



# **VICTORUPESI**

## **Unity in diversity**

Vocational Innovation using Creative new  
Technologies in Upskilling Pathways for Social  
Integration

## **Diversity management toolkit**

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## **CONTENT TABLE**

1 FOREWORD	4
2 INTRODUCTION TO DIVERSITY MANAGEMENT	5
2.1 HOW DIVERSITY MANAGEMENT FUNCTIONS	5
2.2 DIVERSITY MANAGEMENT IN EU	7
2.2.1 Italy	8
2.2.3 Romania	8
2.2.4 Slovenia	9
2.2.5 Spain	9
2.2.6 Sweden	9
3 DIVERSITY MANAGEMENT IN THE SCOPE OF VICTORUPESI PROJECT	9
3.1 COMMON APPROACHES USED FOR SUPPORT GUIDANCE	10
3.2 GUIDANCE FOR RUNNING A SOCIAL INCLUSION PROGRAMME AND DIVERSITY MANAGEMENT	16
3.2.1 Instructions for dealing with conflicts	16
3.2.2 Instructions for providing psychosocial support and intervention in case of crisis intervention	19
3.2.3 Participant motivation instructions	20
3.2.4 instructions on the possibility of complaining users/participants	21
3.2.5 instructions for participation in the program	21
3.2.6 Mentor instructions in the social inclusion program	22
3.2.7 Instructions for methods of working with participants (case of people with mental health problems, mental disorders)	23
3.2.8 individual planning instruction	24
3.2.9 Instructions for monitoring the participants employability	25
4. ADAPTING DIVERSITY MANAGEMENT PLANNING WITHIN DIFFERENT SETTINGS – Conclusions and recommendations	28
RESOURCES	33

## 1 FOREWORD

Within the Intellectual output – *Diversity management toolkit*, we bring together knowledge and insights collected in the first stages of the project, where the consortium was working on a qualitative study on legislation, policies and strategies, funding, statistical analysis of disadvantaged groups, and the identification of opportunities and challenges for a diverse community (target groups of the project) at risk of social exclusion.

The main emphasis of this document is on people with disabilities, and people with emotional and physical challenges, however, the core idea of the hereinafter gathered information is to serve all beneficiaries and target groups identified in the project and to enhance other Intellectual outputs (IO2 and IO3). The objective of this document is also to widen the dimension of the support actions targeting the beneficiaries, extending the intervention elements needed for a successful integration process from the perspective of beneficiaries and professionals when working with disadvantaged groups.

A preliminary and extensive study (Intellectual Output 1 – European Report) has revealed much interesting yet alarming information on vulnerable societal groups and their inclusion in working/professional life. This report has also concluded that, despite several provisions, shaping the (national) social intervention system(s) towards vulnerable societal groups, these groups still face several barriers when striving for full participation in economic, social and civic life (exceptionally worrying are the facts about double or multiple discrimination element, that put extra pressure on successful inclusion and have been noticed through the data within the projects diverse community/target groups within *European report*).

Diversity management toolkit therefore strives for the inclusion of different perspectives and builds its contents and approach including:

- Theoretical background of diversity management in general (working and learning environments and settings)
- User/participant - mentor/professional scope of diversity management
- Suggestions for establishing/running a social inclusion program
- Connection to other projects' results rationale and connectivity to IO4

The approaches described in Chapter 3 address the psychosocial environment and background needed for efficient support, specifically aimed at persons with disabilities, thus the diversity management handling in different settings can benefit from using these insights in preparing action plans for the target groups with respect to:

- Concept of an organisation that strives for the quality of life of users/participants.
- Concept of empowering users/participants

## 2 INTRODUCTION TO DIVERSITY MANAGEMENT

Understanding the topic of *Diversity management* within the scope of the project brings along some basic and ground elements of this term to be applied within the scope of project activities.

Firstly, diversity is a vast concept including entities such as: diversity, otherness, uniqueness, individuality – as an immanent characteristic of the human species. The definition of diversity seeks to embrace all the ways in which people differ from each other. It is a multitude of individual differences that make all of us unique and different from each other. It is based on the idea that every human being, uniquely and unrepeatably, contributes to the diversity of society. It means differences between individuals; people differ in numerous ways, those more visible and less visible whereby these differences occur always and everywhere. Diversity involves not only how people perceive themselves, but especially the way how “we” perceive other people. The element of “diversity perspective” in the employment sector, can be seen as a great potential as it offers an invaluable range of opportunities; it is a source of creativity and innovation and a driver of progress and development of a fairer society (Gadd T., Cronin S., 2018).

Although understanding diversity is included in many aspects of our everyday work and the way society functions through its core elements (private and public sector, education system, employment market, civic participation, and others), the main emphasis of this document is to understand how intake of this understanding is connected in terms of employment and to lesser extent education (specific elements of the latter are more thoroughly explained in IO 1 European report).

Looking at it from an employment perspective, diversity as an entity is gaining more and more interest in the past years, has become more important, and is connected to and growingly observed from different (economic) angles: *the fast-changing nature of employment market, organisational culture developments and changes, globalisation of production, business operation and service provisions*. With this mentioned – term *Diversity management* is becoming more and more important.

On the EU Level, it can be noticed that there is a shift of understanding or a so-called perspective change from the previous older forms of *equality management* to *diversity management*, whereby equality might seem to be outdated by now as it was previously referring to i.e. changed patterns of employment for women (maternity leave and return), migrant workers and citizens right. In recent years this perspective has applied to immigration (including asylum-seekers), extension of legislation to include anti-discrimination policies on grounds of race, disability, and many others (taking the form of protective legislation or code). However equal opportunities policies and approaches did not result in the equal outcomes anticipated, new ways of managing differences emerged, including diversity management (Point, S.; Singh, V., 2004).

## **2.1 HOW DIVERSITY MANAGEMENT FUNCTIONS**

To understand the diversity management approaches, planning, and its appliance in different sectors, it is important to understand the levels of diversity and its multifaceted nature on a personal and organisational level. The status of each of these following 4 facets or layers influences on our personal position in the employment market or within employment procedures as everyone is a unique combination of these elements or layers (starting from the inner facet to outer facets or factors) (Gadd T., Cronin S., 2018):

- **Personality** as an explicitly individual dimension, forming the core of a person's personal integrity, covers all aspects of an individual.
- **Internal factors** as main categories that make up the core of diversity are also seen as unvarying elements because in principle they cannot be changed or are rather difficult to change. For that matter, they must be taken into account particularly diligently in equal opportunities policy (gender, age, race/ethnicity, physical or mental abilities...).
- **External factors** showcase characteristics of the ability to change, like i.e., income (economic status), education (formal and informal knowledge), work experience (acquired through work) marital status, geographical location, etc.
- **Organizational factors** determined by employers, unions and others i.e., function/position in the hierarchy, type/content of work, working conditions, branch/location/duration of employment.

From organisational (employment) point of view, *diversity management* operates as the *link between external and organizational factors on one hand and internal diversity factors on the other* (Gadd T., Cronin S., 2018).

From mainly organisational point of view, an interesting study was done to understand procedures for managing differences. The latter can be approached through various perspectives (Point, S.; Singh, V., 2004):

- **Resistance**

The resistance approach ignores diversity issues and can be seen as persistent homogeneity, meaning that those in power will most likely recruit and promote people like themselves, whereby the success factor of a person is guaranteed (assumption) whatever their background is and no intervention is needed.

- **Discrimination and fairness**

This perspective sees difference as a cause of problems and builds upon protecting those who are different (only assimilating difference). A threat of this approach is the potential division on dominant groups (perceived as a 'norm') and minority groups (perceived as the 'other') (Gadd T., Cronin S., 2018).

It is interesting that within this perspective the already mentioned *Equal opportunity* (i.e., Equality management measures) measures fall into this category, using principles of 'sameness' based on social justice (EO policies as a response to social protests over gender, racial and social injustices limiting equal access to employment and promotion). This EO approach had the best intentions but poses an imbalance towards a diverse mixture of other societal categories not included in this principle who however remain as those being "different" and getting equal opportunities to develop to their full potential. Also, within this perspective is 'affirmative action' (AA), as a strategy ensuring the successful placement of minority applicants.

