



## **Intellectual Output 3**

### **CASE STUDIES AND RECOMMENDATIONS REGARDING DIVERSITY IN ADULT EDUCATION ORGANISATIONS**

#### **PART 1: COLLECTION OF CASE STUDIES**

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

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



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## INTRODUCTION

The DivCap project is working with an integral approach to develop and implement diversity management in adult education organisations, focusing on all levels of the organisations, checking and testing simultaneously concrete measures in practice in collaboration with colleague organisations. The project aims

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

In this document, “Collection of Case Studies” you will find the collected case studies of the DivCap project from seven European countries. The actual text of these case studies is directly derived from the original documents as discussed or further discussed with the institutions involved.

A separate document has been prepared with a summary of the most important key points and a series of general recommendations for further development into an intercultural organisation with a balanced diversity policy. This second part is presented in the separate document “General recommendations”.

### Some preliminary remarks

#### *Development of the case studies*

Each DivCap partner has followed two organisations that offer educational activities to adults. General sources have been consulted, such as website, policy notes, annual reports, social media and leaflets. Based on this, a general questionnaire was completed which subsequently formed the context within which discussions were held with at least four employees from management, the educational staff and the support services.

This data was the material on which a further analysis of the organisation took place:

- It has been determined for each organisation what the current situation is and what steps need to be taken to move one step further to become an intercultural organisation with a balanced diversity policy.
- It pays attention to what change needs to take place and what the consequences are.

Specific tailor-made substantive recommendations have been drawn up for each organisation and recommendations are made as to which type of change process fits best with this and what that requires from management and staff commitment.

### *The selection of organisations*

Each partner has made its own choice to select two participating organisations, which could be the own organisation o/and another organisation from their network.

The final selection is an interesting mix of young and old organisations, non-formal and formal, large and small, on family-based or public basis. Also, almost all stages in the development of diversity policy are represented in this selection.

### *The responding persons*

Part of the research was to interview 4 persons from each organisation: 2 teachers, 1 manager, 1 supportive non-educational staff. In the Collection of Case Studies, we have kept these persons anonymous, only their function has been mentioned. Nevertheless, we have mentioned the name of the interviewer to make clear if he/she is part of the selected organisation or not.

### *Diversity, multiculturality and interculturality*

In DivCap we have a broad understanding of diversity, but for the case studies we have focused on the categories of “race”, “culture”, “ethnicity”, “religion”, encompassing challenges in adult education, in relation to migration, without forgetting gender, age, class or disabilities. In fact we are focusing here on multiculturality (i.e many co-existing cultures) and interculturality (i.e many cultures influence each other mutually), although in some regions (Andalusia in Spain, Friuli-Venezia Giulia in Italy and the province of Zagreb in Croatia) only a view migrants are living. Furthermore, discussions in expert groups referred to the need of considering several diversity dimensions. Therefore, to consider the differences and diversities amongst the partnership and specific contexts, other diversity dimensions such as e.g. disability need consideration. Also, from a theoretical anti-discriminatory point of view, it is important not to focus only on one dimension but to consider other dimensions which lead to unequal access to adult education institutions.

### *Involvement of learners*

In the recommendations we mention a few times that it is important to consider how learners and potential learners view the organisation, because it is important that an organisation is aware of this. Nevertheless, we didn't include the learners in our case studies, mainly for the reason that the learners are the ones who are coming and going in an adult education organisation, while the workers in these organisations are the permanent actors. From the point of change management in adult education organisations it will be the workers who are the motor of change as well as the carriers of diversity policy.



## Starting points: the questionnaire, the 7-stages and the colour print model

### *The questionnaire*

In the first stage of the DivCap Project the following tool was developed: „Questionnaire“ (for Adult Education Institutions - Diversity in the institution - reality, challenges and measures) developed by DivCap, which has been used to gather information about each organisation.

### *The 7 stages model*

As start of analysing the level of diversity in the selected organisations we have used the 7-stages model, developed by Verhoeven and Hoogsteder, University of Nijmegen/Interethnic Management (1999) <sup>1</sup>. This is a well-proved instrument for self-assessment, which has been tested particularly in the care and welfare sector. Based on simple questionnaire the score gives an indication of the level of diversity, looking at multiculturality. The model includes 7 stages.

The outcome of the questionnaire, this classification is not a question of one organisation being better than another but indicates what can be the next step for an organisation towards an integrated diversity management. It shows, for example, that an organisation first needs customers with a migration background before it will develop a more intercultural customer-focused policy. Also, without employees with a migration background the personnel policy will not consider other cultures. We have chosen this model to determine what stage an organisation is at.

Interculturalisation is the process of transition from a monocultural to an intercultural organisation and the seven-stage model assumes that this process follows a fixed pattern comprising seven stages.

### *The colour print model*

Further on we have used the so-called colour print model for change. This gives an indication about the change approach which is suggested for each organisation we have used the colour model, developed by Vermaak and De Caluwé<sup>2</sup>: applying change management to achieve intercultural organisation/diversity and inclusion: what do you need for a change process at organisational level, because you change both the organisational structure (procedures/rules/systems) and organisational culture (way of working, social culture, corporate culture, etc.). The model, that shows five different change management approaches, is very much a product of two intersecting worlds. On the one hand, it is shared and researched with academics, developing it in relation to a wider literature on change and testing it in practice. On the other hand, it is a practical set of concepts and guidelines that have been co-developed with practitioners to increase their understanding of real-life problems

<sup>1</sup> Verhoeven, Jan; Hoogsteder, Jan (1999): Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Universiteit Nijmegen/Interethnisch Management

<sup>2</sup> Vermaak, H.; De Caluwé, L. (2018): The colors of change – revisited. Situating and describing the theory and its practical applications. Draft Manuscript. In: Shani, R.; Noumair, D. (Eds) (2018): Research in Organizational Change and Development (vol. 26), Bingley (UK): Emerald Insight, <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf> [last access 2020-02-24]

and suggest ways to address them. As such, it reflects the dichotomy highlighted by Woodman (2016)<sup>3</sup> between “change process theory” and “implementation theory.” The five change management approaches are represented in colours:

THE COLOUR MODEL		
<b>Yellow-print thinking</b>	power approach	Assumes that something only changes when key players are backing it and that little will happen if key players oppose it. In this view, enabling change requires getting the powers that be behind it, whether their power is based on formal positions (e.g. board members) or informal influence (e.g. opinion leaders)
<b>Blue-print thinking</b>	rationality, not power matters most (rational approach)	The assumption is that change happens only when you analyse first what problem is, suggest the best possible solution, and implement it according to plan. Change is thus deemed a linear endeavour: you think first before you act. The process is expert driven: the activities are executed by those who have the necessary know-how and experience.
<b>Red-print thinking</b>	emphasis is on motivation, not on power or rationality  (motivational approach)	The key assumption is that change is not about policies and plans but about behaviour, and that people change their behaviour only when they are stimulated to do so. In its simplest form this comes down to barter: the organization hands out rewards and offers support in exchange for personnel taking on tasks and responsibilities and trying their best.
<b>Green-print thinking</b>	emphasis in on learning  (learning approach)	Changing and learning are deemed inextricably linked: they are thought to mean almost the same. The only way forward from a green point of view is to dig deeper: to discover one's limits and expand and deepen the way we see and act in the world.
<b>White-print thinking</b>	no planned affair (permanent change approach)	In contrast, white-print change agents view change as constant and taking place of its own accord. The key assumption is that people can make the most difference when they understand and catalyse a change that is about to happen. In white-print thinking, change agents do not create evolution, but they do support transitions or stand in their way.

The five colours at a glance © Jumbo Klercq, based on Vermaak / De Caluwé

<sup>3</sup> Woodman, R. W. (2016). The science of organizational change and the art of changing organizations. *Journal of Applied Behavioural Science*, 50(4), 463–477





# CASE STUDY REPORT AMARYLLIS

## 1 Development of case study

In this case study report we present the results of desk-research about the organisation AMARYLLIS in general and the results of interviews. For the desk-research we used in general the website ([www.amaryllisleeuwarden.nl](http://www.amaryllisleeuwarden.nl)) and information from four employees from the organisation. In this case study we analyze the situation of the organisation focused on the diversity management and we conclude some recommendations for changemanagement within the organisation.

The four employees we have interviewed took place in oktober 2019 at the office of AMARYLLIS in Leeuwarden. The interviewed employees are:

- two team managers
- two social workers

One manager has been with the organisation for more than twenty years and the other four years on average.

The interviews were individually and not as a group so that the interviewed employees could talk freely. All interviewed employees wanted to remain anonymous. In this way, we got different impressions about AMARYLLIS.

With a board member and the director it has not yet been possible to have an interview. They are currently dealing with all kinds of other developments within the organisation. The action point is to contact them at the beginning of January 2020.

## 2 Description of the organisation

### 2.1 Institutional framework

The organisation is an urban welfare foundation focused on all vulnerable citizens. The organisation is an amalgamation of a number of other organizations, a fusion, as of 1 January 2019. The organisation consists of:

- eight social district teams, include two neighbourhood team
- voluntary work
- childcare
- youth work
- status holders and neighbourhood mediation

- board of directors, supervisory board
- management/secretary
- staff members/facilitating staff (HRM advisor, policy advisor, operations coördination)

The organisation has a workforce of total 180 employees working on different levels and departments. 90% of all services by the different departments is used by citizens with a migrant background. Most questions of these groups are focused on welfare, car, housing, labour, education. All vulnerable groups can be support without a referral. This includes for instance support by employees of the unit social work without a referral. The organisation is located in the city Leeuwarden. Leeuwarden counts 123.107 citizens per January 2020 ([www.fsp.nl](http://www.fsp.nl)). 21.014 Citizens (17%) of them have a migrant background.

The objective of the organisation is to do together what is necessary to enable vulnerable citizens of the municipality of Leeuwarden to live their lives in a meaningful way in connection with their living environment. The most important starting point is that the organisation focus on the interests of the citizens. The organisation is formed on the basis of what is really needed instead of what someone is entitled to. AMARYLLIS wants to be an organisation that is beyond patronising. The organisation starts from trust and anticipate what the living environment needs. The social workers stimulate the self-reliance of the citizens and focus on cooperation within the social network.

The support is aimed at multiple living environment. In addition, the organisation implement the three D (Participation Act, Youth and Law on Social Support/WMO) policies. The organisation has a general policy and no specific policy because everyone is expected to make a contribution based on their own ability and decisiveness. Diversity is also not given attention as it stands within the organisation.

## 2.2 Institution in the migrant society

In the past, the organisation has pursued an immigrant policy. People with different cultural backgrounds received special attention and migrant and refugee organisations were coached and supervised by social workers.

The last five years it is almost a thing of the past. There is hardly any attention for problems for specific minorities, refugees, while the organisation has a department for support status holders. Everything is aimed at integration and participation in society. The organisation has no intercultural policy. Only professionals with a native Dutch background work in the department for support status holders. The social workers of the organisation have no experience in guiding this target group and culture-specific knowledge is lacking. Social workers have no attention for problems. The guidance is left to volunteers. The workforce has no professionals with a migrant background. There were some employees with non Dutch nationalities working for the organisation but unfortunately most of them have left teh organisation. Gained knowledge, experience and expertise is gone. They did not agree with the policy and there was no good guidance. People no longer felt safe with the organisation. The organisation underwent quite a culture change.

Everything was organized differently. The organisation has no free space anymore to reach specific groups with a migrant background. Everything is determined by the grantor (the municipality). The organisation went from specific policy to general policy because the pressure came from the local government. 80-90% of the organisation's services are used by immigrants. There is a high turnover of employees. Employees do not receive any training when it comes to intercultural working.

There are no specific channels, networks for communicating with migrants anymore. The social workers who specifically came into contact with organisations of migrants is also a thing of the past. Current policy from the government means that there will be no diversity, intercultural policy in the coming years. Social workers nowadays know nothing about migrant networks because of the policy of the local government. What is going on among this group and the problems are unknown to most social workers.

Specific educational activities are also no longer organized for the groups. The vision of some social workers of the organisation is that in an immigrant society the government should put a clear inclusion policy at the centre of the social cohesion and harmony between the various socio-economic and cultural groups in society. Such a policy should be aimed at the realisation of multicultural citizenship, which implies the promotion of equality, belonging and exclusivity of all groups.

Social workers are not in a position to identify migrant clients from another cultural group in order to do justice to the individual and his situation and wishes. They are not looking for challenges and are therefore unable to communicate effectively with this group. Put flatly, they do not have intercultural competences. Intercultural assistance is becoming more and more important in this country, because of the migration flow of recent years. Because of this, the population composition in this country is enriched with cultures from all over the world. According to one of the staff members, Dutch is now familiar with several ethnic groups. Social workers must realise that they need to have a strong empathic feeling, have few prejudices, be open minded, be able to adapt to an unfamiliar situation, seek similarities in their dealings with the other, respect a client and take his wishes into account in this multicultural society. The problems in society are becoming more and more complex.

AMARYLLIS tries to facilitate the support of all vulnerable citizens but the impression at the moment is that some projects are not reaching migrant groups in certain neighbourhoods, parts of the city. Because of the lack in communication channels with migrant groups specific support of migrants is not reached.

In public, the organisation presents itself as an open organisation for all vulnerable citizens, including migrants. But on the other hand, the employees are not reaching the migrants groups.

### 2.3 Human Resource Management

AMARYLLIS has no target group policy. This means that there is no diversity, intercultural policy either. Specific policy and attention for migrants was itself one of the main issues. AMARYLLIS also had a specific policy regarding the recruitment of migrant employees. This has gradually disappeared,

but this is mainly due to all those changes in the social domain. If you look at the customers who make use of the services, 80-90 % of the customers are immigrants.

The interviewees regret that all the knowledge that had been built up has disappeared. Within AMARYLLIS there is a high turnover of personnel. Over the last five years, an awful lot of new colleagues have been hired. New colleagues but also current colleagues lack knowledge, skills and expertise in working with ethnic minorities. Management, the Board of Directors and the Supervisory Board do not currently pay any attention to this problem. Employees also do not receive any training when it comes to working with ethnic minorities. Diversity is not taken into account in the application procedures and when drawing up the vacancies. The relevance is not recognised. Interviewees are not aware of any intercultural competencies as a requirement for applicants when recruiting staff.

The interviewees feel that they would like to gain more insight into how intercultural policy could be developed. In the interview it was confirmed that the working method used by AMARYLLIS should be better suited to the migrant target group. They found that new and young colleagues lack the competences to work with this target group.

As far as gender is concerned, more men can be hired in the coming years. Average age of personnel is between 30- 35 years. Presence of men and immigrants is underrepresented. General impression of the interviewees on diversity within the organisation is that a conscious choice for diversity would be an enrichment for the organisation. This could bridge the gap between different ethnic cultures. We could learn from and involve many of the groups in all kinds of social and discussion issues. In the application procedures and in the preparation of the vacancies, there is no attention for diversity, whereas before 2007 this was strongly present within the organisation. One of the interviewees was not aware of this within the works council either. The interviewees indicated that a workgroup, tutorial is needed that will look into diversity and intercultural working. The social workers need instruments to learn to deal with diversity and intercultural working. The gap is too big now. This certainly requires much more attention in the coming years.

AMARYLLIS makes standard use of communication channels (mails, facebook, intranet, brochures, advertisements, etc.). Specific means of communication are not used to reach migrants. Within the organisations that have standard leaflets, brochures which are developed nationwide by the government. Locally there are no organisations that translate these into their own language when it comes to facilities. We notice in practice that many migrants are not aware of all kinds of facilities and offerings at local level.

Migrants lack all kinds of information to which they may be entitled. This makes it visible that poverty among this target group is also increasing. Communication with self-organisations, key figures is gone. In the past, the social workers had contact with all kinds of migrant organisations. There was a social network that was almost known to many social workers but this too has gradually disappeared. All interviewees do not know what kind of migrant organisations there still are. There are no specific activities from AMARYLLIS. Migrant groups do everything on their own and you notice that this also

makes that the gap between AMARYLLIS and the groups is getting bigger and more complex. Interviewees also do not know what they have to do to make contact with migrant organisations. AMARYLLIS works a lot in the neighbourhoods, decentralized. Also, the colleagues who work in the neighbourhoods do not use extra resources to approach this group. Knowledge and skills are lacking, and workers lack specific methods to reach this group and to pick up practical issues. Interviewees do not know which means to use to reach the migrants and what works for different groups of migrants.

## 2.4 Networking

AMARYLLIS has no direct connection and contact with the migrant organisations. Everything that was built up has been phased out in recent years. This is deeply regretted. They dare to confirm that no social workers from AMARYLLIS have any contact with migrant organisations either. Now that this question is being asked, they really regret it. Within the organisation there is a social network map but unfortunately there are no migrant organisations on it while all kinds of Dutch organisations are in it. Interviewees think it is a disgrace. They think this is a point for attention and certainly want to do something with it as an important point of action.

## 2.5 Education

Within AMARYLLIS, research should be conducted into what social workers need in order to be able to work interculturally and deal with diversity issues. Social workers should be able to indicate what I am missing in my daily luggage in order to work with migrant/migrant organisations. Some points that were mentioned are: How to deal with cultural differences, Bridging language problems, fear of miscommunication, little extra time in counselling and lack of knowledge of the world and backgrounds of migrants.

AMARYLLIS provides no more support for social workers for support migrant groups, individuals with migrant backgrounds. The educational staff has no employees with a migrant background.

### 3 Personal Impressions of interviewed people

Positive	Negative / Challenges
<b>The Institution</b>	
<ul style="list-style-type: none"> <li>• diversity in the organisation is seen as an enrichment</li> <li>• building and networking with migrants is essential</li> <li>• attention to diversity and intercultural policy</li> <li>• education for social workers on how to deal with cultural differences, Bridging language problems, fear of miscommunication, little extra time in providing assistance and lack of knowledge of the world and backgrounds of migrants</li> <li>• a new search for support within the organisation to set diversity policy in motion</li> </ul>	<ul style="list-style-type: none"> <li>• no policy, no concrete policy regarding diversity policy</li> <li>• passive attitude towards diversity policy</li> <li>• AMARYLLIS does not reflect society (diversity).</li> <li>• social workers do not have the knowledge and skills to deal with the target group of migrants</li> <li>• no view on migrant network, no specific policy to work with this target group.</li> <li>• there is a high turnover within the organisation, as a result of which accumulated knowledge is lost.</li> <li>• innovation from changes in social policy in full swing within the organisation, specific policy on diversity policy (intercultural policy) no longer exists, attention for diversity policy is estimated to have no priority for the next two years</li> <li>• coloured people working within the organisation are leaving and looking for a job elsewhere</li> <li>• everything that had been built up in diversity policy up to 2013 has gradually disappeared.</li> <li>• the interviewees indicated that they do not want to be too critical of their organisation because they are afraid that this will be used against them</li> <li>• during the interview, we noticed that employees were tense and had to look for the right words to give an answer.</li> </ul>

#### 3.1 Commitment with mission statement and diversity policy

Something will have to be done at the top, management level to put diversity back on the agenda and seek support within the organisation. The grantor (the municipality) will also have to move more and give more room in this respect. The organisation must have the courage to make choices. The organisation talks about vulnerable citizens and, according to the interviewees, this includes migrants. The interviewees also think it is important that a plan is drawn up in which diversity gradually takes shape. According to the interviewees, the question of whether there is a commitment does not arise at the moment, but a wide-ranging discussion within the organisation could lead to this happening.

### 3.2 What should be changed?

All interviewees see the added value of interculturalisation and diversity policy. Support must be created from within the organisation. All team leaders must be given an important role in this. Raising awareness about the benefits of diversity policy and recognising the interests of diversity policy. Practical meetings should be organised to map out what knowledge we have about diversity policy education, skills promotion and training on interculturalisation should be facilitated. Involving migrant organisations and key figures in change. Possible attention for vacancies in order to attract more social workers of immigrants.

- policy according to influx of migrant employees
- design of flyers and brochures in different languages
- policy according to getting better contacts with migrant organisations
- creating support among board of directory and management, staff for diversity policy

### 3.3 What should not be changed

As starting point:

- the needs of training for employees to work with migrant clients
- the needs among some social workers for creating support among employees who see diversity policy as challenge

The openness, tolerance and the communication on eye-level with each other, dealing with all in a fair way are a benefit for the institution and the people who work and learn there. TGhe supporting atmosphere is very helpful for the trainers, but for the participants as well.

The positive measures as described above.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

Adjusting of the current means of communication that are used and attuning them to the target group of migrants. In the coming period, contact will be made with migrant organisations and key figures. The target migrant groups and their self organisations are the representers of the Surinamese Hindus, Turkish, Maroccan, Syrians, Somali, communities. Then you can investigate what specific knowledge the organisation can reach and use it. Organizing meetings and approaching people personally could also be a success. Organizing meetings in cooperation with the target migrant groups we mentioned on how to deal with cultural differences, bridging cultural differences would be very valuable.

Starting with a small workgroup, a think tank would be very beneficial. From here you would have to grow and build. In addition, it's important to rethink the importance and necessity of the migrant organisations in the way of challenges and innovation within the organisation.



## 4.2 Significant differences in the way people are looking at and thinking about the diversity in the organisation

The interviewer sees the usefulness and importance of revitalising diversity and interculturalisation within AMARYLLIS. They are aware of the added value of this in the long term. The interviewees have an open attitude but are very careful in giving answers. They have to find the right words every time. The impression is that a fear culture is alive within the organisation because of all those changes in recent years, which means that different choices are made all the time and that AMARYLLIS is properly controlled by the local government.

## 4.3 Arrangements and power relations

As indicated above, the organisation is still subject to many external influences and it is sometimes difficult to pick up all the changes. Rules and laws certainly play a role, which prevents the organisation from making choices and initiating changes. But the rules and laws are edited by the local government from whom AMARYLLIS receives grants. So it is not only a task of the directory board of AMARYLLIS to change the policy but also a task of the local government. Both parties have to be involved in starting rethinking procedures and implementing them for diversity policy as inclusion policy.

## 4.4 Motives and motivations to work on diversity policy in the organisation

Interviewees are aware that there is no form of communication with migrant organisations. To make changes you need people with knowledge, experience and expertise. Professionals see that they are part of a large organisation but that the organisation does not reflect society. In view of the changing government policy and what is asked of all citizens, including migrants, it is necessary to cooperate as much as possible. Without that cooperation you cannot build an intercultural organisation in which sometimes specific approaches but also adaptations from within the organisation are necessary. Immigrants must be able to recognise themselves and feel safe within an organisation. If 80-90% of the customers of AMARYLLIS belong to the migrant groups and if there is no employee who has the knowledge and skills anymore to work with and support the migrant groups than the service activities can not reach the migrants.

## 4.5 Possible benefits for the learners

Learning organisation is there to make choices and to work in a small context. Especially people with a migrant background require a lot of time. People with a migrant background want:

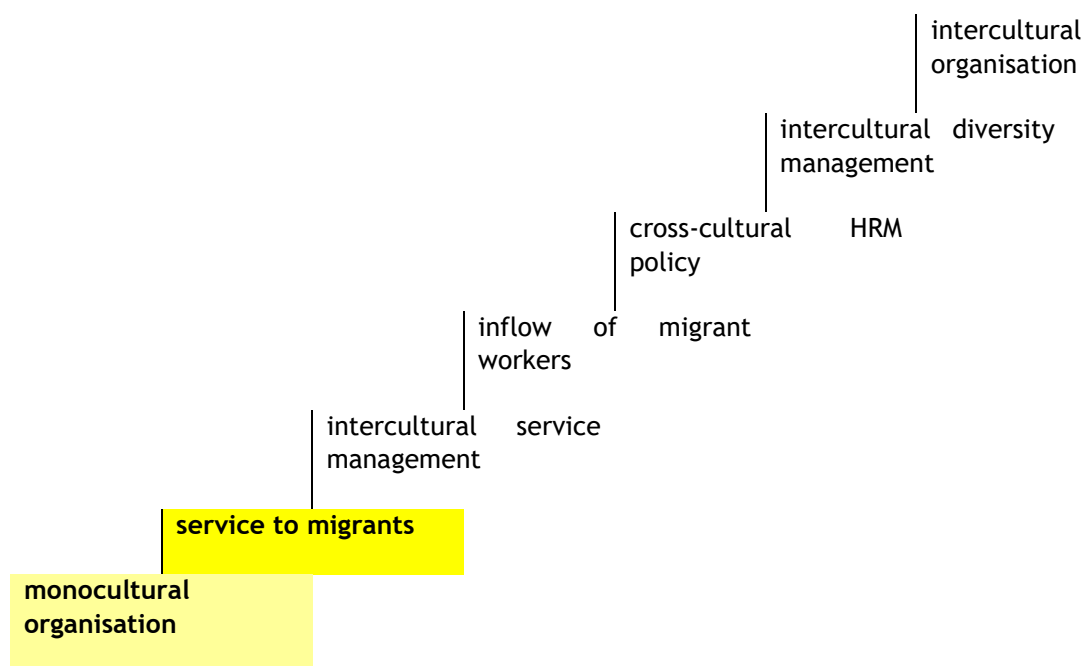
- to be treated equally
- trying to get everyone into a learning organisation
- take into account the way of communicating
- professionals need to gain insight into what I want to be specifically trained in, what competence I lack, what skills I still have and how I can keep up with the change; without that cooperation you cannot build an intercultural organisation in which sometimes specific

approaches but also adaptations from within the organisation are necessary. feeling welcomed in the organisation

- finding people from similar culture in the organisation makes them more familiar with it

## 5 Stage of the organisation<sup>4</sup>

### 7-STAGES MODEL



1. My organisation has migrants among its clients

2. In my organisation an intercultural training has **not** been done aimed at improving sales to migrants.

3. My organisation has **no** policy aimed at improving sales or services to migrants.

4. My organisation employs **no** migrant worker(s)

5. My organisation has **no** policy aimed at the influx of migrant workers.

6. In my organisation there has **not** been an intercultural training on how to improve intercultural cooperation or leadership.

7. My organisation has **no** intercultural personnel policy

8. In my organisation, intercultural policy is **not** a natural part of diversity policy.

9. In my organisation, intercultural policy is **not** a natural part of general quality policy with regard to sales/service provision and personnel.

AMARYLLIS is still a monoculture organisation, while their services are mainly consumed by the migrants. In the communication and the interview, it appears that a lot of knowledge and skills are lacking among the employees. Social workers have to be able to cope with what I am missing in my

<sup>4</sup> Stuurboek Intercultureel Werken, van llochtenenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor stufenfuctie trainers; Dr. Jan Verhoeven, Dr. Jan Hoogsteder, Universiteit van Nijmegen/Interetnisch Managment; March 1999

daily luggage in order to be able to work with migrants and migrant organisations. Some points that were mentioned are: How to deal with cultural differences, Bridging language problems, fear of miscommunication, little extra time in social work and lack of knowledge of the world and backgrounds of migrants.

## 6 Change and its consequences

### *What is change here actually?*

The view of implementing a real change management process is for the organisation at this moment very difficult. The organisation depends on the policy of receiving grants by the municipality. We only may suggest things to improve the policy of the directory board and management according to be open in their view according to diversity policy as a challenge. There is an action point to make an appointment with the board of directory, management in January 2020. Direction and management now support the policy of the grantor (municipality of Leeuwarden). An action point towards the Works Council/Counsellorship Council is also additional. In view of HRM, personnel policy, hiring policy.

There is anger among employees. Especially many migrant employees have left. Improvements could be:

- products and services aimed at migrants, diversity should be re-examined in terms of accessibility, i.e. the communication process and the skills and competencies of the personnel
- influx of employees with a migrant background can be a plan of approach; recruitment policy and vacancy policy: sharpen competences to deal with migration cultures, intercultural work, context-related care, work culture-specific
- possible attention for vacancies in order to attract more social workers of immigrants  
discussion and revision of HRM policy, influx of migrant employees

### *What does it mean for the education process?*

- improvement according to the communication process within the organisation focused on diversity and culture - specific labour

### *What does it mean for the management?*

- reflecting their own competences

### *What does it mean for the staff?*

- new challenges
- being better prepared for dealing with the knowledge of diversity policy and skills

### *What does it mean for the learners?*

- being better prepared with knowledge of diversity policy as a challenge and improvement of skills to communicate with migrant clients and their networks

#### *What does it mean for the organisation?*

- reflection about the aims of the organisation
- getting better qualified staff and better performance in the public and especially improvement of cooperation with migrant organisations

## 7 Recommendations

AMARYLLIS is a monocultural organisation while its client base consists of 80-90 % migrants; the board of directory and management follow the policy of the municipality that provides the grants; the organisation does not reflect the diversity and the coloured community. The staff is purely native and consists for a large part of women in the age group of 30-35 years.

### 7.1 List of recommendations

- The analyse of the case of AMARYLLIS lead to the recommendation for reflecting on the vision and work on openness in diversity policy and change management within the organisation by all employees, starting with the openness of the board of directory and management staff and the municipality as grantor
- Create a support package of a mix of activities as survey, workshops, training, education focused on diversity policy and intercultural work; create possibilities to organize a workshop on the theme of diversity policy, intercultural work on a small scale in three neighbourhood teams; reestablishment of social network, a social card with migrant organisations is urgent for innovation within the organisation to serve clients with a migrant background▯building a network relationship with migrant organisations is a must!
- Work on a agreement with the board of directory and management staff for timeframing and planning to create the support package and to carry out the support package by an external company, agency; in January 2020 we will make an appointment with the board of directory and management to work out and implement the support package; however, board of directory, management/staff and the grantor must be aware of this; conducting a broad survey among employees with regard to diversity policy; this should also include explicit questions in the field of intercultural work; the conducting of at least one or two discussions with the board of directory and supervisory board regarding diversity policy as reflection of the society at present and hiring migrant workers is urgent.

## 7.2 What is the right approach for this way of changing?

Based on the colour model of De Caluwe & Vermaak<sup>5</sup>, which demonstrates colour thinking as an accessible expression of different change management traditions, we advise in this case a mix of green and red print approach is necessary. In fact, no colour can be specifically highlighted, it looks like a whiteprint organisation. So, action is needed. Something will change when the organisation will be open to stimulate people in the right way, bring people, employees into learning situations.

## 7.3 Commitment of Management and Staff

What is the commitment to change? Is there commitment? Necessity: Reformulate the mission of the organisation. Making more concrete how also vulnerable groups such as migrants are reached and reflection/evaluation communication process about the values of the organisation. No more migrants are reached. There is no diversity policy. A proposal for working on an internal change trajectory can be the solution. An HRM expert is essential and urgent and an external process supervisor who supports all employees of the organisation in targeting diversity policy as challenge for their own workload and skills to serve migrant clients. The organisation is a huge urban welfare organisation with no migrant employees but with services for 80-90% of migrant clients.

The organisation is too organized in a hierarchic way and the approach that the organisation depends on the policy of the municipality to change their policy is unnecessary. There is an action point to make an appointment with the board/management in January 2020. Deployment can be a plan of approach. Direction and management now support the policy of the grantor (municipality of Leeuwarden).

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<sup>5</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>



# CASE STUDY REPORT Cramars Soc. Coop. Soc.

## 1 Development of case study

This is the report resulting from a group meeting organized with the formal staff on the 1st of August 2019. The meeting took place at the Cramars premises, after having a commitment with the president of the Cooperative about who should be involved in the interview.

The president and formal legal representative chose the following staff person:

- The coordinator as part of the educational staff
- A supportive non educational staff (secretary/reception)
- The company manager
- A teacher/cultural mediator

The group session was managed by Sara Danelon, who shared the project aims and then started with the interview following the DivCap check list. All participants agreed to record the interview.

In a second moment, as a one to one interview, we involved also an external teacher, dealing with almost all courses in Cramars, and teaching ICT.

This second interview took place in Cramars the 7th of August. The interviewee was A.

## 2 Description of the organisation

### 2.1. Institutional Framework

Cramars is a Social Cooperative type A

The main objective of the organization is to train people, even in a disadvantage condition, to enable them to find employment and improve their situation.

From the Statute, Cramars has as its object, the carrying out of all those activities necessary and finalised to the realisation of the professional training and to the professional elevation of the workers, which as an example:

- the offer of educational, training, welfare and school services for people who are in and out of marginal or disadvantaged or who risk social exclusion;

- the creation of vocational training courses, individual or collective, for the promotion of culture, training and professional updating, always aimed at combating phenomena of social degradation and favouring occupational integration in areas where the greatest risk of new poverty arises;
- promote any formative and recreational activity, establishing links and promoting exchanges with other national and foreign educational and training realities of any order and level;
- create initiatives to encourage the qualification for work placement of young people, women and adults in general to counter the phenomenon of the so-called new poverty;
- develop educational guidance policies aimed at young people and adults, also aimed at seeking new employment opportunities;
- support the inclusion of unemployed people, also with a long-term contract;
- promote and manage initiatives related to active labour market policies;
- promote and manage innovation processes in the social, economic, entrepreneurial, territorial and technological fields.

The services will be mainly aimed at those in a disadvantaged situation.

The cooperative may carry out any other activity related to the corporate purpose and in any case aimed at pursuing the corporate purposes as well as carrying out all the business and contractual operations deemed necessary or useful for the realisation of the corporate purpose. According to the website the activities carried out are the following:

- TRAINING - Professional training for the people of Upper Friuli and funded by the European Social Fund;
- SOCIAL INNOVATION - Experience of change processes based on strategies and ideas that Cramars proposes to the territories;
- LOCAL DEVELOPMENT - Projects involving territories to act, react, plan and manage complex situations

Cramars is an independent institution. It has a legal subordination as social cooperative and for this reason it must follow the legal provisions regarding its administrative / financial management and the type of target to be involved in the activities provided for by the statute.

There is no written statement of the company's mission.

From the teacher's declaration which external teachers have to sign when being hired by Cramars, it is clear that although there is no written mission, there is an opening towards "the other" and everyone within the cooperative is tolerant and shows a positive attitude towards neighbours.

In the group discussion during the interview it is defined that what is lacking in Cramars is the CHARTER OF VALUES which also becomes a document of SOCIAL COMMUNICATION.

From the point of view of the website of the institution, there are some courses that are advertised only with figures or images of women (e.g. the course of personal care assistance). The group realizes,



during the interview, that in fact it would be better to use images of men or of people with different backgrounds, which is actually defined in the training projects but does not emerge on the website.

There are no internal guidelines for school managers and employees that provide equal opportunities and equal treatment for all, there is an internal regulation, but it does not deal with this topic. It is proposed, during the meeting to make a CHARTER OF VALUES, to be shared also with external teachers.

Being a small entity, this does not have a complaints office. Usually, if there are internal problems, these are solved directly with the person with whom the issue has arisen or by reporting the problem to the president. With regards to users, complaints are made directly to course referents (each course includes the involvement of a coordinator and a tutor, as well as a contact person for the secretariat). During the first day of the course, students got the list of referents to involve in case of problems (between classmates, with teachers, within the organization), the referents are presented to the students. No cases or complaints of discrimination have ever been reported. Diversity has a broad meaning in the eyes of Cramars:

Starting with gender diversity, going to age and competences diversity (which often compromises the balance in the classroom), then we have diversity in motivation (apprenticeship versus qualification courses), language diversity (for comprehension), economic diversity and sometimes with groups of disadvantage people and courses coming from the social assistance institute, diversities are in behaviour, comprehension, body limits, problems of addiction, etc.

## 2.2 Institution in the migrant society

Cramars courses are funded by the European Social Fund (ESF). In most cases, only the unemployed can access to it, other courses are also for employed but in all cases between 18 and 65 years old. In most cases, to access the courses you must be resident or domiciled in the Friuli Venezia Giulia (FVG) region, but there is no discrimination on the origin of the students. On some courses there are specific limitations that depend on the tender or the type of financing.

Having said that, we can define that the main diversity that the FVG-region worries whether or not a person is employed.

Cramars evaluates the composition of the class group only when there are limitations foreseen by the fund: minimum / maximum age, entry knowledge, diploma / degree possession, etc.

Only a few specific calls focus on activities specifically related to having a refugee status. The fact of being migrant is no general criterium.

Cramars has carried out only some specific training activities for immigrants / refugees in collaboration with social services and with host organizations such as the Caritas Diocesana and the Balducci institute.

The courses completely dedicated to migrants, in Cramars represent about 0,5% of the total courses offered (but the percentage changes from year to year).

It is difficult to define exactly the percentage of migrants participating to the courses because in some courses migrants are 80% and in others 10%, with an average that does not exceed 10/15% per course.

In some cases, specific actions to support migrants are available, e.g. the cost of the means of transport is reimbursed; where possible, attempts are made to propose lesson calendars that facilitate their presence in the classroom; some teachers made additional lessons if they had difficulties in understanding; we try to locate the course closest to the users.

There are also specific calls or accompanying measures. These services (not to be discriminatory) are offered to all users in difficulty, independently if they have or not a migrant background.

### 2.3 Human Resource Management

Cramars employs 11 permanent employees and annually a total of about 50/70 as external collaborators (who are mainly teachers or consultants).

Among the Cramars employees there are no people with a migration background, but the fact of having a migratory background does not exclude working in Cramars; the evaluation for recruitment is made on the basis of the competences obtained, in the case of requested work, the call is made in a neutral manner and followed by a selection made with a defined structure and based on contingent needs.

No special treatment is provided for foreign staff. From a religious point of view Cramars is a institute not based on religion or belief and refers to the national collective agreement regarding national holidays. The office is officially closed 1 or 2 weeks in August and during the Christmas holidays.

### 2.4 Networking

The institution collaborates with social services, with associations that deal with the reception of migrants. Whenever possible Cramars sponsors associations and actions that favour migrants (e.g. sponsoring the ship called *Mediterranea*)

In the statute the reference to collaboration and agreements with migrant associations and organizations is included, but what we can do concerns obviously only the training and the possible integration of migrants at work, asylum seekers or political refugees, through generic or specific training internships.

### 2.5 Education

The external Cramars staff who deals with training, is mostly Italian (if there are foreigners, only language teachers are involved or technical and engineering professionals, that are living and working

in Italy since long time). The staff, especially the external one, before entering Cramars is evaluated in its specific competence for the subject he/she teaches.

The classes are almost always mixed (Italians and foreigners) and the external contracted staff and those who obtain a second or third contract must pass the assessment of the students, which includes taking into account the needs of the class and be professional.

With regard to the support given to foreigners, in some specific courses they were given assistance from a cultural mediator, in others linguistic help was provided, in some cases the teachers performed extra hours to help the group of those who could not understand the topic (migrants or not). Every given support is not provided for practice (unless it is decided by the fund that pays the course) but it is decided and defined by tutors and coordinators when a problem arises.

### 3 Personal Impressions of interviewed people

Positive	Negative / Challenges
The institution	
<p><b>Openness</b></p> <p>The company is willing to change.</p> <p><b>Recognition of gaps</b></p> <p>There are some missing parts that have been detected (missing of a mission, missing of a process in dealing with diversity, sharing mission and social information about the company).</p> <p><b>Sharing</b></p> <p>During the group interview some formal information has been clarified e.g. where the staff can find the statute, the fact that online it must inform the public (by law) that the cooperative is social and as such "must" inform on the social report that must be public. So, the group interview approach allowed the</p>	<p><b>Strong leadership</b></p> <p>The head of management at Cramars is also the founder of the institute, which is why the long-time experience in working in Cramars puts her in a position of strong leadership.</p> <p><b>Openness but closure</b></p> <p>Despite demonstrating openness and willing of change there is a sort of reticence which restrains or puts some barrier regarding the proposals.</p> <p><b>Things are taken for granted</b></p> <p>Many things are taken for granted (e.g. that all the staff knows the company statute).</p> <p><b>Difficulty balancing responses</b></p>

<p>exchange of information and clarification of doubts.</p> <p>We had a long discussion about what diversity means in Cramars, which is different from the DivCap project.</p> <p><b>Ability to balance the group</b></p> <p>Fortunately, an element of the group has moderated and aligned its intentions working with diplomacy in redefining and redirecting or answering questions differently.</p>	<p>Being a group interview there were people who had more influence in the group and spoke more than others.</p>
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### 3.1 Commitment with mission statement and diversity policy

Cramars is a social cooperative and as such those who enter Cramars as staff are introduced in advance on which targets they will be dealing with and which will be the difficulties they will sometimes face. All the Cramars staff is a member of the cooperative.

Only two of the interviewees, the two trainers, one internal Cramars employee (recently hired) and the external one (ICT teacher), are not members of the cooperative, but what emerged from the interview is that it is clear that Cramars is an entity that deals with diversity and takes care of others and the "different" and as such they are proud to work at this institution. So there is a kind of introduction ritual in the cooperative which confirms when one is really a member of the team.

However, it is clear that there is no written policy on diversity that should somehow be formalised. Nonetheless, before entering the classroom the teachers are informed and instructed by the tutors (and this is provided by a structure given by a process that is followed as ISO 9001 certified) or by the course coordinators, if there are issues or difficult situations that they will face during the course. In some cases, anticipatory solutions are envisaged to problems that may arise from some "different" users because they are followed by social services, unmotivated, with limited linguistic understanding, etc.

### 3.2 What should be changed?

- There are some possible changes, concerning the organization and responsibilities of the staff, to ensure that all strong decisions are not taken exclusively by the manager.
- The staff should somehow take responsibility without always referring to a superior who solves problems.
- A manual with case studies or good practices would be needed to allow, in the event of problems, to understand how the problem was addressed and solved.

- We should provide to Cramars' external staff and trainers specific rules, a job description and a mission that is clear and well defined.
- It is necessary to consider and accompany what is the "different" individually for his/her specific problem.
- Avoid differences in treatment of users, to avoid considering them "diverse".
- In our institution we try to do everything possible to open all the entrance doors. Trainers should be trained on these issues and made aware of them.
- It would be interesting to share our cooperative values with the external trainers so that these values also become their values.
- In the discussion made during the interview with the group it is defined that what is lacking in Cramars is the CHARTER OF VALUES which also becomes a document of SOCIAL COMMUNICATION that must be shared also with external teachers.
- In Cramars website [www.coopcramars.it](http://www.coopcramars.it) it would be better to use images of men or of people with different backgrounds, which is actually defined in the training projects but does not emerge on the website.

### 3.3 What should not be changed

- The welcome approach with all users.
- The fact that when they enter Cramars they are considered as people who need a service regardless of their appearance.
- Internal discussion on documents and changes to be made.
- Exchange of views on objectives and implementation methods.
- The environment and the serene atmosphere that one breathes working in Cramars.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organization

Here I give the example of the start of the group interview to show the language regarding diversity: The interviewed Cramars' staff has sat in the room depending on the formal position they hold in the company, and I could have asked them to mix themselves in their sitting positions.

At a certain point I had the impression that not everyone understood the technical language of projects. I asked: "Are you all able to understand me using the technical language of projects?" I had to rephrase the explanations about the project in a simpler way and by using as examples the activities that will be implemented by Cramars.

The staff more recently hired by the company was often silent, and I should have asked them more direct questions.

## 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

- What is everyone's position in the office - I know the position, type of contracts, etc.
- Are there differences in values related to Cramars activities of each interviewed person? Information and ideas about the company values are not very different among the interviewed persons.
- With different positions and a different amount of working years in the company, the view and logic are different, but we can share what we know about Cramars and the company's values.

While the interview took place, it was clear that there were 2 stronger persons taking part to it: the two persons who have decision making positions and work in the company since a longer time.

Even if the relationships are different and could influence the answers that the interviewees gave, for the meaning of the interview we need to have all personal/individual information independently from the relations.

## 4.3 Arrangements and power relations

As the interview was set as a group one, it happened that the newer resources hired by the Company felt shy when answering the questions with the presence of other staff in the room. There seems to be a short tension in the team between those who coordinate and simultaneously work for a longer period in Cramars. It might be important to avoid that experienced workers are getting more power than newcomers - also a pattern of adapters and followers in the team might be avoided.

## 4.4 Motives and motivations to work on diversity policy in the organisation

Through a check made in the interviewed group, we were able to find an excellent motivation to work on diversity policy in the organization.

The reasons are mainly related to the opening of the company towards the "different", in fact it is very frequent that the customers with whom the institution works have problems, are disengaged or come from other countries. To deal with diversity, the company made use of external experts, mediators, social workers, etc. But the experience obtained has allowed the company to highlight the need to work on diversity policy also and above all within the company, to be prepared to face external and customer needs.

