



EN



Get Involved

**Self-Monitoring Tool for Democratic
Processes in VET Institutions**

Imprint

This Self-Monitoring-Tool was developed within the #GetInvolved project, with the number 2020-1-DE02-KA202-007408.

Project partners and contacts:

QBS Gewerkstatt gGmbH (GER)

Andrea Wisotzki / wisotzki@gewerkstatt.de

3s research laboratory (AT)

Monika Auzinger / monika.auzinger@3s.co.at

PKZ Voca Train (PL)

Zbigniew Skwierawski / pkz.vocatrain@interia.pl

Leibniz University Hanover – IDD (GER)

Malte Kleinschmidt / m.kleinschmidt@ipw.uni-hannover.de

ISFORCOOP (IT)

Alessandra Obinu / alessandra.obinu@isforcoop.it



www.getinvolved-project.eu
hello@getinvolved-project.eu

Credits

Published in 2023.



Except where otherwise noted, content of the present document is licensed under a Creative Commons Attribution 4.0 International license (CC BY-SA). Photos, logos and any third party material are not included in the licence.

Funded by



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of contents

Table of contents	3		
Idea behind the tool and purpose of use	4		
Structural monitoring	7		
Attitude monitoring	10		
Monitoring at management level		Monitoring at teacher level	
— Diversity	11	— Diversity	28
— Results: Checklist diversity	14	— Results: Checklist diversity	31
— Participation	18	— Participation	34
— Results: Participation	19	— Results: Participation	35
— Further employee training	22	— Further employee training	38
— Results: Further training	23	— Results: Further training	39
— Social engagement	24	— Social engagement	41
— Results: Social engagement	26	— Results: Social engagement	42

Idea behind the tool and purpose of use

“Democracy requires democrats.” (Friedrich Ebert)

In order to strengthen and protect our free and democratic society, we are all called upon to be role models and create democratic structures in our everyday life.

Democracy is more than a political form of government and participation in institutionalised elections. How shall we motivate young people to actively shape our democratic system if we are not aware that we are confronted with it every day even in the smallest ways? Democracy is also a social form and way of life that is reflected in pluralistic organisations (clubs, associations, citizen initiatives and media) such as a culture of coexistence.

This applies particularly to the workplace and vocational education and training (VET) sites. Here, the most diverse people come together every day and have to work together in a supervisor-employee (or teacher-student) relationship. The focus of VET is especially set on teaching professional competencies. But what else can we give our learners to be able to orientate themselves in our society and to actively participate in it? Do we just preach equal opportunities or are we also setting examples? Do we wish to promote diversity and also recognise the structural discrimination within our own institutions at the same time?

The structures and conventions of our everyday life are not given naturally but negotiated socially. Our concern is to clarify how this is an ongoing process in which we engage again and again to create together our environment and culture of coexistence. This tool is designed to help you reflect upon your structure and to find out about the true conditions of diversity and participation in your company (or school). Which democratic culture are you practicing?

This tool is not a test you have to pass. You can't perform badly using it. Rather, it is a survey which promotes the learning and development of your institution. Depending on the result, it helps you to be able to intervene.

Particularly in times of shortage of skilled workers, a transparent, open and participative corporate culture allows you to attract and retain employees as well as position yourself as an attractive institution on the job (and trainee) market.

Background of the #GetInvolved concept

The #GetInvolved project responds to the need to find approaches to deal with the problem of exclusion and powerlessness preventing democratic change. To achieve this, we have chosen the approach of inclusive citizenship. The basic idea of inclusive citizenship is to shift the focus from the excluded being seen as deficient but instead the mechanisms of exclusion. This lens shifts the focus away from individuals and onto the systemic level. Inclusive citizenship questions structures, social orders and hierarchies, and remains focused on the subjective realities of individuals. Through this concept, so-called “acts of citizenship” come to the fore, in which people express their struggle with the existing power structures and question current social orders. By claiming the issues and not accepting a pre-designated place in society, (collective) political subjectivity emerges, allowing individuals to become active subjects, not passive victims.

Implication for the self-monitoring tool

We would like to invite you to reflect on your own hierarchies and decision-making structures with the present tool. At which point are disadvantages created for individual groups within your institution on a systemic level, maybe also without willingly marginalising someone? Or, at which point might we support systemic discrimination within our society by reproducing stereotypes and creating disadvantages because we are not aware of who we are leaving behind?

In this context, we define the systemic level as a given structure within one organisation (or society) that contains privileges for some people, leading to power, authority and decision-making. These privileges can originate from social status, physical health, ethnic group, gender, etc., or simply from different positions at work (or school). This could include the relationship between supervisors and staff members or those between teacher/trainers and learners.

Based on the above-described concept, we developed the following structure for our tool: In the first instance, the tool is divided into three dimensions:

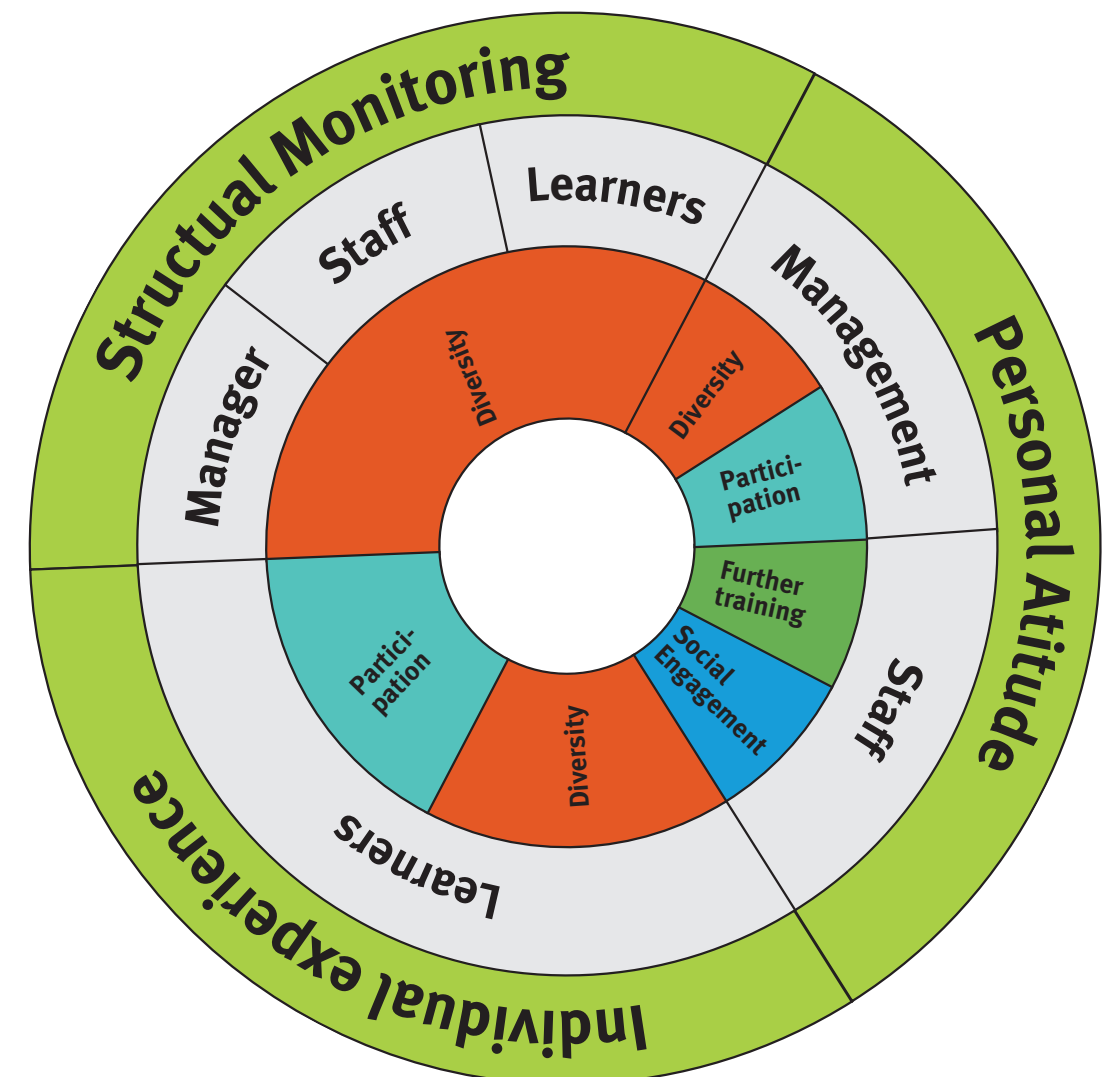
1. Structural self-monitoring
2. Self-monitoring of the personal attitude of management and staff members
3. Individual experience by learners

Secondly, we defined three levels of self-monitoring:

1. Level of management or school leadership
2. Level of staff members or faculty
3. Level of learners

And lastly, we defined four criteria fields representing the ideas and values of “democracy” in the #GetInvolved concept:

- Diversity
- Participation
- Further employee training
- Social Engagement



Instructions

How you would like to proceed using the available self-monitoring tool is up to you. The tool contains the above-mentioned three different and closed sections. You are not obliged to follow a specific order. Since the sections also address different groups of people (management, teachers or trainers, learners), you can even conduct them simultaneously.