- **Access and legitimacy**

This perspective frames diversity as creating opportunities – differences are valued, and emphasis lies on inclusion. It is a paradigm, deriving from the United Nations Charter for Human Rights, including a trend in the direction of the "capabilities" approach. It brings out the responsibility of employers for

creating such workplaces with integrated respect for differences, the personal feeling of being treated fairly and the possibility for development to full potential (one example is the work/life balance element...). The emphasis here lies on the feeling of inclusion and respect more than on individual talent exploitation opportunities.

- **Learning**

This perspective is built upon a systemic acculturation process, concerning all employees and not just minorities – learning (about diversity) is the central element of the organisation, resulting in a pluralist or multicultural organisation. This is where the managing diversity philosophy fits and can be perceived also as the most complex perspective that requires a proactive strategic response, individual/organisational learning in the short and long term, but is in the end and most importantly, aligned with the (human) resource-based view, value of people, human capital element.

### ***Implementing diversity policies***

The issue of diversity management is interesting also within the scope of perception taken on this element; it is one thing when talking about different policies (i.e., diversity charter implementation and other practices) or the elements included in the very topic of diversity itself:

- acceptance of personal position, empowerment, and goal-oriented action from each social group, functioning in the realms of national legislative/non-governmental/social environment.
- Organisational/local environment actions for the promotion of diversity.

Within the scope of the VICTORUPESI project and its aims, this document is trying to take in both perspectives, thus supporting the “working/inclusion environments” and personal empowerment elements/paths towards capacity building for the project's target groups (both the professionals and target groups are benefiting from the proposed contents) as in:

- Employment and job coaching elements.
- Implementation of specific elements/viewpoints of diversity management as an element of methodological approach and support for vulnerable target groups and professionals working with them within their own settings.

## **2.2 DIVERSITY MANAGEMENT IN EU**

Perspective taking within the concept of diversity management is crucial. In combination with the idea of IO4, it is important to reflect on current efforts and approaches, currently implemented on the EU level, to better understand the viewpoint of project partner countries in the consortium.

On the EU level, one of the most important initiatives connected to diversity management is the *EU Platform of Diversity Charters*. The initiative was created in 2010 with the support of the European Commission as part of a larger project called: *"Support for voluntary initiatives promoting diversity management at the workplace"*. It is organized as a (public) forum, a place where all current European Charters (for now 15 of them are already available) have the chance to exchange and share their experience and best practices. The Charter itself includes a short text “stipulating a number of measures to be implemented to promote diversity, non-discrimination and equal opportunities in the workplace” (Hajjar, L. et al. / EC, 2015).

EU countries can freely sign the national Diversity Charter (herein after named DC), as this is a voluntary initiative, open to any type of organisation (NGOs, academia, public bodies, or private enterprises), regardless of its size and activity. Being a voluntary action, it however has many advantages like i.e. peer network, supporting tools, formalising and publicising commitment to diversity management, taking part in conferences, and sharing knowledge. The EU Platform of Diversity Charters operates through the meetings of representatives of the various Charters, the development of an information platform, both internal (for members of the platform) and external (for people interested in the question of diversity in the workplace), through an effective communication strategy (website, newsletter, blog, social media, etc.) and by publishing common tools (3 Hajjar, L. et al. / EC, 2015).

All project consortium countries (with the exception of Serbia) are currently listed as signatories of their national diversity charters. Each Diversity Charter has the flexibility and is adapted to national culture, the specifics of the country, the pre-set priorities and other challenges – no charter is therefore the same.

### **2.2.1 Italy**

The Charter for Equal Opportunities and Equality in the Workplace - *CARTA PER LE PARI OPPORTUNITÀ E L'UGUAGLIANZA SUL LAVORO* was launched in Italy in 2009 and represents a declaration of intent, voluntarily signed by companies of all sizes, for the dissemination of a corporate culture and inclusive human resources policies, free from discrimination and prejudice, capable of enhancing talent in all its diversity.

Fondazione Sodalitas is the reference partner for companies that consider sustainability a distinctive factor and integrate it into their business strategies. Currently, around 560 companies adhere to the Charter, which has been joined over time by non-profit organizations and public administrations such as Regions and local authorities, for a total of 900 members who employ over 900,000 workers. More information about the Italian diversity charter can be obtained here: <https://www.cartapariopportunita.it/>

### **2.2.3 Romania**

The Romanian Diversity Charter follows the existing successful models in other European states and is based on a set of general principles, voluntarily assumed by the signatory in order to promote diversity, non-discrimination, inclusion and equal opportunities at work. The signature of the charter logically indicates the commitment to support, protect, and develop diversity within the organization. Such documents can be signed by private and/or public organisations.

More information about the Romanian Diversity Charter can be found here: <https://www.cartadiversitatii.ro/>

### **2.2.4 Slovenia**

The Slovenian Diversity Charter signatories integrate the values of diversity, inclusion and equality in the business model of their own organization. It is connected to advocating a positive voluntary approach to diversity management and is aimed at encouraging positive actions that reflect values of diversity, inclusion and equality. The planned measures are interconnected to the context of each organisation with the main aim of promoting equal inclusion in work.



The signature is voluntary and showcases a commitment to prevent all forms of discrimination and to create a diversity policy that promotes equal opportunities, inclusion and diversity, recognizing individual skills. More about the Slovenian Diversity Charter can be found here: <https://www.raznolikost.eu/>

### **2.2.5 Spain**

Spain's diversity charter follows the mode of a “*Letter of commitment of 10 principles*” for which the signing of the letter is voluntary and free of charge and can be signed by companies and institutions from the same country, regardless of their size or sector. This letter assumes and promotes commitment to promote the fundamental principles of equality, diversity and inclusion including a list of 10 principles. More information about the Spanish Diversity Charter can be found here: <https://fundaciondiversidad.com/>

### **2.2.6 Sweden**

Diversity Charter Sweden is a starting point for companies and other organisations and putting diversity before sameness is at the core of diversity management dynamics. By signing Diversity Charters, organisations make a voluntary commitment to create and maintain an inclusive working environment for their employees without discrimination on the basis of gender, racial or ethnic origin, religion, age, disability, or sexual orientation. More information about the Swedish diversity charter can be found here: <https://www.diversitycharter.se/sv/>

## **3 DIVERSITY MANAGEMENT IN THE SCOPE OF VICTORUPESI PROJECT**

Within the scope of the VICTORUPESI project and its aims, this document focuses on diversity management scope within:

- *Employment and job coaching elements (giving meaning to activities for the beneficiaries)*

Implementation of specific elements/viewpoints of diversity management as an element of methodological approach and support for vulnerable target groups and professionals working with them within their own settings

- *Exploring options for group and/or individual support guidance during the piloting phase of the project*

The elements presented in the subchapters 3.1 and 3.2. serve as a showcase, as theoretical background to be explored or taken into account within the VICTORUPESI training (IO2). Empowerment elements, elaborated through concrete exercises in **Component A (Modules) and B (Coaching)** of **VICTORUPESI training (IO2)** are important to set the scene for the training, and IO4 serves to both:

- professionals to equip them with elementary background knowledge and additional knowledge resources thus trying to put theory into practice and enabling the beneficiaries to use the full potential of training and most importantly, to have a well-thought path of learning, accepting personal positions and feel empowered through the process of training.
- Participants, through the implementation of additional exercises and training paths with practical examples of elements for personal development and evaluation.

### 3.1 COMMON APPROACHES USED FOR SUPPORT GUIDANCE

By using the below described concepts, participating organisations can ensure the well-being, cooperative process, non-discrimination, equal opportunities and a solution focused approach of participants and implement the concept of empowerment that serve the element of diversity management.

Within the next 3 subchapters of 3.1., we explore different approaches to working with people. All of the approaches are connected also to the IO2 VICTORUPESI training and are aimed to expand the foreseen contents in Module II for learners and mentors/facilitators of the training and the Coaching Circles. The latter means, that both learners and mentors/facilitators will be able to enhance the foreseen training contents in IO2 for learners, adjust the suggested practical exercises for individual and group work and wrap-up sessions in order for learners to use additional tools for individual/group work within and after the formal part of training/piloting ends. Hints for implementing these approaches are inserted below each of the approaches.

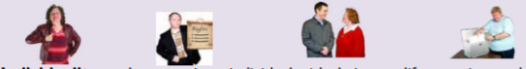
#### *Person centred approach*

Person-centred approach (PCA) when working with vulnerable societal groups (i.e. PwD), refers to planning supports in a way, that enables “*a person to make informed choices about how they want to live their life, now and in the future*”. (Gadd, Cronin, 2018, p.10).

