

MULTI-sided: Diversity in Adult Education

KA1 – Learning mobility for individuals
Program Erasmus+

01-06-2016 – 01-06-2017



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INTRODUCTION

Developed in the framework of the Key Action 1 – Learning Mobility of Adult Education Staff of the Erasmus + program, the project MULTI-sided: Diversity in Adult Education was implemented from the June, 1st, 2015 to June, 1st, 2017. Coordinated by the EU-Fundraising Association e.V. (Germany), the project involved three course providers:

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- Alp – Aktivieren von Leadership Potential (Austria)
- Elderberry Gryd Limited – Elderberry EUcourses (United Kingdom)
- Centro Italiano per L'Apprendimento Permanente – CIAPE (Italy)

As learning mobility project, MULTI-sided focused on the preconditions of entering a lifelong learning process, and especially on taking into account the variety of individual learning conditions of adult learners in Europe. 21 trainers or developers of adult education curricula were sent either to Italy, France, Austria or Denmark to participate in structured and coached trainings for a period of 5 to 7 days.

Another focus of the project was set on the topic of Diversity - over 50% of the offered training programs dealt with gender, inclusion and other diversity issues. The project took into account the need of developing an anti-discriminatory, fair and inclusive European learning system. MULTI-sided contributed to enabling of trainers or developers of adult education programs to develop an inclusive scheme for their training courses and apply it to their institutions.

Following courses were offered:

- **LINA – inclusive and authentic Leadership**
ALP, 03-07. April 2016, Marsaxlokk (Malta)
- **Gender Mainstreaming in Education and Training**
CIAPE, 18-22. April 2016, Rom (Italy)
- **Count me in – Using Arts and Culture for Special Needs Groups**
EUcourses, 08-14. Mai 2016, Aarhus (Denmark)
- **Le.Le. Learning Leadership**
ALP, 20-24. Mai 2016, Saint-Malo (France)
- **LEAD – Leadership and Diversity**
ALP, 23-28. Mai 2016, Budapest (Hungary)
- **PRINCE2 – Projects IN Controlled Environments**
Management Plaza, 04.-08. Juli 2016, Brussel (Belgium)

One of the parts of the learning content derived from the theory of "Multiple Intelligences", developed by the American psychologist Howard Earl Gardner. The trainings offered didactic and practical exercises to adult trainers and allowed the implementation of innovative approaches adapted to various types of learners and talents. The predominance of linguistic and logical / mathematical intelligence in the European learning system, sometimes leading to discrimination against other talents such as musicality, kinaesthetic or interpersonal talents, should be put into question. Through MULTI-sided, adult trainers gained more competence to recognise and foster the potentials and talents of learners. This Project Booklet aims to describe the activities of each course, gather the interviews with some participants and share their experiences gathered during the project.

LINA – INCLUSIVE AND AUTHENTIC LEADERSHIP (ALP)

3 – 7 APRIL 2016, MARSAXLOKK (MALTA)

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Content of the Workshop

- Do you think you lead authentic?
- How inclusive do you lead people with different background, gender, age or people with disabilities?

LINA stands for “Inclusive and Authentic Leadership”. At this training participants were invited to challenge their own leadership-approach. They have learned what is understood by authentic and inclusive leadership and they had an opportunity to explore new tools for supporting in their own leadership environment.

Participants discovered inspirational theories such as:

- **Theory U** (Otto Scharmer)
- **Multiple Intelligences** (Howard Gardner)
- **Five mind for the future** (Howard Gardner)
- **Transactional analysis** (Eric Berne)
- **Groups Dynamic** (Bruce Tuckmann)
- **Core Quality** (Daniel Ofmann)

Approach

This training was organised as a blended learning opportunity, which means a combination of on-site and off-site training. It started with a **webinar** in September 2015 on the content of the “**Multiple Intelligences**” (Howard Gardner) and was followed by some **pre-reading** and **testing material**.

The **5-day-training** built on the pre-reading and the webinar. It offered the opportunity to look at the own leadership approach. Participants were offered different tools, which supported them in their future leadership role. Two months after the training there was an on-line **follow-up**.

Trainer were working with active methods such as games, exercises and experiential learning methods, which gave participants the opportunity to dig deep in their leadership behaviour and to reflect on their work.

Thoughts on Diversity

By Julia Keil (Berlin, Germany) and Jan Schröder (Düsseldorf, Germany)

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Diversity in society:

Develop an awareness and understanding of differences

1. Wheel of fortune:

Remember that it is neither your achievement nor your mistake to have been born

- On a specific continent, in a specific country, region, city or village
- An orphan or into a specific family
- Rich or poor

2. Putting the first patterns in your backpack:

When you are born, you have no control over:

- What gender will be assigned to you
- In which cultural context you will be raised
- Where, how and if you will be introduced to faith or the absence of faith

Diversity is not obtainable without reminding yourself on a regular basis to question and challenge rules and regulations that you yourself convey and have conveyed along the way.

3. Challenge your backpack:

Have you ever questioned your comfort zone in regards to...

- Gender, class, religion, ethnicity, beauty and capability standards?
- Where have you got your knowledge from?
- What is your source?
- Who do you consider an authority and why?

4. Capitalist (-ic) Appropriation

Diversity is neither an appropriate measure, nor a concept to fix the flaws in the capitalization of humans and their respective communities.

Diversity is not to be limited to its potential to solve challenges within human resource planning and the workforce itself.

Diversity should not be marketed a yet unexploited resource for profit optimization.

Simply put: This type of reasoning contradicts the very core of diversity.

Diversity in the classroom:

Checklist for trainers and teachers in adult education

Remember...

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1. The adult learners in front of you will not have had the same experiences in regard to educational systems. Some might have enjoyed their respective learning experiences while others might have malflourished under similar or entirely different conditions.
2. The current standard of Western educational systems favours mathematical/logical and linguistic intelligences.
3. To try to experiment with your exercise styles and targets. Why not challenge yourself to create exercises that appeal to different intelligences, e.g. musical, kinaesthetic or intrapersonal intelligences.
4. That as a learning facilitator it is your responsibility to point out unjust and/or discriminatory structures and to strive towards safe learning environments.
5. That it is not your place nor your job to judge the current status of the respective learning biographies and strategies of the individual in front of you.
6. That each and every one of us deals and copes differently with our weaknesses or features that are commonly referred to as such.
7. Not to play favourites and try to cater for both the quick progression and well adapted learners and the ones who might struggle.
8. To reflect on your language use and how your position sets the tone in the classroom. E.g. avoid stereotypes and stereotyping in regards to gender, race, age, capability, ethnicity, nationality, sexual orientation, culture, etc.
9. You hold a very privileged position in that you meet many different people and that you also can learn something from all of them.

Interview with Alessandro Pomponi (Rome, Italy)

By Jan Schröder (Düsseldorf, Germany)

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What motivated you to apply for this seminar?

I have heard about the seminar by one of the Kamaleonte manager, the association I work for. As I am a passionate, I began to ask for more information and to read some books about the topic of diversity.

I decided to apply not only because of attraction of the topics, which were unknown for me. Above all I liked the intensive program and the "into the wild" location.

Many years of work in the touristic villages, several years of everyday life within a wonderful family and job changes – all these resulted in "revolution" of my understanding of "needs". The main reason for me to participate was the desire to be with myself in the midst of nature, and (I hoped) by inspiring people and environments.

How will the methods used in the seminar help you?

The first part (Howard Gardner, Theory of Multiple Intelligences) helped me to understand better all of my various types of intelligences and the consequent possible limits and improvements.

In reality when people encounter a problem they often tend to try to overcome it by using their most outstanding intelligences. They should try to stop for a moment, investigate which intelligence would be the most appropriate here instead and try to use it according learned instructions. This method helped me to see many things from a completely different point of view.

We should try to improve all of our intelligences with the help of an open mind – it can be both, a target and a curiosity to tease yourself.

During the second part (Otto Scharmer, Theory U), which was much more felt emotionally, I have learned a logical process and a new way to analyse and to resolve the problem / project / idea, which I find very difficult to achieve in everyday life, but incredibly effective.

Since I returned back from the seminar I want definitely try to implement methods with acceptable results according the current priorities in my private and working life.

How will the seminar affect your leadership style?

