MigrAID

TRAINING ON DIVERSITY: TRAINING MANUAL

An Erasmus+ project:

Educating Social Partners Towards Ethnic Diversity in SMEs

kisa
Ισότητα, Στήριξη, Αντιρατσισμός
Equality, Support, Antiracism

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Disclaimer

Acknowledgement

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Background

This manual is an output of the "Educating Social Partners towards Ethnic Diversity in Small and Medium Enterprises" (MigrAID) project. This project addresses ethnic diversity in the workplace and implements particular research and educational programmes in the sector of Small and Medium Enterprises (SMEs) in order to facilitate the smooth integration of migrant workers. More specifically, the project carries out two innovative and interconnected research studies and it develops particular VET programs and training activities for both social partners and migrant communities. Ethnic diversity, inclusion, workplace diversity, inequality, discrimination and conflict resolution are themes highlighting all activities of the project. The ultimate aim of MigrAID is to strengthen the skills and competencies of trade unionists, employers, and migrants. Through informal education, the project aspires to better prepare these aforementioned groups in dealing with the on-going challenges and demands of the labour market. Among the objectives of the project is the development of digital tools for learning, the construction of sectoral vocational educational training (VET) programmes, the raise of awareness of employers on ethnic diversity, the development of synergies of collaboration between institutions and individuals working on migration and the exchange of know-how and experiences.

The project is supported by Erasmus+ and is coordinated by the Cyprus Labour Institute (INEK-PEO) in partnership with seven other organizations as follows:

Action for Equality, Support, Antiracism (KISA), Cyprus
Institute of Labour of the General Confederation of Greek Workers (INE/GSEE), Greece
Institute of the Hellenic Confederation of Professionals Craftsmen and Merchants AE (IME/GSEVEE), Greece
Universita Delgi Studi di Milano (UMIL), Italy
Enaip Veneto Impresa Sociale (ENAIP Veneto I.S.), Italy
Iriv Conseil, France
Videnscenter for Integration, Denmark

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.

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).

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.

MODULE 1: INTRODUCTIONS, OBJECTIVES, 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.

Part one: Introduction
Time: 5 minutes
Materials:
Folders with agendas, notebooks, and pens for participants
Markers
List of participants

INSTRUCTIONS
1. Trainers pass the participants' list and ask everybody to sign it.
2. Trainers ask everybody to prepare a name –tag with a folded piece of paper and a marker and place it in front of them.
3. Trainers present themselves by sharing their names and briefly describing their backgrounds and experience, focusing on their role as facilitators so that to establish their credibility as workshop leaders.
4. Trainers ask trainees to introduce themselves by sharing their name and something interesting about themselves (this can be: where they come from/ their background/ experience on the subject matter/ something they are proud of/ any personal information they want to share with the group).

Tip for the trainers: Keep introductions brief without focusing on accomplishments!

Suggested activities
The following activities may replace step 3, especially in an extended version of this training. Trainers must highlight that nobody is forced to answer any question they do not feel comfortable discussing and that at any moment, they have the right to skip a question and move to the next one. Trainers are encouraged to participate in the activities, especially if there is an odd number of trainees, so that to make sure everybody has a pair.

Activity A
a. Trainers ask trainees to get into pairs and introduce themselves to each other. Introduction   must include sharing their names and something interesting about themselves (this can be: where they come from/ their background/ experience on the subject matter/ something they are proud of/ any personal information they want to share with the group).
b. Trainers ask each person to introduce their pair to the rest of the group.

Activity B
   a. Trainers ask everybody to take numbers 1 and 2 in turn. Those with number 1 take their chairs and form a circle in the centre of the room, facing out. Those with number 2 take their chairs and form a circle around the first circle, facing in. Everybody is sitting across somebody else.
   b. Trainers pose a question in 3-5 rounds for the pairs to discuss. One question is posed in each round. Pairs may have 5-10 minutes to discuss each question.
   c. Trainers ask everybody to introduce their pair to the group, focusing on the most important things they learnt from them through the above conversation.

Activity C

   a. Trainers ask everybody to take numbers 1 and 2 in turn. Those with number 1 take their chairs and form a circle in the centre of the room, facing out. Those with number 2 take their chairs and form a circle around the first circle, facing in. Everybody is sitting across somebody else.
   b. Trainers pose a question in 3-5 rounds for the pairs to discuss. One question is posed in each round. Between rounds, trainers ask those sitting in the outer circle to move one seat or more so that everybody has a different partner in each round. Pairs may have 5-10 minutes to discuss each question.
   c. After each round, trainers ask everybody to introduce their pair to the group, focusing on the most important things they learnt from them through the conversation they had.

Activity D

   a. Trainers ask everybody to take numbers 1 and 2 in turn. Those with number 1 take their chairs and sit in a row. Those with number 2 take their chairs and sit in front of the first row. Everybody is sitting in front of somebody else.
   b. Trainers ask pairs to discuss any and as many as possible of the questions they will pose to them in 5-10 minutes. After this time, trainers ask those sitting in the first row to move one seat or more, so that everybody has a different partner in each round, and do the same. Repeat for as many rounds as possible.
   c. After each round, trainers ask everybody to introduce their pair to the group, focusing on the most important things they learnt from them through the conversation they had.

Sample questions for the activities
   • What is your name and last name?
   • What is your profession?
   • Where do you come from?
   • Which languages do you speak?
   • Who is your role model, if you have one? Why?
   • Discuss something in your life that you are proud of, either professionally or personally.
   • Share with your pair a memory of something important in your life.
   • Have you ever felt different? How?
   • Talk about a positive experience with diversity.

Part two: Clarify objectives and expectations

Time: 5 minutes

Materials:

Flipchart and markers or/ and

Cards/ paper and pens

Projector

Slide: Workshop Objectives (PP 1.1)

INSTRUCTIONS

5. Trainers show PP 1.1 "Workshop Objectives" and explain it, highlighting that this will be a participatory learning process for all and therefore, trainees are expected to actively participate in it and not just listening.

6. Trainers ask trainees to share their own expectations from the training answering the question "what do you expect from this training course? *What kind of information/ skills/ advice do you expect to attain from it?"*

    Or

    Trainers distribute a card/ paper to each participant and ask participants to answer the question "what do you expect from this training course? *What kind of information/ skills/ advice do you expect to attain from it?"* Answers will be anonymous.

    Trainers answer the question too.

7. Trainers take answers and write them on the flipchart.

    Or

    Trainers ask trainees to post their answers on the wall/ flipchart/ board.

8. Trainers inform trainees that that their answers, that is their expectations, will stay there until the end of the training, when they will come back to them and compare them to what has been discussed and covered.

Part three: Setting ground rules

Time: 5 minutes

Materials:

Flipchart and markers

Projector

Slide: Workshop Objectives (PP 1.2)

INSTRUCTIONS

9. Trainers highlight the importance of creating an environment of trust, whether at workplace or any social space and that this training session is an opportunity to set such an example and implement it. Trainers explain that in this training session, as in any other social/ work space, everybody and each one is accountable to foster safe space to all.

10. Trainers highlight that in order to create and keep a safe space, ground rules are very important. Trainers invite trainees to set ground rules for the training session together.

11. Trainers ask trainees to suggest ground rules.

12. Trainers write the ground rules that trainees suggest on the flipchart and then, take the paper(s) and post them on the wall/ board. Trainers inform the trainees that ground rules will be kept there throughout the training session and the group will refer to them if necessary. It is important that everybody, trainers and trainees, are comfortable with the rules and commit to respecting them.

Tip for the trainers: Trainees may be hesitant to propose ground rules, or have no experience at all in this. It is highly recommended that you are prepared with some ground rules.

Notes for the trainers

Suggested ground rules:

- Respect: everybody must respect each other, including their right to express a view others may disagree with.
- Listening without interrupting: everybody must listen with a desire to learn and respecting each voice in the room without interrupting anyone.
- Confidentiality: sharing experience is very important and protecting personal data is also important. Everybody must protect the confidentiality of participants in conversations held outside the training session. They can share experiences but not names and avoid revealing information that is not important to the discussion and could disclose somebody's identity.
- Empathy: everybody should try and put themselves in the experience of others.
- (when possible) People may speak in their own language with interpretation: trainers must explain that all languages are equal. Trainers must also explain that when people can speak their own language, they feel more comfortable, can express themselves better and a lot of stress is relieved.
- No hate speech: participants must avoid using any hate speech. At this point, the trainers must present a definition of hate speech. (PP 1.2)

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.

Materials:

Projector
Slide PP 2.1

INSTRUCTIONS

1. Trainers ask trainees to explain how they perceive the concepts of stereotypes, prejudices, preconceptions, and biases and how they are different.
2. Trainers show PP 2.1, read it and explain it, along with the differences between the terms.
3. Trainers discuss stereotypes and prejudices and how they affect our lives and communities.
4. Trainers are encouraged to use any of the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group, taking into consideration also if the group is newly-arrived migrants or migrants who have already been in the country for a long time. For the current version of 7hour training, it is recommended that they use only one activity. For newly arrived migrants/ migrants with no such experience, activities B, C and E are recommended. 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, activities A & D are also recommended.
5. Trainers conclude that stereotypes can lead people to discrimination and escalate to hate crimes.

Notes for trainers

Biases, preconceptions, prejudices, and stereotypes are not always intentional. Their holders may not be aware of them and yet, they affect their judgements/ behaviour towards (an)other person(s). Biases, preconceptions, prejudices, and stereotypes can be either positive or negative, but they typically connote negative feelings/ opinions/ judgements/ beliefs.

Stereotypes can change when information about a group changes. Stereotypes also recycle: what it used to be a stereotype for a specific group can be later a stereotype for another group.

The difference between biases and stereotypes is that a bias is a personal preference, like/ dislike, influencing the holder's ability to be objective, while a stereotype is a preconceived idea, which attributes certain general traits to all members of a certain group.

The terms 'bias' and 'prejudice' are often used interchangeably. Yet, prejudice is an extreme case of bias.

People perceive things in our environment through their senses, collecting data, and they process these data through their past experiences, education, and cultural norms to draw conclusions. Perceptions may be or may not be true. Perceptions can lead to assumptions about a particular group of people and its members. Such assumptions may be based on the holder's actual experience with one or more members of that group. Sometimes, such perceptions may be true, but not always.

Biases, preconception, prejudices, and stereotypes influence our perceptions, judgements, and our behaviours as well as our actions towards other persons. Stereotypes imply attributes that are associated with a particular group and they may determine our behaviour and actions in several circumstances, influencing our relationships.

Everybody has stereotypes. It is maybe impossible to grow up in our societies without stereotypes. Stereotypes are reinforced, among other things, through media representation, film representation, advertisements, news articles, politicians. Discuss how media portrays or/ and silences men and women, LFBTIQ* people, disabled people, migrants, refugees, or/ and other socially vulnerable groups. For example, when media depicts migrants and refugees as merely poor people, who are desperate to reach Europe, European citizens shape the perception that migrants have nothing to contribute in the society and the economic development of their countries. Or, when politicians and the media speak of refugees as "illegal migrants," they dehumanise them in our perception. Or, when women are more often than not depicted in the advertisements of cleaning products as the ones doing the cleaning, people associate women with cleaning.

It is important to highlight that we all have unconscious biases, preconceptions, and stereotypes. This is because people tend to categorise in order to comprehend and explain their environment – this is how our minds work. This does not make us bad people, just people. At the same time, we all have the responsibility to acknowledge our biases, preconceptions, and stereotypes so that to be objective and fair and contribute to an equal society. It is important that unconscious biases, prejudices, and stereotypes are not normalised through the training, which must make clear the importance and responsibility of each one to manage their own unconscious biases, prejudices, and stereotypes.

Activity A – Our own stereotypes
Time: 10-20 minutes
Materials:
Flipchart
Markers

INSTRUCTIONS
1. Trainers write on the flipchart the following
   Adventurous
   Delicate
   Emotional
   Aggressive
   Nurse

Strong

Jealous

Caring

Rational

Selfish/ self-centred

Patient

Impatient

Plumber

Intelligent

Construction worker

Authoritative

Cleaner

Weak

Shy

Gentle

Car mechanic

Dynamic

Dependent

Seamstress

Sensitive

Forgiving

and ask trainees to say for each one whether they believe it refers to a woman or a man.

2. Trainers create a column with the adjectives attributed to women and another one with those attributed to men.

3. Trainers discuss with the group why we attribute certain characteristics to women and certain others to men.

> **Notes for trainers**
>
> Due to socialization, we learn to associate certain characteristics to certain groups of people. Strength, aggression, and practical skills are typically associated with men while sensitivity, emotionality, and weakness are typically associated with women. Such associations are so strongly embedded in our minds that affect all aspects of our lives, including our roles, attitudes, responsibilities, behaviours, decision-making, personalities, self-identity, and professions. Such associations are often used to justify discrimination. Moreover, such associations become cultural norms themselves and silent everything outside the norm and gender binary, leading people who do not identify within the gender binary to invisibility and complete exclusion. Understanding that the characteristics we attribute to somebody on the basis of their gender, although thought to be "natural" are actually social constructions, and therefore, they can be changed/ they are not absolute, is important so that to be objective in our judgements and fair.

Activity B – Case study

Time: 15-20 minutes

Materials:

Flipchart

Markers

Handout 2.1
Notepads
Pens

INSTRUCTIONS
1. Trainers ask the group to form into pairs/ groups of 3-4.
2. Trainers disseminate handout 2.1 to pairs/ groups.
3. Trainers ask trainees to read the handout with their pairs/ group and discuss the following:
   - George's behaviour.
   - Maria's reaction.
   - Olga's feelings.
   - What they think about the relationship between Maria and Olga after the incident. Could the incident affect their relationship?
   - Could George learn something after this incident?
   - Invite pairs/ groups to discuss if they have faced any similar incidents in their lives, what happened, how they (re)acted and how they felt.
4. Trainers ask pairs/ groups to present their findings.
5. Trainers discuss the findings enriched with their own perspectives:
   - Explain that, in all people, previous experiences biases and preconceptions form an underlined pattern, on which (re)actions, opinions, and behaviours are based.
   - Emphasize how prejudices and stereotypes can affect their judgements
   - Highlight that assumptions can affect negatively and hamper their relationships and life as well as the lives of other people.

Handout 2.1*

George is a Cypriot. He is also an IT professional and works for a communications company. He is married to Maria, who works at the same company. On the weekends, George plays soccer. George identifies and associates with other IT professionals, with his colleagues at the company he works for, and with other people who play soccer, all of them are typically Cypriot men. George believes that Cypriots have the best qualities. George also likes French, Italians, Brits, and Germans. George studied in the UK and he has some colleagues who are Brits and Italians. He also has some friends from soccer who are French and German.

Maria has a friend, Olga, who is from Ukraine. Olga works as a salesperson and is a single mother. Sometimes Maria invites Olga to their home for a coffee, especially on weekends that George is usually playing soccer. George does not like Olga. George believes that Eastern Europeans and especially women from the Eastern Europe tend to lie and take advantages of the others. George also believes that women in general are weak and that single mothers are always poor and immoral.

Last Sunday, George came back home from soccer, had dinner at home with Mary and was preparing to go out with his colleagues for beers. He was looking for his gold watch, but could not find it. He asked Maria, but she said she had not seen it either. George asked Maria if her friend Olga had come earlier for coffee as planned and Maria confirmed it. George then told Maria he was sure Olga had stolen his watch. Maria said that's impossible, but George insisted. George also insisted that Maria called Olga and asks her to return his watch. Maria refused, but George insisted and became angry. Maria finally called Olga and told her that George has lost his watch and asked her if she had seen it around earlier when she was at

their house. Olga said she had no idea and heard George shouting he was sure she had stolen it. Olga told Maria she was offended and hung up. George was now convinced Olga had stolen his watch and told Maria not to invite her at their house again. George left to go out with his friends. Maria stayed at home puzzled. She trusted her friend, but then, again, maybe George was right. She knew Olga had financial difficulties and was not sure what to believe. Maria kept searching for George's watch but could not find it. The following day, George found his watch on his desk, at his office. Last Friday, he was wearing it at a meeting. After the meeting, he wanted to wash his face and took off his watch. He had forgotten it there.