This approach supports the individual to identify his dreams, wishes and goals, and the necessary requirements for making those possible. Person-centred planning is grounded in a rights-based approach to the provision of services and supports. Organisational culture is a key influencing component of person-centred planning. The approach constitutes two major aspects (ibidem, 2018):

- Beliefs
- Foundations

Below, the **Beliefs** and **Foundation** at the core of PCA and planning, are:

**Individuality;** each person is an individual with their own life experience, skills, gifts, talents and culture.

**Equality;** each person with a disability has the same rights as all others in society. Each person is given information and support to understand and claim their rights.

**Respect;** each person is treated as an adult. Relationships are built on respect.


**Dignity;** the privacy and dignity of each person is respected. Each person with a disability is given the chance to take risks and try new things.

**Empowerment;** person-centred planning supports the person to take control of their life. Each person is supported to have their say and their views are respected.

**Choice;** everyone is given the chance to make choices and decisions about their person-centred plan and about their lives. Individuals are supported to communicate their choices and decisions.


**Inclusion and active citizenship;** each individual is an important member of their community, trusted to hold valued social roles. Person-centred plans support the person to take part in their community, to make new friends and have new experiences.

**Independence;** each person is supported to be as independent as they can be.



Source:

<https://www.hse.ie/eng/services/list/4/disability/newdirections/framework-person-centred-planning-services-for-persons-with-a-disability.pdf>



**Beliefs;** organisations have a person-centred culture. They believe in individuality, equality, respect, dignity, empowerment, choice, inclusion and independence.

**Person-centredness;** services and supports are built around the needs of each person rather than a group.

**Outcomes;** person-centred planning is about achieving outcomes for the person. Outcomes are good changes that give each person a better life.

**Planning across an organisation;** person-centred planning is important at all levels of an organisation. It is part of how the whole organisation works and is not a new or separate service.

**Every plan is different;** every person-centred plan is a one-off. It shows the individual's strengths, needs, goals, dreams and wishes.


**Listening;** individuals, staff teams and managers really listen to and respect the choices that each person makes. They accept and respond to the decisions of the person, and their family where appropriate. The person decides if they want their family to be involved.

**Responsibility;** individuals, staff teams and managers show how they support each person to achieve their personal goals and outcomes. They answer any questions that a person may have about their supports.

**Expectations;** there are high expectations and hopes for each person. Person-centred planning encourages each person to believe in themselves and supports the person to be the best they can be.

**Relationships;** individuals, staff teams and managers make sure that each person has the time, space and chance to build meaningful relationships.

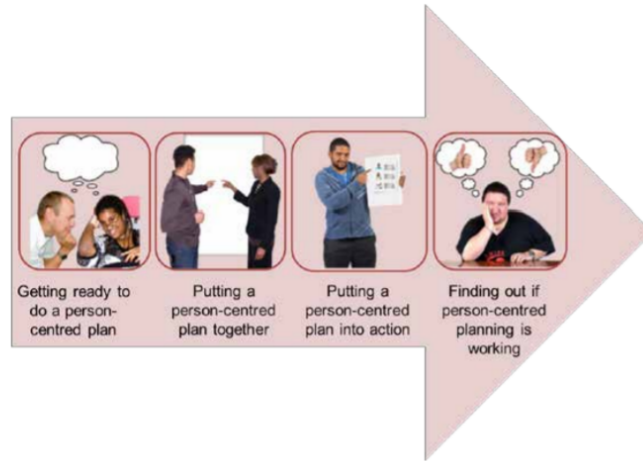
**Partnership;** individuals, staff teams and managers work together with persons with a disability – this is called partnership. Power is shared and there is open communication. Each person can get the information they need to have a say in services and supports.



Source:

<https://www.hse.ie/eng/services/list/4/disability/newdirections/framework-person-centred-planning-services-for-persons-with-a-disability.pdf>

Within the scope of PC planning, we can talk about 4 crucial stages:



Source:

<https://www.hse.ie/eng/services/list/4/disability/newdirections/framework-person-centred-planning-services-for-persons-with-a-disability.pdf>

Person-centred approaches have their origins in the disability sector but are nowadays used within the areas of mental health, aged care services, schools, the healthcare sector, and the criminal justice system. Person-centred practices are used in teams and organisations to ensure that the focus is on what matters to the people receiving support and their families and pays attention to how to support staff as well. Person-centred approaches ensure that **we see people as unique individuals with valuable gifts and contributions** (NSW Government, n.d.).

Person-centred	Service/system centred
Talking with the person	Talking about the person
Planning with the person	Planning for the person
Focused on strengths, abilities, skills	Focused on labels/ diagnosis, deficits
Finding solutions that could work for anyone, preferably community based	Creating supports based on what works for people with 'that diagnosis'
Things are done that way because they work for the person	Things are done that way because they work for staff or the service
Family and community members are seen as true partners	Family members & community seen as peripheral

Person-centred practices can be seen as a **‘toolbox’ or a variety of ways to listen to and gather information with people** (ibidem, n.d.). This approach ensures that a person is being truly listened to and is considered as someone who is “at heart of all decision-making process. The comparison between person centred and service/system centred approach showcases the distinguishing elements (ibidem, n.d.):

- Inclusion in the process (client as an equal partner in co-decision making).
- Solution focused instead of labelling/fitting into predefined schemes of support.
- Inclusion of family members as partners in finding solutions.

Source:

<https://www.ndp.org.au/images/factsheets/346/2016-10-person-centred-approach.pdf>

Within the scope of work of the VICTORUPESI training & piloting programme (Emphasis on Module II “Empowerment”), this approach can be used in an open way – whether as an upgrade of existing exercises or as an alternative.

### Exercise hints & options:

- **Within Topic 1 – Inclusive Environments**, the main aim is to showcase the difference between external and internal factors for creating an inclusive environment with an emphasis on exploring personal position/placement/values versus environment/society.
- Use the planning tools of the PCA and engage learners within exercises already provided in Module II
- Try out *Person-Centred Thinking Tools*; that can support people to think about a number of key questions (Gadd, Cronin, 2018, p.97).
- Ask the learners to reflect on a set of questions while thinking about inclusive environments and support of the surrounding community they live in: *What is important to you? What do you want to change about your position? How will you arrange your support? How will you manage your support? How will you stay in control? What will you do next?... (ibidem, 2018)*
- It can be used within **Activity 1: Mapping the personal**, or as an (alternative) **Activity 3** to reflect on personal/potential circles of support/how to approach them/defining next steps after they finalise the piloting experience.

### *Solution focused approach and storytelling elements*

One of the contemporary approaches in counselling and coaching that highlight the importance of searching for solutions rather than putting the focus on problems is the so-called solution focused approach in therapy. This approach specifically enables people to adopt different perspectives when evaluating a (personal) situation, specific to oneself. The perspective in understanding relations between past and future or antecedents and consequences. The emphasis within this approach is to underpin personal strengths, resilience and resources one possesses and teaches how all of these elements can be used to pursue desired goals and make positive change (Wikipedia: *Solution focused Brief Therapy*, n.d.).

The approach of solution-focused brief therapy distinguishes itself from other more traditional forms of interventions. The emphasis is the following: ***the change that is sought is located in an imagined future***. The task of solving problems is approached by seeking to move towards what is wanted (preferred future) instead of trying to move away from an unwanted problem (NSPCC, 2014). Within offering support to a client, the practitioner (always) makes the assumption, that the client is an expert on his own life. While asking/using specific questions when working with people/clients, the process should enable a person to move toward the desired future/future outcomes and to learn and benefit from existing skills, strategies, and ideas. All in all, “Solution-focused interviewing is not an easy process; it is one in which therapists have to search as hard for the questions as their clients have to search for their answers.” (Ratner et al, 2012, p109 in NSPCC, 2014).

However, for practical use and implementation of the SF approach, the IO4 does not focus on the counsellor/client relationship and rules of engagement/processes and set of questions that are specific to a therapy session. The benefits of this approach can be used within practical exercises of Module II as enhancement and/or alternative.

Storytelling as such and within the scope of the VICTORUPESI project is to be understood through ways of how a person structures, articulates, verbalises the environment around him/herself.