The seminar has definitely restored and improved my inner calm that allows me now to see things from a different points of view. It has proved, that in any case we should not stop at appearance and evident things, but always try to go over it to the smaller things and details.

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In fact we are almost always facing small misunderstandings and resentments in creating those insurmountable walls of dislikes and personal limitations both in working and private life.

Working with children and young people I realise more and more how much they are verbally repressed by so-called adults, who are teaching them in their way. We as adults have lost a possibility to listen to the children as uncontaminated human beings with increasingly pure vision of things, with open mind, open heart and open will and often they have more to teach than to learn from adults.

Working with children and young people is a continuous stimulus and self-improvement to be able to listen and to see the things from all points of view and at different times.

What have you learned about the role of diversity in leadership?

The role of diversity in my opinion is fundamental not only in leadership but also in everyday life: Everything around us is diversity, every human, every plant, every animal, every country.

If you understand it and can see what a variety of human (and not only human) beings we have around us, you can implement an authentic and inclusive leadership approach that is based only on what the person is and not on how he/she looks.

To open your mind, your heart and your will is not enough if you don't understand that the things could be done the same way but with different results and it should be seen as a continual learning process and not as a source of unnecessary, hasty and ineffective judgments.

A true leader is one who is able to see what the next person really is with all his/her qualities and his/her limitations, going beyond appearance, turning around for the better things and always knowing how to be a constant stimulus for people who follow him/her.

What was the highlight for you during the seminar?

Without doubt the most attractive and then most "it hit me"-part was the morning of Wednesday, when we were going through the third phase of the Theory U of Otto Scharmer.

According to the workflow we had to wake up early and spend more than two hours in the middle of the pristine nature of Marsaxlokk alone with our thoughts, our reflections and our fears in order to concentrate on each personal "I".

Very, very strong emotional and sentimental influence on me had the consequent sharing with a very high and exciting level of openness.

Active part of the seminar was very good provided as well.

And of course it is impossible to forget my personal highlight – my birthday, which I have celebrated during the seminar, and all the "happy birthday" wishes, performed to me during the breakfast in seven different languages.

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Do you feel like this seminar has prepared you to deal with inequalities based on race, religion, culture and gender?

Thanks to my work I am happy to have an opportunity to travel actively and to consider me for a long time as a "word citizen". Due to that I consider the variety of humans as one of the greatest qualities that nature has to offer.

Unfortunately, especially in work, I often realised that my personal approach is a small step in a desert of ignorance of the subject: White, catholic, young Italian seems to represent the perfect "curriculum vitae", above all at "high levels".

However the seminar reminded me how great it is to meet people who see things in a positive way, are always open to dialogue, and not a source of intolerance: Everyone has something to learn and to teach, that is why to choose the people, whom you can share your life with, only according their age, race, sexual orientation, religion, culture, social conditions or gender is a very sad thought.

We should continue with small steps constantly increasing it, and as long as there will be people who want to talk, there will always be a hope for the future.

What is your overall impression of the week?

The final impression of the week is very good.

Accidentally we have created a group with an open and intellectually valuable exchange, what made the experience very interesting.

The location was brilliant for all experiences: the sea and pure nature.

Program was very intense, but well structured. The topics covered in theory were clearly illustrated and there was always some time to improve the learnings in practice.

A great seminar.

**COUNT ME IN – USING ARTS AND CULTURE
FOR SPECIAL NEEDS GROUPS
(EUcourses) 8 – 14 MAY 2016, AARHUS (DENMARK)**

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Content of the Workshop

Count Me In is a training course for people working with special needs groups with focus on the arts and cultural sector. The course is open to educationalists working at all levels and types of special needs education.

Count Me In takes its starting point in the belief that no citizen in Europe should be discriminated against in lifelong learning or employment. In times of economic difficulties there is more than ever, a need for finding new ways to make better use of the diverse resources of organisations and people. This includes people who are more specially disadvantaged because of certain social or individual disabilities.

At the heart of social inclusion is a belief that arts and culture are for everyone. The course demonstrates that this particular sector has great potential as a framework for education and training.

By exploring different practices and methodologies to be found throughout Europe and by highlighting the pedagogical framework from [GAIA Museum in Denmark](#), the objective of the "Count Me In" training course is to train the participants in an interdisciplinary resource on how to use the arts and cultural sector for working with special needs groups.

The course is centered on the training program at GAIA Museum and focused eLearning material. It consists of formal lectures, workshops, study trips and time for personal reflection.

In detail you will learn

- Understanding formal national / EU framework using a rights based approach
- Rights & Responsibilities at institution level
- Developing a personal training framework for people with disabilities
- Using appropriate terminology and Glossary of terms
- Managing your programme
- Understanding Health and Safety issues when working with people with disabilities
- Explore ICT aids for disability
- Learn how to go into the community – work, education and training
- Sustainability and fundraising examples

Interview with Errika Koulosousa (Greece)

By Imke Baumann (Berlin, Germany)

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What motivated you to apply for this seminar?

I'm a teacher in a special school in Greece. Actually, the title of the project really caught my eye...or my ear. Because it has to do with vocational training, education and arts. And in my school these are the goals we have. We want to prepare our students for labour market. Actually, I have found out through experience that we really need to find alternative educational methods in order to be successful.

How will the methods used in the seminar help you?

I'm very pleased with the course program, because it has answered all of my questions. For example: How can we run a sustainable enterprise involving people with disabilities? How can we make a bridge between school, special education and labour market through arts? Where can we find the funding for them? Should we look for support by the state or by private enterprises? How can we combine different sources? And I have got examples here, how others have done it successfully and sustainably.

How has the seminar affected your view on people with disabilities?

I was surprised to see how well they can cooperate. To tell you the truth, until now we haven't managed to deal with conflicts, that's the only problem at the special school, where I am working. Students with disabilities learn things, a lot of things, but they still can't follow the rules or they can't get along very well, because we have a very diverse group of students. And here I saw, how others have managed to deal with a working environment to follow the rules and get along with each other. This was something new to me.

What have you learned about the role of inclusion in adult education?

In Greece we don't have it yet. So there has been a lot of work in arranging institutes, schools or classes in mainstream schools in order to achieve inclusion for children and students. But this extend of work is very limited. During the course I can see, that inclusion for adults with disabilities can be reality. It can happen as long as you are either trained to work with them, as you can see in the GAIA museum*, or you are not professional, but you are trained by professionals in order to mentor people with disabilities.

What was the highlight for you during the seminar?

The highlight was a person, a waiter, we met at the restaurant Kaffegal, because he is a person who has managed to obtain skills, which gave him the opportunity to look for a job, to find it on his own, go and work there. Even though, I believe he is a very shy person. So he managed to go over his fears and stress. And he is working there, he has friends there, I think so. And he succeed. He is a success story. This gives me hope for the future. I really believe, I would like my students to do the same.

Has this seminar prepared you to deal with people with any forms of disabilities during your future trainings?

Well, yes. It has. Since in the past I have worked with deaf students, but when I changed to school I work currently in, I wasn't prepared for that. I wasn't prepared to deal with different types, different ways to approach my students. And now I feel, if we manage to build a connection between school, vocational training programs, state and employers, I would give guidance and train my students in order to go there, be able to communicate within the working environment and with the decision-makers. So just to make it feasible.

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What is your overall impression of the week?

As I said to the trainer, it is the most concrete stable and overall successful training I have ever participated in. They have covered everything. There is nothing that they could tell us, but didn't. They told us everything. Of course it was energy consuming for us, but within a week I found out more than I have learned in past ten years I have been working in the field of special education. They show me the way for my dreams to become true. My dreams for my students, my dreams for the future of special education and disability rights movement in Greece.

*GAIA museum – Outsider Art <http://www.gaiamuseum.dk/>

LE.LE. LEARNING LEADERSHIP (ALP)

20 – 24 MAY 2016, SAINT-MALO (FRANCE)

Content of the Workshop

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Are you leading yourself? Do you sometimes have the feeling that beliefs are hindering you in doing what you want? Have you ever experienced how empowering beliefs can carry you forward? Do you know how to energize yourself? This course was an exploration of the interconnection between leadership and learning as generative engines of personal development.

During the seminar the participants...