Notes for trainers

* Trainers are recommended to change names, countries of origin, and/ or other details in the story in handout 2.1 to represent the reality in their own local/ national context.

George is identifying with groups with which he has shared experiences and with which he believes he has common fundamental values. There is nothing wrong with George identifying with these groups. The problem comes in when George develops an "us versus them" mentality, making assumptions for people belonging in other groups. George must acknowledge his biases, presumptions, and stereotypes and ensure he will not allow them again to impact his actions/ perceptions towards other people.

Maria is more open to people who do not belong in the same groups as herself. Yet, social constructions affect her judgement on them, making her not sure for them. Maria must also acknowledge her stereotypes and ensure they do not affect her relationships with others.

Olga was offended and taking into consideration that because of social presumptions and stereotypes this is probably not the first time she was suspected on something she did not do, she probably feels hurt and betrayed. Such feelings have a negative impact on her and her wellbeing and could also hurt her relationship with Maria.

Activity C: Identifying stereotypes
Time: 20 minutes
Materials:
Flipchart
Markers

INSTRUCTIONS
- Trainers ask the group to list the characteristics on which people are stereotyped and write their answers on the flipchart. If needed, trainers present more answers. Such answers are: race, nationality, ethnic origin, language/ accent, religion, gender identity, sexual orientation, disability, physical appearance (skin colour, weight, hair colour, tattoos, piercings, dressing), profession, where they live, family status (single, married, divorced, single parent, couple without children, unmarried couples), socio-economic status/ class.
- Trainers ask for examples of negative stereotypes concerning these categories. Trainers contribute with their own examples, such as: "women are weak," "fat people are sick," "people with a lot of tattoos/ piercings are criminals," "Asians are submissive," "Arabs are aggressive," "Romanians and Bulgarians are drunkards," "trans women try to cheat men," "gay men are

promiscuous," "disabled people are beggars," "people with mental history are prone to criminality," "people with HIV are dangerous," "women wearing the veil are oppressed," "single mothers are promiscuous and immoral," "married/ long-term couples without children are selfish," "poor people are more likely to steal."

Activity D: Learning through experience and sharing
Time: 20-40 minutes
Materials:
Flipchart
Markers

INSTRUCTIONS
1. Trainers facilitate a discussion around the following questions, taking notes on the flipchart:
    - Can you recall and share an incident in which you/ a family member/ a friend was stereotyped by others? Why do you think you/ they were stereotyped? How did this experience affect you?
    - Can you recall and share a stereotype which you had in the past about a group of people? How do you think you learnt this stereotype? How did you get over it?
    - Can you identify stereotypes in the media? Please describe them.
    - Can you identify cultural stereotypes? Please describe them.
    - What kind of risks do you think stereotypes (may) pose to our communities/ lives?
2. Trainers must highlight that such questions are difficult as most of us cannot identify our own stereotypes or do not want to share them as we may feel guilty for them or threatened by exposing them. At this point, trainers are strongly encouraged to share with the group their own incidents of past/ current stereotypes. Trainers also highlight that nobody is pressurised to reveal their own experiences if not comfortable.

Activity E: Stereotypes in the pop culture and how they may distort real concepts
Time: 20-40 minutes
Materials:
Flipchart
Markers
Slides PP 2.2 and PP 2.3

INSTRUCTIONS
1) *Trainers show slide PP 2.2 and ask trainees to discuss it.*
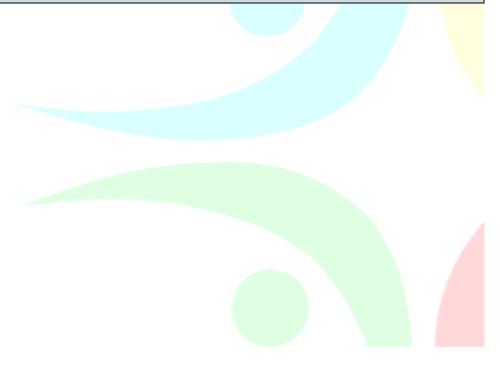
2) *Trainers ask trainees their opinion on the female dragon in the poster and on the way she is depicted. Trainers are encouraged to ask the following questions:*

    - What do you think of the two dragons?
    - How are they different?
    - Which one do you believe is male and which one female? Why?
    - Do you think this is a fair representation of a female dragon? Why?

- How would you portray a female dragon and why?

3) Trainers take notes on the flipchart.

4) Trainers show slide PP 2.3 and ask trainees to discuss it.
   - Do they believe this to be a better or worse representation of a female dragon? Why?

Notes for trainers

Discuss how unrealistic the depiction of the female dragon is based on animal and veterinary science, taking into consideration that a dragon would be a big lizard, which anyway influences the design of the poster. Here trainers can find an interesting read, which will help you in discussing the portrayal of the female dragon in H*ow to train your dragon 3*. It is not advisable to hand printouts of the article as it contains language that may be disturbing. Trainers are advised to study the article so that to be able to discuss with trainees why this is an unrealistic depiction of a female dragon, even though dragons are anyway mythical creatures.

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.
- Displaying the importance of cultivating understanding and respect for diversity.
- Introducing workplace diversity and how it can positively affect work.

Materials:

Projector
Slides PP 4.1 & PP 4.2
Flipchart
Markers
Cards/ paper
Tape

INSTRUCTIONS

1) Trainers ask the group to give their definitions for diversity and trainers write them on the flipchart.
   Or
   Trainers pass cards/ paper and ask the trainees to write their own definitions for diversity. Trainers collect the answers and post them on the flipchart/ wall/ board.
2) Trainers discuss the responds.
3) Trainers present PP 4.1.
4) Trainers ask the participants if they think diversity is relevant only to specific groups of people or not. Trainers encourage participants to identify their own diversity, acknowledging their multiple identities.
5) Trainers ask the group to brainstorm on the various elements of diversity (race, ethnicity, gender, sexuality, disability, religion, class, etc.) and trainers write them on the flipchart.
   Or
   Trainers pass cards/ paper and ask the trainees to write their answers. Trainers collect the answers and post them on the flipchart/ wall/ board.
6) Trainers ask the group to discuss the role of diversity in the workplace.
7) Trainers present PP 4.2.
8) Trainers are encouraged to use any of the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group, taking into consideration also if the group is newly-arrived migrants or migrants who have already been in the country for a long time. For the current version of 7hour training, it is recommended that they use only 1-2 activities. 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, all activities are recommended. For migrants who do not have such experience and/ or newcomers, activities A or/ and C are recommended. 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, activity B is also recommended.

Notes for trainers

When we discuss diversity, it is common to acknowledge individual differences, mainly in relation to physical characteristics. Yet, diversity is a much broader subject and it may include many aspects of our lives, such as:

- Race
- Ethnicity
- Gender identity
- Sexual orientation
- Disability
- Religion
- Class
- Age
- Culture
- Migratory background
- Refugee experience
- Education
- Emotions
- Family/ marital status
- Generational differences
- Geographic location
- Income
- Language
- Personality
- Physical characteristics
- Values
- Work experience
- Political beliefs

It is important to acknowledge that identities are social constructs that inform our personalities, conducts, and lives in general. For example, race, gender, class, religion, and language are social constructions. Yet, they have real influences and impacts on people's lives. Race relates to ethnic origin, socio-cultural groups and self-identification. Although historically, 'race' was coined by scientists in the fields of biology, anthropology and genetics, modern science does not recognise this classification as scientific anymore. In a historical context, race has played an important role in the shaping of our societies, of the way we view others, and of how we experience our lives. All of the traits in the above list may be important to one's identity, some in a greater extent and others in a lesser extent, depending on the person and their culture.

Everybody has multiple identities. Identities can be personal and social. Personal identity include one's name, personality, unique characteristics, background, history, and other traits that distinguish one from another. Social identity includes one's kinships with other people; values that one encompasses; societal norms and behaviours embedded to them.

Diversity is the mosaic of people, who bring with them a variety of backgrounds, perspectives, values, styles, and beliefs as assets to the groups in and with which they interact.

Acknowledging the value of individual differences is important. Workplace diversity should be acknowledged as one of the greatest strengths of any enterprise and embraced as such. Embracing diversity in the workplace entails creating a safe environment, where everybody will be valued and supported for who they are and their contributions through their differences will be also acknowledged.

Workplace diversity can assist in building an inclusive and supportive work environment, improve teamwork, and increase productivity. It can also improve creativity and encourage thinking out of the box, different ways of thinking for more effective decision-making and problem solving, and innovative ideas.

Benefits of workplace diversity:
- Improves understanding, especially of those you work for (clientele, market), with (colleagues), and around. It improves our understand of each other, both in the workplace and outside it. It improves employees and human beings at the same time.
- Contributes in creates a positive and safe work environment, which allows everybody to reach their full potential.
- Reduces complaints by employees.
- Provides multiple perspectives, which is especially useful in problem solving and decision-making.
- Improves performance.
- Increases employee productivity.
- Boosts employees' confidence and determination.
- Increased retention rates.
- Improves the relations between the enterprise and its clientele/ market.
- Encourages innovative ideas.
- Improves marketing ideas.
- Improves communication (internally as well as between the enterprise and the market and the society in general)

Respect of diversity must be not only theoretical, but also reflected in the enterprise's strategies promoting and supporting diversity and inclusion. Diversity strategies assist in building and/ or developing the enterprise's relationship with the community. Research shows that diversity strategies also enhance employees' productivity. Moreover, diversity strategies help an enterprise to improve the quality of its work, including products, services, and projects. Diversity strategies can also contribute in improving employee retention, reducing costs in the recruitment process.

Skills of employees that enterprises can make use of through diversity strategies:
- Ideas

- Opinions
- Background
- Personality
- Uniqueness

Diversity in society and diversity in business are not separate but intersect. Diversity in society requires products and services as well as marketing that satisfy the needs of a diverse market. At the same time, workplace diversity may affect not only employees' productivity, but also their core beliefs, helping them to question societal norms and social conditioning. Workplace diversity may improve labour rights as well as human and civil rights.

According to research, workforce diversity is positively associated with higher performance and with more effective group processes and performance. Moreover, according to research, diverse teams are more creative and have better performance in problem solving than homogeneous teams. Yet, in order for diversity to have such positive results, it needs to be accompanied with relevant strategies, as well as with people-oriented cultures. On the contrary, if diversity is overlooked, not respected, and not supported, the results may be damaging.

Activity A: Identifying diversity and its aspects
Time: 20 minutes
Materials:
Flipchart
Markers
Pens
Note-books
Projector
Slide PP 4.1 & PP 4.2

INSTRUCTIONS
1) Trainers ask participants to form groups or couples to discuss the following questions:
   - What does diversity mean to each one of you personally?
   - Do you think diversity is important and to which context? Why?
   - ***Do you think workplace diversity is important and why?***
   - How do you think enterprises can promote workplace diversity and why?

2) Trainers give couples/ groups 5 - 10 minutes for each question and after each question, they ask them to share highlights of the conversation aloud.
3) ***Trainers take notes on the flipchart.***
4) ***Trainers show slides PP 4.1 & PP 4.2 and discuss them.***

Activity B: Exploring the diversity of our own identities and acknowledging the multiple aspects of 'identity'
Time: 20 minutes
Materials:
Handout 4.1

INSTRUCTIONS
1) Trainers distribute handout 4.1 and ask participants to fill it in anonymously.
2) Trainers ask participants to keep their answers and share, if they wish, with the group:
   - If they have now become aware of identities they had not really acknowledged before.
   - If they have identified a mostly diverse or homogeneous group of people in their surroundings.
   - How they feel about the above results. Do they like them? Is there anything they would change? Would they prefer a more normative identity or a more diverse one? Would they prefer a more diverse or homogeneous group of people in their surroundings?
   - Have they identified any way(s) to enhance diversity in their lives, in case this would interest them?

Handout 4.1						
	Gender identity	Race - ethnic origin	Sexuality	Class	Disability	Religion
I am						
My colleagues are						
My supervisor is						
My manager is						
My classmates were mainly						
My teachers were mostly						
Most of my friends are						
My spouse is						

My neighbours are mostly						

Activity C: Exploring our identities and acknowledging our privileges and vulnerabilities
Time: 30 minutes
Materials:
None

INSTRUCTIONS
1) Trainers ask participants to line up in a straight horizontal line, allowing room to move forward and backward. By the end of the activity, people should be in various positions, with the most privileged in front and the least privileged at the back.
2) Trainers ask participants to move a step forward or backward, as instructed below, until the end of this activity. Trainers clarify that when in doubt, participants should remain in place.
   - *Move one step forward if you are a man. Move one step back if you are a woman and two steps backward if you are any other gender.*
   - Move one step forward if you are white. Move one step back if you are a person of colour.
   - *Move one step forward if you are a member of the family of an EU/ Cypriot citizen. Move two steps forward if you have been naturalised as a Cypriot. Move one step back if at any point in your life you were undocumented and two steps back if you currently are undocumented.*

- Move one step forward if you are abled. Move one step back if you are disabled.
- Move one step forward if you are a cisgender person (if your gender identity and the gender you were assigned match). Move one step back if you are a trans person. Move one step back if you are an intersex person.
- Move one step forward if you are heterosexual. Move one step back if you are a lesbian/ gay/ bisexual/ polysexual/ pansexual/ queer.
- Move one step back if you are a single parent.
- Move one step forward if you are an Orthodox Christian. Move one step back if not and two steps back if you are a Muslim.
- Move one step back if you were forced/ pressurised at some point in your life to change/ hide your religious/ political beliefs.
- Move one step back if you were forced/ pressurised at some point in your life to change your appearance, mannerisms, dress, behaviour to avoid being judged or ridiculed or to avoid violence.
- Move one step back if you were forced/ pressurised at some point in your life to lie/ hide the truth about your family/ culture/ background to avoid being judged or ridiculed or to avoid violence.
- Move one step forward if you had two parents through your childhood (up to 18 years of age). Move one step back if you had one parent through your childhood and two steps back if you had no parent.
- Move one step forward if you parents were married and remained married while you were a child. Take one step back if they were divorced/ separated while you were a child.
- Move one step forward if you always had enough food while a child. Move one step back if not.
- Move one step forward if you always have enough food now. Move one step back if not.
- Move one step forward if you had access to healthcare as a child. Move one step back if not.
- Move one step forward if you always had and currently has access to healthcare as an adult. Move one step back if at times you had not and two steps back if you currently do not.
- Move one step forward if your parents were always employed. Move one step back if at times your parent(s) was/ were unemployed and they needed employment. Move two steps back if your parent(s) was/ were always unemployed and they needed employment.
- Move one step forward if you as an adult are employed. Move one step back if at times you were unemployed and you needed employment. Move two steps back if you are still unemployed.
- Move one step forward if your family always had a house and two steps forward if they owned their house. Move one step back if you rented and two steps back if at times you were homeless.
- Move one step forward if you never had to move because of housing/ living costs or because the owner of the house asked you to leave. Move one step backward if you

ever had to move because of housing/ living costs or because the owner of the house asked you to leave.

