will satisfy a demand-pull approach and it will trigger the preconditions for higher long-term sustainability and effectiveness of AE provision.

Although the three macro-areas of this module can be conceived as standalone didactic materials, trainers are invited to guide learners through the topics and contents of “Marketing” as recommended by the developers themselves.

The general outline in fact, responds to a precise logical framework:

1. First, we want to make sure that learners get familiar with the pillars of Marketing studies and practices (still not clearly understood, as suggested by the secondary assessment conducted at EU level). In the same context, we will move on by highlight what marketing has become with the advent of digital technologies – precise attention will be given to explain the paradigm (and role) of digital marketing in digital societies.
2. After that we will combine and integrate the previous with another important framework in MKTG studies, Diversity Marketing. The output is represented by a hybrid formula that comes from the harmonisation of the two (leveraging on digital technologies to target, engage and retain a diverse audience)
3. The module will conclude with an in-depth analysis of what seems the most “trending” non-traditional digital marketing mean within the European AE ecosystem: the online word-of-mouth (eWOM). eWOM stand as the peak of the steps concluded so far: how to trigger, nurture and drive positive eWOM among a diverse target audience.

PROPOSED OUTLINE FOR FUNDAMENTALS OF (DIGITAL) MKTG

- The role of Marketing: definitions and defining elements
- Digital Marketing as the new dominant paradigm
- Online, Visibility, Public engagement and e-Community management: best practices in digital communication
- “Pills” of data analytics

PROPOSED OUTLINE FOR DIVERSITY MKTG

Theoretical principles

How to establish a relation with a diversified audience?

- In-culture (relating to their values)
- In-language (interpreting, rather than translating)
- In-Person (Interacting, rather than meeting)

Analysis of the operational context: finetuning your message to the recipients

- Planning >> Executing >> (re)Adapting
- Recognising Diversity Marketing as an ongoing-process
- Understanding “diversity”
- Seeking for internal sources (i.e. the targets themselves, exploit a diverse marketing team)
- Collecting and interpreting Data

PROPOSED OUTLINE FOR EWOM: GUIDING PRINCIPLES

What is the word of mouth?

- Switching the focus from “collecting likes and followers” to “proactively engage a bond with the audience”

What is the online word of mouth (eWOM)?

- “Referral marketing relies on motivating satisfied/delighted customers as a referral base, seeking current customers that can provide referrals with a high lifetime value, using referral-based marketing programs to augment traditional promotions, and developing a compensation system for referrals based on either direct payment or increased visibility” (source: HBR)

eWOM as a strategic mean for indirect Marketing

- The role of testimonials and reviews
- Sharing incentives

How to trigger positive eWOM (i.e. start from the learners’ experience, measure their satisfaction)

- Amplifying audience participation and integrating voices and experiences to re-shape the value chain

How to drive eWOM Marketing

- Two-way engagement across all stages of the learning experience

COOPERATION



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COOPERATION

Allowing learners to develop and sustain better synergies with other operators in the domain of Adult Education

DURATION 10 HRS

SUMMARY

This module is conceptually divided into two sections, highly complementary to each other:

1. Stakeholder Engagement

In the context of this training, Stakeholder Engagement should be conceived by teachers and learners as a strategic mean to widen the scope and visibility of AE provision: the fundamental assumption is that the synergies and the networked efforts of AE operators have greater echo than the mere sum of their actions (i.e. “the whole is greater than the sum of its parts”)

Stakeholder Management is also a tool for AE operators to benchmark their positioning in comparison with other providers:

- It allows organisations to scale-up their learning curves more rapidly.
- It allows organisations to be more efficient / effective - reducing their costs in terms of efforts and timing.

2. Networking

By building (and nurturing) robust and reliable network of professionals, AE operators / organisation are able to capitalise and leverage on new knowledge and know-how (i.e. how to be more diverse) stimulated by the interaction with external parties.

Networking sustains the emergence of unexplored opportunities and new possible ways of interpreting and implementing things: greater self-awareness, self-efficacy and communication proficiency are consequently perceived as learning outcomes.