## 4.5 Possible benefits for the learners

The diversity policy for learners could represent a mean to be considered equal. That is not only related to cultural diversity but also and above all to the diversity of skills, to be chosen or not chosen in a selection interview to enter a training course (there have sometimes been complaints about the

selection method and having a well-defined selection structure and a process that underlines it, would also formally justify choices - a selection structure exists but is not formalised in Cramars). The putting in transparency of these modalities would allow the users to feel "equal".

In some courses some "diversities" emerge because the social services or assistance agencies ask us to insert people (even if only to experiment them in a "normality" group) that have cognitive problems, integration problems, etc.

In these cases it is difficult, but we should find a way to define these needs with the class group without making the person feel different and stigmatised, as it already happened in some cases,

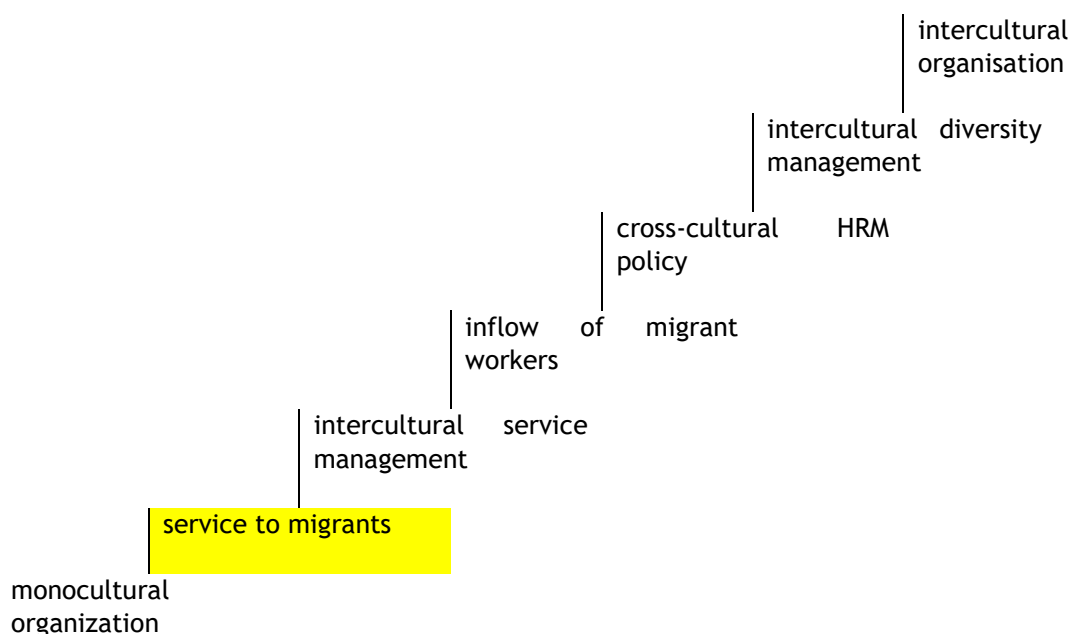
Finding a way for a real equality could set the stage for change.

Being a social cooperative the "different" becomes a normality for us, in fact we always try, when a choice is possible, to have mixed groups because there is mutual help; we listen to the individual needs and try to solve them (be these economic problems, comprehension, exits needs, etc.); we monitor the classes through individual feedbacks, information gathered by the trainers, the class group etc. to avoid problems and to be as welcoming and professional as possible, we try (even if not foreseen) in many cases to accompany the students in the search for a job or in a post-training course; we give the possibility to use the structure during the free hours, to be able to have lunch in the structure, use the ICT room when available, etc.; we try to communicate in other languages. That what's in it for them.



## 5 Stage of the Organisation<sup>6</sup>

### 7-STAGES MODEL



1. My organisation has migrants among its clients
2. In my organization an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.
9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

The result of the 7-stages model highlights the fact that Cramars is an institution in which "diversity" is not a topic dealt with on a formal level. From a statutory point of view and for the type of contract the institution is a social cooperative and takes for granted the opening to "diversity". If we talk about the migration target, Cramars does not have a high number of foreign "customers" as it is located in the mountains, a place not very attractive for a foreigner. This is the reason why the organization does not have a policy aimed at improving sales or services to migrants and, while opening the selection of possible candidates to all the public, there were no opportunities for hiring foreign staff. However, there are sometimes some clients with a migration background using the services / products

<sup>6 6</sup> Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

of Cramars. From these contacts, there is a growing need for intercultural policy and /or intercultural training opportunities to improve this service. Currently there has not been an intercultural training on how to improve intercultural cooperation or leadership and there is no intercultural personnel policy, but at the other hand there is a kind of general diversity management, which means that management and staff are focused on gender differences, disabled people and sexual minority groups. As already mentioned above, the fact of taking it for granted did not make the decision makers think of including it in the list of activities to be carried out and formalized it externally. For this reason, some simple recommendations are made available for the development of a company that accepts and includes diversity at a transversal level.

## 6 Change and its consequences

### *What is change here actually?*

Currently the change in Cramars was not made in relation to users or to the process but in relation to the general philosophy and the direction that the institution wants to take in the future, for the development of new activities. Last year some Cramars stakeholders were asked to give feedback on how they saw the Cramars of the future, after several meetings it emerged that Cramars must work not only on training with all types of users (especially the most disadvantaged) but also in relation to local development and social innovation. Now Cramars is in a phase of transformation and pays more attention to follow calls and write projects and to train staff to support this kind of development and change.

### *What does it mean for the education process?*

This means that the topics on which the courses will focus will also include such developments and new initiatives, also because in the future more and more users will belong to a disadvantage category. Cramars will be more focused in involving users who come from marginalised areas because they also belong to “diverse” category, even though it’s not the diversity as considered in the project. Diversity might become a theme which gets more attention in the courses.

Regarding the process it will be necessary to acknowledge these activities more publicly and then focus more and better on targeted communication towards the new “customers” and the new “bodies to be involved”. It requires training the staff and / or inserting this in new staff and maintaining the quality of the services that are currently offered.

### *What does it mean for the management?*

- Verify the competences of the staff, define who should go into training.
- Organise and think about new products to offer,
- Define who will do the projects and follow them
- Define who will carry out the activities on the territory.

- Creation of alliances with the bodies involved in these activities (social services, various associations, municipalities, etc.).

#### *What does it mean for the staff?*

- Redefining their skills
- Participating in training courses
- Reorganising their work program.
- In some cases, sacrificing their free time.

#### *What does it mean for the learners?*

Nothing will change for them, but some of them may feel more recognised and accepted!

#### *What does it mean for the organisation?*

A big effort in the process of change is trying to be more effective, keeping the main objective in mind and not forget the fact that training cannot be sacrificed, given the fact that it represents 80% of Cramars' revenues.

## 7 Recommendations

In dealing with diversity, Cramars is a beginner; many steps are needed for the company to be considered an intercultural organization. To do it, it is necessary to consider the size of the organization, the staff involved, the area in which the company works.

### 7.1 List of recommendations

Here below are some possible suggestions:

#### Management:

- To put in writing a mission statement that is visible to everyone especially on the website, but also for all internal and external collaborators; in the statement, also the nonverbal values should be explicated. The institution is a social cooperative and as such includes implicit values which should, however, be made explicit for a wider audience.
- To sell courses to migrants and "diverse people" the company should have more contacts and give precise information to associations involving this type of target. It might be useful to understand, also from a distribution point of view, in which language to write them and in which places to distribute flyers useful for promoting the courses.
- Discussion in the board on how diversity becomes an important element to be treated, e.g. include it in the topics of the courses
- Know in detail the numbers and the type of diversity that the institution hosts (to understand how much the institution can invest in the theme of diversity)
- Find the funds to invest in the best management of diversity
- Create a valid structure for the selections, and explain to all Cramars' staff how to make the selections, share the most important criteria

Admin

- No possibilities because Cramars is using an external entity to deal with administration

Educational staff

- Organise training courses on "diversity" - and share the contents with those who cannot attend the courses
- Make a list of good practices (not only to be shared in closed groups but also among all workers, through monthly meetings or internal exchanges) depending on the department and the type of work performed; good practices can be of different types, if shared they can give added value and useful answers to all
- Join some training courses or invite experts to cope better with diversity within the institution and with clients - psychological aspects, contribution to guidance, diversity management, involvement of "different" users in courses, etc.

Professionals (being mainly professional external trainers)

- Develop an assessment questionnaire for teachers (to know teachers' problems, how they dealt with the classroom, etc.)
- Ask teachers about their needs to help students considered "diverse".

## 7.2 What is the right approach for this way of changing?

What we can do for a further development is sharing possible improvements within the Company to go on in the next step. Of course to do it we will need to share all our thoughts and solutions with them, make them aware about some missing parts (e.g. mission statements - external clarification about the company position , etc.) and ask them what they are able and willing to do (because this will be a progress work that will involve all company internal and external staff). Changes should be considered as a positive factor. Stimulate each other to change, learn and acquire new skills. Keep quality under control. Consider the fact that without change there is no growth and without growth there is the possibility that the company will have to lay off some employees. Consider the fact that by doing so we truly follow our social and statutory objectives. We can start from easy to reach, short term goals to then define together long-term corporate goals. In the process we could assess the results of the small goals to then together define next steps (if needed). We will need to consider, of course, the size of the institution, defining what "diversity" is for the institution, understanding what kind of diversity and inclusion the institution wants to focus on, by what means and with what budget.

Priorities must be set from the beginning; they should follow as priority the needs of the company and then the direction the company would like to take.

We should start from the small and very easy changes and share it with all staff (by working with small groups e.g. to define the mission). The project could make available some good examples or templates in which the staff and the collaborators could comment, add feedback and improve the important points related to the type of "clients" or collaborators they are dealing with.

Mainly, for this process of change we recommend the blueprint approach of the colour model of De Caluwe & Vermaak<sup>7</sup> which demonstrates colour thinking as an accessible expression of different change management traditions. The blueprint approach that involves a rational process: think first and then act according to a plan and create the best solutions. This approach is work project-based and followed by strategic analysis that, during and after the process, could be measured and permit all the staff to get knowledge about diversity.

Being a social cooperative whose members are the staff, the change process should be developed by bringing interest together, nothing can be imposed but only shared and agreed, that is why the solution needs to be found together with all participants and it will be a result of an experimentation.

Of course, the process should be not only monitored but also supervised from a responsible person that can support the staff by following procedures in a nice atmosphere. This can be a piloting phase that will not grant results. The risk could be that not everybody will understand the process and the value of the experimentation or measures undertaken and developed.

The improvements which should be taken into account are especially related to the internal and external communication of the companies' values that once finally defined should be put into practice, perhaps through the help of a handbook or a questionnaire that allows, at the end of the working day or week, to verify if and how these values have been experienced and demonstrated to the outside. It will be also useful to verify what and how it could be done better. This would allow not only to contribute to the personal awareness of the staff, but also to make their own the idea of the importance and the awareness towards the subject "diversity".

### 7.3 Commitment of Management and Staff

The manager had already planned a revision of the processes, definition of a mission that could be transmitted outside of Cramars, a change that could facilitate the management and wants to commit itself to define everything through an involvement of some elements of the staff that can take the initiative forward.

The company is interested in adopting diversity management for a corporate philosophy of internal approach and to the user and also to provide a neutral and inclusive approach to anyone and to support its inclusive vision of the world.

The staff will have to adapt to the needs in some way. Some are happy with the change as this can help them deal with everyday problems.

The strategy is to exchange the point of the situation made through interviews by Div.Cap with corporate decision makers and to describe with them some possible solutions and also collecting their ideas about it and understanding what they will want to implement based on the context and company values. Then define who will be the referent/s and define the timing of development of activities.

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<sup>7</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

Once the activities are planned, communicate it in a joint meeting to the company staff and begin the testing and monitoring of the planned activities. For Cramars we first can focus on interaction - the possibility of understanding in work groups what are the problems related to the diversity that the various groups face and what are the solutions they put into practice. There will be no new products and services implemented, but products and services that are already in use will have to be improved by passing through the sharing of a new company mission, finding a way to verify it. The staff must consider and "manage" the problems linked to "diversity" in a thoughtful and comparative manner.



# CASE STUDY REPORT CYCLISIS

## 1 Development of study

CYCLISIS is a small organisation but very active in the field of social exclusion. It is an organisation that managed step by step to gain good reputation through activities that embraces all citizens in question of opportunities for getting involved in non-formal education (a website navigation offer information about it). The interesting issue was that CYCLISIS managed to bring together people from different social strands, natives and refugees in common activities. Due to its small size as organisation, the activities can be organised in cooperation with various peer institutions and settings, in order to allow visibility and the necessary convenience.

Through our investigation we noticed that it was not that easy to find its official constitutional status (Statutes) although principles and vision are described clearly online. This was the reason that we decided to involve also a person from Administration (who also is a member of the Board) to facilitate our desk research with the necessary documents.

The persons selected to get interviewed were 2 (practically 3 as mentioned below): an administrative part-time employee and a language (English/ Greek/ French) teacher. Both were selected due to their availability to talk, their involvement in various activities for the organisation for more than 7 years ago and as both are taking part in either running issues or developing next steps in the trainings provided to the public. The involvement of the two persons were also identified by the President of the organisation who was the founder of CYCLISIS. She was also attended the meeting more as observer ready to explain or clarify if needed. She was fully agreed with what both of the interviewees stated around the issues. Unfortunately, the 4<sup>th</sup> identified person - Financial Manager-was for annual leave so was not possible to participate practically. The interviewer was Angeliki Giannakopolou.

## 2 Description of the organisation

### 2.1 Institutional framework

CYCLISIS is an independent non-profit institution activated in the field of education, culture and environment, located in the suburbs of Patras. We are an active player in European and Greek national level focusing on the promotion of intercultural awareness through research and practice



Our mission is to bring people and institutions from both culture and education sector in communication, together with business sector and local communities' representatives.

CYCLISIS aims, according to its statute, to contribute, through lifelong learning, to the development of the Community as an advanced knowledge-based society, with sustainable economic development, and greater social cohesion, whilst ensuring adequate environmental protection for future generations.

It aims in particular at enhancing exchanges, cooperation and mobility between education and training systems in the Community as a point of quality.

Furthermore, the organisation wishes to contribute to the development of intercultural dialogue and awareness-raising activities of the local community on racism and xenophobia and to promote equality of opportunity and to combat discrimination of all kinds.

It is also upon the organisation to train current and / or appointed teachers in the context of lifelong adult education in culture with a view to dealing with routine or burn out situations.

Along with the above CYCLISIS strives for the creation of integration opportunities for people with special abilities and mental and physical disabilities in actions of culture and education

Networking with local, national and further stakeholders in order to promote intercultural dialogue for a society of equal opportunities is also stated on website and various promotional leaflets etc.

Together with our partners we conceive, organize and coordinate projects in the following fields: non-formal adult education and training, educational policy, intercultural dialogue, sustainability and innovation

### *Structure of Organisation*

Board: 6 Persons (2 men - 4 women). The 1 person keeps the role of an Auditor due to his professional background and he is not involved in regular run decisions only as consultant, annually.

Decisions are taken on agreement after discussions ad hoc or periodically (monthly)

Employees: The institution employees 3 regular staff plus 3 people contract based (2 people with a migration background)

Status: A non-profit education and research centre / independent

## *2.2 Institution in the migrant society*

CYCLISIS is addressed mainly marginalised groups, migrants, refugees, unemployed youth, NEETS, women that have been systemically excluded, Roma people, unaccompanied minors, long term unemployed, trainers of civic education, adult educators, local authorities working in culture and intercultural relations, and others.

The percentage of migrants participates in the course offer, actually depends on every specified course. As an organisation that works especially for and with marginalised groups CYCLISIS tries, whenever and at any percentage it is possible, to have mixed groups of learners from different social backgrounds, meaning unemployed, women, migrants, refugees and youth.

The main obstacle that a migrant, as any other learner may come across, is that of successful outreach, and this is mainly due to the lack of the support of bottom up initiatives by migration centres or local contributors that may have access to larger groups of people from our target group. Other than that, CYCLISIS can say that once migrants get hold of the information that they are giving courses or counselling support the migrants have a smooth go. The people with actual physical obstacles are mainly people with special abilities as there may be technical problems of accessibility to the learning material and on that CYCLISIS wants to act more actively in the future.

There is not a particular support service inside the organisation, but the organisation can provide links with migrant communities, municipalities or housing agencies.

Due to the profile of the learners that may be from young children to unregistered migrants, women that may be subjected to violence and Roma people that may feel targeted as individuals the organisation does not present actual human figures but resonates to illustrations or filters / blares learners faces. The illustrations are either inclusive of multiple cultures and genders or are culture/ gender non-conforming.

The courses that are targeted to people with low language skills are facilitated usually either through an interpreter for the learners' language or through the use of a mutually known language (English or French usually).

The organisation is in touch with multiple housing agencies for refugees and migrants, migrant organisations and local authorities and include participatory activities into known premises for the target groups before sifting to the premises of the organisation.

## 2.3 Human Resource Management

The institution employees 3 regular staff plus 3 people contract based- 2 people with a migration background. One of them is a researcher and one is contract based mainly working in administration

The organisation doesn't have an HR department. A recent photo of anyone applying for a job position is not obligatory but we conduct either face to Face or videocall interviews with the final choices. The organisation works with European projects and grants for social inclusion and civic society. Intercultural competence is one of the major skills required.

Due to the kind of the activities of the organisation most of the people applying for a staff position have been part of the learning or cultural activities organized. The organisation is really fond of including people from the target groups in each staff and as it is not always possible for the people in said target groups to acquire official certification, knowing each other through participatory

activities is key. In this way we can make sure that the organisation works with the target group, for the target group and from the target group.

The organisation is flexible on celebration days. There is not a canteen at the premises, but the snacks present are sure to agree with the preferences of the staff and learners. There is not a specified prayer room, due to the limited space of the office, but if needed the general activities room can be given to anyone that wishes to pray.

The legal framework upon employing particularly migrants and people with disabilities can be quite tricky due to the unclear bureaucratic procedure especially concerning insurance.

*Although when looking for new staff members the migrant organisations are some of the first places we are looking for colleagues to be employed.*

The organisation acts primarily antihierarchical thus all of the processes of the institution are co-decided by an assembly of all the staff members. The organisation doesn't have multiple departments.

## 2.4 Networking

We cooperate with the Albanian, Romanian, and Latin American migrant associations while there are also Russian, Bulgarian and Afghani that the organisation still hasn't achieved a close relation with yet.

Intercultural relations due to European are previewed as well as communications to local beneficiaries from national grants, and good relations with the general further education community. Cooperating and working with each other is key in order to be sure of a lasting relation.

## 2.5 Education

The organisation makes sure that the educational staff can click with the learner and this means that gender, colour and culture are definitely indicators which play a certain role in working with multiple and diverse backgrounds. It does not go well with the target groups when there is a clear differentiation between even the culture of the educator and learner as it creates an unequal power dynamic and the organisation would dread that.

If needed the teachers will provide special support courses when this is possible. The organisation for this reason has completed an extent training session for trainers due to a KA1 project for especially overcoming barriers to learning and tackling learning difficulties.

The entirety of the training programmes is based on participatory methods that enforce antihierarchical learning and involve the learner in the teaching and training process. Role playing, flipped classroom and world café are some of the methods that we have used a lot with our learners

Gender can be particularly challenging, and this is the gender of the teacher. There have been instances where some migrant groups could not have a woman in a place that they saw as one of

authority and this can be quite difficult to tackle. Language is a classic and obvious barrier which can, though be more easily resolved with time. Finally overcoming loss and trauma of the learner might be of instance and this is the reason why the organisation has the ability to support to some extent private counselling.

The staff of the organisation as a close relationship with migrant organisations, women's initiatives and unemployed people for around 20 years thus having realising, but also constantly studying, the way to communicate to their target group. The communication with the end target group is basically facilitated through already safe spaces like compatible organisations or with the use of anonymity that the website forum can give to an individual by following an ad or presentation on social media.

### 3 Personal impressions of interviewed people

Positive	Negative
<ul style="list-style-type: none"> <li>• CYCLISIS respects diversity</li> <li>• We have many activities with migrants /refugees)</li> <li>• We are a very good example of a majority female organisation</li> <li>• Our activities are addressed to people from very diverse backgrounds</li> <li>• Giving special attention to the integration of disadvantaged/underrepresented groups</li> <li>• We do not want to exclude anyone</li> <li>• Connected with DAFNI KEK and good cooperation with a hosting NGO for refugees</li> <li>• Intercultural communication and respect have been one of our core values for our organisation since the beginning.</li> <li>• But we have been constantly changing</li> <li>• I had help and people to share my opinion</li> <li>• I think we all have a common understanding</li> <li>• Regular non-formal discussions all together, reflecting on the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Need for better financial stability</li> <li>• Peer organisations [in the crisis period] happen and they are now a bit more introverted</li> <li>• Some refugees are also temporarily here so these lessons make them indifferent because they do not feel the need to learn the language.</li> <li>• I do not know about that (mean: <i>guide for interviews</i>). Since I came here we have all been consistently working together without new additions so I haven't come across such a guide to be honest.</li> </ul>

<p>carried out, sharing our experiences and challenges we faced in the week, having a general overview of what is to be done and what are our needs. We are all individually responsible to respect diversity</p> <ul style="list-style-type: none"> <li>• Is a collective effort</li> <li>• Permanent education and change</li> <li>• I was asked if I was comfortable to work in a multicultural environment</li> </ul>	
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### 3.1 Commitment with mission statement and diversity policy of the organisation

Up until now our main focus was given mainly to cultural, ethnic, social and employability backgrounds. We recently started also to open up and trying to reach people that also show other kinds of diversity like neurodiversity (this is an important aspect that can be detected in the general population despite all the different backgrounds) and of course accessibility issues. Generally, all these different identities that lead people (without their consent) to social exclusion. The problems addressed are mainly mild cognitive impairments (MCI) and Special educational needs (SEN), i.e dyslexia, dyspraxia, etc.

### 3.2 What should be changed

Need for more documentation of the procedures - Guides, principles and frameworks to be more widely visible and promoted

### 3.3 What should not change:

As mentioned above, the main interest of all persons involved is to reach anyone's need effectively. The level of empathy and the necessary reflection is the mentality which we should definitely not change.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

CYCLISIS gives the impression of an open to change organisation. People working there, feel comfortable to discuss and share their opinions. The relations between people really reflect the non-hierarchical approach, even that there is respect to each other.

The fact of being in this financial instability, makes them more conscious, less confident about future even open and humanistic in their approach.

## 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

The 'us' and 'we' was always present in the statements of the administrative person - which gives the sense of an overview reflecting the personal into the collective reality of the organisation. The trainer was more concentrated in her personal situation (way of hiring, experience as teacher, etc) although positive issues were mentioned in her relationship with the people of the organisation.

## 4.3 Arrangements and power relations

Even that the 'us' was constantly stated, there were references on personal background [ working class, prejudices and ignorance, family relations, etc]

The verbs used to describe the intercultural practice were also reflected positive emotions and the familiarity articulated from both sides: the migrants and the staff involved in the activities.

## 4.4 Motives and motivations to work on diversity policy in the organisation

Non-hierarchical references were stated. It was also obvious that the persons had a dynamic way of expressing their opinion and were active listeners of their peers. References on democratic ways of decision making were also in their words.

## 4.5 Possible benefits for the learners

- Inclusive attitude. The learners become part of the inclusive mentality of the organisation and the society. They are practicing inclusion themselves as well.
- Wish to offer and sharing. Due to small size of the organisation, the learners are actively participating in all stages, supporting preparation and taking part in the organisation of events voluntary. In that way they put in practice what they have learnt, explaining or providing assistance to newcomers.
- Open adult education as an opportunity to everyone.

## 4.6 What is the learners' perspective?

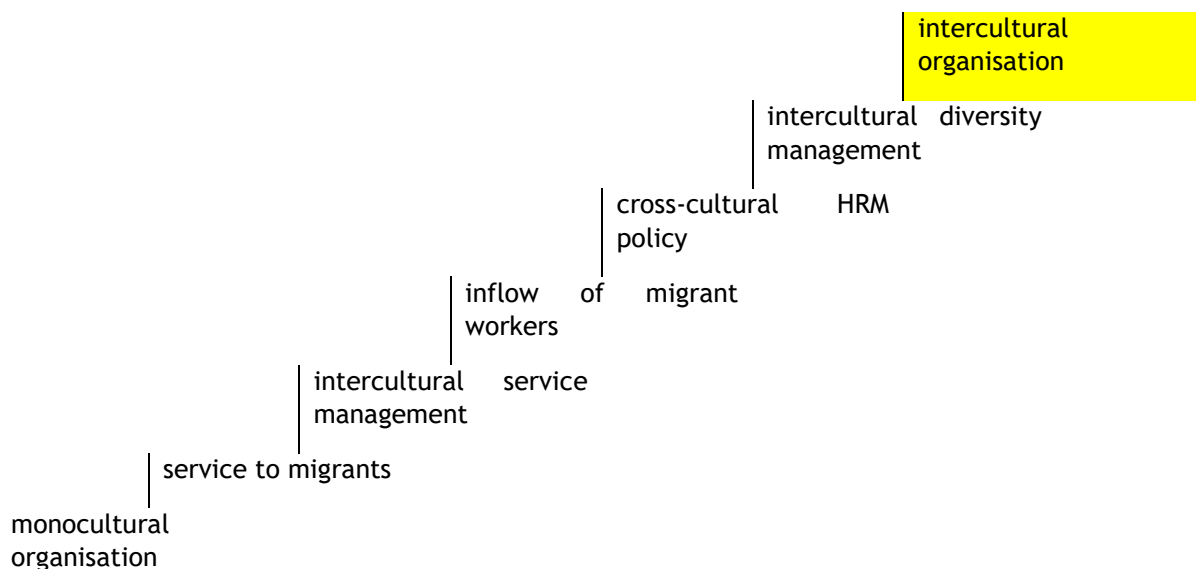
CYCLISIS is an open, friendly and welcoming setting. People feel comfortable and wish to be there. From the point of the learners "setting the stage" for change is a complex situation: refugees are in Greece without a permanent status. As concerning further financial situation is still an issue for participation

What's in it for the learners?

A place to be (learning, networking, cultural open expression)

## 5 Stage of the organisation<sup>8</sup>

### 7-STAGES MODEL



1. My organisation has migrants among its clients
2. In my organisation an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.
9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

CYCLISIS has a strong understanding on what diversity means and what is the value to be open and diverse. There is still a lot of work to be done since the organisation is settled in a monocultural (societal) environment with a lot of socioeconomic constraints where is a challenge to introduce such openminded strategies. Step by step this intercultural approach is built due to the main activities funded by EU projects. The persons involved as paid staff or volunteers reflect this organisation mentality in their cooperation with clients coming from migrant associations to which CYCLISIS keep close relations. CYCLISIS is a small horizontal organised organisation with a collectivistic leadership structure. Because it is too small to have a HRM department it is important to develop the missing link of cross-cultural HRM policy. It is important to develop this in away which suits to CYCLISIS as organisation, because now is diversity only in the mindset of the workers. When the workers leave,

<sup>8</sup> Stuurboek Intercultural werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

or change their mind, crucial norms and values can be lost as well, that is the weakness of the organisation. It might be good to involve representatives of the migrant organisations in the network in the policy development of CYCLISIS to intensify the link between the organisations. Diversity is mainly reflected in the mindset which is important ground. Persons with migrant background are active representatives of their own associations and they cooperate to gain win win benefits for their association and CYCLISIS as separate structures. Even these associations want to keep their independence and they sign memorandum with CYCLISIS and any other organisation they cooperate with ad hoc.

CYCLISIS is an organisation with a mission on the field working on solutions according to social exclusion. The organisation manages to bring people from different social stands, natives, and refugees in common activities. The activities are organised in cooperation with various peer institutions and settings, in order to allow visibility and the necessary convenience.

The organisation focus on diversity policy. The institution considers itself to be a specialist in the field of diversity, refugees and migrants and acknowledges to have the know-how as an organisation working on diversity policy.

The visibility of the organisation (mission document, vision diversity) is sufficient. Also, in terms of the use of communication tools that in terms of language are also aimed at reaching certain client groups.

## 6 Change and its consequences

### *What is change here actually?*

Change is a constant learning situation: there is willingness for a more effective outreach. A plan of action is recommended. Understanding the new situation of diversity policy, policy according to migration and refugees problems is needed. Using flexible ways to reach them is recommended. A constant reflection and out reaching work are necessary.

### *What does it mean for the education process?*

Understanding the new situation - the needs and expectations of the target group and use flexible ways to motivate them learn. As new situation we consider any contextual or legislative changes occur in the field of migration and integration in Greece in macro or micro (community) level. Depending on the opportunities given in educational terms CYCLISIS is open to apply or even to expand services with the migrants together



### *What does it mean for the management?*

Listening and active involvement in the processes of daily circumstances. Be present. changing, following the challenges and reacting in favour of the inclusion and education for all- it also means that Management is ready to critically adopt new strategies

### *What does it mean for the staff?*

Discussion, sharing CYCLISIS provides training activities to all staff members who are sharing their learning to the rest of the staff and learners. Additionally, CYCLISIS adopts problem solving strategies in a near peer mentoring framework. Being in cooperation with other organisations we learn from them on how they confront similar challenges and gain knowledge from the most experienced on that.

### *What does it mean for the learners?*

Feel acceptable, feel respectful and feel of sharing in common

### *What does it mean for the organisation?*

Constant reflection and outreach

## **7 Recommendations**

### **7.1 List of recommendations**

Recommendations which need implementation to reach the next stage of diversity policy are:

1. An action plan to identify on which level and how to ensure cooperation with migrants in a more sustainable way and not based on circumstances only
2. Providing information in native languages of the migrants so to facilitate access and outreach
3. Networking in local level with peer and migrant organisations to learn from each other
4. Constant training together with members of migrant organisations so to reach together the necessary intercultural empathy

### **7.2 What is the right approach for this way of changing?**

Based on the colour model of De Caluwe & Vermaak<sup>9</sup>, which demonstrates colour thinking as an accessible expression of different change management traditions, we advise in this case a combination of the greenprint and the blueprint approach (a more a more rational and planned approach) for change, constant learning but with plan and action for more sustainable results. This brings people

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<sup>9</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

together in learning situations, in a learning process, to solutions that people find together. a more rational and planned approach.

Learning organisation, flexible in its approach and providing guidance and support to everyone involved. CYCLISIS is not in a vague social environment. It reflects the contextual and societal constraints and potentials. To overcome barriers and dominant mindsets, needs internal work with values and strategies to reach out the needs of the real people.

### 7.3 Commitment of Management and Staff

At the time being, the persons were consciously in commitment to continue practically in this direction. Depending the possibilities given.



# CASE STUDY REPORT DAFNI KEK

## 1 Development of the case study

The interview was conducted in the DAFNI KEK premises in Patras city. In this location the Administration offices and EU meetings venue are located.

The meeting took place initially on August and it was with 2 persons: The general manager and one of the trainers (IT). Secondly we had the opportunity to meet both the Accountant and 1 member of the Board where we presented the results of the initial contact and we asked to add or make comments. Although our intention was to have a focus group session with the 4, this was not that easy to happen, because both of the secondly met, are occupied in other positions and only partly involved in DAFNI KEK duties and tasks. They were informed about the interviews and they agreed with the general approach. The interviewer was Vasiliki Tsekoura

The general manager was selected as one of the founders of DAFNI KEK (1996) who has experienced all changes and reforms of the institutional law that regulated this type of providers (CVET - Life Long Learning Institutions)

The trainer of ICT is one of the younger staff - permanent / part-time- that represents the lets say basic skills in more regular basis and under different frames of provision (funded, non funded, self funded, etc) The trainer was also selected as the person who voluntarily organises ICT courses for migrants and generally provides IT solutions (i.e EUROPASS, websites, etc) to various migrant organisations in the Patras area on behalf of DAFNI KEK.

For the secondly identified additionally, we have already explained their involvement above.

All agreed to cooperate since DAFNI KEK consists also one of the DIVCAP project partners.

## 2 Description of the organisation

### 2.1 Institutional framework

DAFNI KEK is a non-profit education and research centre.

Based on the official Statutes articles: *"The initial scope of the institution was the design and provision of continuing Vocational Training and Adult Education courses to a broad range of marginalized groups in the frame of EU funding, State Funding or independently"*. The organisation acts both as an independent research centre for innovation in adult education, while also being a certified Life Long Learning Centre, certified by EOPPEP (The National Organisation for the Certification of Qualification and Vocational Guidance), under which certification the organisation has to respect and act under the national legalities for such educational centres.

EOPPEP aims at quality assurance, that has an input in the way DAFNI KEK operates, through:

- inputs: accredited providers implementing VET programs, developed upon accredited standards & specifications, based on accredited occupational profiles, employing accredited adult education trainers, with the aid of accredited support services professionals for social vulnerable groups,
- outputs-learning outcomes: accredited knowledge, skills and competences acquired via non-formal & informal learning pathways and certification of qualifications,
- vocational guidance & counselling services: viable services & tools for supporting citizens of every age, as well as educational information tools according to the latest ICT applications.

Due to recent reforms and major state budget cuts towards courses for disadvantaged groups and adult education in general the organisation has shifted towards an inclusive research centre that offers open access materials for self-education, one on one counselling sessions, diversity communication events where people from different social and cultural groups can get together and exchange ideas, learning processes and future plans.

The organisation thinks that the statement of Paulo Freire that is prominent in the organisation's website as well as hanging in the walls of their offices really covers the essence around working against social injustice, including injustice towards diverse groups of people from different cultures and countries, and that is: *"...there is no transformation without action... Progressive educators need to convince themselves that they are not only teachers--this doesn't exist--not only teaching specialists. We are political militants because we are teachers...Our job implies that we teach subjects with sobriety and competence, but it also requires our involvement in and dedication to overcoming social injustice."* - (Teachers as Cultural Workers: Letters to Those Who Dare Teach, pg. 42) PAULO FREIRE

#### DAFNI KEK Structure

- Board: 3 persons
- Employees: permanent staff 4
- Contract based: depends on needs > 3-10 persons.
- Profile of the contract-based persons: Certified Educators in various specifications.

The institution employs 4 people as regular staff and employees/trainers depending on the course from a pool of over 50 trainers. In the staff, 1 person has a migration background and from the pool of trainers at least 1/3. For the time being, people with migrant backgrounds are working in implementation and training.

## 2.2 Institution in migration society

In the early years of the organisation, diversity was equivalent to accessibility, so for the system we were fulfilling diversity by having infrastructure that allowed people with special needs to participate in our activities. As far as people of other minorities/ethnicities are concerned, we do projects with and about them and we have a good connection with many of their associations.

DAFNI KEK is working closely with migrants since its beginning in 1996. As it comes, migrants and migrant organisations have participated a lot in the construction of the current form of education provision in order to facilitate in an optimal way their learning. Thus, the organisation cannot pinpoint technical or provisional obstacles rather than outreaching in a sufficient way.

DAFNI KEK works with: local community, adult learners, long term unemployed, young unemployed migrants, Roma, unidentified marginalized groups and the broader educational community.

The organisation is working closely with and is actually situated next to multiple migrant organisations. In order to establish a mutual relation of giving and receiving, the organisation provides one-on-one counselling, advice towards funding calls for the organisations and a plethora of learning materials, along with free training sessions for migrants that want to become adult trainers or counsellors themselves.

The facilities of the organisation make sure to constantly have someone next to the entrance that can facilitate the access to the rest of the building. Multilingual advice is also available.

“I would have to add that all different kinds of “diversity” are needed in our institution. Mainly we look for people from disadvantaged backgrounds, meaning people that they are kind of invisible or even unwanted by the “traditional” system, people that their background doesn’t grant them at least some privileges to allow them to live with some quality characteristics.”

Our goal as an institution is to bring people to education in order to add more quality to their lives, thus empowering them to be independent and critical towards the things that are happening for them, in their name by others they do not know. But of course that doesn’t mean that we exclude people that might be more privileged, but we do require for them to respect everyone and not discriminate against them but rather try to co-exist with each other.

“We try to have our communication pitches in a clear and easily comprehensible language that doesn’t act alienating towards the target groups. Communication channels are: social media, local offices for employment and education, migrant associations, local media.”

## 2.3 Human Resource Management

DAFNI KEK doesn't have an HR department.

A photo included in a cv would not be expected but even if it was presented it would not alter the case of the applicant. As mentioned, there is no HR department. Intercultural competence, though, is the foremost compulsory skill for a job applicant as it is needed in every stage of the processes of the organisation. A discussion guide so that the job interviews are as consistent as possible is not provided in particularly. The organisation acts as mono-departmental, and as it goes acts inclusively in each stage. Multilingualism is awarded - At least 2 languages are expected. More languages definitely are assets in an application. DAFNI KEK has a great amount of experience in working with both national projects and European programmes on social inclusion and diversity. As it goes from its initial stage as adult education provider and training centre by conducting multiple courses for migrants (Greek as a second language), long term unemployed, women (social initiative and cooperative entrepreneurship), people with hearing and visual disabilities (art lessons) diversity management has always been a case for investigation.

In the latest years of the organisations activities research has taken up a great amount of action space, with a loyal constant being the mentalities around Outreach-Empowerment-Diversity (OED) as it can be perfectly summarised by the European Partnership of the OED ([www.oed-network.eu](http://www.oed-network.eu)) and ImplOED (implementing OED) Project.

DAFNI KEK doesn't have a specifies set of guidelines tackling equality, mainly due to its small size, per se but every employee has been closely interviewed by the assembly of the rest of the employees in order to make sure that he or she is in hand with the horizontal, directly democratic and socially inclusive way of working in the organisation. This means that a new employee would have to answer in a discursive way multiple learning challenges that would highlight any problematic thinking towards equal treatment.

In terms of employment, if we have an open position, we care about the skills of the person so we would definitely choose someone that fulfilled the criteria regardless of where they come from. Of course in case of people with disabilities things would be a bit more difficult because they require further investments to be made in terms of infrastructure and salaries in order to be able to work in the office which we might not be able to afford at all times, so in this case maybe it would be more difficult for us to employ them.

Due to the small size of the organisation and the open way of interaction and working, unequal behaviour would be imminently evident to the rest of the working group, but even if that was not the case any employee that would come up with such a behaviour could make a case in the weekly assembly without fear of judgement.

"From my point of view I can confirm the willingness to be diverse and that we do try to respect diversity as much as we can something that is also evident from the fact that many of our old trainees

come from the Roma and migrant communities communicating with us and having a feeling that they can address us for an issue they might face and help them if we can or even just pass by and say hi. So, in that aspect we are considered as approachable at least. Roma community members have limited written skills. The ones have already completed primary education and they were in the front line. Unexpected but even with a lot of spelling mistakes the older ones could express either in Greek or English (due to their trade activities) basic words! When it comes to practice, and if I understand your question well you mean if we would employ someone that would be in some aspect different than us (ethnically, socially, economically, educationally, in terms of social gender, physical and mental abilities, or any other way I cannot think of right now) I am covered pretty much from what I said. We would never not choose a person that comes from a different ethnically, socially, economically or based on gender just because of their identity. So even if we do not employ someone right now that has such characteristics it is just because of the current circumstances, it is not on purpose. I will also agree that people we would not be able to sustain employing a person with some kind of severe disability because they would require some “investments” from our part that unfortunately we are not able to make right now or in the near future which is important to mention here - I think - because in this case it is a systematic issue that we cannot surpass only with individual willingness as in the case of cultural diversity. So, for now, we are open to people regardless of who they are, where they come from, what they look like and/or identify as. We also really hope in the future to be able to provide a paid position in our organisation to a person with the above characteristics because we really believe that it would be beneficial in many different ways to redistribute visibility and employment opportunities to all different members of the society.”

If presented with the case of course cultural celebration days are taken into account. The canteen and meal provision concerns the different dietary preferences of each of the learners and working staff and as for the prayer room, even though there is not one specifically for this use, people are welcome to use for prayer any place that is free.

In the case that an applicant doesn't possess official certification of skills they are welcome to use the multiple self-assessment tools that we provide as an institution and can follow a session with one of our counsellors in order to construct an indicative cv.

The organisation believes in delegation and cooperative leadership. Meaning that there is not one leader for everything, but only tasks upon which someone's expertise can actually make them lead an operation. In this way the management of the organisation is already inclusive.

## 2.4 Networking

We cooperate with the Albanian, Russian, Bulgarian, Romanian, and Latin American migrant associations while there is also an Afghani organisation with which we haven't had some relations with yet.

The organisation doesn't have constant recruitment campaigns but when there is an opportunity for employing an additional staff member, migrant organisations are the first channels we are communicating with

We perceive cooperation as the main force towards change and inclusion. We view the fact that our city has a lot of smaller initiatives than larger corporate ones as a strength for coexistence rather than assimilation of cultural and social differences. As it goes, we view that cooperation is the main road towards successful openness in institutions and society. We mainly try to establish good relations with the migrant associations of our area or from other cities that act as a trusted medium for individuals to come. Our area has been historically impacted by migrations, both of locals and strangers. There are many people and associations that deal with migration. We mainly work with the Albanian migrants' association "Emigranti", "Union Latina" the association of Latin American migrant, some other associations (less organised) from people from the Balkans, small-scale merchant's associations from the Middle East and South Asia (migrants that came here and they made small shops for their communities - not large scale merchants) and we also trying to get in contact with non-formal associations of African migrants/refugees. We have a good cooperation with our municipality's office for migration and integration issues. Finally, there are organisations that accommodate migrants and refugees and they address us when they want to provide courses to their guest.

## 2.5 Education

The educational staff has equal representation of the two main genders. Migrants are welcome to be part of the educational staff, although due to legal limitation only certified educators can be employed by our institution through state funds and this can act as a barrier a few migrants have gone through the official certification for adult educators. Educators with sexuality orientation in the LGBTQIA+ spectrum are welcome and empowered to take part in our processes without same or need of hiding. Finally, educators from economically disadvantaged backgrounds are usually preferred.

DAFNI KEK aims for as mixed learning environments as possible as they believe that separating learning groups by the element of diversity that excluded them you enhance the feeling of exclusion. In this case in the courses where it is possible people from different social and cultural background, age and gender come together. In the instance that learners object to a mixed class there are different policies depending on each instance.

The courses of the organisation more or less always have migrants participating. The actual field of the course is what alternates the percentage, but most commonly migrants are more than half of the class.



DAFNI KEK tries to provide migrant learners with a learning environment that can “talk to them” and that makes it feel their own. Other than that, there is no particular support instead of the case that if needed interpreters can come and act as facilitators. Courses are mainly offered in Greek and English. When working with people with hearing disabilities Greek sign language is also available.

Learning difficulties are supported by the organisation by providing specialized training to the educators and also by providing personalized counselling to learners. DAFNI KEK

structures the courses in a way that facilitates communication between the individuals and also social groups that in society tend to have the least interactions. In order for this to be smoothly integrated into the learning material the class works with simulations, role playing and storytelling in and outside the classroom. Main challenges to confront in the learning process is the understanding the struggles of migration, alienation from loved ones and the sentiment of missing once home can be crucial challenges that a trainer has to overcome in order to understand the way a learner may oppose to learning and how this experience can be translated into a powerful tool.

“Hands-on experience is for us the most important thing and constant communication between the employees that allows for them to share their thoughts, opinions and feedback. All departments are equally important for the work of our organisation so although the teachers might be closer to the trainees for more time, it is also the work of the administrative staff to create a good environment for communication with the people. For that reason everyone is included in the process, we always have opportunities for educate all of us in the issue of integration and it is everyone’s responsibility to be constantly self-educated on such issues (it is part of our organisation’s values).”

