

I am DIFFERENT. YOU are DIFFERENT.
TOGETHER we are DIVERSITY!

Diversity in inclusive adult education

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EDITORIAL

The value of diversity in inclusive adult education was the subject discussed by over 150 participants from more than 20 countries at the Austrian EPALE conference, which was held online for the second consecutive year in May 2021. The present publication comprises the reports presented at the conference.

Carin Dániel Ramírez-Schiller, Head of the Department for Europe, Education, Youth at OeAD, gave an insight into the framework the Electronic Platform for Adult Learning in Europe (EPALE) and the new programme generation of Erasmus+ present for inclusion and diversity in adult education. Camilla Fitzsimons and Lilian Nwanze from the National University of Ireland, Maynooth, discussed the issue of structural racism and exclusion in adult education, adopting a biographical approach. Hakan Gürses, Austrian Society for Civic Education (Österreichische Gesellschaft für Politische Bildung), spoke on the topic of 'Equality and difference in political adult education'.

In six 'idea and networking pools', the following innovative adult education offers and Erasmus+ projects were presented:

- AGE:WISE – Across Generations at Eye Level: Ways to Integrate Seniors by Education
- I am not a racist, but ... Anti-discrimination training for unmotivated and resistant adults
- Entre4all: An innovative outreach programme to train adults with disabilities in key competencies

- DIVERSITY – Including Migrants through Organisational Development and Programme Planning in Adult Education
- DiversityCapacities – Improving the Capacities of Adult Education Institutions to Successful Dealing with Diversity
- The Shanarani approach – awareness and reduction of gender stereotypes

These contributions can be found in this publication, as well as an account of the opportunities offered by the Erasmus+ programme in the area of Mobility and Strategic Partnerships for Adult Education and how EPALE can provide support for project work.

The OeAD as the national agency for Erasmus+ Education is coordinating EPALE in Austria. OeAD, Austria's Agency for Education and Internationalisation, would like to thank everyone who contributed to the success of the conference and to this publication.

Your OeAD wishes you an interesting read!

Carin Dániel Ramírez-Schiller
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Andreas Koreimann
Andrea Nakarada

A conscious approach to diversity in society ...

... is one of the socially relevant topics that adult education must address today. I am pleased to see that the EPALE Coordination Office keeps pace with the times and has included such important topics in its work by organising the EPALE and Erasmus+ Adult Education Conference 2021. The main objective now is to recognize people's diverse experiences and achievements and to use them to their full potential. The Adult Education Department in the Ministry of Education has been focusing on the topic of diversity for many years and has continuously funded projects in this field.

We can also expect a lot of activity in the coming years. For instance, the Department is currently working on introducing inclusion as a transversal goal in all areas of adult education. In the coming years, the focus of adult education will be on the level of sensitisation of people working in adult education, in the form of further training opportunities and awareness-raising measures on the topic of inclusion. The continuous expansion of inclusive further education opportunities or inclusive digital information provision will also be fostered and further developed in order to enable

the participation of persons with varying needs.

I would like to express my sincere thanks to my colleagues at the EPALE National Support Service, who, as always, organised this event in a very professional manner. The diversity of our society is also reflected in the many interesting workshops on various topics that were offered at the event and are reflected in this publication. I hope that you will be able to take away one or two ideas for your own practice as well.



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Erasmus+ and EPALE as a framework for inclusion

The next generation of the successful Erasmus+ programme kicked off in January 2021. Over the next seven years, Erasmus+ will focus on the following four central priorities of the European Commission: **Green Erasmus, digital transformation, social participation, and inclusion.**

Inclusion is one of the most important education policy and social challenges in Europe and is anchored in the most important EU strategies and policy documents, especially the European Education Area, European Skills Agenda, and European Pillar of Social Rights. Green Erasmus, digital transformation, and social participation can only be realized over the long term in an inclusive Europe. The Erasmus+ Programme 2021 to 2027 is intended to make a material contribution to this.

EPALE

EPALE, the European online platform for knowledge sharing and networking in the field of adult education, can contribute to promoting inclusion in many ways. The EPALE platform offers a range of tools and links to resources, events, and information as well as to the Erasmus+ programme and to resources on the topic of inclusion. EPALE offers these resources free of charge, because one criteria of high quality is that information be accessible to everyone. EPALE also focuses on non-formal, lifelong, integrational learning and on community learning and is home to a lively exchange on the topic of basic skills.



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The synergies between the EPALE platform and Erasmus+ programme have traditionally generated great success in Austria and are now also being leveraged more and more at European level. These shared interests are also evident in the fact that inclusion and diversity are key focuses of EPALE in 2021. A new feature on EPALE is the Erasmus+ Space, which serves to support the entire project cycle of Erasmus+ projects. In addition to the EPALE project partner search, the Erasmus+ Space offers a safe venue for collaboration starting in the project application phase, and later serves as an important tool for disseminating project results.

Erasmus+

The new Erasmus+ programme generation 2021 to 2027 is intended to serve as a conduit for translating education policy strategies into practical applications. In this context, all countries that are participating in the Erasmus+

programme are called upon to develop national inclusion strategies by autumn 2021. How can barriers to inclusion and diversity be eliminated? And how can the education system be made more inclusive in actual practice? The inclusion strategies should address these and similar questions. A broad range of measures should be developed to make a contribution to bolstering the national inclusion strategies throughout Europe.

The goal is to implement inclusion, diversity, and equality of opportunity at all levels of the programme in order to allow a wide range and large number of organisations and people to access the Erasmus+ programme. In particular, the inclusion of persons with limited opportunities due to disabilities, health problems, barriers relating to general and vocational education systems, cultural differences, social barriers, economic barriers, discriminatory barriers, and geographical barriers should be bolstered.

Mobility for adult learners

In addition to the existing funding options, a new measure that comes into effect at the start of the programme period will offer adult learners with limited opportunities the chance to participate in the programme. To this end, each country has been called upon to formulate a focus as to which specific group of adult learners should be given the highest priority in facilitating participation. In Austria, the focus has been placed on participants in basic skills courses.

The topic of inclusion has been a core issue in adult education for many years, and there are already very good Austrian projects here. However, there is always a need

for new initiatives that act as a groundwork for new projects. It is important here to actively implement inclusivity in the project design and subsequent implementation by giving people and organisations with various backgrounds the opportunity to contribute and work together from the outset. Erasmus+ offers special funding options for this in all areas of the programme. Project managers are to be animated to apply the concept of inclusion in all phases of their project, from the initial information and partner search to the dissemination of the results – because the project results should be developed not only for, but also with the community.

The 2021 EPALE and Erasmus+ conference was a highlight in this context and offered the opportunity for networking, dissemination, and inspiration – and of course to search for project partners.

In this spirit, we invite you to implement your project ideas in the new Erasmus+ programme and to make use of the manifold options offered by EPALE in this!



Dr. Carin Dániel Ramírez-Schiller has been Head of the Erasmus+ Adult Education and Transversal Matters Area and Deputy Head of the programme Erasmus+ Education at OeAD since 2007. She started her career as a training assistant and later as a marketing assistant at a software company before joining OeAD-GmbH in 1994. She holds a PhD in Political Science and History from University of Vienna.

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Let's talk about **structural racism and exclusion** in adult education

One of the most talked about concepts in today's world is probably race. There are many positives to this, and it is important that adult educators think about how we too can contribute to change.

In this presentation, we are drawing from our own biographies, or stories as sources of knowledge, a process bell hooks describes as 'one of those powerful ways to educate, to create community in a classroom,' continuing 'this is especially true as classrooms have become more diverse' (hooks, 2010, p. 56). Lilian is going to talk about two classrooms, Classroom A and Classroom B and together we will uncover some reasons these situations emerge.

In the 9 years I have been in the country, I have enrolled and completed at least 3 courses across 2 universities in the country. My story centres around my experience in 2 of those classrooms.

