



# **DIVERSITY POLICY RECOMMEN DATIONS AND ACTION PLAN**



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# INTRODUCTION

The purpose of the DIVERSITY project is to provide a mentality shift from focusing on migrants as distinct target groups and preparing them for integration into the society around them, towards including migrants into the providers' regular programs as an equal target group to actively and directly foster diversity and inclusion in adult education and society. In many cases, "adult education for migrants" is subdivided into "adult education for refugees" and "adult education for other migrants". Thus, migrants are considered as a "special" target group of adult education, with specifically tailored solutions. While this approach may be appropriate when responding to and managing needs resulting from the contingency of sudden migrant inflow, it leaves migrants outside the mainstream adult education provision.

Once migrants have completed the courses specifically designed (and financed) for integration purposes, the current adult education systems offer them little further opportunity and few migrants transition into "ordinary" courses. For example, adult education for migrants is mainly related to language learning; these programmes are envisioned to train skilled cultural mediators to be later "reinvested" within the same adult education system for migrant's integration.

The next step must be a "normalisation" of this target group in the eyes of adult education and their strategic integration into the established pool of target audiences. To achieve this goal, provider organisations need to review their internal processes and adapt management and programme planning strategies to remain attractive as facilitators even long-term.





Our target audience for this project is diverse, aiming to reach local, regional, national and European practitioners and stakeholders. At the local and regional level, managers and planners have an advanced awareness of migrants' situations and needs as well as increased skills of addressing and integrating these needs in organisational structures and programs. Through them, we plan to reach learners. Migrant learners will benefit from suitable course programmes leading to increased inclusive education.

Due to the principle of subsidiarity, local and regional policymakers play a prominent role in the framework of adult education provision across Europe. The project, therefore, aims to raise awareness, present good practices and provide examples for actionable measures in order to support local and regional policymakers aiming to promote the inclusion of migrants. Furthermore, increased inclusiveness of adult education systems towards migrants will have a trickle-down effect to impact learners and the larger society. DIVERSITY will hence contribute to social cohesion as well as to the diversity and inclusion of minorities in the adult education sector and the larger society.

On the national level, efforts concentrate on policymakers, whose awareness of the issue at hand, knowledge of actionable measures, as well as good and transferable practice, will be increased. This will affect adult education providers and therefore subsequently also learners and the larger society as described below.

Finally, partners, particularly EAEA and IHF, will mobilise their respective international and EU networks to provide impact at the EU level of the results and products and their gradual uptake at the pan-European level. In addition to their networks, both will also mobilise EU policymakers (identified in the Members of the EU Parliament of the countries represented and the relevant Committees) as well as stakeholders (Economic and Social Committee, EU associations and interest groups) to ensure that the project will generate relevant impact at EU level, in support of EU policies, strategies and priorities.





# IMPORTANCE OF DIVERSITY

The student population of nearly all institutions, as well as adult education, has radically changed from what it was twenty and thirty years ago. It is apparent that it is much more diverse in terms of gender, ethnicity/nationality, age, socio-economic status, and beliefs than existed twenty years ago. Therefore these student and teaching populations need diverse teaching skills, different experiences, and more facilitation abilities in order for them to learn best as per their learning styles. One of the needed skills and abilities would be to acknowledge their differences and actively incorporate their experiences into the learning objectives of each session (Mujtaba, 2011).

Adult education learners are often employed as well. In the workplace, they have the potential to enrich their environment. Research shows that diverse work groups produce more cognitive processing and more exchange of information. Diversity brings in new ideas and experiences, and people can learn from each other. Bringing in different ideas and perspectives leads to better problem-solving. Working in diverse teams opens dialogue and promotes creativity (Psychology Today). According to Forbes, it is important to hire people from all backgrounds as everyone has different skills that they can provide and help to enhance a business. Having an inclusive and diverse environment allows wider perspectives to be integrated when brainstorming, problem-solving and developing new ideas in business. Employees are able to promote the business effectively as they have similar backgrounds with the intended target audience (Forbes).





According to the new EURYDICE report as far as migration background is concerned, non-EU migrants (i.e. adults born outside the EU-27) register higher average participation rates (11.2 % in 2019) than native-born adults (10.9 %) and EU migrants (8.8 %) when it comes to participating in adult education programmes.

Publicly subsidised basic skills provision also includes programmes for the integration of migrants. In several countries, these programmes are an integral part of systematic learning provision that is open to adults. While the language component is usually a central element of these programmes, their content can go beyond language instruction. For example, they sometimes include further support for literacy or other elements facilitating the integration of migrants into a different culture and society. In Luxembourg, intensive basic skills and foreign language integration courses (parcours d’instruction de base et d’intégration linguistique) are aimed at those who have never attended school or who are not familiar with the Latin alphabet. Literacy courses are provided in the French language. For those who are literate, French is taught as a language for speakers of other languages. The learning pathway is individualised. In Finland, language training is provided as part of integration training for migrants (maahanmuuttajien kielikoulutus). The target group is migrants who have passed the compulsory school age. The training consists of instruction in Finnish or Swedish and, if necessary, reading and writing skills and other instruction that promotes access to the labour market and further education. The training may also include the recognition of prior learning, the recognition of degrees, and vocational planning and career guidance (EURYDICE, 2021).

It is also noteworthy that programmes targeting the integration of migrants are sometimes included in other types of institutionalised learning provision. For example, in the Flemish Community of Belgium, such programmes are provided within the system of basic adult education (basiseducatie). Moreover, courses for the integration of migrants do not always have a non-formal character. Sweden, for instance, includes this type of provision in the municipal adult education system (komvux) and recognises it as a qualifying language education at ISCED level 1 and EQF level 2. Like Sweden, Norway also has a formal education programme (ISCED 2) for the integration of migrants. It includes a language component, a basic literacy module and courses related to social studies (EURYDICE, 2021).



The Maltese government has in the framework of the public consultation process recognised that education is one of the main drivers for the integration of migrants. This outcome has been confirmed by third-country nationals who were consulted during the research. Almost all of them recognised that linguistic barriers make the process of obtaining information on the required documents more difficult. The request made by most of the migrants was to have more opportunities to learn both the languages spoken in the country (English and Maltese), in order to have a better understanding of this specific aspect of the culture. Moreover, a course on Maltese culture was deemed useful because it eased understanding of the community they are going to live in. Besides cultural and linguistic courses, some of those interviewed also requested specific vocational courses, possibly with a training component. This was deemed useful in order to improve their employability. Another useful aspect, according to Malta Migrants Association, would be to have more information on the rights of the workers and Maltese labour legislation, this would help to avoid exploitation and raise awareness on their rights as human beings (MEDBALT project).





# POLICY RECOMMENDATIONS

Throughout data collection/mapping, curriculum development, testing and feedback, we have gained important insights not only into the specific needs and necessities of providers in the context of opening their organisations to migration diversity but also into the necessary support on the policy levels as well as the barriers policy decisions may create and uphold. Incorporating migrants into the wider planning strategies of adult education results in a call upon policymakers of the economic sphere to align their regional strategies with changes in the makeup of the workforce. Adult education is a crucial player in facilitating these changes, therefore we prepared a set of policy recommendations aiming at multiple topics and levels for better inclusion.

Based on the Council Resolution on a new European agenda for adult learning 2021-2030, inclusion falls under priority area no. 4 which is designed on the need to foster greater opportunities at policy and systemic level for quality, professionalization and equity in Adult Learning.

More precisely, by inclusion we mean:

- Strengthening gender equality and solidarity between different target groups (in consideration of cultural background, demography and socio-economic status) with specific attention to so defined vulnerable groups – people that are exposed more than others to the risk of economic marginalisation and with exponentially fewer opportunities not only for education and training but also for economic emancipation.



- Social, policy and financial commitment to new engagement and governance model that can sustain and support the involvement of people that may face greater challenges/barriers in accessing adult education and lifelong learning's upskilling pathways.
- Networking and learner-centred cooperation/coordination mechanisms with local AE providers and relevant stakeholders in general, specifically those representing the interest of specific social categories (i.e., migrants associations).
- Structured programming for active citizenship and mental/physical well-being of 65+ seniors, so as to promote and mainstream healthy lifestyles and participation in democratic societies.





# How to become diverse?

## Inclusion at the programme level

- Adult education providers could include a more diverse set of topics and themes in their curricula.
- Promotion of skills and expertise of the migrant learners: Migrant learners have diverse expertise, skills and entrepreneurship knowledge that can benefit the local community.

The Erasmus + partnership project PRISMA discussed good practices in active and strategic involvement of migrants in decision-making processes in regards to programme planning. The project developed a good practice assessment form and a good practice assessment grid for AE institutions to self-assess the participatory potential of measures and activities. The forms can be downloaded here: <https://www.vnb.de/formate/projekte/projekte-aktuell/prisma-participation-rather-than-integration-of-migrant-communities-in-adult-learning/>

- Adult education organisations could create "reflection" think tanks where a percentage of participants is from a migrant background and in that way to always encourage an open dialogue.
- The aim of knowledge sharing is to enhance staff familiarity with the diverse cultural and everyday realities of the communities they serve.

## Inclusion at an “organisational” level

- Adult education providers could be more inclusive at an "organisational" level by including migrants in their board, management, admin or teaching staff. This way, the organisation is given an insider view into the learning groups' needs and aspirations are.

According to Alliant University, having a diverse team from different backgrounds can boost employee engagement and therefore productivity but beyond the business-related benefits, creating a workplace that is comfortable for diverse groups can be incredibly valuable.

In Greece, a recent independent study (Dianeosis, 2021) stressed that adult and vocational education is successful in the provision that an adult education culture is encompassed across three key elements of the system i.e. adult educators' staffing criteria, adult education service licensing and adult education methodology of programmes. Looking further into staffing criteria, the aspect of inclusivity is clearly addressed, suggesting that formal criteria, as officially documented so far, does not appear to be adequate for effective adult education and training.



## Inclusion at the level of the learning environment

- Adoption of a 'resource benefits' rather than a 'resource deficits' model: Creating tight cooperation with the local migrant community can benefit both adult education providers and local and regional stakeholders. The cultural exchange of traditions, language and cuisine can enrich an environment and help strengthen ties between learners themselves and trainers as well.

A local evening school (FOF Vendsyssel - under The Act on Non-formal Education and Democratic Voluntary Activity) decided to ask a group of asylum seekers in their area, what they wanted to learn and experience. The answers were to some extent the same as what local Danes wanted, but in addition to that, they wanted to learn about and visit the democracy. This led to visits to the city hall and a special activity on the day of the Danish constitution (DFS, 2021).

- The design and delivery of programmes should promote equality. The values, ideas and opinions of all participants matter and no one feels in a subordinate position.
- Improvement of interaction with diverse communities: Public agencies, officials and institutions could be more active in participating in networks and enabling new programs that would benefit the migrant communities. There should be an interagency approach to further the support.
- Adult education providers could aim to improve interactions with diverse communities.

In 2017-2019 a European Key Action 3 Project, titled COMANITY, developed a training programme in Greece, Spain, Italy, and the UK, for youth that might become community animators. The project aspired to develop a new role, the community animateur, engaging marginalized young people and applying civic participation of young people by developing the role of volunteering for social inclusion in specific local contexts. The 'Community Animateur' can be thought of as a 'Social Mediator' who makes a bridge between young people on the margins and other community actors and institutions. The Animateur concept was developed to work where situations of social conflict, including intense conflict, emerge between young people, residents and other groups for the use of public areas. The Animateur is typically a young 'volunteer' who comes from the community and is trusted by his or her marginalized peer group. Animateurs act as a point of mediation between hard to reach young people and 'the system'. They catalyse relationships between disconnected learning and inclusion entities – for example by organizing cross-sectoral, cross-agency workshops involving schools, youth organisations, local businesses and civil society actors. They organize radical – and often disruptive – inclusive learning initiatives. They valorize and build on the resources of the community to develop, in collaboration with young people, social innovations aimed at solving problems in the community.





# Funding

Council Resolution on a new European agenda for adult learning 2021-2030 mentions that Member States should make full use of Union funding opportunities in line with their national circumstances, priorities and challenges. The objectives do not pre-empt decisions on how Union funding instruments under the Multiannual Financial Framework 2021-2027 and the NextGenerationEU are implemented.

These range from structural funds, namely the ESF and the ERDF, and even more relevant, the participation in EU funded programmes (i.e., Erasmus+). However, it is also relevant to pinpoint the fact that, funding sources should not rely exclusively on EU-related projects and programmes: AE local-based initiatives should rely on a principle of self-sustainability that includes the participation of private sector's representatives as well (i.e., employers, SMEs, Business Associations, Chambers of Commerce, etc.).

Funding mechanisms that are both sustainable in the long run, efficient, effective and impactful, benefit from robust audit and accounting monitoring that permeates all levels of implementation (from local to national).

## **Diversity and migrant inclusion should not be a cost, but an investment**

In 2018, the Larissa City founded a new initiative, the 'University of the Citizens', aiming at planning and delivering adult education programmes, the so-called Learning Cycles, across 12 thematic domains, one of which was about migrants' community engagement and upskilling. The aim of this project initiative, which was recently awarded by UNESCO, was to deliver adult education services available to all citizens of the region, instilling adult education principles to program development and to enhance the role of active citizenship in the community.

- The migrant numbers in Europe are growing each year, be it because of political, economical or environmental reasons. This specific learning group could soon become the primary one, therefore the adult education providers need to adapt.



## Provision of additional financial incentives

- On a local, regional and national level there could be financial incentives for "enhanced inclusiveness" as an additional benefit for adult education providers.

Since there is no municipal funding available for asylum seekers, FOF Vendsyssel had to find funding in a special development programme by the Danish Adult Education Association (Dansk Folkeoplysnings Samråd) (FDS, 2021).

## Publicly funded and centralized training

- Social workers, trainers, volunteers and other staff now more than ever need to have access to centralized, quality training when working with different migrant learners. As a relatively new group of learners, they need a different support system than other vulnerable groups.

Due to the severity and prolonged nature of their experiences, migrant and refugee populations are more likely to experience trauma than the general population. In Germany, about 40% of refugee adults and 20% of refugee children suffered from PTSD. In the Netherlands, between 13% and 25% of refugees and asylum seekers suffer from post-traumatic stress disorder and/or depression. Over 40% of children who resettled in Europe after experiencing the war in former Yugoslavia had mood and anxiety disorders, while one-third suffered from post-traumatic stress disorder. Stressful experiences after resettlement also contributed to these effects (UNESCO, 2019).

## Funding migrant entrepreneurship

- Adult education providers should provide programs to encourage migrant entrepreneurship.

Local project „Wir leben in Hannover – eine bunte Verbindung“ is an initiative by Verein Niedersächsischer Bildungsinitiativen e.V. (VNB), ALBuM Network and the City of Hanover. A number of micro-projects are built around integration, community and co-creating a diverse society. Events bring together people from diverse backgrounds and tackle many topics – often connect to Hanover as the common space.

- As a relatively new topic, organisations could get additional funding and mentoring to test different approaches and create a sustainable approach.





# National agenda

## Diversity quota

- Public adult education providers could include a certain percentage of employees who need to be migrants or with a migrant past.
- Positive discrimination measures could be introduced in favour of employing migrants in government agencies, including adult education.
- There could be a national incentive to promote diversity in workplaces.

The initiative „G mit Niedersachsen“ offers support and guidance to agents and organisations working in the fields of gender equality and migration. They facilitate networking opportunities and exchange among personnel with a focus on promoting gender and diversity sensitivity in the further education sector. An initiative of the Ministry of Social Affairs, Health and Equality in Lower Saxony; led by Verein Niedersächsischer Bildungsinitiativen e.V. (VNB)

- Government agencies and adult education providers could work hand in hand to share information on legislation that protects migrants from systematic abuse.

## Celebrating inclusion of migrants and diversity

- There could be a recognition of the hard work done by adult education organisations working with migrant groups and including them in their surroundings.
- Different governmental bodies could promote multicultural dialogue and inclusion of diversity through their line of work.

## Skills and competencies

- Diversity would need official support. Ministries and other governmental bodies could provide information on ways to attain formal recognition and validation of non-EU qualifications, skills and competencies, in accordance with a national and EU qualifications network.
- Adult education providers could initiate a curriculum based on global peacebuilding upon the recommendations and input of displaced and migrant people.
- Higher education policy could prioritize migrant students as a target group, therefore providing incentives and disseminating information on the available support.



# Train the trainers

Nearly all organisations and academic institutions have various forms of formal or mandatory training for their associates, faculty and/or staff during their initial hiring process and as an ongoing process annually. Much of this training is formally required to make sure employees of these institutions are aware that the organization expects them to treat everyone fairly. However, in many academic as well as corporate organizations, much of the training on ethics and sexual harassment topics are not reinforced through training and development (Mujtaba, 2011).

## Research into the fears, reservations and recommendations of adult education managers and providers

- To build greater inclusivity of adult education provision, there could be a dialogue to convey the current situation regarding the inclusion of migrants.

## Provide an opportunity for migrants to share their experience

- Provide time and space for dialogue, sharing of backstories and personal narratives.
- Encourage migrants to get involved and co-design the learning curriculum.
- Migrants are able to share their knowledge, therefore we can learn about conflict intervention and peacebuilding from their own experience.
- Train migrants to deliver cultural sensitivity training to governmental, non-governmental and community-based organisations.

Initial integration of immigrants (Začetna integracija priseljencev) is a free programme to enable immigrants to learn the Slovenian language and obtain information about Slovenian society. Courses include around 180 hours of tuition (EURYDICE, 2021).

- Use migrant diversity training to become better at dealing with other types of diversity (we are all different and have different needs, learning styles, etc. - working with migrants can enhance sensitivity to other types of diversity.)



## Provide an opportunity for educators to upskill themselves

- There could be new piloting programs to make education fun and experimental, as we are dealing with quite a new sub-group of learners with their specific needs.
- Encourage trainers to become 'process-oriented rather than 'product' oriented.
- Provide extra time off to attend new courses for upskilling.

In Iceland, the Education and Training Service Centre (ETSC; Fræðslumiðstöð atvinnulífsins) (45) is the designated focal point for providing support for the development of adult education, basic skills and second-chance education. The centre serves as a forum for cooperation between the Ministry of Finance and Economic Affairs, the Icelandic Confederation of Labour, the SA Confederation of Icelandic Enterprise, the Confederation of State and Municipal Employees of Iceland and the Icelandic Association of Local Authorities. The aim of the forum is to increase the provision of educational opportunities for people in the labour market who have limited formal basic education, immigrants and others, as well as address other educational issues of general concern for the community. The ETSC is the main centre for pedagogical advice and development in this field (EURYDICE, 2021).

- Educators and trainers who are the backbone of the delivery of education and training to migrants need specialised support from expert agents with skills in education and training to diverse cultures and groups. It is not adequate to expect the educators and trainers of migrant learner groups to be adequately supported by mainstream education and training delivery support agents.





# Inclusion of migrants

## Migrants as a specific learning group

- Having specific needs, migrants could be treated separately from "traditional" learners because of trauma and counselling needs, post-traumatic stress disorder and other challenges they overcame during their process of migration.
- The focus should be on awareness of their background, culture and learning needs, which are very specific as well.
- There needs to be an inclusion of learners' voices.

According to the legislation on Danish education for adult foreigners, the learners at each adult education provider has a right to form a "learners council/board". The role of the council is to be the voice of the learners and take care of the interests of the learners (RETS, 2020).

## Access to information

- Connect participation to adult education programs with other benefits such as free transportation, free access to cultural events, health insurance (not only for migrants but for all learners facing obstacles).
- Provide information in several languages on where to gather information and support from government systems.

Unlike children and teenagers, adults have many responsibilities besides learning. Because of these responsibilities that keep them away from learning at times, adults have barriers against participating in learning. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and other challenges facing all adults (Mujtaba, 2011).

## Introduce and employ a multi-stakeholder approach

- Ensure that all relevant stakeholders are included in any processes aiming to include migrants in adult learning, including migrant organisations, research institutes developing new conceptual approaches to migration, social partners, the private sector etc.





# **ACTION PLAN FOR ADULT EDUCATION PROVIDERS**

The classroom environment and curriculum should be responsive to the increasing cultural diversity of our society, according to Drexel University. They prepared a set of strategies that will encourage all students' cultural awareness, enhance each student's sense of identity, and foster inclusion in the classroom community.

## **1. Get to Know Your Students**

Ensuring that cultural awareness is promoted in the classroom starts with the adult educator understanding each individual student. Take the time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique. Demonstrating a genuine interest in learning about each student and their culture will help establish trust and allow you to form a bond with them so they feel valued. If students feel appreciated by and comfortable with the teacher, there's a better chance they'll feel comfortable talking with and respecting their peers in the class – and communication is the core to a culturally aware and inclusive classroom.

## **2. Maintain Consistent Communication**

Aside from getting to know your students, teachers should also continue to maintain ongoing communication throughout the semester or school year.



Scheduling 1-on-1 meetings with students to “check-in” every so often will allow you to consistently improve how accessible the classroom is to everyone. Students can talk about whether they felt included in the classroom culture. This can help identify issues or ways to improve the overall experience. It’s also an opportunity to discuss their progress in the class and offer guidance on how they can improve, based on their individual needs as a student.

### **3. Acknowledge and Respect Every Student**

It’s also important for students to celebrate and respect their own diverse backgrounds, as well as each other. When appropriate, teachers should encourage students to research and learn about their own ethnic and cultural backgrounds. This allows them to better understand their own culture as well as the differences and nuances with their peers. As a bonus, this can be a great ice breaker assignment, allowing students to give presentations about their family traditions and culture to help expose the class to concepts outside of their own familiar comfort zone. Acknowledging these differences and creating a safe space for discussion helps promote understanding in the classroom and beyond. Also, as you encourage students to learn about their diverse backgrounds, remember to take the time to highlight what’s offensive and the distinction between cultural celebration and appropriation. Learning how to talk about other cultures in a respectful, mature way is essential for success in life outside the classroom.

### **4. Practice Cultural Sensitivity**

While it’s important to keep an open dialogue amongst students, it’s equally as important to make sure you’re being sensitive to everyone’s culture, beliefs, and language concerns. Take the time to understand each student’s cultural nuances – from learning styles to the language they use – and use these insights to design your lesson plans. For example, provide English language learners with appropriate and relevant resources that help them improve their English comprehension skills. Rather than teach with a traditional lecture style, create learning experiences that are more interactive and require collaboration. These considerations will help ensure that every student feels included, is given the space to learn in their own way and is given a chance to succeed.





## 5. Incorporate Diversity in the Lesson Plan

The classroom environment is important for fostering cultural awareness, but you also should ensure diversity is represented in your actual lesson plan. For example, broaden history lessons so that they encompass the world beyond United States history and culture. Or, use references and analogies to other cultures in your lessons and assignments to help students with diverse backgrounds personally connect. Another great strategy is bringing in diverse speakers to add varying points of view and real-life context to different subjects. There are several ways you can ingrain cultural awareness and diversity into your lesson plan, and it will vary depending on the cultures represented in your classroom and the course you're teaching. Regardless of the subject, always try to present and connect lessons to real-world issues. It's easier to promote cultural awareness within your lessons when there's a real example for students to relate to.

## 6. Give Students Freedom and Flexibility

Teachers often feel like they need to take on a strict, authoritative approach when it comes to managing their classroom. The most valuable lessons are often learned through peer learning and through students own experiences, so giving them some freedom in the course encourages more connection to the curriculum. Allow students to read and present their own materials that relate to the fundamental lesson so they can approach the topic from their own perspective. As a teacher, you can act as a facilitator and encourage conversation and healthy debate between diverse opinions. Group assignments are also a great way to expose students to diverse perspectives, allowing them to work together to explore and solve a problem.





# TRAIN THE TRAINER

Among the 25 Council's recommendations on upskilling pathways and new opportunities for adults, recommendation no.14 looks into "training the trainers" opportunities. This is really because empowering learning journeys for adult learners are enabled – and pass through – experienced, motivated, "emotionally intelligent" and "socially capable" supporting staff.

Mentoring and coaching can turn into a very difficult and challenging experience if people in charge of it lack adequate skills, attitudes and knowledge, where:

- KNOWLEDGE stands for facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject.
- SKILL stands for the ability and capacity to carry out processes and use the existing knowledge to achieve results.
- ATTITUDES stand for the disposition and mind-sets to act or react to ideas, persons or situations.

Trainers and educators (i.e., staff of adult education organisations in general) should represent themselves as the targets of LLL programmes tackling new empowerment opportunities that are instrumental for their profession and most importantly, their professionalization.

Most of these empowerment opportunities come from EU sources as well. One of which, and the most recent, is represented by LifeComp framework, the official European Framework for Personal, Social and Learning to Learn Key Competence.

In response to one of the 8 key lifelong learning competences identified – and recommended – by the EU Council in 2018, LifeComp provides form a common EU model for education and training on personal social and learning to learn competences.



The framework is broke down into three training areas, for nine competences in total (and even further learning outcomes) which might be of critical support to help adult education professionals in acquiring new diverse-friendly outlooks:

PERSONAL AREA	
<b>Self-regulation</b>	<ul style="list-style-type: none"><li>• Readiness to review opinions and courses of action in the face of new evidence</li><li>• Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts</li><li>• Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals</li></ul>
<b>Flexibility</b>	<ul style="list-style-type: none"><li>• Readiness to review opinions and courses of action in the face of new evidence</li><li>• Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts</li><li>• Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals</li></ul>
<b>Wellbeing</b>	<ul style="list-style-type: none"><li>• Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and wellbeing</li><li>• Understanding potential risks for wellbeing, and using reliable information and services for health and social protection</li><li>• Adoption of a sustainable lifestyle that respects the environment, and the physical and mental wellbeing of self and others, while seeking and offering social support</li></ul>





SOCIAL AREA	
<b>Empathy</b>	<ul style="list-style-type: none"> <li>• Awareness of another person's emotions, experiences and values</li> <li>• Understanding another person's emotions and experiences, and the ability to proactively take their perspective</li> <li>• Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content</li> <li>• Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations</li> <li>• Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances</li> <li>• Understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships</li> <li>• Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach</li> </ul>



LEARNING TO LEARN AREA	
<b>Growth mindset</b>	<ul style="list-style-type: none"> <li>• Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication</li> <li>• Understanding that learning is a lifelong process that requires openness, curiosity and determination</li> <li>• Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential</li> </ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"> <li>• Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources</li> <li>• Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions</li> <li>• Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems</li> </ul>
<b>Managing learning</b>	<ul style="list-style-type: none"> <li>• Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support</li> <li>• Planning and implementing learning goals, strategies, resources and processes</li> <li>• Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains</li> </ul>





# ABOUT THE DIVERSITY PROJECT

DIVERSITY – Including Migrants through Organisational Development and Programme Planning in Adult Education is a 30-months international project co-funded by the Erasmus+ Programme of the European Commission.

It involves a consortium of 7 partners from 6 countries, i.e. Belgium, Denmark, Germany, Greece, Ireland, Italy; its objectives consist of:

- Accompanying the EU adult education system in the mentality shift from focusing on migrants as very specific target groups and preparing them for integration into the society.
- Raising awareness for migration-related diversity, its challenges, and its opportunities (referring to cultural and pedagogical but equally to economic aspects) with managers and planners in adult education as well as policymakers.
- Equipping managers and planners with the skills needed to open adult education providers to migrants as a regular target group.

To do so, during the proposal, partners have foreseen 4 macro intellectual outputs conceived as follows:

- An in-depth mapping activity on diversity-informed dynamics and operational practices within the organisational dimension of adult education providers: a cross-national assessment that involved both primary and secondary resources (via interview and focus groups) and resulted in a very comprehensive executive report collecting relevant trends, overall dynamics and success studies on effective education and training practices for migrants in select European countries.