- Move one step forward if you always lived in a safe neighbourhood. Move one step back if at times you did/ do not feel safe in your neighbourhood.
- Move one step forward if you only moved once or not at all while growing up. Move one step back if you had to move several times.
- Move one step forward if you were able to go for holidays abroad as a child. Move one step back if you have never gone for holidays abroad.
- Move one step forward if your family could afford what you wanted for holidays and birthday as a child. Move a step back if not.
- Move one step forward if at least one of your parents living with you had a university degree. Move one step back if not.
- Move one step forward if your parent(s) could support you for most or all of your years at university/ college, at least for undergraduate studies. Move one step back if not. Move two steps back if you have not been able to study because of financial reasons.
- Move one step forward if you attended private school.
- Move one step forward if you have studied the culture, history, and language of your ancestors/ community in school.
- Move one step back if you have seen members of your race/ ethnic origin/ gender identity/ sexual orientation/ disability status portrayed in the media in degrading roles.
- Move one step forward if you are confident to move around without people judging you or being afraid of you, or thinking of you as a potential threat to their safety.
- Move one step back if you were ever uncomfortable because of a joke related to your race/ ethnic origin/ gender identity/ sexual orientation/ disability.
- Move two steps back if you were ever the victim of violence on the basis of your race, ethnic origin/ gender identity/ sexual orientation/ disability.

3) Trainers facilitate a discussion around the following questions:
- What do you see around the room? We started with everybody at the same place in the room. Is everybody in the same place in the room now?
- Do you think that what you see around you reflects your community? How?
- How do you feel about where you are in relation to the others in the room?
- How do you feel about where others are in relation to you?
- What were you thinking as you moved forward and backward?
- Did you find any of the above statements strange? Why?
- Did you find any of the above statements hurtful? Why?
- What does your position in the room say about your privilege?
- How has privilege/ vulnerability affected you, your family and your community, in terms of opportunity, access to rights, and success?

Trainers notes

Trainers are strongly encouraged to actively participate in the exercise and not pressurise participants to respond to any of the questions if they do not feel comfortable to do so. Trainers must highlight that we all have privileges, yet some people are in a more privileged position than others. Having privileges is not bad and nobody should feel bad for their privileges. It is important that we acknowledge our privileges and support others in accessing them too. It is important that everybody has access to the same privileges while retaining their diversity.

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.
- Explore the kinds of discrimination vulnerable groups may face.
- Raising trainees' awareness on the consequences of discrimination on people's lives: social and economic and marginalisation.
- Displaying how discrimination may affect negatively the work, both of victims and perpetrators.

Materials:

Projector
Slides PP 3.1, PP 3.2 & PP 3.3
Flipchart
Markers
Cards/ paper
Tape

INSTRUCTIONS

1. Trainers ask the group to give their definitions for discrimination and trainers write them on the flipchart.
   Or
   Trainers pass cards/ paper and ask the trainees to write their own definitions for discrimination. Trainers collect the answers and post them on the flipchart/ wall/ board.
2. Trainers discuss the responds.
3. Trainers present PP 3.1.
4. Trainers explain the difference between discrimination and prejudices and show slide PP 3.2.
5. Trainers discuss with trainees specific incidents of discrimination, based on their own experience (that is of the trainers as well as the trainees) and/ or incidents reported in the news.

6. Trainers discuss the various forms of discrimination: racism, sexism, ableism, ageism, homophobia, transphobia and present slide PP 3.3.
7. Trainers discuss the consequences of discrimination on people's lives, including social and economic and marginalisation, encouraging participants to share their own experiences.
8. Trainers discuss how discrimination affects negatively the work, both of victims and perpetrators.
9. Trainers are encouraged to use any of the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group, taking into consideration also if the group is newly-arrived migrants or migrants who have already been in the country for a long time. For the current version of 7hour training, it is recommended that they use only one activity. 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, all activities are recommended. For migrants who do not have such experience and/ or newcomers, activities A or/ and B are recommended. 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, activity C is also recommended. For a 7hours training, only one activity is recommended to be delivered.

Notes for Trainers:

Discrimination can be exercised by anybody, including nice and law-abiding people. Usually, people who exercise discrimination see little or no wrong with their actions. The main determinant is prejudice, which affects people's judgement, hindering them to acknowledge the harm their actions may cause. Such prejudice that leads to discrimination is most likely found in an environment that disrespects anybody who is "different," perceiving such difference to be threatening. In such an environment, people not only carry prejudices but also the conviction that society permits attacks on certain groups.

Target of discrimination can be anyone associated with a group that shares a protected characteristic/ vulnerable group.

Victims of discrimination may be targeted because of an actual or a perceived membership to a specific group.

Acts of discrimination can be criminal offences only if they are based on prejudice.

Other relevant concepts (recommended to deal in extended version/ for training migrants who are long-term in the country. Trainers may elaborate on them, provided they have good knowledge of their relevant national/ local legislation):

Hate speech: speech inciting to discrimination or/ and violence against a group. Hate speech can be complicated, depending on the definition in each country's legislation and therefore, hate speech requires specific training than cannot be addressed here.

Hate crime: any crime of the common penal code, the motive of which has been prejudice against a group of people. Hate crime also requires more specific training.

Activity A: Identifying discrimination in its various forms and protected characteristics
Time: 20 minutes
Materials:
Chart Paper
Markers

Projector
Slide PPT 3.1

INSTRUCTIONS

1) Trainers ask participants to brainstorm on the various kinds of discrimination.
2) Trainers write answers on the flipchart.
3) Trainers present slide 3.1 and discuss the concept of discrimination and its various forms, referring back to participants' answers.
4) Trainers ask participants who can be a target of discrimination and write answers on the flipchart.
5) Trainers engage the group in identifying protected characteristics based on their answers above.

Notes for trainers

Highlight that prejudice is the focus of discrimination.

Emphasise that actual membership in a particular group is not important as long as the person discriminated is perceived to be a member of such a group.

Discrimination affects not only the particular victim, but the whole group in which the victim is perceived to belong as it sends a message of intolerance. Moreover, discrimination affects the whole community/ society as it creates double standards leading to inequality and rejecting pluralism.

A protected characteristic is a common feature shared by a group, such as race, ethnic origin, nationality, religion, disability, gender identity, sexual orientation or any other similar common characteristic, which is important to identity. Some of these characteristic may be alterable (nationality, religion) and others not (skin colour, sexual orientation). Whether such a characteristic is may be altered or not is not relevant and nobody should be forced/ pressurised to alter features of their identity in order to be accepted.

Officially protected characteristics are decided by legislators of each country and legislations vary depending on the country. The characteristics commonly protected by legislation of EU member states are: race, colour of skin, nationality/ ethnic origin, language, gender identity, sexual orientation, religion, disability.

Activity B – Case studies
Time: 15-20 minutes
Materials:
Chart Paper
Markers
Handouts 3.1 & 3.2

INSTRUCTIONS

1) Trainers distribute handout 3.1 or read it to participants and ask whether the conduct can be considered discrimination and why, encouraging a discussion.

Handout 3.1

A man from Syria and a man from Egypt went to a coffee shop. The waitress comes to their table and tells them that "Arabs are not allowed in this coffee shop."

2) Trainers distribute handout 3.2 or read it to participants and ask whether the conduct can be considered discrimination and why, encouraging a discussion.

Handout 3.2
Two Arab men enter a coffee shop holding hands, interlacing fingers. They sit and one of them leans on the shoulder of the other one. They are friends and these are common mannerisms of friendly affection between Arab men. The waitress comes to their table and tells them that "gays are not allowed in this coffee shop."

Notes for trainers
Emphasize again that prejudice is the focus of discrimination and that actual membership in a particular group is not relevant as long as the person(s) discriminated is/ are perceived to be (a) member(s) of such a group.
Discuss multiple discrimination (racism and homophobia).
Discuss not only the acts of discrimination, but also the feelings of the victims and how such incidents may affect their lives (for example, generating feelings of disappointment, sadness, self-loathing, aversion for others; avoiding public spaces; being self-conscious; detaching from their own culture; etc.)

Activity C – Case study
Time: 20-40 minutes
Materials:
Chart Paper
Markers
Handouts 3.1 & 3.2
Notepads
Pens

INSTRUCTIONS
1) Trainers ask participants to form groups of 3-5.
2) Trainers distribute handout 3.3 to the participants and ask them to discuss it with their group. Trainers encourage groups to discuss particularly any incidents of discrimination/ prejudice/ stereotypes they can trace in the story.
3) Trainers ask the groups to present their findings.
4) Trainers discuss the findings of the groups and add to them, if necessary.

Handout 3.3
Amina is from Ethiopia. She came to Cyprus with a work permit as a domestic worker. She was working as a domestic worker for 2 years. In the meantime, she met with Ahmed, who is a migrant man and begun a relationship together. Amina got pregnant and informed her employer of her pregnancy. Her employer

told her she cannot continue working for them anymore if she is pregnant and fired her.[1] Amina did not know that firing a pregnant woman is illegal in Cyprus and therefore, she did not submit a complaint. She tried to find another employer, but it was impossible, as nobody wanted to hire a pregnant woman.[2] Therefore, she became undocumented. Amina then moved with her partner, who lives in a small village. Their baby, Myriam, was later born.

Ahmed is an asylum seeker and he went to the Asylum Service asking to register Amina and Myriam in his asylum file. The Asylum Service accepted to register Myriam but not Amina.[3] They told him he can only register her if they are married.[4] Amina and Ahmed had an Islamic marriage, but the Asylum Service refused again to register Amina in Ahmed's file because their marriage was Islamic.[5] Amina and Ahmed tried to have a civil marriage but it was impossible, as the municipalities were asking them to submit valid resident permits for both of them and Amina is undocumented. As a result, Amina remained undocumented and without basic social rights, including the right to access public health services free of charge.[6] When she gave birth, she was charged with €2700 for the expenses of delivery and hospitalisation. Recently, somebody advised Amina and she applied for asylum on her own, independently from Ahmed so that to regularise her resident status.

Ahmed works at a farm in the village and his monthly salary is €390, as per the relevant collective agreement for workers in the agriculture and farming industry. As an asylum seeker, Ahmed has restricted access to the labour market and he can basically work only as an unskilled worker at the agriculture and farming industry.[7]

The family has no access to welfare benefits. According to the law for the Guaranteed Minimum Income, only Cypriots, EU citizens, persons with subsidiary protection, recognised refugees, and victims of trafficking in persons can apply for it.[8] Asylum seekers are entitled to material reception conditions provided they are unemployed and seeking for employment, but Ahmed works and therefore, the family cannot apply for them. Moreover, they cannot apply for child benefit or for single parent benefit as, according to the relevant law, migrants can apply for such benefits only if they have a valid legal resident status for a minimum of 5 years.[9] Besides, the relevant law defines as single parent families the families with at least one underage child living with only one of the parents. Such families have to submit court

orders for the custody of the child and for alimony to prove it.[10] The family of Amina and Ahmed fulfils none of such requirements.

The difficulties the family faces are not restricted to financial issues. The village in which they live is very conservative and the rest residents are very hostile, especially towards Amina. Ahmed was living there much before Amina moved with him. The residents of the village were not particularly supportive to him, but most of them were at least greeting him and talking to him. Once he had tried to enter one of the village's coffee shops, but the waitress told him "no Arabs or blacks are allowed in this coffee-shop."[11] Ahmed had felt bitter, but he compromised as he could visit the other coffee shop. Amina could not go anywhere as only men go at the second coffee shop. She was not refused entry but she never tried to visit it, as she knew that only men were spending time to such traditional coffee shops and she never saw a woman sitting there. She knew women in general are not welcomed in traditional coffee shops.[12] She never tried to visit the other coffee shop, which is more modern and with a kids' playground, either, as Ahmed had told her about his experience there. As a result, Amina had to stay at home with the child.

In any case, Amina does not feel safe to go out of the house in general. The people of the village make it obvious they do not like her. She knows they do not approve of the fact she had had a child without being married – she was already pregnant when she moved with Ahmed.[13] Some people even told Ahmed to check if he is really the biological father of the child. She can hear them calling her "mavri"[14] and "ksimarismeni."[15] Most importantly, lately they accuse her of burglaries and thefts. The last 6 months, there were more than 15 burglaries in this village and many people are accusing Amina for them. After the last burglary, Amina was even arrested by the police and detained with court orders for 2 days, after her neighbour found his house violated and some food missing from the fridge. He and another neighbour had told the police they were suspecting Amina[16] and the police arrested her immediately and asked the court for detention orders for their investigation.[17] The judge approved the police's request immediately.[18] The child was taken to a state home for unaccompanied minors[19] during the time Amina was in detention. Amina was finally released after 2 days and the police closed the case as they could find no incriminating element. Myriam told Amina that a woman working at the shelter had slapped her and pulled her hair

twice. Myriam was also injured on her head when Amina took her back. Myriam said that she fell during playing with the other kids at the state home. After Amina's release, the Cypriot residents of the village asked the head of the community council and he called a meeting to discuss how to force her to leave from the village.[20] Most of them are convinced she is the one who did all the burglaries even though the police could not find any incriminating element against her.

After this incident, Amina is terrified. She does not feel safe at all. Ahmed is also afraid. Most people stopped greeting him as well after Amina's arrest and he knows that the whole village is against them.

Footnotes for trainers

Gender discrimination/ sexism; discrimination at the workplace/ employment.

[2] Gender discrimination/ sexism; discrimination at the employment/ recruitment.

[3] Institutional discrimination.

[4] Discrimination against unmarried couples; institutional discrimination.

[5] Religious discrimination; institutional discrimination.

[6] Institutional discrimination.

[7] Institutional discrimination; discrimination at the employment.

[8] Institutional discrimination; indirect discrimination; discrimination on the basis of nationality and race/ racism.

[9] Institutional discrimination; indirect discrimination; discrimination on the basis of nationality and race/ racism.

[10] It is interesting to remember here that when Ahmed asked to register Amina in his asylum file as his partner, the state had refused because it did not recognise them as a family - they were not married/ their marriage was not recognised. Yet, here, the state recognises them as a family so that to refuse them access to the single parent benefit. The state recognises them as a family or does not recognise them as a family selectively, according to its own interests and in order to refuse them access to their rights.

[11] Discrimination on the basis of nationality, race, and skin colour/ racism.

[12] Gender discrimination/ sexism.

[13] Gender discrimination/ sexism

[14] It literally means "black woman," but in Greek, it is still used in a derogatory manner.

[15] "Filthy woman" – used both literally to say that somebody is "not clean" and metaphorically to say that somebody is "impure" and, especially when used for a woman, connoting that this woman is "foul" and "immoral."

[16] Gender discrimination/ sexism; discrimination on the basis of nationality and race/ racism; discrimination on the basis of social and economic status/ classism.

[17] Gender discrimination/ sexism; discrimination on the basis of nationality and race/ racism; discrimination on the basis of social and economic status/ classism; institutional discrimination.

[18] Gender discrimination/ sexism; discrimination on the basis of nationality and race/ racism; discrimination on the basis of social and economic status/ classism; institutional discrimination.

[19] Forced separation of a child from her mother

[20] Gender discrimination/ sexism; discrimination on the basis of nationality and race/ racism; discrimination on the basis of social and economic status/ classism; institutional discrimination.

Notes for trainers

Emphasize again that prejudice is the focus of discrimination and that actual membership in a particular group is not relevant as long as the person(s) discriminated is/ are perceived to be (a) member(s) of such a group. The people of the village did not actually know if Amina and Ahmed were married when Amina was pregnant.

Discuss multiple discrimination and how the various kinds of discrimination intersect (racism, sexism, discrimination against unmarried couples, institutional discrimination, indirect discrimination, etc. – see footnotes for trainers).

Discuss not only the acts of discrimination, but also the feelings of the victims and how such incidents may affect their lives (for example, generating feelings of disappointment, sadness, self-loathing, aversion for others; avoiding public spaces; being self-conscious; detaching from their own culture; separation of the family; self-blaming; stigma; targeting; becoming undocumented; victimisation; criminalisation; deprivation of children's rights; isolation; marginalisation; etc.)