### 3 Personal impressions of interviewed people

Positive	Negative
<p>Positive aspects for our organisation and the society in general</p> <ul style="list-style-type: none"> <li>• We have more chances to understand the world around us, the experiences of people and the complexity of life in general (sounds too philosophical the way I put it but it is a really practical issue in its essence)</li> <li>• People develop better communication abilities because in their effort to become</li> </ul>	<ul style="list-style-type: none"> <li>• In terms of cultural and social background differences, the worst of all aspects is the capitalisation by politicians of the confusion of some people (or rather difficult to adjust to this new effort for visibility of the “other”) leading to social antagonism, anger and hate towards those “different” [link to point c]</li> <li>• People from underprivileged backgrounds sometimes are - justifiably - suspicious from people trying to “help” them because there</li> </ul>

<p>understandable they become more creative in their communication</p> <ul style="list-style-type: none"> <li>• We learn not to take things for granted and eventually we have the chance to approach things more holistically and think creatively in order to be as inclusive as possible in our actions (easy to say though and much more difficult and time-consuming to implement in some cases)</li> <li>• We have the ability and incentives to think critically and challenge previously held beliefs and privileges that in the past they contributed negatively to the division and competition between different members of society</li> <li>• We have the chance to see past our differences and understand that people face many similar everyday challenges in their lives on personal levels</li> </ul>	<p>is always the fear that someone is “profiting” on your pain (again very justifiable) [affects all diversities]</p> <ul style="list-style-type: none"> <li>• There are places where if you try to be more diverse in your approach and bring more people in your organisation, some “neighbours” might feel threatened and could potentially ask you to leave the area (too far-fetched but there is a similar rhetoric in some provinces) [mostly for the cases of social, cultural and gender diversity]</li> <li>• The mindset of homogeneity has affected some parts of pop culture so there are everyday phrases that we use sometimes unconsciously that are offending so that could lead to arguing (but it has the positive aspect that you slowly learn to be more self conscious of what you say). [affects all diversities]</li> </ul>
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### 3.1 Commitment with mission statement and diversity policy of the organisation

Because like it or not, we leave in societies that had been functioning and still function (either consciously or subconsciously) in terms of “norms” which affects many different aspects of life. Having that in mind, we believe that “diversity management” can act as a way for common understanding in the workplace and eventually the society thus allowing people to communicate on more equal terms. We do not wish to use it as a way to remind people that some might diverge from the “norms” but rather that “norms” diverge from people.

- In some cases, only the fact that you include them in your activities is enough for some to respond and participate
- For those that are more reluctant due to professional issues, we try to provide incentives like professional guidance and counselling (including assisting them with their CVs)
- Some people come to us through other organisations that want to offer our services to their members, so we try to establish good communication with migrant associations in our area and in other cities
- If our reserves allow it, we also try to assist their transportation to our place so that way they are not limited by their ability to afford transportation or not.

### 3.2 What should be changed

Most issues have to do with social pathogenies (I do not know if I am saying it correctly) mainly racism, discrimination, social exclusion, prejudices and suspicion which affect the ability to easily/directly/effectively reach people that have been systematically excluded. Of course such issues are not linear, so the attempts you make might be even be successful much quicker than you thought mainly because at least there is more visibility nowadays. Of course one very important issue is that people that face such realities need to be aware of what they will be gaining something by participating, let that be a trusted social circle of people, a safe learning environment, tangible opportunities to get a job or just a way to effectively take their minds away from their everyday struggles and feel comfortable for a while.“

“In this time period, we are just very full of work and we have to confront some economic issues, so for that reason we do not engage on a regular basis as we used to with courses, so this is what we are really looking forward to achieving in the coming years, overcoming our economic issues and give more time and energy in bringing more people inside.”

### 3.3 What should not be changed

Our willingness to change where is needed (in terms of diversity)

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

Both of the DAFNI KEK staff presented their opinion in a self-confidence way which reflected their deeper commitment to what they express and their inner understanding of diversity as value.

### 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

There is a rational and realistic presentation of the relevant issues - both the positive and non that positive aspects. It is obvious that the context of reference is the same time mono linguistic / mono cultural bit multicultural in its historical process as society due to economic / industrial circumstances and geographical position of the city. The understanding of diversity as a necessity is important and the fact of the limited sometimes services are due to financial and time deficits - a small organisation. Illustrations and abstract designs are mostly used in order to avoid profiling the courses. In the case though that something like that is needed we constantly make sure to include multiple races, cultures, genders and ages. The DAFNI KEK applies cooperative and inclusive approach in its strategy.

There is a strong willingness and attitude towards diversity - which is reflected in all members and staff where family links are also correlated.

### 4.3 Arrangements and power relations

There was no indication of power connotations. Each one has the power of expertise on the field of his/her reference. The younger was more idealist as the older (manager) was more sceptical and realistic.

### 4.4 Motives and motivations to work on diversity policy in the organisation

Due to be a family organisation, the persons are committed to support and advance the presence of the organisation in order to lead the change in the field of diversity and inclusion in modern times. For this reason emphasis is given to digitalisation, foreign languages and diversity on lifestyles

### 4.5 Possible benefits for the learners

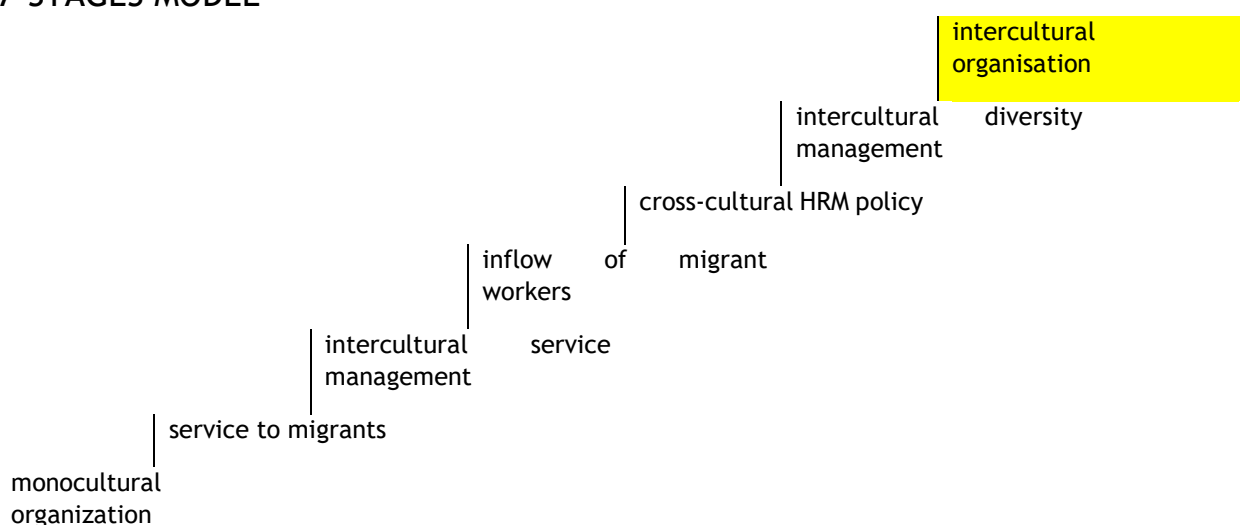
Learners are active participants and, in a way, influence the strategies and plans of the organisation - they are the same time influencers and 'consumers' of the services - this means that diversity is perceived as driver of the next plans.

What could be from their point of view "setting the stage" for change? Openness, dialogue with the diverse otherness, outreach.

What's in it for the learners? An open, reflective and welcoming learning environment with respect.

## 5 Stage of the Organisation<sup>10</sup>

### 7-STAGES MODEL



<sup>10</sup> Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

1. My organisation has migrants among its clients
2. In my organisation an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.
9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

DAFNI KEK is an organisation with main vision the Inclusion of the less advantaged with no barriers In this frame, the persons involved are in constant reflection on their practices and they are very careful to offer their services to as many as possible according to their needs. This capacity presupposes awareness of the diverse needs, constant training and relationship building with representatives as learners/clients

DAFNI KEK is a small family based and horizontal organised organisation without structured HRM but where diversity is in the mindset of the workers., for one part based on its network with several migrant organisations and for the other part based on working in projects about diversity and interculturalisation.

## 6 Change and its consequences

### *What is change here actually?*

DAFNI KEK is moving forward with a very well perceived system of values in favour of diversity and inclusion. What is missing is the further communication of this capacity and the self confidence to make it explicit - in that way DAFNI KEK and its members could produce significant impact to their environment in terms of inclusive diversity

### *What does it mean for the education process?*

Taking into account the financial constraints, we are in line with modern, more flexible modes of training courses to be delivered. Open Learning and Massive Courses are in priority and in progress of further development

### *What does it mean for the management?*

As a (private) organisation you should be accessible and open for changes. This presupposes an openminded Management staff and initiatives that making this strategy clear, outdoors

*What does it mean for the staff?*

Constant learning and critical observation. People can easily express what they need in less formal settings -i.e. you can learn from them and about them in a SM or during transportation. This is a life wide learning capacity, which is important for the staff to be able to communicate it.

*What does it mean for the learners?*

Cooperation and empathy to the organisations which seek their position in a fluid word. Once the learners feel acceptable and respectful, they multiply this effect to their motivation for learning and active participation in all stages.

*What does it mean for the organisation?*

Close to the society, with the society as a whole. Sustainability. Diversity stimulates progress and produces new services.

## 7 Recommendations

### 7.1 List of recommendations

Recommendations which need implementation to reach the next stage of diversity policy are:

1. Action Plan with steps and timeline where services to be promoted to a multicultural audience and attract their interest
2. Involving new persons with migrant background in a task-oriented contract with the organisation

### 7.2 What is the right approach for this way of changing?

Based on the colour model of De Caluwe & Vermaak<sup>11</sup>, which demonstrates colour thinking as an accessible expression of different change management traditions, we advise in this case the following “greenprint” approach for change. This brings people together in learning situations, in a learning process, to solutions that people find together. a more rational and planned approach

Learning organisation, flexible in its approach and providing guidance and support to everyone involved

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<sup>11</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

DAFNI KEK is open to change and integrates the new knowledge. Due to its independence is flexible to incorporates policies in favour of interculturality and diversity. An external critical friend could always be welcoming to support.

### 7.3 Commitment of Management and Staff

The commitment for change is continue learning. The manager and the rest of the administrative staff are the same time founders and owners of this private organisation which has to remain sustainable. Sustainability is not possible without continuous reflection and critical adaptation. The owners are ready to make any changes by using the necessary available resources as possible.



# CASE STUDY REPORT Humanitas Twente

## 1 Development of case study

In this case study report we describe the policy and practice of Humanitas Twente. Humanitas Twente is part of a national volunteer organisation. The aim of the organisation is to help people who can't manage life on their own.

For the desk research of Humanitas Twente we used the national and regional website, the mission statement, the printed program and leaflets.

For the interview the choice was made for Humanitas Twente. For this interview we spoke with four persons: a board member, a supporter of the region manager, also project leader of one of the project areas and two executive employees / volunteer coordinators.

Interviewer was Dogan Soykan, board member of Participatie in Diversiteit, but also one of the coordinators of the project Active Together in Humanitas Twente.

The interviews were held at the office in Hengelo and individually, one to one, so that the interviewee could talk freely without the influence of third parties. This prevents the interviewee from being under the influence of third parties when giving a personal opinion on the submitted questions. Of the interviewees, two are men and two are women in the age category of 30 - 75 years.

## 2 Description of the organisation

### 2.1 Institutional framework

There is a national organisation called Vereniging Humanitas, which is an association. The organisation has 5 districts. District East with an office in the city of Zutphen is one of them. Humanitas Twente is one of the departments that, due to its geographical distribution, is part of district East. It is located in the town Hengelo. The affiliated departments make use of various services of the district and/or the national office, varying from education, training, subsidies, human resources, and or systems, etc. The departments have their own administration and its own board. Humanitas wants its activities to contribute to a strong and human society. Humanitas believes that every individual is stronger than he or she thinks. If this is not the case, then Humanitas supports the person with a trained volunteer so that sooner or later the individual can continue. Humanitas is a volunteer organisation. These volunteers are guided, supported and coached by professionals. Although Humanitas also has voluntary coordinators, the board of Twente has chosen to work with paid coordinators.



Humanitas Twente has 6 projects:

1. Home Administration: Home administration helps clients put their finances and administration in order. Volunteers support people who are temporarily unable to keep their financial administration in order
2. Family support: Focused on family with growing children or in need of parenting support. Home-Start helps. A volunteer visits family every week, listens and gives practical tips.
3. Match - youngsters:
4. Tandem: Anyone can feel lonely regardless of background or age, with Tandem clients come among people. Humanitas Tandem aims to combat social and societal isolation. The contact between a buddy and a participant is a strong weapon in this.
5. BOR - Guided contact arrangement; for clients who have questions what's best for their child, even in a divorce. If they are unable to arrange a relationship for their child(ren) on their own, they can register for BOR.
6. Samen Actief - Active Together: Humanitas Samen Actief offers support to people with a migration background who can use additional support to actively participate in society.

Humanitas receives financial assistance from local authorities, funds, businesses and / or sponsorships.

## 2.2 Institution in the migrant society

Humanitas Twente offers support in 6 project areas; Active Together, one of the six projects, supports people with a migration background. The volunteer speaks the language of the participant if desired or needed. All professionals of this project (3 part-timers) have a migration background and are bilingual. They have the necessary special knowledge and skills and expertise in intercultural working and acting. The participants in this project are former immigrants, newcomers, and refugees with a status from the age of 18. This is the only project that focuses on people with a migration background. It is a policy choice, that this project is, besides cities Hengelo and Almelo, active in most areas of Twente region. The volunteers of Active Together are very various in terms of gender, background, religion, age and language. The relationship between young and old is also a point of attention for this project, especially when it comes to young people who were born here with parents from migration countries. On an annual basis, the project Active Together counts approximately 65 volunteers from Africa, Asia, Eastern Europe and a few Dutch people who support more than 100 participants with a migration background. Other projects focus on task-oriented target groups and are not so inclusive as they are supposed to be. They have little or no volunteers with a migration background. This sometimes results into unintentional exclusion of participants who, for example, do not speak the Dutch language. Dutch speaking migrants do make use of the services of other projects, but also relatively less than it should be.

### *Communication channels*

Through various channels (from neighbours to general practitioners, community coaches), people can apply for one of the projects that can make good use of temporary help from third parties. It is possible

that an application is not received at the right project. This application is internally coordinated with other projects and transferred to the right project.

Registration is taken care of by a coordinator and he or she plans an intake interview to determine the support question/learning question as concretely as possible. After this interview we are looking for a volunteer to which the participant with specific wishes and support question fits. Where the question fits, a match will be made. This match is referred to as a connection. Such a connection includes weekly contact during 1 year. When necessary, the volunteer will receive guidance from the coordinator. He is supervising the volunteer, following the process and has, if necessary, contact with colleagues from other projects and with professional assistance and other relevant agencies.

All Humanitas Twente projects have a communication channel that fits the content, character and culture of the project area with the target group: social media, flyers, fact sheets, brochures and occasional advertisements and/or interviews on the local newspapers. Often it is not possible to reach the group in this way. Contact via these channels seems to be less effective for people with a migration background. Therefore, some projects have information brochures that have been partially translated in the language of the largest migrant groups in Twente: Arabic and Turkish.

Active Together opts for direct contacts and personal approach and conversations with the individual migrant, their key persons and their organisations. Experience shows that general communication channels does not reach the majority of migrant groups and is ineffective. Younger migrants born and raised here may be a little more sensitive to these common communication channels, but even they often do not get the message across and stay away.

The project staff Active Together have their own approach, often based on trust and warm contacts through the official channels. As soon as a circle is created, it also has a kind of magnet function. This is good for people who can make good use of Humanitas' services, says one of the interviewee. It is also indicated as important that administrative staff should have intercultural skills. Lack of willingness and skill leads to shifts in certain tasks.

Being aware of the way you act and communicate with people from other cultures is necessary if you want to reach a certain group. Thinking in boxes hinders giving each other space. Humanitas' other projects (see chapter 2.1) are less successful in reaching out people from other cultures, training them and using them as volunteers than Active Together. Humanitas Samen Actief offers support to people with a migration background who can use additional support to actively participate in society.

According to the interviewees, for people with a migrant background, language can sometimes hinder the first step in addition to unfamiliarity with systems of learning, for example. This can prevent contact. Not all employees of the mentioned projects (see chapter 2.1) have intercultural skills, (familiar) networks, knowledge to reach migrants. If migrant clients know that there are professionals at Humanitas Twente with a migrant background the first contact is not a barrier to ask for support.

The unfamiliarity with the functioning of I and WE cultures also create resistance in contacts, according to the interviewee.

The question is 'how do you translate this into the new group of your project and how do you promote this among migrants? The next question is: How do you make people feel at home in this organisation?

## 2.3 Human Resource Management

As an organisation, Humanitas does not have a specific policy on diversity for migrants in terms of personnel management and diversity management. As a result, there is insufficient diversity in ethnicity and culture in the composition of staff in other project areas and their volunteer base. In general, it is a homogeneous group except from the team Active Together. Humanitas Twente is not a reflection of society. Because of this, one of the interviewees believes that the organisation is missing many chances. This has to do with the choices made within the organisation. This is also due to a lack of specific skills, knowledge, perhaps roughly due to unfamiliarity according to the interviewee. This leads to a lack of policy, which is widely supported by the organisation. One interviewee found that there is considerable diversity and diversity at the level of volunteers, while this is insufficiently translated into the workforce.

The available professionals with a migration background do not meet the standard proportionally; there is no diversity policy as standard for voluntary work. Volunteering is not a sufficient sign of a diverse society there is also no diversity in terms of the educational level of the professionals. All of them have the level of higher professional education, due to the work content. Volunteers also need to be facilitated. Volunteers also can be paid to free taxable 170 euro per month. A new form of voluntary work with stand contracts can be developed.

In addition to the unequal relationship between men and women, the interviewees also found the relationship between men and women for each project to be quite unequal, both in the group professionals as well as among the volunteers. Women are generally in the majority. The rate of women with a different sexual preference is not known to the interviewees. Diversity brings dynamics into the teams and also into the organisation. Overall impression of the interviewees about the diversity in the organisation is that a conscious positive choice for diversity would be an enrichment for the organisation. Less knowledge leads to unintended distance while having an affinity with other cultures contributes to awareness, which in turn leads to good relationships with others in order to learn from them.

Lack of skills, knowledge and insight leads to a lack of action, as a result of which some participants remain unintentionally invisible to the services of the organisation. Humanitas Twente is therefore not a reflection of society and thus wasting many opportunities on the market. This is not taken up, due to a lack of skills and knowledge and insights. Interviewees find it positive that Active Together operates as a specific project within Humanitas. There must be more connection between the projects when it comes to working with other cultures and language groups. In spite of the fact that in other projects where the dominance of a homogeneous group is present, professionals also like to work with people

with a migration background. But it is about the entire organisation that is not a reflection of society. Insufficient attention is paid to diversity at different levels. For example, the organisation lingers on the embarrassment of action and unintentionally excludes people who benefit from the services of Humanitas

Here is currently insufficient interest within the organisation. It is due to various factors, partly to myself, one interviewee claims. This is not an accusation but requires care and attention. Reflection of society is desirable. This automatically brings movement within the existing framework such as new insights and ideas. A conscious choice of diversity policy contributes to better coordination of services and the care that people really need. So, there is a gap when it comes to diversity. The question is 'what does it take to bridge this gap?

### *In the process of job-advertisement:*

There is no attention for diversity in the application procedures and in the preparation of the vacancies. The relevance is not recognised. The interviewees do not know that there are intercultural competencies as a requirement for applicants when recruiting personnel, except in the case of Active Together. Occasionally, there may be some discussion here and there, then it is again on a project basis, as in the case of family support, where mainly women as a professional and/or volunteer are in the picture. Because there is no policy on this, there are no lines of communication in the interviews.

## 2.4 Networking

As an organisation, Humanitas has no direct connection and contact with the migrant organisations. However, the professionals of Active Together often keep in touch with these organisations on a managerial level. In the past, only this project has held several information sessions in different languages at different organisations. For the coming period, this project has again been planned in order to approach and engage in dialogue with key people and the boards of the migrant organisations. In addition, there are plans to participate with a market stall in activities of migrant organisations when organising a manifesto and/or a festival. In this way, the threshold is lowered for a conversation with the visitors to inform them about the work and services of the entire organisation. Again, one of the interviewees believes that the organisation should make conscious choices. If you do not make positive choices, these kinds of relationships and contacts depend on personal activities and/or initiatives. As an organisation, you cannot expect a migrant organisation to come to you if you do not make any movement towards them.

In short, if there are contacts through other projects than Active Together, there is no structural contact, only incidentally such as with international women's centre, refugee work, asylum seekers' centre, etc. as mentioned in the past.

## 2.5 Education

It is up to the professionals themselves to ask themselves the question explicitly: What could I do to increase the number of people of ethnic origin working for Humanitas Twente? What do I need to promote this? The questions come from the interviewees. These questions are meant for all employees of all departments, projects who support volunteers. Not all employees as professionals can reach migrants, this is because they did not follow specific training, courses 'how to serve migrants'. There is no cooperation with VET providers. Unknown makes unloved! This requires a different approach and a different attitude and attitude from the organisation and professionals. Familiarity and competence in approaching diversity issues is necessary if you want to reach and train this group. According to one interviewee, LANGUAGE is also an important issue. For example, learning to anticipate the situation of these people and adapting the courses to the language level/ability. If you want to reach and keep these people, take into account the language skills, cultural differences, education, etc. Experience shows, one interviewee says, that migrants, for example, find it difficult to set boundaries. They experience borders as difficult because they find them unfriendly. Providing opportunities for apprenticeships so that people are less highly educated also creates more diversity within the organisation.

## 3 Personal Impressions of interviewed people

Positive	Negative/ challenges
<ul style="list-style-type: none"> <li>• Awareness of the fact that Humanitas Twente is not a cross-section of society.</li> <li>• There is a desire for the organisation to become a reflection of society.</li> <li>• Diversity in the organisation is seen as an enrichment</li> <li>• Awareness of the embarrassment of employees in the projects to anticipate diversity actively</li> <li>• The interviews were conducted in a pleasant atmosphere and the interviewees were frank and involved. In contrast to the others, one interviewee was more business-like and shorter in formulating answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Passive attitude towards diversity policy</li> <li>• No concrete actions and assignments to exclude anyone in society from the services of Humanitas Twente.</li> <li>• One-sided attention leads to islands (employees with a migration background are automatically made responsible for the reception of clients with a migration background).</li> </ul>

### 3.1 Commitment with mission statement and diversity policy

Humanitas Twente wants to contribute to a strong and humane society. Humanitas believes that every individual is stronger than he or she thinks. If that is not the case, Humanitas support them, with a volunteer, so that sooner or later they will be able to continue themselves. Annually about 650 volunteers temporarily support 2400 people.

This mission of Humanitas is a great mission, but it is not translated into diversity within the organisation. Something has to be done if you want to translate it to the organisation and its services. Multicultural society is not recognisable within the organisation and is not propagated. Diversity must be visible in all layers of the organisation and not just on the organisation's project. Insufficient awareness of diversity hampers the organisation to become heterogeneous.

### 3.2 What should be changed

- More recognition of the lack of diversity.
- Raise awareness of the benefits of diversity policy and understand the interests of diversity policy.
- Embedding diversity policy in existing projects (professionals and volunteers).
- Composition of staff / coordinators.
- Making organisation at all levels a cross-section of society.
- Expertise promotion/training on interculturalisation for some more inspiration.
- More facilities to build bridges, also for the coherence between the projects.
- As an organisation, we do everything in our power to become a social organisation, and we are committed to being a good corporate citizen.
- Engaging in dialogue with each other, holding each other accountable, there must be more connection between the projects in order to learn from each other.
- A better balance in the composition of project officers/staff: man/woman, young/old as well as ethnic diversity

### 3.3 What should not be changed

- Active together continues to exist, not only as a sense of diversity, but also as an inspiration for other projects.
- The service to society
- In addition to management and staff, beautiful people are also people who feel involved with society.
- People see themselves as equal in contacts
- Great heart of employees for work and people
- Willingness and will to help everyone want to

- Individually, all professionals in the broadest sense of the word are benevolent and helpful.
- Professionals also like to work with people with a migration background.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

There is large-scale communication with the outside world via social media, newspaper articles, flyers, etc. This is hardly achieved by people with a migration background. This group is generally easier to reach through warm contacts, personal approaches and through their familiar networks. Therefore, some projects also have information brochures that have been partially translated in the language of the largest migrant groups in Twente: Arabic and Turkish.

Also, the language knowledge and cultural differences in dialogues requires knowledge and intercultural competencies and skills of the professionals. Being aware of the unwritten rules that apply in WE culture offers room for entering into contacts, other than formal conversations and business approaches.

During the application procedures, nothing (unintentionally) is said about the intercultural competences, as a result of which people with a migration background do not feel invited to react too quickly.

### 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

It is noticeable that all professionals are benevolent. One by one they are benevolent and helpful and want to help everyone. Because the whole of diversity is not a point of attention, hardly any specific actions are taken to become a reflection of society.

Lately, among other things due to this small-scale research and personal manoeuvres of the interviewer and situation dependent statements and conversations of the professionals of Active Together, diversity is becoming more and more visible. Even the national office now notably wishes to take conscious actions to develop a vision on diversity policy for the organisation. This is because of the interest of employees of other projects within the organisation who have now a better look according to the experiences of the project Active Together.

One interviewee indicated that knowledge and experience of other cultures and languages can also bring something new. In addition, other interviewee indicated that besides Active Together, the other projects do not consciously recruit migrants for both professional and volunteer purposes.

The rate of women with a different sexual preference is not known to the interviewees.

Composition and imbalance within the organisation in male-female, young-old homogenous-heterogeneous have influences on work.

### 4.3 Arrangements and power relations

The interviewer is consciously trying to draw attention to diversity within the organisation and has addressed different people from different layers of the organisation about the lack of policy and its consequences. In general, there is a positive response according to the question and necessary of diversity policy, intercultural work and support migrant customers. At the execution level, some professionals experience this action more as if they are being called to account for their attitude, work behaviour.

Once in a while a colleague pointed out to me that I would act on the basis of assumptions.

There is also no diversity in terms of the educational level of the professionals, all of them have the level of higher professional education, due to the work content

Positive reactions to my signals have been received locally, regionally and nationally. District manager and national administrator are interested in the outcome of this small-scale research. They would like to receive the final report. The national agency has even indicated that it will approach me as soon as a group has been formed to deal with this subject in the context of the theme 'development of change', among other things.

### 4.4 Motives and motivations to work on diversity policy in the organisation

They are aware that people are unintentionally excluded from the services of Humanitas. It is also emphasized that Humanitas as a human organisation is not an average organisation of society. People from other cultures can be an enrichment that can also bring dynamics. As a result, there is a high level of motivation to take this seriously.

After all, Humanitas puts people at the centre of its vision/mission and likes to work on the self-reliance of people so that they have their own control over their own lives without excluding anyone from society from the services of the organisation.

### 4.5 Possible benefits for the learners

People with a migrant background differ in many ways: background, social and societal values and norms, language skills and knowledge, education, background, experienced socialisation, influences of different cultures in education and training.

This also determines the form of perspective of the learning migrant. They act from that perspective. This is a general point of view:

- be treated equally
- taking into account the pace and ability to learn, depending on the language level
- environment is aware of differences in We and I cultures so that a certain attitude and action can be put into perspective
- feeling at home, being valued and not enforcing or imposing anything



From their point of view, what can 'paving the way' mean for change?

- professionals have knowledge and understanding of aspects of multicultural aspects in dealing with various groups
- organisation is a reflection of society - with composition of personnel, policy and services
- treating and learning intercultural methodologies in training and courses

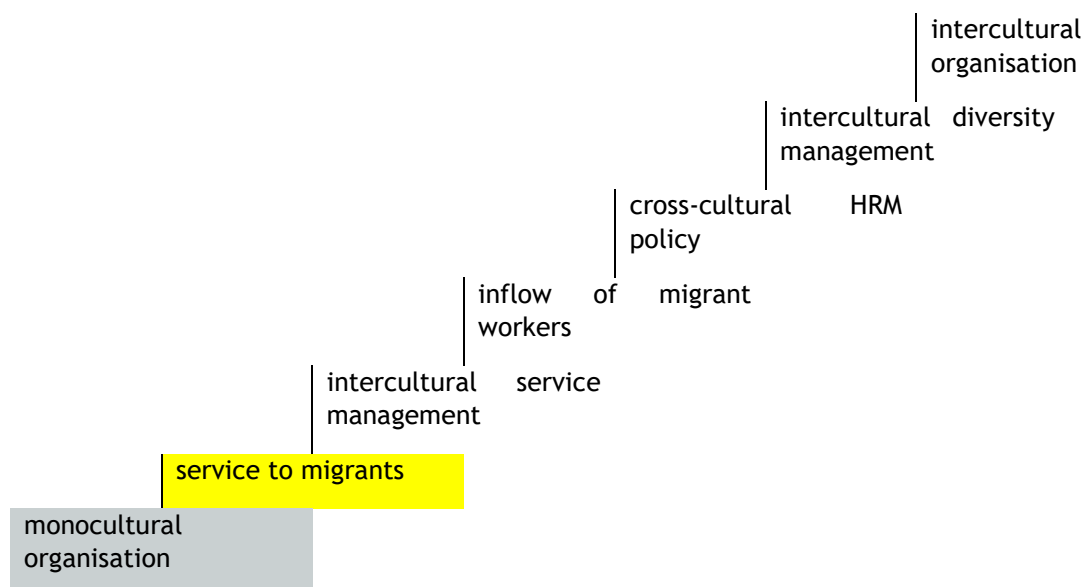
What's in it for them?"

- recognizability
- accessible, therefore accessible
- feels at home

## 5 Stage of the organisation<sup>12</sup>

### 7-STAGES MODEL

Outcome of the test<sup>13</sup>:



1. My organisation has migrants among its clients

2. In my organisation an intercultural training has been done aimed at improving sales to migrants.

3. My organisation has a policy aimed at improving sales or services to migrants.

4. My organisation employs (a) migrant worker(s)

5. My organisation has a policy aimed at the influx of migrant workers.

6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.

7. My organisation has an intercultural personnel policy

8. In my organisation, intercultural policy is a natural part of diversity policy.

<sup>12</sup>12 Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

<sup>13</sup>13 The test can be found in "Setting up the case studies"

9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

Humanitas Twente has several migrants among its clients and is therefore moving slowly from a monocultural organisation into an organisation of intercultural service management. Currently only Active Together is acting at this stage, there is even a dominant majority of professionals with a migrant background. Nevertheless, other projects of the organisation have the characteristics of a monocultural organisation: less customers with a migration background and no employees with a migration background either. Furthermore, not even the ratio migrant- not-migrant is unequal, this is also the case for the ratio men-women, young - old and disabled - not-disabled people. More and more clients with a migration background start using the services / products of the organization. From these contacts, the need for intercultural policy and / or intercultural training opportunities to improve this service is nowadays gradually emerging within the organization. The management needs to start urgently with a policy aimed at providing services to customers with a migration background. For example, they work with translation information material, with the interpreter's telephone, or there is training to improve services to clients with a migration background. The emphasis for the short-term future should be on cultural differences.

## 6 Change and its consequences

There is a soil for change present at Humanitas (focus on service package for migrants and a need intercultural policy, also including intercultural staff training). Employees endorse this. There is no denial and anger or no focus. It is up to the interviewer and these involved employees to set this in motion at the board and management (support and commitment). However, the question is what the ideal design process can look like (plan of approach) and what will you bring in yourself and what will be your own experiences? In fact, you are going to change something in terms of the communication process and improve the focus of service provision on migrants. Requires different skills and competencies from employees. At most there is a lack of focus. The proposed process of change is setting this in motion at the level of board and management (to create support and commitment). However, the question is what the ideal design process (plan of approach) can look like and what staff members and volunteers are willing and able to bring in them selves and what can they learn from their experiences? In fact, you are going to change something in terms of the communication process and improve the focus of service provision on migrants. This requires different skills and competencies from the staff employees.

For the educational process it means a necessity to develop and implement specific staff training programmes aimed at diversity and specific care (culture-specific, context-specific care programmes). The management is requested to create preconditions and facilities to enable an internal trajectory for change supported by everyone.

For staff and volunteers it implicates cooperating to bring in their own cases and being prepared to improve skills (training, courses, work sessions, sharing knowledge etc.).

It is also indicated as important that administrative staff should have intercultural skills.

For the learning participants the process of change means requires trust and improvement of their own qualities; services and aid are not a one-sided trajectory but a we-we trajectory: a win-win situation.

The impact for the organisation will be an improved organisational culture and structure regarding services for migrants and knowledge improvement working with, for and by migrants.

## 7 Recommendations

### 7.1 List of recommendations

- a. The management is requested to create preconditions and facilities to enable an internal trajectory for change. Nationally the management is interested, at regional level the management has to develop a plan for action and to make resources and money available. It is also recommended to consider external guidance.
- b. The process at the regional office (Twente/Hengelo) can be seen as a pilot for the national organisation and the other departments. The experiences of the interviewer (DS) and the other employees who want to change can be used as a case study.
- c. Products, services and employees need to be much more focused on migrants, diversity.
- d. Professionals do not master the language of the migrants and find it very difficult to empathise with. Linguistic knowledge and cultural differences in dialogues also require knowledge and intercultural skills on the part of the professionals and volunteers. Language is an important issue. Therefore, training in intercultural communication is crucial to support the process of change. As said intercultural policy aimed at providing services to customers with a migration background and / or intercultural training opportunities.
- e. Human Resource Management has to develop guidelines for acquisition of new staff and volunteers, including more consequent attention for intercultural competences. Giving also opportunities to apprenticeship workshops so that people who are less highly educated also have the opportunity to improve their competences; focus on secondary vocational education level. Offers internship places, traineeship places.
- f. Active Together is a good example, which can be rolled out well and for knowledge development for other projects. Add internal networking through exchange of experiences of people working in 5 project areas and Active Together.
- g. Investment in networking is highly recommended to develop more structural contacts and cooperation with international women's centre, refugee work, centre for asylum seekers, etc.

How to establish contacts with migrant organisations at all levels besides managerial level; (key people and committees)

- h. The big picture is a better balance in the composition of project staff: man/woman, young/old, disabled and not-disabled alongside ethnic diversity.

## 7.2 What is the right approach for this way of changing?

The approach of change requires care and attention. Reflections from society are desirable. This automatically brings movement within the existing framework such as new insights and ideas. It will also lead to communication about the current values of the organisation and a critical review of the organisations mission. There are good pre-conditions of a process of change:

- There is no denial and no anger but acceptance to change among staff and employees. People see new possibilities. There is no tension but positive energy on both sides.
- Humanitas Twente employs already a few professionals and many volunteers with a migration background.
- The common opinion is that a consistent diversity policy needs to be developed but there is a lack of sufficient knowledge to do so.

A complicating factor is that the interviewer (DS), employee of Humanitas Twente, is 'seen' as "the" specialist. When questions are difficult to answer, - as far as questions from migrants are concerned -, this is passed on to the interviewer instead of seeing the working methods of Active Together as a good practise to be implemented in other parts of the organisation as well.

This makes it a bit difficult to give a clear colour print such as indicated in the colour model of De Caluwe & Vermaak<sup>14</sup>, which demonstrates colour thinking as an accessible expression of different change management traditions. We recommend a mix in white and green print turning into red print.

It is important to create settings for collective learning and to create space for spontaneous evolution to stimulate people in the right way in a process of exchange in which people develop and create, a motivating solution (the best 'fit'), that catalyses new initiatives. It should be a trajectory of interventions such as coaching, open systems planning, open space meetings, self-directive teams, assessment and reward, social gatherings, led by sense makers who engage themselves personally and external facilitators, in cooperation and supported by HRM experts and managers who coach people. The outcome is not aimless, but envisioned and finally, on the long-term, outlined but not guaranteed, but it will be ensured through self-organisation, dialogue and healthy relationships. The pitfalls of such an approach could be superficial understanding, a laissez faire attitude, smothering and conflict avoidance.

<sup>14</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>



# CASE STUDY REPORT I.E.S. TREVENQUE

## 1 Development of case study

The interview took place in July 2019 in a single session. The staff and management were not available for further interviews at the time. The participants ranged from a manager, teacher and head of department. The interviews took place in the centre itself as this was most convenient for all the members of staff and the management. Before the interviews took place the following desk top research was carried out. The interview was Francisco Javier Hurtado Martinez.

## 2 Description of the organisation

### 2.1 Institutional framework

I.E.S Trevenque is a public school which offers the following courses to students for the local area and beyond. The centre offers E.S.O which is the obligatory education cycle and it also offers F.P.B (which is the lowest level of V.E.T training), Bachillerato, F.P medio y F.P superior.

The centre offers course to students of all different abilities and needs. The centre prepares students for further third level education but also offers more professional based learning which is connected to the job market and subjects which teach students the skills in certain professions.

The school has the capacity for 749 students and has 61 teachers

The educational project constitutes the hallmarks of the centre and expresses the education they are developing. It contemplates the values, objectives and priorities of action, not only limited to curricular aspects, but also to those that, from a cultural point of view, make the centre a dynamic element of the area where it is located.

The educational project defines the particular objectives that our centre intends to achieve, based on its reality and taking as reference the Organic Law 2/2006, of May 3, and Law 17/2007, of December 10, on the principles that guide each one of the educational stages that are taught in the centre and the corresponding prescriptions about the curriculum.

### 2.2 Institution in migration society

There is not a focus on migrants or refugees. According to the head of department, they only view diversity as an issue in academic performance. Ethnicity or background is not a factor taken into account in the enrolment process in this centre.

## 2.3 Human Resource Management

The attention to diversity is focused on academic performance. The task of attention to their diversity is covered in both national and regional legislation. As the school is publicly funded it must adhere to the national and regional legislation regarding diversity in the classroom. Each teacher must carry out an initial evaluation in which they have the opportunity to adapt their own curriculum and/or ask for help from social services. The availability of these services will depend directly on the ratio of students to teacher and secondly if the school is fully public which it is in this case.

## 2.4 Networking

I.E.S Trevenque is a public school which serves 4 different municipalities. It has direct contact with the town hall in La Zubia, however it has no direct links to migrant organisations

## 2.5 Education

The teachers in the school must adhere to both regional and national law and legislation in regard to supporting their pupils. There are guidelines for the teachers to follow. The teacher must carry out an initial evaluation and find out if there are students who might need extra help. They can make adaptations to their planning and also if the student to teacher ratio is sufficient they can also ask for external help from social security or care workers.

The school will provide a language adaptation course for those migrants who have not yet mastered the language in which the subjects are being taught.

## 3 Personal impressions of interviewed people

Positive	Negative
<ul style="list-style-type: none"> <li>The impression from the staff is overall very positive. The management believes that they treat diversity in the centre in a very open-minded way and that the shared working space and diverse group working within it is. Diversity is only based on academic performance.</li> <li>They chat openly with one another and there is a good atmosphere between them.</li> </ul>	<ul style="list-style-type: none"> <li>Accessibility is an issue. The director of the school was not happy with the budget available to make the centre wheelchair accessible. The director continues on to say that the student can just go around the back of the building and there is a ramp there. A teacher disagrees with the statement saying just because the student has a disability, they should not be obliged to go around the back.</li> </ul>

### 3.1 Commitment with mission statement and diversity policy of the organisation

The organisation is firmly committed to the goal and objectives set out in its mission statement. The management and staff agree fully that inclusion and diversity are enriching for all the students. In the case of cultural differences such as the wearing of a burka is allowed but there are some restrictions when doing exams and that is discussed directly with the parents to avoid unnecessary problems later.

### 3.2 What should be changed

The physical access needs to be improved in the centre, so it is accessible to all.

### 3.3 What should not be changed

The core philosophy of the centre and the great team spirit present should not be changed. The freedom of expression and licence given to the teachers is also an important factor in keeping teachers happy and motivated. The open policy towards all who wish to study at the centre should not be changed.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

The spoken language is Spanish. Everyone responds directly to the interviewer and the questions posed. The interview was conducted in a relaxed manner. It was clear that the body language also neutral and relaxed as the shoulders of all the interviewees were not in a position of tension and the body positions were receptive as the arms were open. When the director spoke all the other employees paid attention to the explanation and showed their agreement through gestures. The director was focused on the interviewer so they were not so it would be safe to say the employees did not have to act in this way. This is a clear case of staff comradery and it was clear that the words and connotations used in the interview were all positive. There is respect and understanding in all levels of the organisation.

### 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

The view of the group concerning the questions asked were affirmative and positive in general. The employees seem to agree with the managers about important issues and topics. There is a clear distinction between the organisation and the employees. The values and norm are based on legal framework provided by the ministry of education and the regional level of government too (Junta de Andalucía). As this school is public, access is restricted to candidates from the competitive state exam.

### 4.3 Arrangements and power relations

The director is a facilitator and commands respect. Their task is organising the resources given to them by the government. This job is done in a formal way and that the views and opinions of the employees are respected and that they have the weekly opportunity to voice any concerns over problems arising from the day to day functioning of the school.

The employees who took part in the interview seemed to feel a level of respect and care from the management but at the same time can voice concerns, opinions and ideals without any fear of the management taking it personally. This professional relationship is key to characterising the identity and relationship in this centre.

The organisation's influence is mainly around the village it is located and suburbs of Granada. As the school is publicly funded it must adhere to standards set by the regional legislation. The organisation is public.

Communication is dealt with on a weekly basis. There is a staff meeting where all the news, reporting and activity of the centre are discussed by the teacher and managers. This is the opportunity to voice concerns and find solutions to any problems that may arise during school hours. These hours are obligatory and must be attended by all staff members. Staff not on full time contracts are legally obliged to attend but for a shorter period.

There is a library where the teacher meetings take place. Some teachers also have a secondary role as class tutors. This means that they are responsible for the class and act as the liaison between the students and the management. This responsibility comes with additional paperwork.

### 4.4 Motives and motivations to work on diversity policy in the organisation

There is a good atmosphere in the organisation. The main fears would come from student numbers and by extension difficult students. The motives for management are to have an organisation running smoothly and to provide the best service possible. The motives for staff are to give students the care and attention that they need and additionally give them a solid foundation so they can further their academic careers. The centre offers V.E.T courses also and can offer an alternative to the academic career path if the student should wish to do so.

### 4.5 Possible benefits for the learners

#### *What is the learners' perspective?*

The learners can see teachers with the intention of helping them in their career. The goal is "selectividad" which is the final exams to be taken before finishing secondary school. There is a points system and doing well in this exam allows the student access to a wider range of subjects in the third level.

#### *What could be from their point of view "setting the stage" for change?*



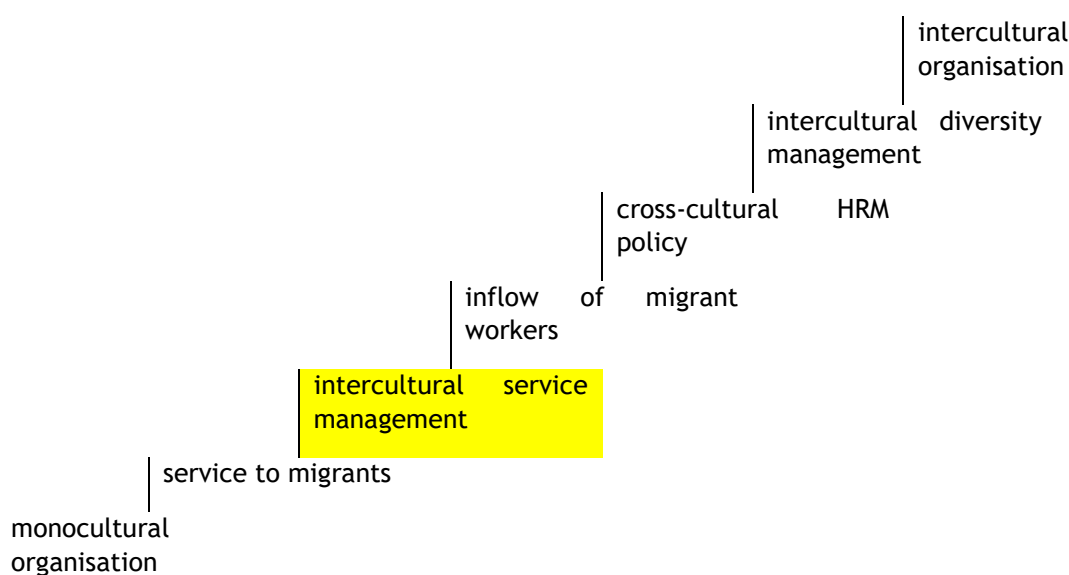
Setting the stage for change would be accepting the importance of technology and languages and having the facilities to properly prepare them for working in the 21<sup>st</sup> century work place in which the ability to use spreadsheets, powerpoint, word documents and being computer literate and able to type are taken for granted.

