



Intellectual Output 2

APPLIED DIVERSITY AWARENESS (ADA) WORKSHOP

PART 1: CURRICULUM

Erasmus+ Strategic Partnership Project “Diversity Capacities - Improving the Capacities of Adult Education Institutions to Successful Dealing with Diversity”

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<https://www.diversitycapacities.eu//>

You will also find interactive tools and further information on the website.



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INTRODUCTION

The DivCap Project

The Applied Diversity Awareness (ADA) Workshop was developed in the framework of the Erasmus+ Project “Diversity Capacities - Improving the Capacities of Adult Education Institutions to Successful Dealing with Diversity”. DivCap is working with an integral approach to develop and implement diversity management in adult education organisations. It aims at promoting a diverse learning and working environment in adult education organisations. Supporting structures for policy improvement in adult education institutions are developed, enabling them to successfully deal with diversity in their institution, staff, trainers and learners.

The objectives of DivCap are

- to increase the awareness about diversity issues at a personal and organisational level in adult education organisations,
- to introduce concrete measures to promote inclusion and diversity on an organisational level and
- to augment personal competences of staff of adult education organisations in dealing with diversity.

These elements intent to promote inclusion and equal access to adult education. Furthermore, it also should improve the work environment for and competences of staff in adult education. The Applied Diversity Awareness (ADA) Workshop is a contribution to reach these goals.

Aims

The aim of the Applied Diversity Awareness (ADA) Workshop is to raise and deepen awareness of diversity and connected issues through personal experiences, (self)reflection and theoretical inputs. The underlying idea of the ADA Workshop is to deepen the understanding of diversity through making concrete personal experiences.

In order to make diversity and its concepts "alive", experimental learning settings are implemented in the ADA workshops. Issues and concepts of diversity are often not easy to explain and understood. Individuals involved in Diversity Management processes therefore often lack a certain commitment and understanding. Which makes it difficult for the implementation of measures and change processes in general. Through the attendance of the ADA workshop, participant's awareness and understanding for diversity issues is deepened. This is going to improve the commitment and has an impact on the successful outcome of the implementation processes in the organisations.

Target group

The main target group of the workshop is staff of adult education institutions. The staff consists of personnel with different professional backgrounds and varied areas of responsibility (e.g. managers, pedagogical staff, trainers, administrative staff) and working conditions (e.g. permanent employee,

freelancer). Since the target group possess different knowledge and previous experiences and has varying temporal resources, the curriculum has a modular design to meet diverse needs.

Furthermore, elements of the workshop can also be used for courses with learners and participants in adult education, to raise awareness about diversity amongst the students.

Development of the curriculum

For the development of the workshop design and the agenda of the model workshop, three pilot workshops were held in Graz / Austria in December 2018, in Hannover /Germany in May 2019 and in Enschede / Netherlands in November 2019. In ADA2, for example, an input about racism and critical whiteness was delivered. Or in ADA 3, the topic of one of the field visits was on religious diversity, since this dimension is often referred to in public discourse. Furthermore, it became apparent, that an input on reflection skills would improve one of the necessary skills of participants when dealing with diversity issues, reflection. The final proposed agenda for the model workshop takes into account the considerations of the facilitators and feedback from participants of all three ADAworkshop.

See the documentation of the workshops in the publication “Applied Diversity Awareness Workshop. Part 2: Documentation of ADA 1, 2 and 3 Workshop”. The document includes a detailed agenda and the description of the inputs and exercises of each workshop.

In the following you find

- General considerations for workshops dealing with diversity.
- Considerations regarding the design of the workshop.
- The final proposed agenda for the model workshop.

GENERAL CONSIDERATIONS FOR ADA WORKSHOPS

SUBJECT	CONTENT	LEARNING OUTCOMES
<p>Diversity</p>	<p>Concept of diversity</p> <p>Diversity dimensions</p> <p>Diversity wheel (personality, internal, external and organizational dimensions)</p> <p>Intersections of diversity categories (social changes, legal improvements)</p> <p>Definition of diversity</p>	<p>Explain the concept of diversity through perspectives of culture, legal issues, social issues and number/statistics</p> <p>Categorize diversity dimensions (diversity wheel)</p> <p>Analyze diversity wheel (layers) through local, regional, national and international parameters of diversity</p> <p>Compare different combination of diversity categories with emphasis on migration and divers life circumstances (e.g. socio-economic dimension)</p> <p>Construct definition of diversity based on theoretical input on diversity and personal experience</p>