- During the structural monitoring, you are asked to collect general data and numbers of your institution and to compare them.
- In order to monitor the attitude of management and staff members, we developed simple checklists with additional results pages that lead you to further action strategies. You can perform them recurrently in order to monitor changes.
- Offering a democratic learning and work environment for VET means also listening to your learners. We think that it is quite important for the development of your organisation to deal with the experience of

your own learners. This can be quite tricky, as some institutions are simply too small to be able to offer anonymous surveys – which is important because we do not want to create disadvantages for learners who open up about discrimination at the work or learning place. This is why this third part of the tool (individual experience by learners) shall only be performed by schools or large companies which are able to conduct anonymous surveys because they have a high number of learners. For these surveys, you can use online tools like survey monkey or tellonym.me, or you can cooperate with external institutions and research institutes. We offer example questions for this survey as a separate spreadsheet on our website: <https://getinvolved-project.eu/selfmonitoring-tool>

Structural monitoring

What do we mean by structural monitoring?

The underlying idea in this dimension is to become aware of existing structures within your institutions that exclude groups – willingly or not.

We are aware of the lack of time within companies and schools. In addition to your everyday work, you might have already been involved in other evaluation or monitoring processes. For example, this can be part of an already existing quality management. Instead of causing additional paperwork, we would like you instead to collect data which you may already be evaluating. Facts and numbers draw a picture of your institution and may show you angles from which you have not viewed your institution yet. However, you can't draw solutions from plain data alone. You always have to correlate the collected data in order to develop action strategies.

Let's start

We would like you to start collecting existing data on all three levels (manager, staff and learner level) by which you earn an impression of the lived diversity within your institution. So, please have a look at the percentage distribution in the following aspects:

- Ethnicity/nationality
- Gender
- Degree of disability
- Age

Why should you compare the different levels?

To be able to map diversity and participation opportunities in concrete terms, it is necessary to distinguish between the levels of leadership, staff and learners. The basis of our project concept is raising awareness of exclusion on the one hand, and showing opportunities to actively shape our society on the other. In our society and in your institution, different hierarchies do exist which play an important role in decision-making processes. It begs the question if you can call yourself a diverse institution if the same group of people always act (mostly white, male & healthy persons) at the level where decisions are taken and where the structure and content of your work and training are negotiated. Therefore, especially in the structural monitoring, we like to compare the named three levels to be able to see if the most diverse groups are also represented within your institution and if they can actively participate in decision-making processes.

Let's have a look at your numbers

Now that you have an overview of the percentage regarding age, gender, ethnicity/nationality and the degree of disability, please compare the numbers and put them in relation with the help of these guiding questions:

Ethnicity/nationality:

- In total, do you have a quite high number of diverse ethnicities/nationalities within your institution? At first glance, this is a good sign, but what about the distribution of these numbers among the different levels? You should compare the numbers from the individual levels: can you measure diverse ethnicities/nationalities just among your learners or also among staff members and on the management level of your institution?
- Further, you should have a more detailed look at your staff: what are the positions held by your staff members with diverse origins? Are the numbers equally distributed among all positions and different types of jobs, or is it clear that they are mostly employed in “lower” positions?
- Additionally, widen your view and compare your numbers with other VET schools or companies. Do similar institutions in your region have the same numbers? Do you know if they are typical for your specific sector?

Looking at your numbers: What stands out? What do you think about it now that you see the results in black and white?



Gender:

- Regarding the numbers of gender distribution within your institution as well, you should compare the different levels of management, staff and learners. Can your learners see themselves represented among staff and management? Do you think they feel understood by you and your staff members regarding gender issues?
- In which positions are men, women or non-binary people employed in your institution? Who is performing which tasks, and how are the different genders paid?
- Additionally, widen your view and compare your numbers with other VET schools or companies. Do similar institutions in your region have the same numbers? Do you know if they are typical for your specific sector?

Looking at your numbers: What stands out? What do you think about it now that you see the results in black and white?



Degree of disability:

- Compare here the different levels as well: Are there pronounced differences between percentages? If yes, what reasons are possible for this? Maybe it is easier to lower the access barriers to work for staff members than learners? Or is it the other way around?
- Do you achieve a legally requested number of persons with a disability or even more?
- Do you create a work and learning space for persons with disabilities because it is legally required or does your institution live out inclusion actively?

Looking at your numbers: What stands out? What do you think about it now that you see the results in black and white?



Age:

- Compare here the different levels as well: Are there pronounced differences in percentage? Considering the field of VET, it will be no surprise that the youngest people within your institution will be found on the learner level. However, can you imagine that this could cause conflicts between trainers and learners or co-workers regarding different world views?
- Are younger people seen to be on equal footing with older members of your institution? What work and tasks do they have to fulfil? Do you really adjust to their competencies?
- Do you pay attention that teams are built with younger and older colleagues? Are you aware that different generations could learn from each other and this should sometimes be moderated sensitively?
- How do you support older colleagues? Are they still able to completely fulfil all tasks or are you adapting work?
- Are there enough young workers who could fill vacant positions when others are retiring?

Looking at your numbers: What stands out? What do you think about it now that you see the results in black and white?



Note

Within the concept of diversity, there are also the dimensions of religion/worldview and sexual orientation. We understand that these two dimensions are very personal and it is not always possible or desirable for employers to collect such sensitive data, especially when it comes to protecting marginalised groups and employees. Instead, we would like to invite you at this point to reflect on how open-minded you and your institutional structures are by answering the following questions:

- Do you live out an open culture in which people feel free to talk about religion and sexuality?
- Have you noticed harassment or discriminating jokes about these topics and if so, what are you doing about it?
- Do staff members confide in you regarding their private life or religion? And what about the learners? Do they maybe talk more openly?
- Does your institution or you personally support colleagues/learners who would like to establish an advocacy group which represents marginalised groups?
- Do you consider different religious holidays while planning shifts, rosters and lessons?
- Have you installed a quiet room where people can pray?
- In case you have your own canteen: do you consider different religious nutritional principles (e.g. kosher, halal, etc.)?

Further, when talking about diversity, it is also important to consider the dimension of social status. Studies demonstrate that social background still plays a major role in individual pathways: e.g. learners are more likely to attend a university when they also have parents with university diplomas. Career opportunities still depend on privileged parental homes.

In addition, this factor is difficult to outline as we usually do not collect data about our staff and learners that point out this topic. In any case, however, you still can reflect on your awareness of this by asking yourself the following questions:

- What do I know about the background of my staff members and learners?
- Do you offer special support or mentee programs for learners with disadvantaged backgrounds?
- Do you consider social status in your recruitment process?
- Are you aware that the application process can be particularly challenging for socially disadvantaged persons?

Attitude monitoring

Discussing inequalities, participation possibilities and privileges requires a high degree of self-reflection and awareness. To overcome discrimination and in order to be able to create a real democratic structure in which all of your staff and learners feel included, you should put your own attitude above all to the test. Since the basis of our project concept is to raise awareness of exclusion on the one hand, and show opportunities for participation on the other, we developed checklists to assess your attitude towards the categories of diversity, participation, further employee training and social engagement.

We are aware of different hierarchies in companies and VET schools, which is why we developed checklists for people working on a management level and for people on the teaching/training level who work more closely with learners. We are talking at this point about teachers and trainers because we are aware of the different VET systems in Europe. Some VET courses are performed mainly in schools, others instead in a dual system, in which learners work directly in a company. Please refer to the checklists and further reflection questions according to the needs of your organisation.

Further, we know that there are small institutions in which one person may perform different roles on the management level AND on the trainer level. In this case, we would like to encourage you to complete both checklists. Some questions may be similar but there are differences in the roles, which is why we are referring to different situations (e.g. behaviour towards staff and learners or general strategies, which are elaborated on management levels).

After every checklist, we offer further information and advice regarding the results you have achieved.

Please remember: This is not a test you have to pass. Take this tool as an opportunity for self-reflection and changes of perspective.

On the following pages, you will find the checklists for the management level. If you are a teacher or trainer, please continue on page 28.

Diversity



Management level





Diversity

Management level

Why is your institution engaged in VET and what values does your institution want to impart to learners?



How do you personally define the term “diversity”? Please note keywords that express your personal experience with diversity.





