

Experimentation track: **Training**

	Bulgaria	France	Germany	Italy	Switzerland
<p>Context of the Pilot</p> <p>Brief description of policies and norms against discrimination in the Country</p>	<p>The Commission for Protection against Discrimination (CPD) is a National Equality Body under the international duties and obligations Bulgaria has committed in relation to the country's full legal membership in the European Union. By law, the CPD exercises control over the implementation and observance of the Protection from Discrimination Act (2004) and other laws regulating equal treatment. CPD has the powers to investigate and pronounce on cases of discrimination, impose compulsory administrative measures and sanctions for established infringements, ordain termination of the infringement and restoration of the initial situation, make recommendations to</p>	<p>Policies and norms against discrimination in France</p> <p>Reference is made to the training programme (iriv Conseil, Paris, July 2014)</p> <p>The legal framework applied in France is the Law n° 2008-496 of the 27th of May 2008 - modified in February 2014 with a consolidated version published the 7th of July 2014) implementing the Eu non-discrimination law in the French law.</p> <p>The National Agency the « Défenseur des droits » since 2008 is in charge to struggle against discrimination in the following domains : employment, housing, education and access to goods an services.</p>	<p>Antidiscrimination:</p> <p>The right to equality before the law and to protection against discrimination for all persons is stated already in Article 3 of the constitution for Germany "Grundgesetz". Protection against discrimination on the grounds of race or ethnic origin, sex, religion, disability, age, political or religious opinions or sexual identity has been strengthened in 2006 by the federal General Act of Equal Treatment ("AGG - Allgemeines Gleichbehandlungsgesetz) . It rules also the right for legal claims under civil law (i.e. in the context of employment, insurance, house rental etc.)</p> <p>The official bodies to support the application of this Act are the</p>	<p>UNAR is the National Office working on discrimination on the labour market:</p> <p>http://www.unar.it.</p>	<p>Policies & norms: Poor legal possibilities against discrimination in Switzerland, very open and free labour market. Actors involved: ECAP Foundation, an education institution for adults. The ECAP Aargau training center in Aarau is responsible for the realisation of the self-assessment & jobseeking courses, which are part of the Active Measures of the Labour Market (MAML) in the Canton Aargau.</p>

<p>Actors involved in the experimentation (which kind of organization? With which role?)</p>	<p>governmental and municipal bodies for termination of discriminating practices etc.</p> <p>Migrant communities members, volunteers, academia</p>	<p>Actors involved in the experimentation in France:</p> <p>1. In Paris, the participants were involved thanks to the support of 1.1. the association Atouts cours (Magdalena Skoro, administrator at the iriv, who attended the seminar at the Embassy of Croatia in January 2015, attended the tutoring sessions held at the Cité des Métiers and then involved the participants</p> <p>2. the network of Latin-American associations involved thanks to Diomar Gonzalez, administrator at the iriv, disseminated the information on the training sessions.</p> <p>2. In Seine & Marne: Maison des familles,</p>	<p>Antidiskriminierungsstelle n at federal and at Länder-level. They provide research, consultancy and training for individuals and organisations.</p> <p><i>Migrants' Access to the Labour Market: A wide range of programmes at federal and at Länder-level supports labour market access specifically for migrants. Important publics for this programm are 2nd and 3rd generation of immigration and refugees. Programms generally focus on raising the level of qualification of migrants (including German language skills), raising awareness for diversity issues among employers and public service agents and acknowledgement of diploma.</i></p> <p>There are no systematic links between forstering access to labour market and protecting against</p>	<p>The legal framework on which UNAR relies is the following:</p> <p>Directive(EU) <u>2000/43 CE</u> <u>Art. 29, Act 39, 3/2002</u> <u>Leg. decree 215 7/ 2003</u> <u>Dpcm 12/2003</u></p>	