It all starts with how we experience the environment around us: nature and its phenomena, the animal world, our relationship with others – and how we interpret and understand it. All of it is data, and the sheer number of data (and their impact) can be confusing. We have a need to structure it to master it.

From the human evolution perspective, humanity first made drawings and when we had the language and words, we were able to verbalize and express our thoughts. Stories are a purely human phenomenon, they have many functions, with stories we can communicate different intentions, and they can be told in many different ways. Because of the latter, we can already say that at least two factors are important:

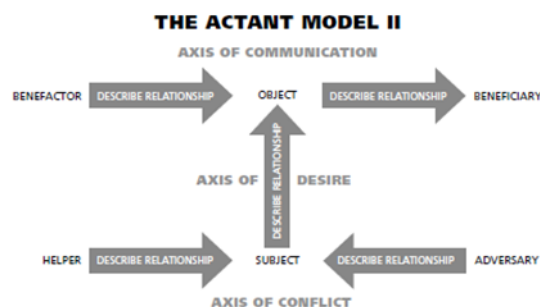
- Perspective taking
- Mechanisms of communicating “oneself” and “understanding” the other.

Especially conceptual perspective taking (CPT) is important in the scope of diversity management and searching for or understanding the “self” and the “other”. That is particularly important when working with group learning settings – to benefit from and reflect personal stand also from another’s point of view. The following elements seem to be very important (Frühman et. al, 2016):

- Perception taking mechanisms (Empathy - what it is, why do we need it, the evolution of empathy after de Wall “Russian doll”) or what influences our ability to understand one another.
- Perspective taking (the **Actant Model of story crafting** – to emphasize the opportunity to tell a story from a different actor’s perspective: “walking in the shoes of another”; **4–ear model**)

An actant model is a tool used to analyse the action that takes place in a story, whether real or fictional. This model reveals the structural roles typically performed in storytelling. The Actant Model includes 6 actants: a **subject** (hero), an **object of the quest**, e.g., a **sender** (benefactor who initiates the quest), a **receiver** (beneficiary), a **helper** (of hero, person, or tool), and an **opponent** (adversary, villain). Each of these roles fulfills an integral component of the story. Without the contribution of each actant, the story may be incomplete. Thus, an "actant" is not simply a character in a story, but an integral structural element upon which the narrative revolves. An often-used example is Little Red Riding Hood (Frühman et. al, 2016):

- The sender/benefactor is Little Red Riding Hood’s mother,
- The object is the food basket (for grandma),
- The beneficiary/receiver is Grandma,
- The hero is Little Red Riding Hood,
- The adversary/villain is the wolf, and the helper is the hunter/lumberjack (depending on the version of the story).



Source: Frühman et. al, 2016, p. 18

An interesting (and creative) application of the model is ‘perspective taking’: the teller can choose to tell the story from the perspective (and experiences and feelings) of the different actants and even jump from one perspective to the other for ‘interest’s’ and/or communication objective’s sake’.

- Theory of mind (connection to brain on data vs. brain on story)

## THE IMPACT OF STORIES - Neurological impact

Personal stories and storytelling include meaning- and sense giving qualities. As to the first, we should realize what happens to our brains when we listen to data as opposed to (data implemented in) a story. Below you can see what different areas of the brain are active while receiving information (data vs. story). In psychology, the **theory of mind refers to the capacity to understand other people by ascribing mental states to them** (that is, surmising what is happening in their minds). These states may be different from one's own states and include beliefs, desires, intentions, emotions, and thoughts. Possessing a functional theory of mind is considered crucial for success in everyday human social interactions and is used when analysing, judging, and inferring others' behaviours. Deficits can occur in people with autism spectrum disorders, genetic-based eating disorders, schizophrenia, attention deficit hyperactivity disorder, cocaine addiction and brain damage suffered from alcohol's neurotoxicity; deficits associated with opiate addiction are reversed after prolonged abstinence. Having a theory of mind is very similar to but not identical to having the capacity for empathy or sympathy (Wikipedia: Theory of mind, n.d.).

### Exercise hints & options:

- **Within Topic 2** – within any of the exercise or as an additional exercise you can showcase the difference between empathy and sympathy with a nice video: *Brene Brown, on Empathy*:

<https://www.youtube.com/watch?v=1Evwgu369Jw>

- **Within Topic 4 – The structure of an individualised intervention plan** addresses elements such as challenging behaviours, personal “threats” and future oriented planning on interventions, from which learners can benefit within the scope of training for better inclusion and direction of personal actions in the future. Within Activity 2 a learner is invited to check the Individual plan template (see chapter 3.2.3) to prepare his own.
- To ease up the process, invite participants to additional exercises that will help them in drawing a plan, and empower them to ease up the process of working on such a plan i.e., (NSPCC, 2014):

#### *My likes & strengths Tool:*

Make a simple drawing of yourself. Ask yourself:

- What do you like?
- What are you good at?
- What does it take to be good at that?
- What are your strengths?
- What are you most proud of?

Encourage the participant to use drawings beside the description, magazine & newspaper cutouts are also welcomed for visualisation (you can make your own personal collage).

## **3.2 GUIDANCE FOR RUNNING A SOCIAL INCLUSION PROGRAMME AND DIVERSITY MANAGEMENT**

The methodology chosen within this document is aimed at guaranteeing the easiness of comprehension and effectiveness of learning, adapted to beneficiaries to express their opinion and suggestions. The social dimension of learning here is connected to “setting the scene” so to say. With respect to the latter, the following guidance for running a social inclusion programme is described in this chapter (3.2). All elements are strongly connected to working with the target group of PWDs, nevertheless, each organisation can adapt the materials and info here to adapt to their own realms.

**USER ENGAGEMENT GUIDE** hereby refers to different elements, to be taken into account to maximize the benefits of training for the beneficiaries. The material is compiled from elements, that can be combined upon the needs of each participant (TGs). The main idea of this example is to offer possibility and insights into options for individual planning and support within different settings (mind chapter 4). **There is no uniform approach to be followed, it is, however, important, that organisations establish their own internal track of records/forms/other monitoring tools and documents to be prepared and followed** to be able to see and monitor the effectiveness of the overall mentoring and personal growth monitoring for the target groups they work with. The *European report* and its findings are communicating the need for flexible training for target groups/beneficiaries. Flexible training is essential - many of the target groups may need professional training providers to adapt, change their perception and be more flexible. From the perspective of training flexibility, programs and learning environments are related to the various circumstances of the target groups. *Flexibility refers to the content of the training but also to the methodology used.* This is necessary because the target groups are diverse, with different needs and responsibilities arising from the level of education or prior knowledge in areas of interest that are not defined precisely or contextually.

On the other hand, IO2 contents are more practically oriented and IO4 thus serves to find the best possible approach in delivering the contents within IO2 training. Within elements used in this 3.2. Chapter, individual learning paths/goals can be monitored and updated with the aim of the participant to seize their own positive traits for better inclusion in learning and employment. With this, the benefits for participants are to experience “learning by doing” and collaboration/interaction with each other.

There are several options for doing so:

- Opening an individual planning document for the participant.
- Regular updates on “check out” elements after the piloting of each Module/Unit in IO2 within the individual plan (taking notes and observation).
- Offering support – besides coaching circles, the 3.1 described approach offers additional empowerment tools for better inclusion.

### ***3.2.1 Instructions for dealing with conflicts.***

The content of the instructions sets out the procedure for action in case of conflict situations that arise between participants and ensures that professionals and mentors act in accordance with ethical principles for a favourable resolution of the situation, with emphasis on preventing and developing conflicts in the group.

#### ***Work procedure***

Conflicts often occur in the group, mainly due to large interpersonal differences between participants in the personal, emotional and social fields.

In dealing with conflicts, try to pursue the principle of ongoing resolution, i.e., immediately upon the occurrence of a conflict situation, the resolution of conflicts takes place over a longer period of time or conflicts remain unresolved.

First and foremost, it is necessary to influence a positive atmosphere in the group and strengthen social interaction, mutual trust and teamwork. Within and before training, offer advice on appropriate ways of conflict prevention and strategies for resolving conflict situations. Intensive work is needed to strengthen social skills and to develop communication skills that enable participants to recognize and deal with conflicts.