MODE OF DELIVERY

Self-study, active participation

PREPARATIONS/MATERIALS

(ppts and Word formats): tools (i.e. empty template of the above matrixes for brainstorming sessions), guidelines, best-practices, checklists, step-by-steps tutorials

LEARNING OUTCOMES

Knowledge acquired

- From Level 3 to Level 5
- Stakeholders' profiling: measuring and assessing STKHs' role (i.e. impact vs influence)
- Identifying potential interrelationship and mutual benefits
- Planning and executing the STKH engagement strategies

Skills acquired

- From Level 3 to Level 5
- Defining aspects of STKH theory:
 - Identification
 - Engagement
- The building blocks of STKH management: understanding needs, priorities & expectations of the counterpart
- Operative tools (i.e. matrices) for STKH management strategies

Abilities acquired

- Creating and maintaining valuable and long-standing professional relations
- Empowering (internal) cultural awareness
- Nurturing and strengthening active listening
- Team working, negotiation and conflict resolution

....continued on next page

....continued

- Measuring and assessing STKHs engagement
- DOs and DON'Ts – i.e. how-to module the communication with each identifies group
- Systemic understanding of networks as complex entities of people, relations and interests
- Leveraging on ICT for better outreaching opportunities
- Understanding and exploiting digital environments to maximise the provision of the AE offer
- Improving visibility and ongoing relationships
- Implementing and boosting 2-ways processes for value creation
- Cultivating the strategic contacts and seeking for new development horizons

- Fundamentals of (online) Reputation Management:
 - What is the Public expecting from “you”?
 - Proper ways to engage with the general and sector-specific audience
 - How to make a good first impression

- Networking at a P2P (Peer2Peer) level
- Identifying critical elements for better communication and negotiation abilities
- Nurturing trustworthiness in others' perception
- Better understanding of the surrounding context in terms of emerging opportunities and latent needs

TIPS/FURTHER INFO

The ratio behind this training module is strictly related to what partners observed during the primary and secondary assessment on diverse-informed policies and practices at organisational level within formal and non-formal AE organisations.

In fact, one of the most important finding was the strong perception of an overall lack of robust synergies and collaborative dynamics among Adult Education operators. The sector is highly fragmented from the inside, a factor that panelises on an EU scale the competitiveness, efficacy, and overall attractiveness of the AE offer.

The topic of Stakeholder Engagement seems to be the perfect solution to these sector's discrepancies empowering AE organisation with robust and reliable knowledge on how to pursuit, develop and implement effective collaboration strategies.

One of the expected learning outcomes is greater awareness of dynamics, needs, trends and opportunities for "innovative" learning programmes that are currently emerging from the AE ecosystem (i.e. tacit knowledge).

Highly recommended is also a max. of 2h for practice with the provided tools (i.e. matrixes).

The Networking section is also strategically relevance for the exercise and promotion of effective Stakeholder Engagement / Retainment strategies. It applies to all kind of organisations, but in the context of this training it grants even greater meaning.

Networking represents the most operative perspective related to the previous: it stands for whatever needs to be done to sustain STKH strategies (both in terms of identification and, most importantly, engagement) in the long-term – in a greater sense, even from an interpersonal personal and relational perspective.

The subject of Stakeholder Engagement and Networking are very broad and without proper guidelines it might appear a little too dispersive, that is why at the following page we propose an overlook on key and pivotal topics that should be considered for a comprehensive and initial understanding of both subjects.

PROPOSED OUTLINE FOR “STAKEHOLDERS ENGAGEMENT”

Stakeholder Management: introduction and premises

- Stakeholder Theory: What is it about
- Stakeholder Identification: theory and tools
- Stakeholder Analysis
- A Stakeholder classification in the context of DIVERSITY

Annex*:

- (1a) The Power/Interest Matrix
- (2a) The Salience Model (legitimacy – power – urgency)

Stakeholder Engagement & Mobilisations

- Managing their expectations while building common ground for actions
- Introducing stakeholders to participatory processes: a co-creating model for AE provision
- Facilitating bilateral decision making

Annex*:

- (1b) The Stakeholder Engagement Matrix: Desired (D)/Current (C) engagement

PROPOSED OUTLINE FOR “NETWORKING”

The significance of Networking

- Trust building
- Knowledge Management
- Reputation as the new core resource for AE organisations

Types of Networks

Networks as complex systems

- “community of practice” VS “networked organisations”
- Nodes vs hubs vs links

Managing your network: follow-up and posting

- online means to manage your identity (i.e. values, mission, etc.)