<p>Discrimination, Critical Whiteness and Racism</p>	<p>Diversity challenges</p> <p>Stereotypes</p> <p>Discrimination</p> <p>„Critical whiteness and racism“</p>	<p>Evaluate positive and negative connotations regarding definition or „term“ diversity</p> <p>Recommend managing diversity by avoiding stereotypes</p> <p>Confronting head-on stereotypes and personal prejudices, while developing cultural sensibilities</p> <p>Identify differences between structural, institutional and individual discrimination</p> <p>Explain relevance of whiteness studies in today’s European context and future prospects for racial equality</p>
<p>Reflection and Self-Assessment</p>	<p>Professional Capability Framework (PCF)</p> <p>Effective reflection</p> <p>Reflection and Self-Assessment Methodologies</p> <p>Evaluation</p>	<p>Discuss how the Professional Standard Framework describes diversity and critical reflection on observation process</p> <p>Explain what is effective reflection and its link with learning</p> <p>Compare differences between each step of Reflection and Self-Assessment methodologies</p> <p>Identify ways to Evaluate Reflection and Self-Assessment</p>

WORKSHOPS DESIGN

The design of the workshop includes

- theoretical inputs,
- exercises,
- a field visit (Diversity Walk),
- personal reflection session as well as
- application and transfer of the learned.

The input should familiarise participants with theoretical concepts and research on the issue covered.

In the exercises the participants have the opportunity to further deal with in the topic covered and to link it with reflection on the personal level.

In the workshop participants experience different facets of diversity in concrete settings, through being exposed to them during a field visit. Suggested field visits could include a participatory observation in a pub or restaurant they wouldn't usually go to because of their class background or their age, visiting a neighbourhood with a high ethnic diversity, etc. Through leaving the comfort zone, learning can be expanded.

Afterward the visits, participants have the possibility to reflect about the experiences, feelings and emotions that arose during the field trip. And exchange about their learning and transfer to their work reality.

Through this design, learning on different levels is initiated: cognitive (input about theoretical concepts) and learning on the personal level (through different exercises and the field visit). Through the exercises, personal values and approaches, but also knowledge, can be discovered and discussed in the group. The diversity walk is a walk through the streets of a city with observation tasks. Participants learning is engaged on an even more intimate level, since they are exposed with their entire being to a new environment or are encouraged to see the environment with new eyes and gain new perspectives (by discovering diversity aspects during a city walk). Furthermore, reflection is an important skill when it comes to dealing with diversity. And also for the process of evaluating their learning made during the exercises and the diversity walk. Therefore, reflection abilities are one of the focuses in the workshop also in the theoretical input.

MODEL WORKSHOP

Agenda

The proposed duration of the model workshop is one day (8 hours). The workshop has different parts / modules, which can be used flexible according to the needs and (time) resources of the participants and institutional requirements.

Time	Content
09:00 - 09:15	Short welcome and introduction (programme of the day, organisational questions, etc.)
09:15 - 10:00	Name game (1)
10:00 - 10:45	Diversity Survey (1)
break	
11:00 - 11:45	Theoretical input on diversity (2) Questions and discussion
11:45 - 12:30	Theoretical input on reflection (2) Questions and discussion
12:30 - 15:30 Lunch break is included	Diversity Walk (3) <ul style="list-style-type: none"> • Explanation of the exercise • departure of participants in small groups • reservations for lunch made in different restaurants
15:30 - 17:00	Reflection & Exchange (4) <ul style="list-style-type: none"> • Reflection about the experience during the Diversity Walk • Lessons learnt for my work (depending on the context, in which the workshop is set)

(1): for half a day workshop: choose only one exercise

(2): for half a day workshop: only one input or two short inputs

(3) : for half a day workshop: Diversity Walk without lunch

(4): for half a day workshop: max. 45-60 min reflection

Considerations for the theoretical inputs

Diversity

Depending on the previous knowledge of participants, the content and scope of the input should be chosen. This could start with an introduction into diversity through the diversity wheel by Gardenswartz / Rowe (1998). For participants with previous knowledge, concepts like intersectionality or Critical whiteness could be covered. Furthermore, the concrete focus of the input should be linked with the background and field of work of the participants.

Reference:

Gardenswartz, L.; Rowe, A. (1998): *Managing Diversity. A Complete Desk Reference and Planning Guide*. New York

Frankenberg, R. (1993): *White Women, Race matters*. Minneapolis

<http://portal-intersektionalitaet.de/startseite/> (English articles available)

Reflection

For theoretical considerations on reflection, the “Professional Capability Framework (PCF)”, which was developed by the Social Work Reform Board: Professional Standards Framework can be used. The framework describes diversity, critical reflection and analysis as essential to this standard. Effective reflection should be active, intentional and in journalistic cycle. The presentation highlighted that it is essential to link reflection with learning. Furthermore, self-assessment - in the sense of application of a personal development methodology - is a related and also important process. Finally, a transparent systemic framework was presented to the audience, “A Comparative Analysis of Reflection and Self-Assessment” by Melissa Desjarlais and Peter Smith (2011). The framework analysis the differences of reflection and self-assessment and provides a step by step methodology how to put both approaches into practice. This framework could guide the participants for the reflections, to deep the understanding through the experience of the diversity walk.