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<p>Target group</p> <p>Socio demographic profile</p> <p>Position in the job market and level of education</p>	<p>High qualified women but no officially recognized qualification, some less than 1 year in B, some more then 20 years</p> <p>Young migrants with university degree</p> <p>3 groups: 1. high and well qualified women 2. Low qualified women 3. Mixed group</p> <p>Syria, Iraq, India, Palestine</p>	<p>7 Persons: under 35 years</p> <p>28 persons: 35-55 years</p> <p>3-20 years residency</p> <p>17 graduate, 11 low qualification; minimum language level: A2</p> <p>Africa, Europe, Latin America, Asia</p> <p>In both the 2 sessions held in Paris (April 2015) and Seine & Marne (May & June 2015)</p>	<p><i>Numbers of participants:</i></p> <p>17 persons, aged between 24 and 52, among them</p> <ul style="list-style-type: none"> - 7 low-qualified women - 5 qualified women, 3 of them under 30 - 1 non-qualified man - 4 qualified men, 2 of them under 30 <p><i>Profiles:</i></p> <p>Two rather “typical” profiles represented:</p> <ol style="list-style-type: none"> 1. women of 2nd/3rd generation of work migrants or refugees (Turkey, Lebanon), who grew up in Germany with a middle school education but little professional education and work experience because of early family obligations 2. refugees and work migrants from Lebanon, Afghanistan, Syria, Poland, Cuba with good professional education and experience who cannot find a job that corresponds to their 	<p>Gender: F = 11 M=2</p> <p>Age: between 23 and 36</p> <p>Country of origin:</p> <p>Albania 1, Brasil 1, China 1, Camerun 1, Macedonia 2, Morocco 1, Romania 4, Ucraina 2</p> <p>Time of residency: they all arrived in Italy between 2006 and 2014</p> <p>Migration backgrounds / reasons and conditions of migration: The 2 reasons why the majority of participants arrived in Italy are Job seeking and family reunification</p> <p>Level and type of education and formation, and work experience: 5 participants out of 13 have a third level education acquired in the Country of origin.</p> <p>Language skills: they all have a minimum of Italian</p>	<p>Participants language level: A2-B2</p> <p>Unemployed persons sent by regional employment service</p> <p>Between 21 and 56 years old; about 50% with no formal education;</p> <p>Labour market experience: between 0 and 20 years</p> <p>Kosovo, Macedonia, Serbia, Portugal, Turkey, Italy, Bosnia, Brazil, China, Thailand</p>
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			<p>education and interest, some of them for many years.</p> <p>All of them participants in an employment programme ("2nd labour market"), acting as "migrant pilots" for a certain period of time (4 months to 2 years)</p>	<p>level A2</p> <p>Other : Low qualified women were characterised by familiar responsibility</p>	
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<p>Specific needs of the target group</p> <p>Reasons for participating (explicit needs)</p> <p>Implicit needs</p> <p>Forms of discrimination</p>	<p>Women: take them away from the household, open new perspectives</p> <p>Empowerment</p> <p>“To name your dreams”</p> <p>Mostly hidden discrimination (reluctance to accept difference)</p>	<p>Improve their methods in finding a job/enhancing their professional career</p> <p>Improve their motivation</p> <p>Update their skills and competences for instance thanks to a voluntary experience</p> <p>Needs were identified by trainers (Magdalena Skoro in Paris and through interviews)</p>	<p><i>Main reasons for participating:</i></p> <ol style="list-style-type: none"> 1. exchange with others, get something new, show themselves to new persons 2. a new (final?) chance to realise one’s professional vision, a valuable certificate <p><i>Main implicit needs, identified by their tutors:</i></p> <ul style="list-style-type: none"> - Empowerment (gain willingness and skills) to move, to go further, to actively change the current situation - Fight self-stigmatisation and self-victimisation - Develop realistic visions <p><i>Forms of discrimination:</i></p> <ul style="list-style-type: none"> - Facing prejudice and reluctance in daily life (childrens’ school, housing, bus ...) - Lack of information / access to information on realistic options on the labour market 	<p>Need and expectations were detected during the course and continuously adapted</p> <p>Needs for married women:</p> <p>To get out of their segregated situation</p> <p>To realize the importance of networking</p> <p>To be seen</p>	<p>To find a job</p> <p>To write a good application</p> <p>To organize myself</p> <p>To use different methods of jobseeking</p>
