



Intellectual Output 4 - Pilot Reports

HEADING TOWARDS MULTICULTURALISM / CRAFT COLLEGE

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

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Formulating the Mission and Vision statement
Tackling Human Resource (HR) Development
and
Competences of staff, trainers/trainers and
learners/ Knowledge Management

The Organisation

Craft College (Obrtničko učilište/OU), founded in 2006, is an institution for adult education located in the City of Zagreb.



1. Connecting Vocational Education with the Economy and Regional Development

Craft College (Obrtničko učilište/OU), founded in 2006, is an institution for adult education located in the City of Zagreb. It was founded by the Croatian Chamber of Trades and Crafts (HOK), the Chamber of Trades and Crafts Zagreb (OKZ) and the Association of Craftsmen Zagreb (UOZG) for the provision of formal, informal and non-formal adult education; with a goal of linking the needs of trades and labour market and adjusting educational programmes to European standards.

The tasks of the College of Crafts are: conducting formal and non-formal education, connecting vocational education with the economy and regional development, establishing a network system with companies and other educational institutions, taking an advisory role for educational institutions and companies in the region, encouraging innovation in crafts, providing advisory services and information for students and parents, future participants in the craft educational process and European cooperation.

The main activities are defined by the Statute:

- secondary education of adults: programmes for secondary qualifications, lower qualifications, retraining, training, training and master exams
- learning foreign languages
- IT education programmes at primary and higher level

The Crafts College carries out adult education as a public service for programmes carried out on the basis of verified curricula for which permits are issued by the Ministry of Science and Education and the Agency for Vocational Education and Adult Education. In accordance with verified programmes, it issues public documents.

Adult education is provided as a public service for programs conducted on the basis of verified curricula plans and programs.

Formal general adult education contains foreign languages based approvals- English, German and Italian - grades A1 to C2; digital skills development and informal courses: EBCL entrepreneurship skills and Croatian language and culture courses for the fastest possible integration of migrants into our society.

The Crafts College (OU) employ 21 persons and has more than 150 associate professionals in teaching fields. It operates in Osijek and Rijeka through branches.



2. Harmonizing educational training programs according to EU standards.

Craft College, as mentioned, was established by the Croatian Crafts System with an increase in the needs of the crafts and labour markets to harmonize educational training programs according to EU standards. The Craft Collage improves the knowledge and status regarding diversity by working with the different groups in adult education. For staff this means improving personal development and becoming familiar with the work and practice of middle and senior management of different EU institutions that teach adults in the non-native language, promoting the cultural diversity of educational groups and working in intercultural classrooms.

2.1 Inclusion and diversity through projects

The College has participated and is actively participating in several projects for the strengthening and integration of asylum seekers, in cooperation with the Jesuit Refugee Service (JRS), public institutions and foreign partners. As we have already been positively evaluated for intellectual results on countless occasions and in the evaluation lists in the implementation of training programs and informal courses, we are further strengthening our own capacities in this area. In recent years, a large shortage of labour has been felt in Croatia due to a combination of economic circumstances, for which organizations that care for the labour market through employment or self-employment have given recommendations on the employment of asylum seekers, foreigners and other marginalized groups.

The biggest challenge remains language competences, but also the combination of different cultural groups in one educational group, which requires greater engagement by increasing the interactivity of teaching and understanding the students and the diversity of the educational group from teachers and support staff.



Since 2016, Craft College has been involved in the education of migrants and then asylum seekers by organizing courses in Croatian and English. To improve the service and access to education for migrants and asylum seekers, we joined the Erasmus+ KA2 project "Refugees in vocational training" (2016-2018) in which we developed cooperation with associations and institutions that care for refugees in the Republic of Croatia.

Then, as project partners, we joined in this follow-up project “DivCap” with the aim of raising awareness of diversity issues at the personal and organizational level in adult education organizations. We are also partners in the implementation of the Erasmus+ KA1 project INTERZIL in which we conducted job shadowing and a structured course on the topic of English language acquisition for migrants and asylum seekers and intercultural competences. The College is also a partner in the ESF project “Education for Better Integration of Asylum Seekers”, which aims to train and organize a Croatian language course for 40 asylum seekers. Through the current implementation, 3 target groups participated in the project.

