



Diversity against Discrimination in the European Labour Market: A model for a European mentoring programme



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ACRONYMS

CEDAW – Convention on the Elimination of all forms of Discrimination Against Women

Di&Di – Diversity Against Discrimination

EU – European Union

Introduction –

The Di&Di project: Fighting Discrimination and promoting diversity in the European Labour Market

The Di&Di project, supported by the Leonardo / Transfer of Innovation programme of the European Union, was designed in 2013 by six partners in five European countries. The situation in Europe with regard to employment and migration was particularly alarming at that time: between 2008 and 2013 the European Union experienced an exceptional increase in unemployment rates, with non-EU nationals strongly affected, a problem still present today.

Thus, the main aim of the Di&Di project was to develop a strategy to support the inclusion of migrant jobseekers in the labour market, by combining the fight against discrimination and the valuation of diversity. One of the main peculiarities of this approach was the choice of target audience. The training programme implemented during the project was focused on low-qualified female migrants and qualified young migrants, both considered to be needing specific support. Eurostat data shows that these two population groups are strongly exposed to unemployment, precariousness and discrimination risks in all the European countries. Furthermore, their profiles are more and more represented in current migration movements towards Europe. Through the mentoring programme, the project also targeted potential employers, actors of the employment field and professionals supporting migrants' professional inclusion (trainers, job coaches, etc.); shared knowledge and commitments to inclusion of migrants are essential levers for the integration of migrants in the labour market.

The project inscribes itself in the lifelong learning approach, enabling an ongoing pursuit of knowledge and learning, which are essential for enhancing social inclusion and self-sustainability. The Di&Di project sets the groundworks for lifelong learning by equipping both professionals and migrant groups with the tools to recognise, avoid and respond to discrimination, all while enhancing and consolidating diversity. Through its training and mentoring, the programme also enables encounters between different actors, contexts and experiences, fomenting the creation of networks and new perspectives to be maintained even after the project's end. Finally, the success of the Di&Di model lies in its flexibility and adaptability to varying and specific contexts and needs, all essential for lifelong learning, enabling participants to continue using the techniques learnt from this approach throughout their professional and personal lives.

Overview of the Mentoring programme, guidelines for the implementation of a mentoring process

One of the main expected outcomes of the European Di&Di project was a useable mentoring model that could be utilised elsewhere in similar actions.

During the project's first year, a common model for the mentoring was implemented by Enda Europe with contributions from the partners working in five European countries: France, Italy, Switzerland, Germany, Bulgaria. This model was then tested and adapted in each country in order to propose useful content for the tutors, taking into account specific objectives and professional realities, as well as national and local contexts. This mentoring prototype is the result of the adaptation of the first model after this testing phase.

The six European partners of the project worked in different contexts and professional frameworks: Enda Europe (France) and CII (Bulgaria) are NGOs, the Istituto per l'Europa Orientale e Balcanica (Italy) is a University Institute; Bildungsmarkt ev. (Germany), iriv conseil (France) and ECAP Foundation (Switzerland) are professional learning organisations. The diversity of these approaches and working contexts allowed the identification of successful strategies and the definition of guidelines, described in this report, aimed at supporting the implementation of new mentoring processes in Europe.

The mentoring programme: learning aims

The general aim of the Di&Di mentoring model is to strengthen the capacities of professionals to support the inclusion of female and young migrants in the labour market, through consciousness-raising on the specificities to be taken into account when working with these audiences (exposure to discrimination, need for the recognition of competences, etc.). Specific learning aims should be defined through an analysis of the specific learning needs of the chosen mentoring audience. At the beginning of a mentoring programme, it is also important to have a discussion about the learning aims with the participants, in order to be clear on the type of support which can be provided by the programme, and to adapt the content of the following sessions to specific learning needs where possible.

Suggestions for implementing a mentoring process

The choice of specific learning strategies depends on the local context and professional frameworks, but the Di&Di experimentation in the five countries has shown that it is not easy to involve professionals in a lifelong learning approach addressing discrimination and diversity issues.

However, some strategies can help to go beyond this obstacle:

- *Organisational choices: create heterogeneous groups / Work with homogeneous groups*

Heterogeneous groups are an interesting framework for building innovative professional alliances, from which new work methods and approaches can emerge. Homogeneous groups can be particularly helpful when there is a lack of space for peer-counselling or when a need

of capacity-building is observed within a specific work environment. The organisational choice with regards to the mentoring group's composition should then depend on the specificities of local professional contexts.

Examples from the Di&Di experimentation:

- In **France**, Enda Europe gathered in the same mentoring courses different profiles of professionals, working in the field of employment, professional learning, social work, and linked to different professional spheres: associations, trade unions, public institutions and companies. In a context marked by the overspecialisation of the roles and tasks of professionals working in those fields, this approach was particularly helpful for problem-solving and for creating connections.
- In **Germany**, Bildungsmarkt ev. proposed an adapted version of the mentoring programme to a group of "job coaches". The content and pedagogical approach focused on their professional practices and experiences. With this organisational choice, Bildungsmarkt ev. created a space for exchange and peer-counselling among these professionals: In Germany, job coaches, in charge of supporting the professional inclusion of migrant jobseekers rarely have a migration background themselves and their knowledge of the specificities of this audience tends to be insufficient and can be an obstacle to realising their professional role. Hence, this choice of approach was very successful.
- *Choose appropriate time schedules*

One of the main issues facing professionals, as a target audience for training programmes, is their lack of time. It is, therefore, important to adapt the mentoring schedule and duration to the specific constraints of the expected participants. It is also recommended, where possible, to create connections with existing training programmes or frameworks addressing this audience, or to develop agreements with organisations or companies to facilitate the participation of their staff.

