



QUESTIONNAIRE FOR ADULT EDUCATION INSTITUTIONS

„Diversity in the institution – reality, challenges and measures“

The aim of the questionnaire is to provide essential indicators of successful processes of dealing with diversity in organisations.

This questionnaire has an internal function in the realisation of the project:

1. It will be used for desk research on the adult institutions involved in the project using sources like mission statement, leaflets, advertisements, videos, annual reports, curricula, website and social media, etc. This information will be the background information of the interviews for the case studies.
2. It will be completed with the information taken in the interviews with managers, administrative staff and teachers (questions marked in grey).

More important is the external function of this questionnaire. It can be used by adult education institutions in general to measure the diversity policy and diversity management in the organisation and the outcomes can be used as starting point for what should be improved.



Funded by the
Erasmus+ Programme
of the European Union

Introduction

The Project “DiversityCapacities (DivCap)” aims to support and promote inclusion and diversity in adult education. We aim for a comprehensive approach which involves the adult education centre as a whole, not only the classroom setting. The project is working with an integral approach to develop and implement diversity management in adult education organisations focusing on all levels in the organisations and in checking and testing this simultaneously in practice in the collaboration with colleague organisations. We plan to develop supporting structures for a change-management in adult education institutions for enabling them to successfully deal with diversity in their institution, staff, trainers and learners.

The objectives of DivCap are

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

Those elements intent to promote inclusion and equal access to adult education.

Furthermore, it also should improve the work environment for and competences of staff in adult education.

Our understanding of diversity is broad, but in this project, we focus on the categories of culture, ethnicity, religion, encompassing challenges in adult education in relation to migration, without forgetting gender, age, educational background or disabilities as other important categories.

The first step is analysing diversity in adult education organisations using this questionnaire. The results will be used for case studies and the development of appropriate tools.

Place and Date	
Name of DivCap partner	
Name of Institution	
Interviewed person	
Position in the institution	
Qualification	
Professional experience	
In the institution since	

1. Institutional framework

a) What's the main objective of your institution?

b) What kind of legal body is it?

c) In which way external legal frameworks (e.g. a subordinate institution, network regulations) restrict policies and management decisions of your institution?

d) If there exists a mission statement: Which formulations contains it showing openness towards different cultures and countries of origin?

e) What are the main reasons for the institution to adopt diversity management / is interested in adopting diversity management?

<p>f) Are there internal guidelines for educational leaders and employees endorsing equal opportunities and equal treatment for all?</p>
<p>g) Does the organization have a complaints office or contact person when employees do not experience equal treatment?</p>
<p>h) Are complaints about discrimination reported? If yes which ones?</p>
<p>2. The institution in the migration society</p>
<p>a) Who is addressed specifically by the institution's products and services?</p>
<p>b) Does the institution evaluate the composition of participants (age, gender, cultural background or other categories)?</p>

c) If yes: What percentage of migrants participates in the course offer?

d) Which are the most important difficulties for migrants to attend courses in your institution?

e) Does the institution provide specific support services to migrants to facilitate the access to courses? If yes, please present examples!

f) Are courses offered in any foreign languages also, which ones?

g) How the institution presents itself in the public? Which kind of people are visible in printed or online public relations? Please add examples.

h) In which languages does the institution present itself?

i) Which examples of positive measures to invite people with migrant background into the institution do you have?

j) In which way the institution is connected to migrant communities??

3. Human resources

a) How many employees does your institution employ?

b) How many of them have a migration background?

c) At which levels do employees with migration background take positions in the organization?

d) Does the institution use neutral formulations in the job advertisement?

e) Does the human resource department expect a photo attached to the application documents or do they point out that it is not wanted?

f) In which way the human resource department considers "intercultural competence" as a requirement for job applicants?

g) Are women, people with disabilities and people with migrant backgrounds expressly invited to apply?

h) Does your institution use a discussion guide so that the job interviews are as consistent as possible?

i) Is multilingualism acknowledged as an important skill?

j) Does the institution offer flexible working conditions taking into account cultural celebrations days, offer of halal food in the canteen, presence of a prayer room?
Which ones?

k) In which way comparable abilities, qualifications and professional experience are acknowledged (independently of formal recognition)?

l) What do you think are the main challenges for administrative staff in relation to diversity?

m) In which way managers are prepared for leading a diverse team?

- n) How can professionalism in the field of integration be developed equally in all departments?

4. Our house, our languages

- a) In which way does your institution facilitate the access to the building (e.g. reception, guidance system in the floors, multi-lingual advice, easy language)?
- b) Does the institution speak - quite in the literally sense - the language of those target groups which are out of reach? Which communication channels are used for reaching those groups?
- c) In your opinion: which are the most relevant obstacles to reach migrants?

5. Networking

- a) Which migrant organizations exist in the region / city? With which ones does your institution cooperate?

b) Does the institution cooperate in recruitment campaigns with migration organizations?

c) What attitude does your institution for further education adopt for cooperation or networking in general?

6. The educational process

a) Who teaches? In which way is your educational staff divers?

b) Do teachers provide special support in the courses for participants with difficulties in some specific subject? If yes, which ones?

c) Does the institution provide any support to teachers (e.g. intercultural mediator) for handling intercultural conflicts in the courses? If yes, which ones? If no, which ones should be implemented?

d) Do the methodologies in the courses promote inclusion (e.g. collaborative work in heterogeneous groups, project learning, welcoming procedures)? If yes, provide examples!

e) In your opinion: which are the most relevant challenges for teachers/trainers including participants with migration background in the lessons/courses

10

7. Last questions

a) Beside of ethnicity and cultural background – the topics of the project: Which dimensions of diversity could be relevant for the institution? And why?

b) Do you have any further comments to this questionnaire?

This project has been funded through the European Commission. This publication reflects the views only of the authors. As such the commission cannot be held responsible for the contents of this product or indeed the use of the information it contains therein.