



## **Intellectual Output 4 - Pilot Reports**

# **RECOGNISING DIVERSITY AND CORPORATE VALUES, THE STARTING POINT FOR THE CRAMARS OF THE FUTURE | CRAMARS**

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

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Definition of the institute's values, a process shared and recognised by all staff members!

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## The Organisation

Cramars is a Social Cooperative born in 1997, aimed at implementing personal services. The main objective of the organization is to train people, even in a disadvantage condition, to allow them to find employment and improve their condition.



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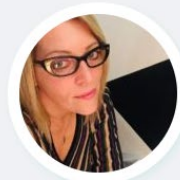
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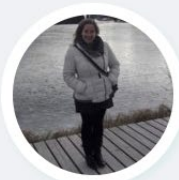
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# 1. An adult education provider through local development and social innovation.

Cramars is a Social Cooperative type A born in 1997, aimed at implementing personal services. The main objective of the organization is to train people, even in a disadvantage condition, to allow them to find employment and improve their condition. Cramars is located in Tolmezzo, a town in the North of Italy, in a modern building with 4 teaching rooms and computer labs. The company has established and applies a quality management system for the design, preparation and implementation of educational services in accordance with ISO 9001.

Cramars employs 11 persons, all working members of the institution that is characterized by the stabilization of the financial and human resources. The board is composed of 5 representatives, also working members of the co-operative, including the president and the vice-president (who also act as legal representatives).

Cramars has the main object of carrying out of all those activities necessary and finalized to the realization of the professional training and to the professional elevation of the workers, the development of human resources and marginal areas. The institution manages vocational training courses, acts as a career guidance centre for companies/schools and aims to act also as a local development Agency. Activities carried out are addressed mainly to employed and unemployed people offering also Lifelong learning services. Cramars has a strong European project management know-how: it has participated in numerous EU projects both as Lead and project partner, working in partnership with private and public institutions, Universities and European Associations.

## Resources

1. The Social Cooperative is a particular form of Cooperative introduced and regulated by Law 381/1991 and Decree 112/2017 as a Social Enterprise. It qualifies as a particular form of Cooperative Society aimed at pursuing the general interest of the community in human promotion and social integration of citizens. Social Cooperatives, unlike other types of Cooperatives, can also have voluntary members (a maximum of half of the working members) and if of type B they must have at least 30% of disadvantaged workers who, if possible by virtue of personal conditions, must be associated.

2. The difference between type A and type B social cooperatives is A: they deal with the management of social-health, training and lifelong learning services; B: dealing with the management of activities aimed at the employment of disadvantaged people in the sectors: industry, commerce, services and agriculture.



To follow the main purpose, in the last two years the institution planned the development of two new areas that are strictly related to education and development. One is the SOCIAL INNOVATION, experiences of change processes based on strategies and ideas that Cramars proposes to the territories; the second is the LOCAL DEVELOPMENT, projects involving local communities 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 but these legal subordinations determine its main objectives.



*It is clear that although there is no written mission, in Cramars there is an opening towards "the other" and everyone within the cooperative is tolerant and shows a positive attitude towards the neighbor.*

*(an ICT freelance teacher working sometimes with Cramars)*

The main project activities were dedicated in the past to research activities, innovative vocational training courses, skills certification services, impact evaluation on marginal areas, guideline services and good practices spreading. The aim of these projects is always to implement internal knowledge and know-how in order to facilitate the development of competences of the target group of the institute, which deals with adult education involving people from 18 to 65.

## **2. Status regarding diversity in the organisation - An institute that follows the regulations but is open to new experiments.**

### **2.1 The starting situation**

The main premise to be made in specifying Cramars' position in relation to "diversity" relates to the context in which it works as adult educational center. By working in an autonomous region, it deals with the roles of the region to implement courses funded by the ESF. In most cases, only the unemployed have access to it, other courses are also for employed. But in all cases students are between 18 and 65 years old. To access the courses people must be resident or domiciled in the Friuli Venezia Giulia (FVG) region, but there is no discrimination on the origin of the students.