- *Develop communication strategies*

Involving professionals in a mentoring programme can be a matter of communication. It is important to take into account specific expectations and needs of the target groups when inviting them to the sessions. A good communication strategy will be built on a cross-section of their interests and those of the project. For example, in the framework of the Di&Di mentoring sessions, some of the partners decided to focus on diversity promotion rather than on anti-discrimination, so that employers felt more concerned. The Swiss partner of the project, ECAP, communicated in terms of "identification of competences", since neither anti-discrimination nor diversity promotion are considered to need the labour market professionals' commitment in the specific context of Switzerland.

The communication strategy also includes how the approach is presented. Are the target groups invited to seminars, training courses, workshops? Is the initiator a trainer, a mentor, a facilitator? The choice will depend on the sensitivity of the target groups. For example, the Bulgarian trainers who worked in the Di&Di project (CII), chose to present themselves as

“facilitators” of a workshop: they knew that the professionals would not have been interested in being considered as “mentees” or participating in a training course.

- *Adapt the content*

The Di&Di mentoring model is structured through a modular approach, in order to enable the mentoring trainer or facilitator to choose the topics to be discussed in accordance with the audience’s needs and level of knowledge and experience on the issues of Diversity & Discrimination.

- *Combine the mentoring strategy with other support approaches*

The mentoring sessions can be a part of more ambitious programmes aimed at supporting the professional inclusion of migrant jobseekers. Professional relationships built during the meetings can be exploited to organise coaching sessions, innovative experimentations inside companies and one-to-one mentoring. The Di&Di mentoring model can also be included in existing training programmes. For example, in Switzerland, the partner ECAP proposed applying this approach within the framework of a public mentoring programme between experienced migrants and newcomers.

Challenges and concerns for different professional contexts

This part of the mentoring model is dedicated to the analysis of the specific roles and needs of the different target audiences of the programme. These target groups were identified in the framework of the Di&Di project starting from a series of surveys and analyses developed by Enda Europe for a previous project, named Diversity +¹. Some “typologies” of professionals, targeted as potential participants for the mentoring sessions, were then defined, through the identification of the recurring characteristics in the different countries participating in the project.

These constants are linked to three levels of analysis:

- The first step is to identify common obligations and concerns among the different professionals who are targeted, linked to the struggle against discrimination and to diversity issues.
- The second step consists in the identification of specific needs and interests for each group of professionals, related to discrimination/diversity issues.
- The third step puts these overall concerns in perspective with the national institutional, professional and socio-economical context.

1. Common obligations and concerns for the mentoring target audiences when dealing with discrimination and diversity issues

The discussion with the participants can start from common “milestones” :

- **The legal framework** : although it is transferred differently in each EU country, the legislative regulation of anti-discrimination is a common element for all the EU professionals. During the mentoring, the participants could be asked about how they deal or dealt with the new obligations emerging from the implementation of this legal framework: Were their practices impacted and, if so, how?
- **The migration context and the local / national job market**. Similarly to the first point, these contextual elements are common for the participants, but can have different impacts on their professional practices which can be discussed during the session.

2. Specific needs/ concerns according to the different groups of professionals

A general typology (which can be better detailed by the trainer / facilitator of the mentoring through the analysis of the specificities of the national context) includes three categories of professionals:

¹ Results (in French) of the Diversity Plus project conducted by Enda Europe in 2006-2010: diversiteplus.enda-europe.org/ The project’s main products were inquiries and reports about the inquiries carried out among 400 representatives of big and small companies, Trade Unions, associations, local authorities, all members of the Comité 21 platform.

- Employers / HR managers and officers of the private sector (big and small companies mainly)
- Trade Union representatives
- Officers of the public sector (local authorities, administration, public employment offices...) and workers of the non-profit sector

Private sector- Big and small companies:

1. General context:

From the early 2000s, EU companies had to deal with new obligations concerning anti-discrimination. Some of the largest ones decided to translate this obligation into a vocabulary of performance, competition and economic growth and developed the paradigm of the “Promotion of Diversity”. In France, a group of firms adopted in 2004 *the Diversity Charter*, which is more for communication than a constraining instrument, but it allows for a common reflection on anti-discrimination issues and openness to diversity among employers and HR representatives of the committed companies. During the following years, many EU countries experienced the development of this kind of instrument and a European Platform of Diversity Charters was created. Nevertheless, in the majority of EU countries, the effective implementation of anti-discrimination or pro-diversity commitments varies strongly between firms according their “good will”. Pro-diversity practices have also been criticised by anti-discrimination authorities and activists as often they are just communication and marketing tools, without any real effect on the HR processes, especially concerning racist discrimination.

2. Major concerns/constraints:

One concern is how to combine the need for performance/competition with a sense of social responsibility to cultivate a positive image as employer and economic actor. To achieve this, it is essential to develop the sponsorship of competences, initiatives for improving recruitment procedures in a more transparent way, followed by communication actions. Discrimination practices can also be costly for companies (economically – when they are sanctioned by a legal procedure - and in terms of image), this is why they need to strengthen their HR procedures to prevent these risks.

Other needs are linked to the job sectors: Some employers lack the workforce and need to find candidates with transferable skills; this is the case for the catering sector in Germany. Others need “rare” competences, such as knowledge of specific foreign languages, and employers need to know how to find them; this was observed in Bulgaria in the tourism and translation sector.