- discovered the cutting edge leadership theories for social transformation such Theory U, Appreciative Leadership and Adaptive Leadership
- explored the connection between leadership and learning as generative engines for self and organizational development;
- looked at how limiting beliefs can boycott the individual attitude towards learning and on how empowering beliefs can resource the individual in his/her quest for inner creativity for leadership;
- assessed their own individual leadership and learning profile;
- identified their key questions to address their quest for learning leadership as an ongoing non-linear process;
- went out of their comfort zones to unleash the generative power of creating rapport with the others and to afford the experience of unlearning;
- Learned about and experienced balancing inner and outer energies as leadership resources.

Approach

The course provided an opportunity for assessing the individual leadership and learning profile through an analysis of past experiences and their impact on participant's views to learning and leadership. It also offered a coached experience of going out of the comfort zone to unleash the generative power of creating rapport with the others and to afford the experience of unlearning.

The adaptive leadership and appreciative leadership models provided the framework for experiencing and learning key tools such as holding meaningful conversations, decision making processes, asking powerful questions, active listening and storytelling.

The course consisted of a mix of short theoretical inputs, concrete exercises, group discussions and solo moments. The course trainer believe that the best way to learn leadership is through having real experiences and enough reflecting time to get new insights and find ways to apply it to the everyday work.

Interview with Dr. Anneli Starzinger (Bonn, Germany)

By Ana Lichtwer (Berlin, Germany)

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What motivated you to apply for this seminar?

I attended a seminar concerning Multiple Intelligences (Howard Gardener) offered by ALP in Florence last year and learnt a lot there. Therefore my motivation was high and I wanted to benefit from another ALP seminar and to go deeper into detail. The topic "Activating potential for leadership" was of great interest for me, because I am looking for new methods and styles in guiding / leading people, which are no longer based on hierarchies. Moreover I find seminars with international colleagues very enriching. Professional exchange with colleagues from other countries, who are working in similar or related fields, is very helpful for my work and being forced to speak English for five days is always a good training opportunity.

How will the methods used in the seminar help you?

Many of methods used in the seminar I will integrate into my own trainings for adults. Especially the methods, which enforced our sense of self, were very intense and productive for me. The Solo Quest, for example, was a really new and unexpected experience. I would like to do similar or related exercises in my own seminars. A lot of reflection during the seminar was supported by creative practices. This approach, which focuses more on senses and emotions than on the brain, convinced me a lot and brought a lot of fun. Especially for people, who are not so brain-driven, it can be very helpful to use such methods in order to enable them to reflect on what they are doing or thinking in a more playful way.

The practices on mindfulness helped me to relax and focus at the same time. I will try to integrate mindfulness exercises more in my everyday life.

How will the seminar affect your leadership style?

The theories on leadership (Levels of listening, Theory U etc.) convinced me, that leading at eye height and in participating style is the right approach. When being in a leadership position (for example, leading a seminar) I will try to keep in mind the 4 levels of listening and make use of them. Moreover I will try to give participants of my seminars as many opportunities as possible to take part in designing the seminar, offering different topics and styles. I reflected a lot on responsibility that goes along with being a leader and necessity to "let go" responsibility in order to make development and learning process possible on all levels.

What was the highlight for you during the seminar?

The Solo Quest (an old Indian tradition) was a highlight for me. At first I did not like the idea to have to get up in the night and to spend three hours in cold and windy weather. The idea appeared to me somewhat esoteric. However I gave it a go and discovered, that it is worth to try new things, even if they do not convince us in theory or at first sight. The exercise really gave me an opportunity to make a new experience of being in nature, being alone with my thoughts, being forced to stay on a spot for three hours and doing nothing. I understood that some things cannot be understood unless you try them. This encourages me a lot to try more new things and see what they will do for / with me.

Do you feel like this seminar has prepared you to deal with inequalities base on races, religion, culture and gender?

In the seminar we did not especially focus on questions of race, religion, culture and gender. However these aspects were continuously present as we spoke about leading at eye height, which makes necessary to respect your colleagues irrespective of gender, race, culture and religion. Leading or guiding people in a tolerant and respectful way means to take into consideration the individual qualities, possibilities, abilities and hindrances of a person. Simultaneously it demands to look – if possible, together with the person - for the best and appropriate ways to use existing qualities and overcome hindrances and problems.

As the French colleagues in the seminar were not able to speak English, we were continuously confronted with the question of diversity. Therefore a sense for individual abilities and hindrances was needed and a lot of patience and awareness was demanded from everybody. This gave a good opportunity to feel what diversity (in this case – language diversity) means in a seminar context and what is needed to handle it with care.

What is your overall impression of the week?

Once again I found being away from home for five days in a beautiful surrounding with international colleagues very inspiring. It enabled me to focus totally on the process, the topic and the group. I really appreciate this form of learning. The intense experiences of self-reflection, the creative practices and the mindfulness exercises gave me a lot of opportunities for learning in a holistic sense.

Interview with Janine Wohlers (Ahrensfelde, Germany)

By Dr. Sabine Albrecht (Potsdam, Germany)

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What motivated you to apply for this seminar?

My motivation was to find a new way for myself to activate my own potential. It was the first time for me to attend an international seminar and I didn't have special expectations about the structure of the seminar. I was very interested in the experimental way of learning and especially in learning more about leadership theories and get some tools and exercises to practice it in my own way.

Moreover my intention was also to attend an EU seminar and go to France, to Brittany, to meet international colleagues and to make a step forward for myself by taking this new challenge for me. I would like to speak more English and meet people from other cultures for networking and conversation.

How will the methods used in the seminar help you?

It was really a nice experience of learning for me according to my own potential. It activated me and I have learned some new abilities and will try to integrate some exercises, like the emphatic walk, in my work and style of leadership. I will use some methods in my everyday life, e.g. mindfulness practice.

It was interesting to understand the concept of unlearning and experimental learning. I think, especially the 4 Levels of Listening and Conversation are useful for everyday situations. The reflecting and journaling time in the last sessions was also useful. The questions we answered I can perhaps use later in my work. Most of the methods are not easy to repeat, but they encourage me and I hope to discover a deeper impact months later. The methods gave me the possibilities to deal with resilience.

How will the seminar affect your leadership style?

I learned some more background theories of leadership, e.g. the concept of unlearning, Theory U and the 4 Levels of Listening and Conversation, and I enjoyed practicing it in different ways and discussing it.

The seminar will affect my understanding of creative processes in my work and network. Now I am open-minded and aware of new ways and new approaches in leading a team or cooperation. With these experiences I will try to find new insights and interpretations of working situations and in my personal way of life as well. Due to experiences I have made I know the meaning of theories. Also I gained a deeper understanding of the way my boss acts as a leader. With my knowledge I can support her way of leadership and deal with new challenges and unknown approaches.

What was the highlight for you during the seminar?

An experimental highlight was the Solo Quest and the day after to reflect and to tell the story to the group. The Solo Quest is an old Indian tradition, and at first sight it seemed to me a little bit strange and esoteric. We have started before sunrise at 3:30 in the morning and it was an intensive nature feeling with new insights for me. The exercise really gave me an opportunity to make new experiences, which I have never tried before, so my expectations to learn and practice new ways and methods are fulfilled. I am glad to get to know some tools to integrate and implement it in my own behaviors. The day after with creative practices in storytelling and prototyping I also liked to reflect, but it wasn't really new for me. In my opinion the structure of the course encouraged me to try new things, to be open-minded and "Let it go and let new things come".

Do you feel like this seminar has prepared you to deal with inequalities base on races, religion, culture and gender?

The role of diversity in leadership was not really a topic in the seminar. I have got new insights in the different levels of listening, talking and understanding. And of course it is important in the context of leadership to deal with the diversities based on races, religion, culture and gender every day. In the seminar we did not specifically deal with the topics of gender and races. Since the seminar location was a catholic church and every meal started with praying with the other guests there, we were facing the religious issues and the question of diversity continuously.

I have my own thoughts about diversity and I shared them in some discussions with the other participants. To sum it up, I would say, I perhaps now better understand other cultures and religions, and I am more aware of their point of views, different feelings and opinions.

I would like to mention, that there was no common seminar language and a lot of translation by the trainers was needed. Because of my individual abilities – I am not able to speak French – it was not possible for me to communicate with the French attendees, who did not speak English. It gave me an opportunity to deal with language diversity, to become more aware of feelings of everybody and of the need to handle it carefully.

What is your overall impression of the week?

Let it go and come and find your crack!