The main diversity that the FVG region envisages is whether or not one 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 being in refugee status, generally the fact of being migrants has no influence.

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), but mainly people with immigration background participate in "normal" course 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 allow them to participate in face-to-face classes; some teachers made additional lessons if they had difficulties in understanding; we try to locate the course closest to the users.

In fact, when identifying which "diversities" are confronted on a daily basis during the development of training, support or guidance activities, other specificities such as gender, age, basic training, access to IT tools, etc. emerge.

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.



Cramars' showcase is its website [www.coopcramars.it](http://www.coopcramars.it), which is constantly being updated to propose new courses and also to display videos and images of the activities implemented.



Illustration 3: © Cooperativa Cramars 2019 | Design By Treativa.com

It is not translated into other languages because it makes use of the possibility of instant translation into the languages available in the google translate application.

## 2.2 Human Resources Management

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

Among the Cramars employees at the moment there are no people with a migration background, but having such a background does not lead to discrimination in the workplace of Cramars; the evaluation for recruitment is based on the competences obtained, in the case of request of 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 lay institute 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, the choice of these two suspension periods is determined by the influx of users into the offices and also coincides with the official closure of public schools.

## 2.3 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*).

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

## 2.4 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 for a long time). The staff, especially the external one, before entering Cramars is evaluated in its specific competence for the subject he/her teaches.

The classes are almost always mixed (Italians and migrants) and the external staff that is contacted and to whom a second or third contract is made, must pass the assessment of the students, that includes taking into account the needs of the class and be professional.

With regard to the support given to migrants, in some specific courses they were given assistance from a cultural mediator, in others a linguistic help, in some cases the teachers performed extra hours to help the group of those who could not understand the topic (migrants or not). The support given is not a common practice for all participants, (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.

## 2.5 Conclusion



*Things that are taken for granted are often underestimated!*

Cramars has not defined a specific public declared mission, which is therefore not available on the website. It is taken for granted, following a social co-operation scheme and the institution statute, that the target group it addresses is open to all possibilities. In some cases, the most classic "diversities" emerge in the proposed website images.

The definition of corporate values could be the key, firstly by the Cramars staff and then by the beneficiaries, to bring out the choices concerning the value of the training design and offer made available to the public, and to motivate the staff and the training participants.

### 3. The change and learning process - From the values to the mission.

#### 3.1 Aims and Approaches

Cramars is an institution in which "diversity" is not a topic dealt with on a formal level. The institution offers service to a wide target group including migrants. If we talk about the migration target, Cramars does not have a high number of foreign "customers". 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.

In recent years, however, although not specifically targeting immigrants, the Cramars staff have also been confronted with other types of diversity that are no less important and that have somehow stimulated the management to participate in this project. These were mainly targets related to disadvantage, marginality, gender and age diversity or economic status.

While working with this kind of target groups, in this organisation there has not been an intercultural training on how to improve intercultural cooperation or leadership and there is no intercultural personnel policy.

For this reason, the aim of the piloting was precisely that, starting from the basics of identifying, in a shared way, what are the values that underlie the work that the staff carries out in Cramars, in order to make them public and on the basis of which to define a Charter, useful, afterwards, to address the future objectives and define a long-term mission in which the staff can participate in a mode of co-design and recognise the aims. Obviously taking into account also and above all the "diversity" that staff deal with on a daily basis but that is somehow underestimated or not recognised.

On this last point, therefore, the second objective of the piloting was to make staff participate in making them responsible for the "different", first of all through its recognition.

The case study identified two possible areas for change at Cramars:

- definition of a shared charter of values
- training in diversity

The staff should somehow take responsibility without always referring to a superior who solves problems, this is one of the main aims of the pilot. In order to do so, the staff must recognise the values on which to build and at the same time have the tools to deal with difficulties, 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.

That is useful also for the external staff and trainers to which Cramars' referents should provide specific rules, a job description and a mission that is clear and well defined.

The approach was therefore to work for the staff but with the staff to allow, as defined in the Cramars website, which talks about who we are, to leave an indelible mark for what we do, but also for how we do it.