- The development of a modularised training curriculum enables managers and planners in adult education organisations to re-focus both their organisational structures and their course programmes to recognise and include migrants as a regular target group of their educational activities. The curriculum is structured around two major categories, organisational structure and programme planning, and each module is fully EQF-compliant aiming at learning outcomes on levels three to four. The modules are to be “mixed and matched”; each module might be conceived as a stand-alone training unit but can also be combined with any other module, which maximises adjustment to the individual needs of managers/planners and their organisation. In terms of structure, each module consists of:
  - A summary of the module.
  - Brief description of the knowledge to be acquired.
  - Brief description of the skills to be acquired.
  - Brief description of the personal abilities (responsibility and autonomy) to be acquired.
- Testing and Validation of the modularised training curriculum with 100 target groups from the represented countries (including staff of the participating organisations, as well, since they are crucial for rooting the staff training in the partner organisation and therefore for a sustainable long-term continuation of the training).
- Finally, the last months of the Project’s lifecycle will be dedicated to the development, review, publication and mainstreaming of the so defined “Policy Recommendations”; a collection of findings, insights and experiences from the DIVERSITY project aimed to:
  - Inform evidence-based policy formulation.
  - Provide policy recommendations.
  - Identify actionable measures for stakeholders.
- Standing from an evidence-based perspective, the paper represents a sort of operational memory of the project and will be used to expose where policymaking, policy change or policy deregulation can support the transformation of adult education providers towards organisations open for migration diversity.

For further information on DIVERSITY please visit DIVERSITY website:

<https://www.aewb-nds.de/themen/eu-programme/diversity/>





# RESOURCES

- Alliant International University, <https://www.alliant.edu/blog/what-are-4-types-diversity>
- COMANITY project, <https://comanitionity-project.eu/>
- Council Resolution on a new European agenda for adult learning 2021-2030, <https://data.consilium.europa.eu/doc/document/ST-14485-2021-INIT/en/pdf#:~:text=The%20Council%20Resolution%20on%20a%20strategic%20framework%20for%20European%20cooperation,holistic%20and%20lifelong%20learning%20perspective%2C>
- European Commission/EACEA/Eurydice, 2021. Adult education and training in Europe: Building inclusive pathways to skills and qualifications. Eurydice Report. Luxembourg: Publications Office of the European Union.
- DFS, <https://www.dfs.dk/nyheder/arkiv/vi-spurgte-flygtningene/>, 2021
- Dianeosis study, 2021, <https://www.dianeosis.org/>
- Drexel University, <https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>
- Forbes, <https://www.forbes.com/sites/biancamillercole/2020/09/15/8-reasons-why-diversity-and-inclusion-are-essential-to-business-success/?sh=62a4b8961824>
- G mit Niedersachsen, <https://www.g-mit-niedersachsen.de/>



- Heinemann, A. and Monzo, L. 2021. Capitalism, migration, and adult education. Toward a critical project in the second language learning class, European journal for Research on the Education and Learning of Adults 12 (2021) 1.
- Larissa City, <https://uil.unesco.org/city/larissa>
- MEDBALT project, [https://kopin.org/wp-content/uploads/2015/11/MEDBALT\\_CaseStudy\\_Malta\\_Final.pdf](https://kopin.org/wp-content/uploads/2015/11/MEDBALT_CaseStudy_Malta_Final.pdf)
- Mujtaba, Bahaudin G.. 2011. Diversity Awareness And Management In Adult Education, Journal of College Teaching and Learning. Volume 1, Nr. 2.
- OED, Outreach Empowerment Diversity Policy recommendations for European and national/regional policy-makers and for adult education providers, [https://www.oed-network.eu/wp-content/uploads/2018/04/oed\\_policy\\_recommendations\\_en.pdf](https://www.oed-network.eu/wp-content/uploads/2018/04/oed_policy_recommendations_en.pdf)
- Psychology Today, <https://www.psychologytoday.com/us/blog/social-empathy/201907/why-we-need-diversity>
- PRISMA, [www.vnb.de/formate/projekte/projekte-aktuell/prisma-participation-rather-than-integration-of-migrant-communities-in-adult-learning](http://www.vnb.de/formate/projekte/projekte-aktuell/prisma-participation-rather-than-integration-of-migrant-communities-in-adult-learning)
- RETS, Chapter 4, paragraph 12  
<https://www.retsinformation.dk/eli/lta/2020/2018>
- UNESCO. 2019. Education as healing: addressing the trauma of displacement through social and emotional learning, Global education monitoring report: policy paper, 38. <https://unesdoc.unesco.org/ark:/48223/pf0000367812>
- Wir leben in Hannover project,  
<https://www.vnb.de/formate/projekte/projekte-aktuell/netzwerk-album-wir-leben-in-hannover-eine-bunte-verbinding/>