Classroom A

I had just come into the country. I cannot say I had settled. It had been one full year and I was still far from adjusting to the food, the weather, the accents, life in general. I was still culture shocked. I had no friends. I felt trapped because I was coming from a very active professional life and suddenly everything had stopped. No job. No friends. No networks. I was starting again. And as flippant as I make

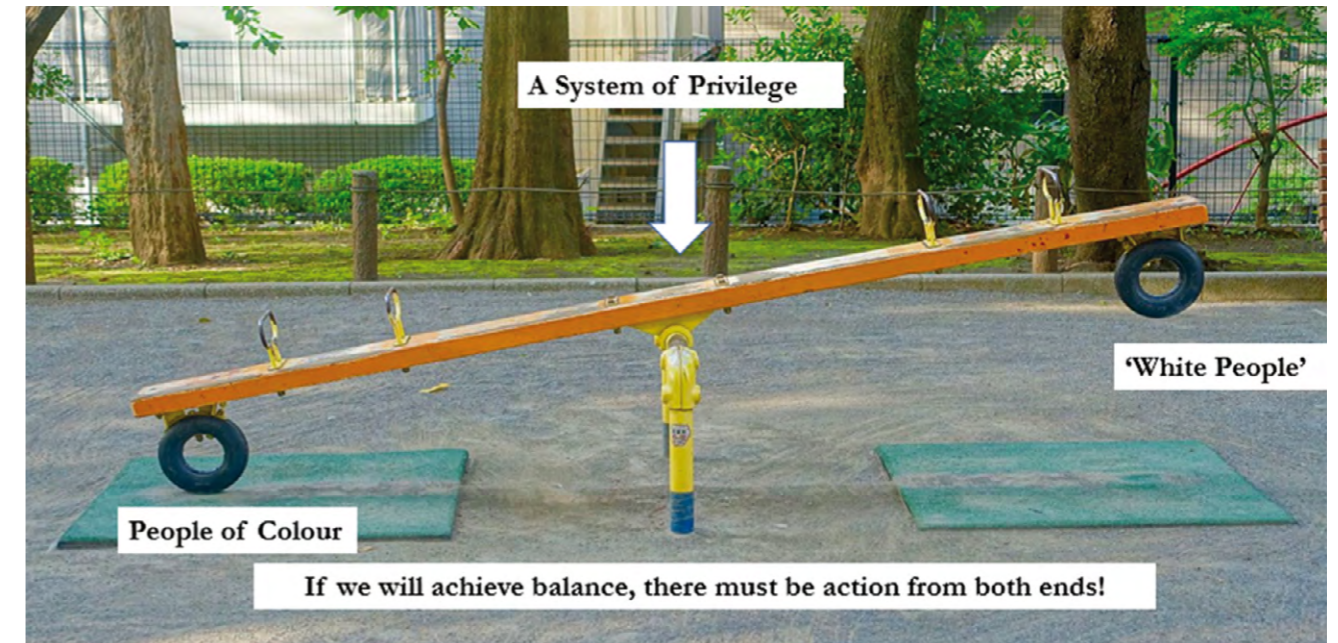
this sound now, it was a big deal. Had I not had faith in God, I would probably have caved in. So, you can imagine my joy when it was time to resume my studies at a prestigious university in Ireland. I was elated. I knew the exposure to new information, the broadening of horizons, the sense of fulfilment engaging in academics brought so I was excited. I started the course. The teachers were fantastic. They knew their onions. The course content was good enough. But I was invisible. No one spoke to me. I spoke to no one. Honestly, I was afraid to speak to anyone. Even though I was doing a master's degree in 'International and European Law', 'international' was obviously interpreted to mean America and Britain. There was no mention or reference to Africa or anything relatively familiar. I was always the last to be chosen by my peers to belong in a group. And even when I was, I was never chosen to speak. I never shared anything in the classroom even when I knew that I had things to say that could buttress what the teacher was explaining. I just came to class and went home. I was invisible.

We believe that this 'othering' that Lilian experienced is socially constructed through a historical process of 'racialisation'. This is where certain traits are erroneously assigned to homogenised groups of society with complete disregard for socio-political contexts (Lentin 2004). The very idea of 'blackness' is rooted in historical claims of biological inferiority. Thankfully, this false belief is less acceptable nowadays. But sometimes it has been replaced by an 'othering' through too much focus on cultural difference or where supposed differences in customs and behaviours are compared to the 'norms' of capitalist economies of the West. Sometimes teachers proactively respond to this sense of difference at the heart of Lilian's story by creating intercultural learning spaces that compare and contrast cultural differences in communication, customs, and

values. This can help where there are large migrant populations in the initial stages, but it can also create its own problems by highlighting differences that aren't necessarily that profound and by papering over how the cultural norms of the dominant population group are privileged through authorised social hierarchies (Fitzsimons, 2017).

Classroom B

Five years after my experience with classroom A, I enrolled for a course and encountered classroom B. From the first day I stepped into the class, I was drawn into a discussion. Notice my phrase – drawn in. I wanted to hide. I was not allowed to hide. In the first few days, when groups were formed, myself and the other African were again left to ourselves but within a week of attending, that miraculously changed. People actually spoke to me. Teachers knew my name. I was able to tell them things about my life because they wanted to know. They knew when I became an Irish citizen and the class actually took a break to celebrate me! I existed in the minds of these guys. We shared biographic stories in the class. People were learning about where I came from and I was learning things about Ireland that I hadn't in the 6 years I had been in the country. We were doing heavy course work. There was a lot of learning going on, yet it was like a community. Everyone respected me. We were able to have tough discussions about race, class, gender and while we argued, we made up afterwards. Once, we were having a discussion about race in one of our sessions. A white male had flippantly mentioned that he didn't think racism existed. That the disadvantage people of colour faced existed more in their minds than anywhere else. The class was quiet. No one responded. Suddenly all the years of applying for jobs without even an acknowledgement from the employers flashed through my mind.



If we want to achieve balance in a system of privilege, there must be action from both sides.
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All the years of knocking frantically on doors that I was qualified to go through but remained tightly shut because I was black flashed through my mind and I responded. I responded more emotively than I would have liked and by the end of the class I felt drained. I felt low. I felt tired. As I got home that evening, I remember receiving a call. It was a call from the facilitator of the class. She had called to check up on me. She understood the toll the conversation had on me and she called. I didn't share how drained I was with anyone, but she knew, and she ensured she made contact with me. I mattered. Our class had become our family. And I had a place in that family.

We believe that classroom B did not just happen because the students were friendly. Or because the teachers were nicer. Classroom B had the effect it had because the facilitators had embraced and worked from a particular framework. I wasn't suddenly included in groups because the students had an aha moment but because of a facilitation style and ideology that is influenced by adult education methodologies encouraged by Paulo Freire, bell hooks and others that reject a banking approach to education where the powerful teacher pours dominant knowledge into passive learners. Classroom B was a space for 'engaged pedagogy' where knowledge is collaboratively co-constructed



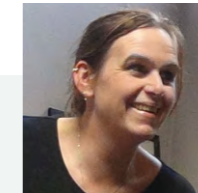
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(Fitzsimons, 2019). Brookfield (2018) suggests three particular methods for ‘teaching race’ in these situations, whatever the topic.

The first is a process of **scaffolding** – students should be eased into talking about race in a way that is invitational and respectful of the interpellated nature of our backgrounds. Educators should start with their own experiences of race. Where they are white this means uncovering their

own realisation of white privilege and how this benefits them. Secondly there’s **modelling** where the educator normalises the topic and thirdly there is **community building** which was strong within classroom B. The educators took the time to create conditions for peer learning in a safe and supportive environment. It is only when people trust each other, that they can truly participate in a learning community.

As a word of warning, Brookfield draws our attention to ‘Repressive Tolerance’ where providers make certain, often well-meaning changes that give a veneer of change, but that fail to go beyond surface level.



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From diversity to plurality – Equality and difference in political adult education

The diagnosis is clear: Education is lagging behind demographic reality. Educational institutions, didactics, curricula, as well as teaching staff do not reflect the increasing diversity seen in our societies since the 1960s. In no way do I want to discount the good intent, achievements, and positive developments. But the discrepancy between the demographic structure and the daily routines in education is obvious.

This must be explained. Which categories of difference do we mean when we talk about diversity? For instance, the 'prohibited grounds of discrimination' in EU regulations such as age, ethnic background and nationality, gender, physical and mental disabilities, religion, belief, political or any other opinion, sexual identity and orientation, class, etc.

These are highly varied categories of difference that cannot be translated into one another or reduced to a common entity. The spectrum within these individual categories also often differs from region to region. The terms 'ethnic background' in Austria and the American (or British) 'black' do not designate one and the same difference. Nevertheless, the discussions surrounding diversity are sometimes very heated and fierce, as if only two parties were involved.