Reference:

Desjarlais, Melissa; Smith, Peter (2011): *A Comparative Analysis of Reflection and Self-Assessment*. In: *International Journal of Process Education* (June 2011, Vol 3 Issue 1), p. 3-18

Description of the exercises

The story of my name

- Goal:**
- getting to know each other
 - Awareness of (hi)stories behind names
 - Discrimination because of names
- Target group:** anyone
- Time frame:** depending on the number of participants
- Group size:** no minimum / maximum size
- Space:** a room big enough for sitting in a circle
- Reference:** unknown

Steps

1. Participants will sit in a circle and share a short personal story about their name: e.g. who gave you your name, why the name was given to you, who were you named after, the meaning of your name, do you like your name, what do you prefer to be called, etc.
2. Short reflection about the sharing of personal stories and the learning: Why is this activity important? What is the link to diversity? What did you learn?

Facilitator notes

This exercise is a nice getting to know each other exercise. Furthermore, having participants explain the origins of their names, is a simple way to acknowledge diversity. It also might raise awareness about name discrimination and stereotypes attached to names; e.g. gender dimension, or a distinct foreign-sounding name may be a significant disadvantage on the job market.

Some individuals will include personal information in their stories, so the atmosphere should reflect a safe space where the group feels comfortable to share personal stories. Be sure to allow time for everyone to share.

This exercise can also be used for participants who already know each other, since participants will learn something new about the other persons.

Diversity Survey

- Goal:** to enable exchange on the topic of diversity, being different, discrimination
- learning more about what participants think about the topics of diversity and discrimination.
 - an accessible way to talk with each other about the meaning(s) of diversity and discrimination.
- Target group:** anyone
- Time frame:** min. 40 minutes (depending on the group size)
- Group size:** min. 6 participants
- Space:** a room big enough so that participants can move around
- Preparation:** print out each question on a paper slip / a card
- Reference:** unknown

Steps

1. Each participant gets a card with one question.
2. Participants should get up, move from one participant to the next and ask their question. They should try to get as many answers as possible to their question from the other participants (some like to write them down, not to forget the answers). 10-20 minutes depending on group size.
3. Exchange in plenary: each participant presents the results of his/her survey. Read out the question and briefly report what participants said by summarizing the most important points. Discussion of the results and learning

List of questions

- When did you experience a barrier concerning your person for the first time?
- Have you ever been discriminated against?
- When and where did you hear the term "Diversity" for the first time?
- How do you embody diversity?
- What is your first memory related to "being different"?
- When are you "different"?
- When are you "alike, similar, the same"?

- What do you personally hope for from the "diversity" approach?
- When are you aware of diversity, when is it visible for you?
- When can diversity be unconscious and invisible?
- What do you think the "diversity" approach can not do for you?
- What is your first, spontaneous association with diversity? Why?
-

Diversity Walk

Goals:

- experiencing diversity on the personal level and through the lens of an urban town (through the city walk).
- Leaving the comfort zone by leaving the class or seminar room and explore a new environment

Steps:

Participants are sent on a Diversity Walk in small groups. The groups consist of **3-4 participants** per group, the groups should be mixed.

They get print outs of the **questionnaire** with the following sections (see the appendix for the questionnaire):

- Barriers
- Infrastructure, Buildings, Shops, ...
- People
- Emotional level

While being on the walk, they should explore the district with the help/guidance of the questionnaire, and take some notes in the questionnaire. And also take some photographs.

Furthermore, each group gets a city map with the route they should take marked in the map. They are also asked to have lunch at a specific restaurant, also indicated in the map and with the address of the restaurant (reservations in the restaurants were made beforehand).

Questions for reflection after the visit:

In the diversity walk, we dealt with diversity through the lens of a town. In our project / work / etc. (depending on the context) we deal with diversity on the level of xxx (context).

- Through the workshop, what did we learn for our understanding of diversity in institutions?
- what does this mean for ... (my area of work / my institution/ etc. - depending on the context in which the workshop takes place)

Material needed:

- City Maps + suggested itinerary for each groups
- 1 printed questionnaire per person

Preparation:

- reservation for lunch in different restaurants

Facilitator notes

The exercise is a group exercise and also inspires group dynamics and better getting to knowing the other participants

Diversity Walk

Xxx Place xxx date xx

What to do?

- Have a queer eye on infrastructural, social and emotional surroundings while walking through Graz following your map line. You cross different districts of the city, which are highly diverse in so many ways.
- Observe people, housing, traffic, accessibility and more.
- Be relaxed and have a break at the marked spot for lunch. Enjoy your experience.
- Have fun, make notes (see questions on the next page) and please take some **photographs** for documenting your walk
- We will reflect on your experience afterwards in the big group.

Notes Diversity Walk

Here are some inspirational questions, which guide you through your tour.

- 1) Following your map, which differences (housing and street conditions, etc.) do you realise?
- 2) Do people change (clothes, religion, etc.)?
- 3) Make a guess: which kind of people are living here (working class, immigrants, intellectuals, new/art scene, etc.)?
- 4) At which place did you feel safest? Which spot was personally uncomfortable for you?



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