A major constraint is often the size of the firms; in small companies it is more difficult to develop ambitious initiatives. Moreover, regardless of size, it can be difficult to track progress, due to the lack of indicators. For instance, **in France**, the prohibition on taking a census of

persons according to their origin makes it difficult to assess the evolution of diversity or discrimination for persons from certain backgrounds.

3. Assessment of main needs

Propose and integrate concrete tools, initiatives, partnership and competences sponsorship based on the “competence approach”.

Many firms are sensitive to critics concerning the concept of “diversity”, hence they are expecting proposals to make it more concrete.

In this regard, workshops around concrete tools for valuing the diversity of competences of persons, often subject to discrimination (young graduates and low qualified women with migratory backgrounds) could be of great interest for many HR & diversity managers in firms.

Trade Unions

1. Overall context:

Surprisingly, trade unions started to get involved fairly late in field of discrimination, mainly under the impulse of European programmes (such as the Equal Community Initiative programmes) in the middle of the 2000s. This is because of historical and ideological reasons; treating origin or sex as a specific issue to be considered when struggling for workers’ rights could be seen as a contradiction to trade unions’ commitment to equality among workers. In the 2010s, some trade unions started to implement agreements within their firms dedicated to or including the anti-discrimination issue.

2. Major concerns/constraints:

A major concern for the trade unionists is the integration of discrimination/diversity issues in the general social dialogue with management through formalised agreements. From this perspective, many of them can be open to external initiatives or outputs, especially when they are not competent on these issues, under the condition that these initiatives fall within the general fight for equality.

Constraints: As elected representatives of employees, trade unions are not as flexible to new approaches and tools as non-governmental organisations or private actors. In times of crises, discrimination and diversity issues are the least of their priorities, just like employers.

3. Assessment of main needs:

Some of the social partners, with little expertise in discrimination /diversity issues and aware that progress on these issues in times of crisis is difficult, are willing to discuss and share experiences with other actors who represent Human Resources and boards in firms. Hence,

going beyond traditional “face-to-face” positions, multi-stakeholder workshops on mutual practices and knowledge would be of great interest for this group of actors.

Public sector- Counsellors/tutors/trainers in public offices / **Non-profit sector:** associations supporting job seekers

Context:

Over the past ten years, many organisations have become involved around discrimination/diversity issues thanks to European and national funding. They have set up training sessions for employers and/or job seekers and more and more cumulate training for both publics. Other employment counsellors or trainers seek to gradually integrate the discrimination perspective in their training programmes. However, this “mainstreaming” process is still quite rare.

Moreover, the programmes do not necessarily take into account the specific needs of certain groups, such as low qualified women and young graduates, both with migration backgrounds. In France, there is still a clear reluctance to this approach in the name of the “Republican model”, which encourages everyone to have the same cultural identity. In Germany, public programmes supporting jobseekers often categorise as “migrants” people who are actually not migrants themselves but whose families came into Germany three or four generations before. This overall definition of what a “migrant” is makes it difficult to take into consideration the specific obstacles faced by jobseekers who are newcomers in the country.

Major concerns/constraints:

A major concern for trainers of job seeking adults is how to integrate the discrimination/diversity perspective into the general support framework for job seekers, including how to value and strengthen competences according to labour market needs. In so doing, a main concern is avoiding all kinds of stigmatisation and ‘victimisation’ behaviours of the job seekers.

Assessment of main needs:

1. An integrated approach and concrete tools, combining prevention against real discrimination risks and empowerment, focused on valuing competences for the labour market.
2. More knowledge on the specific needs of target audiences and how to integrate these needs without producing stigmatisation or preferences in accompaniment.

Acquiring Knowledge: The theory –

The Di&Di audience – low qualified migrant women and high qualified young migrants

On the 1st of January 2014, according to Eurostat data, 33.5 million people born outside the European Union (EU) were living in an EU member state. 19.6 million of these people were citizens of a non-EU member State, representing 3.9% of the EU-28 population, and 17.9 million were born in a different EU-member State than the one they were currently living in².

European statistics show considerable differences in EU countries between the employment rates of nationals (EU citizens living in their country of origin) and foreign migrants. In 2011, **the unemployment rate of non-EU citizens was 11.1 points higher than that of the nationals**. This gap continued to increase until 2013 but was reduced to 10.7 in 2014. The unemployment rates were also higher, by 2 points in 2014³, for mobile EU-citizens compared to nationals.

With regard to the **gender dimension**, significant differences are observed in unemployment rates between female and male non-EU migrants on the one hand, and between female non-EU migrants and female nationals on the other hand. This gap is very high in almost all the EU member states and indicates that female non-EU migrants are the most exposed to precariousness in the EU labour market.

Youth is another population strongly concerned by unemployment in the European Union. European residents aged 15-29 were the most affected by the unemployment increase between 2007 and 2014. If this is true also for the native-born young population, the increase was significantly higher for the non-EU born young population, with an unemployment rate rising to 28% in 2014 from 15.8% in 2008.

Hence, **young migrant and female migrants are strongly exposed to precariousness and unemployment in Europe**. They are also more exposed to discrimination risks than other migrant or non-migrant populations, since age and gender are usual criteria of unequal treatments. Furthermore, their profiles are more and more represented in the current migration movements towards Europe: as a lot of research shows, in numbers, the gender balance has already been reached but there are more and more women migrating alone, not only for family reasons but also for work purposes. Students and young graduates are also strongly represented in the profiles of current migrants.