### *Can you explain “what’s in it for them”?*

The chance to study something that they enjoy or have an interest in and have a degree that is recognised throughout Europe. They need to remain competitive with their European peers and so they need to upskill and continue the process of learning but at the same time gain experience in different sectors so that they can have a balanced and realistic viewpoint of their possibilities and prospects.

## 5 Stage of the Organisation<sup>15</sup>

### 7-STAGES MODEL



1. My organisation has migrants among its clients
2. In my organisation an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.

<sup>15</sup> Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

This organisation is at the third stage. It offers a public service to the surrounding area and it has the obligation of attending potential students from that area. The location of the centre as mentioned before is on the periphery of Granada city and is a large village with mainly service sector and agricultural activity. The centre complies with the legal legislation requirements by the regional authority. The selection process of employees is not controlled by the centre. The process is done through a competitive state exam that gives vacant places to candidates who have received the best scores plus have the most experience.

## 6 Change and consequences

### *What is change here actually?*

The change is students becoming more in control of their own learning process and to help them become more autonomous in that process. Instilling a lifelong learning philosophy in the teenage years so that the students will be always ready to adapt and upskill if and when necessary.

However, any change must go through a legal audit and the manager/director has autonomy to delegate resources who they see fit but that that autonomy is constrained by legal and administrative obligations. The I.E.S Trevenque has to abide by the regional and national legislation, because it is a public school funded by the regional authority for education.

### *What does it mean for the education process?*

The number of students per teacher is high, so diversity is a secondary issue. The numbers are too high to be able to dedicate the time required to make cater for that diversity.

There is not a clear goal at the end of the education process. This is a problem that can be found with academic focused teaching. Students decide to study different subjects based on numerous facts, interest, job possibilities and location and costs of studying, parents' influence/family tradition etc. There is a simple problem. Many students do not know yet what exactly they want to dedicate their professional career in. This is where something along the lines of a gap year could be useful. It is not common at all for that to be advised to students here.

### *What does it mean for the management?*

Resources are not sufficient to deal with the demand that the centre has. The resources that are granted to the centre cannot be used in more creative ways due to red tape and administrative issues.

Student apathy and low motivation in students is one of the clear problems for the management.

### *What does it mean for the staff?*

Staff are under pressure to manage high class numbers.

Student apathy and low motivation in students is also one of the clear problems for the teachers.

### *What does it mean for the learners?*

Learners need holistic guidance on an individual and personal level

## 7 Recommendations

### 7.1 List of recommendations

#### What should not be change

- Team spirit and collaboration between staff.
- The legal position of the workers (civil servant)

#### What should be changed

- **Levels of funding** There is a gap between what local and regional politicians are pledging to give to centres and what they receive. The ratio of the centre is at its maximum level, but it needs to receive additional funding to help the centre deal with this ratio.
- **Resources.** There is a need to meet the needs of the student body with extra funding to provide more materials and resources for the students.
- **Ratios** According to the managers, the ratio is 33 students per teacher which is a high ratio. Due to this, teacher hours are more rigid, and they cannot give teachers hours to prepare material or do pedagogical work.
- **Language diversity.** There is little language diversity in this centre. The focus is on adapting foreign students to the Spanish classroom. The centre has language adaptation classrooms that are three hours of language classes.

### 7.2 What is the right approach for this way of changing?

According the colour model of De Caluwe & Vermaak<sup>16</sup>, which demonstrates colour thinking as an accessible expression of different change management traditions, we advise in this case yellowprint

<sup>16</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

in the case of I.E.S Trevenque, which is based on negotiation. The dynamic between the political system and education is an important topic and needs to be addressed. The centre needs to move within its brief but balance that with the possibility for change and improvement. These topics are quite complicated in Andalusia in general.

In the yellowprint approach something can change when you bring common interests

Together in a power game and create a feasible solution: a win-win situation

The yellowprint approach is characterised through interventions such as forming coalitions and changing top structures and is led by facilitators who use their own power base.

### 7.3 Commitment of Management and Staff

What is the commitment for change?

Both the management and staff are committed to change and improving the service provided. In the case of the teachers, they are willing to do refresher courses to improve their teaching skills and abilities.



# CASE STUDY REPORT FH JOANNEUM

## Institute of International Management (IIB)

### 1 Development of the Case Study

In this case study the results of a desk-research and interviews are presented. In the desk-research information about FH JOANNEUM (FHJ), the website and printed publications such as “Hands on 2022” (Strategies for action) and the Annual Report 2017/2018 served as sources. For information regarding the Institute of International Management (IIB), the institute’s website and the folder of the Department of Management were used.

For the interviews four employees of IIB were interviewed: one manager, two lecturers and one administrative staff. To consider viewpoints from different perspectives and include diversity of experiences also on different levels, it was important to involve staff from different areas and functions. The persons interviewed at IIB were selected by Sofia de Oliveira, the contact person at IIB for the DivCap project. Regarding the interview procedure, it was decided that the interviewer is no direct colleagues of the persons interviewed. Therefore, Helga Moser from the Institut of Social Work (ISA) interviewed staff at IIB. The interviews were conducted at FHJ in October 2019. For reasons of anonymity no further details regarding the interviewed persons are given here. In addition, Helga Moser consulted the Equality and Diversity Officer.

### 2 Description of the organisation

#### 2.1 Institutional framework

The Institute of International Management (IIB) is part of FH JOANNEUM - University of Applied Sciences (FHJ). FHJ consists of 6 departments with 26 institutes. It runs 27 bachelor degree programmes, 22 master degree programmes and 9 certificate programmes. 4.500 students attend the programmes, there are 1.300 graduates per year. FHJ has 680 employees and 950 external lecturers.<sup>17</sup>

**Mission statement of FH JOANNEUM:** There is an official mission statement of FH JOANNEUM publicly available on the website. FHJ supports and promotes diversity and internationality as its values:

*“FH JOANNEUM AS A SUSTAINABLE ORGANISATION*

<sup>17</sup> As of October 2018, see FH JOANNEUM (2018): Science in Motion, Nr. 06-2018, p. 16

*Our university supports cultural diversity, an international outlook and an interdisciplinary approach - we believe diversity is enriching. We take responsibility for the common good and social development. We consider it our duty to use resources sustainably.”<sup>18</sup>*

The **Institute of International Management (IIB)** is part of the Department of Management. The Department consists of four institutes: International Management, Banking and Insurance Industry, Health and Tourism Management, and Industrial Management.

The IIB runs different degree programmes and courses as well as research projects. The content of the teaching and research in itself focuses on international dimensions of management, as expressed by the name of the institute. An international orientation is part of the self-image. The objective is to educate students to work in a global business environment. Therefore, openness towards diversity and international dimensions such as e.g. intercultural competences are part of the curriculum. This is also reflected in the research, which focuses on international dimensions of management.

Furthermore, in the frame of a team strategy meeting with IIB staff done in June 2019, the core values of the institute were developed together. As the number one value “Respect & Diversity” was chosen, defined as *“We treat our colleagues & students, supervisors and everyone else with respect. We appreciate and accept diverse backgrounds, opinions, gender, and competencies.”*

**IIB Mission Statement:** “International - Innovation - Industries” are the three key words mentioned in the presentation of IIB on its website:

*“The Institute of International Management is part of the Department of Management at FH JOANNEUM. The “Triple I” approach - International, Innovation, Industries - is vital for the success of the Department. Research-led teaching (Innovation) and the pooled expertise of four institutes are combined with a comprehensive management concept: tapping potentials in the management of organisations across all sectors (Industries).”<sup>19</sup>*

**Research and fields of expertise** are International Business Strategies and Processes, and Quality-Oriented Higher Education Development in an International Context.

## 2.2 Institution in migration society: students

In the following the focus of the analysis is on the degree programmes. IIB also runs a Postgraduate Master’s course in European Project and Public Management and two study programmes for incoming students, the Global Business Program and the Applied Summer School “Business in Europe”.

<sup>18</sup> <https://www.fh-joanneum.at/en/university/mission-statement/> [2019-07-24]

<sup>19</sup> <https://www.fh-joanneum.at/en/institut/international-management/> [2019-10-14]

### *Composition of students*

**The Bachelor's degree programme in International Management (MIG)** has 60 student placements available each year. The language of instruction is German and English. 90 % of the students are local student (most of them from the province of Styria). The students are prepared to work in international markets, they will get the necessary management skills and intercultural competences.

Diversity amongst students is appreciated. It is considered as a means to experience diversity and prepare students for their work environment in an international context. Nevertheless, when looking at the composition of students regarding diversity dimensions such as nationality, age or disability, the student body is rather homogeneous. Regarding nationality, 90 % of the students are local students, most of them from Styria, some with a migration background (roughly 10 %, in particular from Former Yugoslavian countries). The composition by gender is balanced, in some cohorts there more female students (2/3 are female). Most of the students are between 18 and 24 years old; most of them come directly from school. In the cohort 2019, there is one male student who is 60+ and already retired. There are very few students that have a visible disability. Regarding educational background, the student body is diverse, students come from different schools (secondary academic school, college for higher vocational education).

In the interviews no specific distinction within the Austrian group of students was made by the interview partners. The relevant distinction is between local and international students. Regarding international students, a distinction is made between regular students from abroad (attending the entire BA programme) and incoming students (staying for one semester). Whether the Austrian students (meaning in most cases, having a school leaving certificate from an Austrian school) have a migration background or not, was not highlighted or specifically noticed or mentioned. From a discrimination-critical perspective, on the one hand, this might be perceived positively, because characteristics that can lead to discrimination are not observed and highlighted. On the other hand, not noticing and therefore not addressing the different needs of different groups, which may also exist within the Austrian group, might lead to disadvantages for these students.

**The Master's degree programme in Business in Emerging Markets (MEM)** has 30 placements annually; the cohort 2019 has 24 students, since there were not enough applications for a full capacity utilization. The language of instruction is English. The students are prepared to work in multinational enterprises in emerging markets.

The composition of MEM students is diverse, in particular regarding nationality: one third to half of each year's cohort are international students from European and non-European countries. In the cohort 2018, there are 15 incoming students. In 2019 there are 6-7 incoming students, some students do a double degree (from Chile, Taiwan, Russia). Half of the student body is female; most are post-Bachelor aged. Regarding their educational background, there are graduates from Austria, the international and incoming students bring experiences with different academic systems and performance requirements.

The international composition of students is related to the orientation of the degree programme, with its focus on emerging markets. One specifically targeted group are students from emerging markets. There was a lack of interest for this MA programme in the past. Therefore, the curriculum was revised and is now work-friendly. Which led to a slight increase of the student numbers. Currently (October 2019), the aim is to attract more students, since for the cohort of 2019, not all study places were taken.

An important distinction which became apparent in the interviews was the previous experience in different academic systems, which means whether the students were socialised in the Austrian (higher) education system or not. Students not having undergone the Austrian higher education system, need more support in understanding and comporting according to the system. Also different standards regarding previous knowledge and performance requirements make it difficult for in particular some international students, to successfully follow the programme.

### *Admission requirements and procedures*

**MIG:** For the admission to the MIG programme, applicants need to have a qualification for university entrance or university entrance qualification exam. Applicants must be proficient in German and English as the languages of instruction (Level B2 as a minimum requirement). If applicants are not Austrian citizen, they need to meet certain requirements: proof of sufficient knowledge of German and English at Level B2, special regulations apply to documents that have not been issued in Austria, and tuition fees for third country nationals of 727 € per semester (applicants from the EU, EEA or Switzerland are not required to pay a cost contribution). The admissions procedure consists of three parts: the application, a written assessment test and personal interview.

**MEM:** Applicants need to have completed a Bachelor's degree in business, economics, or other social sciences with a focus on business, or an equivalent degree from an accredited domestic or foreign post-secondary education institution. English language skills at a minimum level of B2 are required. If applicants are not Austrian citizen, they need to meet certain requirements: see MIG (except language skills: only English Level B2 is required). The admissions procedure consists of four parts: Developing methodical, subject-specific and / or interdisciplinary tasks (35 %), interview with the admissions committee (35 %), overall assessment of prior education (15%), and complete evaluation of prior practical experience (15%).

**Equal opportunity strategies & barriers:** In the personal admission interviews, guidelines are used at MIG and MEM. There is a list of questions that shouldn't be asked (e.g. family planning). The composition of staff is diverse, therefore also the composition of the admission commission conducting the interviews is diverse. There are no quotas to reach specific groups. Criteria for successful applicants are openness, being interested in internationality and going abroad, and in particular commitment and motivation. A bonus is, when the applicants already have gained experiences abroad (volunteering, etc.).



Currently about 300 persons apply for the 60 places per year at the bachelor's programme. Hence the competition is much higher in comparison to the masters' programme, where there are unclaimed study places. The written test for MEM is a barrier for some. But when there are still places available, also students that don't score high on the test can be admitted.

It was observed by respondents in the case study interviews, that there are no students with visible disabilities in the MIG admission interviews or further on as students in the BA programme. No data is available regarding characteristics of applicants regarding disability or migration background. But the case of one blind student, who didn't want her disability to be explicitly referred to, draws attention to a sensitive issue: on the one hand, it is important to be careful about identifying and publicly naming characteristics that can lead to discrimination. On the other hand, it is also necessary to know about characteristics in order to take measures for support or protection against unequal treatment.

The question how the admission process is conducted with regards to disability was unclear to some members of staff. And the question was raised, why there are very few students with disabilities in the programme. In the interview the manager pointed out, that there are measures by the FHJ Equality and Diversity Body to support students with a disability in the admission process. But it is suspected that many potential applicants do not know about this support offer. This support measure is also not known to all members of staff.

The following barriers in relation to admission requirements for MEM can be identified: the tuition fee for third country applicants can be a barrier. But compared to other degree programmes, the amount is low; for example, tuition fee for the postgrade master's course is 2.500 € per semester. Furthermore, for some international students the formal requirements regarding documents can be a challenge for admission. For the personal application interviews, applicants have to come to Graz personally, the costs for coming to Austria may deter some applicants. But it was stressed, that this policy was intentionally introduced, to see on one hand the commitment of the students. And on the other hand, a personal impression is important, getting to know the student and clarifying any misleading ideas. Non-EU students need a visa. But according to interviewees, once students are admitted, they receive the visa without a problem. The International Office assists students with bureaucracy.

As far as known, there are no complaints from non-admitted students.

## 2.3 Human Resource Management: staff

### *Composition of staff*

At MIG, the staff consists of 33 permanent staff members (head, teaching, research, administration) and 50 affiliated lecturers (teaching). At MEM, the staff consists of 16 permanent staff members (head, teaching, research, administration) and 11 affiliated lecturers (teaching). The staff of IIB is diverse. For example, when it comes to nationality, staff members are e.g. from Brasilia, Macedonia

or Portugal. Furthermore, there is a mix of different age groups. Regarding gender, the majority of the staff is female.

### *Admission for staff*

For the job interviews of new international staff, special rules were applied, the presentations could be done in English. However, not everybody in the FHJ selection committee was happy about that. The recognition of qualifications from abroad is not an issue, since Management is not a regulated profession.

### *Equal opportunity strategies and barriers for diverse staff*

**At FHJ level:** It was stated, that FHJ as a whole is not friendly for inclusion of new international staff members, e.g. a lot of documents are only available in German (e.g. work contracts). It was pointed out, that now even in some public authorities' forms are available in English or translations in different languages. This could be an example for FHJ as well. Furthermore, communication in English sometimes is a challenge, e.g. with facility management staff. FHJ is not interested in joining Club International (a support service for migrants/international staff; lots of companies, the University of Graz and the Technical University are members).

**At institute level:** At institute level language barriers are not an issue for staff who speaks German as a second (or third/fourth) language. All members of staff are able to communicate in German, but there is an awareness regarding language barriers and when a person is present that prefers to talk in English, conversations will be switched to English. Hence, team meetings are held in English as well as everyday communication.

**Procedures for complaints:** If complaints arise, staff has the possibility to contact the following persons or institutions: At institute level the Head of institute, at FHJ level the Equality and Diversity Office and the Worker's Council. As far as expressed in the interviews, there are few complaints and as far as known, there is no statistical data available regarding complaints.

## **2.4 Networking**

Currently, there is no strategy at IIB to network with migrant organisations to attract more students with a migration background. But the idea raised during the interview was received with interest by the head of the institute.

In general, regarding recruitment campaigns at FHJ management level no need is perceived to specifically promote the MIG programme, since there are lots of applications each year and only a small percentage can be accepted. Advertisement for MEM is done e.g. through partner universities, and social media.

## 2.5 The educational process

### *Difficulties for students - as perceived by staff*

General difficulties for all students are the work load, self-organisation, and it was perceived by the interview partners, that personal problems of students are increasing (e.g. family situation, deficits in organising to write the BA paper, exam anxiety)

### **Challenges for international students include the following issues**

General orientation about the (academic) system in Austria

- Most of the international students are new to Austria and need more assistance in comparison to the local students. There is lots of new information for international students. They are used to a different (academic) system and therefore need more orientation. That required more time and explanations from the side of the programme and the secretary.
- Lack of knowledge “of how things are done in Austria”; these issues need to be address explicitly.
- Cultural barriers play a role as well when there are difficulties.

In class

- Active class participation: Active class participation is one aspect for grading (20% of the overall grade), but it was perceived by the interview partners that e.g. Asian students are not used to active participation and sometimes have lower oral English language skills. The strategy used here is to adapt requirements, e.g. not each student needs to present in front of the class; the assignment is done in mixed little teams and one person from the group presents. At IBB, student-centered teaching approaches are used, there is an open doors policy and flat hierarchies; students can approach lecturers easily. These approaches need to be made explicit and explained to students who are not used to them.
- Language and communication skills: for admission at MIG and MEM German and English language skills are required. But in the MA programme the experience is made that English language skills are a challenge for some of the international students. Regarding the language skills of the incoming students, partner universities have a role here regarding admission, since they choose the students they send abroad. For MEM students who only speak English, it is a barrier that some of FHJ document are only available in English. Here the secretary tries to help and even provides translations. Furthermore, non-verbal communication and misunderstanding arise because of different codes (see also different teaching methods).

### *Beyond FHJ*

- International students also have more specific needs not in relation to FHJ and their studies, they also enquire regarding other questions, when they e.g. have health issues. Living in a foreign country is a challenge for some students (culture challenges, and organisational issues, e.g. where to turn to for different practical issues).

### Support for students through structural measures and by staff

For measures how students are supported to deal with challenges, see the chapter “What should not be changed”

## 3 Personal impressions of interviewed people

Positive	Negative
<p><b><u>Benefits of working in a diverse team</u></b></p> <p>Diversity is a lived culture</p> <ul style="list-style-type: none"> <li>• Within the group and at institute meetings</li> <li>• interesting solutions</li> <li>• colleagues with different experiences bring new learning and ideas (e.g. someone who used to work in a company or in a different country before)</li> </ul> <p><b><u>Benefits of working with diverse students</u></b></p> <ul style="list-style-type: none"> <li>• A diverse composition of the student body enables the students to learn about diversity on a day to day basis</li> </ul>	<p><b><u>Challenges of working in a diverse team</u></b></p> <ul style="list-style-type: none"> <li>• no openness to different new ideas of other colleagues</li> </ul> <p><b><u>Challenges of working with diverse students</u></b></p> <ul style="list-style-type: none"> <li>• <b>Age &amp; gender:</b> disrespectful behaviour of (male) students towards younger staff, in combination with gender</li> <li>• <b>Language:</b> lack of understanding (also lack of proficiency in English)</li> <li>• <b>Culture:</b> interesting, but also a challenge</li> <li>• <b>no openness</b> of students: some students are open to different backgrounds of their fellow students; but some are sceptical</li> </ul>

### 3.1 Commitment with mission statement and diversity policy of the organisation

All of the interviewed staff expressed a big commitment and appreciation of the diversity amongst staff and students (see also diversity as one of the values of the institute). The focus regarding diversity is on diversity steaming from students from abroad. There is no specific target group they would like to reach as students, but don’t reach. With regard to students with a migration background, they are not in the focus of attention to be attracted.

### 3.2 What should be changed?

Based on the analysis of the written documents and the interviews, the following aspects are important to highlight.

MANAGER - FH level*Mission statement*

- Specification of the mission statement: the mission statement is vague, too many topics are covered. Suggestions: it should be narrowed down and be more precise.
- Working on the actual implementation of the mission statement: It has to start from values at the FHJ, how does FHJ sees itself in the future?! The values need to be integrated in daily life. Then make it visible also in the promotion.

*Mainstreaming of good practice examples*

- Peer course for students with disabilities at the Institute of Social Work. Should be spread to other institutes, so that also amongst regular students there are students with a disability.

*Language diversity*

- Implementing more language diversity (documents in English, currently e.g. legal contracts are only in German), would send out signals that everybody feels part.

*STUDENTS: Recruitment and admission*

- FHJ should signal that everybody is welcome to apply (migrants, people with a disability, etc.). Welcoming could be shown by e.g. promotion in the folders (currently: happy, but same looking students), on the website, and through campaigns. Recruitment campaign also for MIG to attract diverse students.

*STAFF: Admission procedure*

- Flexibility regarding hiring diverse staff (e.g. job interviews in English)
- Include representative of Equality and Diversity Office in the admission procedure

*STAFF: Further education*

- So far at **Continuing Education in University Didactics** (HDW, a mandatory course for new lecturers) no module on dealing with diversity is part of the curriculum. This should be included in a new curriculum for HDW. At “Didaktik Tag” (a one-day event on didactics), this issue should be addressed as well.

MANAGER - institute level*STUDENTS: recruitment and admission*

The regular local students at MIG are not very heterogeneous, diversity is represented in particular through the international students. An aim could be to attract more local students with different characteristics, e.g. with migration background, regarding age or academic background. In other programmes, the composition of students is very diverse regarding nationality, students come from different countries and continents.

- **Networking with migrant organisations** to recruitment of new students, to attract more students with a migration background

- **Knowledge about support measures for applicants:** The information that the Equality and Diversity Office supports students with a disability in the admission process is not commonly known. Information should go to all potential applicants and members of staff.

### EDUCATIONAL STAFF

#### *Suggestions for further support of staff*

- **Written guidelines regarding equal opportunity and treatment** (at present only implicitly conveyed as a lived culture).
- **Written guidelines for dealing with challenges**, e.g. for crisis intervention. Guidelines for when there are difficult situations, how to deal with them (e.g. escalation path). This information would be useful for all international FHJ coordinators.
- For **new lecturers**: written guidelines and mentoring system
- **Further education** would be helpful, e.g. a conflict management workshop including intercultural aspects. Considering the lack of time for attending trainings, suitable formats should be developed to enable attendance.
- **Information** where to turn to (professional support systems) when students have psychological problems.
- **Support and ideas how to work with diverse students in the class room** (e.g. when there are different levels of language skills)

### ADMINISTRATIVE STAFF

- **Sufficient allocation of time resources to continue the support for students and staff**

## 3.4 What should not be changed

Based on the analysis of the written documents, interviews and the focus group, the following aspects are important to highlight.

### *MANAGER - FH level*

- It is positive, that there is a **mission statement** that endorses diversity and equality.
- There are **structural measures** in place that support equality, e.g. the “Working Group on Equal Treatment Issues” and the “Equality and Diversity Office”.

### *MANAGER - institute level*

#### **Support for STUDENTS**

- **Diverse admission commission:** since IIB staff is diverse, the composition of the commission conducting the interviews is diverse as well
- **Open door policy** by the head of the institute
- **Welcome day:** At the beginning of each semester, a half day event is organised by MIG and MEM to welcome students, getting to know each other and for team building, as well as to clarify expectations from both sides, the institute and students.

- **Student contract:** Students need to sign it at the beginning of their studies with the degree programme. This clarifies in written contract rights and obligations.
- **Tutorials, warm up sessions:** for MEM students: these sessions take place during holidays. When students have difficulties in following the courses and need extra help, additional courses to help them with the content of the course are organised. Student representative give productive feedback to the head of the programme, so he knows where specific needs are.
- **Buddy system:** Austrian students support international students during the Applied Business School
- **Complaints system:** If there are complaints, there are several possibilities: students can turn to the lecturer, the Head of Institute, the Head of Department, and Science Board (FH Kollegium) and the student's representatives. There are few complaints from the side of the students, except complaints regarding grades. Recently there were incidents during the last Applied Summer School: complaints about grades, but also issues beyond FHJ, a student was harassed in a bar. Regarding the assessment of performance when it comes to grading, transparency is in place. The MIG strategy regarding occurrences of any form of discrimination will be to inform students more about support measures, e.g. the FHJ Equality and Diversity Office, and the Antidiscrimination Office Styria (the case of harassed student was reported to the Antidiscrimination Office).

#### *STAFF: diversity as lived culture*

- Maintain - and deepen - the diversity of staff and diversity as lived culture in the institute
- Good team spirit of working together in a diverse team, supporting each other
- **Inclusive language use:** when there is a person present that is more comfortable with English, the means of communication is English
- **Open door policy** and support by the head of the institute for members of staff
- **Flexibility** regarding FHJ regulations and personal freedom and preferences of staff (e.g. regarding core time), Management by objectives versus FHJ procedures (core time). At IIB there is a flexibility regarding working hours, personal freedom of staff is given.
- **Reflection what is going well is important.** But sometimes there is a lack of time. A fixed occasion for reflection are the yearly appraisals.

#### *EDUCATIONAL STAFF*

##### **Support for students by the lecturers**

- **Open door policy:** It was stressed in the interviews that the institute has as open-door policy, that staff is widely available for personal meetings with students. If students don't attend the courses, they are invite to talk, an interruption of studies or taking a leave is possible.
- **Support system:** There is **intensive support for students**, in particular at MEM as well as at GBP and ASS, but also in the other programmes. The support comes from formally appointed persons, e.g. the international coordinators at the level of the institute. The international coordinator offers a lot of support to the students, on one hand regarding issues in relation to their studies, but on the other hand also regarding personal concerns such as health issues. Furthermore, the

international students also can turn to the International Office for support. Moreover, also other committed lecturers are supporting students beyond the lectures. These provisions need resources also in the future (in particular time resources), this is essential for a good support of the students. In other institutes (e.g. Production Technology and Organization, PTO) one “captain” is responsible for support for one cohort, but not at MIG, staff has too many tasks, no additional tasks are feasible.

- **Adaption of the teaching to diverse students with different skills and preferences:** e.g. speaking slowly for non-native speakers, working in small groups, using digital technology. When there is a lack of understanding (in English or German), one of the interviewed lecturers underlined, that she tries to explain it in an easier way and approach the students in small groups. The interviewee would like to know other strategies how to deal with this issue. Other colleagues say, it is not their business if students don’t understand because lack of English skills (since appropriate language skills are an admission requirement), but for some lecturers it is important to give support nevertheless.
- **Using new teaching techniques:** Technology such as e.g. word cloud (to query knowledge) are used and teaching is customised, to meet different needs.
- **Flexibility regarding assessment of performance:** lectures use different methods for assessment to meet and correspond to the different needs and skills of students.

Different options for assessment are chosen based on the abilities and needs of students. In a course of one of the lecturer’s interviewed, the students can choose whether they would like to do the final assessment in oral, a written exam or as a case study. Here different abilities and ways of learning are taken into account. Furthermore, considering different abilities is necessary for a fair assessment. When it comes to the assessment of performance, English native speakers are at an advantage. But some native speakers show less effort - that is taken into account as well regarding grading. So not only the performance, but also the effort shown are taken into consideration. Lecturers have to navigate between regulations and flexibility: there are FHJ rules and regulations (e.g. examination regulations), but some flexibility can be shown towards (international) students that struggle with the required academic performance and work load; e.g. longer deadlines for submission of papers are granted.

#### Support for staff

- Staff can approach the **head of the institute (open door policy)**
- **Peer support:** at faculty meetings staff can discuss and exchange when problems arise in the classroom, coaching for them. The team is diverse and has expertise regarding dealing with interculturality and diversity.
- Written documents are helpful, e.g. work contract
- **Equality and Diversity Office** is also considered as a support.

#### ADMINISTRATIVE STAFF

#### Support for students



The secretaries provide a lot of assistance and supports to students; since the need for support is higher amongst the international students.

#### **Support for staff**

- Help from the superiors
- Help each other in the team
- Students feedback is helpful

## **4 Analysis and interpretations**

### **4.1 The language regarding diversity within the organization**

Regarding diversity, the focus is on international aspects, meaning students and staff from abroad. Other dimensions of diversity are not as firmly embedded in the awareness (e.g. students with a migration background).

### **4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution**

At IIB, at all levels of the institute, from the manager to the administrative staff endorse diversity and support it in their work environment and their scope of duty.

### **4.3 Arrangements and power relations**

The institute is part of FH JOANNEUM, a big higher education provider. The shareholders' agreement of FH JOANNEUM Gesellschaft mbH stipulates the following governing bodies: Scientific Managing Director, Financial Managing Director, General Assembly, and the Supervisory Board. The governing bodies also include the heads of the individual degree programmes and the University of Applied Sciences (UAS) Board. There are different departments and units with different responsibilities. For the admission process of new students, in particular the administrative side, the responsible unit is the Division of Continuing Education, Study Administration and Study Law. For the recruitment of new staff, the Division of Personnel and Legal Services is the responsible unit.

The Federal Act on Programmes of Universities of Applied Sciences (Fachhochschul-Studiengesetz, FHStG) is the relevant law regulating the policies and principles. For accreditation of degree programmes, the "Agentur für Qualitätssicherung und Akkreditierung Austria (AQ Austria)" (Agency for Quality Assurance and Accreditation Austria) is responsible. For the approval of new curricula for degree programmes and courses, the "innovation committee" ("Innovationsausschuss", a committee composed of members of the UAS Board) is the responsible unit.

Regarding quality management, FHJ is certified with different quality labels and certificates. Regarding equality of women and men, a big commitment prevails. In the Statutes of the UAS board, measures for the Equality of Women and Men and Provisions on the Advancement of Women at FHJ are determined. In the Statues a "Working Group on Equal Treatment Issues" is stipulated. Furthermore, in the Statutes of the board on measures for the Equality of Women and Men, the

“Equality and Diversity Office” is stipulated. The Office promotes diversity management in relation to different diversity categories of students, employees, and lecturers. It has initiated measures and offers support for applicants or students with disabilities. And it also endorses equal treatment when it comes to migration, religion and ethnicity.

From the description of the structures it becomes evident, that laws regulate the work environment and formal requirements prevail. A lot of different entities are involved in the running of FHJ. But there is also scope for flexibility responding to the needs of diverse students and staff, promoted by e.g. the Equality and Diversity Office.

#### 4.4 Motives and motivations to work on diversity policy in the organisation

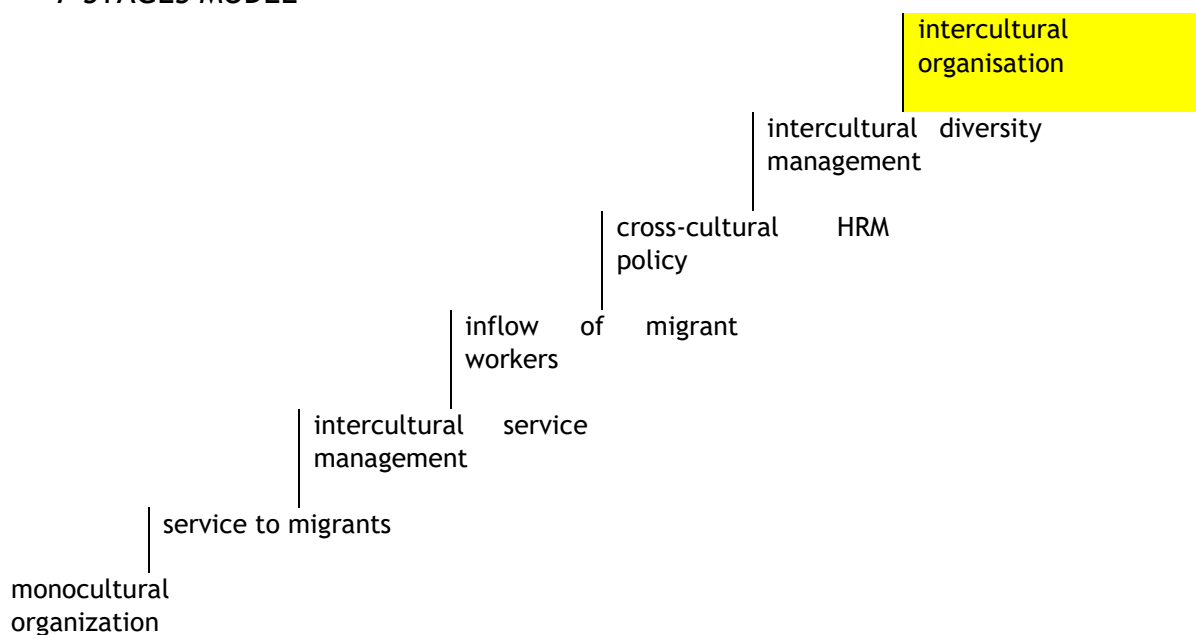
Diversity is part of the self-image of IIB.

#### 4.5 Possible benefits for the learners

The further promotion of diversity at IIB and at FHJ in general, would have a more inclusive organisation as its goal. This would be beneficial for applicants from diverse backgrounds, who were at a disadvantage in the past to gain access to IIB. Furthermore, it also would improve the experience of students during the educational process, leading to a successful completion of their studies and contribute to equal opportunity.

### 5 Stage of the Organisation<sup>20</sup>

#### 7-STAGES MODEL



<sup>20</sup> Verhoeven, Jan; Hoogsteder, Jan (1999): Stuurboek Intercultural werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers. Universiteit Nijmegen/Interetnisch Management

1. **My organisation has migrants among its clients:** yes, there are students with a migration background (born/raised in Austria, but parents were born abroad) and international students from abroad. The focus is on the international students.
2. **In my organization an intercultural training has been done aimed at improving sales to migrants:** intercultural competences are part of the curriculum for students. Therefore, staff has knowledge about intercultural and diversity issues.
3. **My organisation has a policy aimed at improving sales or services to migrants:** at IIB international students are welcomed. There is no specific focus on students with a migration background. At MEM there is an explicit policy to attract international students. Furthermore, there are a specific study programmes (the Global Business Program (GBP) and the Applied Summer School (ASS)) to attract international students.
4. **My organisation employs (a) migrant worker(s):** diverse staff when it comes to nationality.
5. **My organisation has a policy aimed at the influx of migrant workers:** there is a mission statement from FHJ regarding diversity. But at FHJ level commitment can be improved, at IIB level there is a high commitment regarding diverse staff
6. **In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership:** see question 2, staff themselves are experts
7. **My organisation has an intercultural personnel policy:** see question 5
8. **In my organisation, intercultural policy is a natural part of diversity policy:** yes, see mission statement of FHJ and Equality and Diversity Officers. But during the case study, no concrete figures or implementation measures could be found. At IIB, during a team strategy meeting, a mission statement for the level of IIB was developed ("Our values").
9. **In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel:** see question 8.

Since all questions can be answered with yes, FHJ and IIB is an intercultural organisation at stage 7. At the level of FHJ, formally there is an advanced diversity policy and in the past different measures were undertaken. But these measures are dispersed and some of them were discontinued (e.g. the Diversity Training). Furthermore, a mainstreaming would be advisable, e.g. the introduction of a diversity module in the Continuing Education in University Didactics (HDW) or covering the topic at FHJ wide events like the "Didactics day". Furthermore, it would be necessary to work and refine the FHJ mission statement. For this purpose, resources should be provided to discuss the mission statement and develop concrete measures for the implementation at the level of the institutes. Here IIB has already shown its own initiative, e.g. during the team strategy meeting in 2019.

## 6 Change and its consequences

### *What is change here actually?*

- As seen in the chapter on arrangements, IBB is part of a big organisation. The implementation of measures for improvement will need to consider the structures of FHJ, formal requirements, the different entities and key players.
- Since there is high performance pressure and lack of time in the daily work, new measures, ideas for improvement and change need to be linked with already existing routines and structures.

### *What does it mean for the education process and the students?*

- Increase of equality regarding the admission of diverse students to FHJ.
- Increase of equality regarding studying in an environment that considers diverse needs of students.

### *What does it mean for the staff?*

- Increase of equality regarding the admission of diverse staff to FHJ
- Being better prepared to work with diverse students
- Finding ways to integrate the improvements in the daily routines, but also make time and space for new routines

### *What does it mean for the management at IIB level?*

- Clear positioning for the advantages of diversity
- Looking for resources to support the process (human, financial, intellectual resources, time)
- Finding ways to integrate the improvements in the daily routines, but also make time and space for new routines

### *What does it mean for the organisation at FHJ level?*

#### Needed resources

- Clear positioning for the advantages of diversity
- Resources for the implementation of measures for improvement (time, financial resources)
  - Time for reflection and refining of the mission statement
  - Adequate allocation of resources for staff for training and discussion

#### Benefits

- Getting better qualified and diverse staff
- Having more diverse students
- Better performance in the public

## 7 Recommendations

### 7.1 List of recommendations

Our recommendations are:

#### 1. Strengthening of already existing measures to promote diversity at IIB

Making the IBB mission statement and values of working together more tangible

- Concrete measure: **Development of written guidelines** regarding equal opportunity and treatment (at present only implicitly conveyed as a lived culture) and for dealing with challenges. These written guidelines would also be helpful for new staff members.
- Concrete short-term measure: **workshop** with staff on diversity and inclusive Institute of International Management, development of an expanded understanding of diversity (e.g. raising awareness about other dimensions of diversity beyond international students) and include it in the IBB mission statement.

#### 2. Further diversification of the composition of students

aiming to attract and include more students with a migration background or other characteristics (e.g. age, disability) in the programmes

Setting up networks with migrant organisations to target applicants with a migration background

- Concrete short-term measure: establish contacts with migrants organisations
- Long term measure: maintain the network

#### Making the admission process more inclusive

- Concrete short-term measure: workshop with staff that forms the admission commission for the personal interviews to raise awareness about diversity and in particular different dimensions of diversity (e.g. disability or age)
- Long term measure: check of the description of the application procedures in the next programme applications for MIG and MEM (which diversity aspects are considered, are relevant dimensions included, e.g. also migration background)

#### 3. Supportive conditions for diverse students & staff dealing with diverse students

- a. Teaching methods
- b. Assessment of students

- Concrete short-term measure: exchange amongst staff in a workshop about existing and already used strategies and approaches for inclusive teaching and assessing, as well as dealing with challenges, to promote equality amongst diverse students. There already is an expertise amongst staff, sharing this expertise amongst the colleagues and further developing it, would be beneficial and would strengthen the knowledge and skills.

#### 4. Further diversification of the composition of staff

- Concrete short-term measure: keeping diversity and its different dimensions in mind during the next recruitment

#### 5. Reviving, further spreading, mainstreaming, or strengthening of already / once existing

### measures to promote diversity at FHJ

- a. Refine the FHJ mission statement. For this purpose, resources should be provided to discuss the mission statement and develop concrete measures for the implementation at the level of the institutes.
- b. Include diversity issues in the course “Continuing Education in University Didactics” (HDW)
- c. Covering the topic at FHJ wide events like the “Didactics day”.
- d. Strengthening of the Equality and Diversity Office.
- e. Improve the language diversity also on the administrative level
- f. Further develop public relations in regard to diversity

## 7.2 What is the right approach for this way of changing?

For FHJ, according to the colour model of De Caluwe & Vermaak<sup>21</sup> the yellow print approach could be interesting. To bring different stakeholders together that are interested in promoting a move towards more equality and diversity at FHJ in a process of negotiating to come to viable solutions and to create a win-win situation and to form new coalitions. This process of change is a top structuring process, which need the full support and initiating and activating attitude of the management.

## 7.3 Commitment of Management and Staff

Management and staff are interested in diversity issues, which is reflected in their daily practice and they are interested in further developing towards an even more diverse and inclusive institute.

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<sup>21</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>



# CASE STUDY REPORT FH JOANNEUM Institute of Social Work (ISA)

## 1 Development of the case study

In this case study the results of a desk-research and interviews are presented. In the desk-research information about FH JOANNEUM (FHJ), the website and printed publications such as “Hands on 2022” (Strategies for action) and the Annual Report 2017/2018 served as sources. For information regarding the Institute of Social Work (ISA), the institute’s website and folders of the Department of Building, Energy & Society as well as the folders of the Bachelor and Master Programme were used. For the interviews employees of ISA were interviewed in personal face-to-face settings in October and November 2019: one manager, one lecturer and one administrative staff; the interviews were conducted by Helga Moser from ISA and Sofia de Oliveira from IIB (Institute of International Management). Furthermore, a focus group (FG) was organised with faculty members of ISA and affiliated lecturers. Three ISA lecturers and one affiliated lecturer participated in the FG, which took place end of September 2019. The FG was facilitated by Helga Moser and Wolfgang Gulis. To consider viewpoints from different perspectives and include diversity of experiences also on different level, it was important to get staff from different areas and functions involved. For reasons of anonymity no further details regarding the interviewed persons are given here. In addition, Helga Moser consulted the Equality and Diversity Officer.

## 2 Description of the organisation

### 2.1 Institutional framework

The **Institute of Social Work (ISA)** is part of FH JOANNEUM - University of Applied Sciences (FHJ). FHJ consists of 6 departments with 26 institutes. It runs 27 bachelor degree programmes, 22 master degree programmes and 9 certificate programmes. 4.500 students attend the programmes, there are 1.300 graduates per year. FHJ has 680 employees and 950 external lecturers.<sup>22</sup>

**Mission statement of FH JOANNEUM:** There is an official mission statement of FH JOANNEUM publicly available on the website. FHJ supports and promotes diversity and internationality as its values:

*“FH JOANNEUM AS A SUSTAINABLE ORGANISATION*

<sup>22</sup> As of October 2018, see FH JOANNEUM (2018): Science in Motion, Nr. 06-2018, p. 16

*Our university supports cultural diversity, an international outlook and an interdisciplinary approach - we believe diversity is enriching. We take responsibility for the common good and social development. We consider it our duty to use resources sustainably.”<sup>23</sup>*

The **Institute of Social Work (ISA)** is part of the Department of Building, Energy & Society. The Department consists of four institutes: Institute of Architecture & Management, Institute of Construction Design & Economics, Institute of Energy, Transport and Environmental Management and Institute of Social Work. The ISA runs different degree programmes, certificate programmes and research projects. The content of the teaching and research in itself focuses on issues related to social work, as expressed by the name of the institute.

The research projects at ISA cover different facets of social inclusion. Current research projects deal with the following topics (as of 2019-09): Diversity in Social Work organisations, Safety in organisations for the disabled, Digitalisation and work, Health care in rural areas, Social Work and Policing, and the project at hand DivCap. In the past, interdisciplinary projects with the other institutes of the Department were conducted. There is an interest in further interdisciplinary cooperations, and there are considerations and meetings for the initiation and planning of potential joint projects.

**ISA Mission statement:** In the presentation of ISA on the website, the connection of theory and practice is highlighted as an important aspect at ISA. The focus is summed up by the two key words “social inclusion” and “innovation”.

*“Our teaching, studying and research revolve around social work in theory and in practice. The main focus is placed on social inclusion and innovation.”* Head of the Institute Gertraud Pantucek<sup>24</sup>

Inclusion is understood to support disadvantaged people in gaining access to social systems: *“Inclusion means giving people at the margins of society, or in particularly precarious situations, access to relevant social systems such as education, work, homes, energy and mobility.”<sup>25</sup>* Here a structural or institutional perspective is apparent, by highlighting the need to support people gaining access to social systems.

## 2.2 Institution in migration society: the students

In the following the emphasis is on the analysis of the degree programmes (which are the main focus at ISA), but also the certificate programmes are covered, to show the spectrum of possibilities.

### *Composition of students*

The **Bachelor’s degree programme in Social Work (SAM)** has 55 student placements available each year. The programme is a full-time programme and lasts for 6 semesters. The language of instruction is German; some selected lectures are in English. There is some diversity amongst the students.