***In resolving conflicts, consider the following principles:***

1. Encourage them to reflect on the outcome of the conflict. Define desires or goals to increase the possibility of a good outcome.
2. Teach to recognize the needs of others, to find out what someone else wants, while listening and checking their own experiences in relation to others. The emphasis is on conversation between those involved in the conflict. Take into account differences (in the perception of the situation, ways of solving problems, interests, habits, behaviour....)
3. Encouraged to control personal behaviour (slow, tolerant speaking at a normal volume, sitting during a conflict...).
4. Introduce up to three choices or ways out of a conflict situation: coming to terms with the situation, changing behaviour and finding a solution, a new pattern, or withdrawal. Through conflict resolution, participants conquer new patterns and ways of behaving and get to know themselves.

***In resolving and managing conflicts, we focus on 3 basic methods:***

1. Reconciliation methods that mitigate the conflict situation (invitations, advice, compromises, reminders, promises).
2. The most commonly used methods of cooperation (talks, meetings, exchange of views, negotiations, role-playing, etc.).
3. Methods of transformation that partially or completely change the existing situation (division or formation of a group, introduction of new working procedures and decision-making methods, replacement of members or leaders, etc.).

***When resolving conflicts, consider the following stages:***

1. Defining the conflict situation and obtaining information about the conflict.
2. Examining the information and identifying the causes of the conflict.
3. Making proposals and making decisions.
4. Planning the implementation according to time, place, and manner.
5. Derivation of the plan and finding out what we have achieved.
6. In case we are not satisfied with the achievement, we repeat the process and try to find out where we were not successful.

***Guidelines to follow when resolving conflicts:***

- 1. Alliance:** Despite the conflict, it is proposed to maintain a concern for the welfare of the other or fight together for a relationship and not against each other, as this maintains a good relationship with the person with whom in conflict.
- 2. Consideration of differences:** Attention should be focused on mutual differences, which can be more or less noticeable, as otherwise there are often unwanted results of the conflict (way of solving problems, differences in perception of the situation, worldview and similar).
- 3. Taking responsibility:** By taking responsibility for our own behaviour, we can use conflict to advance, to get to know ourselves and others. Taking responsibility thus means discovering problems and finding solutions, and not proving guilt against each other.
- 4. Maintaining communication and calming down:** It is good to maintain communication and perhaps interrupt it only for a short time to calm down. It is important to return to the topic of the conflict later, thus increasing the possibility of finding an appropriate solution.

**5. Stabilizing the interaction** means reducing the speed of response and checking what is happening. It is necessary to check whether we understood what was happening or what was said, but on the other hand, we need to make sure that the latter also meant it seriously.

**6. Reporting instead of influencing** means that instead of demanding a change in behaviour in another, we begin to report on how we are feeling, making it easier for the person to understand what is happening to us in a given situation.

**7. Dividing the conflict into smaller parts** means that during the conflict we do not let it spread to more areas of the relationship, but we stick to the problem that came to the fore at a given moment.

### **Ways of resolving conflicts:**

**1. Method of avoidance.** Those who use this method tend to withdraw from a conflict situation or want to remain neutral. If the problem really exists, then such behaviour is not productive. However, it may be appropriate in some other situations, e.g., when the conflict is of minor importance, and it is a shame to waste time resolving it.

**2. Method of adjustment.** An individual who acts in this way e.g., considers that he must not say anything that would affect others. In this way, we ensure the well-being of people, but the real problem remains intact and will come to the fore sooner or later. It can be effective at least for a short time if e.g., the problems are truly personal and not work-related.

**3. Mode of domination.** It is a tendency to use force to control a situation and force others to consent to the solution offered. Excessive use of this method is detrimental to the other party in the conflict, as its suggestions and needs are not taken into account. But in some situations, this method might be appropriate, e.g., when unpleasant tasks need to be performed.

**4. Agreeing to compromises.** It means the tendency of individuals to sacrifice some interests and thus reach an agreement. Many people consider this to be one of the most realistic forms of behaviour in conflict situations. This method is appropriate when one party's suggestions block the other party's goals.

**5. Manner of negotiation.** It is characterized by a tendency to identify the causes of contradictions, to provide information and to jointly find appropriate solutions. It is important to work together with the desire for everyone to achieve their goals as much as possible. By negotiating, we openly address conflicts, analyse them, and try to find a solution that would best suit everyone involved. It is important to work together with the desire for everyone to achieve their goals as much as possible. By negotiating, we openly address conflicts, analyse them, and try to find a solution that would best suit all those involved in the conflict. The emphasis is therefore on joint problem solving, expanding sources of communication, and clearly defining and defining tasks. As a last resort, when a compromise solution is not possible, we resort to the temporary separation of individuals or groups in the context of involvement in work activities.

**HINTS for internal guidance/action plan:** Prepare an action plan, together with your group and discuss ways of intervention – allow all to be heard and to reach a conclusion beforehand (diversity management starts at micro-levels).

### ***3.2.2 Instructions for providing psychosocial support and intervention in case of crisis intervention.***

The content of the instructions determines the procedure for providing psychosocial support to participants and action in the event of crisis intervention and enables professionals and mentors to operate in accordance with ethical and quality principles.

### **Provision of psychosocial support**

If applicable, organise the support in terms of individual psychosocial activities with the aim of empowering participants and developing social skills.

Psychosocial support is aimed at addressing the problems that participants might face on a daily or long-term basis. The goal of psychosocial support is to improve the participant's experience or behaviour and thus improve his quality of life in the broadest sense. Through the conversation, the participant reveals his thoughts and feelings, and the professional or collaborator monitors him in various ways and helps him to find his way to solve his problem better, decide and choose. It is always necessary to support the participant's own decision-making abilities, but never to decide for him.

Psychosocial support is used as a form of help for problems accompanied by moderate emotional distress, problems in daily functioning, stages of deciding on important changes in life, problems that appear in the program. Psychosocial activities are performed individually or in groups.

Thematic groups related to current topics that appear in the forefront of the interests of individuals (only a couple of them, might appear in the different target groups of the project):

- review and analysis of current events at home and around the world (reading newspapers, magazines, polemical discussion...), intercultural dialogue, important topics in my micro and macro environment, discussion on the topic of interpersonal relationships, discussion on the topic of group dynamics, talk about pets, talk about spending free time, talk about relationships in the group, talks on compliance with the rules of the program (arrivals, departures, absences), regular meetings related to the issues in the program, meetings on behaviour and compliance with the set down rules for training, reflections related to the events of the past week, discussion workshops on topics highlighted by participants, mediation and social learning in the context of interpersonal relationships...

**HINTS for internal guidance/action plan:** Prepare an action plan, together with your group and discuss ways of intervention – explore needs, check your own team of professionals if such support is possible, and explore if this might be the need of your participants.

### ***3.2.3 Participant motivation instructions***

The content of the instruction determines the process of motivating participants and encouraging them to take an active role in accordance with ethical and quality principles. The head of the social inclusion program, all professionals and mentors in the program participate in motivating participants.

#### **Work procedure**

It is recommended to prepare an individualized plan for participants to check their motivation for involvement and define the necessary level of motivation with the help of mentors/professionals in order to achieve individual and group goals.

The focus is on increasing participants' satisfaction during the inclusion in the program, which also has a positive effect on the willingness to actively participate in all segments of the activities carried out. It is important to create a positive climate and mutual understanding between participants, which is an important factor in the motivational process and an incentive to engage in work and leisure activities.

Try to activate participants in the planning of both work and leisure activities, to participate in proposals, as well as the implementation and preparation of activities. In this way, they take an active role in the program and are more motivated for quality performance.

**HINTS for internal guidance/action plan:** Prepare an action plan, individual, optional: together with your group and discuss ways of intervention – allow all to be heard and to reach a conclusion (see example). If each learner works on his/her own plan, offer support, and establish an agreement about the timeline of checking/revising the Individual plan with the help of a mentor.

Name and Surname: \_\_\_\_\_  
(address): \_\_\_\_\_  
Location of the training: \_\_\_\_\_  
Time period of plan: \_\_\_\_\_

Contents:	Goals:		Deadline:	Responsible person/mentor:	Monitoring implementation / evaluation (circle as appropriate):
	Long term	Short term goal/measures /activities:			
WORK RELATED CONTENTS:					decline continuity progress
					decline continuity progress
					decline continuity progress
PSYCHOSOCIAL CONTENTS:					decline continuity progress
					decline continuity progress
					decline continuity progress
CREATIVE CONTENTS:					decline continuity progress
					decline continuity progress
					decline continuity progress
LONGLIFE ORIENTED CONTENTS					decline continuity progress
					decline continuity progress
					decline continuity progress

Source: Internal documentation

### 3.2.4 Instructions on the possibility of complaining users/participants

We all need to strive to act in the spirit of dignity towards our fellow man, to respect human values. We want inclusion in the social program to meet the expectations of participants and to be satisfied with the implementation of the program.