Checklist: Diversity

Management level

My own behaviour

- | | yes | no |
|---|--------------------------|--------------------------|
| I am able to recognise discriminating behaviour among staff and trainees. | <input type="checkbox"/> | <input type="checkbox"/> |
| I intervene when I am witnessing discriminating behaviour. | <input type="checkbox"/> | <input type="checkbox"/> |
| While speaking I use anti-discriminating language (e.g. gender awareness). | <input type="checkbox"/> | <input type="checkbox"/> |
| I am aware of my position in society (e.g. privileges I hold due to physical aspects or social status). | <input type="checkbox"/> | <input type="checkbox"/> |
| I am aware of my position within the school/company (e.g. decision-making power, rating others' performances). | <input type="checkbox"/> | <input type="checkbox"/> |
| I respect all training areas/fields of education as equal (e.g. artistic or social subjects have the same importance as sciences). | <input type="checkbox"/> | <input type="checkbox"/> |
| In my everyday work, I am aware that staff members and learners have other life circumstances and experiences. | <input type="checkbox"/> | <input type="checkbox"/> |
| I am open and curious towards other people. | <input type="checkbox"/> | <input type="checkbox"/> |
| My expectations towards staff members are the same when I am judging their performances – regardless of their gender, social background, nationality, age, etc. | <input type="checkbox"/> | <input type="checkbox"/> |

Basic conditions

- | | yes | no |
|---|--------------------------|--------------------------|
| Have you ever noticed if buildings/rooms within your institution are accessible for handicapped people? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you ever paid attention to whether toilets are accessible for handicapped people? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you ever thought about whether toilets are safe for non-binary or trans people? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can hearing or seeing-impaired persons follow lessons and work instructions at your institution? | <input type="checkbox"/> | <input type="checkbox"/> |
| When planning your shifts or lessons, do you consider public transport connections? | <input type="checkbox"/> | <input type="checkbox"/> |
| When planning shifts or lessons, do you consider opening hours of child-care facilities? | <input type="checkbox"/> | <input type="checkbox"/> |
| When planning shifts or lessons, do you consider multi-religious/intercultural holidays? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you pay attention to creating safe spaces ¹ for all? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you offer equal pay and equal working conditions? | <input type="checkbox"/> | <input type="checkbox"/> |

Institutional strategy

- | | yes | no |
|---|--------------------------|--------------------------|
| Does your institution have a mission statement including the topic of diversity? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you accept anonymised applications? | <input type="checkbox"/> | <input type="checkbox"/> |
| Does your institution have an inclusion strategy? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have diversity/inclusion management officers or ombudspersons in case of conflict? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there guidelines for cases of conflicts or discrimination? | <input type="checkbox"/> | <input type="checkbox"/> |

¹Safe spaces are both analogue and digital spaces where people with similar experiences of discrimination and marginalisation can retreat to share their experiences, organise and empower each other. However, it is often rightly pointed out that even safe spaces are not free of power structures within the discriminated group. Alternatively, the term safer spaces is introduced to emphasise that these are only spaces that are safer than public spaces. Cf. Ommert, Alexandra (2016). Ladyfest-Aktivismus: Queer-feministische Kämpfe um Freiräume und Kategorien. Bielefeld: Transcript Verlag, p. 198.



Results: Diversity

Management level

Please note those aspects in the checklist above that surprised you. How did they match with your personal definition of diversity above?



My own behaviour

If you answered more than five aspects with yes, you already seem to be aware of the different backgrounds the colleagues and learners in your institution have.

Congratulations! Awareness is the first step we need to take when we would like to create equal opportunities. Opportunities are linked to certain privileges people have in our society – and these privileges are linked to our social background, gender, health or skin colour. Creating a democratic learning space needs, more than anything else, a personal attitude and a non-biased view of our staff members and learners. Discussing diversity and discrimination can be quite sensitive, and especially privileged, non-discriminated people often feel offended and tend to deny their discriminating behaviour. The truth is: we are all socialised with certain stereotypes, which we carry with us – even unconsciously and unwillingly.

At this point, it is really important to be honest with yourself. A non-biased² view of your staff and learners requires continuous reflection on our own images and behaviour, which is why it is also important to build a diverse team (have a look at your numbers from the structural monitoring). Staff members from diverse and marginalised groups may have other experiences than you and can help to create a more open

and democratic institution. A diverse team helps us change our point of view and become aware of structural inequalities in our learning and work space.

Don't forget that you are a role model. Your learners will relate in another way to your institution if they feel seen and represented.

Further reflection on power and your position in society:

In the checklist above, some questions pertained to your awareness of your position in society, which is also dependent on physical aspects, education or social status. There is one exercise which visualises nicely which aspects are mainly seen negatively in our society and therefore leads to discrimination. The following graphic, the so-called power flower, names some of the existing differentiating categories. Privileged groups are written in the small blossoms next to the inner circle, and in the outer ones discriminated groups are named. Some are already filled out to give an example. Please continue naming the two groups for the other categories as well, and then colour in the blossoms to which you personally belong.

What does your power flower look like? What parts did you mainly colour and what privileges do you have?



Note

The power flower is borrowed from a workshop exercise. It deliberately depicts the differentiation categories in this dualistic way in order to show participants, on the one hand, that such dualistic thinking is not appropriate to the diverse reality. On the other hand, it reveals that the division of power is still based on such dualistic thinking and does not include diverse contexts.³ We are using the graphic at this point as an instrument of visualisation and reflection for you.

²Anti-bias is a practice concept that is critical of discrimination and power. It concerns dealing with diversity and difference in a prejudice-conscious way on the basis of commonalities and actively working for social change. The approach was developed by Louise Derman-Sparks and Carol Brunson-Phillips.

³<https://www.mangoes-and-bullets.org/wp-content/uploads/2015/02/8i-Power-Flower.pdf> developed by Anti Bias Werkstatt Berlin

Basics conditions

The above-explained personal attitude is one thing, but structural opportunities are another. If you answered at least five aspects in this category with yes, you are already making an effort to include diverse people into your working and learning environment. That's great!

Are there certain aspects that surprised you and that you haven't thought of yet?

For example: When we talk about disabled people, we most often think of persons in wheelchairs or with obvious physical handicaps. But do you realise that there are also a lot of structural aspects for hearing-impaired or visually handicapped people that should be taken into consideration regarding our structures?

The described basic conditions enable marginalised groups to participate in your working and learning environment and to feel safe within your institution.

We know that construction measures can be quite expensive, but there are possibilities to find solutions. There are foundations that offer consulting or funding programmes. A first step should be to involve those people in your

institution who are affected by structural conditions and ask them. There are also associations which offer inspection of buildings with advice on changes.

Structural barriers are not just constructional matters but also those which arise from circumstances of the work organisation. Have you ever checked public transport connections or do you organise carpooling? Often employers argue they want to treat everyone the same, which is why every colleague should do all shifts. While this is an honourable attitude, the truth is: people do not have the same opportunities or resources. Some learners can rely on their families or borrow cars, others might just be new in town without a social network to support them. The same applies to (single) parents. The organisation of work and child care is a big challenge. In order to keep your learners and professional staff attracted to your institution, you should become aware of structural barriers in your institution and work on solutions together with your team.

The most important thing is to involve those groups who are affected – listen to their ideas and advice.

Institutional strategy

If you answered more than two questions with yes, it seems you are already familiar with diversity management and took long-term action to create an inclusive learning and workspace.

Especially larger companies or public institutions have diversity management and are working on more inclusive organisational structures. In contrast, SMEs may feel a bit overwhelmed by the term inclusion strategy: they are often lacking time and personnel resources to elaborate in-depth statements or strategies. At this point, we would like to underline that it is not necessary to produce documents with innumerable pages.

You already did the first step by using this tool. Have a look at your results in structural and personal monitoring – what conclusions can you draw for your institution?

Start simple: note down in bullet points those topics you would like to work on, those you would like to learn more about and those for which you might need to involve external consultants.

Ask yourself where you might find advice and help: Are there business associations or other networks you are involved in? Can you cooperate with advocacy groups to work on certain topics together?

For example, regarding the recruitment process in your institution – if you noticed an imbalance of female or migrant staff members (or learners) you can look for initiatives which support the integration of migrants into the labour market or have special programmes to attract women (e.g. for more female workers in the craft sector).

You could install a mentoring programme in your institution or cooperate with others, or you could organise for your team fixed training on the topic (see also our #GetInvolved Trainer Workshop).

Keep in mind: In this area as well, we strongly advise involving your staff members and learners. Their different backgrounds will provide you with input and ideas. You could also set up a working group or a person responsible who can work on the topic of diversity in your institution.

Please note those aspects from the results above which you would like to continue working on:





Checklist: Participation

Management level

My attitude & behaviour

yes no

- I am aware that my professional position includes power that other colleagues don't have.
- I am familiar with power structures in decision-making processes.
- I collect feedback from all staff members and trainees equally, regardless of their background.
- I consider the opinions and input of staff & learners when making decisions.
- I am a member of an advocacy group, trade union or lobbying association regarding my work.
- I believe that institutionalised participation bodies have an impact.
- I think decision-making bodies should include diverse groups of people in our institution.
- Participation is more than taking part in elections & institutionalised bodies.
- I personally support advocacy groups (or trade unions) in my institution (e.g. trainee/students representation, staff councils, etc.).