Discuss how stereotypes and prejudices can lead to discrimination.

Discuss vulnerability and how it increases in incidents of multiple discrimination.

Discuss how things could be different for Amina and her family. For instance, if Amina had not been illegally fired or if the state had supported them.

MODULE 5: DIVERSITY AND ECONOMIC ACTIVITY

This module is recommended for a training to migrants who are staying long-time in the host country and/ or are active community members.

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
- Discussing SMEs and diversity.
- Presenting benefits and challenges of diversity in SMEs.

Materials:

Projector

Slide PP 5.1, PP 5.2

Flipchart

Markers

Cards/ paper

Tape

INSTRUCTIONS

1) Trainers ask the group to explain how they understand diversity in the labour market.
2) Trainers ask the group to share their thoughts on diversity in the labour market – is it important/ good/ useful and why?
3) Trainers take notes of the answers on the flipchart.
   Or
   Trainers pass cards/ paper and ask the trainees to write their answers. Trainers collect the answers and post them on the flipchart/ wall/ board.
4) Trainers discuss the responds.
5) Trainers ask the group to explain how they understand diversity in the business world and how it differs from diversity in the labour market.
6) Trainers ask the group to share their thoughts on diversity in the business world – is it important/ good/ useful and why?
7) Trainers take notes of the answers on the flipchart.
   Or
   Trainers pass cards/ paper and ask the trainees to write their answers. Trainers collect the answers and post them on the flipchart/ wall/ board.

8) Trainers discuss the responds.
9) Trainers present PP 5.1 & PP 5.2 and discuss them.
10) Trainers explain the importance of diversity specifically in regards to

      - staff composition

      - managerial team composition

      - workplace relations

      - general management

      - understanding the market – clientele – consumption and their needs.

11) Trainers discuss SMEs and diversity presenting the benefits and challenges of diversity in SMEs.
12) Trainers are encouraged to use any of the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group, taking into consideration also if the group is newly-arrived migrants or migrants who have already been in the country for a long time. For the current version of 7hour training, it is recommended that they use only 1-2 activities. 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, all activities are recommended. For migrants who do not have such experience and/ or newcomers, activities A or/ and B are recommended.

Notes for trainers

Diversity in the labour market

Labour markets are increasingly becoming more diverse as a result of rising migratory and refugee movements, women's greater participation in employment, and growing recognition of other minorities and/or vulnerable groups, such as disabled persons, the elderly, children, the Roma and the LGBTQI+ community. The continuing internal migration of EU citizens from one member state to another is an additional factor contributing to the diversity of the workforce of EU societies.

According to the latest Report of the Department of Economic and Social Affairs of the United Nations, in 2017 there were around 258 million international migrants in the world, representing 3.4% of the total world population. Of these, almost 26 million were refugees and asylum seekers. In the European Union, there were 21.6 million international migrants, representing 4.2% of the EU-28 population. In the same year, the median age of international migrants was 39 years, which was lower than that of the overall population of host countries. In the EU, the median age of the population was 42.8 years.

Although migrants and refugees represent a small minority of the total world population and of individual countries, their contribution to the economy, society and culture of receiving countries is widely acknowledged to be invaluable. Nevertheless, especially in view of the economic crisis and the rise of extreme right and neo-fascist forces, migration and asylum are increasingly at the top of global, regional and national political agendas. The migration and asylum policies in many EU countries and their inadequate, ineffective or totally lacking integration policies and measures deprive migrant workers of basic labour rights and subject them to discrimination and extreme exploitation, including trafficking for labour and sexual exploitation. Thus, while, on the one hand, migrants are the largest contributors to the much-celebrated and valued diversity in the labour market, on the other, they are institutionally and systematically excluded from the benefits of this diversity, they are discriminated against and treated unequally. While it is more than apparent that this dichotomy poses considerable challenges for all

relevant actors, enterprises/ employers and their organisations as well as the relevant government services have the largest share of responsibility in addressing these challenges.

Diversity in the business world

It is important to highlight that diversity in the business world concerns not only workforce and it is not limited to choosing staff members from diverse backgrounds/ with diverse characteristics. Employing staff members that belong to socially vulnerable groups is important, but it is not enough when they are restricted to low ranks. Diversity must also be reflected in the managerial team composition, it must guide the workplace relations and the general management and it must be taken into consideration in understanding the market – clientele – consumption and their needs as clients/ consumers are also a diverse group.

Research suggests that business leaders who have a customer perspective respond better to market progress, as they can better comprehend its needs and adapt to changes. Diverse working teams, especially when they reflect the market (customers and possible customers), are more likely to keep up with the market's changing needs and demands.

Moreover, research suggests that workers from socially vulnerable groups, such as ethnic minorities and LGBTIQ* persons, have a higher job – life satisfaction when their workplace is more diverse. This is because a more diverse workplace, in which workers from socially vulnerable groups participate, works away prejudices and discrimination, lifting workers' self-esteem and confidence. In a diverse workplace, workers from socially vulnerable groups are more likely to find a supportive environment. In such an environment, workers feel safe to voice unconventional ideas and thus, be creative and innovative.

Furthermore, research shows that having workers from socially vulnerable groups in the leadership improves problem solving, as their experiences add to their perspectives, improving the perspective of the company. In a diverse group, members can challenge and question one another, offering diversity of views, broader thinking and consideration of alternatives. In this way, the quality of work is also improved.

White men, from similar socioeconomic backgrounds, currently dominate the leadership of the business world. This causes companies to limit themselves in specific perspectives and results in rigidity and inflexibility.

SMEs and diversity

In 2010, the European Commission, in promoting diversity management in companies across Europe, launched the European Platform of Diversity Charters and published the "Practical Guide to launch and implement a Diversity Charter" (2015). The Guide encourages companies in Europe to sign a Diversity Charter on a voluntary basis for combating discrimination and promoting diversity in companies. Diversity Charters are adapted on the needs and priorities of each county and are culturally specific.

Diversity management is the strategic company/ organisation approach that includes initiatives and actions for creating a diverse and inclusive workplace, and promotes equal treatment and diversity awareness throughout the work process. This approach aims at improving productivity, competitiveness

and reputation of the company/organisation as a whole, by recognising the positive particularities of all its employees.

While it is commonly accepted that large companies play the leading role in adopting diversity management policies, the big challenge is the adoption of such policies by small and medium-sized businesses (SMEs), in view of their sheer number and share of the market.

SMEs may each individually have limited staff, but together they employ 88.8 million people (66.8% of the active population in the EU). There are some 21.2 million SMEs in the EU-28 (99.8% of all European businesses). SMEs are thus the backbone of the EU economy. As such, they represent a powerful and decisive lever for change. Moreover, their operating scale renders them more flexible and more open to innovation. Due to their small size and greater flexibility, SMEs can achieve quicker results than larger corporate groups. Consequently, without the active involvement of SMEs, the drive for diversity management in the EU will be condemned to remain marginal.

The following specific characteristics of SMEs should be taken into consideration when related to diversity management policies:
- They employ small workforces (6.8 staff members on average), often including family members.
- They usually have limited or no Human Resource Management processes, means and time to implement efficient and integrated diversity policies.
- They have more urgent operational concerns and usually fear to commit to diversity because they consider diversity management policies too burdensome and too logistically and strategically demanding.
- They are often characterised by economic insecurity and, therefore, more urgent operational or even survival concerns than a diversified workforce.
- They often feel discouraged by the magnitude of the challenge. Diversity management is deemed as too intellectually and logistically demanding by SMEs.

In order to put some order to ongoing diversity initiatives and to promote the development and implementation of new ones, some fundamental guidelines were delivered specifically for SMEs through the "Diversity at work. A guide for SMEs":
- Looking at your business: owners are encouraged to take time to consider the strengths, threats, weaknesses and opportunities their business face, set some goals about it (e.g. improving customer feedback) and define the steps to follow. SMEs do not need to start with big and complex strategies. Small initiatives can be a great start!
- Recruitment from a more diverse pool of talents: One of the key concerns for SMEs is recruitment, either not being able to get someone or employing the wrong person. This is because owners mostly use "word of mouth" and make recruitment decisions based on whether they "like" the person (gut-instinct).
- Getting new customers and accessing new markets: To reach a diverse customer base, requires employee diversity or at least an understanding of how diverse customers can be. This could be in terms of age, gender, faith, ethnicity, sexual orientation or ability, and an understanding of the changing motivations and lifestyles of the market place.
- Planning the business based on demand: This means essentially putting customer needs at the forefront of any business planning.

- Improving communication with employees: Research shows that whilst most SMEs, and particularly micro business, do benefit from an informal and flexible approach towards how employees are managed, this informal atmosphere can also be a problem for some staff who might not be able to get involved (for various reasons) and therefore become excluded.
- Getting a better image and reputation: Commitment to diversity (better employer, customer sensitive) can be used as a business tool in terms of reputation and winning business (particularly from larger and public sector firms).
- Evaluation: As with anything you do that affects the business, it is important to think about what impact it has had and for what cost (time, effort, resources).
- Getting help and support: For trusted advice, most owners tend to refer to their accountant, financial advisor, solicitor or a close relation. However, there are many other public and private institutions that offer professional help mostly for no cost or a minimal fee if you want personal support.

Benefits and challenges of diversity in SMEs

Diversity practices that are considered to be affective are focused on:
- Recruitment of employees with a wide range of backgrounds, characteristics and experiences.
- Development of a respectful environment in which the characteristics of each employee are respected and embraced.
- Provision of equal opportunities to all in order to achieve their full potential.

It has also been demonstrated that diversity increases productivity and enables companies more access to new and/ or specialised markets. The documentation of the link between diversity and productivity has led many companies to implement specific programmes and policies to encourage the recruitment, integration, promotion and retention of people who belong to migrants and other vulnerable groups.

Moreover, preventing and combating discrimination at work as well as respecting and promoting diversity are viewed as determining factors in improving quality at work for employees.

Consequently, the quality of work is perceived as a multidimensional concept, which takes into account the wider environment of the workplace and several specific characteristics of the job position including: gender equality, integration, polymorphism and non-discrimination, connection between the individual characteristics of workers and the requirements of employers in order to achieve the satisfaction of all parties at the workplace.

Companies/ organisations that apply active policies for diversity consider that respect for diversity within enterprises brings a competitive advantage as:
- It strengthens cultural values within the company.
- It enhances positive brand image and corporate reputation.
- It creates more incentives and therefore, greater efficiency among the staff.
- It enhances innovation and creativity among workers.
- Employee diversity can make firms more open towards new ideas and be more creative
- It helps to attract and retain top talents.
- It improves responsiveness to clients' needs and expectations.
- It supports access to new and/ or specialised markets.

- It contributes to the better adaptability of the company to change.

Challenges:
- People tend to feel more secure with what they already know and to fear difference. If not properly managed, diversity may cause feelings of distrust, dissatisfaction and conflict, which may also lead to increased costs if not treated properly.
- On the other hand, employees with a profile that is different from the norm may feel threatened too, if they face a hostile encounter.
- Also, employees with a profile that is different from the norm may feel ignored if their needs are not properly addressed.
- Interaction and communication between two or more different groups might be difficult if not properly addressed.
- Cultural differences must be bridged in a way that both/ all cultures are respected.
- Integration of employees with a profile that is different from the norm must be carefully and satisfactorily planned and facilitated.
- Recruitment challenges – SMEs cannot employ a big number of employees and often, they are family businesses.

Further reading:

Megan Smith & Laura Weidman Powers. *Raising the Floor: Sharing What Works in Workplace Diversity, Equity, and Inclusion*. The Obama White House. 28 November 2016.
https://obamawhitehouse.archives.gov/blog/2016/11/28/raising-floor-sharing-what-works-workplace-diversity-equity-and-inclusion

Vivian Hunt, Dennis Layton & Sara Prince. *Diversity Matters*. McKinsey Company. 24 November 2014. https://boardagender.org/files/MyKinsey-DIVERSITY_MATTERS_2014_-_____print_version_-_McKinsey_Report.pdf

Activity A: Identifying diversity in the labour market/ business world and its aspects
Time: 30 minutes
Materials:
Flipchart
Markers
Pens
Note-books
Projector
Slide PP 5.1 & PP 5.2

INSTRUCTIONS
1) Trainers ask participants to form groups or couples to discuss the following questions:
- Diversity in the labour market.
- Diversity in the business world.
- Do you think diversity in the labour market/ business world is important and why?

- How do you think SMEs can promote workplace diversity and why?
- What challenges do you think SMEs may have with diversity and how can they overcome them?

2) Trainers give couples/ groups 5 - 10 minutes for each question and ask them to share highlights of the conversation aloud.
3) *Trainers take notes on the flipchart.*
4) *Trainers show slides PP 5.1 & PP 5.2 and discuss them.*

Activity B: Sharing personal experiences

Time: 30 minutes

Materials:

Pens
Note-books

INSTRUCTIONS

1) Trainers ask participants to form groups and discuss their own experiences in the labour market as persons with different background(s) from the norm: Have they faced any difficulties and if yes, what kind of? How did such difficulties result? Do they think there could be a better outcome? How? How do they think they can contribute to a SME as persons with different background(s) from the norm?
2) Trainers give groups 15 minutes to discuss the above and ask them to share highlights of the conversation aloud.
3) Trainers take notes on the flipchart.
4) Group discussion.

Activity C – Case study

Time: 20-40 minutes

Materials:

Chart Paper
Markers
Handout 5.2
Notepads
Pens

INSTRUCTIONS

1) Trainers ask participants to form groups of 3-5.
2) Trainers distribute handout 5.2 to the participants and ask them to discuss it with their group.
3) Trainers ask the groups to present their responses.
4) Trainers discuss the responses of the groups and add to them, if necessary.

HANDOUT 5.2

You see a job vacancy at a company in your field. You have all requested qualifications and you decide to apply for the job. You are called to an interview. During the interview, you are asked how you can contribute to the company's development and why you think you should be selected among other candidates with equal qualifications. How do you respond?

TRAINERS NOTES

Trainees must be encouraged to identify their characteristics that make them a candidate that could enhance a company's diversity profile. Their migratory background is such a characteristic. Encourage them to identify more – for example, if they are a woman, a Muslim, a disabled person, an LGBTIQ* person, etc.

MODULE 6: LEGAL FRAMEWORK

Time: 40 minutes

Objectives:

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

Materials:

Projector

Slides PP 6.1 & PP 6.2

Internet access or downloaded video: https://www.youtube.com/watch?v=mQYmPI3DFt0

INSTRUCTIONS

1) Trainers recall that combatting discrimination and promoting diversity on the workplace are European priorities. Those priorities are implemented and enforced by European directives and orientations.

2) Trainers play the video issued by the European Parliamentary Research Service by clicking on the link below:

   https://www.youtube.com/watch?v=mQYmPI3DFt0

   or play it after they have downloaded it.

3) Trainers present PP 6.1 and introduce the EU legal framework protecting diversity and combating discrimination.

4) Trainers present PP 6.2 and introduce the international legal framework protecting diversity and combating discrimination.

5) Trainers introduce the national/ local legal framework protecting diversity and combating discrimination.

6) Trainers introduce the legal framework on integration.

7) Trainers introduce the legal framework on migration and work permits.

8) Trainers introduce the legal obligations of employers in protecting diversity and combating discrimination at workplace.