As part of the ESF projects, we implement projects that focus on marginalized groups - asylum seekers, unemployed people, women under the age of 30 and older than 55 and persons with disabilities. In addition to the above-mentioned project "Education for better integration of asylum seekers" with partners JRS and the Initiative - Center for Culture, the College is a partner in the project "Become active Roma and Get a Job - PARIS "and conducts training and strengthening of Roma in the area of Zagreb and Zagreb County. Through the projects of the Local Partnership for Employment in Zagreb and Zagreb County, we conduct training and the Employment Club for the long-term unemployed, women under 30 and older than 55, the disabled, etc. We also conduct training for the unemployed through tourism education projects for catering occupations in which before COVID, and hopefully after, a very high employment opportunity.

2.2 Human Resource Management

The age span of employees in OU 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, multilingualism is present in the institution and the level of knowledge and the approach to work is also different by every employee.

Although 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).

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.

Considering migrant students, they need 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.).

Leadership is more focused on diversity within the organisation itself, while teachers and administration focus more on issues of diversity in terms of learners.

The leadership looks at differences (in terms of working with migrants) structured from the moment they enter the country until they become our trainees (through the development of projects). However, staff members think more about how they will work/teach migrants when they come. They are more driven by relationships within the organisation that reflect on working with diversity in a positive way.



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.

2.3 Networking - open access

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.

The organisation does not speak the language of learners (migrants). For reaching out to these groups, an oral, personal approach is used through cooperation with the organisations that work with them (JRS, Croatian Employment Service) whose employees directly strength and thus improve our further work with migrants and asylum seekers.

Participation in projects made possible to exchange of experience and networking; strengthened our own capacities and international dimension and improved cooperation with existing partners (e.g. we continue our partnership in vocational education in adult education); became aware of the importance of quality system and educational management. We focused our activities on "internationalization at home" in our institution by transferring positive experiences, developing intercultural skills for work and reducing prejudices, misunderstandings and ethnocentrism, getting to know different cultures (lifestyles, manners, gastronomy, etc.) and organizing incoming mobility and guest lecturers.

2.4 Education

Craft College is one of the leading institutions for adult education in the field of craft and entrepreneurship in Croatia, with local, regional, national and international effects. Educational service is based on quality of content, student and experience-oriented programmes and transversal skills. For the implementation of the education program, we cooperate with approximately 70 external associates in the field of vocational education.

Basic information education programs are attended mainly by the more mature population (above 50) while advanced courses are attended by younger participants. Courses such as business communication, market positioning through modern marketing tools, time management and organizational skills or use of IT tools, are conducted in an non-formal form for craftsmen and small entrepreneurs (mostly over 45-50 years). Non-formal Croatian language courses are attended by migrants (20-60), coming from different countries and cultural backgrounds.

In 2017, the College began working with migrants and later with asylum seekers. Working with migrants showed us all the problems and challenges that employees and teachers had not encountered before - other cultures, other languages, very poor knowledge of English, different ways of thinking, communicating, learning and reacting. Employees and teachers began teaching Croatian as a non-mother tongue in adult education for the first time. All this affected the teaching, its course and dynamics, the adoption of materials, the adoption of the Croatian language, group dynamics, but also the condition of the teachers themselves faced with major changes that disrupted the "traditional" and regular teaching.

Educational staff has many categories of diversity considering their age, profession, knowledge, approach to work and working with diverse education groups. Some teachers however 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. The teacher needed to implement some special methods of giving lectures which were shaped for migrants to be able to understand them.

Through work experience, but mostly through Erasmus+ KA2 projects concerning persons of other cultural backgrounds, the College has identified the need to improve the following activities through piloting:



1. Teaching methods
2. Intercultural approach
3. Language as a means of integration

The case study conducted in the first phase of the DivCap project has shown in general the positive attitudes of employees towards migrants as well as the desire to include all persons in the education process. However, the negative sides or challenges are the high stress of teachers, higher workload and greater additional effort in the implementation of teaching for people with other cultural backgrounds, but the inability to adapt and the inability to go beyond traditional teaching. The case study highlights the need for innovative approaches to education that go beyond traditional teaching methods, enable the bridging of cultural differences, the creation of an inclusive classroom and the relief of teachers' stress for better adoption of Croatian as a second language.

2.5 Commitment with diversity policy

The institution is open for cooperation in many different fields. That can also be seen through the EU projects we conducted. EU funded projects brought to our institution many partners from many different countries what also implied diverse experiences and exchange of practices.