My attitude towards staff & learners

yes no

- When possible, I inform staff members transparently about how decisions are made which affect them or our institution.
- I am in favour of reflection structures like collegial advice, supervision, team meetings, etc.
- At my institution we have established a safe feedback space for staff and learners (e.g. anonymous online feedback, wall for wishes, etc.).
- I support working groups of staff members that can elaborate certain topics or structures.
- I develop rules & regulations together with colleagues and learners
- I am fine with staff or learners implementing ideas and projects autonomously.
- I pay attention to equal speaking time in meetings.
- I pay attention to speaking order in meetings/conversations.
- I encourage staff members and learners, especially from disadvantaged groups, to express/share their opinions.

Structures

yes no

- There is a staff council or lobbying group at my institution.
- There is a learners' council or lobbying group at my institution.
- There is a representative of marginalised groups (e.g. handicapped or migration council/spokesperson) in my institution.
- Above mentioned councils and representatives have actual rights of decision.
- Persons engaging in representation councils (staff or students) are provided with free hours to be able to fulfil this work.
- Representation groups (or councils) receive resources such as room & time.
- Representation groups (or councils) have decision rights on important strategies and organisational questions regarding our institution.



Results: Participation

Management level

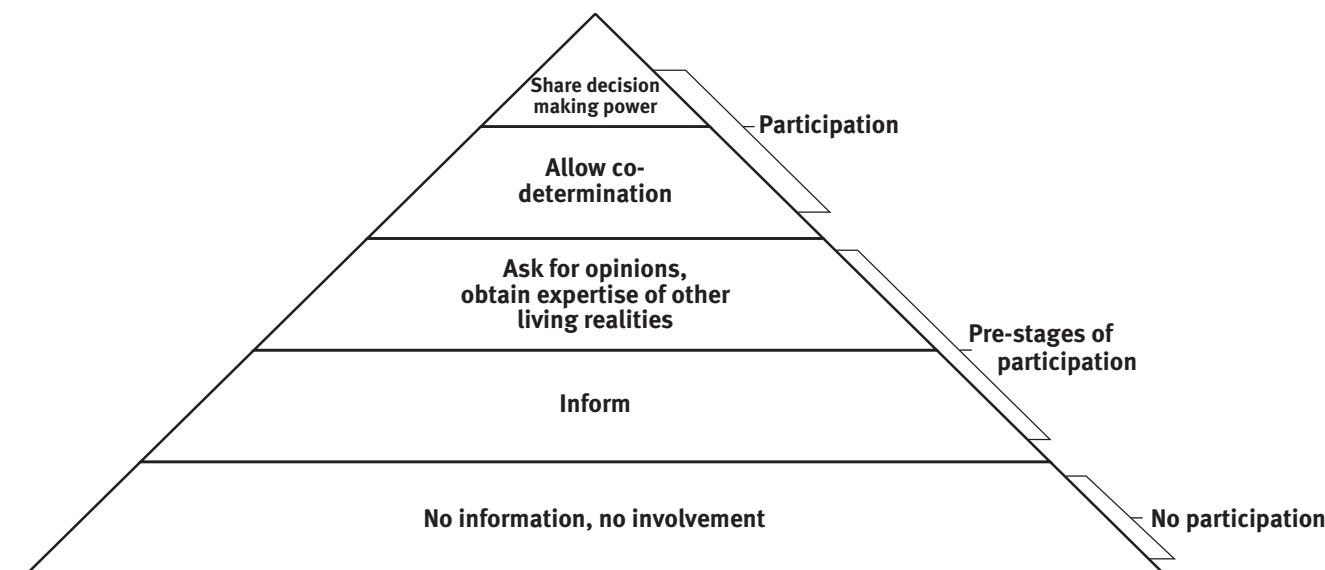
The chapter of participation deals with the way that you allow your learners and staff members to participate in decision making processes within your institution.

which shows that people who are not informed about decision-making processes are excluded from the beginning.

What are decision-making processes?

We take decisions constantly in our private and professional life. When it comes to educational and workplace environments, decision making touches on general management processes, learning content, designing buildings or classrooms, the definition of salary, working hours or timetables, how to fulfil a task, or simply the organising of team or class events – just to name a few examples.

There are many different theoretical concepts of participation; here we would like to present the model of Straßburger & Rieger.⁴ You can see in the graphic below that there are different levels of participation. It becomes clear that just informing people or asking for opinions is no real participation but instead pre-stages of it (in other concepts they are even called alibi-participation). In any case, information and opinion evaluation is an important step in decision-making and offering participation opportunities. The lowest level is the No participation level,



After taking a look at the graphic above, please note the level of participation which mostly exists in your institution and also note where and when decisions are taken:



We are aware that not all institutions have the same conditions in terms of the autonomy. In particular, schools might be bound to dictated administrative structures. Due to these legal structures, you might not be able to answer some aspects with yes although you would like to. However, we would like you to think about what is needed to gain more freedom in decision-making and to install appropriate structures within your organisation.

⁴<http://www.partizipationspyramide.de/>

My attitude & behaviour

By answering at least four questions with yes, participation seems to be quite important for you. Maybe you are engaging in work-related groups or associations to move things also on a “higher” level in addition to your own institution. Beside these institutional forms of participation, there are other ways to get involved in the social decision and formation processes. The guiding question is: where can you interfere to make a change?

It is clear that in this field as well, personal attitude plays an important role in creating participation opportunities for others and functioning as a role model.

Creating opportunities to involve your staff and learners means also sharing power. Are you aware of the existing power structures within your institution and their influence on the organisation of your work and learning space? Be aware of the power you have just by your position on a management level. Staff and learners are depending on you and your judgement of their performance.

What hierarchies (also invisible) exist in your institution and what does this mean for the free expression of opinions among your staff and learners? Can you imagine that they might express views which they think are seen positively by you or other supervisors?

Did you answer less than four times with yes? What do you think is the reason for this? One possibility may be that you yourself are not quite convinced of having an impact by participating in decision-making processes. If this is the case, you should question how you are signalling this to staff and learners. If you do not see possibilities to make a difference by participation, what can you convey to staff and learners, especially knowing that they might have even less participation and decision possibilities than you?

Another (and quite large) possibility is that you are naturally involved in decision-making processes, which is why you may not feel the need to engage in special steps. If you have the privilege to sit at the table of decision-makers, you may not be aware of possible barriers to partic-

ipation. In this case, we would like to invite you to reflect on decision procedures affecting you personally or at work, and question why you may take some for granted and how do you feel about topics in which you can't participate.

My attitude towards staff & learners

This field expresses your openness towards the input of your staff members and learners. If you answered at least four times with yes, you value the feedback and ideas that occur during work and lessons. Have a deeper look at your answers: Do you inform others about the decisions you take, or do you share power and responsibility and let others decide with you? In which situation can you actively encourage others to promote an inclusive experience of participation?

We find invisible power structures everywhere, even in the smallest company or classroom. Be aware that there are hierarchies in your learning or workspace as well which are not always coming from supervisor-staff relations but may be set by society. You encounter this, for example, by structuring team meetings. Have you ever paid attention to speaking time or speaking order? Often persons from disadvantaged groups are holding back and leave the turn-taking to others, which may be explained by personal experiences of discrimination or simply represents deep-rooted structures within our society. Who normally takes over the lead in discussions in your company or school? In order to create equal opportunities, structure team meetings by giving the same speaking time to all participants and specify speaking order: alternate female and male speakers, migrants and nationals, young and older colleagues, etc. This way you are able to break existing hierarchies and create more participation opportunities.

Structures

The checklist regarding participation structures mainly cites forms of counselling and working groups within your institution. These are permanently established bodies that have some (or some more) influence. But have a closer look at them: who is part of them, and does the engagement in these bodies reflect the actual diversity and interests of your staff members and learners? What influence do they actually have? Can they impact truly important change, especially in topics important to them?

Particularly schools or larger companies have these above-mentioned bodies in place because it is possible for them to establish these structures and there might be a sufficient number of persons who can participate in these bodies. However, you should not lean back and think you offer enough participation possibilities by establishing institutional bodies. These bodies should be able to decide on important measures that affect the people they represent. Further, staff and learners, who are engaging in these bodies, should be provided with time and other

resources (e.g. rooms). Mostly it is volunteer work that they do on top of their normal workload and we should recognise their efforts.

On the other hand, for small enterprises with just a few learners and staff members, it makes less sense or is simply impossible to establish institutional councils with co-determination rights. How can they firm up institutionalised forms of participation? “Structures” can be also regular team meetings with learners and staff members, defining fields of work/learning that, for example, are managed just by learners; involve them in decisions with a real vote. Often it is even easier to create real participation in smaller institutions, since the hierarchies are flat and learners are involved in more processes simply due to the fact that “work needs to be done” and they are gaining more insights into different aspects of the general organisation.

No matter what form your institution has, always ask yourself: Where can you share responsibilities and make it possible for all to participate actively in the development of your company or school?