For all these reasons, the Di&Di project was focused on specific target audiences: **female low-qualified migrants and young graduate migrants**. “Low-qualified” refers here to the way many immigrant women are considered by the EU labour market: as research, led by the Migration Policy Institute⁴

²Main sources for data on Migration in the EU-countries: Eurostat / European Commission, « Migration and migrant population statistics », http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics/fr (accessed September 30th, 2015)

³Main sources for data on migration and unemployment: Eurostat / European Commission, « Migrant integration statistics: employment », http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_-_employment(accessed September 30th, 2015)

⁴ Cf the reports published by the Migration Policy Institute in the framework of the project “The Labour Market Integration of New Arrivals in Europe” (2014): <http://www.migrationpolicy.org/programs/labor-market-integration-new-arrivals-europe>

demonstrated in 2014, migrant women's qualifications are often undervalued and not recognised in the European labour markets. The same problem is faced by graduate migrants who obtained their diplomas and qualifications in their country of origin.

Indeed, all these factors contribute in explaining the strong exposure of these two target audiences to unemployment and downgrading: discrimination, undervaluation of their competences and qualifications, diplomas not recognised, exclusion from professional networks, lack of knowledge on the national labour market's implicit rules (such as those related to self-presentation).

These different factors are key-issues to be discussed with the participants in the mentoring programme:

1. Before the sessions, it is recommended to collect data and information concerning these two target audiences in the country: Who are they (countries of origin, recurrent paths or profiles...) What are the employment rates? Are there any public or private programmes aiming at their professional inclusion?
2. This data and information can be presented during the sessions and completed with input from the participants (it is indeed important to combine research and statistics to knowledge "from the field")
3. Discussion will firstly be focussed on the **reasons** for the exclusion of these audiences from the labour market. Here, the trainer / facilitator can introduce some input concerning anti-discrimination and the existing practices, tools and methods already identified, in that country/Europe, that already address this problem.
4. Once all the participants will agree on "what the problem is" and "what already exists", it will be time to work on "**what I/we can do to contribute solving it**"

The following parts present some theoretical content and practical guidelines to help building the pedagogical approach to points 3. And 4.

Fighting against discrimination – From the European to the local level

1. Define discrimination with the group

➔ Discrimination is when in a similar situation, people are treated differently based on specific criteria, prohibited by the law. The act of discriminating is illegal.

Discrimination can have many forms. It can be:

Direct: “Discrimination is direct when it is intentional, against a person or a group, and it is based on illegal criteria”

Examples: the owner of an apartment refuses to rent it to a person with disabilities; the owner of a pub refuses to serve homosexual costumers; an employer refuses a job candidate because of his or her skin colour.

Indirect: “Discrimination is indirect when a practice or a criterion which seems to be neutral produce unequal and discriminating effects on a specific category of people”

Example: a company organises staff meetings at 6 pm, which indirectly disadvantage female members of staff. Women tend to have more social obligations related to the family than men, and hence can often not attend. However, being unable to participate in staff meetings can have a negative impact on their career advancement.

Systemic: “Discrimination is systemic when patterns of behaviour, policies or practices, that are part of the structures of a society or an organisation, create or perpetuate disadvantages for specific categories of persons. This process is the result of the internalisation of the assignment of persons to specific social roles depending on their sex, origin, skin colour...”

Example: the undervaluation of professional competences for a specific sector because they are, for example, socially associated to “women” (empathy, patience, listening skills). These are highly necessary for healthcare related professions, but the same competences are undervalued for other professions like that of a debt collector.

Example: French law prohibits any distinction or unequal treatment based on the following 20 criteria:

1. Sex
2. Origin
3. Pregnancy
4. Family situation
5. Physical appearance
6. Surname
7. Place of residence
8. State of health
9. Handicap
10. Genetic characteristics
11. Manners
12. Sexual orientation
13. Sexual identity
14. Age
15. Political opinions
16. Trade union activities
17. Membership or non-membership, real or supposed, to an ethnic group
18. Membership or non-membership, real or supposed, to a race.
19. Membership or non-membership, real or supposed, to a religion.
20. Membership or non-membership, real or supposed, to a nation.

2. Give reference points with regard to the legal framework

International legal context

1948: the principle of non-discrimination is recognised at an international level through the Universal Declaration of Human Rights, in its first article: *'All human beings are born free and equal in dignity and rights'*. In the framework of International Human Rights Law, Declarations are non-binding texts, they represent only a political commitment. Nevertheless, this principle will, henceforth, be included in all the international conventions relating to Human Rights.

1966: International Convention on the Elimination of all forms of Racial Discrimination

1979: Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)

European legal context

2000: The principle of non-discrimination is enshrined in the European Charter of Fundamental Rights (art. 21.1: Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited)



2000: The European Union adopted two Directives (Directive 2000/43/EC and 2000/78/EC) prohibiting direct and indirect discrimination on grounds of racial or ethnic origin, religion or belief, disability, age and sexual orientation.

2002: The Council and Parliament Directive 2002/73/CE of 23 September 2002 reinforce the legal measures against sexist discrimination in the field of employment and professional training.

National legal contexts of the Di&Di partners:



BULGARIA:

The principle of equality before the law was enshrined by the Bulgarian constitution in 1991. Several other legal measures against discrimination can be found in the Penal Code and in the Labour Code. The European legal framework on anti-discrimination was transferred into the Bulgarian law in 2004. A national institution is in charge of controlling the respect of this law, the Commission for Protection against Discrimination.