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 not visible in organisational goals, even though everyone is aware of them; including those talking about diversity. 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.

3. Horizontal change into multicultural organization

The case study using the 7-stages model ranging from a monocultural organization to an intercultural organizations, has shown that the College finds itself at stage 4. Stage 4 is characterized by an inflow of migrant workers and people with different cultures (migrants, asylum seekers and representatives of other cultures, e.g. Roma), but there are no appropriate competencies among employees, teachers as well as guidance. The need for „change“ thus follows the need to:

- ✓ develop diversity management for all staff and external associates - changing the attitude of staff positively affects the participants and improves the teacher / trainer-student relationship
- ✓ develop a collaborative relationship based on trust and understanding
- ✓ monitor trends in adult education,
- ✓ adopt and apply new methods and approaches in the acquisition of key competencies (staff participation in workshops aimed at raising the level of transversal skills of participants: communication skills, teamwork, creativity etc.)
- ✓ develop competencies to motivate participants from different groups so that they do not give up learning
- ✓ share tools and methods in teaching and working with people of different cultural backgrounds in order to apply good practices
- ✓ develop modern and innovative adult education programs
- ✓ monitor and use different teaching methods that move away from traditional methodologies (on the principle of diversity and dynamism, coordinated reaction, expediency, integral action and achievement control)
- ✓ increase staff competencies in working with diversity in order to improve intercultural skills, develop empathy
- ✓ insufficient competencies of teachers for the application of multicultural classroom components (content integration, reduction of prejudice based on educational equality and social justice)

Commitment for change in this sense is horizontal. Horizontal change will help OU 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.

OU 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. 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.



Change for organisation means horizontally building strength through diversity and inclusion; and accomplishing an organisation-wide shift in mindset.

Similarly, OU is equally open in the organisation to relationships with colleagues and trainees. 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 orientation, intellectual abilities, age, socio-economic background, geographical differences, linguistic, literacy, difficulties and disability.

3.1 Aims and Approaches

The DivCap project is important to our organization because no matter that we have guidelines for development in the context of European cooperation and internationalization focused on adult education in dealing with diversity, we want with this project to raise awareness about issues of personal and organizational diversity in adult education organizations. This is only possible by introducing concrete mentioned measures to promote inclusion and diversity at the organizational level (from management, management, teachers and administration) and increase the personal competencies of adult learning organizations' staff in dealing with diversity.

The case study has shown that Craft College is open and participatory in working with migrants, asylum seekers and representatives of other cultures, but there are no appropriate competencies of staff, teachers and leadership.

Therefore, the goal is to create an environment in the College where persons with a different cultural background are appreciated, supported and empathy and inclusion is encouraged in order to enable them to learn and be responsible.

Creating an inclusive multicultural classrooms, the College wants to strengthen motivation, confidence and a positive attitude, which is one of the steps in a better inclusion in Croatian society.



Change is an open step into learning situation which is developing process of different perspectives constantly changing (wide shift in mindset) towards bringing individuals uniqueness together.

Sustainability is of paramount importance to our organization, as it ensures the sustainability and longevity of the positive changes that come with the implementation of the project, but also ensures that project activities and outputs are placed in the context of our country and organization. In particular, we wanted to improve the knowledge and skills of staff working with diversity to improve their personal development and to familiarize themselves with the work and practice of middle and senior management of various EU institutions teaching adults in a non-native language, promoting the cultural diversity of educational groups and working in intercultural classrooms.

The target groups of this piloting are teachers (external and internal) staff and management, while the indirect target groups are learners, migrants, asylum seekers and refugees who, as end-users, have a positive impact on skilful diversity management in organizations.

3.1.1 Selection and prioritisation of recommendations

It all started with the preparation for pilots. In OU we had a meetings inside College and started to think about which recommendations can be implemented and on what level (educational, non-educational staff, managers) based on the case studies. We agree on which diversity measures can be implemented in the pilot projects based on individual and general recommendations.

According to the colour thinking model (used in analysis for the case study), based also on other models, and the recommendations from the case study, a range of workshops was organised for all employees, including also external teachers and representatives of partner organisations working with migrants. The aims of the workshops were 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.