The Dutch writer Carry van Bruggen expressed a concept in the 1920s that has long guided my thinking: There is no being other than being different.¹



Diversity Dimensions
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If we, following the author, presuppose that the being that we perceive around us, i.e. *the other*, is always a separate, unique being despite its similarity with a group of further others, we would learn three things:

1. The other is not different viewed from my perspective, but by virtue of its very existence. The other is neither the antithesis nor the instigator of the own. It is simply the other, independent of me, just as all others are also the other. Thus, one can *only be different*.
2. Differences between individuals (people, things) are fundamentally infinite. But when we talk about politically relevant differences that are expressed in social groups, this involves an act of reduction.
3. This reduction is due in part (and in addition to historically evolved political and social struggles and conflicts) to a conceptual shortcoming that permeates our logic and our languages: We are incapable of expressing difference as *difference in and of itself*. Thinking in opposites results in difference always being expressed as *identity* when articulated in a positive form. Collective identities are based on reductive differences that cannot be conceptualised.

Difference is the one side of the coin. The other side pertains to equality. This also has its roots in ancient philosophy and is delineated by a related term: *identity*. Heidegger wrote: 'When one constantly says the same thing, such as "the plant is a plant", that is tautology. For something to be the identical, one is sufficient. Two are not required as they are for equality.'²

Identity refers to two or more entities or objects conforming in every respect, i.e. an absolute lack of differences: A is A. *Equality*, on the other hand, refers to conformity in

a relevant aspect, but not all aspects: A = B. As Heidegger stresses, this differs from identity in that one element would be sufficient for identity. For statements about equality, on the other hand, we require at least two elements.

So first, this means that equality is not an absolute term, but always describes a relationship. And before we can talk about equality between two entities or objects, there must be one or more relevant differences between them. Thus, equality is only possible as *equality of the different*.

This, in turn, would imply that diversity is the 'normal state' of a society. But when one says that our society has become diverse *today*, this is a 'by-product' of hegemonial policies – because they depict existing differences as coherence, the diverse as a unit, the heterogeneous as homogenous. Counter-policies positioned/position difference against this homogeneity. To this end, the politics of difference pursues a dual strategy: (re-)heterogenisation of the homogenised and embracing that which was excluded (during homogenisation).

In the political context, diversity is brought into play to help a difference attain equal standing or recognition. And this is a challenge that education must also address. De facto diversity requires a *political* expression that can instigate actual equality (also in education).³

The political expression of diversity is *plurality*. Hannah Arendt wrote: 'Politics is rooted in the indisputable plurality of people. [...] Politics is an expression of the coexistence and cooperation of the different.'⁴

Plurality is a political concept. When the many voices of the de facto diversity receive a *political language* and their discourse is *heard*, when those who have been made others receive political rights and political options for codetermination, diversity can *become plurality*. Such plurality is more than just freedom of opinion. The more social positions, demands, and interests that have been excluded or made invisible are brought into the political process, the more pluralistic the political system will become.

Education that seeks to reflect political plurality is closely related to difference conscious social and education policies. Its didactics, institutions, canon, and staff composition will then also need to meet the standards of plurality. This is a particularly difficult undertaking in adult education – above all because of its decentralised structure.

One example from the field of political adult education illustrates this well. In my opinion, attempts to account for the growing political diversity starting in the 1970s that led to key standards such as the *Beutelsbach Consensus* and the more recent *Frankfurt Declaration*⁵ are unable to entirely account for the continued diversification of society since the 1990s, for which the political voice is still fragmented. We need a new standard that reflects and promotes this budding plurality and many experiments that help to turn good will into education that takes account of differences.

1 I know the concept as a quote in German from: Heinz Kimmerle: *Philosophien der Differenz. Eine Einführung*, Würzburg 2000: 11.

2 Martin Heidegger: *Identität und Differenz*, Stuttgart 1957: 10.

3 See Sabine Aydt / Hakan Gürses: *Politische Sprache der kulturellen Pluralität. Herausforderungen an eine interkulturell orientierte politische Bildung*. In: Cornelia Klepp, Daniela Rippitsch (Pub.): *25 Jahre Universitätslehrgang Politische Bildung in Österreich*. Vienna 2008: pp. 257–266.

4 Hannah Arendt: *Was ist Politik?* Munich 1993: 9 f.

5 See <https://www.bpb.de/die-bpb/51310/beutelsbacher-konsens> sowie https://akg-online.org/sites/default/files/frankfurter_erklaerung.pdf



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AGE:WISE – Across Generations at Eye Level: Ways to Integrate Seniors by Education

Social integration and inclusion through intergenerational learning (IGL)

The challenge of demographic change

Society is changing – Europeans are living longer than ever before and the age profile of the population is shifting rapidly. This demographic change is characterised by a declining percentage of people who are of working age and a simultaneous increase in the number of elderly people (EUROSTAT, 2020). This continuing, Europe-wide demographic change is leading to an increasingly ageing workforce, creating challenges for many areas of society, including the education sector. In addition, retirement is ranked in tenth place in a list of the 43 most stressful life events according to the American Institute of Stress (AIS, n.d.). More often than not, we no longer hear and talk about ‘well-earned retirement’, but rather a ‘retirement/pension shock’ that comes after working life. Learning and education give us the opportunity to rethink the relationship between generations. Rather than separation, the focus should be on solidarity between different generations in

order to combat social exclusion, age discrimination, and disparaging views of elderly people.

Erasmus+ project AGE:WISE

Learning processes between generations offer opportunities to further the social integration of elderly people and bridge the divide between young and old. This led to the creation of the Erasmus+ project AGE:WISE – Across Generations at Eye Level: Ways to Integrate Seniors by Education, which is being implemented by partner organisations from five European countries:

- bit schulungcenter GmbH (AT)
- Volkshochschule im Landkreis Cham e.V. (DE)
- Fundacja Autokreacja (PL)
- Associazione Culturale Eduvita E.T.S. (IT)
- Future Balloons Unipessoal LDA (PT)



AGE:WISE project team
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‘Learning with, from, and about one another – and reducing the ever-widening divide between Generation Z and senior citizens through intergenerational learning (IGL)’ is the vision of the project. Intergenerational learning settings allow the scope of action of all members of society to be increased, thus leading to greater social integration, respect, and encounters on equal terms.

The participants in the workshop at the EPALE conference in May 2021 also primarily associated intergenerational learning with the concept of ‘learning with/from one another’.

Project objectives

Although the IGL approach is not new, the project team wants to help ensure that it spreads to more and more educational institutions and other relevant social spheres

Was assoziieren Sie mit intergenerationellem Lernen?



Associations with the term 'intergenerational learning'

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Current status of intergenerational learning

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Was sind Ihrer Meinung nach die wichtigsten Kompetenzen, welche SeniorInnen besitzen müssen, um in die Rolle eines Lehrenden zu schlüpfen?



Participants' opinion on which key competences seniors must have to take on the role of a teacher

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Was sind Ihrer Meinung nach die größten Herausforderungen für lehrende SeniorInnen?



Participants' opinion regarding the biggest challenges for seniors in the teaching process

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(e.g. municipalities, multigenerational homes, senior citizens' associations, youth centres, schools, and many more). The goal of the project is not only to promote intergenerational learning, but also to motivate the elderly population to actively get involved as teachers. The project results offer the opportunity for self-reflection and appropriate further education.

Project results

In order to turn this vision into reality, the following results are being developed in the course of AGE:WISE:

- **Research report and marketing guide** for adult education institutions

The research report establishes the status of IGL in each of the partner countries involved and lists numerous good practice examples for IGL activities. In addition, the teaching and learning needs of seniors are determined on the basis of structured interviews with adult educators and seniors who work in IGL settings. These serve as the basis for the development of the training and learning package.

- **Web platform** with a **self-reflection tool** for seniors and **videos** about **success stories**
A digital, web-based tool for self-reflection is being developed that will help seniors to become aware of their diverse competences that can be of value for the younger generation. At the same time, videos about success

stories will help increase the motivation to get involved as a teacher. The videos contain valuable tips and ideas for how to successfully implement IGL in practice.

- **Training package** with **didactic guideline** for IGL settings and **curriculum** for the training course
The package contains a didactic guideline for the implementation of the training course by adult educators as well as a guide for adult education institutions for the practical implementation of IGL settings.
- **Learning package** for a training course for seniors and **pilot training**
The learning package contains five modules dealing with the topic of 'teaching' and will be tested with the target group in course of the project.

A first look at the research report

The research in the project partner countries once again confirms the demographic trend of an ageing population. The IGL strategies vary from country to country, but are relatively underdeveloped in general. Reciprocal teaching-learning models are still rare, and the setting of the younger generation imparting knowledge to the older one (e.g. in the instruction of digital competences) is dominant. In addition, a lack of specific training courses for teaching in IGL settings was identified.