Please note which aspects you would like to keep working on:





Checklist: Further employee training

Management level

Terms

yes no

I am familiar with the term “allyship”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “gender pay gap”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “othering”.	<input type="checkbox"/>	<input type="checkbox"/>
I know the term “ableism”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “intersectionality”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “empowerment”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the current discourse on democratic and civic education.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with power structures in society.	<input type="checkbox"/>	<input type="checkbox"/>

Individual further training

yes no

I have taken part in further training on conflict management or mediation.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on social competences.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on communication skills (e.g. non-violent communication).	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on diversity aspects (e.g. anti-discrimination).	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in intercultural training.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on civic education.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on media literacy, fake news and how to react to conspiracy myths.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on human resource development.	<input type="checkbox"/>	<input type="checkbox"/>

The role of further training in my institution

yes no

It is important for me that my staff participates regularly in further trainings.	<input type="checkbox"/>	<input type="checkbox"/>
Our institution actively encourages employees to take part in further training on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>
Our institution provides in-house trainings, in order to reach the largest possible number of staff members.	<input type="checkbox"/>	<input type="checkbox"/>
For me, further training on social or democratic competences is just as important as further training on professional competences.	<input type="checkbox"/>	<input type="checkbox"/>
If staff members wish to take part in further trainings, I support them.	<input type="checkbox"/>	<input type="checkbox"/>
Our institution offers funding of further training for staff members, when requested.	<input type="checkbox"/>	<input type="checkbox"/>
Our institution enables time off for further training on democratic/social topics.	<input type="checkbox"/>	<input type="checkbox"/>
I pay attention to whether staff members participate in further training on civic education, intercultural competence, communication or conflict management, etc.	<input type="checkbox"/>	<input type="checkbox"/>
I take care that employees who took part in further trainings, are active as multipliers within my institution to share newly learned skills and topics with everyone.	<input type="checkbox"/>	<input type="checkbox"/>



Results: Further employee training

Management level

Terms

If you answered at least four questions with yes, you seem to be up to date with actual discourses regarding the anti-bias approach such as the concept of diversity. Creating a conscious language helps to express your awareness towards these topics and demonstrates to affected persons that you know about certain problems.

Are there some terms you have not heard about yet? No problem. Take this as an opportunity to look them up and get to know what topics they cover. No one expects you to become an expert in every field mentioned in this tool. Instead, take it as an invitation to become aware of new aspects and perspectives. Which topic would you like to learn more about, and which terms can you bring into discussions with your staff members and learners?

Terms

- **Allyship** describes active solidarity of a privileged person with people from a socially oppressed group through concrete actions.
- **Othering** describes the distancing and differentiation from other groups in order to confirm one's own “normality”.
- **Ableism** is discrimination against people with disabilities or who are perceived to be disabled or mentally impaired.
- The concept of **intersectionality** describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects.⁵

⁵ Resource: <https://www.intersectionaljustice.org/what-is-intersectionality>

⁶ <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>

⁷ <https://getinvolved-project.eu/train-the-trainer-workshop>

Individual further training

In order to develop a democratic atmosphere and attitude at the work and learning space, it is important to enhance staff members and yourself with the necessary competencies. But what are exactly democratic competencies and how could people be trained in them? In addition to training that raises awareness for social privileges and power structures, we also count communication, diversity, conflict management or intercultural competencies as important for a democratic interaction at work. Further, we are convinced that on a management level, it is also important to have knowledge of human resources development – a democratic atmosphere of an institution is closely linked to thoughtful and transparent organisational development.

Did you answer four or more questions with yes? Then you seem to be able to create an open and democratic atmosphere at work. You are eager in qualifying yourself not only in professional competencies related to your concrete field of work but also in so-called social skills. Think about areas where you lack training. Are there some fields you could improve? In this case, and if you answered less than four points with yes, we invite you to have a look at the Reference Framework of Competences for Democratic Culture developed by the Council of Europe.⁶

Furthermore, we recommend taking part in the Train the Trainer Workshop we developed within the #GetInvolved project.⁷ During this workshop, you will especially become aware of inequalities and social privileges. Additionally, you will get to know methods of empowerment and develop action plans.



Social engagement

Management level

The role of further training at my institution

In addition to your own qualification and training, you should emphasise the training of your staff members as well.

In order to become a democratic institution, you need to build up the necessary competencies on all levels: management, teacher/trainer and learners.

In this checklist, you should reach a score of at least five yes responses in order to be able to call yourself a capacity-building institution.

The development of your organisation also includes the development of your staff members, as they represent an essential pillar in your system. You should provide the needed resources for training in social skills in the same measure as training in professional skills.

On the one hand, this includes openness towards your staff and learners, when they wish

to qualify in specific sectors. On the other hand, it means that you should actively send staff to trainings, such as those listed above. Of course, this means also providing time and financial resources to allow as much training as possible.

We are aware that this can be quite challenging, especially for SMEs, where manpower is needed and financial options are not always available. Hence, we would like to encourage you to research financial funding regarding further employee training. For example, there are programmes funded by the European Social Fund that especially support SMEs. Furthermore, look for publicly funded projects (like #GetInvolved) or institutions and information centres that are offering further training for free or for a minimal fee.

Please note down those aspects from the results above which you would like to continue working on:

Please note spontaneously what activities you count as social engagement:

My own attitude and behaviour

	<i>yes</i>	<i>no</i>
Social engagement is important for me.	<input type="checkbox"/>	<input type="checkbox"/>
I would like to have more time for volunteer work.	<input type="checkbox"/>	<input type="checkbox"/>
In my private life, I am involved in volunteer work in an association (sports club, soup kitchen, neighbourhood assistance, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
I like donating to "good causes".	<input type="checkbox"/>	<input type="checkbox"/>
I am involved in volunteer work that is freely and individually organised (helping the elderly, mentorships, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
I regularly sign petitions.	<input type="checkbox"/>	<input type="checkbox"/>
I regularly join protest marches.	<input type="checkbox"/>	<input type="checkbox"/>

Institutional engagement

	<i>yes</i>	<i>no</i>
My school or company is engaged in social projects.	<input type="checkbox"/>	<input type="checkbox"/>
I personally support social projects in my institution (e.g. with manpower, finance, networking, administrative regulations, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
I enable staff and learners to implement social projects within our institution.	<input type="checkbox"/>	<input type="checkbox"/>
I allow time off for social commitment.	<input type="checkbox"/>	<input type="checkbox"/>
Our institution honours staff who do a lot of volunteer work.	<input type="checkbox"/>	<input type="checkbox"/>



Results: Social engagement

Management level

We added the category of social engagement because we are convinced that democracy is happening mostly through our daily interactions. By getting together with others and agreeing on joint activities, we learn how to work with other opinions and behaviours. Engaging socially means also learning new competencies, be it organisational skills or social ones. You could also combine the teaching of professional competencies in VET by engaging in social projects.

By meeting people in other contexts, we are gaining new perspectives of life and are confronted with other life circumstances that promote democratic values like openness, respect, civic-mindedness or responsibility (to name just a few).

True to the project motto get involved, social engagement is a threshold possibility for everyone to help shape our society – even for those who have turned away from institutionalised forms of participation.

Social engagement appears in the most diverse forms. What kind of activities did you mainly think of when you hear the term?

It doesn't always have to be the commitment in socially sensitive fields. Most people who are engaged in volunteer work are doing this in fields that reflect their private interests, such as in sport or culture by coaching teams or organising theatre performances, exhibitions, etc.

It is important to value every engagement as equal – some activities may not be seen as traditional charity work, but these individuals are offering public meeting places and are creating civic society in this way.

My own attitude and behaviour

The rule of the importance of role models also applies in this field, as the above described advantages of social engagement are valid as well for you. Through your commitment in social projects you, too, are gaining new competencies and innovative approaches that you can bring into your work.

When asked about your personal engagement, what did you think of first and what are you mainly doing? Is your engagement work-related or are there private activities you have not thought of immediately because it does not feel like volunteer work?

In this category, we do not want to ask specifically the number of questions answered with yes to avoid the impression there is good and bad commitment. People have the most diverse reasons to get involved in social engagement, or to refrain from it. On top of work, there are also private obligations and not everyone can bring in pure manpower. Everybody should get involved according to their possibilities regarding personal, financial and time-based resources.

That being said, we would like to ask you to ask yourself: What could you do? Where could you get involved? Can you draw on your own experience to support your staff or learners accordingly when they are presenting their own ideas of social commitment?

Are you driving forward social projects because you are convinced of their impact or are you doubting engagement and therefore you may pull back your personal support?

Institutional engagement

Private engagement is one thing, institutional engagement is another. If you answered at least three points of the checklist above with yes, you may already see the possibilities and importance that come with conducting social projects or initiatives. Besides furthering a good cause, you create a positive image for your institution, which attracts staff and learners. Further, you enable them to advance their competencies – which they can bring back into their work and learning situations. By engaging in volunteer work, people are experiencing how to meet challenges and thereby developing self-confidence in their own abilities.

In case you answered fewer points with yes: there are various ways you could install social engagement within your institution or rather how you can convey the important role of commitment in our society.

In addition to organising your own activities, you can start with structural support. By allowing time off for volunteer commitment or providing facilities like rooms, materials, etc. you are already recognising the engagement of your staff and learners. The appreciation of these activities should not be neglected. For example, you could start with an internal honouring of people who are engaged in a special way and advertise an internal prize.