<sup>23</sup> <https://www.fh-joanneum.at/en/university/mission-statement/> [2019-07-24]

<sup>24</sup> <https://www.fh-joanneum.at/en/institut/social-work/> [2019-12-13]

<sup>25</sup> <https://www.fh-joanneum.at/en/schwerpunkt/social-inclusion-and-innovation/> [2019-12-13]



Regarding background, the majority of the students are from the province of Styria and other parts of Austria, very few of the local students (with an Austrian school leaving certificate) have a migration background (1-2 per cohort). Regarding international students, some students per cohort are from Germany. Regarding gender, there are more female students, in average in the cohorts 1/3 are male students. Most of the students are between 18 and 24 years old (most of them come directly from a secondary academic college or higher vocational education). Very few students have a visible disability. Regarding the educational background, the majority have a school leaving certificate, for a successful admission, applicants need to have some previous experience in social work and related fields.

**The Master's degree programme in Social Work (SOA)** has 28 student placements available each year. The programme is part-time and lasts for 4 semesters. The language of instruction is German; some selected lectures are in English. There is some diversity amongst the students. The majority of the students are local students, most of them from Styria and other parts of Austria, very few with a migration background (1-2 per cohort). There are more female students, about 1/4 to 1/3 are male students. The cohorts are heterogeneous regarding age, ranging from BA graduates to social workers that attended "Sozialakademie" (social academy, a predecessor of programmes at FH) and who are 30 or 40+. There are no students with a visible disability. The educational background is diverse, there are graduated from the BA programme Social Work, social academy graduates, and from other disciplines (sociology, science of education, cultural anthropology, etc.).

**Certificate programmes:** Currently, there are two certificate programmes running under the head of ISA. The Certificate programme "Academic Peer counselling" (PEER, Akademische Peer-Berater\*in) has 20 placements for the cohort 2018-2019. The programme lasts for 3 semesters, it is work-friendly. The target group are persons with physical or sensory disabilities. They are qualified to connect their own experiences with competences in counselling as basis for successful Peer Counseling. The certificate programme "Academic Youth and Community Worker" (INJUG, Akademische Jugend- und Gemeinwesenarbeiter\*in) has 21 placements. The target group are persons working in youth work and child and youth welfare services. The programme lasts for 3 semesters. The programme is work-friendly. The language of instruction is German. The certificate programmes PEER and INJUG have a more diverse composition, reflecting the aim and purpose of the programmes.

### *Admission requirements and procedures*

**SAM:** Formal requirement for the admission to the bachelor programme SAM programme is a general qualification for university entrance, a university admissions equivalency test or relevant professional qualification with additional examinations. Regarding language skills, German is the language of instruction and its knowledge (at least at level B2) is required. Basically, the same requirements apply to international applicants as to domestic students. They have the same chances of gaining a place. However, there are a few special requirements they must meet. Regarding language skills, a proof of sufficient knowledge of the teaching language German is required (this applies only to applicants with a non-German first language). Furthermore, there are special rules for non-Austrian documents.

Applicants must comply with these rules in order for their application to be accepted. Regarding fees, students from third countries have to pay a fee of 727 Euro per semester. There is no fee for students from the EU, the EEA and Switzerland. The admissions procedure for SAM consists of three parts: the application, a written assessment test and a personal interview. The test consists of two parts: The general part tests the intellectual skills required for studying and the subject-specific part tests the skills specifically required for studying Social Work.

**SOA:** Formal requirement for the admission to the master programme SOA is a relevant bachelor's degree or equivalent qualification. Applicants must provide evidence of proficiency in German at level B2. Regarding requirements for international students, see SAM. The admissions process consists of a full set of application documents, an assessment of the concept for your Master's thesis, an interview with the admissions committee, an overall assessment of relevant previous qualifications, and an assessment of professional experience in the field of social work. The form of the application will also be taken into consideration.

**Certificate programmes:** For the certificate programmes "PEER" and "INJUG" the admission requirements diverge from the degree programmes. For the peer counselling, no formal admission requirements (e.g. school leaving certificate) are required for participation in the course. For admission to INJUG a school leaving certificate or relevant qualification are required, e.g. 2-year college for social pedagogy or vocational training and three years of relevant work experience in the field of open youth work or child and youth welfare services.

**Equal opportunity strategies & barriers:** For applicants with disabilities to the degree programmes, the Equality and Diversity Office at FHJ offers support to participate equally in the admission process and studies. Applicants can contact the office which will try to implement support measures and provisions. For applicants which a migration background and whose first language is not German, there is the possibility to have some extra points.

The admission commissions for SAM and SOA are composed of faculty members of ISA. In the personal admission interviews, guidelines are used. There is a list of questions that shouldn't be asked (e.g. family situation, religion, sexual orientation), this list is used throughout the whole of FHJ for admission interviews. Criteria for successful applicants are amongst others, openness, high dedication, previous experiences and an interest in the field of social work and an understanding of what social work means, as well as commitment and motivation for further academic studies. Furthermore, reflection capacities are deemed as essential. A further quality named was being brave, since as future social workers they will work with people in exceptional circumstances. The final decision regarding admission is taken by the Head of the Institute, taking into account all parts of the admission process, aspiring for a transparent procedure with no preferential treatment and disadvantage. Applicants can inspect the documents.

Currently about 300 persons apply for the 55 places per year at the bachelor's programme. Hence the competition is high. There is also completion for the master's programme, but at a lower level, about

60 -70 persons apply for the 28 places per year. Furthermore, for specific programmes such as the certificate programmes, the requirements for admission are more flexible and correspond with the target group that should be attracted to join the programmes.

If there would not be enough applicants for all the available places, the requirements would be obsolete and no selection procedure necessary. This would set free resources that are now bound for the procedure. But on the other hand, students with very different motivations would follow the programme.

## 2.3 Human Resource Management: staff

### *Composition of staff*

The staff of ISA consists of 21 permanent staff (head, teaching (BA, MA), research, administration) and 59 affiliated lecturers (teaching BA, MA). Most of permanent staff members are Austrian citizens, 4 have a migration background from another EU-country (Croatia, Germany, Italy, UK). The majority of the staff is female (16 are female and 5 male). Staff is heterogeneous regarding age, ranging from end 20s to 60+. And also regarding “professional age”, staff is diverse. There are no visible disabilities present (except in external teaching staff for the PEER certificate programme). The professional and educational background is diverse, ranging from social workers (social academy and FH) with work experience in different fields of social work to higher education institutions. The academic background is diverse as well, ranging from sociology, science of education, cultural anthropology, language studies to law. The affiliated staff are professionals with work experience in different fields of social work and higher education institutions.

### *Admission of staff & equal opportunity strategies and barriers*

For the manager, diversity of composition of staff is desirable. Since it would bring lived experience of diversity in the day-to-day work environment. The admission process for staff is standardised by FHJ, therefore also the admission procedure for ISA staff is embedded in a system according to the standards. Here a specific awareness on different levels would be necessary: in the admission commissions, the Division of Personnel and at the level of the institutes.

For all new staff members, a support strategy mentioned in an interview was the implementation of a mentoring system, to support the connection to the team. Furthermore, staff have the possibility for supervision or coaching. Moreover, staff can attend further education seminars. Staff involved in teaching has to attend the Continuing Education in University Didactics (where in the current curriculum diversity is not a topic, but a revision of the curriculum is planned). Regarding awareness raising in relation to diversity, in the winter term of 2016 a Diversity Training was offered for all FHJ staff, organised by the Equality and Diversity Officer. The training consisted of four half day modules on different aspects (Introduction to diversity research, technology and diversity; economy and diversity, disability). Currently, no workshops are offered.

**Procedures for complaints:** There are regulations how to deal with sexual harassment and discrimination based on gender that are laid down in the statutes by the University of Applied Sciences Board. For employees and external teachers, the contact points are the direct superior, the Equality and Diversity Office, the Human Resources Department, the Works Council and the competent Ombud for Equal Treatment. For affected students, the Representation of students' interests at FH JOANNEUM (ÖH JOANNEUM) is the primary point of contact. Furthermore, for the support and promotion of female employees, the concept of the “Empowerment-Circle: Career“ was developed by the Equality and Diversity Office. Currently, no offers are provided.

## 2.4 Networking

Currently, there is no strategy to network with migrant organisations to attract more students with a migration background. For the sustainable development of a network, long-term and repeated contacts are essential. Therefore, due to a lack of resources, it is not envisaged to establish a network with migrant organisations or engage in further recruitment campaigns.

## 2.5 The educational process

At FHJ which is a University of Applied Sciences, and at SAM and SOA specifically, there is more support for the individual students, compared to the situation in other tertiary educational institutions such as the universities. An open-door policy is apparent at ISA. There are no written guidelines regarding diversity and equal treatment. But the interviewed persons assume that there is a high awareness for these issues amongst staff and respectful interactions are part of the working and teaching culture at ISA.

At the bachelor programme SAM, there is a small group size (55 students per cohort) and in some courses, the cohort is subdivided into smaller seminar groups of around 15-18 students. These conditions result in a more personal relationship between lecturers and students and therefore also more individual support. If individual students need more support, this becomes quickly apparent. Furthermore, there are “practice groups” (Praxisgruppen), running from the first to the fifth semester, operating as supervision groups and the lecturers of those groups are important contact persons for students. It was observed that students who were not socialised in the Austrian schooling system need more support to succeed in their studies. At SAM, in the new curriculum a course is dedicated to “Gender and Diversity”, since it was deemed as important that social workers deal with the subject and have knowledge about it. Furthermore, the issue of diversity and discrimination (racism, etc.) is dealt with in other courses, such as the course “Social work with Asylum Seekers and Migrants”.

The SOA is part-time Master programme, so the needs of working students are taken into consideration; e.g. parts of the courses consist of online learning and the courses take place on Friday afternoons and Saturdays. Nevertheless, for some of the students, it is difficult to balance work and studies as well as private and family life. In particular overload because of the professional life and its demands is a challenge and reason for dropouts. Since one of the emphasis of the SOA curriculum

is on international and intercultural social work, in several courses, issues of interculturality as well as diversity are covered. When understanding social work as a critical reflexive profession, dealing with these issues is seen as an important skill for social workers, and therefore part of the curriculum.

In particular, in the certificate programmes the curriculum and conditions are tailored to the needs of the students to make it accessible for students with diverse background; for example the methods of teaching, but also when it comes to physical equipment, e.g. wheel chair friendly desks were purchased for PEER.

There are few complaints by students. Most of the complaints concern grades. Each course and the lecturer are evaluated by the students through a standardised online evaluation form. If there is a big dissatisfaction, a face-to-face evaluation dialogue with student's representatives and the lecturer concerned are conducted.

### 3 Personal impressions of interviewed people

Positive	Negative
<p><b>Beneficial conditions regarding diversity at ISA</b></p> <p><u>Mission statement FHJ</u></p> <ul style="list-style-type: none"> <li>There is an FHJ mission statement regarding diversity.</li> </ul> <p><u>Admission of students</u></p> <ul style="list-style-type: none"> <li>for SOA and the certificate programmes, there is more flexibility regarding admission procedure</li> <li>no tuition fee for students (note: except international students and for the INJUG programme)</li> <li>Special consideration of German as a second language in the SAM admission procedure</li> </ul> <p><u>During studies</u></p> <ul style="list-style-type: none"> <li>At the University of Applied Sciences (UAS), there are better general conditions regarding individual</li> </ul>	<p><b>Hindering conditions regarding diversity at ISA</b></p> <p><u>Mission statement FHJ</u></p> <ul style="list-style-type: none"> <li>Lack of concrete implementation of the mission statement</li> </ul> <p><u>Pre-admission conditions</u></p> <ul style="list-style-type: none"> <li>The job description and occupational profile of social work is not attractive (e.g. for people from migrant backgrounds, social work might not be known or attractive)</li> <li>There would be qualified migrants (graduating from high school), but they are more likely to study e.g. natural sciences or economics.</li> <li>In other degree programmes (at FHJ) there is a higher proportion of migrants. In some degree programmes there are fewer applicants, however, these are more diverse</li> </ul>

<p>supervision and support in comparison to other tertiary educational institutions such as the universities.</p> <ul style="list-style-type: none"> <li>• Small group size: cohort of 55 students per year, many courses in smaller groups</li> <li>• Support of the students by the lecturers</li> <li>• Most students complete their studies (compared to the university, UAS is more inclusive).</li> <li>• Leave of absence (Karenzierung) is possible</li> <li>• SOA is a part-time programme, which allows more flexibility</li> <li>• Attendance of events and activities by students beyond the actual courses at SAM/SOA is institutionally possible</li> </ul>	<p><b><u>Admission of students</u></b></p> <p>Many applications for SAM compared to the places available, there is selection process - questioning of the process is necessary</p> <ul style="list-style-type: none"> <li>• the usefulness of the written assessment test should be questioned</li> <li>• furthermore, the composition of the admission commission should be scrutinised (composition of employed staff, which form the commission, is not very diverse)</li> <li>• there are barriers for nostrification (formal recognition) of academic degrees and school-leaving certificates from abroad</li> </ul> <p><b><u>Composition of students</u></b></p> <ul style="list-style-type: none"> <li>• The composition of students is not diverse regarding age, gender, migration background, disability, socio-cultural background (of parents)</li> </ul> <p><b><u>During studies</u></b></p> <ul style="list-style-type: none"> <li>• Attendance of events and activities by students beyond the actual courses at SAM/SOA is possible, but higher need of explanations and bureaucracy</li> <li>• Social inclusion of diverse students (amongst the students' group) is a challenge</li> <li>• "High speed" - is a challenge for students with a disability or who speak German as a second language</li> <li>• low flexibility regarding adaptable criteria and methods for assessment to take into account the different background of students. Since FHJ is a higher education institution, certain</li> </ul>
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	<p>standards must be observed (e.g. for BA thesis)</p> <p><b><u>Composition of staff</u></b></p> <ul style="list-style-type: none"> <li>The composition of employees (both employed and external) is not diverse in terms of some characteristics, the representativeness is questioned (e.g. when it comes to migration background)</li> </ul>
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### 3.1 Commitment with mission statement and diversity policy

Amongst staff, there are different levels of awareness regarding the mission statement and diversity policy. Some of the staff has a lower consciousness regarding diversity and concrete policy at FHJ and ISA. But there is also staff that has a high awareness about diversity and equal treatment issues.

### 3.2 What should be changed?

Based on the analysis of the written documents, interviews and the focus group, the following aspects are important to highlight.

#### MANAGER - FH level

##### *FH mission statement*

- In terms of implementing the mission statement of the FH, the diversity orientation needs to be seen as a task that has to be implemented by the Head of the Institutes as well as at the departmental level in order to focus more on diversity as a cross-sectional matter.
- Since the area of responsibility and study courses of the FH are very broad, it would be suggested that the degree programmes develop their own mission statements to be able to refer to the specific requirements.
- Upgrading of the Equality and Diversity Office and allocation of sufficient resources

##### *Collaboration between the Departments*

- The openness to diversity and inclusion also applies to the Department of Building, Energy and Society. The self-image is also expressed in the basic positioning of the department which focuses on networked and interdisciplinary cooperation and diversity-oriented planning for the future. In practice, however, there are few points of contact between the institutes, in terms of content, interdisciplinary as well as organizational. A common cooperative exchange structure within the department is suggested to identify the manifold points of intersections of the different research and teaching areas, to promote exchange and focus as well as cooperation.

### *Admission of staff*

- Deepened awareness about diversity issues and equality in the selection procedure amongst the different stakeholders dealing with the procedure (e.g. admission commission, Division of Personnel), e.g. implementation for instruments for transparent and plausible recruitment and appointment policy, participation of the Equality and Diversity Office

### MANAGER - institute level

#### *Profile of social work*

- There is a considerable need for explanation regarding the job description and profile of social work. For many people it is not easy to understand what a social worker is trained for and what his/her tasks are. This is all the more important when it comes to wanting to attract people with migration history. It would be advisable to have an internal discussion to raise the profile of social workers and to sharpen and differentiate it, and to be aware of the diversity of the job descriptions from other countries and systems.

#### *STUDENTS: Recruitment and admission*

- **Address targeted communities:** There is no need for more applications. For SAM, there are many applicants per year (300), and 55 students are accepted per year. And also, for SOA, there are more applications than can be accepted (about 70 applications, 28 students per cohort). However, there is a need to address targeted communities and institutions that could serve as multipliers to attract people with diverse backgrounds to the profession.
- **Data and quality assurance:** There is only few data available, for example on the socio-demographic and -economic background of the students who have applied for the degree programmes and those accepted to the programme. Only perceptions and assumptions can be made. The management thus lacks essential data in order to be able to undertake control-policy measures in order to be able to answer, for example, the representativeness or accuracy of the selection procedures.
- **Admission procedures:** There is a selection procedure for students, which has been used for years. This procedure is determined by the FHJ, but can be adapted by the institute. It is important to ensure, in the context of quality assurance in the selection process, that the requirements that are placed on the prospective students are harmonized with the actual requirements for the studies and further on, for the profession (social work).

Different aspects of the selection procedure could be improved: First of all, the high importance of the written assessment test should be questioned. Currently, the test makes up 50 % of the total rating (as specified in the current programme application (Studiengangs Antrag)). If the test makes up less of the total rating, the other components of the procedure would need to me



redeveloped. As a further critical aspect, it should be noted that the test is strongly attached to the competences acquired in the Austrian school system and a barrier for applicants socialised in a different system.

Second, regarding the **admission interview**, the **admission commission** should have a diverse composition, here one measure could be the extension by external experts. Furthermore, the **questionnaire** could be supplemented with diversity-oriented questions and by taking into account diversity dimensions and categories. In addition to the individual selection of applicants, an overall review of the degree programmes in terms of heterogeneity of students could be made and taken into account when doing the final selection.

- **Complaints:** So far there is no known possibility to file a complaint against the selection procedure itself. For these cases, a separate complaint management should be set up.

#### *STUDENTS: support measures during studies*

- The already existing support for students by lecturers could be supplemented by a **buddy system**.
- It is recommended that **more time flexibility** should be introduced as part of the study process to enable students with special challenges (such as employment, children, German as a second language, dyslexia, etc.) to achieve their goals.
- Furthermore, it should be considered how more flexibility can be achieved within the timetable. This serves to initiate visits or interdisciplinary projects.

#### *STAFF: composition of staff & recruitment*

- The composition of staff is currently not very heterogeneous. This statement concerns both the full-time staff and the external lecturers. It has also been stated that there are few applications from social workers for placement and teaching.
- Especially in the staff that are mainly intended for teaching, possibilities should be found that in addition to the scientific qualifications and formal criteria, for example practical knowledge, comprehensive educational experience, connectivity between theory and practice, are included in the application procedure. Diversity competences and migration biographical expertise should be given a higher priority in the selection criteria. This would also be particularly important when appointing external lecturers.

#### *STAFF: Exchange about the work culture at the institute*

- It would also be necessary to investigate the question which modes of action operate at ISA, such as how to establish a culture of failure management, how to deal with the opposite pair "competition and cooperation" and how to teach at ISA. And which significance and value is given to diversity and inclusion at the level of the institute and in the study programmes.

## EDUCATIONAL STAFF

### *Suggestions for further support*

- Employees meet the topic of diversity orientation and equal treatment with favour. Some of the lecturers are dealing with these issues in their research and teaching. However, the time resources are scarce and organizational structures are not conducive for an exchange about the content and a necessary deepening of the subject matter. Therefore, resources and spaces for exchange should be made available. To make this realistic, ideas could be collected, how these could be integrated in already existing structures and formats.
- In terms of concrete implementation steps there are several ideas, e.g.
  - more teamwork and team-teaching
  - the establishment of regular discourse spaces
  - further training opportunities (e.g. Continuing Education in University Didactics /HDW and in seminars of the Summer Business School)
  - joint development and agreements regarding common rules of conduct and content guidelines within staff
  - discussion of diversity-oriented contents and issues of the international scientific community

## ADMINISTRATIVE STAFF

### *Suggestions for further support*

- Administrative staff should be involved in joint development and agreements regarding common rules of conduct and content guidelines

## 3.3 What should not be changed

Based on the analysis of the written documents, interviews and the focus group, the following aspects are important to highlight.

### MANAGER - FH level

#### *Mission statement*

- It is positive, that there is a mission statement that endorses diversity and equality.
- There are structural measures in place that support equality, e.g. the “Working Group on Equal Treatment Issues” of the USA Board and the “Equality and Diversity Office”.

### *STUDENTS: framework conditions*

- There are no tuition fees for students (from the EU, the EEA and Switzerland).

- The small group size of the cohorts is a big plus during the studies. Support for students is therefore much better compared to other tertiary institutions.
- This is also expressed by the fact that most of the students at FHJ and ISA complete their studies.
- It is possible to take leave during studies

### MANAGER - institute level

#### STUDENTS

- Open door policy and individual support for students
- The certificate programmes could be used as good practice examples for open and inclusive programmes aiming at attracting students with diverse backgrounds and enabling them to study at a higher education institution.

#### STAFF

- Commitment for diverse staff by the manager
- Open door policy

### EDUCATIONAL STAFF

#### *Support to students*

- Support for students by appointed lecturers and also by other lecturers that have an open door policy

#### *Support for staff*

- Staff can approach the **head of the institute**
- **Peer support:** staff is supporting each other, when questions arise

### ADMINISTRATIVE STAFF

the following support is there for admin staff:

- support from head
- support from colleagues

## 4 Analysis and interpretations

### 4.1 The language regarding diversity within the organisation

There is an awareness about diversity at ISA, considering different aspects of diversity.

### 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

At ISA, there are different levels of awareness regarding diversity. Amongst the interviewed, there is a wide range of understanding and knowledge regarding FHJ mission statement, diversity and diversity policies. On one side, amongst some there is low consciousness regarding diversity and concrete policy at FHJ and ISA. On the other side, there is staff that has a high awareness about diversity and equal treatment issues in their teaching. Some are also dealing with these issues in their research.

### 4.3 Arrangements and power relations

The institute is part of FH JOANNEUM, a big higher education provider. The shareholders' agreement of FH JOANNEUM Gesellschaft mbH stipulates the following governing bodies: Scientific Managing Director, Financial Managing Director, General Assembly, and the Supervisory Board. The governing bodies also include the heads of the individual degree programmes and the University of Applied Sciences (UAS) Board. There are different departments and units with different responsibilities. For the admission process of new students, in particular the administrative side, the responsible unit is the Division of Continuing Education, Study Administration and Study Law. For the recruitment of new staff, the Division of Personnel and Legal Services is the responsible unit.

The Federal Act on Programmes of Universities of Applied Sciences (Fachhochschul-Studiengesetz, FHStG) is the relevant law regulating the policies and principles. For accreditation of degree programmes, the "Agentur für Qualitätssicherung und Akkreditierung Austria (AQ Austria)" (Agency for Quality Assurance and Accreditation Austria) is responsible. For the approval of new curricula for degree programmes and courses, the "innovation committee" ("Innovationsausschuss", a committee composed of members of the UAS Board) is the responsible unit.

Regarding quality management, FHJ is certified with different quality labels and certificates. Regarding equality of women and men, a big commitment prevails. In the Statutes of the UAS board, measures for the Equality of Women and Men and Provisions on the Advancement of Women at FHJ are determined. In the Statues a "Working Group on Equal Treatment Issues" is stipulated. Furthermore, in the Statutes of the board on measures for the Equality of Women and Men, the "Equality and Diversity Office" is stipulated. The Office promotes diversity management in relation to different diversity categories of students, employees, and lecturers. It has initiated measures and offers support for applicants or students with disabilities. And it also endorses equal treatment when it comes to migration, religion and ethnicity.

From the description of the structures it becomes evident, that laws regulate the work environment and formal requirements prevail. A lot of different entities are involved in the running of FHJ. But there is also scope for flexibility responding to the needs of diverse students and staff, promoted by e.g. the Equality and Diversity Office.

#### 4.4 Motives and motivations to work on diversity policy in the organisation

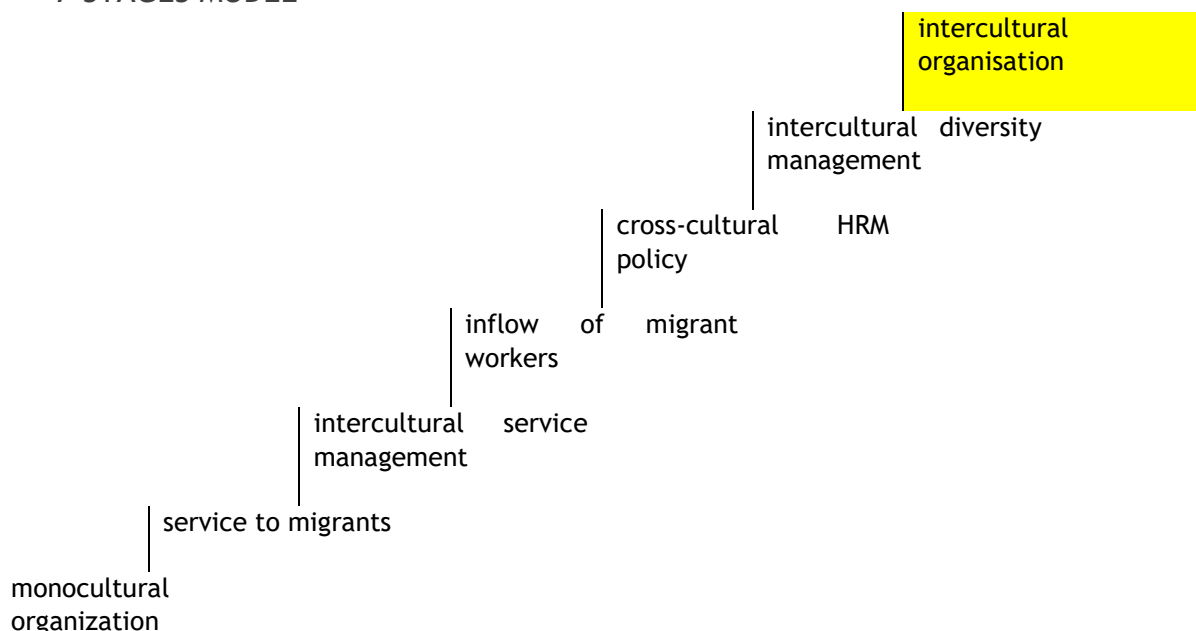
Since the awareness varies, there are also different motives and motivations amongst staff. Amongst most, there is an awareness, that there is a need to be more inclusive. But there is a lack of resources perceived to develop towards a more inclusiveness. In particular time and financial resources are highlighted. Furthermore, formal requirements and regulated processes in a higher education institution in general and at FHJ are seen as barriers as well.

#### 4.6 Possible benefits for the learners

Promoting diversity at ISA and at FHJ in general, would have a more inclusive organisation as its goal. This would be beneficial for applicants from diverse backgrounds, who were at a disadvantage in the past to gain access to ISA. Furthermore, it also would improve the experience of students during the educational process, leading to a successful completion of their studies and contribute to equal opportunity.

### 5 Stage of the organisation<sup>26</sup>

#### 7-STAGES MODEL



<sup>26</sup> Verhoeven, Jan; Hoogsteder, Jan (1999): Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers. Universiteit Nijmegen/Interethnisch Management

1. **My organisation has migrants among its clients:** yes, there are students with a migration background, but only very few each cohort.
2. **In my organization an intercultural training has been done aimed at improving sales to migrants.** Currently, no concrete trainings in relation to diversity for staff are provided (e.g. as part of Continuing Education in University Didactics / HDW). But a Diversity Training for staff took place in 2016. Also as part of the Didactics day 2019 one of the lectures covered the issue of racism.
3. **My organisation has a policy aimed at improving sales or services to migrants.** Yes, e.g. in the admission procedure of ISA, there are extra points for applicants with German as a second language.
4. **My organisation employs (a) migrant worker(s):** few staff with a migration background, mainly from other EU countries.
5. **My organisation has a policy aimed at the influx of migrant workers:** FHJ has a mission statement promoting diversity. Commitment for implementation could be improved.
6. **In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.** The focus of the trainings is on diversity, not only interculturality (see question 2).
7. **My organisation has an intercultural personnel policy:** In the mission statement, diversity is part of the self-image. A reference to this self-image is part of the job advertisement and people with diverse personal backgrounds are specifically invited to apply.
8. **In my organisation, intercultural policy is a natural part of diversity policy.** FHJ has a broad definition of diversity, including different dimensions such as gender, disability and migration. Regarding gender, in the statutes of USA board, a lot of equal treatment measures are taken. Also when it comes to disability, support for students is available. Regarding migration, the aspect language skills is taken into account when it comes to admission procedures at ISA (but the written test remains a barrier).
9. **In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.** Partly, as far as know. There is an awareness regarding diversity, but how far this is reflected in quality policies and quality management (tools), needs further research.

It is apparent, that the institution is on an advanced level in their intercultural and diversity management. Formally there is an advanced diversity policy at FHJ. In the mission statement there is a commitment to diversity. For example, measures when it comes to equal treatment for women are taken, in relation to the USA board's commitment to the Advancement of Women. Or also a training to raise awareness and knowledge about diversity was organised for staff by the Equality and Diversity Office. But for a concrete level and for further implementation, improvement on the level of FHJ and ISA could be made.

## 6 Change and its consequences

### What is change here actually?

- As seen in the chapter on arrangements, ISA is part of a big organisation. The implementation of measures for improvement will need to consider the structures of FHJ, formal requirements, the different entities and key players.
- Since there is high performance pressure and lack of time in the daily work, new measures, ideas for improvement and change need to be linked with already existing routines and structures.

### What does it mean for the education process and the students?

- Increase of equality regarding the admission of diverse students to FHJ.
- Increase of equality regarding studying in an environment that considers diverse needs

### What does it mean for the management at ISA level?

- Clear positioning for the advantages of diversity
- Looking for resources to support the process (human, financial, intellectual, time)
- Finding ways to integrate the improvements in the daily routines, but also make time and space for new routines

### What does it mean for the staff?

- Increase of equality regarding the admission of diverse staff to FHJ
- Being better prepared to work with diverse students
- Finding ways to integrate the improvements in the daily routines, but also make time and space for new routines

### What does it mean for the organisation?

#### Needed resources

- Clear positioning for the advantages of diversity
- Resources for the implementation of measures for improvement (time, financial resources)
  - Time for reflection and refining of the mission statement
  - Adequate allocation of resources for staff for training and exchange

#### Benefits

- Getting better qualified and diverse staff
- Having more diverse students
- Better performance in the public

## 7 Recommendations

### 7.1 List of recommendations

Our recommendations are:

- a. **Reviving, further spreading, mainstreaming, or strengthening of already / once existing measures to promote diversity at FHJ and ISA**

Make the FHJ mission statement livelier and more specific for ISA

- Concrete short-term measure: workshop with staff on diversity and inclusive Institute of Social work, development of a diversity mission statement (including topics of point 2 and 3)

- b. **Diversification of the composition of students**

Setting up networks with migrant organisations to target applicants with a migration background

- Concrete short-term measure: establish contacts with migrants organisations
- Long term measure: maintain the network

Making the admission process more inclusive

- Concrete short-term measure: workshop with staff that forms the admission commission for the personal interviews to raise awareness about diversity
- Long term measure: revision of the application procedure in the next programme application for SAM and SOA

- c. **Supportive conditions for diverse students & staff dealing with diverse students**

- a. Teaching methods

- b. Assessment of students

- Concrete short-term measure: exchange amongst staff in a workshop about existing and already used strategies and approaches for inclusive teaching and assessing to promote equality amongst diverse students.

- d. **Diversification of the composition of staff**

### 7.2 What is the right approach for this way of changing?

For FHJ, according to the colour model of De Caluwe & Vermaak (2018)<sup>27</sup> the yellow print approach could be interesting. To bring different stakeholders together that are interested in promoting a move towards more equality and diversity at FHJ in a process of negotiating to come to viable solutions and to create a win-win situation and to form new coalitions. This process of change is a top structuring process, which need the full support and initiating and activating attitude of the management.

<sup>27</sup> Vermaak, H.; de Caluwe, L. (2018): The color of change – revisited. Situating and describing the theory and its practical applications. In: Shani, R. & Noumair, D. (Eds) (2018); Research in Organizational Change and Development (vol. 26). Bingley (UK): Emerald Insight <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf> [2020-02-05]



### 7.3 Commitment of Management and Staff

Management and staff are open towards diversity issues and interested in developing towards a more inclusive institute.

- Concrete short-term measure: keeping diversity in mind during the next recruitment



# CASE STUDY REPORT IRES F.V.G.

## 1 Development of case study

The involvement of IRES F.V.G. in the project DivCap. and the decision to participate in the interview is the result of a preliminary meeting with the company contact person and manager of Equal Opportunities, C. C.

In a meeting of more than one hour the interviewer explained in detail the project and its aims and involved the Institution in the research phase.

This interview represented for IRES F.V.G. an opportunity to get feedback from an external entity coming from interviews with internal staff, and also a way to assess how the staff considers the element of diversity within the organisation and in relation to external customers (students).

The interviewer let the leaders of the IRES F.V.G. decide the persons to interview considering the fact that the Institute has two offices, one in Udine (bigger) and one in Trieste (minor). The control by the top management on the staff in Udine is rather simple, but the one on the staff in Trieste more complicated.

For this reason we were invited to carry out two separate interviews in Udine (with the manager and with a teacher - internal staff) and an interview with a group of two people in Trieste (with an internal teacher that is also referent for educational activities and with an administrative).

The first interview was held in Trieste the 23/09/2019 with a teacher and educational staff (coordinator) and someone from the supportive non educational staff (secretary/administration/reception)

The second interview was held in Udine the 03/10/2019 with the manager and an internal teacher

The interviewer was Sara Danelon (Cramars).

## 2 Description of the organisation

### 2.1 Institutional framework

The I.R.E.S. F.V.G. Institute of Economic and Social Research of Friuli Venezia Giulia, active since 1983, is a Social Enterprise, from about 6/7 years - 2012/2013, a non-profit association with legal personality recognized by the Autonomous Region of Friuli Venezia Giulia. The company deals with

training, research and consultancy for companies and public bodies, for the promotion of the economic, social, environmental and cultural development of Friuli Venezia Giulia. It is an independent company. The mission is not visible from the website from which, however, information can be obtained about the fact that the institute deals with various projects aimed at including people who are in disadvantaged situations, disabled, people with low schooling, etc. The website also has a page entitled "immigration", in which IRES specifies that it has paid particular attention to the migratory phenomena that have affected Friuli Venezia Giulia in recent years. There are however three pillars that characterize IRES, which are: Training, Research and Advice on and for the territory. The institute is very attentive to changes in society and keeps its eyes open on transformations.

In fact, a mission does not exist but there is a sharing of corporate values among the staff, in daily practice, which arises from the problems that are faced.

Until 2008 the institute had 85 employees, now there are 35 employees and 15 collaborators (in the context of Udine and Trieste). Since 2008, at the time of the crisis, the institute has been forced to question its original values, and from this moment of crisis some good practices have remained, regarding the organisation and management of staff (which is done in a shared manner). No more new staff has been hired since then, but the mission is explained orally to those who, as externals (a new external teacher, etc.) enter the company.

From the interview with the manager, it emerges that in fact there are internal guidelines for internal and external managers and staff, regarding equal opportunities (on which a formal work has been done as one of the members, also of the board, Chiara Cristini, is the contact person and a provincial councillor -province of Pordenone). It was therefore developed a document and a program that allows to monitor the situation of equal opportunities in the company. Inside the institute there are referent persons who in some way force the staff to keep the attention on equal opportunities (which over time everyone has adopted); twice a year, during the members meetings, the point of the situation on gender policies adopted by the institution is shared.

Regarding company organisation in general, the tools used for the development of activities are based on project advancements, work with objectives and results, identification and achievement of annual objectives. The sharing method is based on internal laboratories to deal with issues, perspectives and proposals, together with all staff members.

The organisation adopts the management of diversity for generic reasons, because it is a social enterprise, and this is then concretised with standardised procedures included in this kind of companies.

About internal diversity, what generally emerges are the differences in individual values (although the entity is a no-profit, it must be supported, but many employees are not proactive enough).

Regarding the students, instead, diversity is more complex as the users of the training services are varied, and often the institution is confronted with various difficulties of the average user, in fact

the population of the trainees has changed. The Institute must deal daily with users with enormous expectations but little professionalism or desire to do things, they expect everything from others.

Courses' participants are not selected, but sent by the national employment centre; mainly they are courses for the unemployed and for this reason users are mixed in age, cultural background, competence, gender, etc.

According to the trainer, "diversity" represents a richness from the cultural point of view and the growth of people, we are talking about a sort of fluid society that is better to manage rather than letting it manage you.

The basic learner of the institution is already a fragile person, identifying the "different" is almost secondary.

From the point of view of the migrant population, fragility lies above all in adapting to the customs and habits of the place with problems relating to: cleanliness, course attendance, respect for timetables, ways of presenting oneself to others, civic behaviour, sharing, great expectations for work, heterogeneous age group, mental health, originality difficult to manage, generic fragility.

From the company's website, in reconstruction, no information emerges, there are no images that refer to the involvement of the institution with a focus on migrants; on the other hand, however, the images and information are very neutral so that the diversity of any type (gender, sexual address, age, etc.) do not emerge.

Summarised, the organisation IRES F.V.G. is a research and consultancy firm that collects research in the field of education and employment. A private organisation with 2 offices (Udinese and Trieste). The collected research data is urgent for regional economic development plans and matching issues (education and employment) aimed at the business community. It considers itself as a social enterprise with knowledge in this field (as the only organisation). It is a fairly task-oriented organisation and (semi-government-oriented approach, the employees act as civil servants, service-oriented).

## 2.2 Institution in the migrant society

There is no specific focus of the institute for migrants or political refugees, but the institution works a lot and in collaboration with the associations that deal with the integration of migrants and political refugees, IRES is involved in training and in inclusion projects and deals with the training of the unemployed including many migrants or people of foreign origin.

Specifically, being a research organisation, an analysis on regional migration flows was commissioned to IRES by the region Friuli Venezia Giulia.

In the case of the Trieste branch, it is a border city with Slovenia, therefore involved in welcoming passers-by to the border, specific courses were organized for political refugees in collaboration with Caritas for individual consultancy and entrepreneurial training.

As regards the Udine headquarters, especially about courses for unemployed that include mixed groups, the percentage of attending students with migrant origins cannot be defined, but 10/15% of the total courses (including the Trieste office) is specifically dedicated to refugees (their data refers to the years 2018/2019).

Only in the Trieste office all courses in general involve 40% of people with migratory backgrounds or refugees who are present for about 25/30% in courses for unemployed.

One comment made by the interviewees about this target group is that the dropout rate is quite high (as they attend courses exclusively for job placement, but when they understand that IRES is not a temporary agency that can make them work in the immediate future or when they find a job even of short duration, due to contingent needs, they leave the courses), often the courses specifically dedicated to political refugees have short duration (12 hours) and are generally dedicated to linguistic literacy. From 2002 to 2008 IRES took care of the Statistical Yearbook dedicated to immigration for the FVG Region.

The visibility of the organization (mission document, vision diversity) is insufficient. The use of communication tools and language are aimed at reaching certain client groups.

## 2.3 Human Resource Management

IRES employs a total of 50 internal persons - 35 employees and 15 collaborators (with VAT number/contract) employed long term plus a long list, which changes from year to year, of trainers and external collaborators useful for the development of training courses. None of which has a migration background. While recognizing the important intercultural competence, there are no elements that make such competences emerge if not specifically required for the management of particular target groups or users. The institution tends, both externally and internally, to use a neutral approach, so there are no differences, if not related to the competence needed to perform a particular task.

From an organisational point of view, the approach is to work in the field and when a problem arises, solve it in agreement with the service manager.

There is a formal document on equal opportunities and more referents regarding this topic that are available to suggest methods and find solutions, if necessary. The same referents twice a year, following a constant monitoring, report to the assembly about bringing back the results of the work or projects carried out.

Concerning the recruitment, which has not been carried out since 2008, curricula arrived from self-nomination or through the national employment centre and the resumes were usually evaluated in order to follow the neutrality policy that distinguishes the institution.

If limits were indicated, these only concerned the minimum skills possessed.

## 2.4 Networking

The institution website includes a specific page related to immigration that concerns research curated by IRES from 2002 to 2008 for the FVG Region regarding the Statistical Yearbook dedicated to immigration. This allowed the organisation to have all contacts with the immigrants in the region.

In direct form and for the management of the courses, IRES collaborates with the major referents and associations among which in the area of Udine we can mention:

- Oikos - <https://www.oikosonlus.net/>
- Caritas - <http://www.caritasudine.it/>
- Ospiti in arrivo - <https://ospitinarrivo.org/>

In Trieste:

- Caritas - <https://caritatrieste.it/>
- ICS (Italian Solidarity Consortium - Refugee Office) - <http://www.icsufficiorifugiati.org/>

The Trieste group also collaborates with various cultural mediation associations, various cooperatives and above all Slovenian trade associations. For vocational training courses the institution is in contact with shipbuilding companies in the area of Trieste and Monfalcone (where there are employed mainly foreigners) where IRES places migrants for on-the-job training or for internships or training internships.

In the promotion of active courses or entrepreneurship, the institution collaborates with these immigration-related associations for the distribution of promotional leaflets to their users, this applies not only to migrants but also to other types of diversity, in fact IRES maintains regular contacts with centres of mental health, Casa delle Donne (woman's house) and ICS (Italian solidarity network for refugees) to integrate their users in the training courses they organise.

Usually, from an organisational point of view, only some people of IRES have contacts with such networking which are the leaders and the coordinators of entrepreneurship courses or company courses.

## 2.5 Education

Among the educators there are no differences, except in the obvious field of competence and no problems are found.

With regard to support for migrants, reference is made to the tools valid for all courses such as the guidance of the course by a coordinator and the availability of a tutor for each problem identified in relation to classmates, trainers, training environment, tools available, information on formalities etc. In some cases, financial data or financial aids are given (purchase of bus tickets, train, contribution for lunch, etc.).

The Trieste branch is able to manage the participants of migratory origins independently, in Udine they sometimes make use of the professionalism of the cultural mediators.

A major support for this target is the use in the classroom of tools facilitated for understanding the topics covered, such as videos, group work, role-playing games, sometimes in some courses the main purpose is not to train people but to better amalgamate the class.

The most important challenges for trainers, who are often professionals in the field they teach (they have their own company) are those of letting migrants perceive the usefulness of the course (often students are passing through, sometimes with a different destination than Italy and, in some cases, it is difficult to make them understand that it is important that they learn Italian) especially the usefulness of training in the long term, because what generally characterizes groups of foreign users is their "urgency" to be placed both bureaucratically (recognition of citizenship or administrative documents) and at work (must survive).

The teachers interviewed answer that for them the greatest challenge is the cultural one, they must know the diversity that they will face in class to be able to manage it e.g. the situation of economic, physical and mental distress, etc. To try to understand they often inform and / or ask for advice to other trainers who had similar experiences of diversity to manage.

Summarising, the organisation does not focus on diversity policy. Nor is it its core business. The Equal Opportunities project is the only starting point (as a project with other cooperation partners/Charitas) regarding the relationship with diversity (migrants) and influx of labour migrants. Nevertheless, the institution considers itself to be a specialist in the field of influx of migrants and acknowledges to have the know-how as an organisation. There are no migrant workers in the workforce. There is a discrepancy between desirable and actual. On the one hand, the organisation is of the opinion that it has an intercultural personnel policy and has migrants among its client groups (although this is minimal).