In course of the interviews with adult educators teaching seniors and teachers/trainers over the age of 65 teaching young people, **specific learning needs of the older**

generation were identified as well as the **competences and skills** elderly people must have as **teachers** in the opinion of adult educators.

According to the expert interviews, the most important competences are:

- **Pedagogical competences:** talent for organisation, activities/teaching experience, communication skills, learning-teaching competence in an intergenerational context
- **Cultural and social competences:** breaking stereotypes, empathy, recognising and utilising skills
- **Action-oriented competence:** ability to develop and initiate new projects

Other key competences were also identified such as the combination of skills/experience, teamwork, mentoring, joint organisation together with students, proactiveness, and enthusiasm. 'Flexibility', 'empathy', and 'patience' were mentioned most often by participants at the conference.

Challenges in the teaching/learning process for seniors serving as teachers were also identified. The respondents see the challenges primarily in four areas: health problems, personal challenges, learning style, and technology. Within the networking pool, participants most frequently listed 'digitalisation', 'adaptability', 'health', and 'technology'.



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Additional information about the project and the results is available at the following links:

- Website: www.agewise.eu
- Facebook: www.facebook.com/AGEWISE2020



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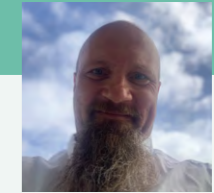
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I'm not a racist, but ...!

Anti-discrimination training for adults with an emphasis on reaching unmotivated and resistant participants

Racism, discrimination and prejudice toward migrants, Roma and refugees is frequently discussed in Europe and with good reason. Individual and institutional racism and discrimination is a historic and current problem in Europe.

Those who have worked with migrants and issues of discrimination are increasingly aware that the hidden, 'everyday' form of discrimination has not received sufficient attention, despite a clearly negative social impact. Due to underlying and hidden manifestations of these forms of racist and prejudiced attitudes and discrimination, it is easy to overlook the 'everyday' aspect unless you are a member of a recipient group. Even within recipient groups there may be lack of recognition; many don't talk about it and some may even justify it by blaming themselves for not being 'integrated' enough or being 'different'. Experience tells us that this atmosphere and the frustrating, sad and sometimes angry feeling of being disrespected on a regular basis in daily life, has profound consequences for the individual being discriminated against.

Research carried out by ICI in Iceland in 2012 showed that 93% of participants with non-Icelandic background experienced some hidden prejudice and discrimination once or more during a 14-day period. 62.5% of participants experi-

enced some form of hidden prejudice and discrimination – 5 times or more during the time period – compared to only 5.8% of an Icelandic group. This fact is alarming. When asked how it felt, almost all of them described very negative feelings in connection with the discriminative behaviour towards them, which mostly took place at work. The behaviours described were instances such as: pretending not to understand, ignoring, making fun of, talking down to, suspicion, calling people names etc. A similar study was conducted in Germany, Italy and Scotland in 2013 and showed almost the same outcome.

Alvarez and Juang (2010) define everyday racism as hidden, everyday forms of discrimination, examples include being ignored and isolated, being made fun of and embarrassed, or being treated differently in some way than people belonging to the majority group. According to Alvarez and Juang these are incidences that would seem innocent and harmless but when they build up, they can greatly affect people's mental and physical well-being. These everyday behaviours towards individuals belonging to minority groups in society are dangerous as they become part of the accepted structure by the dominant group. Essed (1991), in examining the concept of everyday racism, finds evidence of this across most social and institutional situations. Thus, one must conclude that all our educational institutions, both as places of work and of learning, contain such factors and are experienced and perpetrated by both learners and educators, for some on a daily basis.

What needs to change so that people's everyday interactions are based on respect and equity rather than on stereotypes, discrimination and racism? It is clear that power structures in society are much more solid than something that can be changed during a couple of hours

during a class or training, but I believe that the individuals who maintain those structures can and must take the responsibility to make changes over time in their own subsections of society: in the classroom, family, workplace etc. However, if they are not aware of their responsibility or their privileges as a dominant group, not much is likely to change.

In addition to the acknowledgement and understanding of individual privilege based on group membership, awareness of issues such as 'everyday racism' is required to facilitate positive change. Philomenia Essed has extensively written and researched everyday racism and for her it is clear where the responsibility lies: 'the attribution of responsibility, not only for action but also for inaction, is very important in the analysis of contemporary racism. A main problem today is inaction among the dominant group ... and, more specifically, passive tolerance to racism ... The dominant group structurally benefits from racism. This holds true for all its members, whether or not they willingly accept this' (Essed, 1991).

Our experience supports the idea that adult learning is complex, and it is often difficult to reach adults with the provision of training on controversial issues like racism, prejudice or discrimination. We, the ICI team have since 2003 been developing cooperative techniques and materials, instruments and tools to create a positive and interactive learning environment suitable for a diverse group of adults. Additionally, we have developed a range of materials and structures for teachers and students. As the adults may be obliged to participate in such training by employers/managers, unemployment offices, head-teachers etc, it is important to develop inclusive, non-threatening methods and materials that give each participant space to interact

and discuss their ideas, and at the same time obtain the correct information concerning facts, experiences and feelings of those exposed to everyday racism in society.

As we learned through our pre-project discussions with experienced trainers, people who are either academically specialised in the topic of racism and discrimination or specialised in teaching and training (but not necessarily in those topics) often showed insecurity and concerns when it came to giving training courses to participants who were obliged to join such a training while feeling confident giving the training if the participants were registering to it because of their own interest. What is the difference?

Participants apply for the training

They are motivated to discuss the topic.

They want to learn more about it.

They are less likely to get defensive or aggressive.

They may be there to provoke.

They may be there because they know a lot about the topic.

You may manage a much deeper discussion than when participants are obliged to join.

Our aim with our courses is always to try to reach our participants, especially those who don't want to be there as the discussion might benefit them the most. In order to do so we have used our academic sociological backgrounds as well as our specialisation in intercultural education and teacher's qualification to develop and combine structures, methods and materials to reach this aim.

In 2016, ICI coordinated a project called 'I'm not a racist, but ...' (INAR) which focuses on exactly this group of participants. The project built on prior knowledge and experiences of all partners and you can find the support materials produced during the project on the project's website: www.inar.is

Participants are obliged to join the training

They may not want to be there, so they are not motivated to discuss the topic.

They may feel insecure, defensive and forced.

They may think there is no problem, people are just being over-sensitive.

They may feel that they don't have time for this and be restless.

It may make them angry to be seen as belonging to a privileged or dominant group.

They may hate it when other people 'tell them what to think'.



Cooperating and discussing
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About InterCultural Iceland

InterCultural Iceland is an independent, non-profit social enterprise which develops innovative educational initiatives and offers a broad spectrum of multi-disciplinary expertise and training activities. It was founded in 2003 in Reykjavík, Iceland. ICI has become an important research and training centre at the national and European level on the themes of new competences and teacher training in intercultural

education, critical and creative co-operative learning for didactics, and for anti-racist and sensitisation training about migration, prejudice and discrimination.

Today ICI has an international reputation for excellence in the areas of training for trainers and teachers, intercultural education, cooperative learning in multicultural groups, anti-racist and sensitisation training against prejudice and discrimination on a regional and European level.



Learning outside
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Since then, ICI has developed and tried out new methodologies and materials with different groups of learners in Iceland and Europe. Currently, ICI offer Erasmus+ training courses in Iceland, and these training courses are consistently fully booked in advance. In addition to the scheduled training courses, ICI also have accepted invitations to hold training outside Iceland for teachers and others targeted toward specific issues or demographics within our area of expertise.

You can find information about all ICI courses here:
www.ici.is/en/courses-and-education

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Guðrún Pétursdóttir Guðrún

Pétursdóttir received her Master's degree in Sociology in 1990 from the Free University of Berlin, where she also studied intercultural education, followed by a teacher training course at the University of Iceland. For the last 25 years, She has worked in different fields connected with migration issues, workplace training and teacher training and has been running the intercultural centre InterCultural Iceland since 2003. Since 2004 she has led Grundtvig/ Comenius/ Erasmus+ training courses for teachers and educators, developed cooperative teaching methods and materials.