Notes for the trainers

EU legal framework protecting diversity and combating discrimination

Discrimination and unequal treatment at work are prohibited by international, regional and national legislations. In the EU, the fight against discrimination and the promotion of the principle of equal treatment are at the heart of European employment and labour relations policy and are promoted through primary law (e.g. founding treaties) and secondary law (e.g. directives). It is reminded that all EU directives are by default transposed to national law by all member states. The main legal instruments concerning the employment of migrants are:

- Directive 2014/66/EU defining conditions of entry and residence of third-country nationals in the framework of an intra-corporate transfer
- Directive 2014/36/EU on the conditions of entry and residence of third-country nationals for the purposes of seasonal employment.
- Directive 2011/98/EU on a single application procedure for a single permit to reside and work in the EU and on a common set of rights for third-country workers.
- Directive 2009/50/EC concerning the conditions of entry and residence of third-country nationals for the purposes of highly qualified employment (the 'Blue Card directive')
- Directive 2006/54/EC the Equal Opportunities Directive, on equal opportunities and equal treatment of women and men in employment and occupation
- Directive 2004/113/EC prohibiting sex discrimination in access to and supply of goods and services
- Directive 2000/78/EC   prohibiting discrimination on the basis of sexual orientation, religion or belief, age and disability in the area of employment and focuses exclusively on the field of employment addressing discrimination more broadly ("Employment Equality Directive")
- Directive 2000/43/EC prohibiting discrimination on the basis of race or ethnicity in the context of employment ("Racial Equality Directive")

In 2000 and a few months after the Racial Equality Directive, the Employment Equality Directive (Council Directive 2000/78/EC) was adopted. The Employment Equality Directive defines the minimum rules against discrimination on the basis of religion and belief, disability, age, and sexual orientation. The Employment Equality Directive covers access to employment and occupation, vocational training, promotion, employment conditions, and membership of certain bodies. The Employment Equality Directive can be found here: https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0078:en:HTML. A study (European Implementation Assessment) on it can be found here: http://www.europarl.europa.eu/RegData/etudes/STUD/2016/536346/EPRS_STU(2016)536346_EN.pdf

The same year, the Charter of Fundamental Rights of the European Union (2000/C 364/01) assesses a number of rights coming to support and protect people from discrimination at the workplace: Article 15 on the freedom to choose an occupation and the right to engage in work; Article 21, on non-discrimination; Article 23, on equality between men and women; Article 26 on the integration of disabled persons; and article 31 on fair and just working conditions. More information about the Charter can be found here: http://www.europarl.europa.eu/charter/pdf/text_en.pdf

International legal framework protecting diversity and combating discrimination
- UN International Convention on the Elimination of All Forms of Racial Discrimination, 1965.
- UN Convention on the Elimination of All Forms of Discrimination against Women, 1979.
- UN Convention on the Rights of Persons with Disabilities , 2006.

National legal framework regulating employment, migration, protecting diversity and combating discrimination in the Republic of Cyprus

Aliens and Immigration Law

According to the Aliens and Immigration Law of the RoC, third country citizens have restricted access to employment and more specifically, they have the right to work only in domestic work or in agriculture and animal farming. The terms and conditions of employment and labour practices applicable to third country migrants, including their contracts, issued by the competent government services, as well as the collective agreement in force in the farming sector, increase their vulnerability per se as they are in substance themselves exploitative.

In the majority of cases, domestic workers are obliged to live at their employers' house, which, by its very nature, is automatically exempted from labour inspections and effectively barred from unionisation. Similarly, agricultural migrant workers are required to live at their workplaces, often in stables or barns, in the same space as the animals they tend, and which are evidently unsuitable for human habitation.

In the majority of cases, exploitation is taking place due to long hours of work, sometimes unpaid or not fully paid, confiscation or withholding of travel and residence documents, restrictions of freedom of movement and not allowance of any day off, violence and threats and many times sexual violence as well, debt bondage and inhuman and degrading living conditions or living conditions violating their right to private life. These feudal employment conditions render migrant workers in these sectors vulnerable to extreme exploitation. Such conditions, as the ones faced by the vast majority of migrants in Cyprus working in the above mentioned areas, were found by the ECtHR in Siliadin v. France (Application no. 73316/01) to amount to treatment contrary to Article 4 of the ECHR which provides that no one shall be held in slavery or servitude and no one shall be required to perform forced or compulsory labour. In addition, migrant workers are potential targets for traffickers because of their race and ethnicity and their lack of awareness about their rights under national or international law or of the system.

This migration model was instituted at the beginning of the 1990s, in agreement with the social partners (trade unions and employer associations), in order to meet acute labour shortages in low-skilled or unskilled jobs and in sectors such as agriculture, services, cleaning and catering services, the construction and hotel industries, jobs that Cypriots would not take up. Ever since, Cyprus has followed a very strict migration policy based on the issue of temporary work permits that are not normally renewable for more than a maximum period of 4 or 5 years. (Exempted from the provision of this regulation are migrant domestic workers working for elderly, seriously ill or disabled people or people with special needs, families with young children, both parents who work, and people with large incomes) With this permit, a migrant is attached to a specific employer and a specific job. Migrants can change employer only if they are given the so called "release paper" by their employer and only after the first 6 months of employment or if they can prove to the competent authorities that their rights are violated by the employer, after filing a complaint to the Labour Relations department. With a release paper given either by the employer or by the authorities, depending on the case, a migrant has one month within which to find a new employer, otherwise they become automatically undocumented. The same applies if a migrant worker abandons their employment due to severe exploitation and violation of their rights, very often including also sexual abuse and violence, and if they do not report a complaint to the authorities within 14 days after they abandon their employment. Very often, migrants in abusive and exploitative conditions find it difficult to

report or file complaints against their employers to the Immigration Police, fearing immediate deportation, as a result of which they become immediately undocumented subject to detention and deportation. In addition, the employer may at any moment terminate the employment of the migrant employee without providing a "release paper." In that event, the migrant will automatically lose their resident permit as well and therefore be subject to arrest, detention and deportation. Their absolute dependence and bondage to their employers make migrants very vulnerable to extreme exploitation and trafficking.

Another key factor contributing to the vulnerability of third-country migrants is that the entry, residence and employment process of migrants is facilitated not by state structures and mechanisms but through private profit-making agencies, regulated by law, as well as by individuals within the migrant communities who act as middle-persons, both in Cyprus and in their countries of origin. A direct consequence of the operation of private agencies is the extremely high cost of migration (ranging from €2000 – €10000, depending on the country of origin), the brunt of which is borne by migrants and, to a much lesser extent, by employers. In addition to the restrictive migration model and policies, the exorbitant migration debts are partly responsible for the large number of undocumented migrants in Cyprus. With such huge migration debts, migrants are unwilling or unable to return to their countries of origin when their residence and employment permits expire or are revoked. They therefore end up with irregular status whereby they become extremely vulnerable to discrimination and exploitation, including trafficking. In addition, private agencies are often implicated in trafficking networks and working for this purpose in close association with similar agencies in the countries of origin of migrants.

The employment of European citizens is regulated by *Law no. 7(I) of 2007 The Right of Union Citizens and their Family Members to Move and Reside Freely within the Territory of the Republic of Cyprus Law of 2007*. According to the above legislation, the freedom of movement and residence in the Republic can be restricted only on the grounds of reasonable threat of public order, safety or health. As from 1st May 2004, any European national can enter the territory of the Republic of Cyprus by simply showing a valid passport or identity card. The members of the family of a European citizen have the same rights as European citizens. The competent authority for the implementation of these Laws is the Ministry of Interior.

Information on *the right of students from third country to employment* can be found here: http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5h_en/page5h_en?OpenDocument and here: http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/8C2740D030AB2E39C22580A50026B97A/$file/booklet%20on%20living%20july%202010%20english.pdf

Cyprus Refugee Law
Cyprus Refugee Law provides that recognised refugees have the same rights as Cypriot citizens to employment. There are no restrictions to any particular sector. The same applies to persons with subsidiary protection.

During the first six months from the date of the submission of their asylum application, asylum seekers are not allowed to work. After the six-months period, asylum seekers have restricted access to employment – mainly in the farming and agriculture industry and also in some other unskilled jobs.

More information on the right of refugees (recognised refugees, persons with subsidiary protection, and asylum seekers) can be found here:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5j_en/page5j_en?OpenDocument

Law on Preventing and Combating Trafficking in Human Beings and for the Protection of the victims of 2014 (Law No 60(I)/2014)
In relation to employment, victims of trafficking should have access to vocational training and retraining and full access to the labour market. The Department of Labour is responsible for the implementation of such rights, including for finding jobs for victims. Unfortunately, the reality is that the Department of Labour has no vocational training programmes for victims of trafficking and in practice, it refers them for employment only in the same sectors in which they have been victimised – farming and agriculture and cleaning.

Protection of Young Persons at Work, No. 48(I)/2001
This Law covers the employment of young persons by any employer. The employment of children under 15 years of age is prohibited except for the purpose of:
(a)   Vocational or occupational training.
(b)   Employment of a child in cultural, artistic, sports or advertising activities.
Tis law regulates among others the working time and hours of children under the age of 15.

For more information:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/C70E68C0D442D95CC22581CB0041B587?OpenDocument

The Protection of Maternity Law No. 100(I)/97
"Maternity rights are secured through the "Maternity Protection Law" 1997 last amendment 2002 (64(I)/2002).

Who is entitled to Maternity Leave?
An employed woman who presents a certificate of a registered medical practitioner stating the expected week of her confinement is entitled to maternity leave. Maternity leave is provided for 16 weeks of which 9 weeks must compulsorily be taken at the beginning of the second week before the expected date of confinement and 6 weeks of compulsory leave to be taken after confinement (Section 3(2)).

An employed woman, who adopts or takes in to her care   a child less than 12 years of age for the purpose of adoption, is allowed maternity leave for 14 weeks (Section 3(3)).

Maternity Rights
- During maternity leave the employed woman is allowed a grant (Art 3(4)).
- The employed woman is protected against termination or notice of termination of employment during the period in which the employed person notifies the employer and for the period ending 3 months after   maternity leave. This does not   apply in cases where the employed woman is found guilty of a misdemeanor, or the business at which she is employed closes down or the contract period has expired (Section 4).

- Women who gave birth and are breast-feeding or have increased responsibilities for the care/raising of the child, can, for a six-month period, commencing on the date of birth or maternity leave, interrupt their employment for one hour or go to work one hour later or leave work one hour earlier. The one-hour excuse period is considered working time (Section 5(1))."

For more information:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/4E0D1D8995BF66B2C22581CB0041B592?OpenDocument

The Equal Treatment of Men and Women in Employment and Vocational Training Law, No. 205(I)/2002
This Law aims at the application of the principle of equal treatment for men and women in respect of employment, access to vocational guidance, vocational education and training and the conditions of their provision, including professional development and the conditions and preconditions of dismissal. This Law shall not affect more favourable provisions.

According to this law, "Discrimination" based on sex means every action or omission which constitutes or entails unfavarouble treatment based on gender, including sexual harassment, but not including protection of mothers due to pregnancy, childbirth, nursing, maternity or sickness due to pregnancy or childbirth positive actions;" and "Indirect discrimination based on sex" shall exist where an apparently neutral provision, criterion or practice, puts at a disadvantage substantially higher proportion of the members of one sex, unless that provision, criterion or practice is appropriate and necessary and can be justified by objective factors unrelated to gender." Also, it provides that "Principle of equal treatment" means that there shall be no discrimination on the basis of sex, either directly or indirectly, with reference in particular to marital or family status, regarding any issues regulated by this Law."[21]

It also provides that "any act that constitutes sexual harassment or causes direct or indirect discriminatory treatment shall be prohibited. Employers and representatives of legal entities or their supervisor, or the person competent/responsible shall abstain from such an act, whether isolated or repeated."[22]

The Gender Equality Committee has been constituted under this law and it is responsible for its implementation.

For more information:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/4F1DB719F3AA8A73C22581CB0041B58A?OpenDocument

Protection of Workers Who are Posted to Carry Out Temporary Work within the Republic in Accordance with the Framework of the Transnational Provision of Services 2002 Law, No 137(I)/2002
This Law shall apply to undertakings established in a Member State, which posts workers within the framework of the transnational provision of services.

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[21] http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/4F1DB719F3AA8A73C22581CB0041B58A?OpenDocument

[22] Ibid

Protection of Posted Workers
- Undertakings are obliged to guarantee workers posted the minimum terms and conditions of work and employment, as set by legislative, regulative or administrative provisions or/and collective agreements regarding activities, including excavation, earthmoving, actual building work etc.
- The terms and conditions of work and employment include among others minimum rates of pay, annual paid holidays, protection of health, safety and hygiene at work, equal treatment between men and women, etc.[23]

For more information:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/AD830E04732CA070C22581CB0041B588?OpenDocument

The *Private Employment Agency Law [L.126(I)/2012*, as amended] harmonises Cyprus law with Directive 2006/123/EU of the European Parliament and of the Council. It regulates the establishment and the operations of private agencies focusing on combatting the exploitation of migrant workers. This law describes and lists the conditions and qualifications that need to be fulfilled by natural or legal persons working in such agencies. It also states the different penalties for trafficking offences.

For more information:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/FC5E44740BAFF78AC22581CB0041B590?OpenDocument

The General System for the Recognition of Professional Qualifications Law of 2002
For more information:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/61B8BEF20F43E081C22581CB0041B594?OpenDocument

Also, for information on the Second General System for the Recognition of Professional Qualifications Law of 2002:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/A5624C79F6D366B5C22581CB0041B58D?OpenDocument

And for information on The Third System for the Recognition of Professional Qualifications Law of 2004:
http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/12797C454AA938A2C22581CB0041B599?OpenDocument

Persons with Disabilities Law of 2000, No 127(I)/2000 and the ratifying **Law 8(III)/2011 of the Convention on the Rights of Persons with Disabilities**. The legal framework provides for equal rights and opportunities in employment and prohibits discrimination on the ground of disability, a term which includes the denial of reasonable accommodation in employment.

Industrial Relations Code
The Industrial Relations Code is an agreement signed by the Social Partners in 1977. The Agreement lays out in detail the procedures to be followed for conflict resolution in labour disputes. Even though the Code is a voluntary agreement, it is highly respected by the social partners. Apart from the procedural provisions

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[23] http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/AD830E04732CA070C22581CB0041B588?OpenDocument

agreed upon in the Code, the Code also re-affirms the participating parties' willingness to respect the four fundamental rights/ principles clearly laid out in the Code. These four fundamental rights / principles are:

- The right to organise.
- The right to collective bargaining, collective agreements and joint consultation.
- The definition of issues proper for collective bargaining, joint consultation, and management prerogatives.
- The affirmation of strict adherence to the provisions of International Labour Conventions that the government of Cyprus has ratified.

For more information and to download the Code:
http://www.mlsi.gov.cy/mlsi/dlr/dlr.nsf/page38_en/page38_en?OpenDocument

Brief description on the termination of legal residency

Articles 18ΟΔ – 18ΠΘ of the Aliens and Immigration Law require that every person who is not considered as lawfully residing in Cyprus, receives a written decision issued from the Civil Registry and Migration Department. This decision is called the 'return decision.' The return decision must state the factual and legal reasons of why the residency of person is not legal anymore, provide a reasonable time for the voluntary return of the person[24] to their country and explain the available means to challenge this decision.

Any decision to deport or remove a person can be issued and implemented only in case the person has not left the country voluntarily. Detention can only be effected only for the purpose of deportation and only if the person avoids or obstructs the procedure of deportation. A decision to detain a person must always be a measure of last resort, and the authorities have the obligation to examine other alternatives before issuing this decision; for example, retention of travel documents and signing to a police station.

The Cyprus Government has also, ratified, inter alia, the following conventions:
- ***The ILO Migration for Employment (Revised) Convention***, 1949, No. 97,
- ***The Migrant Workers (Supplementary provisions) Convention***, 1975, No.143
- ***The Discrimination (Employment & Occupation) Convention***, 1958, No. 111

Moreover, the Cyprus government has also accepted ***Article 19 of the Revised European Social Charter*** (i.e. The right of the migrant workers and their families to protection and assistance). These instruments provide, inter alia, for no less favourable treatment of migrant workers than that of nationals.[25]

It must be highlighted that sexual harassment and harassment on a protected ground (gender, sexual orientation, racial/ ethnic origin, age, disability, religious/ political background) are also forms of prohibited discrimination.