### 3 Personal Impressions of interviewed People

• Positive	• Negative / Challenges
<ul style="list-style-type: none"> <li>• The institution</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Open to collaboration</b> Great willingness to collaborate on the part of everyone, despite being interviewed by a "competing" institution (Cramars). Opening, especially by a teacher, to make available all the smallest details on the work done in the classroom (a sort of sharing of good practices)</li> <li>• <b>Preparation of the management</b> The manager was available to provide additional information</li> <li>• <b>Different opinions confirm the results</b> The interview with small groups or individuals allowed to identify the different perspectives (institution or teacher worker) and how they deal with the topic diversity</li> <li>• <b>Diversity is not perceived as such</b> The perception of the different within the entity is equal to the perception of "normality"</li> <li>• <b>Availability of basic documents</b> They have a manual / regulation on equal opportunities</li> <li>• <b>There is internal exchange</b> A good company practice emerges, not underlined in detail, of internal exchange of information and internal sharing laboratories</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lack of time availability</b> The manager had little time to answer the interview questions because he missed the scheduled time</li> <li>• <b>There is no clear idea about diversity</b> It was difficult to identify what could be defined for IRES "different"</li> <li>• <b>The documents are not public or published</b> The manual description on Equal Opportunities was not available online not shared with interviewer</li> <li>• <b>The manner of internal meetings is not clear</b> It did not emerge whether their internal sharing meetings/tables deal only with objectives or bring up also problems, possible solutions and good practices</li> </ul>

#### 3.1 Commitment with mission statement and diversity policy

All the interviewees seem to have very clear the objectives and values of the institution although there is nothing written or a mission statement except the paper, which everyone must know, about equal opportunities. This forcing, according to a teacher, allowed him and others, outside the



organisation, to know the theme of equal opportunities and with time, also to develop a deep sensitivity on this topic.

The entity in itself and by its nature is a body in which diversity becomes normality, for this reason the respondents are prepared to confront each type of diversity; the greatest limit is foreseen by accessibility as, for example, in some cases the elevators are not large enough to accommodate a regular wheelchair and safety instructions are not made for blind people.

### 3.2 What should be changed?

What emerged, from the preliminary meeting with the equal opportunities manager first, and with the management later, is the fact that, for the staff, more than having a manual for diversity management, it would be useful to share roles and activities that everyone should carry out in order to follow the company intent. According to the managers, the staff's attitude is not so much about co-responsibility as it is about working as little as possible, adapting more to personal schedules than to the needs of learners and clients.

It would be interesting when the staff had a mission statement and that in the official website there was information in other languages as well, giving also an approach that reveals the users of the company. Neutrality is sometimes counterproductive for those who are already struggling to speak our language and do not recognize themselves as users in the images.

It would be interesting if the teachers could compare and create a manual of good practices on how to deal with certain problems in the classroom, especially related to the understanding and easiness of the tools made available.

### 3.3 What should not be changed

- The participatory approach and the sharing of objectives by the staff.
- The commitment that some staff members have towards the institution.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

During Trieste's interview (2 persons) the trainer and course referent spoke more than the administrative, so I asked individual opinions from both, and feedback and confirmation about main sentences or agreements.

### 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

At the beginning it was defined which are the roles and responsibilities of each interviewed people and it came up that the answers are different.

During the group interview, the interviewees were not influenced by each other when answering the questions, also because the roles in the organisations are different.

It emerged that the people working for longer in the company have a better perspective and are more committed to the company values and responsibilities.

There are no prejudices emerging from the interviews, coming from different roles covered, also because the answers were coherent among the interviewees.

An activity that could be useful to the company regards the understanding of the idea on diversity, in relation to the roles and activities undertaken in the company. From the interviews it emerged that the idea of diversity depends on the role played in the company.

### 4.3 Arrangements and power relations

What emerges from the interviews is that at the moment in IRES F.V.G. there are two different points of view, as follows: the staff feels committed but the managers say that the staff is not involved in the business activities and, in some way, does not take great responsibility. This is perhaps because, with the revision of the work contracts, some staff members have had to accept a reduction in working hours.

There are two types of contract: those related to staff (with permanent contracts) and those coming from the board, with more responsibilities but with contracts with independent forms. This first diversity should be overcome (while maintaining legality).

These differentiations come from a major process of change that took place about ten years ago that completely separated the "managers" from those who managed the daily activities. This process was very impactful for the institution and their members.

While in the past it seemed that all the workers were totally involved in the activities of the company and somehow, in addition, shared the values, they did their utmost to help the company; currently, the management seems to be centralized and in the hands of the board that takes the decisions for all. Twice a year there are meetings but only to share the results obtained and for future planning.

It is difficult to know the opinions of all the people who are part of the teaching body and coming from the outside of the organisation, who also have temporary contracts.

### 4.4 Motives and motivations to work on diversity policy in the organisation

Also, in the case of motivation, the role played in the company sets a difference when speaking about the idea of diversity and the policy related to it.

### 4.5 Possible benefits for the learners

We have to say that from an external and a learner's point of view, the commitment and the use of a diverse policy is not visible and learners that consider themselves "diverse" will not know in

advance, if not from the general information obtained by the website, if they would be accepted in the company.

It is visible that (from the regional rules) all people are accepted and can attend the courses, but then there are no images that can define the “whole” in the website, that is available just in Italian version.

Changing the website could be a very good step (the company is already working on that direction).

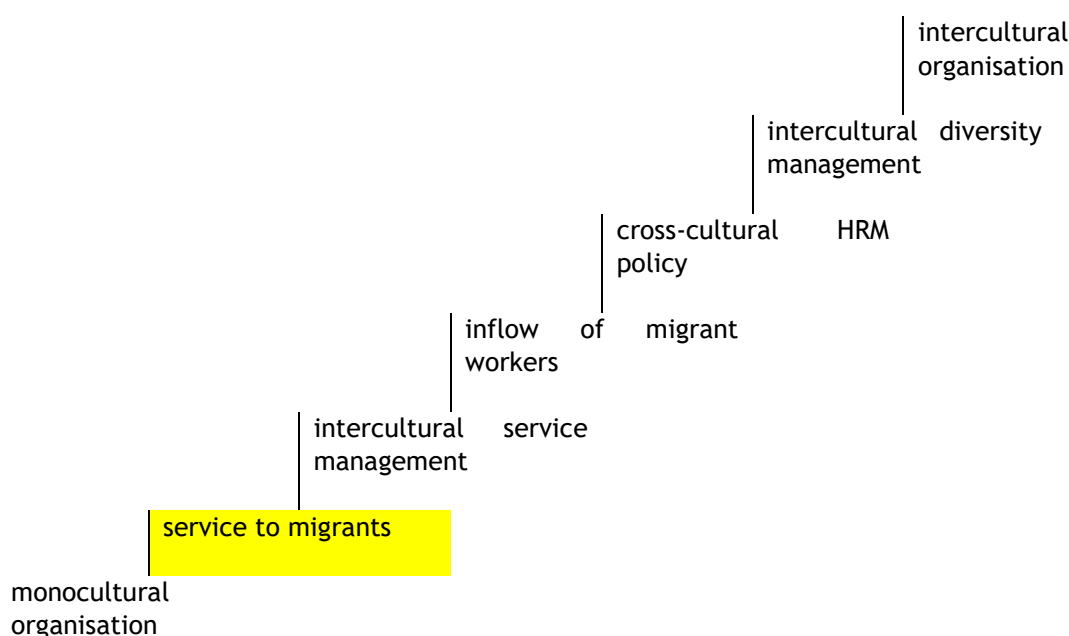
IRES could provide information outside the building (both buildings in Udine and in Trieste are normal residential building and there is no information at the ground floor about what IRES does or provides.

In Udine the reception desk is a bit narrow and learners are not able to understand that this is a place where courses are provided.

From the first impression, arriving in the building, no info is provided, and it is necessary to ask for information at the reception. But once someone is already in the process of training the impression is that the teachers are able to welcome and help students for every need and in case sustain them in personal issues.

## 5 Stage of the organisation<sup>28</sup>

### 7-STAGES MODEL



<sup>28</sup> Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

1. My organisation has migrants among its clients

2. In my organisation an intercultural training has been done aimed at improving sales to migrants.

3. My organisation has a policy aimed at improving sales or services to migrants.

4. My organisation employs (a) migrant worker(s)

5. My organisation has a policy aimed at the influx of migrant workers.

6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.

7. My organisation has an intercultural personnel policy

8. In my organisation, intercultural policy is a natural part of diversity policy.

9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

Even through diversity management in IRES F.V.G. is not seen from the external, but generally known from other institutions dealing on the same subject, this organisation deals with migrants especially in the section of Trieste. Some teachers have immigrant backgrounds, but from an educational point of view they grew up in Italy and so culturally they are Italians. The statute of the company foresees the “diversity” target group. For their status and type of company it is taken for granted that the organisation has an intercultural personnel policy, that intercultural policy is a natural part of diversity policy and a natural part of general quality policy, with regard to sales/service provision and personnel, but nothing is formalized internally and for the external public.

## 6 Change and its consequences

### *What is change here actually?*

To change is having the same motivation among the staff persons and share responsibilities. Give easier information to the public about the course’s availability, have an open access to the structures.

### *What does it mean for the education process?*

That means offering a broad possibility of services, with a wider range of services and more time dedicated to the activities, giving more information and more possibilities to the public to know about services.

### *What does it mean for the management?*

Define better roles and responsibilities, work on motivation with staff, define the mission, share values and mission, reorganize the spaces in the office.

### *What does it mean for the staff?*

For the staff it means re-evaluate their roles in the company, give more availability to the company.

### *What does it mean for the learners?*

Getting a better service, knowing openly the services and courses provided by the Institution.

### *What does it mean for the organisation?*

Rethinking about their services, having a more open approach to clients.

## 7 Recommendations

### 7.1 List of recommendations

Following this premise and considering that it is the board assigning resources and money and to evaluate the work done, it could be proposed, for a change of system and to favour the integration of the staff to the company values, to increase the awareness and responsibility of everyone , giving new tasks and responsibilities, sharing problems, involving the public in communicating diversity towards the outside.

Actions possible are:

- new definition of roles and responsibilities,
- work on motivation with staff
- shared definition of company mission and values
- share mission with the public
- reorganize the spaces in the offices (to get it more open)
- staff should re-evaluate their roles in the company and give more availability to the company
- rethinking about services provided
- have a more open approach to clients.

The idea is to present in detail the results of the interview with the representative of the Equal Opportunities of IRES and then discuss what they would like to do and how to do it (e.g. within the organisation, starting from the redefinition of the mission, etc..). The question will be whether to attempt a shared approach in several groups of people and of the staff, either in an extended form or by sending a request for definition of "own" company values via e-mail and then listing them in a common report, from which to draw the mission that will partly derive from the expected status and partly from new ideas coming from the whole staff.

Not having done much in the field of diversity, except for a program related to equal opportunities, the company has many steps to take in order to be considered a company that manages "diversity". For this reason, the sharing of 7 stages model can be considered the starting point for the development of a long-term transformation that depends, of course, on their will and on the target they'll decide to involve in the future.

Obviously, the reformulation of the mission would not only mean the realization of a document, but it would include a whole series of monitoring and evaluation activities, in order to verify the implementation of this mission.

IRES F.V.G., being mainly a research organisation specialized in reading numbers and collecting data, has no barriers in using the same methodology in its favour and to facilitate the integration of the "different".

## 7.2 What is the right approach for this way of changing?

Sharing information and problems with staff, find out common and shared solutions, speak about diversity and how to welcome the diverse, organize some courses about it.

For the process of change, we can recommend the red print approach of the colour model of De Caluwe & Vermaak<sup>29</sup>, this because from its statute the institution is a research company dealing with numbers and data. Probably, for their internal change they should review their natural approach that, as seen, was not valid till now. For the process of change we will propose to stimulate people in the right way and through exchange exercises, to a motivating solution that best fits all staff. Being a research company, interventions can be developed by an HRM expert as project-based work and through strategic analysis targeting procedures and atmosphere, but also through setting and communication. It will be better to foreseen not granted results and work more step by step in a piloting way to, measure and finally know what is best for the company. The risk would be, from the staff, a superficial understanding and a development of activities just because they are compulsory.

DivCap. referent person will share with the E.O. referent person of IRES F.V.G. the results and report the analysis undertaken in their institution pointing the starting point. The strategy is to define together which will be the point of arrival, the goal that the company wants to achieve and in what time frame. We can propose to IRES, within the company, a return meeting of the results with all the employees, perhaps coinciding with their social meetings and opening a discussion table to define together, given that the research has brought out the need to involve all the staff in the company's activities, what actions could be possible or what the staff is willing to do to improve the situation. Some persons of the staff or of the board should be the referent person to monitor the activities that have been agreed together. The proposal will be to work on staff involvement, to involve them in defining the mission of the company. Another point could be related to the external communication and the contents of the website, especially the parts related to immigration and courses for migrant people or unemployed people. Identify if there would be the possibility to change the structure of the welcome room in the office in Udine and propose the communication of the material also in another language that could be English, but also Slovenian for Trieste's office.

<sup>29</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

Apart from the mission, because the company has a chart for Equal Opportunity, think about modifying the same documents in a vision that will be not only related to gender or disability, but also to an integrated list of diversities.

### 7.3 Commitment of Management and Staff

The interviewed people agreed that there are some missing points, the website to change, some formal documents to be developed; from the management point of view to the teachers and other staff, we saw the availability to do something. Of course, the proposal and commitment to change must come from and within the company and not from an external organisation.



# CASE STUDY REPORT Blanca Paloma V.E.T. School

## 1 Development of case study

The interview took place in July 2019 over a number of days. There was a final meeting with all of the people participating in the interviews. The participants ranged from a manager, teachers, doctors and a secretary. The interviews took place in the centre itself as this was most convenient for all the members of staff and the management. Before the interviews took place the following desk top research was carried out. The interviewer was Francisco Javier Hurtado Martinez.

## 2 Description of the organisation

### 2.1 Institutional framework

The Blanca Paloma is a Concerted Vocational Training Centre that teaches Middle, Higher and P.C. The Docete Omnes Foundation, since its creation in 1968, has had as its primary objective to offer help to people in need of training or support to follow their own self-improvement itineraries. As an institution based on the principles of Christianity, we start from the conviction that all people, by the mere fact of being so, are invested with two inalienable qualities: dignity and freedom.

Consequently, the Foundation's action is based on respect for the other and on the consideration that everyone has to be the protagonist of their own promotion.

Therefore, to fulfil our founding mandate to "teach everyone", we will try to promote each and every one of the people who have approached the Foundation with the assurance that we contribute, even if in a minimal part, to the progress of humanity.

From these postulates it is understood that we believe that the Foundation is formed, not only by the Board of Trustees and the professionals who work there, but also, and in a very marked way, all the people who have approached the Institution looking for some service or help from temporary or permanent. Likewise, as the Foundation that we are, we declare our non-profit character as a substantial part of our own ideology.

From a firm commitment to Quality and Academic Excellence, we understand that our mission is to enable our students to carry out their duties in the work environment with the greatest human and professional competence and in this way they can reach the highest levels of self-realization. From



La Blanca Paloma, we serve society in general, those who wish to train for the exercise of a profession in different branches of Vocational Training. As well as those that, having their profession, want to be recycled and updated; and others who, without professional qualification, or with poor preparation, want to train for the performance of an activity in certain sectors of labour market.

## 2.2 Institution in migration society

The focus of the centre is on persons with intellectual and mental disability. The V.E.T school also deals with people from migrant backgrounds and persons in risk of social exclusion such as minority ethnic groups. There is a demographical reason for this. The centre is located 10 km from Granada city and has no industry to speak of. The main economic activities are agriculture and service industry. There is not a large population of migrants living in the area and so therefore that is reflected in the organisation also.

The migrant populations that are present in the area are European and South Americans. The school only has on average 5-6 students from migrant backgrounds. Allowing that there are over 300 hundred students per year that is 2%. This number is very low. In schools in the centre the percentage is usually much higher.

The V.E.T school is open to all students. The responsibility of adapting lies mainly on the teachers themselves. This will be further clarified below

## 2.3 Human Resource Management

There is a large emphasis placed attention to diversity. In the Occupational day centre that emphasis is on PWDs and supported employment. In the V.E.T school there is an emphasis and creating professional habits and having inclusion present at all levels. There are migrants attending the school but as mentioned previously they account for a small percentage of the student body.

The task of attention to their diversity is covered in both national and regional legislation. As the V.E.T school is publicly funded it must adhere to the national and regional legislation regarding diversity in the classroom. Each teacher must carry out an initial evaluation in which they have the opportunity to adapt their own curriculum and/or ask for help from social services. The availability of these services will depend directly on the ratio of students to teacher and secondly if the school is fully public or semi-private.

## 2.4 Networking

The V.E.T school and F.D.O both have many contacts with non-governmental organisations. In the case of the school, the contact is on a practical level. When the school has students from migrant backgrounds the tutor will liaise with the host organisation for questions of logistics, conduct, permissions and day to day activities. That is of course, in the case when the migrant has come without a family and is foster care.

## 2.5 Education

The teachers in the V.E.T school must adhere to both regional and national law and legislation in regards to supporting their pupils. There are guidelines for the teachers to follow. The teacher must carry out an initial evaluation and find out if there are students who might need extra help. They can make adaptations to their planning and also if the student to teacher ratio is sufficient they can also ask for external help from social security or care workers.

The school will provide a language adaptation course for those migrants who have not yet mastered the language in which the subjects are being taught. In the case of the V.E.T school this is rarely the case as the students who come to the centre are usually in their late teens and already have a strong command of the language.

## 3 Personal impressions of interviewed people

Positive	Negative
<p>The impression from the staff is overall very positive. The management believes that they treat diversity in the centre in a very open-minded way and that the shared working space and diverse group working within it is.</p> <p>There are helpers who volunteer from the Occupational day care centre. They help staff working in administration with tasks such as photocopying and filing. The management also highlighted this as a clear form of diversity in the workplace.</p>	<p>There are virtually no migrants working in this centre and only one foreign national. The main negative from the whole interview was the topic of funding and material. Although the V.E.T centre is publicly funded, namely, the teachers and support staff are paid by the government. It is privately owned and funded so there can be a gap between the material needed to conduct modern teaching and what is available.</p>

### 3.1 Commitment with mission statement and diversity policy of the organisation

The organisation is firmly committed to the goal and objectives set out in its mission statement. The core philosophy and values are not only shared by management and staff alike but also a key cornerstone for all students who pass through the gates. The V.E.T centre has the task of training young professionals ready to get into the job market and help anyone who wishes to improve their employability by obtaining official titles through the centre.

### 3.2 What should be changed

The funding issue needs to change plus the age profile of the teachers. The average age of the staff is 55 + and that younger teachers would offer a dynamism and a fresh new outlook which would benefit everyone.

The teachers who are reaching retirement age should be encouraged to do so therefore allowing the management to find well-qualified, young and enthusiastic staff.

The teachers should also be unburdened of unnecessary paperwork. This is the case worldwide but it should be mentioned too.

There should be more involvement of parents or guardians in the process and disciplining of the students.

### 3.3 What should not be changed

The core philosophy of the centre and the great team spirit present should not be changed. The freedom of expression and licence given to the teachers is also an important factor in keeping teachers happy and motivated. The open policy towards all who wish to study at the centre should not be changed.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

The spoken language is Spanish. Everyone responds directly to the interviewer and the questions posed. The body language in the room was relaxed as the shoulders of all the interviewees were not in a position of tension and the body positions were receptive as the arms were open. When the manager spoke all the other employees paid attention to her explanation and nodded their heads in agreement with what she was saying. The manager was focused on the interviewer so they were not doing so for the approval of their manager. The words and connotations used in the interview were all positive. There is a common view of the V.E.T school that is open and willing to grow and adapt. There is respect and understanding in all levels of the organisation.

### 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

The view of the group in regard to the questions asked is open and positive. The employees seem to agree with the managers about important issues and topics. The frame of reference is very similar between the staff and the manager. The values and norm are based in a modern liberal Christian sentiment although religion is not prevalent or intrusive when it comes to the teaching practice. The environment is shared so it also adds value to the diverse team of teachers and support staff. The environment is co-shared with the Occupational day centre which adds even more value in terms of

diversity and possibilities and sharing and co-existing for all students and users of the Occupational day centre.

### 4.3 Arrangements and power relations

The manager is a facilitator and commands respect, however, another role would be head of the family. The family being the school staff and the students. The job of taking care of the employees and making them feel respected and valued members of staff is the main characteristic of the managerial style adopted by the manager.

The employees all feel the respect and care from the management but at the same time are able to voice concerns, opinions and ideals without any fear of the management taking it personally. This intimate professional relationship would make the employees be the uncles and aunts in the relationship.

The organisations influence is mainly around the village it is located and suburbs of Granada. As the school is publicly funded it must adhere to standards set by the regional legislation. The organisation is privately owned and is run by a family. Currently, there are four members of the family working in the centre in different areas of the organisation. One is the manager, two are teachers and the other is working in administration.

Communication is dealt with on a weekly basis. There is a staff meeting where all the news, reporting and activity of the centre are discussed by the teacher and managers. This is the opportunity to voice concerns and find solutions to any problems that may arise during school hours. These hours are obligatory and must be attended by all staff members. Staff not on full time contracts are legally obliged to attend but for a shorter period.

There is a library where the teacher meetings take place. Some teachers also have a secondary role as class tutors. This means that they are responsible for the class and act as the liaison between the students and the management. This responsibility comes with additional paperwork.

### 4.4 Motives and motivations to work on diversity policy in the organisation

There is a good atmosphere in the organisation. The main fears would come from inspections and badly behaved students who are causing problems for the teachers. The motives for management are to have the staff members motivated and feel valued. The motives for staff are to give students the care and attention that they need plus give them a solid foundation to be able to get into the open labour market and become fully independent. When the teachers are motivated and doing their best the students benefit from this positive influence and so the centre benefits in turn. Teachers have a duty to their students to prepare them for a potential job. This job is both in a practical and theoretical sense. All members of staff are recognised for their work.

## 4.5 Possible benefits for the learners

### What is the learners' perspective?

The learners can see teachers with the intention of helping them get into a profession and give them the theoretic basis they need to be valuable member of a team. Their perspective is seeing a dual system in action and that the advice and suggestions of the teachers have a practical foundation based in the real-world job situation

### What could be from their point of view "setting the stage" for change?

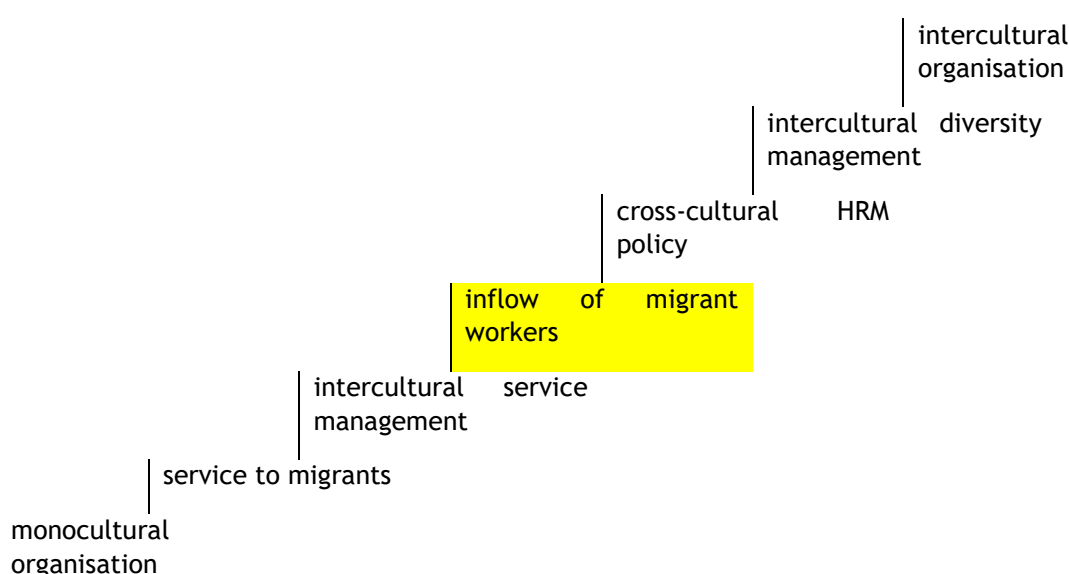
Setting the stage for change would be accepting the importance of technology and languages and having the facilities to properly prepare them for working in the 21<sup>st</sup> century work place in which the ability to use spreadsheets, powerpoint, word documents and being computer literate and able to type are taken for granted.

### Can you explain "what's in it for them"?

What is in it for them is the chance of improving their employability. The job market in Andalucia and Granada in particular is not in a good place. The unemployment rate is high at over 20 % and having an edge is important when it comes to finding a job.

## 5 Stage of the Organisation<sup>30</sup>

### 7-STAGES MODEL



<sup>30</sup> Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

1. My organisation has migrants among its clients
2. In my organisation an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.
9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

The Blanca Paloma and through connection the Fundación Docete Omnes is at stage four of the model. It is not a monocultural organisation as it has both migrant workers and workers with varying ranges of disabilities. At the core of the centre's philosophy is the attention to diversity. The centre provides service to all potential clients. The V.E.T teaching centre is publicly funded there are no restrictions given to potential students on personal grounds.

Is there an intercultural service management? No, however, as the centre deals with diversity all the staff and management can deal with issues that arise from having a very diverse student body.

Is there an inflow of migrant workers? The centre is open to having migrant workers who fill the profile and have the legally required qualifications to work at the centre. There is a gap between migrants who are actively searching employment with our centre and those who have the qualifications necessary to be legally considered for job positions at the centre.

## 6 Change and its consequences

### *What is change here actually?*

Fundacion and Blanca Paloma are medium sized organisations that are in the private sector. They provide an important service to the local community that would be otherwise neglected. The scope for change is high, however, the ability to do so is limited by socio-economic reasons.

The change is from students who are not academically inclined to students who are being trained as professionals in Pharmacy, Hairdressing, Aesthetics and Social care. Change is that ex-students who studied at the centre have become teachers here at the centre too. That is an example of full circle change.

### *What does it mean for the education process?*

There is a clear goal at the end of the education process. The goal is finding a job and as most courses are in a dual system the student gets much needed hands on practice in a real working situation. Many students are offered contracts after doing their practice and so it helps focus the students.

The need for ICT training is being overlooked due to lack of knowledge on behalf on the staff currently employed at the centre.

### *What does it mean for the management?*

Having a dual system complicates many things for the management. Halfway through the school year the students upon completing their theoretical exams go to do their practice section. The teachers and tutors must observe the students and they are usually spread all over Granada and so that in itself causes a logistical problem. There is also a heavy paperwork load that goes with the dual system and that burden falls on both management and staff. Securing resources and to support the process for change

### *What does it mean for the staff?*

Providing course for the staff to be able to update their skills.

Being better prepared to deal with diversity.

### *What does it mean for the learners?*

Learners are close to their ultimate goal which is being prepared for and having access to the current job market.

### *What does it mean for the organisation?*

The organisation must be in a constant state of renewal and redevelopment to stay relevant in the market. The school must branch into more diverse professions to offer more possibilities to the students attending and also having a young and motivated staff who are able to connect to the students and be a positive helping figure in their professional lives.

## **7 Recommendations**

### **7.1 List of recommendations**

#### ***What should not be changed***

##### **Manager Fundación Docete Omnes**

- It is a positive in terms of openness towards a diverse society. The mission statement of both the centre and the foundation have diversity at its core.
- Open admission policies in both the VET and Fundación.

### Staff

- Maintain and increase the diversity of the staff.
- Good team spirit and working and supporting each other
- Flexibility
- Helping staff with more flexible hours or finding solutions and cover when it is needed.

### Support to students

- Adaptation for the teaching of diverse students with different abilities and interests. The focus on a connection between practical and theoretical and the current situation in the job market. Instilling basic and vital skills for finding and maintaining a job.
- Adapted curriculum to meet the needs of the students and the diversity of the student body.

### Support for Staff

- Management are very approachable and understanding of staff needs.
- Staff meetings are carried out on a weekly basis.
- All legal documents are always available to the employees.

### *What should be changed*

- **The mission statement** should be revisited as it has not been changed since the founding of the centre. The centre began as a religious organisation that cared for young people with mental disabilities and now it has changed into two distinct centres that are interconnected. The centre needs to adapt this philosophy to the current context.
- **Visibility of the centre** on a local, regional and national level and building more links with institutions outside of Andalucia.
- **Updating Skills Courses** for teachers to update their skills in relation to ICT and languages.
- **Language diversity.** There is little language diversity in our centre and that is something that needs to be addressed if the centre plans to operate on an international level in European projects.
- The centre needs to make a bigger effort to attract more diverse students
- **Staff Admission.** Flexibility in hiring diverse staff (interviews in English)

## 7.2 What is the right approach for this way of changing?

For Fundación Docete Omnes and La Blanca Paloma, the most interesting approach would be the redprint approach. This is how the centre carries out its activity with the users and clients and this could also be useful for the staff in terms of growth. There is a clear need for HRM expert in our organisation. The staff and the management are open to change; however, change is a difficult thing to those who are used to working in a certain way. Following this approach would be highly beneficial to the centre.



The right approach is making change while asking for the input of current staff. Investment is needed in technology and future employees need to have the skills and experience to be able to improve the overall quality of the service provided. This is already happening in the centre.

Based on the colour model of De Caluwe & Vermaak<sup>31</sup>, which demonstrates colour thinking as an accessible expression of different change management traditions, we advise in this case the following “greenprint” approach for change. This brings people together in learning situations, in a learning process, to solutions that people find together. Interventions such as training, coaching and open systems planning must be followed by a supervisor, who supports people and targets setting and communication, could be very helpful. The result is outlined, but not absolutely guaranteed: the pitfall lies in excluding people who definitely need to be involved and it could be a lack of action, when discussion is not transformed in decisions.

### 7.3 Commitment of Management and Staff

Both the management and staff are committed to change and improving the service provided. In the case of the teachers, they are willing to do refresher courses to improve their teaching skills and abilities. The management is willing to invest (when economically possible) in the centre to make it better for both students and teachers.

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<sup>31</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>



# CASE STUDY REPORT

## Obrtničko učilište OU (Craft College)

### 1 Development of case study

Place and Date: The interview was held at Obrtničko učilište, Ilica 49, Zagreb on Wednesday, 21 August 2019 at 8.30 am. The interviewer was Tamara Vojvoda.

The selection was based on the requirement of previously set criteria - minimal number of interviews: 2 teachers, 1 manager, 1 supportive non-educational staff.

The people who were interviewed are:

- The manager/director
- A non-educational staff/project manager
- A teacher/staff
- a teacher
- a teacher/project manager

People who were selected have had already some experience in dealing with diversity, sometimes even on daily basis. Also, they have experience in working with migrants and other marginalised groups.

### 2 Description of the organisation

#### 2.1 Institutional framework

Craft College (Obrtničko učilište/OU), founded in 2006, is an institution for adult education located in the City of Zagreb. It was founded by Croatian Chamber of Trades and Crafts (HOK), Chamber of Trades and Crafts Zagreb (OKZ) and Association of Craftsmen Zagreb (UOZG), with a goal of linking the needs of trades and labour market and adjusting educational programmes to European standards.

Tasks of Craft College are: linking vocational education with economy and regional development, establishing a network system with companies and other educational institutions, taking an advisory role for education institutions and companies in the region, encouraging innovations in craft, offering consultancy services and information for students and parents, future participants in the crafts educational process and European cooperation.

Mission statement showing openness: Craft College is open for cooperation and organizes training courses, seminars and specialised courses for areas craftsmen are showing interest in, or for the fields

that labour market currently focuses on. The full mission statement can be found here:

<https://www.obrtnicko-uciliste.hr/mission-en>

Craft College is one of the leading institutions for adult education in field of craft and entrepreneurship in Croatia, with local, regional, national and international effect.

Educational service is based on quality of content, student and experience-oriented programmes and transversal skills.

Craft College cooperates with different partners (non-governmental sector, institutions -mainstream and adult education, regional and local self-government units, business support institutions, Croatian Employment Service, etc.). Activities and cooperation contribute to the development of a common education system that provides open access, new educational opportunities, as well as transitions between educational fields.

### *Main goals:*

- to become recognisable for achievements, verified programmes, resources and contribution to craft, entrepreneurship and sustainable development
- fostering international mobility (students, craftsmen)
- to become an incubator of ideas
- dissemination of good practice
- continuous improvement of the teaching processes
- to empower personnel through cooperation with many external experts providing courses, continuous education and training of employees and linking to various craft institutions
- quality controlling and continuous growth, information sharing - valuation and self-valuation systems
- fostering socially responsible and sustainable development
- to achieve desired improvements and minimise risks.

Due to wide range of activities, OU has introduced the quality system ISO9001:2015 which is the proof of continuous development and the goal to become one of the most relevant adult education institutions in Croatia.

Our motivation: student's satisfaction, further development and better results to ensure that Craft College will be one the best educational institutions in Europe.

### *Organisation structure:*

Craft College (Obrtničko učilište/OU) is an adult education institution founded by Croatian Chamber of Trades and Crafts (HOK), Chamber of Trades and Crafts Zagreb (OKZ) and Association of Craftsmen Zagreb (UOZG).

Craft College has 6 departments:

1. the Principal office (Principal, Administrative secretary)
2. the Education department (Head of Department / Head of Adult Education, Expert associate for administration in adult education, Expert associate for the economic group of subjects, Expert Associate for the mechanical engineering group of subjects)
3. the Development, quality and IT department (Head of Department, Expert associate)
4. the Project department (Head of Department / Project coordinator, Expert associate for projects)
5. the International cooperation department (Head of Department, Expert associate)
6. the Crafts department (Head of Department, Expert associate)

## 2.2 Institutional in the migrant society

There is a focus on migrants and refugees present in the institution through cooperation with other institutions dealing with migrant integration into society and involving them into education to obtain necessary skills and knowledge to be able to participate on the job market or at the certain workplace. In this case, the institution, in cooperation with Jesuit Refugee Service, conducted training in 2018 for asylum seekers with the aim of putting them to work for the known employer.

There is a second group of migrants who attend Croatian language course in the institution at the moment (September 2019). It is the result of the cooperation with Croatian Employment Service (CES).

## 2.3 Human Resource Management

The Crafts College (OU) employ 13 persons and has more than 100 associate professionals in teaching fields.

Diversity can be noticed among employees already. The age span of employees is between 21-59 years. Some employees come from urban area of the capital city and some come from coastal part and rural part of Croatia. The education structure also shows variety: there are employees with different educational background, i.e. there are different professions present: engineering studies (mechanical engineering), economy, public administration, philology (language studies), translation, education-based studies (teaching), IT, mining and geology, musical studies, etc. One employee has Palestine origin. Multilingualism is present in the institution - employees speak English, German, Italian, Spanish, Portuguese, Russian, Slovak, Slovenian language at different levels - some more and other less fluently. The level of knowledge and the approach to work is also different by every employee. Some employees wear piercing and have tattoos which are accepted as a unique characteristic of the person.

There is attention for diversity present in the institution. Sometimes, the staff is not aware of diversity because they often consider all the diversities as “normal”. In other words, the opportunity is given to all kinds of different people whether it is in the working area (people who are working together, colleagues) or in the education (students).

Considering migrant students, they have more individual approach and the staff needs to deal with them by completely adapting to each participant because they also have diversities between them (country where they come from, religion, strictly religious, less strict about religion, education background, age, etc.).

## 2.4 Networking

The organisation has valuable contacts with migrant organisations in its region. It cooperated with associations like: Are you Syrious, Red Cross and Jesuit Refugee Service. In cooperation with JRS the organisation has had a fruitful cooperation - we conducted the education process for migrants. The students (migrants) have obtained certification for occupations they attended after successfully passing the exam.

At the moment, the organisation has a group of migrants attending language course in order to prepare them for the labour market - cooperation with CES (Croatian Employment Service).

## 2.5 Education

The migrants who were the students at the organisation were treated in a way to provide them all the necessary help and support to be able to finish the education process they attended.

Special support was provided in a way that migrants were treated with individual approach in order to be able to adopt the necessary knowledge to obtain the certificate. The individual support needed from the teacher to be fully able to adapt to each person in the migrant group, regardless of the country they come from, religion, culture, age or educational background which were all quite diverse. The teacher needed to implement some special methods of giving lectures which were shaped for migrants to be able to understand them.

Educational staff has many categories of diversity considering their age, profession, knowledge, approach to work and working with diverse education groups. Some teachers were not so keen to adopt working with migrants. In other words, they lack the ability to adapt their courses to migrants, specifically by speaking too fast which is not suitable for them since their knowledge of language is not at such level.

On the other hand, younger teachers had more empathy and customized their courses in a way that they spoke slower, used Arabic translations of some words and even draw some words and terms to bring their meaning closer to the migrant group of students. Also, those teachers were on disposal for any issue that the migrant student group might have encountered during their study process.

### 3 Personal impressions of interviewed people

Positive	Negative / Challenges
<b>The institution/educational process</b>	
<p>Through dealing with diversities occurs growth, person arises as a teacher/person</p> <p>Every new group is a new challenge for the teacher</p> <p>Personal growth and development</p>	<p>Higher stress for teacher/ educational staff/</p> <p>Higher workload for teacher/educational staff/staff</p> <p>Higher, additional effort</p> <p>Inability to adjust</p> <p>Inability to go “out of the frame”</p> <p>Lack of interest (teachers)</p>

#### 3.1 Commitment with mission statement and diversity policy

Interviewed members of the staff are fully committed to the mission statement and diversity policy (which is existing, but not formally) of the organisation. The diversity policy is more a set of the rules which are normal behaviour of the employees. It is not written in form of a document, but it is a part of company usual behaviour during the contact and working with students or colleagues.

The institution is open for cooperation in many different fields. That can also be seen through the EU project we conducted. EU funded projects brought to our institution many partners from many different countries what also implied diverse experiences and exchange of practices.

#### 3.2 What should be changed?

Bureaucracy - there is too much bureaucracy, the paperwork needs to be faster in order to spare time and make administration process easier both for the administration staff and participants (students)

#### 3.3 What should not be changed

The overall awareness of the staff regarding diversities

Positive attitude towards diverse groups

Willingness to include every interested person in education process regardless of her/his cultural background or other characteristics

## 4 Analysis and interpretations

### 4.1 The language regarding diversity within the organisation

The organisation does not speak the language of learners (migrants). For reaching out to these groups, an oral, personal approach is used through the organisations that work with them (JRS, CES).

When students (migrants) come to our organisation for the first time, it is always with the presence of an interpreter who is with them on the first day (orientation) for the purpose of reducing the verbal interpretation of the messages.

It is also often the case that on the first day students must signed documentation (for example for the purposes of ESF projects) containing after the general information questions (name, surname, address, PIN, education level, gender - still only male and female, labour market status...) a section called special category of data (Person with disability, Belonging to a national minority, Person of foreign origin, Migrant). Teachers and administrative staff are very often in trouble explaining how we really want them to be integrated and that we are happy to educate them (formal and informal) but still they need to fill in the box that classifies them in certain "frames".

In order to avoid these first obstacles, we emphasize the problems we have with bureaucracy in a humourless way or let them know that such projects are intended exclusively for them (to reduce their sense of constant separation) in order to easily integrate into society. Administration in this part of verbal and non-verbal communication has the greatest challenges in terms of diversity. They are the first line and the first impression that participants make about the organisation. The challenges are reflected in the longer time required to fill out the documentation (applications, contracts), constant repetition of the same information (selective listening), the noise in communication channel, illiteracy, incomplete information in documents they fill out... which is attempted to be corrected by the presence of a translator, and non-verbal communication that is the same throughout the organisation (openness, acceptance and understanding).

Although there are no written internal guidelines promoting equal opportunities and equal treatment, they are more of an "organisation culture" and a common way of behaving for employees and leadership. Other guidance is provided verbally, teachers share experiences with the trainees to better prepare for specific groups and their requirements.

### 4.1 Significant differences in the way people are looking at and thinking about the diversity in the institution

Leadership is more focused on diversity within the organisation itself, while teachers and administration focus more on issues of diversity in terms of learners. This was more pronounced in the group interview where respondents more "justified" their work than they really wondered about all the spheres of diversity surrounding them. In terms of working with diversity (e.g. migrants) management has a hierarchy of "paths of diversity" to our organisation - first policy, then organisations (JRS, Red Cross) and then OU self. The leadership looks at differences (in terms of working with

migrants) structured from the moment they enter the country until they become our trainees. However, staff members think more about how they will work/teach them when they come. They are more driven by relationships within the organisation that reflect on working with diversity in a positive way.

People within the organisation at all levels are aware that diversity is a characteristic of adult education and believe that groups of students are becoming increasingly diverse and multicultural and that people within the organisation must constantly develop multicultural perspectives at all levels of the organisation.

## 4.2 Perspective of personal identity and relationship

In general, cooperative behavioural and social cooperation is present in OU. It does not exclude the motivation of individuals and individual identities, but rather that they are transformed from the personal to the group level. It is noticeable that employees at all levels of the organisation are characteristically well known, respected and accordingly trusted and tolerated by each other.

Closely related to the view and logics within the organisation, there are no divisions between "us" and "them" in a hierarchical sense. It is evident that both men and women perform the same tasks, have the same job positions (for which they are equally paid), have the same roles, and are comfortable with the same behaviours. The interview participants are, of course, aware of their roles and status within the organisation, but because of their interconnectedness and ultimate common goals, the impression is that they think about themselves in the term of group membership.

Similarly, they are equally open in the organisation to relationships with colleagues and trainees. I conclude that this is, on the one hand, a reflection of the organisation's management, however the fact that the organisation is in daily contact with diversity plays also an important role. These relate not only to ethnicity and cultural background which is the theme of this project but also include other dimensions of diversity such as sexual, intellectual, age, socio-economic background, geographical differences, linguistic, literacy, difficulties and disability.

Cultural background data is not recorded within organisation (neither for employees, associates or students) but it is considered in the terms of uniqueness of personal identity.

For this reason, employees and management of the organisation are accustomed to forming impressions of people not only at a public level (the visible or early surface issues), but also to interact with others moving to relationship building and self-disclosure interaction; and eventually to deeper areas in exploring their personality.

## 4.3 Arrangements and power relations

In OU diversity can be noticed among employees already. But, sometimes, the staff are not aware of the diversity because they often consider all the diversities as "normal". In other words, the



opportunity is given to all kinds of different people whether it is in the working area (people who are working together, colleagues) or in education (students).

The leadership of the organisation is therefore focused on making people work together because of their differences. More specifically, it attempts to manage diversity in a way that directs people within an organisation with different perspectives and identities to work well together despite their differences. This also fosters the ability to collaborate and learn from different stakeholders, including employees, customers, partners and communities. They use what they learn to explore how they can perform their organisation's work more efficiently.

The organisation has a highly positive attitude towards cooperation and networking, which proves participation in numerous projects aimed primarily at marginalized groups (unemployed, PWDs, migrants, young people, the elderly) and in projects aimed at improving or enhancing competencies. In this regard, the organisation participates with various partners from country and abroad. The organisation participates in the employment of migrants through their education, preparation for the market and the world of work. Through the CES and migrant organisations, in cooperation with employers, migrants find employment. By adopting multiple viewpoints, the organisation gains a more complete and realistic understanding of the market, customers and employees.

It is evident that the flow of information within OU is transparent and free. Employees at different workplaces during the interviews were handling information about the organisation's plans and strategies directed from their positions upward and vice versa, with clear indications of the time component and priorities.

OU equally engages employees and managers, reduces micro-management and other restrictive approaches, and promotes organisational and individual success. OU is a horizontal organisation that creates an environment of genuine collaboration, respect and openness. It gives everyone more freedom to express unconventional ideas or to work on issues that are prevented in organisational goals even though everyone is aware of them, including those talking about diversity.

#### 4.4 Motives and motivations to work on diversity policy in the organisation

Leadership and management, in terms of diversity, see money as the primary motive. It is reflected in the use of projects in education (both formal and non-formal) in the field of diversity, whether it involves people within the organisation, associates or trainees.

In an organisational framework, diversity therefore refers to the “making use of and leveraging human differences by organisational efficiency and productive business goals” that maintain a high-performing workforce.

The main interests and motivations of project leaders and teachers for establishing diversity within the organisation are:

- so that people within and closely associated with the OU can deal with diversity

- so that the new teacher can make faster adjustments to the guidelines that will be made in manual (recommendations)
- personal growth and development
- student's satisfaction
- challenge

#### 4.5 Possible benefits for the learners

In addition, the potential benefit of diversity as a motive is a total potentially increased organisational efficiency in innovation, creativity, PR, solving problems and quality of decision- making by being conscious of individual identities.

Learners see us (OU) as an organisation with positive attitude, multicultural perspective and inclusive education with individual approach.