The workshops we did in piloting we can separate in two parts:

- **Workshop formulating a new mission and vision**
- **Workshop introducing knowledge management**

When the preparation plan was over, we started preparing materials needed for the ADA workshop. The Applied Diversity Awareness (ADA) Workshop was developed in the DivCap project. The aim of the ADA Workshop is to raise and deepen awareness of diversity and connected issues through personal experiences, (self)reflection and theoretical inputs. The underlying idea of the ADA Workshop is to deepen the understanding of diversity through making concrete personal experiences. . In order to make diversity and its concepts "alive", experimental learning settings are implemented in the ADA workshops. Based on the curriculum of the ADA workshops, the material was adapted for educational, non-educational staff and managers into Croatian language. Furthermore, it decided that we will have a diversity workshops at the mentioned three levels.

3.2 Activities

3.2.1 Workshops introducing Knowledge Management

Workshops for teachers and trainers strengthening intercultural competencies

A workshop on "Strengthening Intercultural Competences" was organized at the Craft College on December, 2019. The workshop was attended by employees of the College of Crafts who conduct formal and non-formal education and representatives of the English Language and Culture Initiative and the Jesuit Refugee Service.

During the workshops, the facilitators introduced the participants to the concept of multiculturalism and the inclusion of people from other cultures. Participants were introduced to some of the tools and methods for breaking down and raising awareness of stereotypes and prejudices, intercultural communication and inclusion. Participants expressed satisfaction with the content of the workshop, as all three institutions actively work with refugees/asylum seekers and include them in society through various types of activities and education.

This was the first step after presentation of the case study at increasing awareness on issues of diversity at the personal and organizational level in OU, introducing and promoting inclusion and supporting it.



"Positive attitude towards collaborative learning"
(Teacher from Craft College)

The goal that was achieved; changing the attitudes of those working with students to realise students' opportunities for learning and find clear aims and methods for reaching these. But, also accepting their 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.

Teaching with a multicultural perspective

Based on the ADA curriculum, OU in May 2020 organized a workshop for teachers/mentors and trainers (external and internal) with the following topics:

- ✓ concept of diversity through perspectives of culture, legal issues, social issues and number/statistics
- ✓ diversity dimensions (diversity wheel) through local, regional, national and international parameters
- ✓ definition of diversity based on theoretical input on diversity and personal experience
- ✓ differences between structural, institutional and individual discrimination
- ✓ reflection and Self-Assessment methodologies and its evaluation

The teachers were rehearsing, evaluating and modifying changing classroom situations pointing out effective reflection on teaching approaches in heterogeneous classes. They also made recommendation for language learning strategies when engaging in collaborative learning in class as well as the benefits of creating personalized study plans for learners.

They all said that they have increase their level of personal competences in working with diversity, learn useful tools and will adjust ADA curriculum in order to make changes in their further transfer of knowledge.

Workshops for learners

As a part of piloting, Craft College also did a workshop with learners - asylum seekers from Syria, Afghanistan and Pakistan. The workshop was based on the curriculum of the ADA workshop developed during DivCap. As we are participating as a partner in the implementation of the project "Education through better integration of asylum seekers" we had learners (asylum seekers) participating in education and training activities through individual phases in order to better compete in the labour market and more successfully integrate into Croatian society.

We were already developing and implementing programs of linguistic and cultural integration for them and they have already been in process of learning languages, so the ADA workshop was a mix Croatian and English language. One part of the workshop where exercises based on ADA Curriculum in DivCap project and the other part was on establishing their needs and feedback. For the workshop design and exercises, see the annex.

Furthermore, a "Food and Culture" workshop was organised, you can find the description of the workshop in the annex.

3.2.2 Formulating a new/improved mission and vision statement

OU was fully committed to the mission statement and diversity policy of the organisation (which was existing, but not formally) at the beginning of the change process. The diversity policy was at that moment more a set of the rules which are normal behaviour of the employees. It was not written in form of a document, but it was a part of company usual behaviour during the contact and working with students or colleagues.

Although the mission statement was showing openness; our motivation (student's satisfaction, further development and better results to ensure that Craft College will be one of the best educational institutions in Europe) changed the view (based on the case study research) on how the mission and vision statement should be formulated.

The first step of formulating the new/improved mission and vision statement was to establish the goal of OU. Why? Because in this process of change we realised that we are missing the main point, the “soft” component and that we did not include diversity that we have as a within all structures of our College.