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<p>Learning outcomes</p> <p>Knowledge</p> <p>Skills</p> <p>Understanding and attitudes</p>	<p>Share their experiences</p> <p>Young women: feel their importance by mediating the group</p> <p>Create Facebook group in order to integrate other people and share (Sofia gathering us)</p> <p>Learn to present and negotiate one's competences</p>	<p>Improved knowledge about discrimination issues (both on a national and European level)</p> <p>Play an active role in job searching and to open new perspectives - both in the kind of employment or training to be followed</p> <p>Discover new pedagogical approaches- especially the portfolio approach offered thanks to the Migrapass portfolio</p> <p>"Make my own action plan"- a brainstorming approach organised with a tandem of two participants ideally a low qualified female migrant and a graduate migrant</p>	<p><i>Knowledge:</i></p> <p>The complexity of discrimination: What is discrimination and what not; The legal Act – useful or not; Whom to address in case of ...</p> <p><i>Skills:</i></p> <p>Methodological skills such as explaining one's experiences and opinion in a group, listening, presenting, reflecting, developing, creating something</p> <p><i>Understanding:</i></p> <p>Reflect one's own life, become aware about one's hidden competences, better estimating the own person and one's value with regard to others (family, employer ...)</p>	<p>Growth of knowledge</p> <p>Sharing of experience</p> <p>Learn practical instruments for assessing skills</p> <p>Creating networks and new contacts</p>	<p>Self assessment</p> <p>Job seeking</p> <p>Knowledge that the certificate of employment can be requested at any time</p> <p>To avoid self stigmatization</p> <p>To present myself in a positive way – competence oriented</p>
<p>Link to the di&di modules</p> <p>Adaptations to the context and the target</p>	<p>Diversity concept</p> <p>Empowerment</p> <p>More basic knowledge of what is discrimination on the labour market, accompanied with</p>	<p>The sessions were organised on the basis of the training offered by the Di&Di (iriv Conseil, July 2014) combining the 10 modules in 5 sessions</p>	<p><i>Adaptations made by the trainers, and their reasons:</i></p> <p>- Modules 1 and 2 were done very shortly in a</p>	<p>Legal framework: 1,2,3,4</p> <p>Interactive lessons: 5,6</p> <p>The follow up: 7,8,9,10</p> <p>We tried to combine top down and bottom up</p>	<p>Employment certificate as legal obstacle "I have the right"</p> <p>Job interview strategies</p> <p>Adaptation in existing self-assessment & jobseeking</p>

<p>Reasons for these adaptations</p>	<p>illustrations Participants know almost nothing on the topic and about the opportunities they have to protect their rights</p>	<p>(equal length of time and importance of content) Session 1- modules 1 & 2 Session 2- modules 3 & 4 Session 3- modules 5 & 6 Session 4- modules 7 & 8 Session 5- modules 9 & 10 There has been a slight change with the last modules 7 to 10 with a focus made on the building of the action plan All the tools and strategies were presented</p>	<p>preliminary information meeting and in the introduction (“This course is part of a European cooperation project, people in other countries do the same at this moment”). In the view of the trainers, they would not meet the perspective of the participants but can be interesting in terms of “Why do these people come and offer us something additional to our usual programme and without the usual bureaucratic effort – confirmation of participation by the job center etc.” - Module 5 as starting point (block 1): collecting obstacles in practice to make participants contributing with their perspective from the beginning and come to know each other better - block 2: Modules 3, 4 and 6: all around discrimination, very basic and intuitive approach, as</p>	<p>teaching strategies alternating frontal lessons to workshops. Also, we developed modules 7/8 with access strategies.</p>	<p>courses: 4 of 18 half-days</p>
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			<p>participants are very interested in this point but know very little about it</p> <ul style="list-style-type: none"> - block 3: Modules 7 and 8 are most important especially for the 1st type of participants (low qualified women), done in practice (a mini-version of the Migrapass applied with each participant) - Modules 9 and 10 were considered as hints for the training methodology and not as content itself. 		