"We have been working in the mountains for more than twenty years and have left an indelible mark not only in what we do but also in how we do it".

Da oltre venti anni lavoriamo in montagna ed abbiamo lasciato un segno indelebile per quello che facciamo ma anche per come lo facciamo.

## 3.2 Activities

### 3.2.1 Commitment with management

As we have said from the beginning, one of the main value elements of this piloting activity was undoubtedly the involvement of all the Cramars staff in co-creation mode.

For logical reasons, however, the initial input and willingness had to go through the Cramars board and the approval of the management, which was mainly due to the fact that, being a process, it foresaw the commitment of human resources and therefore took place also on ordinary activities of the institute. The management also participated in the first phase of the project by taking part in the definition of the case study, through the meetings held to answer the initial questionnaire aimed at describing the current situation and the needs of Cramars.



The project contact person then shared the results of the case study and the specific recommendations and, together with the president of the Cramars, short- and long-term objectives were defined with the aim of getting the institute at least one step further along the long path towards a management that actually takes into account and benefits from "diversity".

This phase was useful for defining a small working group to be involved in order to carry out in practice all the activities defined later in the plan. This phase was rather simple, due to needs that the board had somehow brought out during previous meetings and in relation to activities carried out with a target group of disadvantaged people, and because the president is also an equal opportunities expert and therefore sensitive to the subject.

### 3.2.2 The Plan

The plan structured by the core group was to work with all the Cramars staff, and by the middle of 2020 to define the Cramars Charter of Values, first through a common sharing, then in a core group.

Next step foreseen from the Charter of Values was by the end of 2020 the mission and, at the same time, create monthly dialogue tables in specific groups to share problems and solutions related to the issue of diversity in order to create "notebooks" of good practices to be shared later also with external staff and freelancers working for Cramars.

The plan also envisaged a training phase, but this was still to be defined in relation to the results of the working groups and specific needs.

Stopping sometimes helps to think more clearly, to define new developments and to devise change.



*We take advantage of this time to carry out activities outside training with our trainees.*

*(The President of Cramars)*



Then covid-19 got in the way and, from March 2020, we had to restructure the plan without a specific timetable, but always with the will to go through this transition and internalise it. The president of Cramars decided that piloting had to continue anyway.

The priorities have changed, the timeframe has multiplied, it has been necessary to completely restructure the offices and move all the training online, and also to find a new way of sharing the working groups, moving from staff meetings in person to those at a distance, with communication taking place more by e-mail than directly, thus losing all the emotional involvement deriving from sharing in person.

The activities were therefore resumed in distance mode from June 2020, thus extending the initial timeframe.

### 3.2.3 Implementation

As a first step, a meeting was arranged with all the staff to tell them about the project, summarise the results of the check list and illustrate the resulting recommendations.

With this first step, the intention of Cramars to work on the topic was communicated, feedback was obtained from the participants and the names of those who wanted to be part of the small group that in practice would carry out the activities planned for the piloting, were collected.

On this occasion the way forward was broadly defined.

#### The Charter of values

The defined Core Group met several times to define:

- The best way to collect data from staff
- The key points to start with
- Roles within the working group
- Timing

The decisive and most delicate action in this phase is certainly to define how to involve the staff. In fact, the need to collect data on shared values obviously stimulates emotions as well, so that the participants have to reflect not only on the values determining the work, but also on their personal values.

In order to facilitate this process, the managers decided to take advantage of a fundamental document for a social co-operative: the social report.

At first, it was decided to give the staff free rein by asking them to email a list of values that they considered important for defining a charter of values, but this decision did not yield good results.

In order to solve the situation, and also because of the isolation due to Covid-19, the core group decided to define a questionnaire to be completed anonymously online. This allowed the respondents to think calmly about the possible answers and not to be emotionally involved in a group discussion. In this first phase, the focus was on individual reflection, so that each staff member could have a voice and make his or her own personal contribution to the document, without being involved and influenced by the ideas of others. The questionnaire required a minimum of three "values" to be defined for each question, which then had to be broken down into a detailed explanation.