If you are short on ideas of how you could implement social engagement within your institution, you can have a look at our “Guide for learners’ competitions”, which we also developed during the #GetInvolved project.⁸ It lists some important methods that are useful for the implementation of your own projects. Here you find not only advice on how to get ideas and choose the right topic but also on how to build and motivate a team, and how to plan and organise your initiatives.

Please note down those aspects from the results above which you would like to continue working on:



⁸<https://getinvolved-project.eu/learner-competitions-manual>



Monitoring of the own attitude

Teacher/Trainer Level



Diversity

Teacher/Trainer Level

What was my motivation to become a trainer/teacher, and what part of that still holds true for me today?



What shapes the way I look at my learners? Which of them can I connect with more easily?



What are the values that guide my view of learners? What do I want to teach them?





Checklist: Diversity

Teacher/Trainer Level

My own behaviour

yes no

- I am aware of my position in society (e.g. privileges I am holding due to physical aspects or social status).
- I am aware of my position within the school/company (e.g. decision-making power, rating other's performances).
- I am able to recognise discriminating behaviour among my learners.
- When I recognise discriminating behaviour among my learners, I intervene.
- I address learners equally, in an unbiased way, regarding their different backgrounds (gender, disability, migration, social standing, etc.).
- I question my assumptions and expectations towards my learners regarding their different backgrounds (gender, social status, migration, etc.)
- My expectations towards my learners are the same when I am judging their performances – regardless of their gender, social background, nationality, etc.
- When speaking, I use an anti-discriminating language (e.g. gender awareness).

Methodology

yes no

- I explain facts in various ways so all different learners can find points of reference.
- When speaking, I avoid biased language and stereotyped examples.
- I prepare written assignments for my learners in nonbiased language.
- Pictures or illustrations that I am using represent people from diverse backgrounds.
- In my learning materials, people are not represented in stereotyped roles.



Results: Diversity

Teacher/Trainer Level

Please note those aspects in the checklist above that have surprised you. How did they match with your personal motivation described in the beginning?



My own behaviour

If you answered more than 5 aspects with yes, you already seem to be aware of the different backgrounds the colleagues and learners in your institution have.

Congratulations! Awareness is the first step we need to take to create equal opportunities. Opportunities are linked to certain privileges people have in our society – and these privileges are linked to our social background, gender, health and skin colour.

Creating a democratic learning space requires, more than anything else, a personal attitude and a non-biased view of our colleagues and learners.

Discussing diversity and discrimination often is quite sensitive, and especially privileged, non-discriminated people feel offended and tend to deny their discriminating behaviour. The truth is: we are all socialised with certain stereotypes, which we carry with us – even unconsciously and unwillingly.

At this point, it is really important to be honest with yourself. A non-biased⁹ view of our learners needs continuous reflection on our own images and behaviour, which is why it is also important to build diverse learning groups (have a look at your numbers from the structural monitoring). Learners from diverse and marginalised groups may have other experienc-

es than you have, and can help to create a more open and democratic institution. Diverse teams help to change the point of view and become aware of structural inequalities in our learning and workspace.

Don't forget that you are a role model. Your learners will relate in another way to your institution if they feel seen and represented.

Further reflection on power and your position in society:

A further reflection on power and your position in society: In the checklist above, some questions pertained to your awareness of your position in society, which is also dependent on physical aspects, education or social status. There is one exercise which visualises nicely what aspects are mainly seen negatively in our society and therefore leads to discrimination. The graphic below, the so-called power flower, names some of the existing differentiating categories. Privileged groups are written in the small blossoms next to the inner circle, and in the outer ones discriminated groups are named. Some are already filled out to give an example. Please continue naming the two groups for the other categories as well, and then colour in the blossoms to which you personally belong.

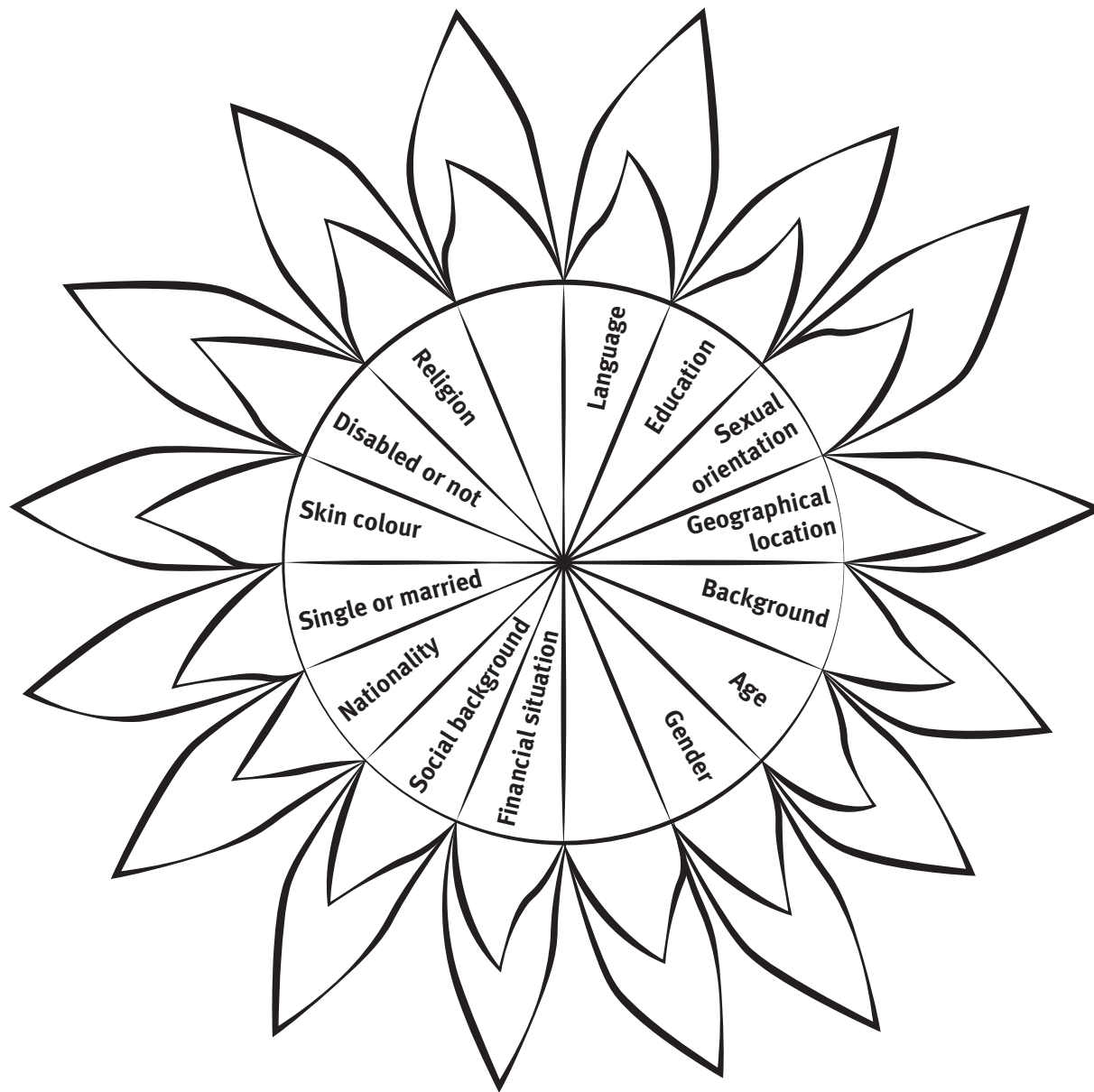
What does your power flower look like? What parts did you mainly colour in and what privileges do you have?

⁹Anti-bias is a practice concept that is critical of discrimination and power. It concerns diversity and difference in a prejudice-conscious way on the basis of commonalities and actively working for social change. The approach was developed by Louise Derman-Sparks and Carol Brunson-Phillips.



Results: Diversity

Teacher/Trainer Level



Note

The power flower is borrowed from a workshop exercise. It deliberately depicts the differentiation categories in this dualistic way in order to show participants, on the one hand, that such dualistic thinking is not appropriate to the diverse reality. On the other hand, it reveals that the division of power is still based on such dualistic thinking and does not include diverse contexts.¹⁰ We are using the graphic at this point as an instrument of visualisation and reflection for you.

¹⁰ <https://www.mangoes-and-bullets.org/wp-content/uploads/2015/02/8i-Power-Flower.pdf> developed by Anti Bias Werkstatt Berlin

Methodology

Gaining awareness of inequalities within our society is often not easy for us. Decades or even centuries of socialisation have created a certain perspective from which we are looking at society, even when we ourselves may not be affected by discrimination and exclusion. This makes it all the more important to break this cycle of socialisation and widen our own and the learners' views. We can have an important influence on this through our teaching methods. Did you ever pay attention to your learning materials or the way you are speaking? If you answered at least three aspects in the checklist with yes, you already seem to make an effort to present various life circumstances in your lessons or training.