##### *What could be from their point of view “setting the stage” for change?*

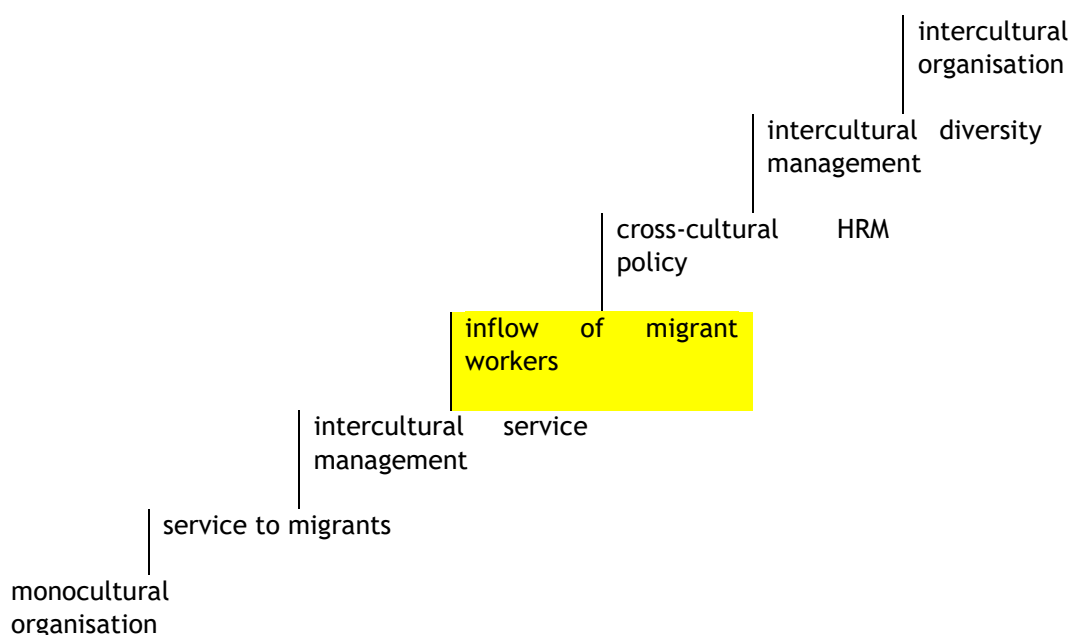
- increasing lifelong learning opportunities
- wide differences in educational experiences among immigrant adults (educational system, educational thinking, levels of use of technology in education....) and due to the emergence of new educational groups; so that they can nullify the initial diversity and make all participants equal in the beginning (diverse but with the same opportunities)
- socio-cultural context of learner's lives
- vulnerability in the labour market and difficult job finding, mainly due to lack of knowledge of the Croatian language and culture, low level of education and professional skills as well as insufficient motivation to look for a job

##### *Can you explain “what's in it for them”?*

- opportunity to strengthen the expertise of unemployed persons belonging to marginalised groups through adult education programs; empowerment and development of soft and / or transversal (transferable) skills of unemployed persons belonging to marginalized groups by participating in targeted mentoring programs, workshops and / or services- changes towards improvements in the quality of life for immigrant adults
- changes towards improvements in the quality of life for immigrant adults
- integration into the labour market and ultimately Croatian society thereby reducing the risk of their social exclusion and poverty

## 5 Stage of the organisation<sup>32</sup>

### 7-STAGES MODEL



1. My organisation has migrants among its clients
2. In my organisation an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.
9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

The management, staff and learners are convinced and have impression that OU is an intercultural organisation. But, if we assume that the process of interculturalisation follow a fixed pattern that comprises seven stages, then OU is in the middle of transition process starting to redefine organisation.

<sup>32</sup> Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

### *Stage 4: Inflow of migrant workers*

A policy is being pursued aimed at increasing the intake of employees with a migration background. For example, positive action policy or implementation of intake projects aimed at culture-specific groups. This is mainly about numbers at this stage and there is no supporting personnel policy yet.

The organisation is actually in transition and committed to becoming a multicultural organisation. Begins to question the limitations of the monocultural perspective and begins to question the existing and non-existent norms and who they support.

OU actively engages in visioning, planning and problem solving by including all existing perspectives and cultures with activities directed toward the realization of a multicultural organisation. This will be more visible in the next chapters regarding approaching change at all levels of the organisation and reflecting on the recommendations in the final part of the analysis.

## **6 Change and its consequences**

### *What is change here actually?*

An open step into learning situation which is developing process of different perspectives constantly changing (wide shift in mindset) towards bringing individuals uniqueness together.

### *What does it mean for the education process?*

Change in a term of establishing a climate of acceptance (teaching with a multicultural perspective), promotion of a positive self-concept promoting recognition, understanding and acceptance of cultural diversity and individual uniqueness; with awareness of the need to adapt objectives to actual capacities and needs of learners.

Constantly changing the attitudes of those working with students to realise students' opportunities for learning and find clear aims and methods (e.g. digitalisation of the educational process) for reaching these.

Inclusive education therefore implies changes in:

- learning, rehearsing, evaluating and modifying changing classroom situations
- promoting the academic, practical, social and emotional learning of all learners
- effective teaching approaches in heterogeneous classes
- role of educators as a facilitator of intercultural understanding and appreciation, as well as a connoisseur of students' developmental specifics but also of their traits, especially intellectual abilities and sources of motivation that determine their engagement and perseverance in learning

### *What does it mean for the management?*

Change for management means aligning, developing shared decision-making, creating a mutual culture of feedback, fostering autonomy and maintaining a collective learning environment.

Change is about building awareness of the need for change and creating desire among employees. (create awareness of business reasons for change and risk of not changing), followed by the provision of resources (time, etc.)

### *What does it mean for the staff?*

Change for staff is inclusion.

Change is inclusion in the terms of attitudes, beliefs and behaviour of educators/teachers/mentors/trainers/administrative staff/management who support all students and colleagues, value diversity, possess collaborative competencies and take responsibility for their own lifelong learning.

It is change of state and understanding towards:

- determination and desire for cooperation
- openness in communication
- confidence and optimism
- cohesiveness (encouraging prosocial behaviour)
- recognizing different views
- collaborative teaching and teamwork
- permanent personal professional development
- advances in knowledge
- self-education
- keeping up with educational trends
- improving competences

### *What does it mean for the learners?*

Change for learners means respectful support, empathy and involvement that encourages them to be more willing to take responsibility for their learning. It means learning by doing, motivation, self-confidence and positive attitude towards collaborative learning.

### *What does it mean for the organisation?*

Change for organisation means horizontally building strength through diversity and inclusion; and accomplishing an organisation-wide shift in mindset.

## **7 Recommendations**

### **7.1 List of recommendations**

**Professionalism in diversity management can be developed equally across departments by:**

- formulating a new/improved mission
- introducing management systems
- setting up workshops
- transferring experience
- upgrading quality system

According to colour thinking (based also on other models) our recommendation is to organise a range of workshops for all employees, including also external teachers and representatives of partner organisations working with migrants to learn from each other and exchange viewpoints, to create more involvement and have a good time together, resulting in a written plan of approach. As content of the workshops we suggest:

- **Workshop formulating a new mission in order to:**
  - enable a useful exchange of views; explore different possibilities together
  - getting everyone on the same wavelength; give words to what brings us together/create a family" feeling
  - have the best strategy clearly defined -to be used in external marketing or internal monitoring
- **Workshop introducing knowledge management by:**
  - bringing people together in such a way that they learn from one another; intervision and coaching
  - introducing job rotation and sabbaticals; management development programs
  - writing handbooks; developing information systems; doing research

### **Recommendations for 3 levels (management, teachers, administration):**

#### *I. Management*

- join an intercultural training on how to improve intercultural cooperation or leadership
- make a manual for external teachers and adjust it to all the three levels (intercultural policy, quality policy)
- use questionnaire for self-evaluation on OU platform
- provide employees with the information or skills they need to achieve change
- in socio-cultural context in Croatia the positive discrimination is not necessary but if they will as an organisation intensively work with migrants, they still have to consider its implementation in the organisation
- keep using positive measures to attract people with a migrant background to an institution:
  - creating employment opportunities through education

- strengthening the capacity of professionals to improve services related to access to the labour market and social inclusion for unemployed migrants
- migrant direct meetings with employers - OU, as an institution, mediate
- employment, education of migrant groups

## II. Teachers

- solving negative problems (mentioned in section 3):
  - better cooperation with JRS/Red Cross
  - guidelines - for new teachers, rules of conduct
  - external teacher continuously gives correct recommendations on what should be done and have the
    - autonomy to negotiate intercultural competence with providers
- use diversifying teaching methods
- classification of learners' language learning strategies involving analysis, elaboration and transformation or synthesis of learning materials, e.g. translation, repetition and involving an attempt to regulate learning through planning, monitoring and evaluating one's own learning process
- use pedagogical/didactical strategies when engaging in collaborative learning in class
- create personalized study plans
- track educational trends- continuously use of new methods/technology

## III. Administration

- start from educational point of view: how to reach migrants and how to deal with them in a way that they can successfully join the education activities

## 7.2 What is the right approach for this way of changing?

Speaking general and based on the colour model of De Caluwe & Vermaak<sup>33</sup>, the greenprint approach ('learning organisations') is the right one, in combination with some elements from blueprint (following a rational plan) and redprint (motivating and stimulating) . Organisation develop when people develop. Changing and learning are conceptually closely linked- people are motivated to discover the limits of their competences and to involve themselves in learning situations. They are provided with means for learning more effective ways of acting. The aim is to strengthen the learning abilities of the individual and the learning within the organisation. So, greenprint change is driven by people's eagerness and ability to learn. Such a change may benefit from facilitation, but this is not meant to lessen the participants' active stance.

<sup>33</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

The organisation took one step further- the interviewed persons took the test to reflect on their own thinking about preferences for different approaches to change: the leadership, project-managers, educators/teachers and staff had the greenprint change as the first choice. They all consider that learning is something that happens through interaction with others. Regardless of whether learning happens by way of inquiry, experimentation, exercises, or teaching, meaning is created through conversations. If people learn collectively, the organisation learns and as a result different organisational behaviour results and change is a fact.

Greenprint thinking is concerned with allowing and supporting people to take ownership of their learning. But the change process takes time: it is a fluctuating process of learning and unlearning, trial and error. The change “agents” (people involved in change) play a facilitating role, not a controlling one. They design learning situations, give feedback, support experimenting with new behaviour, structure communication and are learning themselves in the process.

The test result that was interesting and was not expected is the second choice of the interviewed persons. The second choice of project managers and staff was the blueprint, and for leadership and teachers the redprint change/thinking. The results of the second choice were very close to the greenprint change/thinking and it is important to see the contrasts between leadership, managers, educators and staff.

Blueprint thinking is based on the rational design and implementation of change with project management as one its strongest tools. In blueprint thinking, it is assumed that people or things will change if a clearly specified result is laid down beforehand. Controlling the change by managing, planning, and monitoring the progress is considered feasible. The process and the result are deemed, more or less, independent of people. Change is considered to be a rational process aimed at the best possible solution. There is continuous monitoring based on pre-determined indicators to check whether the activities are leading to the desired result as planned. If not, adjustments are made to achieve that which has been agreed upon within the frameworks of time, money, quality, information, and organisation. Change agents are experts on the content of the change effort. They take full responsibility for implementation and monitoring when mandated to do so.

On the other hand, the change in redprint thinking equates with people changing their behaviour. This is accomplished by stimulating people, by making it appealing to adjust behaviour. Redprint thinking strives to develop competencies and making the most of people’s talents. The aim is a good “fit” between what individuals want and what the organisation needs. Red change agents focus on people in change processes, on development of talents and optimal interaction between organisation and staff. They assume that change can be realised when people are stimulated in the right way, for instance by using advanced HRM tools. They intend to change an organisation's 'soft' aspects: management style, personnel structure and competences.



## Summary

The foremost consideration of the green change agent is: motivate and support people to learn with each other and from each other in order to establish continuous learning in collective settings (*bottom-up approach* to change).

The foremost considerations of the blueprint changer are these: Plan and organize first; use all possible expertise and do not let people's individual ideas and preferences interfere; and never lose sight of the intended result (top-down approach based on underlying beliefs that change happens because of rational analysis, planning, and implementation).

Redprint change is in the middle of green and blue, which indicates an effort to somehow combine opposites. The in-between position of redprint change may be perceived as an ambivalent reaction to contrasting worlds. It is less controlled than blue and less inquisitive than green. For type of change leadership this refers to an attempt to reconcile centralized leadership with allowing the people involved some influence. It is an approach in which the direction of the change and its planning are still top-down but implemented with those involved. Thus, the top-down approach is tempered to allow for participation, while trying to still maintain coherence and direction.

For type of change relationship redprint indicates an effort to reconcile leadership by a few with the sense of community among the many. It is an approach with a clear division of roles and responsibilities that still tries to get as many people on board as possible.

Conclusion is that the right approach for organisation is the green, but organisation must also take into consideration the red and the blue one mentioned characteristics.

## 7.3 Commitment of Management and Staff

It's obvious to the interviewer, staff and management that the organisations will be better off if they all shifted to an outward mindset. But this would be possible only if some are willing to change even when others don't—and to sustain the change whether or not others reciprocate.

Commitment for change must be horizontal. Horizontal change will help organisation become more adaptable, more collaborative and innovative (more closely to 7 stages model -intercultural organisation) which is vital in today's highly competitive and ever-evolving adult education; having in mind that personalisation, collaboration and informalisation (informal learning) are at the core of learning in the future.



# CASE STUDY REPORT POU Samobor

## 1 Development of case study

The interview was held at Pučko otvoreno učilište Samobor, on Thursday 12 September 2019 at 10am.

The interviewer was Monika Holjevac.

The interviewees:

- a secretary
- a teacher (pedagogue)
- the principal
- the head of education

The selection was done in cooperation with the head of education - Itana Bukovac who proposed people from her organisation which would be the most suitable for attending the interview session. The criteria were previously set - minimal number of interviews: 2 teachers, 1 manager, 1 supportive non-educational staff.

The interviewed people have broad understanding of diversities (even they do not have experience with migrant groups). They had encountered different people of all age groups, educational background and physical or mental difficulties which they successfully handled and incorporated into their education programmes.

## 2 Description of the organisation

### 2.1 Institutional framework

Pučko otvoreno učilište Samobor (Public open community college Samobor) is a public institution for continuous education, culture and informing.

The University performs its activity according to the following laws: Zakon o pučkim otvorenim učilištima (NN 54/97, 5/98, 109/99, 139/10) , Zakon o obrazovanju odraslih (NN 17/07,107/07,24/10), Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi NN 87/08, 86/09, 92/10, 105/10, 90/11, 5/12, 16/12, 86/12, 186/12., Zakon o ustanovama (NN 6/93,29/97,47/99,35/08, Zakon o muzejima NN142/98, 65/09, and the other accompanying Regulations. The University performs its activity according to the law, the founding act, the Statute and other general acts.

Legal framework of Public open community college Samobor is: adult education, basic adult education, secondary adult education, secondary and vocational education programs, lower education programs, retraining programs, instruction in playing musical instruments, dance lessons outside the regular education system, organizing music seminars for children, youth and adults, teaching children, young people and adults foreign languages, information literacy for children, youth and adults, realizing and promoting multicultural, national and intercultural values, organizing and promoting all forms of cultural and artistic creativity, arranging theatre, music, entertainment, film and other cultural and artistic programs of our own production or in cooperation with other institutions, organizing cultural and artistic amateurism, gallery and exhibition activity, newspaper and publishing activities, screening movies, organizing fairs and exhibitions, rental of sound recorders, video projectors, videos, musical instruments, scenery, costumes, videotapes, records and other materials, production and sale of works of art, books, audio and video materials and other teaching aids in connection with the registered activity, providing photocopying and space rental services, advertising, providing catering services (preparation and / or serving drinks and beverages) to attendees and visitors and other activities.

#### *Mission statement:*

The mission of POU Samobor as a public institution for lifelong education, culture and informing is to affirm Samobor as a centre of cultural and educational programs through its activities.

Respecting the tradition of Samobor openness to new challenges and cultural expressions, the mission of the Public Open University is to create new values in all artistic fields and to popularize cultural products and cultural creativity in the local community, region and beyond, and to promote positive lifestyles.

The mission of the POU is, through lifelong education programs, working to raise general knowledge of the community in the area of current knowledge and skills in the present time, to support the general progress of our community towards the new challenges of the modern world and the world of humane values.

#### *The general goals of POU Samobor are:*

1. Development of cultural activities: Upgrading existing programs and developing new artistic programs that will attract additional audiences, especially young people.
2. Development of educational activity: Participation in the process of raising the level of education and competences of both the individual and the community.
3. Developing and strengthening the organisation: Developing human resources, but also the presence of cultural and educational programs in the daily life of the community.

#### *Organisation structure:*

POU Samobor has been founded by the City of Samobor.

Samobor Open University is a public institution for permanent education, culture and information.

The Public open community college carries out its activity according to the following laws: Law on

Public Open Colleges, Adult Education Act, Law on education in primary and secondary schools OG, Law on Institutions, Law on Museums and the accompanying Regulations. The College performs its activity according to the law, the founding act, the Statute and other general acts of the college.

Bodies of POU Samobor are:

- Governing Council
- The Director
- Expert Council

The expert body is made up of managers of departments or centers, as follows:

- -Education department,
- -Culture department,
- -Common affairs department and the
- -Youth centre.

The Public open community college has 15 employees and around 30 external professionals who give lessons and work in the education process, none with a migration background.

Samobor Open University organizes over 500 different cultural events every year, including:

- classical music concerts, especially the renowned classical music festival “Samoborska glazbena jesen”
- theatre plays for children under the program “Dječji svijet nedjeljom u pet”
- adult theatre performances
- amateur theatre: “PAX” groups and younger “PAXići” group
- cinema, including programs for festive film premieres, summer cinema, on-the-go cinemas, “Teenoteka” teen cinemas, film workshops and free movie screenings for children “Filmko”
- exhibitions within the Prica Gallery
- multimedia events such as the Love Poetry Festival Vrazova Ljubica
- youth programs at the Bunker Youth Centre

Within the framework of information activities, the University organizes lectures on various topics such as ecology, health, child-raising, social topics, etc., under the title Civic Tuesday (“Građanski utorak”).

Adult education is another very important area of the University activity, within which a whole range of training programs in the fields of agriculture, tourism, management, sales and personal services, as well as further education and retraining are present.

At POU Samobor there are also a few programs for children, such as Code programming workshops, Dance workshop within the Modern Dance Studio.

## 2.2 Institutional in the migrant society

There are no migrants present at the moment in the area of City of Samobor, so the institution still does not have too many experiences working with those groups.

## 2.3 Human Resource Management

There is certain attention for diversity. The staff does not have to deal with major diversities. As they state, the diversities present at the University are not so notable that they would affect dealing with students in a so different way. In other words, they treat every student equally no matter of the diversities he/she might have compared to other more homogenous groups.

There are no migrants present in the area so there is not much attention for diversity considering this specific group.

## 2.4 Networking

There are no special connections or networking with migrant organisations. The staff agrees that the migrant organisations should be more connected with them in order to guide these groups and point them towards the opportunities of achieving education, cultural support and relevant information. Making connections with migrant organisations could be a major recommendation to make the next step.

## 2.5 Education

There are no data/details about the cultural background of the educational staff. Everyone who teaches, teaches regardless of their cultural background. However, there are no migrants in the educational staff.

## 3 Personal impressions of interviewed People

Positive	Negative / Challenges
<b>The institution</b>	
<b>“Diversity” in the institution</b>  The values that the POU Samobor promotes: <ul style="list-style-type: none"> <li>- individual approach, respect for personality</li> <li>- innovation in access to programs</li> <li>- flexibility for users and visitors</li> <li>- equality of all groups and respect for human rights</li> </ul>	<b>General</b>  Migrants do not cope with our system - an association is needed that can direct them (thinking of migrants from Albania and similar countries as well).

<p>There is nothing negative. The diverse people mingle, they break taboos with their diversity.</p> <p><b>Interest in “Diversity”</b></p> <p>“It is our institution the one that should be deal with promoting diversity, doing lectures, workshops on diversity - that's why we are founded.”</p> <p><b>Human Resources</b></p> <p>Inclusion is a part of the institution- e.g. having the visually impaired person as a part of the staff as an equal member.</p> <p>Inside the organisation there is a person for the protection of dignity that is defined by law.</p>	<p>There are not enough human or monetary resources for working with diversity inside or outside of our organisation.</p> <p>The physical aspects of access to the facility could be improved by providing access to people in the wheelchair to the Gallery on the 1st floor of the facility by installing an elevator.</p> <p><b>Other important diversity categories</b></p> <p>Apart from ethnicity and cultural background - which are the topics of the project institution found also important:</p> <p>Disability - mental, physical Beneficiaries of Probation - Social Work in an Institution</p>
<p><b>The educational process</b></p>	
<p><b>Diversity in the educational process</b></p> <p>Public open community college Samobor is a carrier of cultural events in Samobor, and it also pays great attention to programs of further and lifelong education.</p> <p>Samobor Open University organizes over 500 different cultural events every year Within the framework of information activities, the University organizes lectures on various topics such as ecology, health, child-raising, social topics, etc...</p> <p>POU Samobor strives to respond to the needs of every individual for education that will</p>	<p><b>The most relevant obstacles to attend courses successfully:</b></p> <p>Language Cultural differences Ours and their ignorance (not knowing how to approach and deal with differences - ours in relation to them and theirs compared to us)</p> <p><b>Challenges for trainer</b></p> <p>Language Educational background Cultural differences Effectiveness of education attendance, successfully managing learning outcomes Prejudices</p>

<p>produce employability, and to strengthen, raise awareness and encourage a new, active citizen of both Samobor and Croatia and the whole world. The individual is the active ingredient in the community. By developing an individual, a community develops, making every individual important. His needs are important to him, but to all of us. Because if we say that individual is not important to us, then soon the whole community will not be important to us.</p> <ul style="list-style-type: none"> <li>• Equality - of all social groups in access to educational content</li> <li>• Innovation - a curriculum that opens up entirely new job opportunities or extra earnings</li> </ul>	<p>Fear- lack of experience in dealing with diversity</p> <p>Intercultural competences</p> <p>No instructions regarding the education of migrants</p>
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### 3.1 Commitment with mission statement and diversity policy

Tolerant collective (staff)

The diversity will be more realised and recognised when the organisation and its people encounter differences/diversities greater than those they have had the opportunity to deal with so far (i.e. by having migrant groups etc.).

### 3.2 What should be changed?

- Connection with the support systems
- Sharing and exchange of experiences, internally as well as externally
- Increasing number of people, increasing financial resources
- Through Culture - American culture is closing diversity - non profitable movies of other cultures; people are used to watch movies of American production
- Insufficient resources (human and financial)

### 3.3 What should not be changed

The culture of the University where everyone is welcome.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

Pou Samobor is open up towards people to build trust and rapport. They have positive attitude and positive body language and use emotion to communicate their objectives.

The culture of the institution is to promote equal opportunities, so employees are guided through interaction with each other without the rulebook governing it.

The data on participants who are required to be collected by law are recorded. With the introduction of GDPR, this volume of data has been reduced in some parts. Everything is in Croatian language, as well as the web page. However, the good thing is that the staff, external teachers and leadership is multilingual.

When they first encounter with “diversity” they have not worked with before, the first step is to talk individually with the person. Then when the education start, they discuss with the whole group the topic of diversity related to that person. If a translator or assistant is needed, they provided it, but they also direct the attention of the teacher to be more open and accept the person and the assistant as well. The goal is acceptance, and the feel that everyone in this process does not have to cope with everything on their own.

The visibility of the organisation (mission document, vision diversity) is sufficient. Also, in terms of the use of means of communication that can and may be a little more international in terms of language. The focus is on Europe and is of the opinion that international languages (English) are necessary. This should be reflected in the vision of the organisation and incumbent staff should be trained to focus internationally/European.

### 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

Interviewed persons are passionately about doing work that helps others. They value teamwork, and they're always willing to pitch in or stay late if someone is behind on an important deadline. This has led to a culture of trust, friendliness, and mutual respect within the team.

Generally, they consider that the differences are not so notable (too mild) to cause change of behaviour. In other words, they treat every employee and student equally no matter of the diversities he/she might have compared to other more homogenous groups.

They look at diversity as something that happens at the moment of confronting a person- “You do not know that you have a problem / prejudice until you really confront with such groups (migrant groups primarily).” They are aware that they have successfully dealt with such situations so far, but that the differences are becoming more and more specific and that they need experience and change.



## 4.2 Perspective of personal identity and relationship

As a collective, they believe that cultural norms play a large part in interpersonal relationships at work, but they do not take behavioural norms of society for granted and reflect on reactions, preferences, and feelings, allowing them to deviate from central tendencies in Croatian society. On the other hand, they expect (based on their previous experience) from people who grow up in a certain culture, to adopt on their (Croatian) culture if they live here.

Interviewed persons also consider that the whole culture in Croatia is American-oriented to the extent that their customs are introduced, and we systematically refuse to accept other cultures and get to know them - even though they are the cultures of people who actually live in the same local community. Taught by experience, "most people" do not experience other cultures, and thus closes the window on the diversity and diversity of life.

"When you get the impact of only one culture, when someone come from another culture, you are in shock, and that's also reasonable".

They are very tolerant as individuals and collective, but they are also aware that they will only get to know their limits of tolerance when someone "different" appears. Someone they haven't had the opportunity to meet / work with.

According to organisation's workplace values people in organisation understand one another, everyone does the right things for the right reasons, and this common purpose and understanding helps people build great working relationships. Values alignment helps the organisation as a whole to achieve its core mission.

## 4.3 Arrangements and power relations

By implementing educational programs POU Samobor cooperate with many institutions and institutes, but it faces a common problem of non-diversity organisation in terms of migrants: not enough disagreement. When homogeneous leadership teams engage in group thinking, "they do not consider the outside perspective" and therefore create blind spots that will later lead them to problems.

They think that situation would be better if for example a team leader will have a team of 10 people- then he would develop and could know better in which direction to develop in terms of diversity. When increasing number of employees for the purpose of working with differences, interviewed persons requested verbal certification from leadership to get answer on such subject.

POU Samobor is aware of the fact that migrants are in their environment and they are trying to find associations / systems that will send migrants to them. But, as mentioned- there is no instructions regarding the education of migrants from the state, government, local government and self-government units or from the organisations dealing with migrants.

POU Samobor would gladly (for which there is actually a legal norm, but it was never implemented) have an INFO desk which would be a kind of bridge in providing information, forwarding, referring people, which would certainly help migrants (to be easier to connect / integrate). The INFO desk is in the Adult Education Act, but it is not funded and, accordingly, no one is employed in the whole story.

#### 4.4 Motives and motivations to work on diversity policy in the organisation

- Easier access to financial investment - special equipment is needed (access for people with disabilities, e.g. a lift in a building).
- Organisational and financial requirements
- Introducing new programs - opens new opportunities
- Enriching yourself by learning about the differences, characteristics of other people
- Upgrading existing programs and developing programs that will attract additional audiences, especially young people and migrants
- Participation in the process of raising the level of education and intercultural competences of both the individual and the community
- Developing human resources

#### 4.5 Possible benefits for the learners

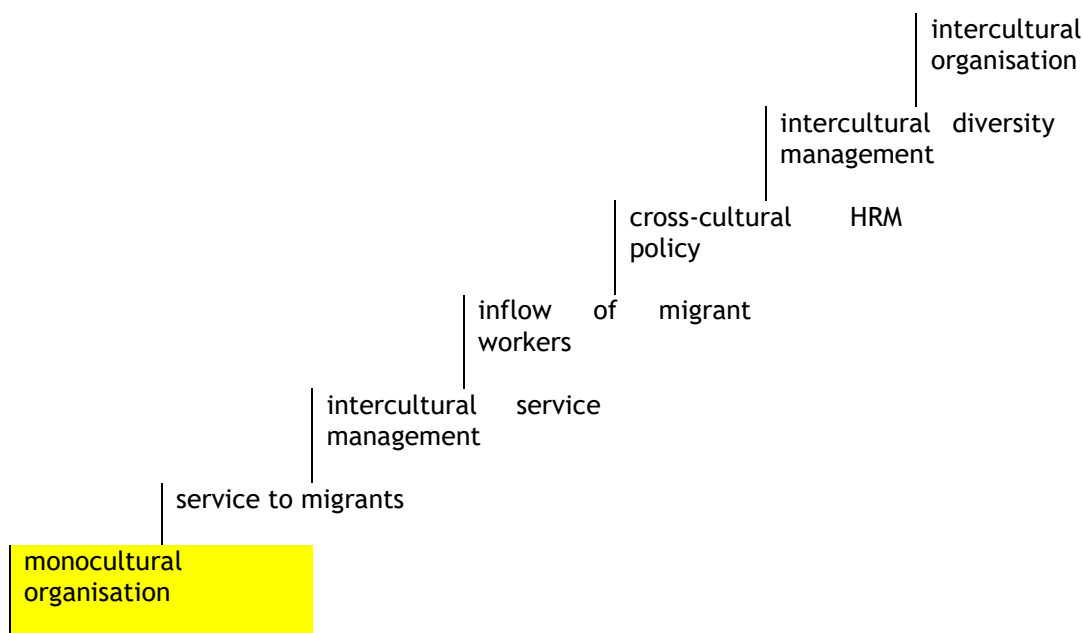
People in the POU Samobor believe that you are what you do, and they base your worth accordingly. They value performance, no matter who you are.

So, understanding that that non-acceptance of general trends and changes in the world means lag for the whole community, POU Samobor strive for the student to find the shortest path to a stable job. Jobs that will not depend on technological change in some distant eastern countries, which does not depend on the lability market, now the whole, Europe. That is why their students take practical training in companies that can later be their permanent partners in the business.

In the transfer of knowledge, they strive to find the middle ground between the adaptation of the individual and the students and the high quality of knowledge enrolled in the curricula. Their educators and expert associates are excellent experts in working with adult learners; and they want to give the learners as much lasting knowledge as possible, with awareness of the fact that the level of knowledge received is individual.

## 5 Stage of the Organisation<sup>34</sup>

### 7-STAGES MODEL



1. My organisation has migrants among its clients
2. In my organisation an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.
9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

POU Samobor is a monocultural organisation which has the ambition to be a multicultural organisation in terms of:

- reflecting the contributions and interests of different cultural and social groups in their mission, operations and provision of the product or service

<sup>34</sup> Stuurboek Intercultural werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

- members who come from different cultural and social groups and are part of all levels within the organisation, especially in those areas where decisions that shape the organisation are made (equitable distribution of power)
- including support for efforts to broaden the concept of multiculturalism

Based on 7- STAGES MODEL POU Samobor is at Stage 1 - The organisation has no customers with a migration background and there are no employees with a migration background either. Currently, the organisation does not focus on diversity policy. Nor is it its core business. It does anticipate the influx of Albanians, for example. But this is minimal.

The assumption is that the situation in the POA Samobor will change rapidly, and the next step will be the need for intercultural policy and/or intercultural training opportunities to improve this service is gradually emerging within the organisation in this "next" stage. A plan how to realise this will be necessary.

Intercultural competence is fundamental to uphold employee satisfaction, maintain retention rates, and improve financial results.

With increased contact of personnel and customers/students from diverse cultural backgrounds, there is a growing demand for businesses to understand and manage the diverse values, perceptions, business worldviews and behaviour of corporations, staff, and its customers. Intercultural communication and management is an interdisciplinary human resources field concerned with facilitating communication, management and effective interaction of personnel and students.

## 6 Change and its consequences

### *What is change here actually?*

Change is active communication with the environment, where POU is an active factor in the growth and development of the individual and society as a whole through lifelong learning.

A culture of learning, adapting, turning to the future rather than the past is something that should begin to change in all social structures. To fight for the development of our society, that is, for human and his advancement in an increasingly inhumane world, means to fight for a more humane, meaningful world.

### *What does it mean for the education process?*

Change is knowledge transfer within multicultural classrooms through inclusive learning.

The need for education of persons of migrant background that will emerge at POU Samobor requires teachers to develop in the form of enhancing intercultural competence in order to extend their role not only to the teaching of the profession, but to be able to participate in the whole integration process of the mentioned groups in the best possible way.

In addition, adult learners are known to have higher expectations than the way they are taught. They come with different experiences, often with great knowledge and perhaps much more mature than those who teach them. Traditional didactic methods are no longer sufficient, but new methods and teaching methods that have proven to be the best in adult education need to be learned.

The most important thing is to use those techniques and strategies that take into account the experience and expertise (knowledge) of an adult student / migrant / asylum seeker / minority group member. Interactive teaching methods of teaching aim to improve the quality of learning and teaching and to foster excellence in education through the development and adoption of modern teaching methods that would encourage the creativity and innovation of students / learners.

To create a multicultural classroom, it is necessary in this direction to identify specific teaching, behavioural and approaches skills that facilitate learning in the context of culturally diverse educational groups; as this will create an inclusive learning environment that removes barriers among students.

The methods adopted and the use of the tools will increase tolerance in the groups of students and, based on the developed intercultural competence, create space for inclusive learning of culturally different educational groups in the goal of integrating them.

#### *What does it mean for the management?*

Change is to broaden mind through multicultural immersion to have an objective outlook which doesn't favour one cultural approach over another.

Change is allowing more creativity and flexibility towards same goals, intentions and outcomes for improving working relationships, productivity, job satisfaction and creative potential.

#### *What does it mean for the staff?*

The change is to open opportunities to experiment, try out new talents and skills, approach tasks differently, and increase capacity.

"We all have prejudice" they said, but the change will happen if we are open and although we may not be educated we must want to approach diversity.

#### *What does it mean for the learners?*

Change is readiness for lifelong learning and awareness of the positive impact of lifelong learning on career development and employability.

Change for learners is:

- opportunity to seek lifelong learning
- gain or restore confidence in learning and education

- inclusion
- optimism and faith

Change is a moment when student, coming to the program overloaded with a negative view of their capabilities and burdened with the limitations of burdensome reality, reveals the great possibilities of development that open up to him.

### *What does it mean for the organisation?*

Change is a transfer process from the "TRADITION OF OPENNESS" to the "TRADITION OF OPENNESS TO CHANGE".

## 7 Recommendations

### 7.1 List of recommendations

Professionalism in diversity management can be developed equally across departments towards developing multicultural organisation by:

- creating more inclusive mission
- shared decision-making
- more flexible structure/roles
- information wide access, including setting up an info desk
- openly confront discrimination
- dialogue across diverse groups
- org. learning
- shared/rotating leadership
- adapting or creating services and technology for new populations

**Recommendations for 3 levels (management, educational department/teachers, administration):**

#### *I. Management*

- establish connection with the support systems - an association (JRS, Red Cross) that can direct migrants to them
- develop a support system for new users (migrants) and intercultural personnel policy
- initiate education to write and implement EU projects as well as employing people through projects
- withdraw funds at the Zagreb County level to recruit new people (greater capacity that can develop professionalism and make diversity management rules)
- do intercultural training on how to improve intercultural cooperation or leadership and for exchanging viewpoints

- develop cross-sectoral programs and financing systems (Info-desk)
- networking (institutions and associations on projects; education system, employers and other supportive institutions)
- promote examples of employee initiatives and innovations
- adapting human resources policy, particularly the division and equality of responsibilities; make teamleader responsible for the composition and the diversity of the team
- special equipment is needed (access for people with disabilities, e.g. a lift in a building).

## II. *Educational department/educators*

- development of new programs and implementation of project interventions that meet the needs of a wide variety of groups
- sharing and exchange of experiences (K1 staff Mobility)
- use teaching methods that combine the traditional teaching method with the non-traditional in order to help students gain competencies and facilitate easier access to information. These include training the trainees to solve problems, discover, innovate and teach learning as the foundation of lifelong learning

## III. *Staff*

- educate employees to write EU projects
- create web page in English

## 7.2 What is the right approach for this way of changing?

The right approach based on the colour model of De Caluwe & Vermaak<sup>35</sup> is a mixture towards a Blueprint and a greenprint approach where change and learning are the same thing, a rational plan in combination with the learning & development process.

The Blueprint approach is a rational process based on a strong plan, supported by management and staff. The idea is: think first and then act according to plan. Probably you also will need support from experts in the field and project managers

The greenprint approach is a believe that organisations develop when people develop. Only when they see new things and can handle them, behaviour will change.

This means that the green change leader (organisation/individuals/management/educators) puts people in learning situations. People hold up a mirror to each other, experiment and find out what works. Training and coaching play a role but learning at and on the job as well.

<sup>35</sup> <sup>35</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

Change agents focus here on helping others discover the limits of their competences and to learn more effective ways of acting. The process is characterized by setting up learning situations, preferably in groups as these allow people to give and receive feedback as well as to experiment together. Whenever possible, learning is co-created with participants who strengthen their learning abilities in the process, and facilitators help those involved to become facilitators in their own right.

### 7.3 Commitment of Management and Staff

The foreseen process of change requires a well-considered plan, strongly supported by the management. The management needs to take the initiative and facilitates head of departments, team coordinators and staff to implement the necessary steps to realise the plan.

Generally, it is important that the plan is based upon:

- creation of a workplace culture that is rich with information
- encouraging curiosity and experimentation
- serious career development opportunities
- handling dynamic development boundaries

We propose as main concrete points of the plan:

- To endorse migrant organisations in collaboration and in directing people to POU
- To break the monopoly of American culture and replace it with more information on European cultures
- Deconstructing the American culture as a gathering place of diverse migratory cultures
- Improving the facilities for disabled people
- Share decision-making in the organisation
- Integrate diversity in all educational and cultural programmes
- Transform culture in a more multicultural European culture

Lack of financial resources should not be an excuse to do nothing. The process of change can be started without financial resources and for new measures there are possibilities for crowdfunding as well as European subsidies.

The management has to learn to manage differences effectively and engage in new and more equitable power relations and to create settings for learning by using organisation development interventions, allowing people to become more aware and more competent on their job

The staff has to be “open-minded and adaptable to new situations and people from different countries and curious to learn about how different cultures communicate, live, and work together”. One thinks of an introduction of an information desk, a sort of help and info desk professionally supervised in order to better manage the flow of information. Teachers are asked to train themselves and to work more and more with new teaching methods that are not embedded according to traditional patterns. Working on new programmes is also required. Aimed at new learners as groups. New skills are



required. Especially when it comes to international/European work to raise additional funds (third money flows), an internal change process is needed.



# CASE STUDY REPORT VHS Chance

## 1 Development of case study

In this case study report we present the results of desk-research about the institution in general and the results of interviews carried out with employees working on different stages. In consequence to the results of these steps we analyse the situation in the institution under the focus how far it is in implementing diversity management and on its way to an open and intercultural provider of training and education. In the last step we conclude some recommendations for improvement.

For the desk research we used the website, the mission statement, the printed program, leaflets and additional information from an administrative employee.

The 4 interviews have been carried out in June / July 2019 in the institution in Hannover. The selection of interviewed people has been:

- The headmaster of VHS Chance (HM)
- Two teachers out of different areas:
  - T1 Teacher for German as Foreign Language in integration courses
  - T2: Teacher for accountancy in the sector commercial retraining
- An office clerk in the front office of “Job and Career”, one part of VHS Chance: C

In this way, we got different impressions about VHS Chance. The teachers are busy in different areas with different target groups. In addition, we chose people who have been employed for a long time-period in the institution and those who have been working there only for a couple of years. We had two interviewees who are migrants and two Germans.

## 2 Description of the organisation

### 2.1 Institutional framework

VHS Chance is part of the “Fachbereich Volkshochschule”, a department of the municipality of Hannover. Thus, for VHS Chance the legal frameworks of “Fachbereich Volkshochschule” and the municipality of Hannover are compulsory. An advisory board facilitates the communication between city council and institution. The institution is financed by public subsidies from the municipality, the Ministry for Science and Culture of Lower Saxony, third party funds (e.g. employment agency, social assurance, European Social Fund, European Commission) and the fees of participants.

The institution is located in the City Centre of Hannover, the capital of Lower Saxony with 558.799 inhabitants. 30.8% of the total population has migration background, what means that they have a foreign nationality including those who have both: the German and the foreign one. 61% of these people are in the working age between 18 and 60.

VHS Chance carries out its program mainly in three different buildings and a couple of rented rooms in many parts of the city.

There exist two mission statements, one general and one specific for the educational counselling service. Both contain formulations showing openness. There is one for the counselling service: “It is accessible for all people and does not cost any fees ...” and a general one: “We are orientated on the needs of all inhabitants of Hannover and take especially into account the needs of deprived people and of the ones who have become unused for learning...”).

VHS Chance works under the leadership of a headmaster (Dr. Susanne Kannenberg) and is divided in three sectors, each under a head of department:

1. Integration: Centre for Basic education, Program for migrants (German as foreign language, integration courses, courses for special target groups, integration guides), and educational counselling.
2. School of second chance: Courses for people without school-leaving certificate.
3. Job and Career: Courses in IT, soft skills and accountancy for everybody, certification system (IT and accountancy), training for employees in enterprises and for the municipality of Hannover, retraining for unemployed people, European projects.

A huge part of the provided training is a kind of formal education: school-leaving certificates, integration certificates, languages certificates “German as foreign language”, accountancy certificates and last but not least the formal exams for completed apprenticeships are aims of the course. Only a couple of further education in the area of IT and partly German as foreign language are non-formal ones. The aim of VHS Chance is to provide education especially for marginalized people and to foster their integration and their welfare in a holistic approach. That means in an idealized model:

- Imagine, there is someone who is not able to write and read and his German is basic.
- So, he starts in the Centre for basic education and learns reading, writing and improves his German. Then she/he continues in special language courses. In the next step she/he enters the school of second chance, gets his school leaving certificate and starts a retraining in Job and Career (“Chain of education”). The whole process is accompanied and supported by one of the counsellors.

- In European projects, new methods were experienced and innovative approaches may be implemented.

## 2.2 Institution in the migrant society

VHS Chance tries to facilitate the access to the building using a close guidance systems in the floors with pictograms instead of language for people who are not able to read and write in a certain way.

Partly, some staff, some teachers are speaking other languages because of their individual history. For reaching fewer mobile people we offer courses in certain parts of the town. At the moment, some projects are going on reaching those groups using their networks, their clubs. Exhibitions and events have been set up under topics related strongly to those target groups, involving network partners. Nevertheless, communication channels should be improved.

Specific support for migrants is provided: Educational counselling for migrants, some staff speaking foreign languages (mostly English).

In the public, the institution presents itself as an open one, which invites all people to come. For example, the leaflet for retraining shows people with different cultural background, on the general printed program the cover shows pictures from people in different combinations (e.g. man and man, one dark, one pale), but on the other hand the institution publishes everything only in German.

## 2.3 Human Resource Management

VHS Chance employ 69 contracted employees and more or less than 55 free-lancers. Furthermore, there is an administration for the whole Fachbereich (accountancy, IT, service and organisation, technical support, caretaker) employing 21 people.

The contracted employees are divers in terms of age, gender, sexual orientation, cultural background. 10 of the 69 have migration background. For the free-lancer exact figures are not available. They are divers in terms of age and gender, but there are only very few migrant trainers.

Migrants are working in VHS Chance on several levels: One is head of a department, three are clerks and the others are teachers.

In the job-advertisement “male, female and divers” are invited and people with migration background and disabled people are asked especially to apply. It is pointed out that a photo is not wanted attached to the application documents.

The institution offers flexible working conditions in the meaning that the start and end of daily work is flexible. In addition, someone can apply for a mobile working place for enabling someone to work partly at home. However, halal food or a prayer room are not provided (but for instance vegetarian food is provided every day and that meets the requirements of most religions). The VHS Chance is a secular institution and any kind of religion must be left out of the institution.

### *In the process of job-advertisement:*

Everybody in the institution needs intercultural competence, because everybody gets in contact to clients. Thus, the institution is checking the CV to verify if the person has professional experience with intercultural challenges and/or appropriate further training, that is compulsory. Indicators for this professional experience could be e.g. working with intercultural groups, in an intercultural organisation, with refugees. The indicators are not clearly defined.

Roleplays in the assessment interview with intercultural content are obligatory.