In a workshop that included our staff, management, education and director, we came to this conclusion regarding the missing parts in our thinking about changed mission and vision:

GOAL OF CRAFT COLLEGE

By improving the quality of teaching, continuously contribute to the development of adult vocational education in accordance with EU guidelines, develop key competencies of students (literacy, digital skills, entrepreneurial competencies, initiative), as well as language competencies (Croatian for foreigners and foreign languages) that encourage cross-border communication and mobility.

The second step was to rethink individually and then in group about our values as an organization. We now have them:

COOPERATION

The College of Crafts encourages cooperation with institutions, associations, organizations, local and regional government bodies, craftsmen and entrepreneurs in the Republic of Croatia and internationally.

OPENNESS

We are open for cooperation with partners.

We are open to new ideas and ways of working in achieving the set goals.

RESPECT

In our daily work, we show mutual respect and appreciation of the needs of students and partners.

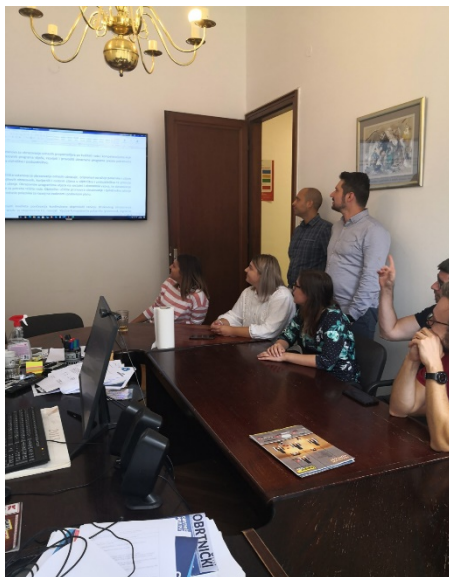
INCLUSIVENESS

Respecting diversity and multiculturalism, we educate adult learners who, due to their social, cultural, educational opportunities, ethnic differences and origins (migrant), are subject to social exclusion and marginalization.

EXCELLENCE

We are focused on excellence in every respect (teachers, educational programs, equipment, etc.).

Illustrations 2 and 3: internal workshop
© Craft College



Then in pairs we reduced the general goal, having our values in mind, and connect it to development strategy of OU, so now the development strategy of the College of Crafts is focused on sustainable development through 4 main goals:

- Lifelong learning
- Partnership
- Tolerance and diversity
- Sustainable development

Employees of the College of Crafts (director, heads of departments and professional associates) participated also in the needs analysis and development of a plan to improve the work of the College of Crafts.

The College of Crafts is among the leading institutions for vocational education and training of adults in the field of crafts and entrepreneurship.

Through international cooperation and based on examples of good practice from EU countries, the offer of education will be based on the quality of content, modern programs oriented to participants and their experience, and the development of transversal skills. The aim is to become an incubator of ideas and a multiplier of examples of good practice for the modernization of crafts through the modernization of vocational education and lifelong learning. The College of Crafts will be based locally, regionally structured with national and international influence.

VISION of Craft Collage is to be a leading institution for adult education recognizable by the quality of work and competencies that participants in educational programs acquire, develop and implement educational programs according to the needs of the labour market for crafts and entrepreneurship

*“Lifelong learning is a journey,
travel with us”
(Principle of Craft College)*



MISSION STATEMENT

Craft College - institution for adult education educates, prepares and empowers participants with the aim of achieving their educational, career and personal goals in craftsmanship and entrepreneurship and promotes lifelong learning.



*„Lifelong learning is a basic element of the European education area and an ongoing process for personal development, the acquisition of new knowledge and more efficient adaptation to the labour market and new life circumstances.“
(Project managers of Craft College)*

Following its mission, the Craft College defined its role in vocational and adult education, guided by national and international standards of adult education and international experience. The goal is to become a recognized institution for its teaching and professional achievements based on modern knowledge of the profession, available resources, accepted programs, contributions to the development of crafts and entrepreneurship and sustainable development.

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4. Heading towards multiculturalism

“What we learned about what we want as a multicultural organization?”

The Craft College wants to achieve the set goals consciously and measurably, through the development of a quality assurance system in all areas of the College's activities. By realizing our new/improved mission, vision and strategy and set goals, we want to strengthen, develop and spread recognition in vocational education and adult education with which future and students that finished education will identify and be valued by employers and the community.