Activity A – identifying discrimination at the workplace/ Sharing experiences

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[24] Voluntary return can be limited or not be given at all if the person is a danger to public safety, public order or security of the Republic of Cyprus.

[25] http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5d_en/page5d_en?OpenDocument

Time: 1 hour
Materials:
Projector
Markers
Cards/ paper
Internet access or downloaded video: https://www.youtube.com/watch?v=mQYmPI3DFt0

INSTRUCTIONS
1) Trainers make four groups of trainees.
2) Each group will be focused on one kind of discrimination as presented in the video: religion and belief, disability, age, and sexual orientation.
3) Each group will have to find a story, either made up or inspired from a personal experience, and write it down.
4) Trainers ask the spokespersons of each group to present their stories.
5) Trainers discuss each story with the participants. Trainers connect each story to the legal framework and describe under which conditions workers can be protected by the legal framework. During the discussion, trainers will also introduce the employers' obligations in protecting diversity and combating discrimination at workplace.

Tips for the trainers
Considering that this activity is based on a consequent amount of theoretical notions, trainees can lose their focus. It is therefore recommended to maintain their attention by regularly referring to the video. Replaying some parts in order to highlight and/ or maintain a certain dynamic can be useful.
The trainers should be well organised and tackle this chapter of the training in a logical order as listed above in the part introducing the objectives.
As the legal framework may differ from a country to another, introducing the national legal framework can help identifying the different degree to which law applies, i.e. on the national level and on the international/ EU one.

ACTIVITY B – **Preventing discrimination in recruitment**
Time: 30 minutes
Materials:
Projector
Markers
Cards/ paper
1) Trainers distribute 2 cards/ papers with the word YES and the word NO to each trainee.
2) Trainers are going to ask a number of questions to the trainees who will have to answer by raising only one card: YES or NO
3) Each correct response should be explained by the trainers.

Notes for the trainers
List of questions (with the answers):
- Does using only online platform for applications match anti-discrimination measures?
  NO – not everyone has knowledge or access to a computer or to the internet.

- Is it OK if a prospect employer asks you why you are wearing hijab?

  NO - Beliefs, including religious beliefs, must not be considered as employment criteria.
- If a pregnant employee is fired, can they file a complaint?

  YES – National law prevents employer from firing a pregnant employee.
- If an employee is gay and if his co-workers call him names, such as "princess," can it be considered as a form of discrimination?

  YES – When the sexual orientation of someone is mocked on the workplace, it is a form of discrimination.
- Can a manager or supervisor foster a positive working environment able to combat discrimination?

  YES – It is the employer's responsibility and duty to both respect and implement the legal framework on diversity and anti-discrimination on the work place.

  Tips for trainers: For each response, please recall to which article/directive the answer is related to

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.

Materials:

Projector

Slides PP 7.1, PP 7.2 & PP 7.3

Flipchart

Markers

Cards/ paper

Tape

INSTRUCTIONS

1) Trainers highlight that equality, diversity, and non-discrimination are fundamental principles of the European idea.
2) Trainers state that the equal application of rules to different groups/ individuals has proved to hinder equality, generating unequal results. For this reason, in European level at least, there has been a shift towards substantive equality, seeking to remove the barriers to the achievement of equality. Diversity is considered a key to this goal.
3) Trainers focus on diversity as a European value stressing the benefits of having multifaceted experiences in shaping a democratic society as well as the integrity of each one and everybody. Diversity is "the right to be different" and not to be discriminated against on the basis of such difference, overcoming stereotypes, prejudices and stigmatization.
4) Trainers explain that diversity shields the idea that, at a European level at least, people are united in building, developing, and protecting together peace and democracy. The various different cultures, traditions, languages, and identities existing in the EU are considered a positive asset.
5) Trainers highlight that diversity, equality, and anti-discrimination are intertwined. Research suggests that lack of diversity and inclusion may promote discriminatory behaviours, including in the workplace.
6) Trainers ask the group to think what they can do in their personal and professional lives to promote diversity and combat discrimination. Trainers write highlights on the flipchart.
   Or
   Trainers pass cards/ paper and ask the trainees to write their answers. Trainers collect the answers and post them on the flipchart/ wall/ board.
7) Trainers discuss the responds.

8) Trainers state that in order to be able to combat discrimination, we need to have a clear idea of how it is manifested and in order to promote diversity, we need to know what diversity is. That was the aim of previous modules.

9) Trainers present slides PP 7.1, PP 7.2 & PP 7.3.

10) Trainers are encouraged to use any of the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group, taking into consideration also if the group is newly arrived migrants or migrants who have already been in the country for a long time. For the current version of 7-hour training, it is recommended that they use only 1 activity. 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, all activities are recommended. For migrants who do not have such experience and/ or newcomers, activity A is recommended.

Notes for trainers

Diversity is a process, in which it is important that each one of us is aware of our own privileges and the influence they have on others and on our surroundings. It is also important to be aware of, understand, and explore our differences. Awareness alone is not enough. Each one of us must make conscious and continuing efforts to overcome our own biases and prejudices, deconstruct stereotypes, respect diversity in ourselves and other, and combat discrimination. In order to do this, we need to set behavioural goals and strategies (slides PP 7.1, PP 7.2 & PP 7.3). The following tips are also useful:

- Seek to understand the point of view of others. Ask them for clarifications if you find difficulties (how do they feel? Why? Why did they behave in a certain manner? What do they think?)
- Communicate your own position/ idea(s) etc. clearly. Communication promotes understanding, reduces conflict, and increases productivity.
- State your concerns.
- Show your support.
- People want to know that you care.
- Ask how you can help.
- Cooperate (to find a solution).
- For supervisors/ managers, etc.: Communicate procedures and policies clearly.
- Do not stereotype.
- Do not judge others by your own cultural/ other standards/ norms.
- Do not assume that your culture's way is the only way.
- Do not talk down to anyone.
- Always try to communicate effectively.
- Respect each other.
- Respect individuality.
- Think before you speak – how could your words affect others?
- Be sensitive to others.
- Avoid generalisations.
- Empower and support those in positions more vulnerable, in a spirit of solidarity.
- Always give your feedback and ask for the feedback of others.

- Listen! Be an active listener and try to understand not only what is said to you but also what is beneath the surface and between the lines.
- Continuously seek education.
- Acknowledge your stereotypes/ biases/ prejudices and work to eradicate them.
- Be aware of your contribution and recognise the contribution of others.
- Acknowledge privilege and vulnerability – yours and others'.
- Dialogue!

You can read on diversity:

Diversity Is Not A Certificate: How to Dismantle Oppression at Your Work Place, by Kaylee Jakubowski in *Everyday Feminism*.

You Know Diversity Is Important – Now Check Out 3 Ways Science Backs That Up, by Carmen Rios in *Everyday Feminism*.

Chimamanda Ngozi Adichie Perfectly Explains Why We Need Diverse, Complex Media Representation, by Chimamanda Ngozi Adichie in *Everyday Feminism*.

5 Questions an Anti-Racist Organization Should Be Able to Answer, by Anis Gisele in *Everyday Feminism*.

4 Ways Being a Black Woman in a White Office Messes With Your Mind, by Alisha Acquaye in *Everyday Feminism*.

Empathy is very important to promoting diversity and combating discrimination.
Etymology of empathy: (Greek) empatheia (literally, passion) < em (in) + pathos (feelings, emotions)
Definition of empathy:
"the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner; also : the capacity for this." (Merriam – Webster dictionary, https://www.merriam-webster.com/dictionary/empathy).

"Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, i.e., the capacity to place oneself in another's position." (Wikipedia, https://en.wikipedia.org/wiki/Empathy).

"Empathy is the experience of understanding another person's thoughts, feelings, and condition from their point of view, rather than from your own. You try to imagine yourself in their place in order to understand what they are feeling or experiencing. Empathy facilitates prosocial (helping) behaviours that come from within, rather than being forced, so that we behave in a more compassionate manner." (Psychology Today, https://www.psychologytoday.com/us/basics/empathy).

You can read/ watch on empathy:
5 Ways to Build Empathy In Our Communities, by Sarah Ogden Trotta in *Everyday Feminism*.

Activity A:

Time: 30 minutes

Materials:

Sticky labels or cards

Two signs – a sign saying "most likely to succeed" and a sign saying "least likely to succeed"

INSTRUCTIONS

1) Trainers puts the sign saying "most likely to succeed" at one end of the room and the sign saying "least likely to succeed" at the other end, opposite the first one, drawing an imaginary line between the two signs.

2) Trainers give each participant a label with a profession and ask them to:
   - Think about the identity you are given.
   - Stand on the line, assuming a position you believe that somebody with this profession would have, considering success.

3) Trainers give each participant a label indicating "man" or "woman" and ask them to think about whether this additional identity may affect their position on the line and change position accordingly.

4) Trainers give each participant a label indicating "white" or "Asian" or "black" and ask them to think about whether this additional identity may affect their position on the line and change position accordingly.

5) Trainers give each participant a label indicating another identity: "migrant," "refugee," "from a rich family," "HIV-positive," "single parent," "university graduate," "with psychiatric history," "ex prisoner," "married with children" (this one is recommended to give it to at least one man and one woman), "gay," "bisexual," "trans person," "MA holder," "PhD holder," "blind," "deaf," "fat," etc. Trainers ask participants to think about whether this additional identity may affect their position on the line and change position accordingly.

6) Trainers discuss with participants the following:
   - Why did you assume this position? How do you think your identities would influence your success?
   - Did you move or not when your other identities were revealed? Why?
   - How is your current position in relation to your initial one? How did it change?
   - Is there anything you would think it would help you move closer to success having the identities you have?
   - Is there anything others could do to help you move closer to success?

Activity B:

Time: 40 minutes

Materials:

Paper

Pens

Cards

INSTRUCTIONS

1) Trainers pass to participants the following cards, distributing one card per participant: "woman," "person of colour," "migrant," "refugee," "trans woman," "HIV-positive," "single parent," "lesbian," "gay man," "bisexual," "blind," "deaf," "fat," "with psychiatric history," "ex prisoner," etc.

2) Trainers ask participants: "imagine you work at a SME and write a few sentences about what you think you can bring to your workplace based on the identity you have been given. Then, identify the challenges you believe you will face in your workplace based on the identity you have been given."

3) Trainers discuss with participants their findings.

Activity C:
Time: 40 minutes
Materials:
Paper
Pens
Cards

INSTRUCTIONS

1) Trainers ask participants to imagine they work at an SME and a new employee arrives. The new employee is a woman, a Muslim, and refugee. She is from Iran. She seems disorientated in her new working environment and the manager does not seem very happy with her either.

2) Trainers ask participants to identify the reasons the new employee may feel disoriented and how this may affect her performance.

3) Trainers ask participants how they would treat their new colleague.

4) Trainers ask participants to brainstorm on how they could support their new colleague and facilitate her integration in the new workplace.

5) Trainers ask participants to brainstorm on how the manager could support the new employee and facilitate her integration in the new workplace.

6) Trainers take notes on the flipchart.

Notes for trainers
You can do this as a discussion with the whole group or you can divide participants in smaller groups/ pairs and ask them to present their answers to the larger group in the end.

MODULE 8: LABOUR RELATIONS, COLLECTIVE BARGAINING AND DIVERSITY

This module is recommended for a training to migrants who have some experience in trade unionism and/ or are active community members.

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.

Materials:
Projector
Slides PP 8.1 & 8.2
Flipchart
Markers
Cards/ paper
Tape

INSTRUCTIONS
1) Trainers open by asking trainees if they are aware of or have any experience of labour relations and collective bargaining.
2) Trainers ask trainees if they know of or if they are members of trade unions or employers' organisations.
3) Trainers discuss labour relations and their regulations in a national/ local context.
4) Trainers discuss labour relations and bargaining in SMEs.
5) Trainers ask trainees their thoughts on diversity in labour relations/ collective bargaining mechanisms. Do they think diversity could be relevant to labour relations/ collective bargaining mechanisms? In which ways?
6) Trainers discuss trainees' answers and add on them, addressing how and why to promote diversity in labour relations/ collective bargaining mechanisms.
7) Trainers present PP 8.1 & PP 8.2.
8) Trainers ask trainees how they believe diversity can be used to enhance and protect migrant workers' rights.
9) Trainers discuss trainees' answers and add on them.
10) Trainers discuss diversity and trade unionism.
11) Trainers ask trainees if they are willing and/ or empowered to actively engage in trade unionism as to lobby and push them to develop measures and take action for effective promotion of diversity and equality in the labour market and society in general.

12) Trainers are encouraged to use any of the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group, taking into consideration the group and its needs. For the current version of 7-hour training, it is recommended that they use only 1 activity.

Trainers notes
- Introduce and raise awareness about:
  - Labour relations and collective bargaining
  - Social dialogue and social partners: trade unions, employers' organisations, public authorities
- How and why to use labour relations, collective bargaining and social dialogue to promote migrant workers' rights in SMEs.
- Diversity, employers and trade unions

Labour relations

The term 'labour relations,' or other terms used interchangeably such as 'industrial relations,' 'employment relations' and 'union-management relations,' refer to the collective relationships between employers – workers and their respective representatives – employers' organisations and trade unions. Public authorities also play a role in the regulation and governance of the employment relationship.

The aim of labour relations systems, which operate at global, regional, national, sectoral and company-level, is to govern and regulate the employment relationship and to promote the respective interests of the two sides. Labour relations also aim, according to the International Labour Organisation, to promote "peace and social justice," while for the European Union it is a "fundamental feature of the European Social Model." Labour relations systems include processes and mechanisms through which these relationships are expressed, such as collective bargaining, workers' participation in decision-making, grievance and dispute settlement as well as the resolution or management of conflict between employers' organisations and trade unions, through mediation procedures or mechanisms.

Collective bargaining

Collective bargaining is a mechanism or procedure that constitutes the core of labour relations and it includes all negotiations between workers and employers and/or their representatives. Through collective bargaining, collective agreements are concluded at national, sectoral or company level.

It regulates relations between employers and workers and/ or between their respective representatives and determines working conditions and terms of employment, including pay, working time, health and safety.

In its wider social context and as a means of formulating and developing social policy, collective bargaining also addresses areas and issues of critical interest and significance to women, migrants, LGBTQI+ people and other socially vulnerable groups. These issues include protection from inequality and discrimination on the grounds of racial, ethnic and national origin, migration status, gender identity, sexual orientation, religion, political beliefs, age, ableism or any other characteristics or background. It also promotes the elimination of forced or compulsory labour and the elimination of child labour.

Collective bargaining is grounded on fundamental working and human rights and freedoms, such as the freedom of association and the rights to collective bargaining, protection from discrimination and inequality, and inclusion and integration. These freedoms and rights are enshrined in international conventions, standards and other instruments, the major of which are listed below:

- ILO Declaration on Fundamental Principles and Rights at Work, 1998
- ILO Convention 154 on the Right to Organise and Collective Bargaining, 1949
- ILO Convention 87 on Freedom of Association and Protection of the Right to Organise, 1948
- UN International Convention on the Elimination of All Forms of Racial Discrimination, 1965
- UN Convention on the Elimination of All Forms of Discrimination against Women, 1979.

In the European Union, where all charters, directives and other legal instruments are by default transposed into national legislation by all EU member states, the most relevant legislation related to freedoms and rights in employment are the following:

- Community Charter of the Fundamental Social Rights of Workers (Article 12), 1989
- European Social Charter, (Revised), 1996
- Charter of Fundamental Rights of the EU (Article 28), 2000
- EU Racial Equality Directive 2000/43/EC
- EU Employment Equality Directive 2000/78/EC.