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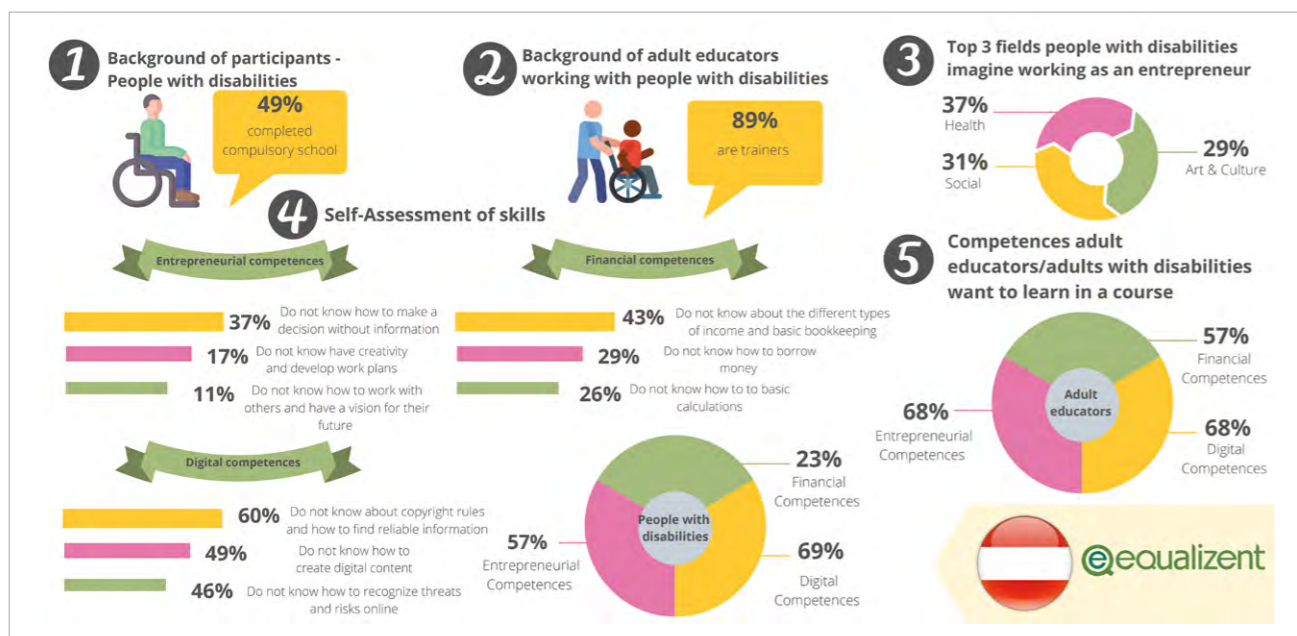
Entre4all – An innovative outreach programme to train adults with disabilities in key competencies

Where should I stand? How should I communicate? What materials are available to me? How can I cater to the needs of my learners? These are all questions the Entre4all strategic partnership has tried to answer with our accessible educational programme.

People with disabilities are one of the most marginalised groups. Making up 15% of the world's population (according to WHO Report 2011) means that as many as 1 billion people live with some form of disability. People with disabilities are disproportionately vulnerable to unemployment and undertaking low skilled work for poor remuneration, they are frequently excluded from the first labour market due to employer discrimination.

Entre4all supports the emerging trend towards self-employment and social entrepreneurship amongst people with disabilities, arising from the necessity to gain independence and autonomy, to improve work-life balance, and achieve greater self-determination, flexibility and adaptability of working life.

The Erasmus+ project aims to ensure social inclusion, access and participation on today's digitalised labour market. Our first task was to ask our target group what their needs are – you can see the results in the infographics. Based on the survey results, 6 partner organisations from Slovenia, Greece, Cyprus and Austria have developed a



Survey: Competences of people with disabilities

© equalizent

digital platform, incorporating training materials and a toolkit with resources, which support people with disabilities to acquire the entrepreneurial and digital skills they need to create their own social enterprise.

The Entre4all educational programme and digital platform aims to answer the questions above and more. It caters to the needs of people with different disabilities. Trainers working with deaf learners are encouraged to sign and work in tandem (one hearing, one deaf trainer) to ensure there is always reference to the first language of the class – Sign Language. Focusing on visual presentation, materials use pictures and videos to support comprehension.

Videos are signed or subtitled to make sure deaf learners have full access. Learning by doing is an important aspect of training, ensuring there are practical exercises to demonstrate abstract theory through physical representation - such as role-playing. Learners with intellectual disabilities benefit from the use of plain language, pictures, frequent repetition of content, and a pace of training that is tailored to suit the individual or group.

The tips and tricks listed above may seem self-explanatory but how often does a trainer turn to a smart board or flip chart during a course, forgetting that learners need to see their facial expression. In an accessible classroom,



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multitasking is a no-no. Learners with disabilities cannot and should not be asked to listen and take notes at the same time, for example. Self-explanatory? Yes, but explanations that sadly need to be given over and over again. The Entre4all project develops accessible resources such as a mapping tool, showcasing existing good practice social entrepreneurs in the four participating countries. Entre4all competence centres will also be set up, providing training settings for the educational programme, as well as synergies between enterprises, trainers, businesses, ICT experts, professionals, banks, SMEs and more.



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The Entre4all partnership – represented by equalizent – was invited to present the project at the Austrian EPALE Conference in 2021. The equalizent team, consisting of Project Manager, Joanna Kinberger and Training Manager for Austrian Sign Language, Paul Steixner, presented the project achievements in tandem in a mixture of Austrian Sign Language and German. Besides issues relating to accessibility, the team stressed the need for Sign Language materials to ensure that potential deaf entrepreneurs have full access and support in their first language. There followed an interesting Q&A session which gave the audience the chance to ask more specific questions of the speakers. Austrian Sign Interpretation was provided throughout.

In the final phase of project implementation, the Entre4all partners are launching a grassroots initiative to promote the achievements of the project and to campaign for upscaling of the project at national level. You can offer your support by signing our petition at <https://entre4all.eu/en/petition>.

About equalizent

equalizent was founded in 2004 and has four main areas of focus: people who are deaf; people who are hard of hearing; Sign Language; and diversity management. equalizent's training and company concept are unique in Europe. Through various training and advisory services, equalizent supports people who are deaf and hard of hearing, as well as people with other disabilities, to find work.

A third of staff members are deaf. This means that deaf trainees are trained by deaf peers. equalizent organises the annual Diversity Ball – an accessible event which takes place in Vienna, Austria. equalizent also founded HANDS UP, an interactive exhibition, raising awareness about the Deaf world.

For more information about equalizent:
www.equalizent.com
(in German, Austrian Sign Language
and English)



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Joanna Kinberger works as EU Project Manager at equalizent Schulungs- und Beratungs GmbH in Vienna, Austria. equalizent is a company with many years of expertise in the fields of Deafness, Sign Language and Diversity Management, offering courses and counselling in written German and Austrian Sign Language for people who are deaf, hard of hearing and hearing.

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DIVERSITY – Including migrants through organisational development and programme planning in adult education

Moving from a contingency approach ...

During the last decade, immigration put the European educational systems to the test. The large influx of refugees and migrants from different educational, economic and cultural contexts made the rapid creation of emergency response mechanisms imperative, resulting in a plethora of language and cultural awareness courses to promote integration. By the same token, those contingency schemes polarised the Adult Education (AE) system in most European countries, leading to a differentiation between 'AE for migrants' and 'traditional AE' along the entire cycle of the Adult Education value chain (i.e. from policy formulation, programme development, implementation, curriculum development, service delivery, etc). In many cases, 'AE for migrants' is even further subdivided into 'AE for refugees' and 'AE for other migrants'. Thus, migrants have been considered as a 'special' target group of AE with specifically tailored solutions. While this approach may be appropriate when responding to and managing needs resulting from

the contingency of sudden migrant inflow, it left migrants outside the mainstream AE provision; once migrants have completed the courses especially designed (and financed) for integration purposes, the current AE systems offer them little further perspective and few migrants transition into 'ordinary' courses. The next step must be a 'normalisation' of this target group in the eyes of AE and their strategic integration into the established pool of target audiences. To achieve this goal and to remain attractive, even long-term facilitators and provider organisations need to shift their perspectives and change up their internal processes, adapting management and programme planning strategies.