If you answered less than three times with yes, don't worry! It is easy to make changes regarding your training/teaching methods once you are aware of potential pitfalls.

Why should we pay attention to the way in which people are represented in our learning material and how we describe situations to our learners?

Firstly, all types of learners should feel seen and represented. By using stereotypes in our material and language, we are reproducing discriminating narratives, which cause recurring feelings of exclusion and worthlessness among marginalised groups.

Secondly, a conscious choice of material represents more life circumstances, which widens the perspective of our learners and may offer them new pathways that they would not have thought of as their own.

Thirdly, we should pay attention to the way we speak and write because our perception, our way of thinking and our lived reality are influenced by language. Language conveys social values and norms and reproduces them. This part asks a lot of self-reflection from you. Find ways to observe yourself: open a dialogue with your learners and colleagues, ask them to pay attention and give feedback on how you speak or what kind of stereotypes you use to describe situations. This way you also involve potential marginalised persons and they can teach you how they refer to themselves.



If you are looking for further information or images you can use regarding the topic of a more diverse representation in learning material, take a look at these websites:

Database: <https://gesellschaftsbilder.de/>

Guidelines: <https://www.uni-frankfurt.de/66760835/Diversitaetssensible-Mediensprache.pdf>

Project: <https://bilderimkopf.eu/home/kinder-und-jugendmedien/>

Conscious language: <https://www.fu-berlin.de/sites/diversity/antidiskriminierung/sprache/index.html>

Please note down aspects from the results above which you would like to continue working on. Are your initially noted values and motivation still valid for your teaching and training?





Participation

Teacher/Trainer Level

My own attitude & behaviour

yes no

- I am generally familiar with power structures in decision-making processes.
- It is important for me to hear the needs and requests of my learners.
- I consider the opinions and input of colleagues & learners when taking decisions.
- I am a member of a trade union or another kind of advocacy group or lobbying association regarding my work.
- I believe that institutionalised participation bodies have an impact.
- I think decision-making bodies should include diverse groups of persons in our institution.
- Participation is more than taking part in elections & institutionalised bodies.
- I personally support advocacy groups (or trade unions) at my institution (e.g. trainee/students representation, staff councils, etc.).

My attitude towards learners

yes no

- I inform learners transparently about the way I took a decision and why I assigned them a certain task.
- I give learners the possibility to work independently on (their own) projects.
- I create space and time for learners to express needs and opinions.
- Together with my learners, I develop rules for co-operation.
- I create a safe and anonymous feedback space for my learners.

Training situations

yes no

- I promote group work and democratic decision making.
- During group work I make sure that all learners take over alternately different roles and functions.
- I collect feedback from all trainees equally, regardless of their background.
- I pay attention to ensure learners from disadvantaged groups are seen equally.
- I pay attention to equal speaking time and order.
- I motivate specifically learners from disadvantaged groups to participate.
- When possible, I take decisions about how to carry out work together with my learners.



Results: Participation

Teacher/Trainer Level

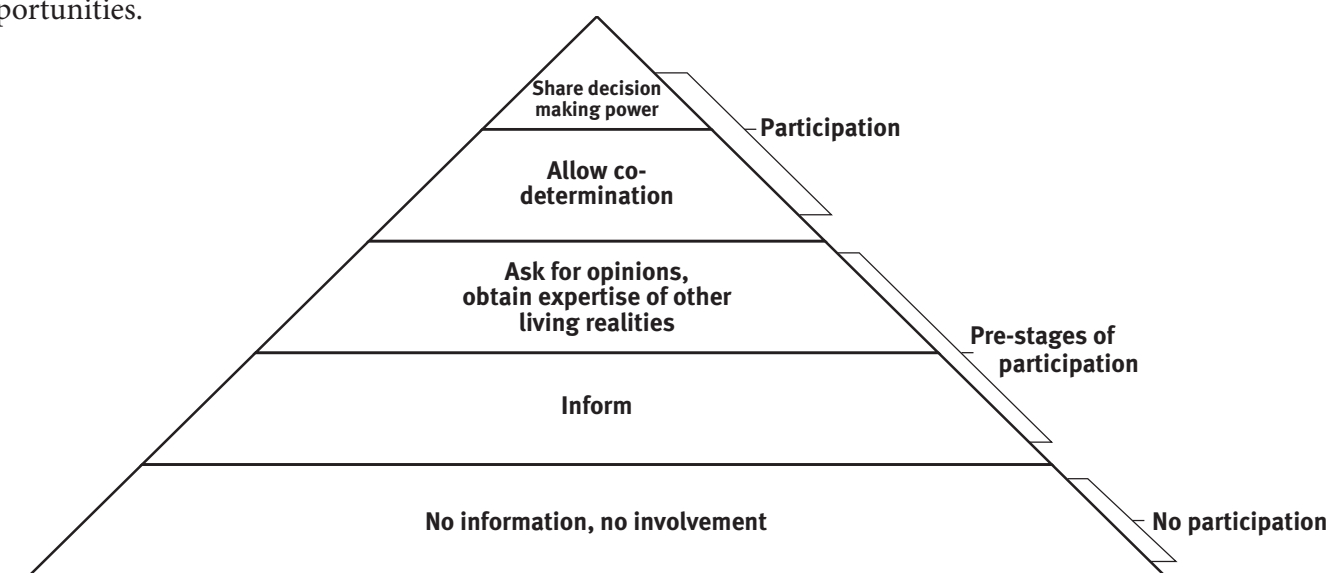
The chapter of participation deals with the way that you allow your learners to participate in decision-making processes within educational settings.

There are many different theoretical concepts of participation; here we would like to present you with the model of Straßburger & Rieger.¹¹ You can see in the graphic below that there are different levels of participation. It becomes clear that just informing people or asking for opinions is not real participation but instead pre-stages (in other concepts they are even called alibi-participation). However, information and opinion evaluation is an important step in decision-making and offering participation opportunities.


The lowest level is the No participation level, which shows that people who are not informed about decision-making processes are excluded from the beginning.

What are decision-making processes?

We take decisions constantly in our private and professional life. When it comes to educational and workplace environments, decision making touches on general management processes, learning content, designing buildings or classrooms, the definition of salary, working hours or timetables, how to fulfil a task, or simply the organising of team or class events – just to name a few examples.



Referring to the image above:
What level of participation mostly exists in your learning environment?



¹¹ <http://www.partizipationspyramide.de/>

Own attitude & behaviour

If you answered at least four questions with yes, participation seems to be quite important for you. Maybe you are engaging in work-related groups or associations to move things also on a “higher” level in addition to your own institution. Besides these institutional forms of participation, there are other ways to get involved in the social decision and formation processes. The leading question is: where can you interfere to make a change?

You can see that in this field as well, personal attitude plays an important role in creating participation opportunities for others and functioning as a role model.

Creating opportunities to involve your staff and learners means also sharing power. Are you aware of the existing power structures within your institution and their influence on the organisation of your work and learning space? Be aware of the power you have just by your position of leading the training. Learners are depending on you and your judgement of their performance.

What hierarchies (even invisible ones) exist in your institution and what does this mean for the free expression of opinions among your learners? Can you imagine that they might express views which they think seen positively by you or other supervisors?

Did you answer less than four times with yes? What do you think is the reason for this? One possibility may be that you yourself are not quite convinced of having an impact by participating in decision-making processes. If this is the case, you should question what this signals to your learners. If you do not see possibilities to make a difference by participation, how can you convey this importance to young people, especially knowing that they might have even less participation and decision possibilities than you do?

Another (and quite large) possibility is that you are naturally involved in decision-making processes, which is why you may not feel the need to engage in special entities. If you have the privilege to sit at the table of decision-makers, you may not be aware of possible barriers to

participation. In this case, we would like to invite you to reflect on decision procedures affecting you personally or at work and question why you may take some for granted and how do you feel about topics in which you can't participate. Can you relate to the situation of your learners?

My attitude towards learners

This field expresses your openness towards the input of your learners. Do you value the feedback and ideas that occur during work and lessons? Take a closer look at your answers: do you inform others about the decisions you take, or do you share power and responsibility and let others decide with you?

In which situation can you actively encourage others to promote an inclusive experience of participation?

Which structures or requirements of your VET system may prevent you from granting your learners more decision-making power? Is there really no possibility to change those systemic barriers or could you find individual solutions for your institution? Think creatively and discover your own path together with your learners. Maybe you could develop an innovative approach and design lessons or training situations differently and still meet the requirements of official learning programmes. You may be bound to educational content but are free to establish more project work or try different methods.

Training situations

We find invisible power structures everywhere, even in the smallest company or classroom. Be aware that there are hierarchies also in your learning or workspace which are not always derived from supervisor-staff relations but may be imposed by society. You encounter this, for example, by structuring discussions and observing the way learners perform group work. Have you ever paid attention to speaking time or speaking order? Often persons from disadvantaged groups are holding back and leave the

turn-taking to others, which may be explained by personal experiences of discrimination or simply represents deep-rooted structures within our society. Who normally takes over the lead in discussions in your training situations? In order to create equal opportunities, structure discussions by giving the same speaking time to all participants and specify speaking orders, e.g. alternate between female and male, or white and POC. You should especially motivate learners from disadvantaged groups to participate and take opportunities to allow them other experiences of self-efficacy.