Social dialogue and social partners

Social dialogue refers to all forms of negotiation, consultation or exchange of information between and among representatives of governments, employers and workers, on issues of common interest relating to economic and social policy. While collective bargaining at national, sectoral or company level is mainly a bipartite process, i.e. between workers and employers and their representatives, social dialogue is a tripartite process involving trade unions and employers' organisations as well as public agencies and services.

At the European Union level, social dialogue between European employers' organisations and trade unions is bipartite, while the interactions and exchanges among employers' organisations, trade unions and EU institutions and agencies is tripartite. Social dialogue and social partners at EU level are designated into two categories: cross-industry and sectoral social dialogue, each with specific organisations from the three sides.

The *cross-industry* (or, cross-sector) social dialogue involves organisations representing workers and employers from both the private and public sectors, small and medium-sized enterprises (SMEs), and professional and managerial staff. The organisations participating in this dialogue are BusinessEurope, the European Centre of Employers and Enterprises Providing Public Services (CEEP), the European Trade Union Confederation (ETUC), Eurochambres, the European Association of Craft and Small and Medium-Sized Enterprises (UEAPME), Eurocadres and the European Confederation of Executives and Managerial Staff (CEC). Some 80 European organisations from over 40 economic sectors take part in the sectoral social dialogue at European level within their respective sectors. The EU institutions involved in social dialogue are the European Commission, the European Council and the Council of the European Union. Eurofound (European Foundation for the Improvement of Living and Working Conditions has also a significant role in providing EU institutions with the required research and information.

National context – Cyprus

Since independence in 1960, labour relations in Cyprus have developed on the basis of two fundamental principles, voluntarism and tripartite cooperation, and are based on the Industrial Relations Code (IRC) of 1977. Based on the same principles, collective bargaining has traditionally played a leading role in regulating labour relations, while the role of the state is an advisory one and usually kept to the minimum, intervening only in cases of difficulties to reach agreement, through the mediation service of the Ministry of Labour, Welfare and Social Insurance, as provided by the IRC. However, since Cyprus joined the EU, the state has increased its intervention by regulating through legislation minimum standards of basic terms and conditions of employment, such as minimum wage and working time for specific occupations.

The main organisations involved in collective bargaining in Cyprus are:

Trade Unions
The main national trade unions in the private and the semi-public sector are: the Pancyprian Federation of Labour (PEO), the Cyprus Employees Confederation (SEK) and the Democratic Labour Federation of Cyprus (DEOK), while the Union of Cyprus Banking Employees (ETYK) is the only trade union in the banking sector. In the public/ government sector, there are four trade unions: the Pancyprian Union of Public Servants (PASYDY), the Pancyprian Organisation of Greek Teachers (POED) representing the elementary school teachers, the Organisation of Greek Secondary Education Teachers (OELMEK) representing the high school teachers, and the Organisation of Greek Technical Education Teachers (OLTEK), representing the teachers of technical schools.

Employers' organisations
The largest employers' organisations in Cyprus are: the Employers' and Industrialists' Federation (OEB) and the Cyprus Chamber of Commerce and Industry (CCCI), which act as umbrella organisations at national level, representing the whole spectrum of companies in all economic sectors. Also, the Cyprus Federation of the Associations of Building Contractors, the Cyprus Association of Bank Employers and the Pancyprian Association of Hoteliers (PASYXE), at sectoral level.

The Pancyprian Confederation of Professional Craftsmen and Shopkeepers (CyPOVEK) is an organisation of mixed representation, with about 60% of its members being employers in technical occupations, commerce, recreation, catering and petrol stations.

The established social partners involved in social dialogue on issues of wider economic and social policy are PEO, SEK and DEOK, from the part of trade unions, and the employers' organisations OEB and CCCI. A major field of social dialogue is the migration system and policies, which was instituted in the early 1990s in agreement with the social partners, i.e. trade unions and employers' organisations.

Collective bargaining and discrimination
Up until the crisis, collective bargaining had traditionally played a leading role in regulating minimum standards, whereas legislation has constituted a secondary tool for their regulation. In general, collective bargaining was decentralised and collective agreements were concluded at either sectoral or enterprise level. Although the content of some collective agreements was extended to include issues of equality and

non-discrimination, particularly concerning gender, collective agreements in Cyprus are in general very limited in relation to protecting against inequality and discrimination or promoting diversity at work.

Diversity, employers and trade unions

In 2010, the European Commission, in promoting diversity management in companies across Europe, launched the European Platform of Diversity Charters and published the "Practical Guide to launch and implement a Diversity Charter" (2015). It encourages companies in Europe to sign a Diversity Charter on a voluntary basis for combating discrimination and promoting diversity in companies. Diversity Charters are adapted on the needs and priorities of each country and are culturally specific.

However, according to the Report on the latest meeting of the European Platform of Diversity Chapters, in February 2017, it seems that there is no interest among Cypriot employers and/ or organisations to join the Platform.

The active participation of workers belonging in vulnerable and diverse groups (migrants, refugees, LGBTIQ* persons, disabled persons, etc.) in trade unions is crucial to the representation of such groups and in improving the framework regarding diversity at work. As evident, the existing framework does not seem to take into much consideration diversity or to protect the rights of workers belonging in vulnerable and diverse groups. Currently, there are no specific mechanisms or methods to promote diversity at work outside the general principles of negotiation. Yet, representatives of vulnerable and diverse groups may use the general principles of negotiation and work in adopting a more effective framework, including by joining the European Platform of Diversity Charters. Trade unions may have not shown such interest because they do not realise how much this affects employees, as, currently, vulnerable groups are not actively involved/ represented in trade unions. For example, migrants are registered in trade unions, but they are not represented in the decision-making of trade unions. As the experience with women has shown, the active participation and representation of vulnerable groups of workers in trade unionism can positively affect their rights. Such an active representation can raise awareness within trade unions on diversity issues and promote training within them so that to include more effectively diversity and anti-discrimination in their agendas. As mentioned above, the content of some collective agreements was extended to include issues of equality and non-discrimination particularly concerning gender and this is a success of the women actively involved and represented in trade unions.

Activity A: Understanding the role of trade unions
Time: 30 minutes
Materials:
Flipchart
Markers
Pens
Note-books
Projector

INSTRUCTIONS
1) Trainers ask participants to form groups or couples to discuss the following questions:

a. The role of trade unions in general and in addressing inequalities and discrimination in particular; and

b. How they view the possibility to actively engage in trade unionism as to lobby and push trade unions to develop measures and take action for effective promotion of diversity and equality in the labour market and society in general. Is it something that would interest them? Why? What do they have to gain from this? Which difficulties they may face in such an endeavour?

2) Trainers give couples/ groups 15 minutes and ask them to share highlights of the conversation aloud.

5) Trainers take notes on the flipchart.

Activity B: Sharing personal experiences

Time: 30 minutes

Materials:

Pens

Note-books

INSTRUCTIONS

1) Trainers ask participants to form groups/ couples and discuss their own experiences with trade unions:
   - Are they members of trade unions?
     - If yes, how did they become members?
       - Are they satisfied with their trade union? Why?
       - What were their expectations when they joined a trade union?
       - Are these expectations fulfilled?
         - If not, how do they think their trade union will meet their expectations?
       - Are they actively involved in the trade union? What is their involvement exactly?
         - If they are not actively involved, why is that? Would they like to be more actively involved? How?
     - If not, why?
       - Would they like to join a trade union? Why?
         - If yes, what are their expectations?
         - Would they like to be actively involved? How?

2) Trainers give groups/ couples 15 minutes to discuss the above and ask them to share highlights of the conversation aloud.

3) Trainers take notes on the flipchart.

4) Group discussion.

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.

Materials:

Projector

Slides PP 9.1, PP 9.1

Flipchart

Markers

Cards/ paper

Tape

INSTRUCTIONS

1) Trainers comment that although discrimination is often, yet it is rarely reported as such. A reason for this, among others, is that very often people cannot identify discrimination. Another reason is fear and lack of knowledge of available mechanisms/ tools. Trainers further discuss the barriers victims face in reporting discrimination in general and at the workplace in particular.

2) Trainers ask trainees to discuss how such barriers can be overcome.

3) Trainers discuss concepts of discrimination (in the Trainers Notes) to familiarise trainees with them and equip them on identifying discrimination incidents.

4) Trainers ask trainees if they are aware of available mechanisms/ tools to report discrimination at workplace. Discussion.

5) Trainers ask trainees to discuss other ways of reacting to discrimination at workplace, except reporting it.

6) Trainers discuss the difficulties when somebody is reported for discrimination and how important it is to assume responsibility and correct our behaviour and conduct.

7) Trainers discuss the roles of the various parties (victim, perpetrator, colleagues, manager, Human Resources) when a discrimination complaint is filed.

8) Trainers discuss the importance of intervention and how to carry it out in practice.

9) Trainers are encouraged to use any of the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group, taking into consideration the group and its needs. For the current version of 7-hour training, it is recommended that they use only 1 activity.

Trainers notes

As discussed previously, discrimination is a major experience in the lives of persons belonging to vulnerable groups, such as migrants, women, LGBTIQ* persons, disabled persons, etc. in order to be able to react to discrimination, one must first of all be equipped of how to identify it when it happens.

Forms of discrimination

Gender discrimination/ sexism: Discrimination exercised because of sexist and misogynistic perceptions and attitudes and which picks on persons based on their (perceived) gender/ gender expression.

Racist discrimination/ racism: Violence exercised because of racist perceptions and attitudes and which picks on persons based on their (perceived) migratory background, ethnic background, skin colour, language, etc.

Familial status discrimination: Discrimination exercised based on one's (perceived) family status. Depending on the context and circumstances, it can pick on anybody – single parents and especially single mothers; single persons and especially single women over 30; families with young children; divorced persons and especially divorced women, etc. At work, discrimination related to a person's family status may involve the recruitment process and/ or career opportunities and/ or wages. Such discrimination usually affects women who are or may get married or/ and women who have or may have children. This is both due to stereotypes relating to women and because of real increased childcare responsibilities and maternity obligations assigned to women.

*Religious discrimination***:** Religious discrimination includes forms of discreet treatment based on religious beliefs expressed by some individuals or due to their participation in a religious group, as well as discrimination against persons who do not belong or are perceived not to belong to a particular religious group or identify as/ are perceived to be atheists. Religious discrimination may also target groups or individuals who (are perceived to) belong to a religious minority within a particular national context. In some cases, there might be legitimate reasons to limit the religious freedoms and rights of individuals in the workplace. For example, a religion may declare a day of rest other than that prescribed by the law or impose a special type of clothing that might be incompatible with the specific safety standards. Yet, it must be clear that nobody should be forced to wear or not to wear a specific type of clothing for reasons other than safety standards.

Political discrimination: Political discrimination refers to discrimination against a person based on their (perceived) membership/ affiliation to a political party/ political ideas/ socio-economic views, or based on their (perceived) activities within non-governmental organisations. People can also be discriminated against on the basis of their (perceived) membership in/ affiliation to a trade union or a trade union activity.

Class discrimination/ classism: Class discrimination is exercised on the basis of social origin, based on the victim's (perceived) social class/ socio-professional circumstances and it may limit the access of some people to certain categories of work or/ and affect their promotion prospects, among others.

Age discrimination/ ageism: Age discrimination may concern both younger and older workers. Younger workers may be discriminated against in terms of wages (usually lower wages), type of work they perform, or career opportunities. On the other hand, older workers may be discriminated against because of prejudices in relation to their abilities, due to depreciation (deliberate or not) of their experience, or due to recruiting younger workers with lower wages.

***Ableism*:** Ableism is discrimination against disabled persons. In this case, discrimination may relate to recruitment specifications, the type of work assigned to a disabled worker, accessibility or facilities objectively required to carry out their work.

***Homophobia*:** Homophobic discrimination is discrimination on the basis of (perceived) sexual orientation and it is exercised against lesbians, gay, bisexual, polysexual, pansexual, queer and other non-heterosexual persons or persons who are perceived to have one of these identities. Very often, lesbians, gay, bisexual, polysexual, pansexual, and queer persons suffer harassing behaviours by both colleagues and superiors.

***Transphobia*:** transphobic discrimination is discrimination on the basis of one's (perceived) trans* identity. It is expressed against (perceived) trans persons (persons whose gender identity is different from the one ascribed to them during birth), including trans women (women who had been assigned male at birth) and trans men (men who had been assigned female at birth) and persons with a non-binary gender identity (their gender identity does not fall strictly into one of the binary identities – man/ woman). Very often, trans* persons suffer harassing behaviours by both colleagues and superiors.

***Intersex discrimination*:** Discrimination on the basis of one's (perceived) intersex identity. It is expressed against (perceived) intersex persons (persons born with some biological characteristics that are considered "female" and others that are considered "male," such as chromosomes or genitals).

Acts of discrimination

***Discrimination in employment/ Labour discrimination*:** Discrimination exercised in the working place by the employer and/ or colleagues and/ or supervisors. It may involve the recruitment process and/ or career opportunities/ promotion prospects and/ or wages.

Labour exploitation is the forced and/or unwanted appropriation of unpaid/ underpaid labour. It is labour that a person has not offered voluntarily, but was forced, under any conditions, to provide.

***Hate crime*:** A '*hate crime*' is a crime motivated by hate towards a certain group of persons. A criminal act is defined as hate crime when:

- it is a crime under the criminal code in the legal jurisdiction in which it is committed and
- there was a *bias motivation* in committing the crime.

Target of a hate crime may be a person, group of persons, community, or property associated or alleged to be associated with such a group.

Bias motivation is when the perpetrator chooses the target of the crime based on their own hate/prejudice against a group of persons sharing a common characteristic, which is usually considered to be marginal/vulnerable within society. Such characteristics may be ethnic origin, colour of skin, religion, language, migratory status, gender/gender identity, sexuality, disability, age, etc.

***Sexual violence*:** Sexual violence can include sexual harassment and/ or rape. 'Rape' is any non-consensual sexual intercourse. 'Sexual harassment' is any non-consensual and/ or unwelcome sexual conduct/ behaviour. It could be verbal, non-verbal and/or physical, implicit or explicit. It may include sexual advances, sexual demands, requests for sexual favours, and/or sexual looks/gestures/sounds, "cat calling," etc. 'Unwelcome' conduct/behaviour is any conduct/behaviour that the recipient considers to be unwelcome, even if they did not express their objection, or seemed to have consented to it. Sexual violence may happen at any space (private or public place, or workplace), to any person, and it may be committed by anybody, including a partner, a spouse, a colleague, an employer, a friend, an acquaintance,

or a stranger. Women and persons of non-binary gender identity experience it more frequently than men, while those who exercise sexual violence are very often men. In Cyprus, sexual harassment at the workplace is prohibited and the law provides that, in case of a complaint for sexual harassment at the workplace, the burden of proof is on the accused person and not the complainant.

Institutional discrimination: The terms 'institutional discrimination' and 'institutional violence' refer to any negative and/ or oppressive acts and/ or measures and/or policies and/or exclusions imposed by government institutions and services, media, private companies, organisations, etc. on persons, based on their ethnic origin, colour of skin, language, religion, migratory background, gender/gender expression, sexuality, disability, age, etc.

Derogatory/Degrading treatment: 'Derogatory/ degrading' treatment is the behaviour of a person insulting and/ or humiliating somebody else. It may be verbal or non-verbal and it may include insults, shouting, gestures, sounds, etc.

Hate speech: 'Hate speech' is speech that attacks and/ or insults and/ or makes assumptions/ generalisations and/ or promotes discrimination/ criminal acts against a person or a group of persons based on the speaker's own hate/ prejudice against a group of persons sharing a common characteristic, which is usually considered to be marginal within society. Such characteristics may be ethnic origin, colour of skin, religion, language, migratory status, gender/ gender identity, sexual orientation, disability, age, etc.