#### Work procedure

The participant has the right to complain at the time of joining the training, according to the proposed procedure described below:

- A written complaint or oral to the minutes with a professional or associate,
- The complaint must be dealt with by a professional, together with the professional associate and the participant,
- The complaint must be dealt with within eight days of receiving the complaint,
- A written response to the complaint is given.

**HINTS for internal guidance/action plan:** Prepare a special form, where it will be possible to deal with possible complaints. A minimum of elements should be considered in the form: Name, Date of complaint, short description, and solution status.

### ***3.2.5 instructions for participation in the program***

Participants have the opportunity to participate in all phases of program implementation, which means that they are actively involved in the design, planning, implementation and evaluation of the program:

- In the design phase, the participant actively participates with his / her comments and suggestions at the very conclusion of the agreement, where the essential issues of the implementation of the social inclusion program are regulated. At this stage, the participant is informed in writing and orally about the rights and obligations in the program, which is also part of the initial agreement on inclusion.
- By actively participating in the preparation of an individual plan, which includes both work and social activities according to the individual's wishes, abilities, and provider's offer, and by filling out an activity proposal form, which mainly covers the individual's wishes, the participant is actively involved in the program planning phase. Also in this phase, the participant is regularly and actively involved in participating in group forms of decision-making on the method of implementing the program, especially in the selection of leisure activities and psychosocial workshops.
- Participants have the opportunity to provide comments and compliments orally, in writing or anonymously. All praise and comments are (in principle) considered, as this way, the program can be improved according to the needs and wishes of those involved. In this way, participants are actively involved in the implementation phase.
- Participants are actively involved in the evaluation phase of the program, as they are regularly monitored by professionals and associates, and participants are informed about their own progress, continuity, or at a regular individual interview between the participant and the professional of the program. intrusion. Thus, they have the opportunity to co-create an activity plan for the next month. Participants also have the opportunity to fill out an anonymous survey questionnaire on the satisfaction of participants of the social inclusion program, which is essentially an evaluation of the program by the participant.
- Active involvement in the evaluation phase is also evident from the participant's independent recording of their own presence and records of the work and tasks they perform, thus gaining a sense of how actively they have contributed to the implementation of the program.
- By writing weekly reflections, participants have the opportunity to give opinions, suggestions and praise. In this way, they are included in the planning phase, as well as in the implementation and evaluation phase, as participants in this way evaluate their work, the work of professionals/associates, activities that have been carried out, and make suggestions for further work or carrying out activities, etc. and then actively participate in the proposed work or social activities.

**HINTS for internal guidance/action plan:** The logic is to involve learners in an active process while pilot implementation – allow space and time to add anything that is vital to them also within evaluation (before/after piloting, coaching circles evaluation, etc.).

### ***3.2.6 Mentor instructions in the social inclusion program***

Foreseen tasks of the mentor in the programme:

- planning work processes,
- preparation of the workplace in accordance with the individual work plan of the participant,
- participation in the planning and organization of the process of integration and work of the participant in accordance with the individualized plan of the participant,
- promoting the involvement in the work process, control, monitoring and providing support during (work) integration activities,

- monitoring and controlling the participant's work efficiency and the quality of work performed,
- providing support to participants in connection with relevant professional services,
- participation in the organization and implementation of creative activities for participants,
- keeping documentation and records of involvement,
- assessing the progress of participants and providing appropriate feedback,
- management of the learning process,
- communication with the participants, their (legal) representative, professionals and associates and business partners,
- providing conditions for safe work and environmental protection, and continuous professional development.

**HINTS for internal guidance/action plan:** as a mentor, you will be put in the position to manage different participants, take care of time management of piloting and offer support to learners. You might invite learners to be actively involved in this part of the piloting by offering them a template for weekly reflection containing the following info:

- *Name and Surname, Intro on how to write down reflections: i.e., "do let us know about your thoughts, doubts, compliments, or any other information that you see as important to you, state what you have liked, what you did not like..."*

### ***3.2.7 Instructions for methods of working with participants (case of people with mental health problems, mental disorders)***

Within the social inclusion programme, we follow the ethical principles defined in the "Code of Ethics for Professionals in the Field of Employment and Vocational Rehabilitation and Employment and Social Inclusion of the Disabled", taking into account the "Code of Conduct" and the "Charter of Employees' and company programs (different countries, might have different acts or other legal based documents).

It is important to follow elements of professional, interdisciplinary, holistic and gradual individualized treatment, taking into account ethical standards and criteria and the integrity of each individual.

The discussion in the first phase includes an introductory interview: acceptance of a potential participant, preparation for inclusion, focused on the basic orientation of the individual, identifying their own situation, abilities, potentials, goals, expectations, opportunities, or opportunities within the program and implemented activities and information/acquaintance about the social inclusion program, present support mechanisms in the local environment - other providers of the social inclusion program, day centres, housing groups, self-help groups, relatives...), etc. other rights.

Based on the collected anamnestic or heteroanamnestic data, an initial assessment of the level of motivation is given, which is monitored during the entire integration of the participant into the program; further, an assessment of the type and degree of difficulties/barriers to involvement in the activity.

Upon inclusion, we prepare an individualized plan, which defines the goals in the following areas: work, creative, leisure and psychosocial. The goals are regularly monitored by professionals, together with the mentors in the program, and are evaluated over a period of 4 months, and are completed at the end of the year, when the participants also make suggestions for inclusion in the next year.

Continuity is required in terms of following the set goals of the program with a guided functional / work occupation according to the expressed wishes and interests of the individual, with individual and group psychotherapeutic, sociotherapeutic, psychoeducational, etc. supportive therapeutic measures - use of methods and techniques for developing specific skills such as communication, social skills, assertiveness, problem solving, management of problematic behaviours and/or aggression, social learning methods and techniques, promotion of social leisure activities that strengthen the social network (recreation, excursions...).

All activities are to be accompanied by selection evaluations and participant feedback (motivation, thoughts, views, vision, individual progress), which form the basis of the individual plan.

An important component of the integration process is the interactive participation of the participant in all phases (individual planning of inclusion in work and social activities, evaluations on a weekly, monthly and annual level).

The methods to be used could be classified into:

1. methods of working with the individual (personal assistance, motivation, preparation of an individualized plan, empowerment, crisis interventions,)
2. group work (psychotherapeutic and sociotherapeutic approaches),
3. work with the wider community (family and social environment of the participant),
4. teamwork (interdisciplinary planning and implementation of program contents and treatment of participants),
5. complementary methods (documenting, writing reports, keeping personal folders of participants, minutes...).

Specific methods and techniques that can be used:

- methods of individual and group work,
- review and analysis of participant reflections,
- assessment of the level of motivation of participants,
- heteroanamnesis - involvement of individuals' contact persons,
- individual (individual interviews) and group counselling,
- use of mediation techniques in cases of conflict,
- use of appropriate counselling skills such as listening, summarizing, expressing understanding, mirroring, practicing and accepting,
- information on the possibilities of integration into the environment,
- experiential work in a group,
- evaluation of performed activities and performed services,
- preparation and monitoring of individual participant plans,
- preparation of workshops for the development of social skills (experiential learning),
- conducting lectures and courses to develop potential,
- assertiveness in communication as an approach to working with participants,
- review of medical and other documentation for personal files of participants,
- monitoring progress in the work efficiency of participants,
- organizing participation in events from external institutions and events,
- assessment and evaluation of the requirements and adequacy of the social inclusion program,
- promoting personal order, presence in the program, fulfillment of agreements and teamwork,
- Based on the composition and needs of the group, topics and group activities that are current are formed,
- giving the opportunity to express an opinion on the program and professionals (anonymous, individual interviews...),
- individual psychotherapeutic, socio therapeutic and supportive therapeutic measures,

- working methods are adapted to the needs and potential of individuals,
- developing social skills,
- use of modelling methods, demonstrations, work according to instructions, analysis of work and procedures, analysis of achieved results,
- methods of social learning and effective resolution of complications,
- regular weekly monitoring of the operation of the program and the psychophysical condition of participants at team meetings,
- monitoring, supplementing and adapting individual plans,
- evaluation of the program and the work of participants using evaluation forms.

### ***3.2.8 Individual Planning Instruction***

The content of the instructions determines the process of preparation, monitoring and evaluation of the individual plan – you can recheck chapter **3.2.3**

Upon inclusion of the participant and upon signing the agreement on inclusion, you prepare an individual plan for an individual participant, which defines short-term and long-term goals in the work and social field.

An individual plan is prepared in cooperation with the participant, with the help of his/her demonstrated preferences regarding work and other activities and self-assessment of preserved abilities.

Work content includes all work activities in which the participant wants to participate, while social content includes psychosocial, creative and lifelong content, which is intended to strengthen the strength and self-confidence of participants, develop social skills and leisure time.

The long-term goals are linked to the general objectives of the inclusion programme, i.e.,: social work integration and prevention of social exclusion, development of work potentials and in this regard the possibility of re-examining employability assessment, maintaining and developing work skills, habits and skills, acquiring and maintaining work condition, work endurance and workload, maintaining, developing and expanding social (support) network, psychosocial support, empowerment, development and raising of social competence, help in developing personal adaptability, personal growth, maintaining and promoting independence, help in mediating social interactions in the environment and editing them.

Short-term goals are specific and directly related to the participant, his abilities, capabilities, interests, and desires, e.g., developing work endurance, computer and functional literacy...

The goals are regularly monitored by professional staff, together with professional associates in the program, and are evaluated over a certain period (depending on your national realm). In each period, we indicate whether the participant is in decline, continuity, or progress.

The responsible person who accompanies the individual is a professional, a program manager at the location. The individual plan is also attended by professional associates who accompany the individual in work activities.

The individual plan is completed at the end of the year, with a brief summary of functioning. Then, the participants are informed about the findings and together prepare a new plan for the next calendar year. Participants are thus acquainted with all the procedures and steps in carrying out individual treatment.



### 3.2.9 Instructions for monitoring the participants' employability

Within the social inclusion program, it is important to regularly monitor the progress or stagnation of an individual and the evaluation of the work and social functioning of, his (her) opportunities, interests, preserved and developed potentials and obstacles. Monitoring allows us a wide range of planned and selected (work and social) activities.

Due to the heterogeneity of the group and the limited possibilities of individuals, the progress of the participant is a very individual category and fluctuates. It is to be monitored on a daily basis by professionals, professional associates and, of course, the participants themselves. Only they record their work efficiency and the related progress themselves, on specially prescribed forms *"Keeping records of work performed"*. Thus, they keep daily records of what work activity they performed and how much work they performed in a certain period of time. Experts monitor the related progress during the daily involvement in the activities. Involvement in *various activities is recorded in the table, which defines work responsibilities for each individual by working days*. Progress is observed on a monthly basis.

Progress, continuity or the decline in individuals is monitored (i.e., every 4 months through an individual plan). Accordingly, there is a strategy of integration in the next period and the necessary measures to improve the functioning of individual participants.

Regular monitoring enables tracking of the development of the participants' work potentials and the possibility of transitions between statuses and/or programs.

**HINTS for internal guidance/action plan:** U can go back to Chapter 3.2.3 to recap /adjust the individual plan most suitable to your target group.

Some more examples, that you and your learners can set up / agree on using.

- **Monitoring table** – example of Danish production schools:

Name	Machine Processing	Manuel Processing	Assembling Methods	Measuring and Drawing	Boat Maintenance	Boat Equipment	Safety	Navigation	Generally	Generally Professionally
	Lending Planing Sawmilling Drilling Turning Finish	Tool sharpening/grading Planing Sawing Drilling Finish	Nailing Screwing (wood screws/boots) Glue (biscuit/dowel) Taping Lacquer Lacring	Measuring technique Understanding of drawings Bisecting Understanding of materials	Lacquering Painting Caulking Rigging Daily Supervision	Sails Ropes Splicing Motor Check	Personal Vest Williams Turn (man over board)	Collision Regulations (navigation) Helmsman	Rowing Cooperation and Overview Maritime Language	Planning Assessment Cleaning Assessment of Working Place Safety Risks/Soring Worksheets Danish Mathematics
Christopher										
Rikki										
Mathias										
Kenni										
Mads										
Nikki										
Inuk										
Robin										
Christoffer										
Sebastian										

● Beginner (1)  
 ● Practiced (2)  
 ● Experienced (3)  
 ● Competent (4)

Source: Erasmus+, Paving the way: <http://www.ipso.li/projects/paving-the-way>

When entering into the project's workshop, quite some monitoring is to be done – to make this activity a more motivating one, you can introduce the so called »Competence boards« that are aimed at tracking the participants' development of professional competencies. Since Modules include Learning outcomes, you can develop a specific competence board under each Module / or simply use this with the competence model most appropriate to you and your learners (it can be the competence framework

of Key competencies for Lifelong learning or a potential national competence framework within formal educational system/requirements for enrolling into formal educational courses, it can be as well competence framework for employees – be flexible and define the competencies that most suit the needs of your working / national realms). It is important that each participant knows (visibly) how they are doing in terms of improving, no matter what decision on the final appearance of such a board you choose (can be physical, on the computer, visible to everybody or not...).

● **Assessment conversation:**

You can dedicate some time each week to perform the so-called *assessment conversation*, a so-called “participants’ talk” where the trainers and pedagogues are talking and documenting the participants’ developments.

Participant’s talk from ..... Name of the participant: .....

Cognitive characteristics (system of marks)	1	2	3	4	5
perceptivity					
attention					
concentration					
retentiveness					
problem-solving competence					

Social characteristics (system of marks)	1	2	3	4	5
assertiveness					
ability to establish contact					
critical faculty					
teamwork					

Professional characteristics (system of marks)	1	2	3	4	5
endurance/resilience					
tolerance of failure					
willingness of tidiness					
punctuality					
self-reliance					
diligence/accuracy					
sense of responsibility					
motivation					
fine motor skills					
gross motor skills					
implementation of assistance					
reliability					

How can the professional skills of the participant be judged?

**Verbal feedback:**

Which job seems well-suited for the participant? What are the participant’s interests?

Which targets can be fixed up to the next participant’s talk?

## **4. ADAPTING DIVERSITY MANAGEMENT PLANNING WITHIN DIFFERENT SETTINGS – Conclusions and recommendations**

Within this final chapter, we discuss diversity management after gaining valuable feedback from the project's piloting phase. The project consortium has been working with different societal groups at risk of social inclusion and main insights through the lens of diversity management are shared within this chapter.

Once again, the IO4 - Diversity management toolkit hereinafter strives for the inclusion of different perspectives and builds its contents and approach including:

- Theoretical background of diversity management in general (working and learning environments and settings) – see Chapter 2 and Diversity charters.
- User/participant - mentor/professional scope of diversity management – a model of setting up a social inclusion programme.
- Workplace/learning setting inclusion related content to diversity management

### **Practical insights from piloting - conclusions**

One of the most important objectives of IO4 was to create a toolkit useful for people with disabilities/people with emotional and physical challenges. This document therefore has the aim to dimension the support actions targeting the beneficiaries, extending the intervention to the first health and social activities to a deeper action for facilitating the social inclusion of our target groups into the civic society of the hosting EU country.

As it is seen from the piloting experience, at least three organisations, besides Slovenia (as in line with the aim of IO4) have benefited and used this toolkit to enhance and accurately adapt the piloting experience while setting the scene for concrete activities implemented.

Italy has worked with women with High Functioning Autism or Asperger Syndrome. From the mentor's feedback, it seemed important that Individualised intervention plan procedure/structure be used and developed gradually during the coaching circles. They perceived it as a good way to summarise crucial areas and leave a motivational reminder to participants. The process was implemented gradually, leaving enough space to also explore the topic of self-esteem and motivational mechanisms. Very important topic was setting healthy boundaries: a very important topic for people on the autism spectrum, with the focus on how to recognise and manage boundaries, giving participants many examples representing different levels of intimacy (superiors, groups of colleagues, acquaintances, friends, family, etc.).

In Spain, the target group included was also homogeneous and represented persons with the status of being unemployed, adults with low skills and labour experience in low-level positions mainly in the commerce sector and hospitality industry. These profiles have more difficulties accessing the training to improve their qualifications which makes it more difficult their adaptation to organizational or technological changes or their reintegration into the labour market when they lose, their jobs.

Comprehensive and individualized support approaches are needed to effectively support the senior unemployed. Spanish mentors have applied a person-oriented approach that has taken into account the individual needs of each participant (education, knowledge and skills, previous professional experience knowledge, interests, etc.) to prepare each participant for reintegration to the labour market or access to more formal training paths.

The complementarity between the three countries (Italy, Slovenia, Spain) is very interesting although for Spain, the target group of our Spanish colleagues differs. Spanish colleagues needed to completely adapt the Module II, but after review and feedback gained it showcases that individualised planning and person-centred approach is very much needed and that individualised planning does support also the teamwork in such a pilot experience, as the peers can support each other.

### **Recommendations and practical tips**

As the project target groups differ quite a lot across different partner organisations, it is however evident, that personalised training paths and individual work are needed no matter the target group.

The partnership has gained valuable experience through pilot implementation and besides the already described diversity charters, the piloting experience has revealed that diversity management includes several aspects:

- Organisational approach connected to organisational culture.
- Check-up and progress monitoring system that enables constant and up-to-date (societal narrative on diversity) development, monitoring and adaption on diversity management.

As discussed in the first chapter of this document, the approach to diversity cannot be observed from one single point but is rather connected to societal changes of perception about people at risk of exclusion and national systems that adopt and follow the idea / need for organising, structuring, developing and establishing effective, transparent and people-oriented policies that are clustered on the axis: people, culture, diversity, inclusion.

From the single perspective of persons with disabilities, diversity management includes different areas where the topic is present: employment, social inclusion, accessibility of space and services, digital accessibility and others. In this document, we focus mainly on conclusions and recommendations about diversity management connected to workplace/employment inclusion and access to training and education, with this target group on our mind, however, principles and practical tips presented here can be used also in other settings including people at risk of social exclusion.

Diversity and inclusion strategies are important to make sure that the organisation is equal and non-discriminating. To achieve this, we need to maintain an equality-perspective throughout the daily work, in all decision-making, on all levels and in every step of the process. All the employees in the organisation need to be involved. For diversity and inclusion to make a difference, the whole organisation needs to dedicate itself to understanding how power structures work and encourage each other, but also in understanding how they can affect different individuals in different ways. With an intersectional perspective on equality work, we can make deeper and more fair assessments so that more people can be included, affected and reached by the work. The most important prerequisite(s) to setting up an environment that builds in effective diversity management:

- The management must lead the work by example setting (organisational structure, culture and regulation).
- Investment in education of all (professional staff, participants, students, etc.).

- Equal opportunities for contribution to building organisational culture.

### Organisational structure and regulation

If not yet developed (especially in non-formal settings) the investment in organizational regulation, outside of the minimum legal obligations (per type of organisation) is an important element for diversity management as it determines the process of carrying out the activities of professional services, organization and operation of individual programs/sectors/departments with the aim (beside basic operative understanding) includes questions of quality management, internal and external communication, gaining and maintaining the position of being a valuable entity in the community (corporate and social responsibility). When working in the social welfare system / social services, one of the options (beside diversity charter) is also gaining EQUASS certification (Equass, n.d.). The application form and procedures include also sections on organisation vision, mission, values, quality policy, staff code of ethics, inclusion of persons in design/delivery/evaluation of services, empowerment, quality of life (Equass application, n.d.). In any case, it is always important to understand which official standards are legally binding in the axis: country, type of organisation, people we work with and for; they come first.

No matter the approach of setting the structure, management is the one to prioritise questions related to equality and diversity: Documentation preparation is therefore needed to establish paths for at least the following elements: decision-making processes, routines, evaluations, and staff meetings. This is a process that to a certain extent, connected to organisational culture needs to be done by equal inclusion of employees/participants. Leadership is in the role of (i.e.) founders / main idea/values holders, but the transmission of values plays an important role since the culture of equality and diversity cannot be set only through formal documentation, rather than through non-tangible elements that are connected to stories (see the role of stories in previous chapters and Module on Empowerment for IO2), symbols, rituals and “everyday” language and conversation.

Basic elements of setting the organisational culture and preparing the supporting/formal documentation can include a description and accepted narrative (the list is not exhaustive):

- Equality
- Rights
- Ethics
- Social / business surrounding partnership
- Cooperation
- Person/employee/participant centred approach
- Fields and aims of improvement process

One of the classical modes in which each organisation can already embed the diversity management principle is the so-called Code of Ethic(s) if such a document or elements of working culture are not already predefined by the professional standards for professions in fields of social work, education, public sector employees and other. All partner countries of the VICTORUPESI project and their representative bodies for the social work profession are members of the *INTERNATIONAL FEDERATION OF SOCIAL WORKERS* which operates as a global body for the social work profession. The Federation and its national members strive for social justice, human rights, and inclusive, sustainable social development through the promotion of social work best practice and engagement in international cooperation.

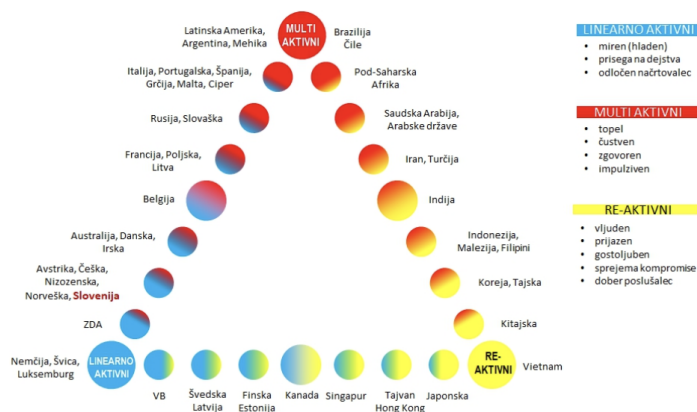
### Development, monitoring and adaption of diversity management

In order to develop an environment with highly embedded standards of equality and effective diversity management with respect to all included, the people's/employee's part is the one that makes the pre-set standards functional.

While the previous chapter the diversity management included the perspective of direct work with participants /learners and especially persons with disabilities, we are hereby focusing on diversity management setting with implications on how to work on this process – the perspective of “people developing the organizational culture” and with focus on professional / employees, teaching and human resource staff.

There are many models and definitions of elements of culture as such. For setting an effective diversity management culture and organizational culture that follows the prerequisites of equality and respect for diversity we are hereby focusing on the intercultural communication model as the project includes different partner organizations from different partner countries including a variety of persons also having their own cultural and societal background. One of these models was established by Richard Lewis, and has taken into account the cultural differentiation of communication. Based on his model, cultural norms are classified as (Stare, 2020):

- Linear-Active with a tendency to calmness, facts, and planning (i.e., Northern Europe, North America and related countries)
- Multi-Active with a tendency for emotion, communication, and impulsiveness (i.e., Southern European, Latin, African, and Middle-Eastern countries)
- Re-Active with a tendency towards courtesy, kindness, hospitality, and compromising.
- Or a combination of both.



Source: <https://projekt35.si/category/vodenje-tima/>

Having this understanding can help us towards organizing a setting for organizing sessions that are aimed at the gradual development of (organizational) diversity management approach that addresses the needs of all, and having constantly in mind also the necessities of our fieldwork (who do we work for and with, in what social surroundings do we work, what standards are already implemented, what can be done additionally, what can be improved). We are hereby talking about the *process of creating equality process* which includes the following suggestions (after Bohman, 2020):



- Think about appointing an external process-leader, and evaluator (independent overview, finetuning of organisational values)
- Formal organisational documentation (rights, ethics, cooperation, etc.) should include a long-term vision, measurable objectives, clear division of responsibilities, and expectations of everyone, while surely including the equality definition and steps towards it)
- Some sort of action plan needs to be created as otherwise we have no elements to measure even though sometimes, we are talking about entities that are not measurable (living in line with values, how can we showcase this – referring also to Chapter 3 approach on this matter) and always include people in creating such guidelines.
- Open access policy of such documentation but with respect to personal data collected.
- Regular revision from the internal working/diversity management group (defining timelines, critical points and plan for improvements).
- Writing down an action plan for improvement.

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