... towards a more diversity-informed Adult Education

The Erasmus+ project **DIVERSITY – Including Migrants through Organisational Development and Programme Planning in Adult Education** supports this process by developing training resources to enable AE to graduate



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from the contingency approach and move towards an operational model for a more diversity-informed AE. The principal objective of the project is to aid European AE systems in this mentality shift towards including migrants into the AE providers' regular programmes as an equal target group and thus to actively and directly foster diversity and inclusion in AE and in society. The project partners consider managers and programme planners in provider organisations to be key to reaching this overarching objective. They play a crucial role in committing institutions to openness through the structural and strategic decisions they make. Ideally, they would be spearheading a

whole-of-organisation/whole-of-society approach to embracing diversity. Our experiences suggest that training is needed for all actors in the process to support inclusion from the first point of contact to the final evaluation and exit strategy. To facilitate this approach we consider administrators, access programme staff, recruiters and evaluators to be particularly important in supporting a cohesive whole-of-organisation approach. In this vein, the DIVERSITY team is developing a training curriculum designed to address the specific requirements for this organisational shift aimed at management and programme planning staff.

The curriculum will include the following modules:

- Diversity Mindset
- Staff Development
- Language and Culture
- Administration of Learners
- Marketing
- Coaching
- Topics and Themes
- Focus on Learners
- Cooperation
- Diverse Learning Communities

These modules provide the framework for creating tailor-made trainings which will allow providers to a) assess their current practices for implicit barriers to migrant participation, and to b) develop appropriate avenues of evolution to realise their full potential by improving their strategies towards a diverse learnership.

Through their work on the project, partners further seek to raise awareness for migration-related diversity, its challenges and its opportunities not only among managers and planners in AE but also among policy makers who determine the parameters for integration efforts. To this end, the findings of the project will also be consolidated into policy recommendations which aim to secure the public support necessary to successfully navigate these target group readjustment processes.

Workshop to raise awareness

Raising awareness for the many facets of this process was also a key part of the EPALE workshop held at the Austrian EPALE and Erasmus+ Conference in May 2021. A considerable share of agents active in AE will already have worked with migrants and thus be very aware of the challenges and opportunities the last years have offered to teachers and trainers in particular. Many AE organisations have also skilfully responded to logistical challenges; however, these solutions tend to be short-term and tend to be group- and or teacher-specific. Many of the key barriers, such as language, will not be as prevalent once the target group have been living in the receiving country for a while (even though, for some groups language capacity building will be an ongoing process and challenge).

learners feel welcome and accepted at this first step may well determine if they come back or not.

Additional responses included: Programme managers; community at large; stakeholders; outreach; management; welcome difference; no educational segregation; respect difference; policy makers; critical friends; fear no diversity; teachers change the world; trainers; enable access; wider community; students; politicians; teachers, get away from technology; marketing.

Diversity sensitive AE organisations can provide opportunities for migrants to undertake further education beyond integration measures and work-related provision. Diversity sensitive organisations offer the space where contradictions and myths can be deconstructed, where multiple voices can be heard, and stories shared that facilitate understanding of the 'other' and where equity can be designed.

The responses suggest that a whole-of-organisation, whole-of-society approach to creating diversity sensitive AE organisations is needed.

The third question **'What are the learning needs of staff regarding diverse workplaces?'** gauged where participants had identified gaps in training and/or expertise through their own experiences. Some answers still reflect the topics of the previous years when migrants were absolutely new to the country and language was a prevalent issue. However, in the longer term this issue will become less prominent and some of the answers show that the skills required may not necessarily be ones that can be achieved through training. Some rely more heavily on personal experience and an openness that can only be gained through 'exposure'.

Responses included: Staff need to know the stories of the 'othered'; Integration; how to incorporate flexible structures; awareness and showing interest in different cultures and traditions, customs, festivals, food etc.; mobility experience; the power of language – to be aware of the wording we use; the power of speaking to others; critical whiteness; diversity also means acknowledging different genders and ages; personal contact; speaking or understanding different languages or have at least an idea how other languages work and who can help to translate.

The responses suggest that having a genuine interest in people, their culture, traditions and language is important to facilitate communication. It is also important for AE organisations, staff and students to be aware of the semantics, the wording and labelling of people as 'other' creates barriers to integration and inclusion and can create miscommunication. An interesting conversation developed about the concept of 'critical whiteness' and what it means to fully interrogate beliefs, values and practices.

While most agents in AE would agree that a diverse learning community is a desirable goal, most are also fuzzy on how to create this respectful, caring, supportive, appreciative, mutually beneficial reality. Changing organisations is notoriously difficult and while agreement on the overall vision is crucial, we need manageable, specific steps to take in the workplace that can eventually make a bigger difference.

The DIVERSITY curriculum does not promise the perfect blueprint for realising the vision, but it offers some guiding perspectives to aid the process. Because we believe in a future of diverse classrooms where migrants and non-migrants learn side by side rather than separately.

For that reason, we think that a co-design process is vital, where AE organisations and migrants co-create diverse learning communities.

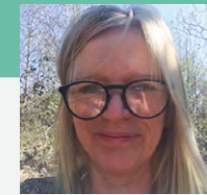
Once completed, results will become available as OERs for download at www.aewb-nds.de/themen/eu-programme/diversity as well as on the Erasmus+ Results Platform and EPALE.



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DiversityCapacities: Improving the Capacities of Adult Education Institutions to Successful Dealing with Diversity

Promoting a diversity orientation

Adult education institutions offer their services in a changing and diverse society. Therefore, the students and employees in adult education organisations come from heterogeneous groups. The goal of the Erasmus+ project DivCap was to promote inclusion and diversity in adult education. This was achieved by providing concrete instruments and measures that were tested in educational institutions. Based on the experiences of the case studies and pilot projects, recommendations and lessons learnt were developed. Under the DivCap project, support structures were established in adult education institutions to enable them to successfully deal with the diversity within their organisations. In this way, we wish to make a contribution to anti-discrimination and inclusion and promote equal access to adult education offerings.

The project partnership consisted of a consortium of partner organisations with different backgrounds (higher education, adult education, vocational education) from

Germany, Greece, Italy, Croatia, Austria, the Netherlands, and Spain. The Institute of Social Work at FH JOANNEUM University of Applied Sciences was responsible for the overall coordination of the Erasmus+ Strategic Partnership (which ran from December 2018 to July 2021).

Diversity processes can address various aspects of difference. Our diversity focus is targeted above all at aspects relating to the challenges that adult education must tackle in the 'post-migration society' (ogsa AG Migrationsgesellschaft 2021): ethnicity, cultural background, and religion. But other important aspects such as gender, age, education, and disability (intersectional approach; Winker, Degele 2009) were also taken into account. One important lesson learnt at the project level, but also in the participating organisations, is that time should be taken to clarify which diversity aspects are most relevant for the organisation to focus on.

At a theoretical level, we are referring to concepts of a diversity-oriented opening, meaning that the focus is

placed on a variety of diversity aspects but with the goal of improved promotion for disadvantaged groups in the sense of intercultural opening processes (Schröder 2018; bifeb 2015; zebratl 2014; Bildungsteam Berlin-Brandenburg e.V. 2018).

Implementation

Knowledge of and awareness for diversity issues was increased on two levels. First, at the level of the employees, where the goal was to improve the personal competences of the employees in dealing with diversity. Here, an 'Applied Diversity Awareness' workshop was tested in three pilot workshops. This ultimately resulted in a modular curriculum. It is important in this context to facilitate a deepening of the cognitive understanding of diversity through concrete personal experiences.

Second, work was completed at the level of the organisation to implement concrete measures to promote inclusion and diversity at an institutional scope. In each country, the partner organisations worked together with a second educational institution that was committed to making concrete progress in implementing a diversity orientation. This means that 14 educational institutions in total were involved. In the first phase, a case study was conducted to analyse the institution in terms of its diversity orientation. A special questionnaire was developed for this purpose. The reports on the case studies contained recommendations for the implementation of measures. These addressed different areas such as mission statement, human resource development, employee competence, and public relations. The most important results were also summarised and used to create a tool kit for the analysis of an organisation and initiation of change processes.



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In the second phase, concrete measures were implemented in pilot projects. This phase was heavily impacted by the Covid pandemic, and the work in the educational institutions had to be restructured. Resources for 'additional' tasks such as diversity orientation measures were perceived as a burden, though some institutions used the crisis as an opportunity to embark on new paths. In any case, we overcame this challenge in the partnership by being innovative and creative. The results of the working process in the institutions were documented in reports. A video series was also created to offer portraits of seven institutions and show how each of them addressed the respective topics and the experiences they gathered. The experiences and findings in the 14 institutions were then distilled into



'A diverse staff keep the diversity of people in mind and can deal with it!' – motto of the change process at VHS Chance

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overarching principles for the implementation and design of diversity processes in educational institutions.