The College implements continuous staff empowerment by hiring qualified and competent teachers according to the principles of excellence. The College encourages its own employees and associates to teach and professional development and advancement, their connection with crafts and other educational institutions in the country and abroad.

Piloting as a good guideline for the future “changing” process



Processes that affect quality are continuously monitored, improved and enhanced by the exchange of information through a system of evaluation and self-evaluation. Constant growth and supervision quality, competitiveness and competitiveness of professional work are important and permanent determinants of the development of the College.

The satisfaction of our students motivates us every day to further develop and achieve even better results and to secure our place among the best educational entities in Europe.

Diversity management - learning from experience

What did the change bring? What did we learned?

- new improved mission and vision statement which will be visible on our new website (May 2021.)
- developed curriculum based on the ADA Workshop curriculum for intercultural classes for students, teachers and staff in English
- advancement of knowledge and skills, pedagogical, didactic and methodological in dealing with diversity with a focus on diversity and equality

- improvement of intercultural competences must focus on communication in dealing with diversity, respecting learners status, culture, way of learning and following, the level of knowledge of the Croatian language and understanding of the working environment they need for motivation for further learning
- teachers are already accustomed to work in heterogeneous teaching groups, but through piloting they were able to identify risks and obstacles, cultural biases, stereotypes and prejudices and adjust teaching strategies to create an open non-discriminatory development environment where continuous development is supported, revised and key competencies built
- external teacher can give correct recommendations on what should be done and have the autonomy to negotiate intercultural competence with providers
- participants strengthen their competencies in developing emotional intelligence which is very necessary for migrants and asylum seekers and diversity in the classroom as it strengthens empathy in teachers, and accompanying self-awareness, self-control and self-acceptance of students
- positive attitude towards diversity is integrated into the teaching process, applied by all coaches, teachers - evaluation
- special support was provided in a way that migrants were treated with individual approach in order to be able to adopt the necessary knowledge. The individual support is 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.

Change in a term of establishing a climate of acceptance, 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.



Multicultural classrooms are a progressive approach to transforming education based on educational equity and social justice. Necessary components of a multicultural classroom are content integration, reducing prejudices and social culture. In doing so, teachers should master diversity management, define individual learning styles, encourage trainees to be proud of their own cultural background, and eliminate prejudice and discrimination.



Change is inclusion in the terms of attitudes, beliefs and behaviour of /administrative staff/management who support all students and colleagues, value diversity, possess collaborative competencies and take responsibility for their own lifelong learning.

It is also key to realise that:

- intercultural approach is inevitable in the work of the employees of the College in order to reach the desired level of multicultural institution
- employees have the knowledge to work in a multicultural classroom that accepts that diversity is a certain kind of advantage
- employees are now able to multiply the experience gained with other employees and outsiders working in the teaching process
- the acquired knowledge and skills (tools and methods) can be directly used by employees in working with asylum seekers
- external collaborators strengthen their skills and prepare for further work with migrants and asylum seekers

4.1 Recommendations for educational staff

- promoting the academic, practical, social and emotional learning of all learners applying the components of the multicultural classroom (integration of content, reduction of prejudice based on educational equality and social justice)
- participate and conduct intercultural training among new employees and external associates
- further ensure inclusive and quality education for all and to promote lifelong learning opportunities respecting cultural diversity

„Be trendy with development“



- improving material conditions (equipment, learning platform) and
- developing digital competences of teachers and trainers for distance teaching in order to connect staff and participants in different locations with the use of new tools that will be developed
- use of English in teaching (to help with Croatian language and culture courses for migrants)
- flexible way of continuous training of college staff in the field of cognitive flexibility
- flexibility and openness to change (e.g. Covid-19 impact) through development of hybrid teaching model (combination of classroom teaching and distance teaching)

- raising awareness of diversity and multiculturalism and better understanding of asylum seekers and migrants, in order to create an intercultural classroom. In such classrooms, individuals strengthen their affiliation while contributing to the class in many ways - through personal advancement and motivation that they pass on to other participants
- strengthen the use of ICT in informal and formal training aimed at asylum seekers and migrants
- improve the individual approach (especially to participants with various disabilities or migrant backgrounds)
- developing student individual education learning plans that follow individuals' opportunities