It was a very intensive untypical seminar week, because of the experimental practices. I enjoyed this new approach also in mindfulness. It was really a challenge for me and now I am proud of myself, that I did it. This new insights and impressions from France and the international seminar will encourage me to be more aware of new ways of leadership and to practice new methods.

PRINCE2 – PProjects IN Controlled Environments

(MANAGEMENT PLAZA) 4 – 8 JULY 2016, BRUSSELS (BELGIUM)

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Content of the Workshop

The knowledge of renowned project management standards as well as the confident command of its methods and instruments are a vital part of the key competences of an EU project manager (EU fundraiser).

This course deepened and consolidated knowledge and skills of the participants in the standards, methods and instruments

- Prince2 (Office of Government Commerce)
- PMBook (Project Management Institute)
- IPMA Competence Baseline (International Project Management Association)

Purpose

The purpose of this course was to build on existing knowledge in EU project management and to expand the competences of the participants in this area.

Implementation of Diversity into the Projects using PRINCE2 Tools

By Barbro Rönsch-Hasselhorn (Düsseldorf, Germany) and Peter Kratzer (Ansbach, Germany)

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Introduction of diversity into working life, where tasks are more and more organised in form of projects, leads to the question, how some diversity topics could be implemented into the projects.

How a team of people of different ages, with different cultural backgrounds and experiences, different physical and cognitive abilities and women in leading position – just to mention some aspects of diversity – could be a good project team?

How different perspectives and experiences of different people could be used for fruitful project work?

We propose that the vision of diversity should become a part of thinking, defining, planning and controlling projects from the very beginning. We would like to show that PRINCE2 as a project management tool and method could help to implement aspects of diversity into the starting up as well as running a project.

Especially the two PRINCE2 principles “Learn from experience” and “Defined roles and responsibilities” and the two PRINCE2 themes “Business Case” and “Organisation” are useful to make sure that diversity becomes part of a project. “Themes” are defined by PRINCE2 as “aspects of project management that must be addressed continually” (Axelos, 2014, 17).

Prince2 Project Timeline

Before starting a project in an early pre-project stage the Board has to decide if the project idea is good and should be further developed. The outputs of the pre-project phase are the plan for the project initiation and the project brief. The project brief consists of information about approach that will be used, alignment to the strategy of the company, it describes the outputs of the project and already defines a project team and outlines a business case.

If the Board asks for the business case, the first project stage (planning stage) begins. In this phase the project manager e.g. completes the business case and plans monitoring and communication of the project.

If the Board authorises the project at the end of the planning stage, the execution of the project is possible and the delivery stages start.

To implement diversity using PRINCE2 means that diversity has to be considered strategically in the pre-project stage as an element of the project brief and the outline of the business case. Additionally, diversity has to fit the overall strategy of the company and the interest of the Board that authorises the initiation of the project.

Examples of using PRINCE2 tools for diversity implementation

The project brief

An agreed project brief ensures that the project has a commonly understood and well defined starting point (Axelos, 2014, 128). Beside other elements it incorporates the project management team structure and role descriptions where criteria of diversity could be adopted.

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The communication management strategy

The communication management strategy addresses internal and external communications (Axelos, 2014, 155). If the project tasks are executed by a diverse project team, the communication strategy has to make sure that the internal communication covers diverse needs (e. g. different language skills, easy language, and time for communication). That is why it is important to develop the communication management strategy in early project initiating stage.

Implementation of Inclusion into the Project Management using PRINCE2 Tools

By Helena Hehlke and Michael Kraack (Berlin, Germany)

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PRINCE2 (PROjects IN Controlled Environments) is a process-based method for effective project management which is one of the most applied project management methods when it comes to European projects. The PRINCE2 method has been developed by the government of the United Kingdom in 1989 and is in the public domain, and offers non-proprietary good practice guidance on project management. PRINCE2 is characterised by the focusing on business justification, defining organisation structure for the project management team, product-based planning approach and by emphasizing on dividing the project into manageable and controllable stages and at the same time applying flexibility that is at an appropriate level for the project.

The following eight processes are part of a project that is designed according to PRINCE2:

- 1. Startup:** The decision-makers gather and appoint a Project Manager. Together, these people all define the need for the project and outline the processes by which it is to be executed.
- 2. Direction:** A Project Board is responsible for the overall success of the project, but an individual called the Project Manager, who reports to the Project Board, is charged with the responsibility of managing the details.
- 3. Initiation:** The Project Manager prepares a Project Initiation Document. This document is submitted to the Project Board for approval. If it is not approved, it is returned to the Project Manager for revision.
- 4. Stage control:** The project is broken down into manageable stages, the number of which depends on the project size and risk level. Each stage contains plans for the succeeding stage. Before a new stage can begin, the current stage must be fully executed.
- 5. Stage boundary management:** The current stage is reviewed, and the process for the next stage is developed. The project can continue only after the Project Board has approved the execution of the current stage and the plan for the next stage.
- 6. Planning:** This includes decisions as to what products will be produced, the activities that will be required to produce the products, estimates of the cost, time, and other resources that will be necessary, risk analysis, activity scheduling, and process streamlining.
- 7. Product Delivery Management:** The Project Manager must make sure that the right products are produced according to the planned schedule.

- 8. Closing:** After the project has been completed, the Project Manager conducts a Post Project Review, which is an evaluation of the project's outcome. Once this document has been approved by the Project Board, the project is closed down.

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Within the framework of the Multi-Sided project the one-week training “project Management Training in PRINCE2 has been conducted in Brussels from 4th 8th July 2016 including 40 training hours. Eight learners participated in the training, six of them are members of the EU-Fundraising Association e.V. and for four of them the participation in the training was funded within the framework of the Erasmus+ project MULTI-sided. All participants shared the motivation to learn the PRINCE2 methods to apply it in their everyday work which is characterised by project work with persons from differing backgrounds and cultures. Already from the beginning the participants were aware of the fact that PRINCE2 is a method which can be applied to many fields and topics related to diversity. Against this background it is important to examine PRINCE2 with an eye towards the diversity aspect and at the same time taking into consideration that PRINCE2 is not a method for practising a certain diversity.

When taking into consideration that mainly projects are designed in order to deliver benefits for a certain group of people it becomes clear that the human dimension and interactions between individuals is closely connected to project management. It becomes clear that the method enables the implementation of aspects of diversity into the management and performance of a project.

However, when applying PRINCE2 on the design of a project e.g. by including a group of persons with a diverse background into the implementation of a project, horizontal issues as gender and sustainability are covered. One of the advantages of the PRINCE2 methods is that it is relatively easy to learn compared to other established and renowned Project Management methods. Between those who have learned the PRINCE2 method, or share some knowledge on the PRINCE2 method a common structured working method is established. Teams mostly consisting of several team members who often have a diverse background when it comes to aspects as age, education, sex, culture or religion work on the same level when using the PRINCE2 method. Everybody who is familiar with PRINCE2 can easily recognise and understand the processes in a project cycle and at the same time one can and must tailor the PRINCE2 method to one's own needs. According to the PRINCE2 method the implementation of PRINCE2 projects is not characterised by specific rules / processes already adjusted to micro-sized, medium-sized or large-sized projects but the tailoring is made by applying the PRINCE2 method. Consequently an adjustment to the specific needs of the organisation and the specific project situation is an elementary component of the method.

Another strength of PRINCE2 is that the application of the PRINCE2 method is free and many of the materials are freely accessible, meaning that anyone can use PRINCE2 templates and adjust them to one's needs without applying or paying for a licence. This can be seen as an enormous advantage for smaller organisations,

especially for non-profit, e.g. minority organisations who often struggle with a limited budget.

Also the PRINCE2 method brings clarity for roles and responsibilities within a project meaning each member of a PRINCE2 Project Management team has a clearly defined role description specifying her / his responsibilities. The definition of roles and responsibilities is done before the project even begins. This shows that it is important to integrate all team members already from the beginning into the project and that each team member is equally well prepared for her / his tasks and understands the respective responsibilities and expectations to be fulfilled. An advantage of the PRINCE2 methods when designing a project characterised by diversity is that "power" is distributed among several persons / groups of people, meaning that the voice is also or at least more likely given to those who usually do not have much room to make their voice heard. According to PRINCE2 there are specific communication rules promoting clear and trustful communication throughout the whole project.