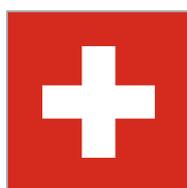
France: The principle of equality before the law was enshrined by the constitution of the V Republic in 1958. The European legal framework on anti-discrimination was transferred into the French law in 2001. The law of 01/16/2001 provides a definition of discrimination and a list of prohibited criteria. It includes a *reverse onus* provision and strengthen the means for legal actions against discrimination. Further laws and directives were adopted in the next years and the list of prohibited criteria is regularly implemented. The national authority in charge of anti-discrimination is the Défenseur des Droits.



ITALY: The principle of equality before the law was enshrined by the constitution of the Italian Republic in 1948. The legal reference against racial discrimination is the law n. 205 of June 1993, known as “legge Mancino”. This law prohibits discrimination based on racial, national, ethnic or religious motives. This framework was strengthened in 2003 by the legislative decree n. 215, which provides measures for the adaptation of the Italian law to the European Directive 2000/78/CE and specifically concerns the field of employment. The national authority in charge of anti-discrimination is the UNAR (Ufficio Anti Discriminazioni Razziali).



GERMANY: The principle of equality before the law was enshrined by the federal constitution, the *Grundgesetz* (1949), in its art. 3. German legal framework against discrimination is particularly developed, with several federal and regional instruments which protect against discrimination in its different forms and fields. The general law on equality of treatment, « Allgemeines Gleichbehandlungsgesetz » (AGG), was adopted in 2006 and transferred the European directives into the federal law. The *Antidiskriminierungsstelle*, created in the same year, is the national institution in charge of anti-discrimination.



SWITZERLAND: The principles of equality before the law and of anti-discrimination are enshrined by the Swiss federal constitution (1999), in its art. 8. Nevertheless, international institutions have repeatedly recommended to Switzerland to follow the example of the EU countries and strengthen its legal framework against discrimination, especially in the private sector. Swiss anti-discrimination legal instruments are rather weak. Only the criminal law officially protects against racial discrimination (art. 261bis of the Penal Code), while a federal law enshrines equality between men and women.

From Knowledge to Practice: The methodology –

A capacity-building approach

Even when the legal framework and possible legal actions are well known by professionals, it can be difficult to recognise and know how to deal with discrimination in a real professional context. Given its focus on concrete support to migrants' professional inclusion, the Di&Di project encourages a practical approach to anti-discrimination.

In the framework of a mentoring programme, the trainer or facilitator will need to implement a pedagogical method adapted to the mentoring target audiences.

In order to create the content for this part of the programme, it is recommended to collect certain things before the sessions:

- **Case studies:** real situations which are linked to discrimination faced by young migrants and migrant women. They can be cases of discrimination in a “legal” sense or situations which cannot be qualified as illegal acts, but where people have the feeling of being treated unequally or develop a defensive attitude to prevent discriminative acts. It is important to show that discrimination is not only a matter of law, its roots have to be explained through sociology and the history of power relations. Discrimination is a catalyst of exclusion; it destroys self-confidence and confidence in others. An anti-discrimination approach must also act at this level through a capacity-building approach.
- **Best practices:** professional practices that have demonstrated their capacity to support a defensive or preventive, individual or collective, action against discrimination, and/or to encourage the expression of migrants who are exposed to it.

Case studies can be collected either during the training sessions, if the mentoring course is associated with the training, or through interviews with migrants, specialised associations or institutions of the anti-discrimination field. It is also possible to collect case studies among participants of the mentoring during a preliminary session: “can you give an example of discrimination faced by a person you met in the framework of your professional activity?”.

Best practices can be collected amongst specialised institutions and associations of the anti-discrimination field in your country. It is also possible to use examples of best practices developed at a European level, such as those implemented by many European organisations in the framework of the EQUAL programme.

It is recommended to combine case studies and best practices in the mentoring approach: during the mentoring session, the participants can share their own practices and methods

related to anti-discrimination, or reflect on how a method they use for working on other issues can be transferred to the situation presented through the case study.

A case study can be presented through a **problem-solving approach**:

1. Identify the problem,
2. Identify possible plans,
3. Make hypothesis (what could happen if...),
4. Define the strategy, and when possible,
5. Measure the strategy's results.

A best practice can be tested as a “strategy” to solve a problem

Diversity against Discrimination- tools and methods for recognising competences

Recognising the competences of migrants is a key issue to promote equality and to support their inclusion in the labour market. The undervaluation of competences and qualifications and the non-recognition of diplomas is one of the main obstacles faced by immigrant jobseekers in Europe, notably youngsters and women.

- The first step to recognise competences is to **understand** them. Which competences are necessary to do a specific job in the country of origin of the jobseeker? It is important to keep in mind that for the same job, different competences could be needed according to the social, cultural and economic context.
- The second step is to **translate** and to **transfer** them in the specific framework of the national and/or local labour market. How can these relational / selling / caring ... competences expressed here? Are they useful for specific work environments / companies? How could they be valued for the jobseeker's professional project?
- In some cases, the two first steps could be sufficient: the specific competences identified in the migrant jobseeker's path, once recognised, match with the employer's needs. In other cases, another step will be necessary: a formal recognition (through validation of experience or diploma's conversion), a professional training, a re-assessment of the professional project...

Specific tools can support this understanding / translation / assessment process. Many interesting initiatives aiming at this objective were developed in the framework of the European Lifelong Learning programme. One of them is the **Migrapass portfolio** (www.migrapass.net) developed by a European team in 2010-2012. It provides a framework and method which can be useful for migrant jobseekers and for professionals supporting their professional inclusion, in order to express and translate their mobility paths in terms of competences.