4.2 Recommendations for educational staff

- strengthen the competences of foreign languages of administrative staff and intercultural competence in order to follow the guidelines of internationalization in the home in this segment
- developing approach for diversity management staff (define individual learning styles, encourage them to be proud of their own cultural origins, and eliminate prejudice and discrimination)
- increase the competencies of staff in the field of inclusion and implementation of informal programs - work in an open and creative atmosphere of informal learning
- skills development (communication, empathy, collaboration and adaptation) to create an inclusive environment
- teamwork of employees on designing and organizing e-learning environments (e.g. different roles and competences of employees, online evaluation, etc.)
- development/improvement of the existing platform for distance education

Change is about building awareness of the need for change and creating desire among employees.



4.3 Recommendations for managers

- ensure the development of teachers and staff primarily for the development of communication, empathy, cooperation and adaptation in order to create an inclusive classroom
- improve competences for managing diversity at the organizational level and ensuring quality systems in adult education
- continuously monitor the performance indicators of education and training programs (multiculturalism, Sustainable Development Strategy - questionnaires, interviews at the level of trainers and participants) and take appropriate measures for improvement
increase motivation for continuous training of staff
- join an intercultural training on how to improve intercultural cooperation or leadership
- getting acquainted with the work and examples of good practice of various organizations dealing with diversity, which teach adults in a language other than their mother tongue and get acquainted with other cultures and strengthen their intercultural communication and understanding of other cultures

Change for management means aligning, developing shared decision-making, creating a mutual culture of feedback, fostering autonomy and maintaining a collective learning environment.



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5. ANNEX - Good Practice Examples

5.1 ADA Workshop for learners

EXCERCISE “THE STORY OF MY NAME”

This is how we broke the ice, and it was the most important exercise we did. Why? We made connection with each other. This was not just because we have by explaining the origins of our names acknowledge diversity, we actually made trustful connection for further conversation. We all (starting with teacher) included personal information in stories. This was important: they knew the classroom, mentors, staff, director of OU, project leaders, each other, but the teacher for ADA workshop was someone new. True and humoristic story that the teacher told first, build the atmosphere that reflected a safe space and the group where feeling comfortable also to share their personal stories.



Illustrations 4 and 5: Photographed in a workshop with migrant participants © Craft College



We also talked about name discrimination and stereotypes attached to names; e.g. gender dimension, or a distinct foreign-sounding name may be a significant disadvantage on the job market; and it was good to hear that so far they haven't experienced nothing like that in Croatia, but they face it in their home countries.

Then as a sequel we did the exercise DIVERSITY SURVEY and learned more more about what participants think about the topics of diversity and discrimination.



Changes towards improvements in the quality of life for immigrant adults

EXERCISE “WHAT ARE MY NEEDS?”

This was the last exercise- we talked about their needs now and before coming to Croatia and consequently their plans in the future. We also wanted to find out what “change” means for them?

Respectful
support,
empathy,
involvement



They are all grateful for the opportunity to strengthen their expertise as unemployed persons and willing to develop soft and transversal (transferable) skills by participating in our targeted mentoring programs and workshops. Their goal is integration into the labour market and ultimately our society thereby reducing the risk of their social exclusion and poverty - this all interacts with the needs they named.

5.2 Workshop “Food and Culture”

Food plays an integral role in our lives. Food (and drink) are as much a part of culture as art, architecture, clothing, or human behaviour. **Even today, nutrition is considered one of the most important elements in defining ideological, ethnic, political and social barriers or, on the other hand, one of the most commonly used means of getting to know other cultures, mixing civilizations and trying to create intercultural approaches.** In fact, food is a mechanism for discovering ethnic, cultural and social identity. Food may be the initial means of contact between different cultures, given that eating the food of others seems easier - at least seemingly - than decoding their language.

Therefore, we organized a workshop “Food and Culture” at the College of Crafts on Friday, June 26, 2020. **The head chefs were asylum seekers from Syria, Afghanistan and Pakistan who prepared national specialties kibbeh, tabuleh, dolma and Pakistani salad.** The employees of the College had the opportunity to socialize with the students, get to know them as well as their culture and in an informal way help them master the Croatian language and get acquainted with our culture.

Illustrations 6 and 7: From a workshop “Food and Culture “ © Craft College





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