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But at the same time it can be criticised that the technocratic approach of the PRINCE2 method does not give any room to the topic of team motivation or social skills. PRINCE2 focuses exclusively on the customer-supplier relation but does ignore the fact that in order to obtain high quality deliveries for a project social skills of the members of the persons involved into the project, especially the project manager are of high importance. E.g. differing work culture, age, religion, sex or experience or educational background is not taken into consideration when developing a project according to PRINCE2. Instead a PRINCE2 project is oriented towards already existing structures in organisations, meaning that if an organisation is characterised by a certain diversity at all hierarchy levels the project will most probably be designed respecting the organisation's diversity but in case the organisation does not promote diversity most probably the project will be designed in a way which does not reflect diversity. Also it can be criticised that PRINCE2 assumes that the project manager is a male, both the literature used in the one week training and the examples which have been provided orally and in paper by the trainer suggest that the project manager is male (using exclusively the personal pronoun "he"). Whenever a female role was described it has been positions / roles as a female PR manager or accountant.

Simultaneously it has been remarkable that the trainer and training provider is sensitised for a diverse group of learners, when taking into consideration that the training has been conducted in English and none of the eight participants was a native speaker in English. The trainer adjusted his formulations and definitions to the audience and for both exams which were held after 2 and after 5 days of the training the participants had some additional time due to the fact that English was not the mother tongue of the participants. The additional time given to all participants has been much appreciated and one can assume that if one of the participants would have needed some additional assistance throughout the training the trainer would have further adjusted his pace of imparting the contents of the training.

Altogether it can be claimed that PRINCE2 is a suitable Project Management method for a wide range of organisations, and in our case organisations which work within the European context, often within European funded projects. But when applying PRINCE2 it is crucial to adjust the method to the respective needs of the organisations and persons involved, exclusively by embedding PRINCE2 to the project's environment is a method which is suitable for a diverse range of people. Also when applying PRINCE2 one needs to pay attention to the fact that the success of a project depends on the people and their individual performance and not only on a certain project management method.

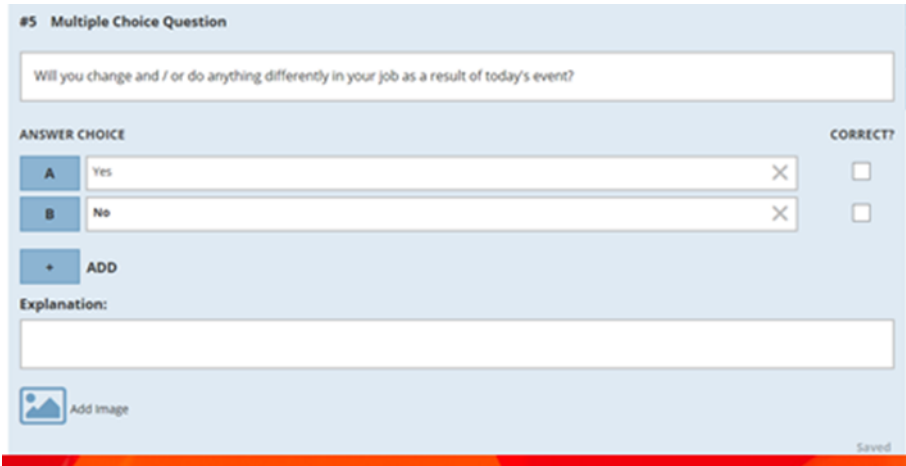
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A project which is tailored on the needs of the organisation and the people involved in the project according to PRINCE2 combined with a project team which is characterised by socially skilled individuals who are dedicated to perform well has good chances to be successful. A project which over-emphasises on the PRINCE2 processes and procedures by unreflectively following the pre-decided processes or simply fulfilling requirements by ticking off checklists and without taking into consideration e.g. the cultural and local circumstances is much more likely to fail.

SOCRATIVE as an innovative exercise and learning method

By Helena Hehlke and Michael Kraack (Berlin, Germany)

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Method Title	<p>Socrative (www.socrative.com)</p> 
Topic	Assessing the acquainted knowledge
Objectives	Getting a real-time feedback to determine if learners understand the imparted contents. The teacher gets an immediate feedback on the topics that need to be further explained / contents that need to be deepened. If desired (and pre-chosen by the teacher when preparing the questionnaire) the learners can compare themselves with the other learners.
Group Size	Free version: 1-50 learners per session Socrative Pro K12, annually US \$ 29,99: 1-150 learners
Time	Depending on the numbers of questions, about 5-60 minutes
Materials	Internet access, computer or any other mobile device, if necessary projector to show the learners' results immediately after they have answered the questions.
Preparation	The teacher prepares the quiz consisting of a freely chosen amount of question in advance on www.socrative.com . For each question the teacher choses 4 answers, so that the learners can chose between the "true and false" answers and "multiple choice answers" usually by giving 4 possible answers including 1 right answer. When preparing the quiz the teacher decides whether

	<p>the correct answer will be immediately displayed after each question or at the end of the quiz. The teacher completes the information why a specific answer is correct or incorrect, so that after having chosen an answer the learner sees why her/his answer is correct or incorrect.</p> <p>Also the teacher decides whether the results are anonymously or if results will be displayed for the whole group of learners.</p> <p>The link to the specific room needs to be written down or sent to the learner, so that the learner can copy it in her/his browser.</p>
Execution	<p>By clicking on the link provided by the teacher or downloading the respective app the learner gets access to the quiz / questions. The learner completes the quiz by choosing the answer for each of the questions. The questions can be answered individually or it is also possible to answer in group work.</p> <p>Depending on how the design of the quiz is the learner decides to move on to the next question or waits until the teacher releases the following question. Also depending on the pre-selection of the teacher the learner sees her/his results after each question or at the end of the quiz. In both cases the correct answer is displayed for each question and the explanation why the chosen answer is wrong.</p>
Challenges for the Trainer	<p>The learners might have different paces for answering to the questions which can lead to a long waiting time. Also an issue might be that not all participants are equally equipped with well-working technical devices. To guarantee all learners the same possibilities the teacher needs to make sure on beforehand that all participants are equipped with a technical device with an internet connection.</p>
Results and Documentation	<p>The documentation of the results is simple and it is an enormous advantage compared to many other tools. The results of the assessment can be graphically depicted (tables, diagrams, individual reports, also anonymous if desired). All results also can be downloaded as pdf file / an excel document and can be sent automatically by email to the teacher. One of the advantages of using <i>socrative</i> is that the results can directly be used for reports etc. For example, <i>socrative</i> can also be used for an evaluation of European projects. An advantage is that evaluation results are easily analysed and by the automatic transparent for all involved because <i>socrative</i> is forgery proof.</p>
Target Groups	<p>The learner must be able to read and deal with the technical device, <i>socrative</i> is really easy to use and also it is suitable for persons with special needs because it provides immediate feedback on the performance of the learner. As the learner</p>

answers questions, both the teacher and the learner are able to track the performance and identify areas of weakness. Persons with learning disabilities are often too shy to answer questions in class in fear that they answer incorrectly. By using *socratic* all learners are provided with a comfortable environment to actively participate in the class. This fosters inclusion by encouraging everyone to join in with class activities, rather than the selecting a few learners who are picked by the teacher to speak. Also *socratic* is a method which is suitable for any age group, especially it is suitable to be used in adult education taking into consideration that there are learners in adult education who might have some negative experiences from the test situations from their own schooling. By using *socratic* as a method for assessing learning results reservations or fears can be overcome playfully. *Socratic* serves as a gamification method for assessing results.

GENDER MAINSTREAMING IN EDUCATION AND TRAINING

(CIAPE) 18 – 22 APRIL 2016, ROM (ITALY)

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Content of the Workshop

The main objective of the course was to make lifelong learning, education and training experts to active players in supporting the implementation of gender mainstreaming in training activities.

To this scope the participants learned about the basic theoretical concept of gender mainstreaming and its most recent evolution in the European Union. They got familiar with practical methods and tools supporting the concrete implementation of gender mainstreaming in training activities designing, implementation and evaluation.

Since Equal opportunities and Gender mainstreaming are strategic priorities of the EU Commission and namely in employment, lifelong learning and educational policies, teachers and learning facilitators should have a consistent knowledge on the issue and should be able to use toolkits and methods supporting them to apply the approach in their daily life activity.

