EMBRACING
DIVERSITY

21st - 26th May 2018, Bonn, Germany

TC Reader

SALTO-YOUTH
INCLUSION AND DIVERSITY
RESOURCE CENTRE
Erasmus+

JUGEND
für Europa
Nationale Agentur Erasmus+

CONTENTS

The Who

For those of you fortunate enough to have attended the training course 'Embracing Diversity' in Bonn, Germany from the 21st to the 26th of May 2018, here is something more to say 'thank you' for your participation. We hope this will be a useful reminder and resource for you in the future. The training was also only possible thanks to the funding by Erasmus +: Youth in Action programme, organised and hosted by the German National Agency for Erasmus +: Youth in Action in cooperation with SALTO Inclusion & Diversity Resource Centre.

Equally, we warmly welcome all those active in the field of youth work, especially those focusing on young people with fewer opportunities, to glean as much as possible from the tools, ideas and information you will find here.

The training course involved 22 participants from 9 different countries. The training team comprised Julia Motta from Germany and Sue Dudill from France. The German National Agency was represented by Mireille Gras and SALTO Diversity & Inclusion by Marija Kljajic.

Thank you for reading

The Embracing Diversity Team

Why THIS training course?

Our aim was to upskill youth workers in how to manage diversity in their daily work and in youth activities. The participants would also learn how to help young people appreciate diversity and cooperate despite their differences.

The objectives of the training course

HOW we planned to reach the aim, by:

- exploring and sharing concepts and different forms of diversity and inclusion and by learning from approaches and methods used in youth work and other different sectors, such as business or formal education.
- by translating these tools and methods to the participants' practice in youth work.

Concepts and Definitions

Diversity conscious education

Diversity in youth and educational work can be approached from various perspectives. One set of these perspectives is called ***diversity conscious education*** which is influenced by social justice trainings, political education, anti-bias trainings as well as empowerment work. Also the theoretical backgrounds of cultural studies, post-colonial studies, intersectional theories, queer and gender studies and critical whiteness approaches have a great influence on diversity conscious perspectives in education and youth work.

This definition shows that a core of diversity consciousness is to also look at power relations and structural disadvantages: „[...] diversity-conscious education [enables] [...] learning processes on the topics of differentiation, power, prejudice and discrimination [....]. It looks at various relevant categories and "boxes" [....] (e.g. national origin, social origin, family, gender, skills...) and criticizes the notion (and creation) of clear differences between groups." („More than Culture" by Anne Sophie Winkelmann).

In a quote from the position paper of the DIVE-network (www.netzwerk-diversitaet.de) the link to inclusion is described like this: „Another common ground is our understanding of inclusion. Diversity is a status quo in modern societies. [....] our educational and social understanding aims at enabling all people for equal participation. This possibly includes so-called affirmative actions to empower previously underrepresented groups or indiviudals [....].“

During the training course we explored diversity conscious perspectives in theoretical and practical ways.

Prof. Dr. med. Birgit Jagusch (Institute for intercultural education and development, Faculty of applied social sciences, TH Köln, - session on managing diversity in organisations

Diversity Management (DM) and *Diversity sensitive organisational development (DISO)* are concepts sharing some similarities whereas we can clearky see differences in the background and in the aims and objectives of the two concepts.

Diversity Management is an approach developed in the economical sector, it is a reaction to demographic developments and the pluralisation of societies. To change the staffing policy is often one important aspect. It mainly aims at affecting the behaviour of consumers.

Diversity sensitive organisational development – in comparison – is developed from civil-right-movements, thus empowering concepts and theories from the social sciences are important for this approach (topics are: intersectionality, powerlessness and oppression, discrimination, redistribution and representation etc.).