All reports and handbooks can be found on the DivCap project website www.diversitycapacities.eu. The videos were published on the DivCap YouTube channel: <https://www.youtube.com/channel/UCDO30OzGBv21mn7GVTDNWpQ>

It is not within the scope of this article to discuss the work done in all of the institutions. Therefore, an example will be presented below to provide some insights into the concrete work and results in one institution.

Practical example VHS Chance: Personnel recruiting for diversity-conscious employees in adult education

VHS Chance is one of the City of Hannover's adult education centres. It focuses on education for marginalised persons and promotes their integration and wellbeing based on a holistic approach.

VHS Chance works in the state capital of Hannover, which has 556,695 inhabitants – 38.6 per cent of whom have a migration background. Dealing with interculturality and diversity is obligatory for this institution, especially given the focus of its work.

The initial situation

First off, a case study was conducted under the project to determine the initial situation in terms of diversity in the organisation. To this end, five employees and teachers were interviewed by means of a questionnaire. These interviews yielded important information about the requirements for a change process and also sensitised the respondents and their colleagues to the topic.

The results of the case study showed that VHS Chance was already in a very good position, but that improvements were needed in some areas such as personnel recruiting, where attitudes towards diversity and intercultural competence only played a marginal role and were to be given more weight when selecting staff. The importance of diversity was also to be stressed in the job descriptions to specifically address applicants who have a migration background and who deal actively with diversity.

Activities and process

The managers of VHS Chance and the respective teams were informed about the results of the case study and the recommendations discussed in targeted meetings. The participants were very open to the topic, and it was apparent that the interviews had already piqued interest. All recommendations were found to be important for the institutional opening of VHS Chance. As a number of positions would need to be filled in the coming months, the topic of personnel recruiting was assigned the highest priority. In the subsequent process, methods were developed to assess an applicant's knowledge of diversity and his or her intercultural competence. To this end, the mandatory interview guideline, which is intended to ensure comparable and objective job interviews, was expanded with questions about diversity. Role playing scenarios were developed as one of the tasks to be completed in the assessment and were based on situations that had actually occurred, adapted to the profile of the respective position. This offers the advantage of requiring the applicant to act in a practical situation and entails a relatively low risk of using stereotypes to develop the scenario. The related tools such as the job advertisement text, the guideline for job interviews, and the role playing scenario template can be found in the report, which can be downloaded from the DivCap project site.

Lessons learnt

The case study is a key step towards a change process, provides insights into the institution, and raises awareness of the topic. Involving personnel in the interviews generates interest in the topic.

Support from management is crucial and must be requested whenever needed. It is easy to lose sight of such

a long-term process, therefore it is important that responsibility for the change process is assigned to a competent person.

A change process affects all areas of the institution, but it should begin where the highest priorities have been set.

An adult education institution is constantly confronted with change. This makes a high degree of flexibility in planning necessary for a longer-term change process.

Further information can be found on the DivCap website: www.diversitycapacities.eu

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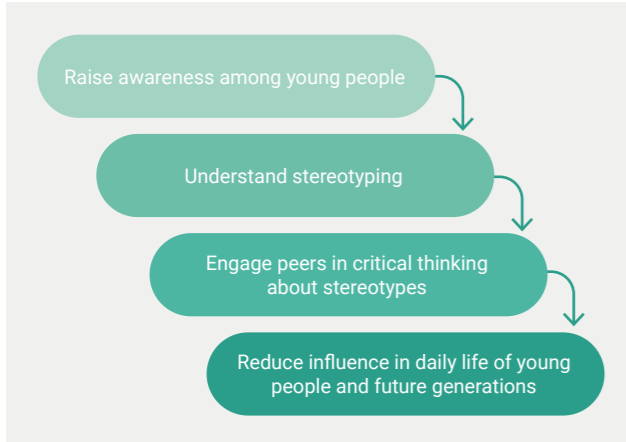
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The Shanarani approach – awareness and reduction of gender stereotypes

The name ‘Shanarani’ originates from the indigenous people Purepecha. It means ‘walker’ to indicate the union of the ‘feminine’ and the ‘masculine’. We chose this name because Shanarani aims to build attractive methods of film/acting and music to raise awareness of the importance of gender-equal opportunities for all and reducing gender-related stereotyping.

As we consider gender stereotypes and gender role-related behaviour to be a main obstacle to equality of both genders, we are seeking ways to raise young people’s awareness of this topic. In light of media consumption often having an unconscious influence and gender stereotypical behaviour exhibiting an increase over the last years, we wanted to raise awareness of the consequences of such behaviour. Gender roles lead to gender-typical behaviour, and influence life decisions and thus opportunities for both genders. The original approach was developed in 2017–2019 within the Erasmus+ project Shanarani funded by the Spanish national agency Injuve, coordinated by Asociación Caminos in Spain and with partners from Cyprus, Italy, Ireland, Bulgaria, and Lithuania.

By developing three handbooks providing theoretical background information and descriptions of practical activities for youth workers, we aimed to provide them with a tool for involving and engaging young people in this topic – thus enhancing the participation of young people in developing innovative and motivational methodologies to overcome stereotypes on gender issues.



Four steps towards reducing gender-related stereotyping



Three handbooks with background information and activities to overcome stereotypes on gender issues

Handbooks are available on:

- European Gender Facts
- Film and Acting
- Music

These handbooks provide exercises and activities allowing young people to develop critical thinking on gender stereotypes and their consequences, to become aware of their own stereotypes, and to support them in finding their own gender identity.

Life Choice Simulator

An important outcome of the project was the Life Choice Simulator that we created to demonstrate how gender-related roles may influence your personal life. The tool works on multiple levels to show how different choices influence

your future position in life – toys, educational choices, profession, and family. Choosing the different options, the participants receive background information based on several national and European studies and statistics. In 2020, Asociación Caminos had the opportunity to go further with this approach as partners in the Shanarani Youth-Led Erasmus+ Project, coordinated by IARS in the UK and with partners from Italy, Romania, and Greece.

Unlike the first Shanarani project, this project focuses solely on reducing gender stereotypes and roles through film and television. The partners aim to create and develop a guide for professionals in youth work and young people, a game to address gender-based discrimination, a mobile phone application based on the content of the game and an officially published e-book, as well as certification in European standards.

The guide is structured according to acquired knowledge and skills/competencies, as well as the responsibility and autonomy of the learners themselves in applying learned content. The project is especially focused on developing

discovery abilities, where learners are able to explore the topics of discussion themselves through films and television.

Knowledge

Awareness of gender stereotypes and roles in entertainment media

Knowledge of how to address gender stereotypes among their peers

Origins and cause of stereotypes

Consequences of gender stereotypes in general and in their own daily life

Creation of new, positive, and realistic role models for their future (to reduce the influence of negative gender stereotypes)

Skills/competencies

Identifying and recognizing gender stereotypes and roles in films and television shows

Engaging in discussions about gender stereotypes with their peers; how to deal with differences of opinion and perspective

Able to identify and/or research the reason behind stereotypes and gender roles

Recognising the consequences of gender stereotypes and stereotyping in their daily lives

Using their own individuality and creativity to develop new role models and defy stereotypes

Responsibility and autonomy

Initiative to apply the learned skills in their daily life without supervision or instruction

Taking lead in discussions and motivating other people to participate

Explain origins and reasons behind stereotypes to others in a coherent form

Able to question their own and others' behaviour and choices in regard to stereotyping without supervision or instruction

Engage and collaborate with their peers to think of new role models, combining different views and interests



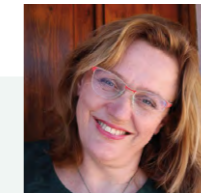
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The training is structured in four workshops with the following contents:

- **WORKSHOP 1 – Topic 1**
Common and uncommon portrayals of gender in film and television and the reproduction thereof
- **WORKSHOP 2.1 –Topic 2**
Gender gap and discrimination in film and television productions
- **WORKSHOP 2.2 – Topic 3**
Stereotypes in media and news coverage
- **WORKSHOP 3 – Topic 4**
Promotion of new role models and improved individuality and reducing the influence of stereotypical portrayals among young people

The workshops mainly employ the method of video analysis in order to empower young people to become aware of portrayed stereotypes and their effects on daily life decisions. To facilitate a discussion among young people, questions like the following are used to foster the reflection process:

- What is being portrayed? What is the scene about?
- Can you find any gender stereotypes in the scene?
- Why do you think it is being portrayed like this? Do you think this is realistic?
- What are possible effects and consequences on viewers, especially young people?