The highly professional course provided participants with know-how and practical knowledge on how to apply gender mainstreaming to training activities.

It was a good opportunity to meet experts from other countries as well.

The participants have learned:

- what is gender mainstreaming and which impact it has on learning activities
- different approaches: EC Roadmap, UNDP approach and UNESCO guidelines
- project planning in cross cultural sub groups
- outdoor activity: discovering equality in Rome at a glance
- what should be done and what should be avoided in order to implement gender mainstreaming in learning activities
- good practices in gender mainstreaming all over Europe
- checklists and useful tools
- practical suggestions, toolkits and methods to implement gender mainstreaming in training activities

Interview with Eleni Papaioannou (Thessaloniki, Greece)

By Jan Schröder (Düsseldorf, Germany)

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What motivated you to apply for this seminar?

I always felt there were gender issues at the organisation I work, High School in Cyprus. Although these issues do exist, I have the feeling that there are no open discussions regarding gender issues, neither regarding school's curriculum nor the general structure of the organisation.

Growing up and living in a small Mediterranean society has been a challenge regarding my own views on gender issues. I decided to attend this seminar in order to reflect on my own views and to provide an opportunity to my organisation to initiate some discussions about gender issues and the practices – or the absence of practices – in use.

Have you ever been the victim of Gender discrimination or witnessed it?

In the society I live and work gender stereotypes are more than evident and are regarded – more or less – as the “natural order”. As a teacher I can track gender stereotypes throughout curriculum, especially literature curriculum, one of the main subjects for all my students. I consider this as a discrimination affecting my students – especially girls – as there is no equal representation of men and women and the roles of men and women are presented in a highly stereotyped manner (e.g. woman as a housewife, man as a worker).

Additionally, I've encountered discrimination by myself as a female teacher. For example, when a male colleague expressed in public and in front of the students his opinion, that women cannot become good teachers as their “natural” role is to give birth and raise children at home. In another case, the headmistress – a woman herself – asked all married female teachers if they were planning to get pregnant next year, obviously with the aim to dismiss them.

In all these cases there weren't any active mechanisms – internal or external – to refer to, in order to deal with the problem of discrimination.

How will the methods used in the seminar help you?

What I found helpful about the methods was the fact, that the participants were given the opportunity to share their experiences, the practices used in their organisations and their views on gender issues and gender mainstreaming in particular. The last part of the seminar, the guideline for creating a toolkit about gender issues at our organisation, was creative as an idea, but I think it would have been more helpful, if we had time to create the toolkit as a final outcome of the seminar.

How has your outlook on Gender Mainstreaming changed through attending this seminar?

Although in respect of theory I don't feel that I gain much from the seminar, besides the fact that gender issues were put in a clear theoretical basis, I find myself thinking again and again about some issues raised at the seminar, either from the trainer or from other participants. Reflecting and challenging our own ideas and practices is always a good indicator that things changed in a way. I always think of gender issues as another environment, where power relations are at stake. What has changed after the seminar was not my ideology as such, but the way I act and react. The feeling I have is that I want and I need to become more "aggressive" when it comes to gender mainstreaming practices, not only in defending myself, but also in trying to change things in my organisation. In terms of teaching, I feel now that I need to put gender issues higher in my agenda and try to find the time to open up spaces for discussions, even if things are very strict when it comes to curriculum and time.

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What was the highlight for you during the seminar?

Living in a small close society is very easy to compromise yourself and adjust to the dominant discourses and cultures. There are no sound challenges to the mainstream ideas and discourses. What I enjoyed most at the seminar was the fact that I met people from different cultures, who have different views and perspectives on things. I enjoyed most the discussions and the workshops we took together, where we had a chance to share views and perspectives on gender issues as well as practices we use in our organisations. Sharing ideas made me reflect on conditions I live in and gave me a new perspective, which can be a starting point for changing things.

How will you include Gender Mainstreaming into your future trainings?

Regarding my own training I may consider taking other courses about gender mainstreaming, maybe more advanced courses and more focused on education and gender mainstreaming. I would be interested in attending a course focusing on gender mainstreaming teaching practices or on how to implement gender mainstreaming in educational program planning.


What is your overall impression of the week?

I had a nice time and some moments of the course were really fruitful and inspiring. The whole seminar provided a strong stimulus for furthering my personal understandings of gender issues and my everyday teaching practices.

Exercise "Dancing Vegetables and Flowers"

By Dr. Renate Eras (Berlin, Germany)

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Method Title	<p>Good practice discussion on Gender Mainstreaming</p> 
Topic	How to attract women into man's field and man into women's fields?
Objectives	<p>Targets that the exercise wishes to accomplish:</p> <ul style="list-style-type: none"> + to define good practice in one field of work – e.g. farming (for women and / or men); + to analyse the main aspects / problems for women and men to choose / not to choose this field of work; + to discuss the reasons for this "normal" behavior; + to analyse possible ways / solutions to change the behavior; + To discuss / show new / additional good practices.
Group Size	Recommended group size: approximately 5-6 persons, no subgroups
Time	An estimate time required to execute the exercise: 30-45 Minutes
Materials	Materials required for the exercise: paper, pencils, notebook, and flip chart.
Preparation	<p>Steps required in preparation of the exercise:</p> <ul style="list-style-type: none"> + choose the field of work (e.g. women and men in farming);

	<ul style="list-style-type: none"> + choose the good practice for women and men in this field; + define the group moderator; + prepare the working materials for each participant and for group discussion protocol / presentation.
Execution	<p>The process of conducting the exercise, step by step:</p> <ol style="list-style-type: none"> 1. Collect 5-6 participants, who are interested in the topic; 2. Choose together a certain field of work (e.g. farming) with special working conditions for women and men (e.g. level of salary, support for family life in rural areas, level of skills and know-how, level of pension etc.); 3. Choose good practice in this field and discuss about reasons for differences between women's and men's possibilities in this field of work; 4. Analyse the reasons of women's and men's "normal" behavior and discuss possible solutions; 5. Write down in different lines: <ul style="list-style-type: none"> + current situation in good practice field (for women and men); + summary of problems for the "normal" behavior (women and men) in this field; + summary of solutions discussed in groups, including new / developed good practice; 6. Final group presentation (one person responsible for each line).
Challenges for the Trainer	<p>Issues the trainer might encounter during the exercise or in preparation, that could affect the expected results of the exercise:</p> <ul style="list-style-type: none"> + to find a good practice example with "typically" behavior of women and man; + good understanding of different cultural background and behaviors in different countries in the group; + To define a moderator in order to lead the discussion and summarise the results.
Results and Documentation	<p>The final result is the common group presentation, based on prepared documents. During the presentation the plenum will be informed about the problems / challenges in gender mainstreaming, based on concrete good practice in specific field of work (e.g. farming in rural territories). Another result is to motivate the plenum to work on innovative solutions / new good practice in gender mainstreaming.</p>
Target Groups	<p>Any physical requirements for the exercise, such as eyesight, or a certain amount of background knowledge:</p> <ul style="list-style-type: none"> + good practice example needs to be proposed by a person with rich professional knowledge in this field; <p>In our Gender Mainstreaming course in Rom:</p> <ul style="list-style-type: none"> + we had a concrete good practice example from Poland (Partnerstwo Ducha / GOR) in farming;

	<p>+ we had a concrete problem question: How to raise interest among women for startups in rural areas?</p> <p>+ we had an interesting new good practice case of Vertical Farming, in order to discuss new ways for female entrepreneurship in farming;</p> <p>+ in working groups discussions we developed some innovative solutions, like:</p> <ul style="list-style-type: none"> a) arrangement of family friendly infrastructure in rural areas; b) introducing flexible time of work and flexible work places; c) developing of technical infrastructure in incubators and hubs for special fields of work (one-stop shop approach); d) Co-working opportunities, business angels. <p>Equity and equality measures in Gender Mainstreaming!</p>
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Exercise "I think both of us..."