How to proceed in the framework of a mentoring programme:

- Before the mentoring sessions, the facilitator / trainer will collect information on tools and methods implemented at the national level to enable or support the recognition of migrants' competences and qualifications. He/she can also take examples of tools and methods developed in the framework of European projects that can be transferred to the participants' professional practice, such as the Migrapass.
- During the mentoring sessions, it is important to ask the participants how they already work with regard to this issue. They will share and discuss the tools and methods they use, and highlight their strengths and weaknesses.
- Depending on the specific needs of the participants, the facilitator/trainer can associate to the presentation and/or the preparation of the contents selected key-actors. For example, if the mentoring's participants are strongly concerned by the

procedures to follow for the recognition of migrants' diplomas, inputs from a ENIC-NARIC⁵ representative would be particularly useful.

- One or two tools can also be tested by the participants during the mentoring sessions, through simulation of interviews for example. They can be adapted and improved after the sessions to be transferred into their professional practice.

⁵ ENIC-NARIC (www.enic-naric.net) is the European Network in charge of providing information on the professional and academic recognition of diplomas. National centres represent the Network in the EU countries.

Building an action plan

Building an action plan can be a complex task when working on the issues of discrimination and diversity, and varies from place and person. It is the differential contexts and target groups that need to be kept in mind when developing a practical approach and the flexibility of the Di&Di model allows for just that. Bearing in mind the aforementioned advice and experiences learnt from Di&Di, the trainers/facilitators should always analyse the audience's needs and expectations first and integrate those into their exercises with relevant cases and advice. There are many different ways to approach the training and mentoring exercises, however, here are a couple of different methods that could be used for both heterogeneous or homogenous groups.

1) The Role Play

Target group and size of the group:

The role play is conceived for use with a *heterogeneous* group of actors working in different professional positions and environments. It is adapted to a group composed of 10 to 20 participants.

This main group will be split into smaller groups of 3-4 persons. People from the same organisation/professional role will go to different groups.

Materials needed:

- Forms describing a « case study » (cf. the description below) where the group is given a specific role: 1 form per group, it is possible for different groups to work on the same case.
- Writing material for the participants.
- Paperboard for reflection with the main group.

Description:

1) Preparation before the session:

- **Identify some interesting “case studies”** in your country. These “cases” are real life situations, in which migrant women or young migrants experience a situation where questions arise linked to discrimination issues in the labour market. They can be collected during daily work or training with migrants, reported by migrants themselves or by professionals working with them. They can also be found in your national anti-discrimination case laws. Anonymity of the people concerned by the cases should be ensured.

Cases related to different stages of professional life (hiring, professional career, return from maternity or sick leave, dismissal) can be proposed. It is also recommended not to choose only cases which are “evident” illegal discriminations, but also more complex

cases, in which discrimination is not so easy to demonstrate but where there is a “feeling” or a risk of an unequal treatment based on origin (or gender or age).

- For each case, **choose a role** among the different profiles of the actors concerned by the Mentoring programme: a trade union representative, a social worker, a job counsellor, an HR manager... Roles can be adapted to the reality of you national or local context.
- **Prepare a form for each case/role and some questions for the groups** (ex.: Is this discrimination? Where is the problem in this situation? What would you do in this situation if you were a (trade union representative, HR manager, social mediator ...)?
Alternative proposal: instead of having written descriptions of the situations, you can use pertinent video extracts.

2) During the session

- Participants discuss in small groups the proposed case studies (30 minutes).
- A person from each group presents to all the other participants their interpretation and solutions found for the case study (10 minutes per group).
- The trainer then proposes other aspects for reflection, linked to three objectives:
 - o **Deconstructing the prejudices** which are hidden in each situation of unequal treatment. For example, migrants are often asked about their family and affective relationships during job interviews. This is linked to the idea that, because they are connected with different countries, migrants are more “unstable” workers than non-migrants. Deconstructing this prejudice with the participants means reminding them that questions concerning their personal life should not be part of job interviews and that migrants are objectively not more unstable than other workers (who can also have family relationships or personal projects abroad).
 - o **Highlight the complementarity** of actors working in different professional positions or contexts for finding innovative and effective solutions, through collaborative work in small groups.
 - o **Giving and sharing concrete ideas for action**, notably starting from methods already experimented for similar cases. Legal procedures are not the only actions possible: for many cases, mediation and dialogue may be preferable. Helping persons facing a potentially discriminative situation to understand it is also a way to empower them. For this aspect, collaboration with a jurist or trade union representative, experienced in anti-discrimination, can be useful.

Focal points:

- *Change of perspective:*

This method offers a concrete approach to anti-discrimination. Working on real situations highlights the complexity of this issue in daily life. Experiences that may appear banal or unresolvable to some professionals are actually problematic in terms of equality and need their mobilisation. This may also explain the gap between the low number of legal cases for discrimination compared to the high feeling of discrimination expressed by migrants. The change

of perspective will then enable the deconstruction of the idea of “victimisation” of which they are often accused.

- *Creating and presenting:*

This method will give participants the opportunity to express themselves and exchange ideas for finding solutions to the proposed cases. Their feedback will be collected by the trainer for future sessions and implementation of the modules.

- *Facilitation of personal encounters across audiences and institutions:*

The proposed method will be an opportunity for the trainer to show the complementarity of different actors and the importance of creating professional networks around an anti-discrimination commitment. Exchange among professionals will enable a greater understanding of each other’s role. This strengthened knowledge is a form of empowerment of the actors for supporting migrants’ professional inclusion.

Illustrations and examples:



Role-play organised in Paris. Participants in this specific group were: a representative of an association of young graduate migrants, a job and personal development coach, a language trainer and a volunteer supporting migrants’ professional inclusion. They played the role of a job counsellor.

Some case studies and roles proposed during the mentoring sessions held in Paris, May 2015:

1) A young graduate migrant’s job interview

C. is a young man from Mali, who graduated in electronic engineering in France. During a job interview, an employer asked him about his family and affective environment. The employer explained to C. his doubts about C.’s stability in the company, because of his personal relationships in his country of origin. You are a job counsellor specialised in supporting young executives. During an assessment interview, C. explains you what happened in this interview.

- In your opinion, is this a well-conducted job interview?
- Which is your reaction when C. tells you about this experience?
- Which is your role/what can you do in this situation?

Key-topics to discuss with the group: what a well-conducted job interview involves, deconstructing the prejudice of migrants’ instability, helping job-seekers to prepare answers to such questions, possible ways of investigating the company’s hiring procedures...

2) The professional career of a young immigrant mother

V. is a young Bolivian woman, who graduated from a Business School. She met big difficulties in her job search. She believes that her foreign nationality and her status of young single

mother dissuade her potential employers. After a year of unsuccessful searches, she obtained a temporary contract as an administrative assistant in a SME. In order to increase her chances of getting the job, she hid her status as a mother during the job interview and afterwards, from her supervisor and colleagues. Once her temporary contract ended, the company offered her a permanent contract and asked her to prepare the necessary administrative documents, including a social security certificate. V. asks the Social Security office to erase the references to her child in the certificate. You are the staff representative in this company and V. tells you about this situation.

- In your opinion, are there discrimination issues in this situation?
- What is your reaction to this story?
- What is your role/What can you do in this situation?

Key-topics to discuss with the group: discrimination and downgrade, psychological effects and self-presentation strategies coming from an experience of discrimination and exclusion, private life and job interviews, how to support workers' access rights without exposing them directly...

3) An immigrant woman's dismissal

You are a social mediator in a grassroots association. You have an appointment with A., a woman from Guinea. You know that she is undocumented and that she has been working for ten years as a domestic worker for a family. She explains to you that she has just been dismissed by her employers, without notice nor indemnity and that she wants to go to court to assert her rights.

- How do you react to her request?
- If you decide to help her in this choice, towards which organisation or professional do you guide her?

Key-topics to discuss with the group: Employer prejudices which can be shared by social workers (an undocumented person as a person "without any rights"), the importance of being advised on complex situation (professional networks), empowerment and access rights. [NB: this situation was taken from a real French law case. The court recognised that the woman had been discriminated against because of her origin/nationality. It highlights that being undocumented does not necessarily mean a complete exclusion from labour and/or fundamental rights'.]

2) A critical approach – SWOT analysis

Another critical approach that can be helpful, particularly when working with groups of professionals, is a SWOT analysis, focused on the challenges and concerns with discrimination and diversity. Traditionally, a SWOT analysis tends to be used in a project management context as a project evaluation tool. However, it is an effective assessment practice that can be transferred to other areas too.

STRENGTHS	OPPORTUNITIES
WEAKNESSES	THREATS

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Strengths and Weaknesses tend to relate to the internal aspect of the project. For example, a Strength would be the project is innovative and effective, a Weakness would be that the project struggles to fit into a network of similar actors due to the lack of communication skills in the team. Opportunities and Threats relate to what is external to the project. For example, an Opportunity would be that the theme of the project is becoming extremely relevant in the news so there is renewed interest in the project, while a Threat would be that with the change of government funding for this type of project will probably be cut.

Clearly this is useful for analysis and greater awareness of the situation but how can this critical approach be applied to discrimination and diversity?

Target group and size of the group:

The SWOT approach can be used for *both* heterogeneous and homogenous groups of professionals.

There can be any number of participants above 8 per session. However, for the best exchanges, groups of around 25 people maximum are advised.

This larger group will then be split into smaller groups of about 3, 4 or 5 depending on the number of participants from different professional backgrounds or the number of backgrounds assigned by the trainer.

If it is a *heterogeneous* group, people from the same organisation/professional role will go to different groups.

If it is a *homogenous* group, then the trainer can assign different professional roles to the participants so they can engage with different perspectives from their own.

Materials needed:

- 1 X A4 form per participant with a giant SWOT grid and, if a homogenous group, their professional role for the task (i.e. private sector employer, social worker, trade union rep.)
- 1 X pen/pencil per participant

- 1 X Paperboard for reflection with the whole group at the end of the session.

Description:

3) Preparation before the session:

- **Research the local context** both what types of professional actors there are but also what the socio-cultural and political situation is to ensure that your examples and advice are pertinent and specific to each profession or local context.
- **If a heterogeneous group**
 - Prior to the session, ask the participants to submit their different professional roles/backgrounds/companies.
 - Identify how many different types of roles there are and pre-group them into teams to ensure a mix of backgrounds in one team.
- **If a homogenous group**
 - Pick a number of professional roles relevant to the local context in which you are working, make sure you have at least 4-5 different ones.
- **Identify some interesting examples** of SWOTs from specific perspectives to share with the participants (perhaps you could include your own as a trainer)
- **Prepare a form** in A4 format with a giant SWOT grid on it to distribute to the participants. If you are going to be working with a homogenous group, each form can also include a professional role that the participants will be assigned to.

4) During the session

- Explain what the SWOT analysis involves and give one or two examples to ensure participants understand the task at hand. (5-10 minutes).
- Each participant is asked to fill in their own SWOT form according to their profession or assigned profession (5 minutes).
- Participants are then divided up into smaller groups, mixed up to ensure they are with different actors, and asked to discuss their form with the group and reflect on what else they would add to each other's SWOT analyses and why. (30 mins)
- The groups come together again and each group is asked to voice what they believe is the key challenge for each profession in fighting discrimination and how they might overcome it. (15-20 mins)
- During this reflection time, the trainer suggests a few key points for consideration:
 - o **Recognising direct, indirect and systemic discrimination**
From the previous discussion period, participants may note that for their sector there is a certain type of discrimination prevalent that they were previously unaware of and they can start considering how to remedy this. For example, in the hostessing industry there is a tendency to hire only attractive women, regardless of their experience, as that is what is assumed customers want. This practice discriminates against all other types of applicants.

○ **The role and complementarity of different actors**

From this exercise it should be clear that each profession is at a different level or focusses on a different aspect related to anti-discrimination, actors should consider how they can collaborate in fighting against discrimination and promoting diversity. For example, a social worker may tend to advise people from certain backgrounds to not apply for certain jobs, meaning that HR managers are not used to seeing these profiles and unaware of the advantages this could bring to their company. As a result, these profiles do not tend to be seen in a certain sector of employment, which further dissuades people from different backgrounds to apply. This vicious circle can be avoided if all actors work together.

○ **Finding concrete solutions**

Participants are asked to consider what concrete steps they can take to address the challenges they have identified. For example, if they know their organisation tends to discriminate, even unintentionally, perhaps they can link up with an association tackling discrimination directly to come train and advise staff on best practices.

Focal points:

- *Open-mindedness:*

The session encourages participants to engage in an honest dialogue about their own profession/professional sector and its challenges and shortcomings in dealing with discrimination and diversity. It also forces them to consider other perspectives and interpretations.

- *Problem-solving:*

In relation to the challenges and shortcomings analysed, participants are asked to consider solutions and action plans for how to change and resolve the situation to avoid discrimination and promote diversity.

- *Valorising the opportunities different actors can provide:*

One of the key advantages of this approach is that it enables an appreciation of different professional perspectives but more importantly that it situates the different actors at different levels and highlights their potential complementarity in tackling anti-discrimination.

Illustrations and examples:

Private sector employer:

S	O
I have the final say on who gets hired at the company, I can ensure that I consider the prohibited criteria when making my selection and to not discriminate based on them.	The industry is changing and clients are expecting a greater diversity of employees.
W	T
A number of people screen applications before they get to me. How can I make sure that no discrimination happens then?	Recent political changes have meant that procedures to obtain a work visa for someone from a different country have become more difficult and costly. How to I ensure this does not affect my decision-making process?

Going further - European networks on diversity and anti-discrimination

Here is a list of interesting European networks working on the issues of Discrimination & Diversity. Their projects and research were sources of inspiration for the Di&Di European team.

- **European Network against Racism** (<http://www.enar-eu.org/>)

ENAR is the only Pan-European anti-racist network that combines advocacy for racial equality and facilitation of the cooperation among civil society anti-racist actors in Europe. The organisation was set up in 1998 by grassroots activists willing to accompany legal changes at European level and to promote racial equality in all EU Member States.

- **European Anti-Discrimination Legal Network** (<http://www.migpolgroup.com/anti-discrimination-equality/european-anti-discrimination-legal-network/>)

The Migration Policy Group and Human European Consultancy created and currently coordinate a Network of independent legal experts in the non-discrimination field. These experts provide independent information and advice on the implementation of the Article 19 TFEU and of the anti-discrimination Directives in the EU Member States.

- **Equinet, the European Network of Equality Bodies** (<http://www.equineteurope.org/>)

Equinet is composed by 45 organizations from 33 European countries. It promotes equality in Europe through supporting and enabling the work of national equality bodies. It supports equality bodies to be independent and effective as valuable catalysts for more equal societies.

- **European network of cities for local integration policies for migrants (CLIP)** (<http://www.eurofound.europa.eu/areas/populationandsociety/clipabout.htm>)

CLIP is a network of 30 European cities working together to support the social and economic integration of migrants. The members of CLIP are European organisations, research centres and public authorities from the different cities.

Concluding Remarks –

Overall, the Di&Di project has been a time of learning, experimentation and adaptation that has brought 5 European countries even closer together through a new and shared understanding of the challenges and solutions to migrants' professional integration.

The two target audiences of female and young migrants were chosen starting from an evaluation of their specific needs: among migrant jobseekers they are those needing most support as discrimination and the undervaluation of their skills frequently prevent them from integrating the European labour market. The key challenge has been understanding exactly what the concerns, needs and obstacles are for each actor, comprehending the local contexts and backgrounds that influence the different relationships. There also needed to be careful reflection on how to define discrimination, what the different types and criteria were and how it can be overcome according to each job sector or actor.

It is here that the Di&Di mentoring model has been particularly effective and successful. Not only does the model carefully consider these concerns, contexts and issues aforementioned but the its flexibility enables facilitators to integrate them directly into the mentoring prototype, adapted to the target audience and location, using some of the practical methods, tools and networks highlighted in this report.

Furthermore, as the Di&Di project integrates the lifelong learning approach, it encourages ongoing learning and equips migrants and professionals with skills and knowledge that will continue to be useful throughout their professional and personal lives. The experimentation in 5 European countries and the adaptability of the model means that it can now be transposed to other European or non-European countries to share the experiences learnt and benefits obtained from the Di&Di project. Overall it is an effective model that encourage anti-discrimination, diversity, self-sustainability and social inclusion for all.

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