It is compulsory to follow the interview-guide strictly. The expected answers are described as well. That guarantees comparability and provide a base for decision independent of the person.

### *On the level of leadership:*

The internal agreement about development of leadership qualification including “leading in dialogue” incorporates that further training of intercultural competences for leadership is compulsory.

One module in the leadership qualification comprises the critical analysis of own communication and the confrontation with unusual communication behaviour.

The legal frameworks of collective wage agreement (Tarifvertrag) and those of municipality of Hannover do not allow employing somebody without recognized qualification, this is why comparable abilities, qualifications and professional experience are not acknowledged.

## 2.4 Networking

VHS Chance is networking with a wide range of organizations and bodies, busy in different areas. Among them are migrant organisations. VHS Chance is responsible for the “Hannover Diversity Network” in cooperation with another institution. This network includes NGOs, adult education centres, public bodies and a few enterprises. Concretely VHS Chance cooperates with a refugee organisation (“Unter einem Dach”) for organizing common events, and it is part of the network “ALBuM”, which in origin has aimed to foster the entrepreneurship and the employability of migrants and follows cultural approach. Nowadays ALBuM includes Adult Education Centers and Turkish and Iranian organisations. In addition, cooperation with a Bulgarian association works very productive.

Especially for the training and education of migrants, VHS Chance cooperates with other AE institutions in the way that participants will be forwarded to them if VHS Chance does not provide the right offer at right time. In this way we avoid that participants have to wait for their (language-) training.

Network partners are invited to all events frequently.

However, the migrant organisations are not involved in recruitment campaigns. Nowadays, there is a high demand for courses and so VHS Chance does not organize any recruitment except publishing the program in printed and online version.

## 2.5 Education

The educational staff is divers, because, some of the teachers have migration background (not a lot), different sexual orientation, mostly are female but there are some men as well. However, no disabled people are teaching.

Special support for participants with difficulties in some specific subject is provided: additional lessons are provided; migrants are allowed to use a dictionary, peer-to-peer learning, tailor-made courses for different stages of knowledge and learning ability.

VHS Chance provides support to teachers for handling intercultural conflicts. Training sessions for intercultural competences are organized for all the staff including the teachers. Furthermore, teachers are educated for carrying out intercultural social training with their students.

The methodologies in the courses promote integration, for example in the long-term trainings the welcoming sessions are orientated on getting to know each other and coming together for establishing a collaborative learning environment. Learning sessions are organised in small heterogeneous groups; the participants are obliged to speak German in school for avoiding separated mother tongue related groups.

## 3 Personal impressions of interviewed people

Positive	Negative / Challenges
<b>The Institution</b>	
<p><b>“Diversity” in the institution</b></p> <p>VHS Chance is great! Its work is very important for the society. The VHS Chance gets on very responsible with the people and overtakes its social responsibility.</p> <p>There is a high identification with the subject “Diversity” in the institution.</p> <p>Diversity in the institution is visible:</p>	<p><b>General</b></p> <p>The bureaucracy is overwhelming. Things should be organized in an easier way. The collaboration in the team should be on eye-level, hierarchy should not play such a role.</p> <p>Decreasing the bureaucratic barriers under the aim to realise our successful work in a better way. That would be a benefit for all the clients.</p>

<p>Wide range of origin countries and background of participants in the courses foster the interest of participants in the subject and in each other</p> <p>The lessons in those groups are more vibrant</p> <p>Very diverse teachers (different cultural background, different sexual orientation and partnerships).</p> <p><b>Interest in “Diversity”</b></p> <p>Benefit from the advantages of diversity:</p> <p>Divers teams means different experiences</p> <p>Different identification targets for participants or possible participants</p> <p>Different perspectives on our work and in addition, sublime discrimination would be identified and eliminated</p> <p><b>Positive measures</b></p> <p>Arrival courses for refugees: starting with a training in their area the participants get a smooth transfer into further education in VHS Chance. The formal certificate presentation shows them how they can proceed further.</p> <p>The complimentary German lessons in the retraining enable migrants to succeed in job qualification.</p> <p>The basic education provided in cooperation with a Bulgarian club reach a part of the society which usually do not participate in further education.</p> <p><b>Human Resources</b></p> <p>The diversity of human resources, the openness towards all kind of colleagues.</p>	<p><b>Other important diversity categories</b></p> <p>The category “Gender” is important for the VHS as well. Mainly women are working in VHS Chance. Attracting different target groups mean to offer different types of staff for identification. Different gender in the human resources fosters a cooperative and balanced teamwork.</p>
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The educational process	
<p><b>Diversity in the educational process</b></p> <ul style="list-style-type: none"> <li>• To be open for the students' questions challenge us to find new answers. Doing so makes the lessons more vibrant and authentic, which can empower the participants really.</li> <li>• The different experiences people are bringing with them make us rich.</li> <li>• The participants may reflect their prejudices concerning a homogenous society and developing a new perspective.</li> <li>• That we do not only teach them the subject matters. We are aware for the participants in a holistic way, included all the challenges of their integration.</li> <li>• Participants with a wide range of cultural background who point out frequently, that they feel comfortable in the training and in the institution.</li> </ul>	<p><b>The most relevant obstacles to attend courses successfully:</b></p> <ul style="list-style-type: none"> <li>• Trauma (war, flight) and uncertain residence status of refugees causes depression and sleeplessness. Therefore, they cannot meet the expectations to be at school at time and work concentrated.</li> <li>• In addition, a lack of school education in their home country is a problem, because those people are not used to learn.</li> <li>• Language</li> <li>• Financial and bureaucratic barriers</li> <li>• Gender under the focus that in some cultures women are not allowed to attend courses with men together.</li> <li>• Lack of supporting framework e.g. childcaring</li> <li>• The (financial) supporting structures do not reflect their reality of life.</li> <li>• Migrant communities do not see VHS Chance as "their" institution, similar institutions do not exist in their origin countries; education is task of the family. Externalising education is a feature of Western societies</li> </ul> <p><b>Challenges for trainer</b></p> <ul style="list-style-type: none"> <li>• Participants have very different expectations towards the teacher's activity: Some of them are used to learn</li> </ul>



	<p>repetitive and not self-responsible. In their opinion, the teacher alone is responsible for successfully learning not the students, that means failure is his mistake and not in their responsibility. Teaching that everybody is responsible for his learning process and its results is a challenge.</p> <ul style="list-style-type: none"> <li>• Heterogeneous biographies of education</li> <li>• Dealing successfully with the experiences of discrimination and failure</li> <li>• Experiences with physical sanctions in schools</li> <li>• Lack of language skills</li> <li>• Incredible high expectations comparing to what they would invest their selves into the success of learning. This is mainly a problem with students from Russia. Moreover, they are not very cooperative with the other students.</li> <li>• A lack of discipline (attending the lessons at time, carrying out the homework, informing about illness and so on).</li> <li>• Sometimes female teachers are not accepted and, in some cases, students do not accept any teacher, they only want to argue with someone on the higher level in the hierarchy.</li> <li>• Problems to find an internship and a job for women with a scarf.</li> </ul>
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### 3.1 Commitment with mission statement and diversity policy

“I agree totally, it is our main focus and important for the identification” has been one answer. It expresses that we are not a “school” but an adult education institution with an appropriate learning environment. It expresses our aim to be an institution for everybody in the region: everybody is welcome; nobody should be discriminated and excluded from education. A special diversity policy does not exist.

### 3.2 What should be changed

Three of the four interviewed persons did not know the mission statement. The mission statement should be discussed on all levels and probably revised. A diversity policy could be added.

Decreasing the bureaucratic barriers under the aim to realise the successful work in a better way. That would be a benefit for all the clients. Unfortunately, it would not be possible, because of the obligatory legal framework.

Better information about the offer and the processes for this target group. E.g. about opening hours. Basic information in English on the website (contact persons, opening hours) should be provided.

Diverse, intercultural learning groups face teachers with new and great challenges. To the question: “What problems are relevant in the everyday life of teachers, what can be done to better support teachers?” the answer was “ An exchange should be initiated and a guideline for dealing with these problems should be developed or training should be offered”.

### 3.3 What should not be changed

The openness, tolerance and the communication on eye-level with each other, dealing with all in a fair way are a benefit for the institution and the people who work and learn there. The supporting atmosphere is very helpful for the trainers, but for the participants as well.

The openness, tolerance and the communication on eye-level with each other, dealing with all in a fair way need to be continued.

## 4 Analysis, interpretations

### 4.1 The language regarding diversity within the organisation

The institution has a self-perception of openness for everybody. But it is only partly realised, e.g. no information in other language than German are provided, second language is not compulsory for staff in a higher position (e.g. department heads).

So the language skills of staff are not sufficient and need to be improved. The offer to learn a second language for free in the working time is not demanded as expected.

Related to the dimension “Gender” the institution uses a neutral language (female, male and third gender are included using a star: e.g. Lehrer\*in).

## 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

The headmaster described everything very positive; she has detailed knowledge about the formal framework.

The teacher in the integration courses claimed about bureaucratic barriers but has a total comprehension for her students. “The different experiences people are bringing with them make us rich. The key is the general love to each human being and overcoming prejudices - then diversity will be very positive for all”. And: “The VHS Chance gets on very responsible with the people and overtakes its social responsibility”. All the stuff about networks, mission statement, human resources are not her business - she likes to teach divers groups - that’s it.

The teacher in the retraining is more critical with the students and describes a lot of challenges. Understandable regarding the situation: the retraining is financed by the employment agency and the participants have to pass an external exam at the end.

It is remarkable that beside of the headmaster nobody knows the mission statement!

For a clerk in the front office the situation is completely different. She faces the challenge to deal with migrants day-by-day. For her these challenges are practical experiences and not theory. So, she described them very concrete, but she concludes with her positive view:

“We need patience, openness, empathy, mutual comprehension and the willing to accept the differences. ... The participants are very divers. We have to advise them and they talk about themselves. In this way, we get to know a lot about each other.”

## 4.3 Arrangements and power relations

The institution is integrated in the municipality of Hannover and obliged to follow their rules. For example: There exists a binding policy for gender equality and a gender commissioner. Some interviewees requested to change it into a diversity policy. But that’s a task for the city council and not the institution. If the institution decides to carry out further training in diversity awareness, the budget for this training has to be confirmed by the city council. So, the scope of action is limited and the first and important step should be: what can be done within the limits?

The power to start implementation procedures is in the hands of the headmaster in collaboration with the department heads and their teams. The administrative sector has to be involved.

## 4.4 Motives and motivations to work on diversity policy in the organisation

The motives are different. One is to follow the general idea of Volkshochschule: “It is a duty of VHS Chance with its social responsibility to support migrants in their process of integration. We have to empower them to step into the job-market. For this reason, we have to educate and train them with

subject matters and with the knowledge about “Does” and “Don’t” in the German working environment. However, we have to integrate them in our institution for doing so” (Teacher).

Another one is visible in the view of the teachers who work practically with the different groups: they face the challenge to teach divers groups in their daily work. So for them it is more the requirement to get a supporting environment for their work. Partly they are migrants their selves and know the problems and challenges to be integrated and want to support their participants. For the clerk it is nearly similar.

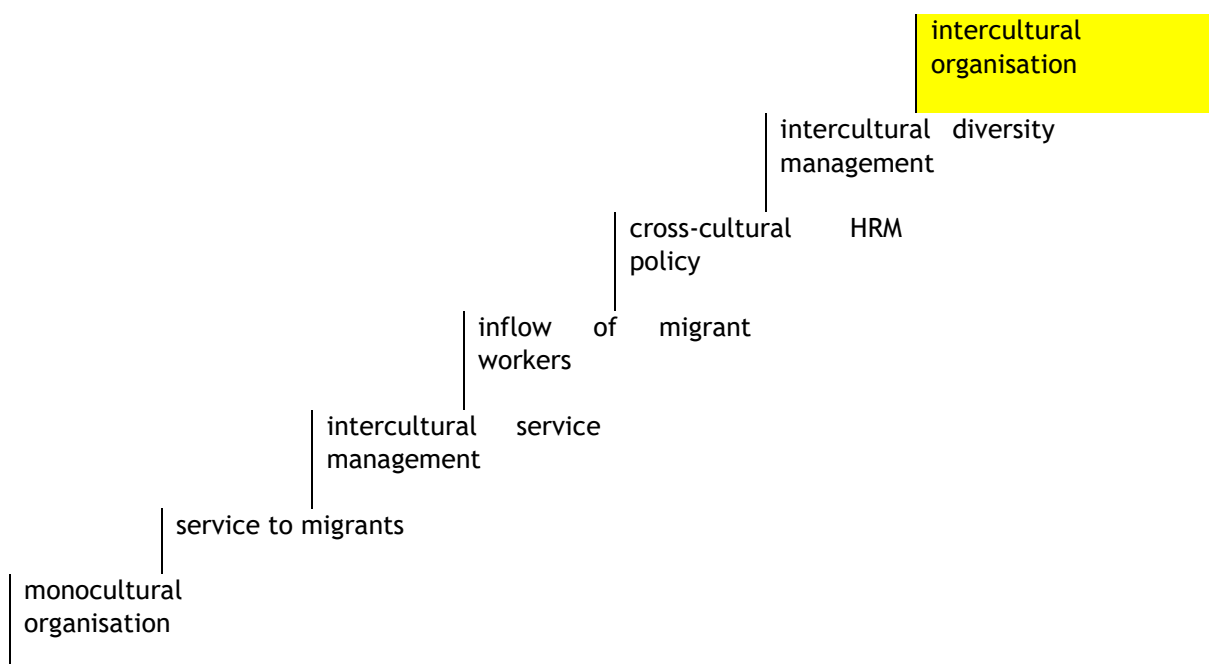
The view of a headmaster is also that migrants are part of the society and thus should be participants in the courses. The figures (number of participants) play a role in this thinking, for sure. Inviting migrants in the institution needs an institution which reflects their diversity management.

#### 4.5 Possible benefits for the learners

- Getting information about education in an adequate way (language).
- To attend courses which match their specific situation and getting support if needed.
- Feeling welcomed in the institution.
- Finding people from similar culture in the institution makes them more familiar with it.

## 5 Stage of the Organisation<sup>36</sup>

### 7-STAGES MODEL



<sup>36</sup> Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

1. My organisation has migrants among its clients
2. In my organisation an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.
9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

It is visible, that the institution is on an advanced level in their intercultural and diversity management. The outcome of the test for VHS Chance is stage 7: specific intercultural policies and training are an integral part of the organisation's quality policy. Cultural diversity has become an added value. The benefits for the organisation are clear and everyone experiences them as such, although there exist different views on how diversity is practised. The long democratic tradition of the institution and the situation in a multi-cultural city are main reasons for this positive result for sure. Nevertheless, there is some improvement necessary. So, on the next pages we will identify at first what "change" would be expect and what would be the benefit for different stages of the institution. At the end we will formulate some recommendations how to proceed with the improvement of diversity management in the institution.

## 6 Change and its consequences

### *What is change here actually?*

The vision of implementing a real change management is for the institution unrealisable (it is part of the municipality). We may improve things but not totally change them. Improvements could be:

- Sensitising staff for cultural awareness through additional training and coaching
- Improving the information for participants (multilingual, adapted to the needs of target group)
- Discussion and revision of mission statement through a reflection day or by external guidance

### *What does it mean for the education process?*

- Better access to the courses
- More comfortable communication with the institution, feeling more familiar
- Getting to know in an easier way what the aims of the institutions are.

### *What does it mean for the management?*

- Looking for resources to support the process (human, financial, intellectual resources, time)

- Persuasive efforts
- Reflecting their own competences

Regarding these requirements, it is obvious that the human resources department must be involved.

#### *What does it mean for the staff?*

- New challenges and development of competences!
- Accepting that they are not perfect, they have to learn
- Motivation
- Spending time for other things than business as usual
- Being better prepared for dealing with the diverse trainers and participants

#### *What does it mean for the learners?*

See educational process

#### *What does it mean for the organisation?*

- Staff need time for training and discussions
- Reflection about the aims of the institution
- Spending time and money for the measures
- Getting better qualified staff and better performance in the public
- Probably more participants/trainers/staff with migration background

## 7 Recommendations

### 7.1 List of recommendations

The VHS Chance is definitely on an advanced level of intercultural organisation. But nevertheless, some lacks and subjects of improvement could be identified:

1. Only one of the interviewed employees knew the mission statement. Moreover the mission statement includes general openness as an aim; a concrete diversity policy is missing.

Our recommendation: Discussion about the mission statement and its revision e.g. through a reflection day and/or by external guidance. Probably the mission statement could be more compact for facilitating the reading and understanding. An explicit diversity policy should be included.

2. The institution has a self-perception of openness for everybody. But it realizes it only partly, e.g. no information in other language than German are provided, second language is not compulsory for staff, not even for the leaders). So the language skills of staff are not sufficient and need to be improved through additional training. The offer to learn a second language for free in the working time is not demanded as expected.

Our recommendation: motivating employees to learn a second language in the provided programme

3. As mentioned above all information about the programme, the organisation, opening hours and so on are only provided in German.

Our recommendation: the long-term objective should be a bilingual website (German, English), in short-term perspective the basic information (e.g. opening hours, enrolment, counselling, contact for different languages) should be organized.

4. Diverse intercultural learning groups face teachers with new and great challenges. What problems are relevant in the everyday life of teachers, what can be done to better support teachers? An exchange should be initiated and a guideline for dealing with these problems should be developed or training should be offered.

Summarizing in the “small picture” (the short term perspective) the VHS Chance should disseminate a readable and well-known mission statement, providing bilingual (or trilingual including French) information on the website, improving the language skills of staff and developing supporting structures for teachers. On the long-term perspective (the “big picture”) the VHS Chance needs to develop and implement a continuous reflecting and monitoring system for diversity policy to assure that it is alive (maybe implementing a yearly reflection).

The institution is organized in a hierarchic way but interaction and communication, the work in teams, play a huge role. Thus, an approach is important which integrates the people and avoid top down processes. An open exchange about the reception of the diversity in the institution could be the starting point for an interactive bottom up process.

## 7.2 What is the right approach for this way of changing?

There are different views on the stage of diversity in the institution, but nevertheless some lacks have been pointed out of all interviews. Thus, an open exchange about the reception of the situation, the gap between theory and practical work, and the organisational requirements should be the right way. In some dimensions the organisation is definitely advanced in dealing with diversity, other need improvement. The institution is organized in a hierarchic way but interaction and communication, the work in teams, play a huge role. Thus, an approach is important which integrate the people and avoid top down processes.

Based on the colour model of De Caluwe & Vermaak<sup>37</sup>, which demonstrates colour thinking as an accessible expression of different change management traditions, we advise in this case the following “greenprint” approach for change. This brings people together in learning situations, in a learning

<sup>37</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

process, to solutions that people find together. Interventions such as training, coaching and open systems planning must be followed by a supervisor, who supports people and targets setting and communication, could be very helpful. The result is outlined, but not absolutely guaranteed: the pitfall lies in excluding people who definitely needs to be involved and it could be a lack of action, when discussion is not transformed in decisions.

#### 7.4 Commitment of Management and Staff

Summarizing, I can consider that planning and organizing a whole change process is too huge for this institution and its situation. The institution is integrated in the municipality of Hannover and that is why it is obliged to follow their rules. For example: There exists a binding policy for gender equality and a gender commissioner. Some interviewees requested to change it into a diversity policy. But that's a task for the city council and not the institution. If the institution decides to carry out further training in diversity awareness, the budget for this training has to be confirmed by the city council. So, the scope of action is limited and the first and important step should be: what can be done within the limits?

The organisation is a huge one with different departments. So, what we can do is identifying the lacks and the gaps in their dealing with diversity and supporting them to solve the gaps and to improve their work. The management is requested to operate and act as problem owner!





# CASE STUDY REPORT VHS Kursprogramm

## 1 Development of study

In this case study report we describe the policy and practice of VHS Kursprogramm to the extent not already described in the case study on VHS Chance. For the more general information about VHS Hannover we refer to that case study.

For the desk research of VHS Kursprogramm we used the website, the mission statement, the printed program, leaflets and additional information from an administrative employee.

The 5 interviews have been carried out in in September/October 2019 in the institution in Hannover. The selection of interviewed people has been:

- The department head Foreign Languages - English: DH1
- The department head Cultural Education: DH2
- Two trainers out of different areas:
  - T1: Trainer for stick fighting
  - T2: Trainer for Photography and Design
- One office clerk responsible for service and organisation: C

In this way, we got different impressions about VHS Kursprogramm. The trainers are busy in different areas with different target groups. In addition, we chose people who have been employed for a long time- period in the institution and those who have been working there only for a couple of years. We had one interviewee who is a migrant and four Germans. As the position of the headmaster is vacant at the moment, we decided for getting a wider range of information to interview two different department heads, one for language courses, one for culture.

## 2 Description of the organisation

### 2.1 Institutional framework

VHS Kursprogramm is part of the “Fachbereich Volkshochschule”, a department of the municipality of Hannover

VHS Kursprogramm usually works under the leadership of a headmaster, but it is vacant at the moment (the new one will start in January 2020). The institution is divided in three sectors, each under a head of department:

1. International: language courses in 26 different languages.
2. Active: courses, events and exhibitions under the topics - communication and social competences, health, cooking, ecology, culture and for special target-groups.
3. Political Education: lecture series, events, exhibition to relevant political themes.

VHS Kursprogramm offers courses for special target groups e.g. women, disabled people or seniors beside of the general program open for everybody. The work of the VHS is to be located in the field of non-formal education. In the field of pedagogical education, however, participants can acquire certificates. Since these certificates (VHS concept) consist of very different modules, there is close cooperation with other adult education centres in the region.

The aim of VHS Kursprogramm is to provide adult education for a fulfilled life, for enabling someone to participate in the society.

## 2.2 Institution in the migrant society

In the development of the program the focus on migrants has been extended in the last years. So for example the program “New in Hannover” for “new arrivals” or the “Stories of 1001 night”: a cooking class with storytelling for 25 refugee women, young and old people are successful. Multilingual courses have been developed in the last time: painting, singing and crafting in English, cooking courses offered by migrants in German, trainers present their home country in German and so on.

In the public, the institution presents itself as an open one, which invites all people to come.

## 2.3 Human Resource Management

VHS Kursprogramm employ 19 contracted employees and more or less than 400 free-lancers. Furthermore, there is an administration for the whole Fachbereich (accountancy, IT, service and organisation, technical support, caretaker) employing 21 people.

The contracted employees are divers in terms of age, gender, sexual orientation, but only a few ones have a different cultural background (4 employees). Regarding the freelancer it is totally different: appr. 50% of them have migration background (there are no exact figures available). The migrants are working on several levels: Two are department heads and two are clerks.

In the job-advertisement “male, female and divers” are invited and people with migration background and disabled people are asked especially to apply. It is pointed out that a photo is not wanted attached to the application documents.

The institution offers flexible working conditions in the meaning that the start and end of daily work is flexible. In addition, someone can apply for a mobile working place for enabling someone to work partly at home. However, halal food or a prayer room are not provided (but for instance vegetarian food is provided every day and that meets the requirements of most religions). The VHS Kursprogramm is a secular institution and any kind of religion must be left out.

### *In the process of job-advertisement:*

Everybody in the institution needs intercultural competence, because everybody gets in contact to clients. But the interviews showed a gap between the need of intercultural competence on one hand and the assessment of intercultural and social competence in the advertisement procedure in the other hand. The requirement of intercultural competence is a theoretical one and not practiced. E.g. a second language is not been asked!

It is compulsory to follow the interview-guide strictly. The expected answers are described as well. That guarantees comparability and provide a base for decision independent of the person.

### *On the level of leadership:*

The internal agreement about development of leadership qualification as well as “leading in dialogue” includes that further training of intercultural competences for leadership is compulsory

One module in the leadership qualification incorporates the critical analysis of own communication and the confrontation with unusual communication behaviour.

But in reality, as expressed by interviewed:

“Not at all! There is a program for developing management competences, but the need is higher than the offer. Managers are not well prepared; often they do not know how to act in their rule. It is a fault of administration! Social behaviour does not play a role in the decision about a manager. A feedback of employees towards their chiefs is missing.”

The legal frameworks of collective wage agreement (Tarifvertrag) and those of municipality of Hannover do not allow employing somebody without recognized qualification, this is why comparable abilities, qualifications and professional experience are not acknowledged

## 2.4 Networking

VHS Kursprogramm is networking with a wide range of organisation and bodies, busy in different areas. Among them there are migrant organisations, e.g. Integration guides, binational associations, Migrant-Network, Migrant Associations and the Culture- Office which is among others responsible for the exchange with partner cities. They cooperate for developing the offer and organizing common events.

Network partners are invited to all events frequently.

## 2.5 Education

The educational staff is divers, because appr. 50% of the trainers have migration background. The aim of the educational work is to integrate all participants independent of their preconditions. So the task of the trainer is: to treat everyone equally, keeping in mind that everybody has the same rights and duties, bring the group together and integrate all. The trainers work in a holistic approach and generally do not provide specific support. As most of the courses offer informal learning and do not

finish with a common certificate, the goal is not to reach a common standard of knowledge for a certificate but to get individual learning progress.

The methodologies in the courses promote integration. The wide range of interdisciplinary courses (e.g. Greek cooking and photography) to integrate different culture into the offer fosters also integration. The basics of this methodology are openness against other behaviour, patience, and very important: to agree binding rules and to enforce them consequently.

### 3 Personal Impressions of interviewed people

Positive	Negative / Challenges
<b>The institution</b>	
<p><b>“Diversity” in the institution</b></p> <p>The institution keeps it in mind, the interaction between all the people from different origins works on eye-level.</p> <p>The idea that everybody can learn from the others enrich the offer and the content. Various trainers are important for various participants.</p> <p>All the staff of VHS Kursprogramm is very supportive in all challenges related to diversity.</p> <p>A lot of different activities are carried out to enforce the dealing with diversity: Japanese week, cooking classes of women (where women out of different countries are cooking together), storytelling, exhibitions</p> <p>Diversity in the institution is visible:</p> <p>Wide range of origin countries and background of participants and trainers in the courses</p>	<p><b>General</b></p> <p>The institution does not present the diversity of society, lack of migrants, in the top management no one (middle management yes). The institution aims to employ more migrants but actually there are no qualified applicants. The institution has a self-perception of openness for everybody. But it realizes it only partly, e.g. no information in other language than German are provided, second language is not compulsory for staff in a higher position (e.g. department heads).</p> <p><b>Other important diversity categories</b></p> <p>Better integration of disabled people, barrier liberty is not guaranteed in all places. The participation of disabled people in the general courses should be supported. There are only very few ones in the general courses. Gender is no more a topic. “When I started, for me as a woman it was a challenge to train men in IT. Nowadays the communication is on eye-level, they accept me totally.” (trainer) But gender</p>

<p>foster the interest of participants in the subject and in each other</p> <p>The offer reflects the diversity also! Beside of the multilingual courses the wide range of language courses, the cooking, cultural or sportive courses from all over the world show the diversity</p> <p>The impression when you get into the building: You see a lot of diverse people (participants and trainer), that has been definitely increasing for the last years. The staff is partly divers as well. “I am fascinated about this diverse picture each time when I enter the building” (trainer)</p> <p><b>Interest in “Diversity”</b></p> <p>It is not important for the quality of work but for the cooperation and interaction: Divers trainers are important for diverse participants.</p> <p>The society is divers thus the public institutions have to be it as well. It is part of the main idea „Education and Training for everybody “, which is the guiding principle of Volkshochschule</p> <p>Thus, the institution has to be accessible for everybody, everybody should feel being welcomed</p> <p>Acceptance, openness and tolerance are values of the institution. VHS Kursprogramm has to show, that it realizes definitely these values.</p> <p><b>Positive measures</b></p>	<p>in the meaning of all kind of gender, not only man and women and different sexual orientation should be on the focus as well.</p>
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<p>Multilingual courses have been developed in the last time: Painting, singing and crafting in English, cooking courses offered by migrants but in German, trainer present their home country and so on</p> <p>Stories of 1001 night: a cooking class with storytelling for 25 refugee women, young and old ones, is a success.</p> <p>The program “New in Hannover” for “new arrivals” is provided in English and German and is a success</p> <p>Hannover Aktiv pass (people who live from social subsidies may participate in courses for very low price)</p> <p>The wide range of interdisciplinary courses (e.g. Greek cooking and photography) to integrate different culture into the offer</p> <p>The events and exhibitions show diversity and the interest of the institution on this topic</p> <p><b>Human Resources</b></p> <p>The diversity of human resources (trainer), the openness towards all kind of colleagues, the communication on eye-level, the support for the trainers is positive.</p> <p>Further training for staff to learn a foreign language in their working-time and for free is provided by the municipality. But the staff should be strongly motivated to do so.</p> <p>Training in intercultural competence for all employees is provided as well and more or less compulsory.</p>	<p><b>Human Resources</b></p> <p>It is important to sensitize the staff, to develop awareness.</p> <p>Training in intercultural competence for all employees, <b>but for managers - not really!</b> It should be implemented.</p> <p>A more praxis-orientated training could improve the professionalism in dealing with migrants.</p> <p>Intercultural and social competences should be assessed in the job-advertisement process.</p>
<p><b>The educational process</b></p>	
<p><b>Diversity in the educational process</b></p>	<p><b>The most relevant obstacles to attend courses successfully:</b></p>

<p>Generally spoken the view is on the participant. The idea that everybody can learn from the others enrich the offer, the content. There are various participants in the courses: different language, unemployed and employed, disabled people, etc. But they support each other.</p>	<p>Language: everything is in German; good level of German is required for participation in the courses</p> <p>The structure of the courses, fixed groups, you have to attend a course for a longer time-period</p> <p>The orientation in the huge structure and the different places</p> <p>Accessibility of information</p> <p>The women have to stay at home</p> <p>Conflicts between ethnicities</p> <p>The offer for integration is not accepted in some groups</p> <p>Mono-focus on learning German language: Education chain works in language (A1, A2 ...) but not in the cluster (starting with language, then learning IT or another language ...)</p> <p>Inhibition and shyness</p> <p>They are not sure if they belong to this institution, if their language skills are sufficient.</p> <p><b>Challenges for trainer</b></p> <p>Openness against other behaviour, patience</p> <p>Very important: to agree binding rules and to enforce them consequently</p> <p>Develop harmony</p> <p>Bring the people together</p> <p>To define common goals for all</p> <p>Creating methods to encourage participants to bring in their experiences and to interact one with the other</p> <p>To deal with the lack of language skills, sometimes it is complicated to explain a matter, special terminology is required in addition to the normal language skills</p> <p>The need of intercultural competences.</p>
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	<p>The common cultural background is missing - self-reflection about the own speech (is there discrimination in it?)</p> <p>To avoid positive discrimination: Being exceptionally aware on a migrant participant.</p>
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### 3.1 Commitment with mission statement and diversity policy

Important, it demonstrates the openness, the neutrality obligation, the target to educate responsible and participative people and the engagement against anti-democratic tendencies. The social togetherness is required and supported: “We can be proud on the institution; it is a discrimination free place. Nobody gives somebody a strange look because of his/her specificities.” (trainer). But the interviewees conceded that they did not acknowledge the mission statement for a long time.

Generally, the interviewees agreed with the statement, but it should be actualized, because a lot of formulations do not fit to the actual challenges and program. It is only written on paper but the institution, the staff does not live it! The mission statement is theory; it is overcome and should be actualized and more orientated on the practical work.

One trainer did not know the mission statement

### 3.2 What should be changed?

The mission statement should be discussed on all levels and probably revised. A diversity policy should be added.

Decreasing the bureaucratic barriers under the aim to realise the successful work in a better way. That would be a benefit for all the clients. Unfortunately, it would not be possible, because of the obligatory legal framework.

Improving the counselling procedure (time and kind) e.g. implementing counselling per chat.

All information should be provided in two languages (English).

In the application process and the assessment, the second language should be an obligation and social and intercultural competences should play a more important role and be assessed.

Beyond the topic diversity: more networking between the trainers to exchange the challenges in the courses. A concept “how to deal with difficult participants” should be implemented, because nowadays a couple of participants get aggressive for nothing.



### 3.4 What should not be changed

- VHS Kursprogramm is a place of social contact; people get in contact to those they never would have met in their own environment. That is important for the social interaction.
- The efforts to create a place for developing social togetherness and a discrimination-free zone.
- The openness, tolerance and the communication on eye-level with each other, dealing with all in a fair way need to be continued

## 4 Analysis and interpretations

### 4.1 The language regarding diversity within the organisation

The institution has a self-perception of openness for everybody. But it is only partly realised, e.g. no information in other language than German are provided, second language is not compulsory for staff in a higher position (e.g. department heads).

So, the language skills of staff are not sufficient and need to be improved. The offer to learn a second language for free in the working time is not demanded as expected.

Related to the dimension “Gender” the institution uses a neutral language (female, male and third gender are included using a star: e.g. Lehrer\*in).

The reflection about the own speech under the question “Is their discrimination in it?” should be initiated.

### 4.2 Significant differences in the way people are looking at and thinking about the diversity in the institution

The interviewee working in the administration has a more negative view on the stage of diversity management in the institution comparing to the pedagogues. But he considered that:

“In the administration it is not implemented. There is a gap between knowledge and practice, and it is a long way to close this gap. Everything is presented only in German! Everybody knows that something has to be done, but nothing happens. In the **pedagogical practice** it works better.”

So that would be an explanation for this difference. In addition, he named concretely what the institution has to improve. The pedagogues (trainer and department heads) described the challenges and problems, but they pointed out their high contentment and identification with the institution. They reflect the pedagogical dealing with the participants; the administrative has a more institutional view.

### 4.3 Arrangements and power relations

The institution is integrated in the municipality of Hannover and obliged to follow their rules. For example: There exists a binding policy for gender equality and a gender commissioner. Some interviewees requested to change it into a diversity policy. But that's a task for the city council and not the institution. If the institution decides to carry out further training in diversity awareness, the budget for this training has to be confirmed by the city council. So, the scope of action is limited and the first and important step should be: what can be done within the limits?

Actually, everybody speaks about diversity, but the power to start implementation procedures is in the hands of the headmaster (vacant at the moment) in collaboration with the department heads and their teams. The administrative sector has to be involved.

### 4.4 Motives and motivations to work on diversity policy in the organisation

The motives are different: One is to follow the general idea of Volkshochschule, of the requirements of a public institution, the goals in the mission statement foreseen to integrate everybody in the Adult Education. And "everybody" means that migrants should be integrated.

Another one is visible in the view of the trainers who work practically with the different groups. On one hand they see that diversity empower learning processes, on the other hand they face the challenge to teach diverse groups in their daily work. So, for them it is more the requirement to get a supporting environment for their work. Partly they are migrants themselves and know the problems and challenges to be integrated and want to support their participants.

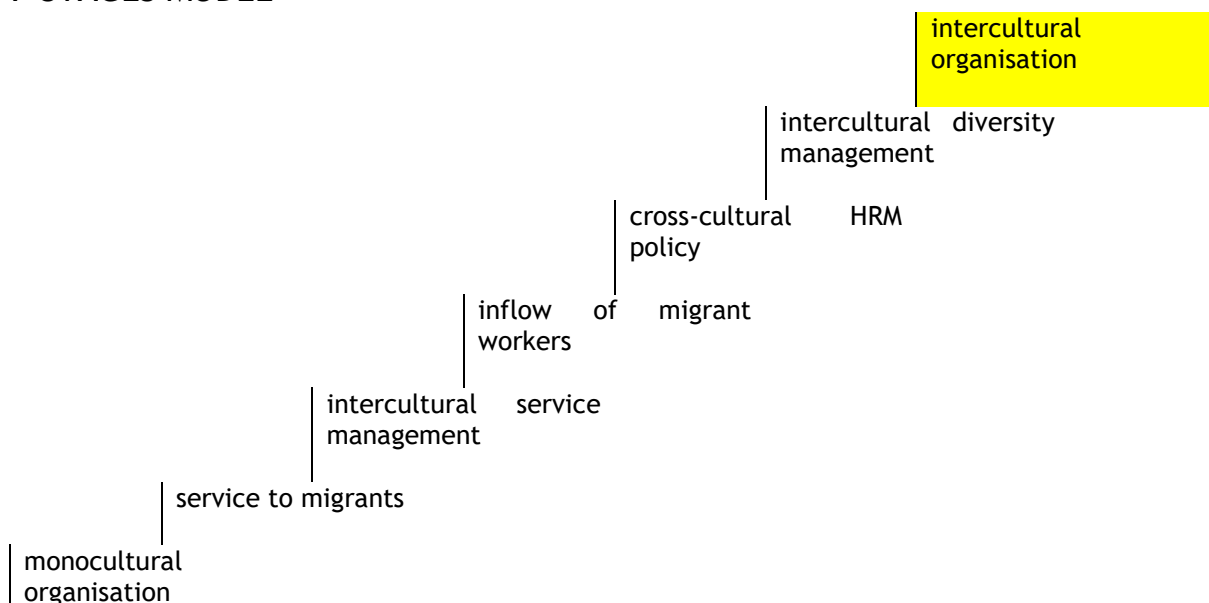
The view of department heads (and administrative) is also that migrants are part of the society and thus should be participants in the courses. The figures (number of participants) play a role in this thinking, for sure. Inviting migrants in the institution needs an institution which reflects their diversity management.

### 4.5 Possible benefits for the learners

- Getting information about education in an adequate way (language, time, communication channel).
- To attend courses which match their specific situation (geographical, payable, language knowledge...)
- Finding people from similar culture in the institution makes them more familiar with it.
- Getting to feel familiar with this helpful institution. Getting information about education in an adequate way (language).

## 5 Stage of the organisation<sup>38</sup>

### 7-STAGES MODEL



1. My organisation has migrants among its clients
2. In my organisation an intercultural training has been done aimed at improving sales to migrants.
3. My organisation has a policy aimed at improving sales or services to migrants.
4. My organisation employs (a) migrant worker(s)
5. My organisation has a policy aimed at the influx of migrant workers.
6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.
7. My organisation has an intercultural personnel policy
8. In my organisation, intercultural policy is a natural part of diversity policy.
9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

It is visible, that the institution is on an advanced level in their intercultural and diversity management. The outcome of the test for VHS Kursprogramm is stage 7: specific intercultural policies and training are an integral part of the organisation's quality policy. Cultural diversity has become an added value. The benefits for the organisation are clear and everyone experiences them as such, although there exist different views on how diversity is practised. The long democratic tradition of the institution and the situation in a multi-cultural city are main reasons for this positive result for sure. But nevertheless, there is some improvement necessary. So on the next pages we will identify at first what "change" would be expect and what would be the benefit for different stages of the

<sup>38</sup> Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Dr Jan Verhoeven, Dr Jan Hoogsteder, Universiteit Nijmegen/Interetnisch Management; March 1999.

institution. At the end we will formulate some recommendations how to proceed with the improvement of diversity management in the institution.

## 6 Change and its consequences

### *What is change here actually?*

The vision of implementing a real change management is for the institution unrealizable (it is part of the municipality). We may improve things but not totally change them. Improvements could be:

- Sensitizing staff for cultural awareness through additional training and coaching
- Improving the information for participants (multilingual, adapted to the needs of target group)
- Discussion and revision of mission statement
- Development of concept how trainer could deal with difficult participants (including the challenge to integrate migrants).
- Enhancing the cooperation among the departments and clarifying the interfaces.
- Implementing standards for checking the intercultural competence and second language in the application procedure.

### *What does it mean for the education process?*

- Better access to the courses
- More comfortable communication with the institution, feeling more familiar
- Getting to know in an easier way what the aims of the institutions are.

### *What does it mean for the management?*

- Looking for resources to support the process (human, financial, intellectual resources, time)
- Persuasive efforts
- Reflecting their own competences

Regarding these requirements, it is obvious that the human resources department must be involved.

### *What does it mean for the staff?*

- New challenges and development of competences
- Accepting, that they are not perfect, they have to learn
- Motivation
- Spending time for other things than business as usual
- Being better prepared for dealing with the diverse trainers and participants

### *What does it mean for the organisation?*

- Staff need time for training and discussions
- Reflection about the aims of the institution
- Spending time and money for the measures

- Getting better qualified staff and better performance in the public
- Probably more participants/trainers/staff with migration background

## 7 Recommendations

### 7.1 List of recommendations

VHS Kursprogramm is definitely on an advanced level of intercultural organisation. Nevertheless, some lacks and subjects of improvement could be identified:

1. All interviewees knew the mission statement, but they complained that it is too long and partly not understandable. The aim of being a diverse institution is not explicitly mentioned. Our recommendation: discussion about the mission statement and its revision e.g. through a reflection day and/or by external guidance. Probably the mission statement could be more compact for facilitating the reading and understanding. An explicit diversity policy should be included.
2. The institution has a self-perception of openness for everybody. But it realises it only partly, e.g. no information in other language than German are provided, second language is not compulsory for staff, not even for the leaders. So, the language skills of staff are not sufficient and need to be improved through additional training. The offer to learn a second language for free in the working time is not demanded as expected. Our recommendation: motivating employees to learn a second language in the provided programme. In the application process and the assessment, the second language should be a duty and social and intercultural competences should be assessed in a standardized way.
3. As mentioned above all information about the programme, the organisation, opening hours and so on are only provided in German. Our recommendation: the long-term objective should be a bilingual website (German, English), in short-term perspective the basic information (e.g. opening hours, enrolment, counselling, contact for different languages) should be reorganized. The implementation of alternative counselling procedure should be considered.
4. VHS Kursprogramm works with a lot of free-lanced trainers. They face the challenge of integrating different kind of participants in their courses every day. However, a feed-back procedure is not implemented yet. Only the participants are asked frequently for feed-back, not the trainers. Our recommendation: implementing a feed-back procedure for trainers for getting to know which kind of problems they have to face in their courses and what could be done for creating better circumstances and could be the first step for implementing a concept how trainer could deal with difficult participants (including the challenge to integrate migrants).

Summarizing in the “small picture” (the short term perspective) the VHS Kursprogramm should disseminate a readable and well-known mission statement, providing bilingual (or trilingual including French) information on the website, improving the language skills of staff and implementing feedback procedures for trainers. On the long-term perspective (the “big picture”) the VHS Kursprogramm needs to develop and implement a continuous reflecting and monitoring system for diversity policy to assure that it is alive (maybe implementing a yearly reflection).

The institution is organised in a hierarchic way but interaction and communication, the work in teams, play a huge role. Thus, an approach is important which integrates the people and avoid top down processes. An open exchange about the reception of the diversity in the institution could be the starting point.

## 7.2 What is the right approach for this way of changing?

There are different views on the stage of diversity in the institution, but nevertheless some lacks have been pointed out of all interviews. Thus, an open exchange about the reception of the situation, the gap between theory and practical work, the organisational requirements should be the right way. In some dimensions the organisation is definitely advanced in dealing with diversity, other need improvement. The institution is organized in a hierarchic way but interaction and communication, the work in teams play a huge role. Thus, an approach is important which integrate the people and avoid top to bottom processes.

Based on the colour model of De Caluwe & Vermaak<sup>39</sup>, which demonstrates colour thinking as an accessible expression of different change management traditions, we advise in this case the following “greenprint” approach for change. This brings people together in a learning process and makes them finding solutions together. Interventions such as training, coaching and open systems planning by a supervisor, who supports people targeting setting and communication, could be very helpful. The result is outlined, but not absolutely guaranteed: the pitfall lies in excluding people who definitely needs to be involved and it could be a lack of action, when discussion is not transformed in decisions

## 7.3 Commitment of Management and Staff

Summarising, I can consider that planning and organizing a whole change process is too huge for this institution and its situation. The institution is integrated in the municipality of Hannover and that is why it is obliged to follow their rules. For example: There exists a binding policy for gender equality and a gender commissioner. Some interviewees requested to change it into a diversity policy. But that’s a task for the city council and not the institution. If the institution decides to carry out further training in diversity awareness, the budget for this training has to be confirmed by the city council.

<sup>39</sup> <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf>

So, the scope of action is limited and the first and important step should be: what can be done within the limits?

The organisation is a huge one with different departments. So, what we can do is identifying the lacks and the gaps in their dealing with diversity and supporting them to solve the gaps and to improve their work. The management is requested to operate and act as problem owner.



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