By Konstanze Butenuth (Berlin, Germany)

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Method Title	"I think both of us..."
Topic	Getting to know each other
Objectives	Icebreaker-exercise, one of the objectives is to improve empathy
Group Size	8-25 participants, no subgroups
Time	10-20 minutes
Materials	A room / free space where people can move around
Preparation	Put aside tables and chairs in the room
Execution	<ol style="list-style-type: none"> 1. The participants are moving freely in the room and stop whenever they wish to talk to other participant. 2. Each participant says only one sentence to the other, which starts with "I think both of us..." The aim is to try to find something that two people have in common. For example: "I think both of us are really happy to be in Rome". Or "I think both of us usually work overtime". 3. The other person should answer with "yes" or "no", small comments are possible. 4. After approx. two minutes participants should continue to move and to find another partner to speak to another two minutes. 5. Participants should try to speak to as many other participants as possible.
Challenges for the Trainer	Control the process in order to prevent longer conversations and to make participants to speak to so many others as possible. This should be done very smooth, with humor and promise to all to have enough time to continue conversations.
Results and Documentation	The exercise can be used at the beginning of a seminar in order to help people to get to know each other. The expected result is to make people feel free and easy with everybody in the group and provide a friendly and constructive work environment.
Target Groups	Adolescents or adults. Wheelchair users need enough space to be able to move around. People with sight impairments might stay in one place and the group can be told that other participants should come to them during the exercise. People with a hearing impairment might use pen and paper while communicating with the others.

Gender & Disability Issues in Occupational Perspective Development

By Stefan Wilke (Durmshheim, Germany)

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Occupational perspective development of girls and women is strongly connected with respective cultural conceptions as well as the current political framework conditions of the countries in which they live.

Thematic subjects here could be the following:

1. There are still many reservations if women see their occupational perspective in classic men's professions. This is especially applicable in technical and handicraft occupations.
In such cases the employers are often urgently looking for arguments that this is not possible. Even missing sanitary facilities are sometimes used as a serious reason for a refusal.
If women education or occupational integration into a classical male domain is successful, it is presented as something very special and unique.
2. A further significant aspect is that women are still poorly paid in comparison to men in the same occupation. This situation doesn't change much, except the regularly documentation of this fact in different studies and massive lip service.
In classical professions, where the majority of women are employed, for example, in medical and health care and education, payments are generally so bad, that it is not possible to have an independent lifestyle. In such cases they often need additional social benefits or support from the life partner.
3. Women are much more hit by threatening poverty among the elderly than men. The reason is a worse payment on the one hand and family situation on the other hand, especially when a women is the only person who is responsible for child education.
Politics says we need to encourage the women and to strengthen their role in the society, however there are some financial incentives in German practice, that support women drop-out of professional life (e.g. "Herdprämie" – "stove bonus" – colloquial name for child care subsidy). If the women take this financial support in their young age it means the first step towards age poverty, since a pension insurance gap is created.

In Poland this model is implemented to a greater extent and leads to bigger problems. As young mothers stay at home with a higher financial support for child care, in their old age they will be dependent on state welfare, because they have very limited entitlement for a pension.

4. In case when disability is an additional aspect it gets more problematical to develop an occupational perspective and financial independence.
In Germany social legislation has taken a first step in the right direction and has explicitly named this aspect of gender topic as an access point for social benefits for participation in the working world.
5. Gender quota: The law regulates the participation of women in management positions in the private and public sectors. The aim of this law is to significantly improve women's part of leadership positions and finally to create gender equality. Again, women's professional qualifications are not taken into account here. There is an artificial recruitment practice that can lead to jealousy and distrust. It contributes to a discussion about whether the woman was hired only on the basis of the quota or her qualification. At this point anonymisation of the application documents could be helpful, so that the criteria which were taken into account are clearly the qualification and not the gender.

Exercise to the Gender Stereotyping Phenomenon and Mass Media

By Julie Marcelino (Frankfurt am Main, Germany)

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Part I. Discussion on following topics with guiding questions (90 min):

a. Stereotypes:

- What is it?
- How can I identify it?

b. Gender roles:

- What are the social effects of using stereotypes in differentiating a gender role?
- How do mass media affect our life by constructing our opinion on gender roles?

c. **Gender and mass media:**

- Why women are presented in commercials more often than men?
- Can media manipulate the image of reality?
- What is the result of this reflection? How is it possible to stop / prevent this influence?

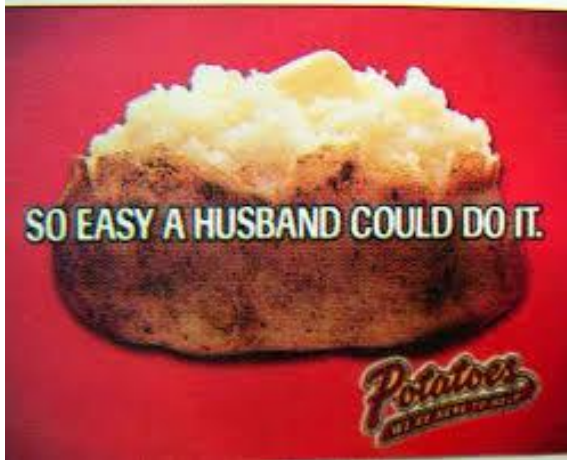
d. Stereotyping commercials:

- **Male and female roles in advertising indicate the gender issue, where women are dominated by men. How can we identify it? What do you think about this?**

e. Break gender stereotypes:

- Can we change current situation? Do you think that education could change the common understanding of gender roles?
- How could we change it?

Part II. Image Analysis (20 min):



Part II. Discussion – structured controversy (60 min):

- **Presentation of Positions.** Students work in small groups of 4 divided into pairs (A & B). Each pair is assigned with one position. The position of the A's is to find at least two compelling reasons to say YES to the deliberation question. The position of the B's is to find at least two compelling reasons to say NO to the deliberation question. A's teach B's at least two reasons to say YES to the deliberation question. B's teach A's at least two reasons to say NO to the deliberation question.
- **Reversal of Positions.** The pairs reverse their positions. The B pair takes over the YES position; the A pair takes over the NO position. The A's & B's should select the best reason they heard from the other pair and add at least one compelling reason from the reading to support their new position.
- **Free Discussion.** Students drop their assigned roles and deliberate the question in small groups. Each student elaborates a personal position based on evidence and logic.
- **Whole Class Debrief.** The teacher leads the whole class in a discussion in order to gain a deeper understanding of the question, democracy deliberation processes. What were the most compelling reasons for each side? What were the areas of agreement? What questions do you still have? Where can you get more information? What is your position? (Poll the class on the deliberation question.) In what ways, if any, did your position change? Is there an alternative way that might address the problem more effectively? What, if anything, might you or your class do to address this problem?
- **Student Reflection.** Students collect the reflections of others at the end of class or for homework.

Gender & Diversity in the Context of Work with People with Disability

By Heidi Hauer (Mainz, Germany)

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I work as a volunteer in the field of health care*. The seminar on Gender / Diversity supported me to improve my work in this field. During the seminar I have learned that people with disabilities and limitations are not particularly taken into account in gender / diversity discussion. As peer-counsellor and a person with disability I support other people with disabilities to master self-determined their everyday life with their difficulties. Unfortunately, this consideration was not covered in the seminar discussion. From my perspective, the view was not so multi-faceted.

According my own experience with people with disabilities the topic gender / diversity is of particular importance for one's own self-understanding and self-esteem.

People with disabilities have a legal basis of human rights and human dignity for the equal treatment considering gender and diversity, according to the UN law regarding people with disabilities and in the relevant articles of the UN CRC.

After the seminar it is impossible to consider a one-sided gender-related perspective (only woman/man) without taking into account the diversity, e.g. homosexuality, transsexuality and people with disabilities as well. Thus I wished more discussions during the seminar to the topics of health care, self-help / peer-counselling, health care legislation.

The opportunity to discuss with other participants my own work in counselling helped me to reflect on and to understand different cultural and political views. It is typically that many people, who need a consultancy, have migration background. So I hope to be better equipped now for counselling different people and the seminar supported me in this feeling.

An example of positive development of the seminar was the discussion on "male" and "female" approach to problems and their solutions, also regarding their own perceptions. We have also discussed, how different approaches regarding family life and social behaviour of men and women are reflected in the educational style. Now I can say that I can look beyond my own nose dealing with the topics of gender and diversity.

* Heidi Hauer is a peer-counsellor and representative of Health Care Policy Department in German Self-help Association of People with physical impairments

Interview with Wiola Gawrońska (Łódź, Poland)

By Sabina Scheliga (Berlin, Germany)

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What motivated you to apply for this seminar?