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Angela Pittl is an educationalist with additional training in mediation and project management. After working for many years as a trainer in youth work and adult education, as well as an education officer in the social sector, she managed a medium-sized company engaged in women's counselling, gender equality, and childcare. In 2012, she decided to pursue an international career and worked in the field of EU projects in Austria and Spain. Since 2014, she has been chairwoman of the association Caminos and since 2020 also managing director of Consultoría de Innovación Social, both in Vélez-Málaga, Spain.



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Vanessa Pittl decided to join Caminos in 2020 after her sociology studies in Innsbruck, her training as a web designer and many years of working in support for a software and online shop provider in Austria, and has since been responsible for web design and e-learning platforms as a project manager.

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Erasmus+ Next Generation

Education is and always will be a key focus area in the European Union. In the last two, almost three decades, the European Union has invested significantly in education in Europe through European education programmes. Given the impressive success of these programmes, it was decided to continue the second Erasmus+ programme from 2021 to 2027.

Erasmus+ offers mobility and cooperation opportunities in higher education, vocational education and training, school education, adult education and youth work. The new EU programme focuses on four priorities that apply to all sectors of education:

- Inclusion and diversity
- Participation in democratic life
- The environment and fighting climate change
- Digital transition

Project Opportunities in Adult Education

The European Union is on the threshold of a longevity revolution, with a remarkable increase in life expectancy. On the other hand, we are facing new challenges. The outbreak of Covid-19 has highlighted the need to be able to adapt quickly to new working, social and learning conditions. Social and other soft skills are needed to adapt to this new world. Digital environments are also becoming increasingly important and adult education has a duty to teach these new skills in the spirit of lifelong learning.

Erasmus+ adult education supports cross-border cooperation among adult education establishments and organisations associated with adult education with the aim of improving the quality of adult education in Europe.



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The programme distinguishes between the learning mobility of individuals (Key Action 1) and cooperation among adult education providers and their partner organisations (Key Action 2).

Learning mobility activities with Erasmus+ (Key Action 1) are possible for staff in adult education and adult learners with fewer opportunities. Adult education organisations can apply either by obtaining Erasmus accreditation or via short-term projects.

Cooperation among organisations and institutions (Key Action 2) are cross-border partnerships for cooperation between organisations from different countries. Projects focus on a self-selected topic that contributes to achieving the Erasmus+ priorities and are carried out over a longer period of time.

The programme operates in 2 different formats:

- Cooperation Partnerships: Projects between three or more organisations from at least three programme countries lasting between 12 and 36 months.
- Small-scale Partnerships: Projects between two or more organisations from at least two programme countries lasting between six and 24 months.

Key Action 1 – Learning Mobility of Individuals

Adult education providers can apply either by obtaining **Erasmus accreditation** or via **short-term projects**.

Erasmus accreditation

Erasmus accreditation allows organisations to gain long-term and simplified access to the Erasmus+ education programme 2021–2027 in Key Action 1. It supports the strategic development of institutions in terms of their internationalisation and creates planning certainty for their mobility activities.

Advantages of Erasmus accreditation

Erasmus accreditation is awarded once in the respective education sector for the entire duration of the programme. Accredited organisations may apply annually for funding for their mobility activities. Accreditation creates planning certainty and offers a long-term perspective for organisations in the implementation of their Erasmus activities. It is geared to the organisation's objectives and can be flexibly adjusted to its needs.

Applications may be submitted annually and the call for accreditation is usually published in autumn.

Mobility – Short-term projects

Short-term projects are time-limited Erasmus+ mobility projects. They are especially suitable for organisations that only rarely organise mobility activities or that wish to gain initial experience with the Erasmus+ programme.

In contrast to long-term accreditation, which is awarded once for the entire duration of the programme, this type of project application is more short-term. The project duration is six to a maximum of 18 months. The number of participants is limited to a total of 30 mobilities. Applications for a short-term project may only be submitted three times within five consecutive years.

Advantages of short-term projects

Short-term projects give organisations the opportunity to join the Erasmus+ mobility track. As this funding track targets first-time applicants and smaller organisations, access to the programme is correspondingly simpler. Short-term projects are therefore ideal for obtaining experience with Erasmus and building up expertise at the organisation. Applications may be submitted annually, and the call is usually published in the spring.

Key Action 2 – Cooperation among organisations and institutions

Partnerships for cooperation are cross-border cooperation projects between organisations from different countries and are devoted to a self-selected theme within the Erasmus+ priorities. **Each project must address at least one of the four horizontal priorities or one specific priority relevant to the field of adult education** (see Programme Guide Part B, Key Action 2). The programme has 2 formats:

1. Cooperation partnerships

Projects between one or more organisations from at least three programme countries with a duration of twelve to 36 months.

Cooperation partnerships support the development, transfer and implementation of innovative practices and joint initiatives to promote cooperation, peer learning and the exchange of experiences at the European level.

Funding: min. 100,000 to max. 400,000 euros per project

Eligible costs

- Project management and implementation
- Transnational project meetings
- Project results
- Multiplier events
- Transnational learning, teaching and training activities
- Exceptional costs
- Inclusion support – this includes costs directly linked to participants with fewer opportunities who are confronted with barriers to participation in European projects. The applicant(s) must justify such expenses in the application form, and they must be approved by the national agency.

2. Small-scale partnerships

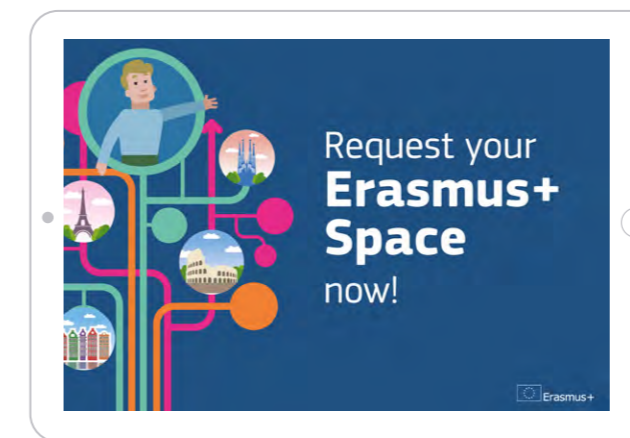
Projects involving two or more organisations from at least two different programme countries and with a project duration of between six and 24 months.

Small-scale partnerships are designed to widen access to the Erasmus+ programme for small-scale actors and target groups who are hard to reach.

Compared to the cooperation partnerships, the grants awarded to organisations in this Key Action are smaller, project durations are shorter and the administrative requirements are simpler.

Funding: 30,000 or 60,000 euros per project.

EPALE – Erasmus+ Space



Erasmus+ Space is a safe and secure tool in particular for Erasmus+ projects on the EPALE platform. Project coordinators and their partners may use it for project management and dissemination, hence it offers the possibility to post content privately, as well as for the broader public.

epale.ec.europa.eu/de/erasmus-space



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Dr. Maria Madalena Bragança Fontes-Sailler, MA, began working at OeAD 24 years ago. Born in Portugal, she studied philosophy at the University of Porto and then spent two years teaching philosophy at a grammar school in Portugal. She subsequently completed a post-graduate joint Master's degree in European Tourism Management at universities in England and Germany. Bragança Fontes-Sailler is project coordinator for Erasmus+ strategic partnerships in adult education and a certified quality coordinator (TÜV-Austria Akademie) for the field of adult education at OeAD.

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epale-news

EPALE Community Stories – share your story!

EPALE is launching a new edition of the Community Stories initiative in 2021

Community Stories opens up the opportunity for the EPALE community to share stories, perspectives and experiences that reflect the creativity and expertise of adult educators for the benefit of their colleagues and the whole field of education. EPALE is committed to gathering and documenting this enormous wealth of projects and experiences in the adult education sector. Last year we investigated how the adult education community reacted to the Covid-19 pandemic, and this resulted in a collection of 114 compelling stories (<https://epale.ec.europa.eu/de/blog/das-epale-community-storybook-2020-ist-da>) of responsiveness, creativity and resilient pedagogy.



This year's aim is to become inspired by the collection of stories of adult education activities with respect to the EPALE 2021 Thematic Focuses.

What would we like to take away from the stories to enrich our perspectives?

- The current projects you are involved in.
- The most interesting aspects of your experience as an adult educator.
- How your job has changed in recent years.
- The future challenges in the field of education and in your specific area of expertise.

Find out more about the (<https://epale.ec.europa.eu/de/blog/die-community-stories-initiative-2021>) and share your story!

The call is open until 29 October 2021.



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