A contact person from the group then collected the results and sent them to the working group for an initial check. These values were then grouped together until they became common.

The explanations of the values were the useful tool to define a draft of the common Charter of Values which was then shared in the extended group of Cramars staff.

The definition phase of the draft was not an easy process, as the small working group had to meet in several meetings and divide the tasks further in order to arrive at a "decent" document to present to everybody. The online search for details and the comparison with other Charters of Values certainly facilitated this phase.

The comparison of the draft therefore marked the final stage of the process. The discussion organised through a meeting with all the staff allowed some critical points of the document to emerge and to define what the working group could accept as the CRAMARS Charter of Values.

The Charter of Values will have to pass the check of the board in order to be published and become a shared tool through the company website and the reference point for the definition of the long-term mission. Working tables to this end are being developed.

## **Need for staff training**

In the first development plan, outlined after the case study was drawn up, the activities were based on the mission statement, which in the development process became first and foremost a charter of values. Because it was realised that in order to define a mission, it is necessary to have a clear idea of the next business plan, and to do so with a focus on diversity by setting it in a specific territory, involves much more "scientific" work.

During the process, when meeting with colleagues and discussing development possibilities, the need to train staff in relation to diversity emerged. During the meetings it was realised that the topic of diversity has a thousand facets and that in order to deal with it, it is necessary first of all to know it and then to circumscribe it, always in relation to the context where Cramars acts and works.

At the same time, this phase was also discussed with the second pilot organisation, Ires, which had the same problems. Therefore, we decided to join forces and, taking advantage of the Corona virus and the fact that all courses are now conducted remotely, we decided to look for external experts and run the course for both institutions, with the approval, contribution and partly also the participation of the group of stakeholders, the supervisors, involved in the project.

The added value of this initiative is not only that of having involved two training organisations, discussing together the various areas and points of view on diversity, but also that of having invited external lecturers, freelancers, to participate in the training, which in some ways give a sign of the sensitivity that both organisations show to the problem and also a mark of how they want to deal with the subject, with professionalism and seriousness.

The stakeholder group also suggested various training courses on the subject, and in some cases, individually, depending on interest or available time, some staff members wanted to participate. E.g. the workshop on the topic of diversity in the company and the gender pay gap organised by the Bocconi University of Milan.

In detail, the Cramars project contact person has explored, also with the suggestions and help of some project partners, the expertise present in Italy, contacted them asking for information and defining the topics to be dealt with.

In this first training phase the most felt need to be addressed was, in agreement with Ires, the theme of the definition of diversity. Then we went on to deal with hidden stereotypes, working through a role-play and social theatre approach also in relation to how to communicate with the "different" and collecting some good practices.

The course took place online between April and May 2021, from 4 p.m. to 6 p.m., during working hours, and involved a total of 16 participants, depending on the day. The course was recorded and the contents of the recordings made available to those who, for work reasons, could not attend the course in person.

The aim of the meetings was to show how, in our societies, diversity is affected by power relations aimed at organising it in a hierarchical way. In dealing with diversity, an intersectional perspective was adopted, i.e. not only cultural and ethno-racial background was taken into account, but also elements of gender, class, nationality, ability (etc.). The training, using examples drawn from concrete experiences, aimed to highlight the conflictual aspects linked to the confrontation with these diversities, and to find shared meanings and ways to identify reflexive and conscious interaction practices. Specifically, the workshop focused on diversity in work and service spaces. Particular attention was paid to the interactions between different subjects in working environments - such as relationships within offices and teams - and in contact with the public - such as services involving encounters with heterogeneous users.



During the meetings held on 20 and 28 April, 04 and 11 May 2021, the specific topics covered were: Introduction to the topic of Diversity - experiences and concrete examples; Exploring Diversity with Social Theatre; and Communicating Diversity.