Please note which aspects you would like to keep working on:





Further employee training

Teacher/Trainer Level

Terms

yes no

I am familiar with the term “allyship”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “gender pay gap”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “othering”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “ableism”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “intersectionality”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the term “empowerment”.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the current discourse on democratic and civic education.	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with power structures in society.	<input type="checkbox"/>	<input type="checkbox"/>

Further training

yes no

I have taken part in further training on conflict management or mediation.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on social competencies.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on communication skills e.g. non-violent communication.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on diversity aspects (e.g. inclusion, anti-discrimination, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in intercultural training.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on civic education.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on human resource development.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on media literacy, fake news and how to react to conspiracy myths.	<input type="checkbox"/>	<input type="checkbox"/>

Methodology

yes no

I have completed a training on service learning.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to conduct project-oriented learning.	<input type="checkbox"/>	<input type="checkbox"/>
I can conduct simulations (e.g. simulation games).	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on teaching/training of civic education & democracy.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on teaching/training of diversity and anti-discrimination.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on the anti-bias approach.	<input type="checkbox"/>	<input type="checkbox"/>
I have taken part in further training on teaching media literacy (how to recognise fake news, etc.).	<input type="checkbox"/>	<input type="checkbox"/>



Results: Further training

Teacher/Trainer Level

Terms

If you answered at least four questions with yes, you seem to be up to date with actual discourses regarding the anti-bias approach such as the concept of diversity. Using a conscious language helps to express your awareness towards these topics and demonstrates to affected persons that you know about certain problems.

Are there some terms you have not heard about yet? No problem. Take this as an opportunity to look them up and get to know what topics they cover. No one expects you to become an expert in every field mentioned in this tool. Instead, take it as an invitation to become aware of new aspects and perspectives. Which topic would you like to learn more about, and which terms can you bring into discussions with your staff members and learners?

Terms

- **Allyship** describes active solidarity of a privileged person with people from a socially oppressed group through concrete actions.
- **Othering** describes the distancing and differentiation from other groups in order to confirm one’s own “normality”.
- **Ableism** is discrimination against people with disabilities or who are perceived to be disabled or mentally impaired.
- The concept of **intersectionality** describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects.¹²

¹² Resource: <https://www.intersectionaljustice.org/what-is-intersectionality>



Results: Further training

Teacher/Trainer Level

Further training

In order to develop a democratic atmosphere and attitude at the work and learning space, it is important to enhance staff members and yourself with the necessary competencies. But what are exactly democratic competencies and how can people be trained in them?

In addition to training that raises awareness for social privileges and power structures, other skills such as communication, diversity, conflict management or intercultural competencies are important for democratic interaction at work. Further, we think it is important for democratic interaction to be able to recognise fake news and be secure in judging media coverage.

Did you answer four or more questions with yes? Then you seem to be able to create an open and democratic atmosphere at work. You are eager to qualify yourself not only in professional competencies related to your concrete field of work but also in so-called social skills. Think about what you may have not trained yet. Are there some fields you could improve? In this case, and if you answered less than four points with yes, we invite you to have a look at

the Reference Framework of Competences for Democratic Culture developed by the Council of Europe.¹³

Further, we recommend taking part in the Train the Trainer Workshop we developed within the #GetInvolved project.¹⁴ Within this workshop, you will especially become aware of inequalities and social privileges and additionally, you will get to know methods of empowerment and develop action plans.

Methodology

In our opinion, further employee training at the teacher/trainer level should also include training on teaching methods. If you answered at least three questions from the checklist above with yes, then you already have sufficient equipment to build democratic competencies among your learners.

Being self-aware and trained in certain aspects is only one important aspect. It is also crucial to be able to teach and design tasks for learners in a way that you can teach democratic competencies.

Please note aspects from the results above which you would like to continue working on:



¹³ <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>

¹⁴ <https://getinvolved-project.eu/train-the-trainer-workshop>



Social engagement

Teacher/Trainer Level

Please note spontaneously what activities you consider to be social engagement:



My own attitude and behaviour

	<i>yes</i>	<i>no</i>
Social engagement is important for me.	<input type="checkbox"/>	<input type="checkbox"/>
I would like to have more time for volunteer work.	<input type="checkbox"/>	<input type="checkbox"/>
In my private life I am involved in volunteer work in an association (sports club, soup kitchen, neighbourhood assistance, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
I like donating to good causes.	<input type="checkbox"/>	<input type="checkbox"/>
I am involved in volunteer work that is freely and individually organised (helping the elderly, mentorships, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
I regularly sign petitions.	<input type="checkbox"/>	<input type="checkbox"/>
I regularly join protest marches.	<input type="checkbox"/>	<input type="checkbox"/>

Social engagement and learners

	<i>yes</i>	<i>no</i>
I personally organise social projects with my learners.	<input type="checkbox"/>	<input type="checkbox"/>
I encourage my learners to get involved socially (e.g. name institutions, give advice & ideas, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
I enable learners to implement social projects in our institution.	<input type="checkbox"/>	<input type="checkbox"/>
I enable learners to implement social projects outside of our institution.	<input type="checkbox"/>	<input type="checkbox"/>
I believe that you gain important competencies by getting involved socially.	<input type="checkbox"/>	<input type="checkbox"/>
I recognise social engagement of my students by honouring them.	<input type="checkbox"/>	<input type="checkbox"/>
I am personally committed to supporting my learners' engagement by organising free time, space and adapting obligations they need to fulfil in their VET.	<input type="checkbox"/>	<input type="checkbox"/>



Results: Social engagement

Teacher/Trainer Level

We added the category of social engagement because we are convinced that democracy is happening mostly through our daily interactions. By getting together with others and agreeing on joint activities, we learn how to work with other opinions and behaviours. Engaging socially means also learning new competencies, be it organisational skills or social ones. You could also combine the teaching of professional competencies in VET by engaging in social projects.

By meeting people in other contexts, we are gaining new perspectives of life and are confronted with other life circumstances that promote democratic values like openness, respect, civic-mindedness or responsibility (to name just a few).

True to the project motto get involved, social engagement is a threshold possibility for everyone to help shape our society – even for those who have turned away from institutionalised forms of participation.

Social engagement appears in the most diverse forms. What kind of activities did you mainly think of when you hear the term?

It doesn't always have to be the commitment in socially sensitive fields. Most people who are engaged in volunteer work are doing this in fields that reflect their private interests, such as in sport or culture by coaching teams or organising theatre performances, exhibitions, etc.

It is important to value every engagement as equal – some activities may not be seen as traditional charity work, but these individuals are offering public meeting places and are creating civic society in this way.

My own attitude and behaviour

The rule of the importance of role models also applies in this field, as the above described advantages of social engagement are valid as well for you. Through your commitment in social projects you, too, are gaining new competencies and innovative approaches that you can bring into your work.

When asked about your personal engagement, what did you think of first and what are you mainly doing? Is your engagement work-related or are there private activities you have not thought of immediately because it does not feel like volunteer work?

In this category, we do not want to ask specifically the number of questions answered with yes to avoid the impression there is good and bad commitment. People have the most diverse reasons to get involved in social engagement, or to refrain from it. On top of work, there are also private obligations and not everyone can bring in pure manpower. Everybody should get involved according to their possibilities regarding personal, financial and time-based resources.

That being said, we would like to ask you to ask yourself: What could you do? Where could you get involved? Can you draw on your own experience to support your staff or learners accordingly when they are presenting their own ideas of social commitment?

Social engagement and my learners

If you answered at least four questions with yes, you are already aware of the potential that social engagement implies for your learners. You have understood the importance of self-efficacy that learners maintain when they are involved in social projects. Through volunteer work or similar engagement, they are learning competencies like organising, taking action and decisions. They are able to make judgements and select appropriate methods to accomplish tasks. By fulfilling such work, they are experiencing that they can meet challenges and they will develop self-confidence in their own abilities. Therefore you should support any commitment by your learners and encourage them to implement their own projects or initiatives.

If you answered less than four points in the list above with yes, you may find it difficult to

come up with ideas on social engagement or you suffer from a lack of time to help them get involved. Therefore we developed a "Guide for learners' competitions" as part of this project. The guide lists some important methods that are useful for the implementation of our own projects. Here you can find not only advice on how to get ideas and choose the right topic but also on how to build and motivate a team, and how to plan and organise your initiatives.

Lastly, and also very importantly: Recognise the commitment of your learners. Whether social commitment takes place in the private sector or within your institution, we should always recognise the commitment and show our learners the importance of their actions. Recognition could take the form of a special honour or report, or simply the offer to take some time off in order to fulfil volunteer work.

Please note those aspects from the results above on which you would like to continue working:



