

## ***Purpose of the Manual***

This manual provides material and a step-by-step description of how to conduct a workshop for migrants on diversity in general, focusing on diversity and employment, especially in small and medium enterprises (SMEs).

This training program will be used for the further development of knowledge and capacities of migrants in the reception country enabling their social and labour integration. The training includes the labour and social rights of migrants in European countries, the characteristics of the labour market in each project country, the procedures for work permits and asylum and conflict-resolution. In addition, the training provides information on legal-social counselling, advocacy, labour rights and labour market characteristics, recognition of qualifications, advisory bodies and other supporting networks.

KISA, as the leading organisation of this output, has delivered this manual as the structure of this training programme in collaboration with IRIV and with the contribution of all partners. The training material is based on the expertise of the partners, research, and also on the outcomes of the comparative research report (O1) with inputs from all project countries.

The content of the training material satisfies the following needs:

1. Identify the key components of the target audience, its training needs, its skills and knowledge.
2. Addressing the identified needs of the audience, based on its existent skills and knowledge while expanding both of them.
3. Choose effective training methods and techniques (activities, handouts, presentation slides, theory, etc.).

## ***Target audience***

The principal beneficiaries of the manual are migrants in the host countries. This manual does not cover the specific needs of asylum seekers, given the particularities of the legislative system regarding this particular group. It involves designing for two training courses: one for migrants who have been staying for long time in the host country and/ or migrants who are syndicalised and/ or migrants who are active in their communities and/ or otherwise active in issues of integration in the workplace and one for migrants who do not have such experience and/ or newcomers.

# METHODOLOGICAL PRINCIPLES OF THE TRAINING

## *Interactive and Motivational*

This manual is designed for trainings to be:

- **Highly interactive:** Interactive training is, according to research, the most effective method of adult learning. It has been proved that interactive and participatory training sessions produce more and better results as people learn better when they interact. People learn by hearing, seeing/ watching, experiencing, communicating. This manual is designed to incorporate all of these means in a training.
- **Motivational:** Motivation plays a key role in learning. The aim of this training is to help participants develop knowledge and skills and also to demonstrate the benefits of diversity in society and specifically in the workplace, motivating and empowering migrants to accept and embrace their own diversity as well as that of others.
- **Inclusive:** Training becomes more effective through the active engagement of the participants. This can be achieved through the use of examples, discussion, and case studies, during which all participants will be able to apply the theoretical knowledge in practice. These can also be useful instruments for the trainers to verify the understanding and the knowledge trainees have acquired through the training. It is important that trainers guarantee the active participation of all participants in the training and these tools can help them to do so as well as to evaluate the results of the training.

## *Human rights-based*

This training follows a human rights-based approach, because knowledge of and respect for human rights, anti-discrimination, equality, and respect for diversity are essential to personal development, the progress of a society, and the growth of enterprises.

## *Adapted and flexible*

This manual can and should be adapted, especially its materials, to local needs as in each country/ area, there are differences and variations in regards to the legal framework, policies, and practices, especially in relation to the resident status of migrants. It should also be adapted according to the specific needs of migrants in each country. For this reason, the curriculum is flexible and can be easily adapted accordingly.

## *Structure of the training*

This manual is designed for a training of 6-7 hours, including also extended material that trainers may use if they want to provide longer trainings (up to 20 hours). It is advisable that the trainers follow the order of the curriculum, as it is designed in such a way that each section prepares the ground for the next one. Moreover, the curriculum is designed to be delivered ideally in one training. Yet, each section of the curriculum may be also delivered independently.

Each section of the curriculum contains **thematic modules** and each module consists of **instructions for trainers, suggested activities, handouts** (if relevant), **notes for the trainers, tips for the trainers** (if relevant), and **power point slides** (Annex).

The section under the title ***Instructions for Trainers*** includes conceptual, methodological, and practical information to help the trainers carry out the activities provided and in general deliver the training.

The ***Handout Appendices*** provide material in the form of handouts, helpful for the learning objectives, that the trainers can distribute to the participants.

### ***Activities, including case studies***

Each module contains activities, including case studies, which the trainers can carry out for an interactive training. The trainers are instructed which and how many activities to use, depending on the time of the training (7-hours or extended) and the background and needs of the participants (if they are newly arrived migrants/ migrants with no such experience, or migrants who have been staying for long time in the host country and/ or migrants who are syndicalised and/ or migrants who are active in their communities and/ or otherwise active in issues of integration in the workplace).

## PREPARATION FOR DELIVERING THE TRAINING

Trainers need to customize the material in this manual to the particular conditions of the country/ place the training takes place in. Hence, trainers need to know very well the national/ local context and be acquainted with the most recent developments. Such knowledge of the trainees' specific context will allow trainers to:

- Deliver a context- specific and therefore, to-the-point training.
- Keep the trainees' interest alive.
- Improve their credibility and have it confirmed.

### *Evaluation*

Each training must be concluded with an evaluation, with the purpose of assessing its effectiveness and impact. Such evaluation may involve:

- Collecting data on trainees' reactions and feedback, especially regarding learning.
- Comparing anticipated to actual results.
- Identifying issues that need improvement.

Such evaluation may rely on verbal feedback/ comments by trainees, observation by trainers, and questionnaires. In the end of each training, trainers must distribute questionnaires to the trainees to fill in, so that to have their own concrete evaluation. Handouts and at the end of this manual can be used as sample.

### *Practical arrangements*

#### *Time*

The curriculum in this manual is designed for a training of 7 hours, which can be delivered in a one-day session, with two 15-minute breaks and a lunch break. This manual also provides extended material that trainers may use for trainings up to 20 hours.

It is recommended that trainers are flexible on time. If the discussion is lively and trainees seem to enjoy it in a way that learning is also happening, then trainers can allow it more time than scheduled and adjust other parts of the session. It is more important to answer questions, clarify any inquiries and allow trainees time to express themselves than to strictly stick on the programme.

### *General Advice*

The area of this training is rather sensitive and trainees may express or carry the conviction that the issues addresses are not important and/ or real. In addition, some trainees may carry and/ or express their own prejudices about socially vulnerable groups. "**Tips for trainers,**" included in each module, may be useful in addressing difficulties arising in the course of the training, including difficult questions and relevant answers as well as tips and information that can be used to respond to trainees' questions/ doubts/ problematic comments in a positive and constructive way.

It is advisable that each training session is delivered by two trainers, who will cooperate with each other, combining their perspectives, for the best results.

Personal stories are powerful learning tools. Trainers are strongly encouraged to make use of their own personal stories/ experience when relevant and also encourage trainees to share their own stories.

Trainers are recommended to beware of what trainees are saying and also what they are not saying and take advantage of both what is said and what is not said. Surfacing what it has not been told is very important, therefore trainers are encouraged, when appropriate, to surface such things.

## ***Substantive Teaching Materials***

The material essential to deliver the training is provided in this manual, including annexes and handouts. Yet, trainers are strongly encouraged to prepare more material, especially material specific to the national/ local context and prepare themselves in advance for the training session.

## ***Equipment and Supplies***

It is recommended that the training sessions are delivered in a big, comfortable room. Trainees should sit in chairs arranged in a U shape/ open circle and trainers deliver their presentations at the open end of the U-shape/ circle. A table with the following supplies and equipment must be available:

- power point projector
- computer and screen
- flipcharts and paper
- pencils/ pens (one for each participant);
- paper for nametags
- multi-coloured markers
- blank cards or pieces of paper
- tape
- double-face (double-sided tape)
- notebooks (one per participant)

It is advisable that another table should be placed at a separate area of the room (at the back or the side of the room) for refreshments.

## ***Pre-Workshop Preparations***

On the day of the training, trainers should arrive at least 60 minutes earlier to:

- Set up the room.
- Set up the equipment.
- Bring and arrange supplies.
- Make sure the equipment functions properly.
- Make sure refreshments and food are delivered.

## ***Handouts***

Handouts are available in the modules. Unless instructed otherwise in the module, handouts should be distributed at the end of the training, so that to avoid that the trainees are distracted.

## ***Vocabulary and definitions***

The definitions used in this manual depict on national, EU, and international legislation and most importantly, on a rights-based approach, drawing upon the terms with which activists and organised groups define themselves. It is important to underline that the term 'race,' with no scientific basis when applied to humankind, is also used in this context.

## ***End of training***

At the end of the training, trainers should be prepared to provide additional resources for participants who want to learn more about relevant issues. Such material can be found in the section "Additional Material," in the end of this manual.

**Total duration:** 7 hours approximately

## **MODULE 1: INTRODUCTIONS AND GROUND RULES**

**Time:** 15 minutes

**Objectives:**

- Familiarising trainers and participants with each other.
- Constructing and introducing ground rules.
- Describing the objectives of the session.
- Setting the group's expectations and goals.

## **MODULE 2: UNDERSTANDING STEREOTYPES AND PREJUDICES**

**Time:** 20 minutes

**Objectives:**

- Stereotypes, prejudices, preconceptions, biases: what are they and how are they different?
- Defining stereotypes, prejudices, preconceptions, and biases.
- Raising trainees' awareness on the implications that stereotypes and prejudices have on people's lives and how they affect personal and professional conduct.
- Encouraging trainees to identify and face their own stereotypes and prejudices.
- Displaying how stereotypes and prejudices can negatively affect their work.

## **MODULE 3: UNDERSTANDING DIVERSITY**

**Time:** 1 hour

**Objectives:**

- Encouraging trainees to explore the diversity of their own identities so that to acknowledge the multiple aspects of 'identity' and the various meanings attributed to such aspects, both for ourselves and for others.
- Encouraging trainees to explore their privileges and vulnerabilities and acknowledge them.
- Defining diversity.
- Introducing trainees to a range of diversity issues informed by race, ethnicity, gender, sexuality, disability, religion, and class.
- Explore the kinds of discrimination vulnerable groups may face.
- Displaying the importance of cultivating understanding and respect for diversity.
- Introducing workplace diversity and how it can positively affect work.

## **MODULE 4: DISCRIMINATION**

**Time:** 30 minutes

**Objectives:**

- Defining discrimination.
- Explaining the difference between discrimination and prejudices.
- Providing trainees with the tools to identify incidents of discrimination.
- Raising trainees' awareness on the consequences of discrimination on people's lives: social and economic and marginalisation.
- Displaying how discrimination affects negatively the work, both of victims and perpetrators.

## **MODULE 5: DIVERSITY AND ECONOMIC ACTIVITY**

**Time:** 1 hour

**Objectives:**

- Introducing the importance of diversity in the labour market.
- Introducing the importance of diversity in business world.
- Explaining the importance of diversity in regards to
  - staff composition
  - managerial team composition
  - workplace relations
  - general management
  - understanding the market – clientele – consumption and their needs
- Introducing the nature and characteristics of SMEs.
- Presenting benefits and challenges of diversity in SMEs.

**MODULE 6: LEGAL FRAMEWORK**

**Time:** 40 minutes

**Objectives:**

- Introducing the national/ local, EU, and international legal framework protecting diversity and combating discrimination.
- Focusing on the specific national/ local legislation and its implementation.
- Introducing the legal obligations of employers in protecting diversity and combating discrimination at workplace.

**MODULE 7: PROMOTING DIVERSITY AND COMBATING DISCRIMINATION**

**Time:** 30 minutes

**Objectives:**

- Raising trainees' awareness on respectful and tolerant behaviour.
- Introducing empathy.
- Promoting pro-diversity attitudes.
- Training participants on how to talk to others about diversity.
- Teaching trainees new skills so that to function effectively in a diverse and complex environment, including the workplace.
- Teaching trainees how to practice personal and collective responsibility towards the respect of diversity.

**MODULE 8: LABOUR RELATIONS, COLLECTIVE BARGAINING AND DIVERSITY**

**Time:** 1 hour

**Objectives:**

- Introducing labour relations and their regulations in a national/ local context.
- Raise awareness of labour relations / bargaining in SMEs.
- How and why to promote diversity in labour relations/ collective bargaining mechanisms.
- How to make use of diversity to enhance and protect migrant workers' rights.
- Diversity and trade unionism.

**MODULE 9: COPING WITH AND REPORTING DISCRIMINATION**

**Time:** 1 hour

**Objectives:**

- Equipping trainees to be able to identify if they have been discriminated against.

- Equipping trainees to react to discrimination, including reporting – Presenting relevant available tools/ mechanisms.
- How to react to and report discrimination at workplace – Presenting available tools/ mechanisms.
- Raising awareness on the barriers victims face in reporting discrimination in general and at the workplace in particular.
- Presenting how to overcome the barriers.
- Raising awareness among trainees on their roles when a discrimination complaint is filed.

#### **MODULE 10: RECAPITULATION**

**Time:** 30 minutes

**Objectives:**

- Summarizing the main concepts.
- Summarizing how to identify discrimination.
- Summarizing the importance of diversity.
- Testing trainees' understanding of the presented concepts.
- Clarifying any unclear concept.

#### **MODULE 11: EVALUATIONS AND CONCLUDING REMARKS**

**Time:** 15 minutes

**Objectives:**

- Having participants fill out evaluations.
- Reviewing expectations and verifying if they have been met.