This initial approach led to a specific interest in the topic also on the part of staff participants who, due to their type of contract, do not have direct contact with the "different" - perhaps part of the administrative/financial group, but who surprisingly showed a particular interest in the topic, above all for its farsightedness and transversality, also reflecting on the benefits of an economic nature that the target of the "different" understood as beneficiaries but also within the staff.

The best result is however demonstrated by the participation in the course as, unexpectedly, on the part of Cramars all staff members participated voluntarily and with interest reorganising their work plan autonomously. On the other hand, the management also did its part by deciding to provide the budget for the course and the possibility to run it during working hours.



## Other Implementation Activities

During the meetings with the staff, when discussing the "diversity" of the various points of view, differences in their vision emerged also on other topics related to the future development of Cramars. Therefore, taking advantage of the opportunity to meet on this issue, other important topics of business development were discussed, including a long-term vision approach.

Within the small group and following a sharing with the board, it was decided, therefore, as a working practice, first of all to meet in small working groups (training, administration, management of project activities, etc..) to ...



...discuss monthly working methods, difficulties faced, good practices to share and define them into methods to be reported in short workbooks...

...useful to all the other staff to address emerging risks and daily problems that emerge due to "diversity" with groups of students involved in training.

On the other hand, the board, always following the same direction of sharing different perspectives of the staff, has proposed to meet, setting appointments from time to time, with all the staff, to define together the next goals to be achieved, moving the needle of the scales from training (which represents 80% of the budget of Cramars) to "other services" to be defined, among others, services such as animation of the territory, organisation of cultural events, participation in complex projects, matching job seekers and job providers, etc. could be offered.

The round tables have already started and have, at the moment, addressed the issue of the major difficulties encountered during the development of the work (especially with disadvantage groups). Then, starting from the current work, the group listed the network contacts and the needs of the beneficiaries, defined what activities could be developed in the future, thus collecting ideas and needs to develop the business plan and mission of tomorrow.

### 3.3 Lessons Learned

There are many lessons learnt along the way, so catch it easier we outline them in points below:

- Before involving staff in a sharing exercise, have very clear ideas about the objectives and ways of sharing. Often it is useful to start from a research in the field and from already defined tools, which facilitates sharing - this is the case of the Cramars charter of values where we started from the needs and compilation guidelines coming from the social report document;
- It is always better to define the way of collecting the required contributions with the working group and to define specifically the deadlines to be respected by the group;
- Define guidelines, a questionnaire or other tools for data collection, not to leave it to the free evaluation or will of the participants - this is the example, regarding the charter of values, of the questionnaire addressed to the participants for data collection available under good practices;

- The participation of staff in transversal activities, in this case in training, is more stimulated if carried out in the work environment because, besides contributing to personal development, it also gives it a professional value;
- The commitment of management is one of the fundamental elements for the success of a course and, focusing on "diversity" as a value, already defines the imprint of a company;

## Progress requires investment in money,

- Organising activities on the topic of "diversity" but also on other sensitive topics together with competing companies at times and with a view to the future, makes it possible to collaborate on the topic with the same competitors and to establish a recognition of specific expertise;
- A good company is one that learns and progresses along the way. As in the case of Cramars which, on the basis of the needs encountered during the DivCap course, decided to implement it and respond to the needs of its staff with other transversal courses always shared;
- The Covi-19 emergency, which in some ways limited travel, on the other hand allowed the personal development of the Cramars staff, who were able to actively participate, also by virtue of the training organised online, in the contents proposed. This training was also able to involve another training organisation, as it was distance learning, which saved the budgets of both companies;
- Sharing in working groups with the staff, on the topic of diversity but also on other topics, brings to light what are the internal competences and what are the needs, lays bare the needs and difficulties but also opens up the possibility of further developments which, if co-created, facilitate motivation and active participation in the work.

### **And more in general:**

- change cannot be imposed from above, but that it only happens if it is done in a shared way;
- everyone's contribution, be it big or small, is an excellent contribution;
- everyone in his or her own specific job can benefit at various times from the training provided;
- a deeper knowledge of issues coming from "diversity" contributes to work better among the staff and with the beneficiaries of the services offered;
- the example set in favour of "diversity" also facilitates the openness of students participating in the courses and others to what is different;
- in some way it contributes to living in a better society. It is like setting a good example in a family environment and an education, which, in the case of Cramars as an adult education provider, does not only focus on specific skills, but helps to give value to transversal skills, to soft skills which, by direct example, can in some way help to limit the stereotyped view of the world.

## 4. Analysis of the experiences in the change and learning process, involvement as a key point

### 4.1 Summary

Evolution is always the result of a process that starts with analysis, passes through awareness and ends with change, this in a virtuous cycle that becomes part of the experience. The experience of changes often cannot be perfectly replicable because it has to take into account the moment in which it develops, the context in which it is realised (local and cultural), the target it involves, the specific subject it deals with.

This is, in summary, the experience lived by Cramars in the context of the DivCap project carried out, but still and constantly in place, in the period between autumn 2018 and summer 2021, a period also crossed by the Covid-19 pandemic and all the consequences, blockages and limitations that it has brought.

The first approach of the project to the institute involved was dictated by the meetings, in the case of Cramars held in a single working group, to define the case study. The meetings involved the president of Cramars, in the role of management, two teachers (one internal and one, interviewed later, external) and two members of the training staff (a newcomer and an older worker). The outcome of the meetings is summarised in the following personal statements:

What I can deduce from the results of this small group meeting is that it is not clear what values we, as Cramars, carry forward with the work we do.

It would therefore be very useful to define together a Cramars' charter of values.

(Cramars' manager)



Even if not defined, within Cramars you can feel this air of openness towards the "other" and the "different", in fact often, as seen by the Cramars tutors, what I once considered "different" now seems "normal".

(a freelance teacher of Cramars)



I cannot define a specific type of "diversity" that I face daily in my work. I had to solve some problems in the classrooms, it would have been useful to have suggestions from other colleagues who have faced the same problems before.

(a tutor of Cramars)



From the outset there was a willingness on the part of the participants to spend time and resources on the topic of "diversity", which facilitated to some extent the development of the activities planned during the piloting.

In order to motivate the resources and work for a common project, it was decided to work on the charter of values by organising a small working group to facilitate the process. The problems that emerged during the meetings on this topic with the Cramars group revealed difficulties relating above all to expertise on the subject, exchange, common responsibility.

In fact, it was decided that it would be very useful to meet in small groups, especially among the training staff (coordinators, tutors, teachers) to share on a monthly basis the problems faced or in progress with particular types of targets - especially migrants, therefore and above all with language problems, but also young NEETs not very motivated to continue with their studies and to fully carry out the commitments made in the training courses. The meetings have and will have the aim of exchanging good practices, finding shared ideas to solve problems, creating synergies with teachers, finding and testing methodologies to work with classes and making sure that all course participants can follow the contents starting from the same level.

Another decision taken during the group meetings, to support the needs of the group, was to organise a short training course on "diversity" in order to discuss the topic with external experts, in our case thanks to the contribution of the ICEI institute in Milan (Istituto di Cooperazione Economica Internazionale), and to align the idea of "diversity" within Cramars. In this case all the staff participated at the workshops.

**As we said at the beginning, the contribution of the project was precisely that of acting as a stimulus to activate and plan new activities, linked to the development of the institute in the area of "diversity". This then leads to the need for growth, linked to the philosophy of social, local and egalitarian development, and the need to work on something else to retain staff and make them more and more proud to work in this type of company, a social cooperative.**

## 4.2 Conclusion

Cramars is obviously far from becoming a company that fully applies diversity management above all in its economic sense of the term, but the first contributions made by the project have already made it possible to show how much, in the long term, the right management of diversity can benefit the institution also in the field of economy.

## 4.3 What worked well?

### What could be done better?

The main results of this diversity development project have been the sharing with and between employees within Cramars.

In fact, the project has made it possible to implement a methodology of exchange and internal work that will be constantly implemented in the future, also in other areas.

We realised that ...

contributions, even if minimal, from everyone lead to better results



...and that the staff, by participating actively and feeling part of a working group, is then more motivated to develop their own specific part, and also to be helped by others in case of need.

There are still some difficulties, which do not specifically concern the project, but which emerged during its implementation, in involving and giving a voice to staff who do not work directly with the beneficiaries and who somehow find it difficult to understand the dynamics. In fact, what could be implemented is precisely the element of interaction of all the staff with the general problems of working with "different" beneficiaries.

## 4.4 Recommendations

### Management

- Involve all staff in defining a mission statement that is visible to everyone, especially on the website but also for all internal and external collaborators. In the statement the nonverbal values should be made explicit, the principles we believe in and on which our work as educators is based;
- Increasing the network of stakeholders in the field of diversity, companies should have more contacts and give precise information to associations involving this type of target;
- Define the internal and external communication mode for the "diversity" target group. 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;
- Talk about it on the board of 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 and education of diversity;

## Non-educational staff

- Participate actively in some activities dealing with “diversity” to get better in touch with problems the other staff must confront in the daily work

## Educational staff

- Organize training courses on "diversity" - and share the contents with those who cannot attend the courses, now more useful by doing it online;
- 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;
- Develop and participate to some courses or training or invite experts to better interact with diversity within the institution and with clients - psychological aspects, contribution to guidance, diversity management, involvement of "different" users in courses, etc.;
- Get feedback from trainers/teachers (external or internal) with the use of an assessment questionnaire to know and share teachers’ problems, how they dealt with the classroom, etc.;
- Ask teachers about their needs to help students considered “diverse”;
- Define together a collection book, in which all the best practices can be added to contribute to all staff resolutions of problems that can be met in working with people dealing “differently”.

## 5. ANNEX - Good Practice Examples

### 5.1 Internal questionnaire to define the Charter of Values

Presentation:

The charter of values, serves to clarify who the company is today, how it acts, whom it wants to serve and the culture it cultivates. Values are not abstract words or concepts (respect, flexibility, cooperation, planning, etc.) but guide and direct our conduct and influence our daily experience.

We would like to define our charter of values in a shared way. For this reason, we ask you to answer the following questions, LISTING AT LEAST 3 VALUES for each question and explaining the reason to clarify what you are referring to in relation, of course, to the work we do in ..... or to your personal beliefs (the answer is persona):

Questions	Answers	Added question	Comment
A. What are the first three values that come to your mind when talking about your company?	1. 2. 3.	A.1 Explain your motivation to clarify what you are referring to in relation to the work you do in your company or to your personal beliefs:	
B. What are the three values that an "external actor" (suppliers, pupils, municipalities we collaborate with, etc.) could use to describe your company?	1. 2. 3.	B.1 Explain your motivation to clarify what you are referring to in relation to the work you do in your company or to your personal beliefs:	
C. According to which values are partners and suppliers chosen and how could they be framed in the future?	1. 2. 3.	C.1 Explain your motivation to clarify what you are referring to in relation to the work you do in your company or to your personal beliefs:	

Questions	Answers	Added question	Comment
D. Which behaviours are of value within your organisation?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	D.1 Explain your motivation to clarify what you are referring to in relation to the work you do in your company or to your personal beliefs:	
E. Which value behaviours can be introduced in your organisation?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	E.1 Explain your motivation to clarify what you are referring to in relation to the work you do in your company or to your personal beliefs:	
F. Which behaviours cannot be accepted within the organisation?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	F.1 Explain your motivation to clarify what you are referring to in relation to the work you do in your company or to your personal beliefs:	
G. What are the values you consider to be valid in other companies you know?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	G.1 Explain your motivation to clarify what you are referring to in relation to the work you do in your company or to your personal beliefs:	
H. What feedback would you like Cramars to get in the future from the community based on the work done over the years?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	H.1 Explain your motivation to clarify what you are referring to in relation to the work you do in your company or to your personal beliefs:	
I. Diversity and inclusion: what has been done and what could be done? (open question)			





[www.diversitycapacities.eu](http://www.diversitycapacities.eu)

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