Generating “buzz” and awareness

- Digital Communication and PR for AE providers

Networking as a 2-way process

- Win-Win relational strategies for AE provision
- Networking as an “open source” for improvement, empowerment, and upskilling

**disclaimer: the following Annexes are intended to mainstream for educational purposes three of the most notorious and reliable tools used on a daily basis by affirmed organisation to define, revise and finetune their stakeholder engagement strategies. This list is not definitive by any mean and its has been limited to those three taking into consideration their ease of use, accessibility, and the EQF-related expectations of the training.*

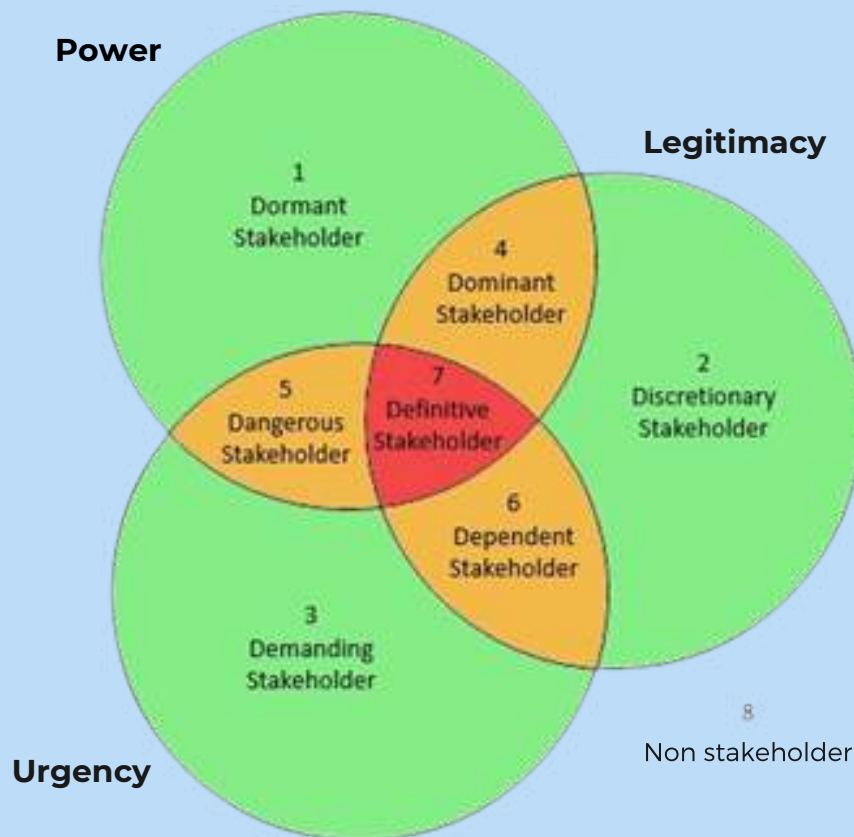
ANNEX 1A: THE POWER-INTEREST MATRIX (JOHNSON AND SCHOLES; 1999)



The Power-Interest Matrix is among the most common tools to classify the “strategic” relevancy that a Stakeholder might have on the activities, processes and overall results of an organisation. On the basis of the two identified variables (i.e. Interest and Impact), stakeholders are classified in four clusters and to each one corresponds a specific management strategy.

The higher the level of Impact and Interest, the higher the priority of the considered stakeholder. Learners should be able to get familiar with the tool and replicate the same approach decisions as suggested by the framework.

ANNEX 2A: STAKEHOLDERS SALIENCE MODEL (MITCHELL, AGLE AND WOOD; 1997)



The Salience Model is also another very proficient framework. In this case, learners are challenged with a trilateral analysis that ultimately results in eight potential outputs. The more the considered stakeholder converge to the centre on the basis of its / his / her degree of Legitimacy, Urgency (i.e “the degree to which stakeholder claims call for immediate attention”, p. 864), and Power; the more that stakeholder demand priority attention from the organisation.

Generally speaking, (1), (2) and (3) are low-salient stakeholders with very little expectations (and / or impacts) on the organisation’s activities. (4), (5) and (6) are “tricky” categories and need to be managed with thoughtful attention; these are stakeholders with high expectations and great demand of engagement. (7) is the top priority stakeholder and manager should monitor very frequently its / his / her overall satisfaction level with the results achieved by the organisation (in most cases, we talk about public bodies with high level of influence).

Once again, learners are called to get familiar with this tool and exercise trying to apply in regards to their operational context.

ANNEX 1B: THE STAKEHOLDER ENGAGEMENT MATRIX: DESIRED (D) VS CURRENT (C)

STAKEHOLDER	Unaware	Resistant	Neutral	Supportive	Leading
STKH 1		C		D	
STKH 2				D/C	
STKH 3	C			D	
...	...				
...	...				
...	...				
STKH n	...				

After proper identification of the most relevant stakeholders, the above matrix is used by senior staff of organisations to monitor, assess, and evaluate their current level of engagement compared to desired level.

For high priority stakeholders (i.e. Supportive), a situation like in the case of STKH 1 is much more alarming than the case of STKH 3 – being the fact that an overall resistance / disinterest compromises the efforts of the organisation more than what could do a sense of unawareness.

Clearly, the favourable scenario is when D and C match the same box – which means that the engagement strategies are aligning to expectations.

Learners might exploit this simple tool to gain “visual awareness” of the work conducted so far by their organisation in terms of communication and networking – and start to apply the consistent corrective measures.

GUIDANCE THROUGH COACHING I



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GUIDANCE THROUGH COACHING I

The module can be used as an introduction into coaching and understanding daily struggles of migrants. It will teach you about theory and practical aspects of guidance and coaching as well as offer a deeper insight into working with people in general.

DURATION 2+2X4HRS

SUMMARY

The module Guidance through coaching I is going to prepare practitioners in theory and practice on how to guide migrants with different methods of coaching, particularly through a better understanding of their individual needs in a foreign environment. They will first learn in theory what makes a good coach, how to differentiate between different coaching styles, what are the basic needs of each person and what kind of challenges they can expect during their coaching sessions. The practical part is going to help participants with different methods and tools for understanding the needs of migrants through role play, case studies, presentations and one-on-one activities. Outcomes of the module are connected to better in depth communication, constructive feedback techniques, mentoring, setting up goals and objectives for each individual they encounter.

MODE OF DELIVERY

Self-study, active participation, presentation, individual exercises, activities in pairs/small groups

PREPARATIONS/MATERIALS

Theory/tools, case studies, role play, one-on-one activities



LEARNING OUTCOMES

Knowledge acquired

- communication
- support
- self-assessment and peer-assessment
- constructive feedback
- creation of strategic plan
- coaching
- mentoring

Skills acquired

- goal setting
- empathy
- listening skills
- observation of body language
- questioning
- tools on mentoring

Abilities acquired

- empathy
- understanding challenges
- strategic mind-set to set up goals
- teamwork
- self-assessment and peer-assessment
- proactiveness
- patience

TIPS/FURTHER INFO

<https://coach4me.wixsite.com/coach4me> (European project, the methods on the website can be useful)

<https://psycnet.apa.org/fulltext/2019-52290-001.pdf> (article TRANSFORMATION TO ACADEMIC LEADERSHIP: THE ROLE OF MENTORSHIP AND EXECUTIVE COACHING)

CONTENT

THEORY:

- What is coaching?
- How to diverse between consultant, guru, friend, strategist, leader and what works best for the situation?
- What are the needs of each person? (certainty, variety, significance, connection)
- What are the challenges of coaching?

ONE-ON-ONE WORK WITH PARTICIPANTS ON THEIR INDIVIDUAL CHALLENGES:

- Communication
- Feedback
- Strategic planning

LEARNING NEEDS:

- Education
- Learning
- Work culture and job market skills
- Mentoring programmes

LEARNING OUTCOMES:

- Learn how to communicate with empathy and understanding.
- Better knowledge on how to support a person that has lived a different experience than them.
- How to do self-assessment and peer-assessment.
- Techniques on how to deliver constructive feedback that will lead to improvement.
- Learn how to set up goals and objectives.
- Be able to coach migrants on how to get into the job market successfully.
- Be able to integrate into the culture and habits of the country where they are living.
- Be able to provide migrants with mentoring.

GUIDING QUESTIONS:

How would you manage a situation when you have to provide advice and support to a migrant that is facing different challenges that you?

STEPS IN THE PROCESS:

- Profile of the learners
- Needs, expectations and previous experience in the topic
- What is their preferred learning methodology?



GUIDANCE THROUGH COACHING II



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GUIDANCE THROUGH COACHING II

The module can be used as a further introduction into coaching and understanding daily struggles of migrants. It will teach you about theory and practical aspects of guidance and coaching as well as offer a deeper insight into working with people in general.

DURATION 2+2X4HRS

SUMMARY

The module Guidance through coaching II is going to prepare practitioners in theory and practice on how to guide migrants with different methods of coaching, particularly through a better understanding of their individual needs in a foreign environment. They will first learn in theory how to structure sessions, about accountability, how to self-assess yourself, how to assess the needs of migrants and what are the best ways to teach migrants basic skills and competences. In the second, practical part we will give more importance on understanding migrants and their background in depth. Through case studies and role play we will learn more about our role as their support.

MODE OF DELIVERY

Self-study and active participation

PREPARATIONS/MATERIALS

Theory/tools, case studies, role play, one-on-one activities



LEARNING OUTCOMES

Knowledge acquired

- training on basic skills
- importance of cultural and historical background
- teaching digital skills
- empowerment of migrants
- citizenship

Skills acquired

- goal setting
- empathy and good understanding of migrants and their situation
- listening skills
- body language skills

Abilities acquired

- empathy
- understanding challenges
- strategic mind-set to set up goals
- teamwork
- self-assessment and peer-assessment
- proactiveness
- patience

TIPS/FURTHER INFO

<https://coach4me.wixsite.com/coach4me> (European project, the methods on the website can be useful)

<https://psycnet.apa.org/fulltext/2019-52290-001.pdf> (article TRANSFORMATION TO ACADEMIC LEADERSHIP: THE ROLE OF MENTORSHIP AND EXECUTIVE COACHING)

Udemy: Become a paid life coach online (free class)

CONTENT

THEORY:

- How to structure your sessions from the first time you meet onward?
- Accountability of coachee (awareness, impact, commitment)
- Self-assessment about objectivity, helpfulness, knowledge, skills necessary to be a good coach
- How to evaluate the needs of migrants in terms of content.
- What are the best ways to teach migrants basic skills and competences.

MATERIALS/PREP:

- Presentations
- One-on-one activities
- Case studies
- Role play

LEARNING OUTCOMES:

- Needs analysis of migrants.
- Understanding of important topics for migrants depending on their needs.
- How to train people in different topics.

GUIDING QUESTIONS:

What would be the needs of your target group in terms of topics that they need to get knowledge of?

STEPS IN THE PROCESS:

- Profile of the learners
- Needs, expectations and previous experience in the topic
- What is their preferred learning methodology?



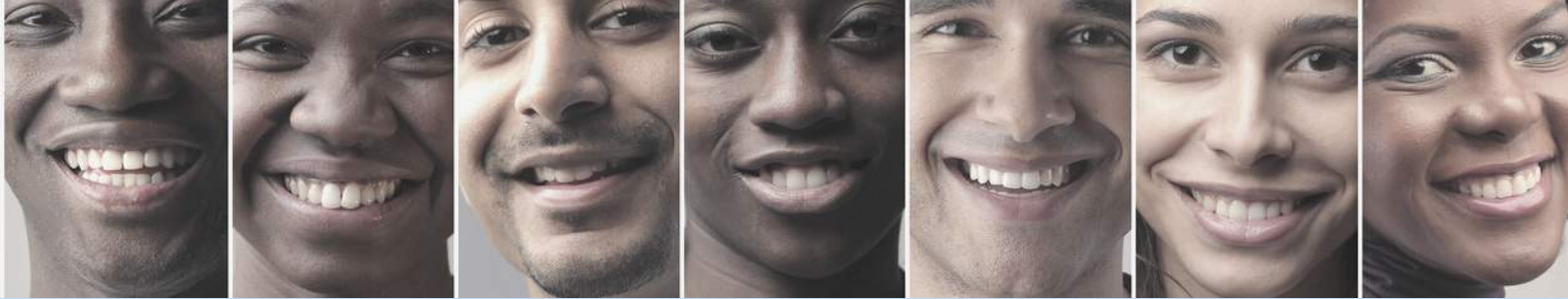
WHEN LANGUAGE AND CULTURE MEET

Ensuring the best meeting between learner and organisation



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WHEN LANGUAGE AND CULTURE MEET

DURATION 3X3 HRS

SUMMARY

The language and culture module is intended to introduce the concepts of preunderstanding & prejudice, culture, communication and learning styles. The three sessions of the module will each tackle a topic and give theoretic perspectives, a chance to analyse current situation and through practice get hands on experience or new methods.

Participants will get an introduction into tackling own biases and understanding the importance of an individualised holistic approach to students. Through an introduction to communication in a cultural perspective, they will understand and be able to work with and remove language and cultural barriers at programme and course level in their organisation.

MODE OF DELIVERY

Theory, tools for analysis and self-analysis, discussion and reflection, exercises and interactive methods

PREPARATIONS/MATERIALS

Theoretical introductions (see suggestions under tips), exercises (see suggested inspiration), materials for exercises (flip overs, sticky notes, pens, paper, etc.)

LEARNING OUTCOMES

Knowledge acquired

- Theoretic knowledge on preunderstanding
- Knowledge about the difference between written and spoken language, between technical and non-technical, etc.
- Knowledge about different intelligences (diversity is not only a nationality/ethnicity topic)
- Knowledge on human beings as holistic – the importance of feeling included in a community.

Skills acquired

Ability to

- identify own pre-understandings
- analyse/identify language features to be aware of in programme design
- identify where adjustments can be made in offers/ materials for different learning styles
- investigate the situation of the individual and which needs that might bring
- Analyse own practice so each individual feels welcome with each step taken.

Abilities acquired

- Ability to nuance your preunderstandings – be more flexible in your way of perceiving situations and open up to new ways of acting
- Can communicate in different ways depending on context
- Perceive all types of intelligences as having value
- Open to diversity and differences, achieve empathy for the other.
- Willing to be in your zone of tolerance instead of preference
- Able to be non-judgemental and dissolve dichotomies



TIPS/FURTHER INFO

Suggested session structure:

Module 1: Prejudice, preunderstanding & communication

Theory:

- Knowledge about pre-understanding, prejudice & stereotypes
- Knowledge about socio-linguistics

Analysis:

- Understanding your own pre-understanding
- Understanding diversity and difference in your current situation

Practice:

- Nuancing your preunderstanding
- Understanding the perspective of others, achieving empathy
- Opening up new ways of acting and responding

Module 2: Culture & communication

Theory:

- Communication – country/area specific variations eg. In structuring texts and choice of words
- Differences between written and spoken language, between technical and non-technical
- What is culture – lived culture versus fine culture
- Variations within culture – culture as a ‘stereotype’

Analysis:

- Identifying which language features to be aware of in programme design
- Review of current practice
- Analysing own culture
- Understanding and preventing conflicts between cultures, religions, sexuality, etc.

Practice:

- Choosing spoken over written language/communication
- Varying communication depending on context
- The good way of building text/presentation/etc: communication in practice



Module 3: Communication & learning

Theory:

- Learning styles and different intelligences – diversity as more than nationality/ethnicity
- The holistic human being
- Inclusion as a human need

Analysis:

- Identifying possibilities for change in current practice
- Investigate the situation of individuals and which needs follow from that
- Understanding the consequences of living in exile and how it affects the learning situation
- Analyse own practice so each individual feels welcome in each step of the process

Practice:

- Seeing all types of intelligences as having value
- Being comfortable in your own zone of tolerance instead of preference
- Adapting communication depending on context
- Digital aids – translators, word to text, etc.

SUGGESTED RESOURCES

Schein, Edgar H.(2004): Organizational Culture and Leadership

Hofstede, Geert (2001). Culture's Consequences: comparing values, behaviors, institutions, and organizations across nations

Gardner, Howard (2006): Multiple Intelligences: New Horizons in Theory and Practice.

Exercises can be found at:

<https://www.artemaccess.eu/artem-action>

<https://migraid.eu/deliverables/>

LEARNER FOCUS



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LEARNER FOCUS

Designing adult learner centered training programmes, choosing the appropriate tools and taking advantage of the learners' diversity in order to ensure the success of a course which has a mixed group participation.

DURATION 3X4 HRS

SUMMARY

Adult Education has been structured, for a very long time, around two distinct pillars: training focused on local trainees and training designed for foreigners. As the European countries have become increasingly multicultural with migrants arriving at different points in time, during the last decades, the two-pillar model seems to have reached the end of its efficiency.

The present module focuses in facilitating Training Designers, be they trainers themselves or adult education specialists to design training programmes that can be implemented in mixed trainee groups, taking advantage of their diversity.

The goal of this module is to facilitate the adult education community in designing programmes that are inclusive to all groups of the population the cater for, by offering their “mainstream” training menu containing courses that are suitable for the totality of adults. As the number of european adult education providers who subscribe in this approach augments the whole field will move towards an integration situation where would be trainees will not be segregated according to their cultural or ethnic background. Such a movement away from the traditional offer of “mainstream” versus “specialised” training will lead to an integrated society, democratising adult education and providing adults with the necessary knowledge, skills and attitudes that lead individuals and society to develop further.

MODE OF DELIVERY

Active participation through:

1. Role playing
2. Fictional Case Studies
3. Group work

All the training elements (subjects) will be supported by exercises and participants will be given time for discussion, in order to reach their conclusions. Main points of theory will be presented by the trainers after the group's conclusions at the end of each exercise.

PREPARATIONS/MATERIALS

1. Case studies
2. Scenarios for role playing

With the aim to ensure that Trainers/Training programme designers are able to take advantage of the diversity of trainees in order to achieve the set learning outcomes



LEARNING OUTCOMES

Knowledge acquired

The Participants will know that:

1. Adult learners are individuals who join the training with a personal collection of life experiences that has to be understood and exploited by the Trainer.
2. The Trainer has to use methods that will allow Trainees to:
 - a. critically analyse their experiences in order to address their preconceived ideas
 - b. put in good use their life skills
 - c. combine existing skills to the present training
 - d. cooperate with other Trainees, taking advantage of the group's diversity, in order to learn from each other.

Skills acquired

The Participants will be able to:

1. Apply the learned methods in a practical way
2. Create an inclusive learning environment
3. Motivate the Trainees, using suitable training tools, in order to ensure their active participation
4. Evaluate - Valorise the benefits of cooperative learning processes

Abilities acquired

The Participants' attitude* will be guided towards:

1. The willingness to overcome their own stereotypes
2. Feeling empowered in dealing with diversity and managing a multicultural group
3. The willingness to understand others
4. The willingness to cooperate with others
5. The use of empathy in order to accept the diversity of experiences and value systems of others, in order to ensure an effective cooperation.

* The above mentioned attitude objectives are obviously permeating several modules, apart from the present ones.

TIPS/FURTHER INFO

Possible steps in the process and planning:

Based on the profile of trainees and their needs analysis

1. Thorough study of Trainees' profile
2. Gap analysis based on Trainees' profile and Learning Outcomes
3. Training programme design
4. Choice from available training tools
5. Include a synergy assessment discussion at the completion point of each subject
6. End of training Trainer's Self-assessment

Tips:

Theory will be kept to the minimum possible in order to give participants the time to exercise and discuss. Adult Education effectiveness through:

1. Training Programme design
2. Training Tools' choice
3. Synergy effects promotion

Never forget:

- Individual needs
- Creation of safe learning spaces
- Need for formats enabling mixed-group participation





SUGGESTED RESOURCES

1. Training Programme design

- MIT Training Design & Delivery Framework

<http://web.mit.edu/training/trainers/guide/framework.html>

- MIT Key questions form, TRAINING DESIGN FACTORS: KEY QUESTIONS

<http://web.mit.edu/training/trainers/guide/design/questions.html>

- Participants

<http://web.mit.edu/training/trainers/guide/design/participants.html>

<https://www.unhcr.org/teaching-about-refugees.html#words>

- Intangibles

<http://web.mit.edu/training/trainers/guide/design/intangibles.html>

- Methods

<http://web.mit.edu/training/trainers/tdmexecsum.pdf>

2. Training assessment

<https://kodosurvey.com/blog/3-best-methods-evaluate-training-effectiveness>

3. Life skills

<https://eric.ed.gov/?id=EJ1060566>

BUILDING DIVERSE COMMUNITIES



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BUILDING DIVERSE COMMUNITIES

The purpose of this module is to support the manager/administrator/learner to assess the knowledge, skills and competencies required to design, plan, and implement models of good practice in community building among diverse communities and groups.

DURATION 2X2 HRS

SUMMARY

This module will comprise three steps:

1. Prepare a plan for engaging with a diverse target community.
2. Support the development of the diverse target community.
3. Promote sustainability of diverse communities.

MODE OF DELIVERY

Reflective practice, dialogue, and active participation.
Blended input, self-directed study/activities.

PREPARATIONS/MATERIALS

Theoretical input, tools, and case studies.

INPUTS

Needs analyses of staff working with diverse communities, needs analyses of diverse communities, problem solving, storytelling and scenario simulation. Presentation of plans and strategies to support and build diverse communities



LEARNING OUTCOMES

Knowledge acquired

Knowledge on:

- How to develop and sustain diverse community structures.
- Methods and tools for building diverse communities.
- Planning processes for the purposes of inclusion.

Skills acquired

Skills to:

- Support staff who work with diverse communities and their development.
- Identify, address, and manage responses to potential problems that arise within diverse communities.

Abilities acquired

Attitude for:

- Supporting diverse community building.
- Supporting field workers working with diverse communities.
- Problem solving: Identifying potential problems and managing responses.
- Continuous personal and community reflection

TIPS/FURTHER INFO

The Module is process oriented, rather than a product to be delivered.

The creation of a safe space that encourages mutual respect and openness is important. Create a safe atmosphere that encourages sharing and openly communicating challenges and barriers.

Language is critical aspect and a living thing that is evolving all the time, ensure that terms and language in use evolves to reflect our societies and today's realities.

Suggested layout:

Day 1:

Diversity theory – what does diversity mean for the community?

How diverse is our community? What changes would support diversity?

What are the challenges of building diverse communities?

Integration, how do we do it in a meaningful way?

Equity, how do we build equity into the community plan?

Explore shared experiences.

Small group activity: In small groups

1. Identify a problem, or a need within the community that impacts on diversity, equity and inclusivity.
2. Identify the skills needed for staff working within diverse communities
3. Prepare a plan of action to address the problem, skills or needs you have identified.

Reflective practice: Create opportunities for reflective practice and journaling.

Encourage participants to write their personal thoughts on the processes that were encountered on day 1. Emphasise that these are personal thoughts, they do not need to share, but create an opportunity for those who wish to share at the beginning of day 2.

Day 2:

Presentation of plan of action prepared by participant groups in day 1.

Plenary session: Summarise the ways to ensure that the community is more accommodating of diversity.

Group activity: In small groups explore the question, how can we build sustainability into building diverse communities?

Plenary session: Feedback from small groups and summary of key considerations.

Participant dialogue, shared experience and analysis.

SUGGESTED RESOURCES

<https://codeofgoodpractice.com/wp-content/uploads/2019/05/Combat-Poverty-Developing-Facilitation-Skills-2008.pdf> Chapter 10, working in an inclusive way, recognising difference.

Cox, T.: Cultural diversity in organizations: Theory, research and practice, San Francisco 1993.

[Embracing Diversity Report .pdf](#)

Helms-Mills et al: Understanding Organisational Change, 2009.

Kotter, John P.: Leading Change, Brighton/Mass. 2012.

Schein, Edgar: Organisational Culture and Leadership, Hoboken 2017.

<https://www.aecf.org/resources/race-matters-organizational-self-assessment/>

https://nhchc.org/wp-content/uploads/2019/08/organizational-self-assessment-related-to-racial-equity_oct-2013.pdf

Assessment Panel, p. 54ff. of:

https://ec.europa.eu/eurostat/ramon/statmanuals/files/CA_F_2013.pdf

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EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS



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