The Gender issue was attractive for me. This topic has no high esteem in Poland. Public sector entities and people in Poland refuse to believe in importance of the Gender issue and problems connected to it. They don't want to grapple with this topic, because they just may not have noticed this. Both males and females say: What's the problem here? I am really missing the gender awareness in Poland. I would like to raise the awareness for the Gender Issue within the NGO* I am working in. This led me to the question of implementation, in other words: "Which possibilities there are for me ready to act? What can I do?" I wanted to find different answers and solutions for it. Finally I wanted to make new contacts for my work.

(*NGO Trainers' Association Poland – www.stowarzyszeniestop.pl)

Have you ever been the victim of Gender discrimination or witnessed it?

I was discriminated as an expert and young coach in one group only with men. I was unaccepted, because I was young and the only woman. The men there were at an advanced age and they said to me: "Womanhood belongs to the home and kitchen". They couldn't see any further than the end of their nose and they were unwilling to listen to me and didn't accepted my competence.

Normally the males demonstrate and show off their masculinity. Females are often reduced to their bodies and are expected to vamp. For example, this mentality of Gender discrimination is reflected in the modern song "We are Slavic" by singers Donatan and Cleo. This song won in Poland for the Eurovision Contest 2014.

How will the methods used in the seminar help you?

Not all methods, practices or techniques in the seminar were new for me. Deeply interesting was the difference between Equality and Equity. I would like to develop it further in my organisation. Certainly I will follow the implementation process.

How has your outlook on Gender Mainstreaming changed through attending this seminar?

Carla – our trainer – has inspired me with the Gender issues. I wish to be more sensitised for it. I've got more curiosity and I will carry on my independent learning on this topic.

What was the highlight for you during the seminar?

The highlight was the speech and the discussion with Stefania – the head of L’Ombelico (www.lombelico.org). She was talking about topics and methods relevant to me. But it is very pity that we didn’t visit this organisation or school or cultural institution.

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How will you include Gender Mainstreaming into your future trainings?

I will prepare with my colleagues some Gender policies within our project framework. I would like to arrange international conferences and workshops of Gender Mainstreaming in Poland.

Absolutely sure we will give more attention to this topic in our organisation. It is important to begin step by step.

What is your overall impression of the week?

Rome is wonderful! I have established new contacts with the participants of our course and I am sure about my wish to arrange different projects together in the future.

LEAD – LEADERSHIP AND DIVERSITY

(ALP) 23 – 28 MAY 2016, BUDAPEST (HUNGARY)

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Content of the Workshop

Leadership starts with yourself! – Have you ever looked at your own leadership style? Do you know your own values? Are you working with people from different cultures and countries? Do you deal with all people in the same way? The participants of this course were exploring themselves at the crossroad of leadership, gender and diversity.

During the seminar the participants...

- reflected on the personal leadership style, values, attitude, skills in relation to leading in a diverse environment
- gained a better understanding of working with people with different gender
- developed leadership skills to include people with different cultural backgrounds in ~~your~~ their team
- benefited from new knowledge and ideas on how to be more inclusive in their leadership role
- explored with the method of the “Forum theatre” of Augusto Boal how they can transform challenging situations
- Exchanged with other participants the challenges arising from gender and cultural diversity in their own environment and build a network of exchange.

Approach

We live in a diverse world with unfortunately many inequalities based on gender, race, ethnicity, class, sexual orientation or age. We need leaders who have the skills and knowledge to see and fight these inequalities. LEAD was an exploratory journey – of own inner leadership potential, which allows us to discover who we are as a leader. The special focus on the course was on leadership in a cultural and gender diverse setting.

LEAD was planned as a learning and development journey, where participants discover their own leadership style, values and attitudes and share experiences about inequalities in their home setting. Through new knowledge and active learning methods the participants benefited from new experiences and ideas on how to face own leadership challenges at home.

The course consisted of a mix of short theoretical inputs, concrete exercises, group discussions and individual moments. The “Forum Theatre” of theatre director Augusto Boal were used to transform challenging situations and to think about different ways of solving issues.

International Group Interview

By Birgit Kuhley (Homburg, Germany) and Ulf Schwarz (Tauberbischofsheim, Germany)

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What motivated you to apply for this seminar?

- I wanted to challenge myself. To learn new things and to meet new people.
- I was very interested in the topic (leadership regarding diversity).
- I wanted to collect new experiences!
- I enjoy experiential learning in international groups. These two aspects are interesting for me. I am in between different jobs and looking for a way to move forward in my career.
- I wanted to spend time with like-minded people.
- I wanted to gain experience in area of diversity and leadership.
- Diverse group of people and affordable financial requirement.
- I am just graduated, so basically I need to put myself in something new.

How the methods used in the seminar could be helpful for you?

- I understand people and society better now.
- They could and will help with discovering myself and my skills.
- I gained more confidence and communication skills, as they are important for my job as an architect.
- Knowing other people and other opinions.
- I will use these methods in training that I will provide for the Innovation Enterprise Network. The training session called Making Waves – about making community radio programs – will take place on a weekend summer camp for artists and activists next month. So it was useful to be in a non-formal learning course as preparation.
- Maybe I will use them if I would be asked to provide such a seminar.
- I will definitely use the method of Theatre of the Oppressed in the future working with young people.
- They could help me working with my own teams and the way to carry our team meetings.
- To express and to challenge myself having some fun while learning.

How will the seminar affect your leadership style?

- I have new tools to bring different people together.
- I will be more tolerant.
- Non-formal methods helped me to reflect much more on the topic and learning activities as well.

- I can better estimate me to be more comfortable with developing my own leadership style and looking for a job or volunteering opportunities where my style is valued.
- I won't compromise on the personalities of people I hire, because now I can see that people could "be useful" in different ways.
- It helped me to discover my leadership style along with my values therefore I will ensure that I hold on to my values when practicing leadership.
- I'm more aware of my own leadership style.
- It could bring more awareness on some issues but nothing really concrete or shocking.

What have you learned about the role of diversity in leadership?

- We need to use our diversity and different points of view as strength to build multicultural society.
- It is needed to give a chance to everyone who is interested.
- Diversity is important because it gives you a possibility to compare yourself and gain knowledge.
- We don't need a chef but only a person with values.
- I learned that leadership takes many forms. It is not an "exclusive right" of a few people, but something that we all can learn, especially if we define leadership in terms of relationship and responsibility, rather than power and privilege. Diversity in leadership comes from the diversity of leaders, challenges they face and communities they represent.
- Not much. I would prefer to see more practical advice on diversity (e.g. cross-cultural problem-solving in a workplace).
- Leaders should ensure equal opportunities for all.
- It is important to recognise and give space to diverse cultures and connect them through different tasks.
- You need a looooooot of patience and then the results will be great.

What was the highlight for you during the seminar?

- Meeting people on real human level.
- An exercise Asking powerful questions.
- A perfect leader is an inspiring guide, who knows the strengths and the weaknesses of his/her group and tries to bring the best from everyone.
- The feedback and topic of Multiple intelligences.
- An exercise Values treasure hunt was the highlight for me. It was good to get out of the seminar room and explore – literally and figuratively – how to identify and share our values and to come up with a shortlist of values
- Realising that the most difficult people in the group were probably those, who needed such a training more than others.
- An exercise Theatre of the Oppressed.

- Individual stories of the participants.
- Ongoing comparison with other cultures.

Do you feel like this seminar has prepared you to deal with inequalities?

- Yes
- I strongly believe
- Yes
- Yes!
- Theatre of the Oppressed was a very dramatic and nonthreatening way to bring up what the painful inequalities are. It reminded me that inequalities are not always obvious and how important it is to identify and to reduce them.
- It made me more aware of inequalities in other countries, but I don't feel equipped to deal with them. I think these problems are much bigger than me.
- Yes, it has also highlighted the extent of inequalities in today's world
- Yes, the discussion helped to understand the differences better
- A little contribution

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What is your overall impression of the week?

- Intense and challenging. I loved it.
- Mind-blowing week
- Amazing experience!
- It was so intense, but I really liked it!
- It was a wonderful experience, a lot of learning in a short time frame. It was a privilege to be part of it.
- I love working within an international group.
- Great, loved it
- It was something different and very interesting
- So many issues to reflect on, to think over and to discuss with yourself

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