<p>Participation methods</p> <p>Strategies of sensibilisation and recruitment, access to training, main problems and challenges</p> <p>Didactical strategies and methods (ex.: frontal lessons, workshops, role plays, etc...)</p>	<p>Mixed group in terms of language level</p> <p>Young women take role of mediators</p> <p>Take the time for "catharsis"</p> <p>Create Facebook group</p> <p>Role play: how would you respond in this situation; interactive communicative skills building games</p> <p>"Personal SWOT analysis"</p>	<p>Round tables- at the beginning of each session. It was an exercise in itself as each participant had to make a presentation in 3 minutes maximum. There has been an improvement between the 1st session and the last session</p> <p>Work in small groups- especially for the Migrapass portfolio and for the building of the action plan, ideally a low qualified female migrant and a graduate migrant</p>	<p><i>Recruitment</i></p> <ul style="list-style-type: none"> - Work with an existing group = participants of an employment programme - Promote the training through the management of that programme - This way, persons who do not fit with the Di&Di target profile cannot be rejected, but this in practice is not a problem <p><i>Didactics</i></p> <ul style="list-style-type: none"> - 3 days within three weeks 	<p>Training and mentoring group was mixed</p> <p>Change of roles between the two groups</p> <p>Audio documentation</p> <p>Interviews</p> <p>Exchange in small groups</p>	<p>Working sheets, retrospection, information, development, processing, monitoring</p> <p>Interactive methods (plenum, group works, interviews, hearing & comprehension, discussion etc.)</p> <p>Create a lively atmosphere</p>

		<p>Brainstorming – after the presentation of each “content” of the modules, a discussion was created to confront the different approaches & perspectives</p> <p>role plays- for instance, one of the participant pretend to be a job councillor or a potential employer and asked some questions to the candidate</p> <p>Collective approach-in order to create a real synergy in the group</p>	<ul style="list-style-type: none"> - during participants’ regular programme hours (no problem with child care) - on a voluntary basis - brainstorming in the plenary with open result - work in small groups with presentation of group results in plenary - creative tasks (i.e. developing an ideal model) - peer counselling (2 by 2) - structured individual self-assessment - flash lights - input through guided discussions and simple .ppts supported by images and symbols 		
<p>Final remarks</p> <p>SWOT Analysis of the Model: strengths, weaknesses, opportunities and threats</p> <p>Lessons learned and sustainability</p>	<p><i>Strengths:</i> The training was adapted and followed the needs of the target group.</p> <p><i>Weaknesses:</i> If there was a possibility to make the training outside Sofia (travel allowances), the groups would have much more time to learn and</p>	<p><i>Strengths: the information both on the framework of the discrimination (negative side) and the diversity approach (positive side)and the ways and means to overcome the barriers/obstacles by using appropriate tools & methods</i></p>	<p><i>S:</i> A good approach to link the participants’ personal level (competences, qualifications, aims, strategies) with external circumstances (functioning of the labour market, requirements and obstacles, discrimination)</p> <p><i>W:</i></p>	<p><i>Strengths:</i> 1 tutor specialized in anthropology who was able to understand trainers needs and helped them to create a group. High level frontal lessons</p> <p><i>Weaknesses:</i> the few people with the lower level of Italian didn’t attend a minimum</p>	<p><i>Strengths:</i> Participants learn skills, understandings and attitudes, strategies and methods. They know their rights and possibilities.</p> <p><i>Weaknesses:</i> Participants cannot certainly avoid discrimination by the companies (e.g. lower</p>

	<p>exchange information, and go deeper in the discussions. In the city everyone is combining with some other activities and especially for the women their house work duties.</p> <p><i>Opportunities:</i> The Facebook group is an opportunity for further exchange especially for the young people. It will serve the group and its members in the future and has a sustainability aspect.</p> <p><i>Threats:</i> The discrimination issue is a sensitive one and it requires more time to build trust among participants to openly speak about it.</p>	<p><i>Weaknesses:</i> the individual support to be provided after the training (collective approach) in order to adapt the training to specific cases. In this context, a series of interviews were organised by iriv Conseil with some participants who attended the training sessions</p> <p><i>Opportunities:</i> new professional perspectives and more self-confidence. The empowerment process succeeded with very positive feedbacks received from the participants and professional projects built</p> <p><i>Threats:</i> the status of some participants (asylum seeker) or the lack of recognition of their diploma/professional experience which may be main barriers on the labour market</p> <p><i>The sustainability :</i> 1. in Paris, links built</p>	<p>- A real change of perspective is missing. Participants again did not really meet with “the labour market” (some partner organised this come-together, which seems to be a very good idea)</p> <p><i>O:</i> The training content can be adapted to many different groups of migrants. For Berlin, an important field of application at the moment is the intended early labour market integration of refugees.</p> <p><i>T:</i> The two groups of participants have rather different motivations and expectations. Younger, recently immigrated and/or good qualified persons, who want to get a job, need other practical support than persons, who want to get out of their “comfort zone” but because of former experiences, low</p>	<p>number of classes in order to obtain the Certificate.</p> <p><i>Opportunities:</i> People shared experience and contacts. They created an informal network and a mailing list.</p> <p><i>Threats:</i> Some of our trainers will not be able to stay in Forli and will have to move in order to find a job.</p>	<p>salaries for women)</p> <p><i>Opportunities:</i> Trainings can be realized in different kinds of courses and contexts</p> <p><i>Threats:</i> Public partner has precise demands (jobseeking, self-assessment) and is uninterested in discrimination issues</p>
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