Differenciation between DM and DISO

Handschuck/Schröer2012, S. 53

	Diversity sensitive approach	Diversity Management
	Social Work	Human Ressources Management
Function / goal	• Social equality • Equal treatment • Participation • Diversity as a goal	• Maximum profit • Adding value • Advantage finding in market competition through diversity • „Stability" within the company • Social responsibility • Diversity as a means to an end

24.05.2018 Prof. Dr. Birgit Jagusch
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Technology
Arts Sciences
TH Köln

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The translation of Diversity Management (DM) into Youthwork is somewhat difficult, as in economy quite often the "usefulness" of diversity is the main focus of DM. The discussion of discrimination and power sharing is rarely a focus in DM, which are important aspects in the non-formal and youth work sector, which can be better applied with DISO.

Young people with fewer opportunities?

The Erasmus+: Youth in Action Programme focuses significantly on young people with fewer opportunities, providing incentives for the inclusion of such target groups. The term young people with fewer opportunities can be understood as young people who are at a disadvantage compared to their peers because they face one or more of the exclusion factors and are unable to access opportunities and services on an equal footing with the rest of society.

A BRIEF SUMMARY OF THE METHODS WE CHOSE

Me, not me

To discover heterogenity, to question a simple image of diversity, to develop an understanding for „differentiation" and discrimination and to enhance the visibility of the various „difference lines" in the group.

1. Introduction to the method to participants: it is a method for showing differences but also similarities in a group. There will be questions/statements read out and each person decides on their own, where to position themselves. It's also important to say that there may be questions that make people feel uncomfortable. If people feel that they do not want to answer, they can also go to the „shelter" place (so there's a "yes", a "no" and a "I don't want to tell" sign).
2. Participants are asked to position themselves according to a range of questions. These questions are mainly linked to differentiations made in societies. They can decide whether to place themselves at the „yes" or „no" position OR they can also use the „shelter" position, if they don't want or can't position themselves.
3. After each positioning there's a little silent moment to look around, to see who is standing where and to reflect about feelings.
4. Debrief after the exercise about feelings concerning positions, being with others on one side, being alone, deciding on the shelter position, experiences in real life connected to the experiences in the exercise etc.
5. During the debriefing it should become clear that many differences and also similarities get visible only when we ask „unusual" questions. The method can encourage people to question the „either-or" system in our societies.

Dimensions of Diversity

To establish a common understanding of the layers and dimensions of diversity and to test existing knowledge.

1. To introduce the topic, elicit what aspects of life help to shape us but then also often divide us.
2. Introduce the concept of the wheel of diversity looking at 4 layers: identity, internal, external and organisational.
3. Divide the group according to the internal, external and organisational layers.
4. Ask the participants to reflect on what the dimensions could be for each layer using a jigsaw style activity.
5. Participants return to plenary and share what they believe the dimensions are for their layer with the group. Compare with existing models.
6. Debrief the exercise.

The Flip Side of the Coin

To have a common understanding of the terms, segregation, integration, inclusion, exclusion and how they relate to each other and to diversity.

1. Divide the group. Give them the task of working out what these words could be to introduce the topic:

noisulcxe – exclusion (back to front)
Goatee Grins – segregation (anagram)

ɪnˈkluːʒən –inclusion (phonetic alphabet)
integriĝo – integration (Esperanto)

2. Ask them to discuss the meaning of each word and how they relate to each other to establish a common understanding.
3. The group then has to find a method (visual/auditory/kinaesthetic) to convey the meaning of each of the 5 words – it could be to convey the meaning to a target group with low level or no English skills. This is then presented to the rest of the group who have to guess which word they are referring to.
4. Debrief the exercise.

Power Flower

To show our multiple, nuance identities and the intersections and interactions between the different "layers" that shape who we are. Identifying the challenges and contradictions we are confronted with in our societies concerning power, oppression and privilege.

1. Pass out a copy of the the power flower sheet to each person, participants are asked to fill in the *inner petals* with how they identify themselves (e.g. for sexual orientation or education etc.).
2. Let participants work in pairs for the next step: discuss the status quo or dominant characteristics of the different "layers" to fill in the *outer petals*.
3. Debrief (in plenary or in groups): was it difficult to name your identity? How many of your inner petals differ from the status quo? How many are the same? How did you feel during the exercise?

Here's one of several links, that can be found in the internet for the power flower exercise:
http://lgbtq2stoolkit.learningcommunity.ca/wp/wp-content/uploads/2014/12/flower-power-exercise.pdf

World SWOT Cafe

The aim of this is to give the participants the opportunity to explore the strengths, weaknesses, opportunities and threats they face when dealing with diversity in their own organisations.

1. Elicit what the participants already know about a SWOT analysis and in what situations they have used it.
2. Trainer gives clarity to each of the 4 categories and to what they might refer in an organisational context.
3. Participants are invited to travel around 4 tables and discuss their own situation for each of the categories of strengths, weaknesses, opportunities and threats in their own experience.
4. An opportunity to share and review is offered to the group to enable them to gain clarity where required.
5. Debrief the exercise

Communication, conflicts, changing perspectives

To open the discussion and new perspectives on communication, conflict and the connection between our perception and the possibilities of dealing with conflicts.
To know about different dimensions and "sources" of conflicts (introducing theoretical models).
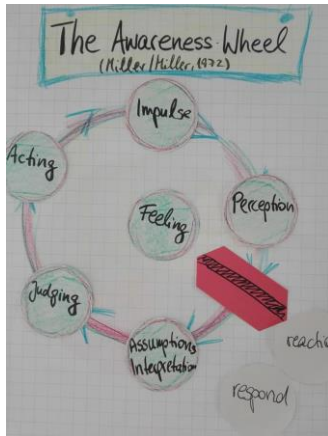
1. Brainstorming with the group about competences needed for dealing with diversity

2. Introduction of "Awareness Wheel" by Miller/Miller, giving examples for perceptions and distinguishing them from interpretations, assumptions and judgements. Task for exercising in small groups.

3. Introduction of "Reframing": behaviour we dislike can be reframed in another **context** (when would this behaviour make sense for you? In which context it would be appreciated?) or we reframe it **content**-wise (which potentials I can see in this behaviour? What competences is the person showing by behaving in this specific way?).

4. Introduction of "Circle of Conflict" by Christopher Moore to show the different sources of conflicts and to explain that – especially in a diverse context – we should be very careful to automatically think about different "culture" or "values" as the possible source because lack of information, unequal distribution of power or different interests or language can as well be sources of the conflict.

5. Intro to the method of "peer group supervision" (an effective form of peer group counselling), inviting participants to exercise it with a "case" in their group (a challenge, a conflict).

6. Debrief in plenary
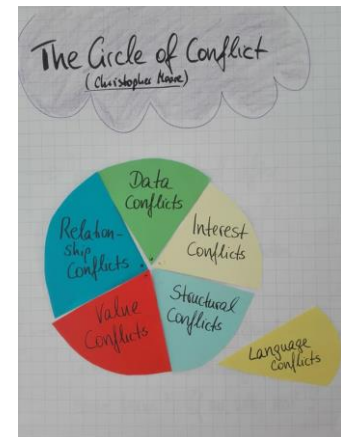
There a different versions of the awareness wheel existing, one can be found here:
http://www.dundeecounselling.com/selfhelp/awareness-wheel.php

The Circle of Conflict (adaptation of Christopher Moore's Circle of Conflict) can be found here:
http://www.nlc.org/sites/default/files/users/user112/Circle%20of%20Conflict%20Adaptation.pdf

Marktplatz

To give the participants the opportunity to showcase, plan, test, experiment, discuss, ask for advice, find partners, get an opinion on an idea, expand (and maybe more) on the work they do

1. Trainer explains the process of an open space- style approach of proposing and participating in sessions generated by the participants.
2. Proposers prepare proposals and present to the group in an elevator pitch moment of 60 seconds.
3. Trainers along with the cooperation of the participants assign them slots in a pre-prepared schedule of one hour sessions.
4. Participants are invited to sign up to sessions.
5. Sessions take place in a number of settings in the venue according to the needs of the proposer. A reporter for each one keeps a record of the title of the session, a note of those present and the key points plus any next steps to be taken.
6. Debrief the exercise.

Energising, reflecting and evaluating

In addition to methods used during the week to help us to realise the objectives of the training course, we also enjoyed a wealth of activities which contributed to the group building and overall learning experience:

Hallo Cookie

The aim of this is to give the participants the opportunity to break the ice during the welcome evening dinner.

1. A participant takes a random packet from the bag and inside is a sweet, a motivational quote on the topic of diversity and a task. The tasks require each participant to find another named participant and ask a question, for example:
2. Find Petra and ask this question:
   What time did you wake up this morning and was it difficult to get out of bed?
3. Remember the question and the name of the person you have to find.
4. During the brief unofficial welcome in the plenary room after dinner, a trainer starts and announces who they had to find and indicates who the person is in the room.
5. Trainer reads out the question and Petra gives us the answer. Petra then proceeds with her task and so on until everyone has participated.

Silent Name

To give the participants the opportunity to get to know the names of each other.

Participants are given the task of arranging themselves in alphabetical order of their first name. Participants are not allowed to speak or write. They quickly realise that using gestures and miming is the way to go! Once the circle is complete we listen to the names to ensure that the task has been successfully completed. NOTE: A circle is best for feedback and checking afterwards rather than a line: this enables everyone to hear the name and see the lips which helps with understanding.

Silent Birthday

To reinforce the getting to know names and to establish if anyone has a birthday during the training course.

Participants are given the task of arranging themselves in chronological order of their birthday. Participants are not allowed to speak or write. Again they use mime to achieve this, usually fingers and hands! Once the circle is complete we listen to the birthdays ensure that the task has been successfully completed: 3rd January, 5th June, 30th September, etc.

Swapping Objects

To give the participants the opportunity to hear the sounds of the names of the group

Participants choose something small belonging to them; it could be a scarf, a watch, a pen or a bag for example. Trainers to model activity:

A: Hello my name's A and this is my shoe
B: Hello A, my name's B and this is my watch
A: Hello my name's A and this is B's shoe
P: Hello my name's P and this is Z's mobile phone.
After approximately 10 minutes, the participants sit down with whatever object they have on them at the time. Then a trainer begins:

My name's Trainer 1 and I have George's glasses – that's George over there!
My name's George and I have Sonja's scarf – and this is Sonja.

Mission Impossible

To give the participants the opportunity to see the written names, hear the sound again and also to start getting to know each other on a personal level.

Participants each receive a sheet of tasks, 'Find Somebody who'. Once the activity starts the aim is to circulate around as many of the participants as possible, as quickly as possible to complete the activity sheet. Once a participant is identified, a check is completed by a trainer to ensure it has been correctly done otherwise the activity continues. In each case the trainer reads out the name of the participant who said 'yes' to the statement. A small prize can be given to the winner.
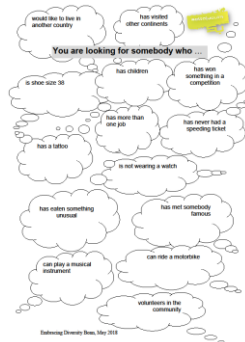
Musical Movements

To get to know people further, to give interesting "questions" for exchanging information about personal and professional background of participants.

1. Participants are asked to walk or dance through the room, while there's music played
2. Whenever the music stops, they listen to instructions about:
   - - with how many people to gather (pairs, groups of three etc.) and
   - - the question or topic to talk about (e.g. How did you first get involved in working with young people? What is the greatest challenge young people face in your work today? In which way you feel diversity plays a crucial role in your work?...)
3. With starting the music, chats stop and next question is introduced after the music.

Anybody Who ....

To energise and get to know more about the group

Participants sit on chairs in a circle. Trainer takes the centre position to model activity. Trainer makes a statement about him/herself that has to be true and for whom everyone in the group this statement is also true, they need to stand and change seats. You are not allowed to simply move to the chairs either side of you. It can be personal or topic related.

Example:

Anybody who ... is wearing trainers
Anybody who ... has a dog
Anybody who ... works with the migrant community
Anybody who ... is a vegetarian
The last person standing takes centre position and makes the next statement.

Fruit Salad

To de-nest/divide the group for an activity

Participants move around the room to match the pace of the music Little Richards' Tutti Frutti', constantly swapping picture cards of different fruits – one for each group required. When the music stops, participants find their groups by teaming up with the same fruit type!

Or as an alternative conclusion to this, place for example 5 chairs (1 for each group/fruit type) back to back in a tight circle in the middle, when the music stops, one person from each fruit group must sit on a chair then the rest of the same group subsequently sit on each other's knees to form a chain. Prize for fastest team is possible.

Comic Strip Story

To get to obtain a snapshot of each others organisations, their target group and the nature of the projects they implement.

Participants prepare a simple visual in advance of arrival in a comic strip format which they then share in a 'popcorn-style' method with the rest of the group. It should contain enough information to spark a conversation, giving the others a flavour of what they do and the target group they support.

Just 3 Words

A linguistic energiser idea for sessions needing focus and discussion groups.

Participants form a circle and the trainer starts:

Just 3 words about .... she looks to the participant on her left or right and says a word, any word:
'BANANAS!'
The participant has to respond with the first 3 words that come into his/her head:
'YELLOW, SKIN, SLIP!'
Then this participant repeats the same thing with the next neighbour in the circle.
The next round can be topic-related.

I'm going back home and I am taking …

A linguistic energiser and memory game.

Participants form a circle and trainers starts:

Trainer 1: I'm going home today and I am taking with me an umbrella (trainer does the gesture of putting up an umbrella)
On 1 trainer I's left there is Trainer 2 ...
Trainer 2: I'm going home today and I am taking with me an umbrella (plus gesture) and some German sausage (along with an appropriate gesture)
Person 3 to the left of trainer 2 continues ....
The colour has already drained from the person on the right of trainer one ;-)

Footsteps in the park ....

A next steps method for pledging future action
https://www.salto-youth.net/tools/toolbox/tool/footprints-in-the-park.1457/

From the wealth of learning that has taken place, participants reflect on how they are going to use this to the benefit of themselves, their organisation and the young people they work with in the future. Next steps ...

Participants, make giant (coloured) feet out of paper one for each pledge. They usually produce some really funny shapes, some will take their shoes off to draw round their feet.

They write their name on 3

1. What they are going to do for their own learning
2. What they are going to do to help their organisation learn
3. What they are going to do to help their young people learn

Examples

1. I want to do a training on conflict management
2. I'm going to speak to my boss as I now have an idea about how we can work with the community more easily
3. I'm going to run a session on dimensions of diversity to help to raise awareness

The footsteps are placed on the floor to create a winding path way and eventually leading to the door for coffee!

3 Level Training Evaluation Model

A logical set of questions to effectively evaluate a training course

- Reaction
- Learning
- Behaviour

Level 1: Reaction
This level measures how the participants feel about the training.

1. Do you feel that your time was well spent on this training course in Bonn?
2. Do you think that it was successful (for you and for others in the group)?
3. Do you believe that the programme clearly reflected the objectives as set out in the call?
4. Did you have enough time and space to exchange and share with others in the group?
5. How satisfied were you with our training team?
6. Did you like the
    a) venue and its location?
    b) accommodation?
    c) meals?
7. What were the biggest strengths of the training course, and the biggest weaknesses?

Level 2: Learning

At level 2, we measure what learning has taken place as a result of the training.

1. Did the training methods accommodate your personal learning style?
2. Did the content of the training help you to reach your own learning goals?
3. Did you learn from others in the group; please share your highlights with us.
4. What are the most important things you will take away from the training course with you and why?
5. What unexpected things are you taking away with you that could be considered added value to your learning goals?

Level 3: Behaviour

At this level, we evaluate how far the participants have changed their behaviour, based on the training they received. Specifically, this looks at how participants apply the information.

1. Will you put any of your learning to use?
2. Is there something you'd like to do but you face organisational or other barriers to realise this?
3. Are you able to teach new knowledge, skills, or attitudes to other people as a result of this training course? To whom and how will you do this?
4. How motivated do you feel to develop projects with a specific focus on diversity and inclusion?
5. How do you feel overall at the end of this training course

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And finally ...

We really hope that you find the information you find here useful, not just for yourself but also for your colleagues and others you know who work in the field of youth. Please feel free to disseminate it as much as possible. We wish you every success with your projects, now and in the future.

Kind regards

The Embracing Diversity Team

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity."
- *Martin Luther King, Jr.*

RESOURCES

Position Paper on Diversity Conscious Education from the DIVE Network www.netzwerk-diversitaet.de; http://transfer.carina.uberspace.de/dive/Dokumente/DIVE-Position-Paper.pdf

Awareness Wheel (by Miller/Miller) – there a different versions of the awareness wheel existing, one can be found here:
http://www.dundeecounselling.com/selfhelp/awareness-wheel.php

Circle of Conflict (adaptation of Christopher Moore's Circle of Conflict)
http://www.nlc.org/sites/default/files/users/user112/Circle%20of%20Conflict%20Adaptation.pdf

More Information about forum theatre and adaptations for pedagogical work:
http://www.contemplativepracticesforantioppressionpedagogy.com/blog/Forum%20Theatre:%20%20Using%20Boal%E2%80%99s%20Theatre%20of%20the%20Oppressed%20to%20Build%20Receptive%20Competence%20By%20Rasha%20Diab,%20Ph.D.%20and%20Beth%20Godbee,%20Ph.D.
https://theactivistclassroom.wordpress.com/tag/forum-theatre/

General tools for inclusion, identity, diversity, intersectionality can be found in the toolbox
https://www.salto-youth.net/tools/toolbox/

Diversity Charters across Europe
http://www.diversity-charter.com/diversity-charter-belgian-charters.php

Implementation Checklist for Diversity Management
http://ec.europa.eu/justice/discrimination/files/checklist_diversitymanagement_en.pdf

ID Booklet – Ideas for inclusion and diversity
https://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf

Managing Diversity at Work
http://ec.europa.eu/justice/discrimination/files/managing_diversity_atwork_en.pdf

Inclusion AtoZ
https://www.salto-youth.net/downloads/4-17-3141/InclusionAtoZ.pdf

Inclusion by design
https://www.salto-youth.net/downloads/4-17-1674/InclusionByDesign.pdf

Erasmus+ Inclusion and Diversity Strategy
https://www.salto-youth.net/downloads/4-17-3103/InclusionAndDiversityStrategy.pdf

Integration durch Sport (booklet in German):
https://drive.google.com/open?id=0ByazEu3iiw_nbXV0eEZQUXozblk

Fortbildungskonzept zur kulturellen Vielfalt im sportlichen Alltag (booklet in German):
https://drive.google.com/open?id=0ByazEu3iiw_nSmlVUU1jM2I4Y00

The Living library Organiser's Guide:
https://www.coe.int/t/dg4/eycb/Source/EYCB%20Living%20Library.pdf

Dynamics of managing diversity
http://goo.gl/eEp0iE

Managing diversity
http://goo.gl/jeHSFU

A world class diversity management: strategic approach
http://goo.gl/lujbyd