Threats/ Emotional harm: A 'threat' is a statement/ warning suggesting intention to cause non-consensual pain, damage, injury, abuse, or other hostile/ unpleasant/ violent action on somebody in punishment or in condition for something done or not done. **'Emotional harm'** may include threats, shouting, emotional abuse, violent language, negligence, and any other behaviour that results in negative emotional reaction, which may include anxiety, fear, suffering, distress, and anger.

Discrimination is often experienced in multiple forms and the above forms of discrimination may intersect with one another; as a matter of fact, they usually do. Very often, migrants experience multiple discrimination: a migrant woman may face racism and sexism; a migrant trans woman may face sexism, transphobia, and racism; a Muslim migrant worker may face racism as well as religious discrimination; etc.

Discrimination in the workplace

Discrimination at work is a specific type of discrimination, which includes all actions, practices and perceptions that promote unequal treatment of an individual or a group of workers, targeting them on the basis of their particular background and/ or characteristics (race, ethnic or national origin, gender identity, sexual orientation, religion, political beliefs, age, disability, etc.). A common form of harassment in the workplace, which affects mostly women, is sexual harassment.

The combination of more than one grounds of discrimination leads to multiple discrimination, which concerns the majority of workers who are discriminated against. For example, migrant women workers are subjected to multiple discrimination on the basis of their race, national and ethnic origin, as well as their gender.

There are two types of discrimination in the workplace: direct and indirect. **Direct discrimination** is when a worker or a group of workers is/ are treated less favourably than others, on the basis of their background or/ and characteristics. For example, they are paid less than other workers who do the same job, with the

same qualifications, years of service, etc. *Indirect discrimination* is when a rule, decision, procedure, policy, criterion or practice that appears at first glance neutral, because it applies to all, leads to discrimination in its application, as it negatively affects workers of a particular background/ with particular characteristics.

Common acts of discrimination at the workplace

Psychological harassment (also known as mobbing or bullying) is a form of violence and is defined as the deliberate use of power against a person or a group of individuals with the intention to harm or leading to harming the physical, or/ and mental, or/ and intellectual, or/ and moral or/ and social development of that person or group. The main characteristic of this behaviour is its duration, frequency and repetition. In other words, this is often the result of accumulating and recurring abusive behaviours and/ or incidents (gestures, words, attitudes or behaviours) that affect, often by repetition or systematisation, the dignity or/ and the mental or/ and physical integrity of an individual. These are relatively insidious attacks that are hard to prove and identify. The harm caused does not primarily concern the individual's physical health, even if the psychological harassment sometimes involves physical violence or even if it has a long-term effect on the individual. In particular, M.-F. Hirigoyen (2002) identifies four categories of attitudes that constitute moral harassment:

Injustice in working conditions: Systematically challenging all decisions taken by a person, excessive or unfair criticism in relation to their job, systematic assignment of tasks beyond their abilities, impossible to perform or even fail to meet their abilities, removing responsibilities, etc.

Isolation and denial of communication: Employer/ colleagues no longer address the victim and they may communicate with them only in writing or through others. The presence of the victims is ignored and the victim often experiences segregation/ isolation/ marginalisation.

Denial of dignity: It may include contemptuous moves towards the victim, degrading comments, rumours spread, and offensive assignments. It is also referred to as *derogatory/ degrading treatment*, which is the behaviour of a person insulting and/ or humiliating somebody else. It may be verbal or non-verbal and it may include insults, shouting, gestures, sounds, etc.

Verbal, physical or sexual violence: It may include threats of physical violence, abusive speech, harassment and out-of-work, physical attacks.

While discrimination is widespread across all economic sectors, very few migrant workers report, take legal or other action against discrimination and unequal treatment at work. Similarly, neither trade unions, either through collective agreements or other actions, nor civil society organisations, which tend to adopt a more vigorous and critical approach, have managed to be effective in their fight against discrimination and unequal treatment at work. The development and promotion, therefore, of diversity in the workplace is increasingly considered as an effective approach for combating discrimination.

Barriers for reporting/ reacting to discrimination

Victims of discrimination may not report it due to fear or/ and due to lack of knowledge on available tools, mechanisms etc to report it or/ and due to lack of awareness of what discrimination is.

Very often, victims of discrimination cannot identify what they have experienced as discrimination because they are not adequately aware of what constitutes discrimination or/ and they are not equipped to identify it. Discrimination, discrimination forms and discrimination acts have been discussed earlier in this module.

Also, very often victims of discrimination do not report it due to lack of knowledge on available tools, mechanisms etc. Such tools and mechanisms will be discussed later in this module.

A common reason that racist discrimination is unreported is fear of arrest, detention and deportation. Victims of racist discrimination and even hate crime are often undocumented migrants who will not officially report their experience and especially to the police, as the common practice of the police is to arrest undocumented migrants and detain them for deportation reasons, even when they are victims of crimes. Even migrants with legal resident status are afraid to report discrimination against them, as they fear that such a report will lead them losing their residence permit. This is because residence permits of migrant workers in Cyprus depend on their employers. Moreover, victims of discrimination at workplace often do not report it because of fear that they could be fired or have other consequences by their colleagues/ employers/ supervisors. Such fear is reasonable as there have been many such cases.

According to the experience of civil society organisations, LGBTIQ* persons are also very vulnerable to discrimination. Yet, homophobic/ biphobic/ transphobic discrimination is rarely reported officially. This is because LGBTIQ* persons are often afraid of the stigma associated with revealing their sexual orientation and/ or gender identity. Although recently the LGBTIQ* community has been receiving more acceptance in the Cypriot society, as a result mainly of the visibility it has gained through the work of LGBTIQ* activists and groups, homophobic/ biphobic/ transphobic discrimination remains highly unreported.

It often happens that victims justify perpetrators (especially if they are family members, partners, colleagues or friends) because of internalised for example racism/ homophobia/ biphobia/ transphobia/ misogyny/ ableism and/ or victim-blaming and/ or dependency of the victim on the perpetrator.

In some cases, victims also report that they consider discrimination incidents as part of their everyday lives and they are therefore not willing or they are afraid to stand up for their rights, while others do not believe that reporting such incidents will ensure them any vindication and/ or bring any positive change for them individually or for their communities in general. This stems mostly from the authorities' failure to properly deal with discrimination cases.

As a result of all the above reasons, discrimination incidents are highly unreported and its consequences as well as its causes are not effectively addressed.

How to report discrimination
State authorities
Department of Labour Relations
As noted in their website, "the Department of Labour Relations is responsible for implementing the Government's policy in the area of industrial relations. In particular, the Department is responsible for safeguarding and maintaining industrial peace and healthy conditions in the area of industrial relations,

with a view to achieving social cohesion, productivity in work, the establishment of democratic practices and the achievement of socio-economic progress.

The Department is responsible, among others, for the following:

i. the prevention and settlement of industrial disputes, including the provision of assistance to enterprises for the development and effective functioning of mechanisms for collective bargaining, mutual agreements, and the settlement of personal complaints,

ii. the safeguarding of trade unionism freedoms, including the right to organize,

iii. the promotion of collective bargaining as the basic method for determining terms and conditions of employment, the encouragement for the creation and maintenance of strong employers' and workers' organisations and the achievement of balanced power in the economy,

iv. the protection of vulnerable groups of workers (with emphasis on non-unionized employees), mainly due to their weak bargaining power, through the determination by Law of minimum terms and conditions of employment,

v. the promotion and enforcement of Labour Law, that has created a new legal framework for the protection of employees' rights and determines minimum labour standards,

vi. the enforcement, monitoring and inspection of the application of the harmonized labour legislation,

vii. the effective application of the Agreement on the procedure for the settlement of labour disputes in Essential Services, which is an extension of the Industrial Relations Code,

viii. the provision of special services to the Hotel and Catering Industry, which includes the enforcement of the relevant Law pertaining to the terms of service,

ix. the promotion of the principle of equal treatment between employees, with special emphasis on the principle of equal pay between men and women, and

x. the enforcement of the Trade Union Laws, including the registration and supervision of employees and employers organizations."[26]

Any worker can submit a complaint related to their employment, including discrimination on any grounds. The Department of Labour Relations has the responsibility to examine such complaints, involving all parties (employer, complainant, trade union) in the process (mediation process): "The Department of Labour Relations is responsible for mediating in labour disputes in the private and semi-government sector. The mediation process can be summarised as the efforts undertaken by the mediator to convince each side, i.e. the trade-union and the employer's side, to change their initial position with a view to bringing both sides closer, so that the dispute can be settled. It should be stressed that the mediator has no authority to decide on how the dispute should be settled, and does not try to convince the two sides to accept the settlement he/she believes most appropriate. Essentially the mediator works towards achieving the settlement which will be accepted by both sides. [...] The procedures followed during the mediation in a labour dispute and the types of labour disputes for which the Department may be called upon to mediate are laid out in the Industrial Relations Code."[27]

There are District Offices of the Department of Labour Relations in all cities of the RoC (Lefkosia, Lemesos, Larnaka – Ammochostos, Pafos). Public Service Hours: 08:00 - 15:00.

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[26] From the website of the Department of Labour Relations:
     http://www.mlsi.gov.cy/mlsi/dlr/dlr.nsf/page04_en/page04_en?OpenDocument
[27] Ibid

For more information:
http://www.mlsi.gov.cy/mlsi/dlr/dlr.nsf/index_en/index_en?OpenDocument

The *Gender Equality Committee in Employment and Vocational Training* is also under the Department of Labour Relations and it is responsible for the equal treatment between men and women, including the reduction of the wage gap between men and women, the right to parental leave, sexual harassment, and the prohibition of firing a pregnant woman: "The Committee was established under Article 22 of the "Equal Treatment of Men and Women in Employment and Vocational Training" Law, No. 205(I)/2002. The Committee is composed of a Chairman and eight (8) Members, including Government representatives, representatives of Employers and Employees Organisations, appointed by the Minister of Labour and Social Insurance for a two-year period. The Committee has an advisory role and undertakes matters falling within the purpose and scope of this Law. Specifically, it advises, within its competencies, on national policy and legislation and supervises the implementation of the Law through the competent Department of the Ministry of Labour and Social Insurance. In addition, it submits, by its own initiative, complaints or accepts complaints and forwards them for action to the Chief Inspector."[28]

The Committee monitors the application of law and has an advisory role in regard to:
- The formation or the revision of national policy in its scope.
- The import or revision of relevant legislation.
- The adoption of measures and the application of programmes to promote gender equality.[29]

The Committee
- submits self-appointed complaints, and accepts complaints that are forwarded in turn, to the Chief-Inspector (Director) of the Department of Labour for investigation. The department of Labour is responsible to inform the Committee about the outcome of the investigation.
- provides free advice and information, free of charge, on gender equality issues in employment and vocational training, to any interested party.
- provides legal aid to victims of discriminative behaviour.[30]

For more information:
http://www.eif.gov.cy/mlsi/dl/genderequality.nsf/index_en/index_en?opendocument

Courts
Discuss to which courts a victim of discrimination can apply, when and how.
Discuss access to legal aid for victims of discrimination.

National context:

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[28] http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/73F76DFAF245BAA4C22580E6003E55F8?OpenDocument
[29] http://www.eif.gov.cy/mlsi/dl/genderequality.nsf/page02_en/page02_en?OpenDocument

[30] Ibid

In Cyprus, apart from the procedures that reach courts (Criminal or Labour Dispute Courts) further to a finding by the Labour Relations Department, the right to equal treatment in employment and to not be discriminated against on a ground prescribed by the aforesaid legislation may be invoked directly before the Labour Disputes Court, within a year from the occurrence of the discriminatory treatment. A procedure before this Court concerns employers both in the public as well as the private sector and a successful procedure may lead to limited compensation. For compensation regarding long periods of human rights violations, discrimination may be invoked before District Courts. When discrimination constitutes a criminal offence according to the legal framework (e.g. sexual harassment), a case may be tried before the Criminal Court as well. Decisions giving rise to discrimination that are taken by employers in the public sector may form administrative acts and thus be challenged before the Administrative Court within 75 days from the issuance/ delivery of the decision. Yet, when successful, this procedure leads to the cancellation of the decision and not to an obligation to compensate or act in a particular manner. Importantly, with the exception of the criminal procedure, in the rest of judicial procedures mentioned above the reversal of the burden of proof applies, which means that where a case discrimination is substantiated at first instance, it is for the employer to prove that such treatment did not occur and not to the employee to prove that it did.

Independent authorities

The **Anti-Discrimination Body** is an independent authority that functions within the framework of the Office of the Commissioner for Administration and Human Rights (Ombudsperson). As stated in its webpage, "[i]ts main objective is the combating of racism and discriminations and the promotion of equal treatment with respect to human dignity."[31] It was established in 2004 in accordance with the Combating of Racial and Other Forms of Discrimination Law. The Anti-Discrimination Body examines complaints submitted by anybody regarding discrimination and it can also make interventions relating to discrimination cases ex-officio. If a discriminative treatment or practice is affirmed, the Anti-Discrimination Body has the authority to apply sanctions. Its competencies cover both the public and the private sectors. Reports on cases are issued and often published online. Its annual report publishes data on complaints submitted to it.

The **Commissioner for Children's Rights** receives and examines complaints regarding violations of children's rights. Such complaints may include discrimination against children, on any grounds.

Civil society organisations: NGOs, trade unions
Apart from independent authorities, NGOs and trade unions may also deal with complaints of discrimination at the workplace.

NGOs
KISA – Action for Equality, Support, Antiracism
For more than 16 years now, KISA has been supporting, with its Migrants and Refugees Centre, victims of discrimination in various ways and especially in claiming their rights. KISA works against any form of discrimination, with focus on anti-racism. It acknowledges that discrimination often targets people at multiple levels (not only on the basis of their migratory background/ ethnic origin, for example, but also

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[31] http://www.ombudsman.gov.cy/ombudsman/ombudsman.nsf/page61_en/page61_en?OpenDocument

on the basis of their gender/ and gender identity/ sexual orientation/ disability status/ health status/ age/ class/ political beliefs) and it therefore has an intersectional approach in its actions.

KISA works from the grass root level at direct communication with communities of vulnerable to discrimination and racism persons and especially migrants and refugees. Its activities towards migrants and refugees who are victims of discrimination include mainly: provision of free information, advice, advocacy, mediation and support services; pro bono legal representation in strategic litigation cases; empowerment and capacity building actions. KISA's activities towards society in general of the RoC regarding discrimination include: sensitisation and awareness-raising; active engagement with the mainstream as well as the social media; advocacy for structural, legal and structural policy changes. Finally, KISA strongly believes in the cooperation and coordination of Civil Society Organisations at national, EU, and international level. At the national level, KISA works together with other NGOs in order to overcome the difficulties and better work together and coordinate their actions. KISA is also a very active member in European and international NGO Networks such as PICUM (Platform for International Cooperation 0n Undocumented Migrants), ENAR (European Network Against Racism), EMHRN (Euro-Mediterranean Human Rights Network), AEHD (European Association for the Defence of Human Rights), the   JUSTICIA European Rights Network, Migreurop and UNITED for Intercultural Action.

For more information: https://kisa.org.cy/

Cyprus Refugee Council

Cyprus Refugee Council (CyRC) is UNHCR's partner, and provides free legal and social advice to asylum seekers and refugees in the Republic of Cyprus. CyRC provides advice on the asylum procedure, access to the labour market, social and health services, family reunification, and other issues. Psychological support is offered to victims of violence.

CyRC follows an inter-disciplinary approach, by providing individualised legal, social and psychological support to persons of concern with the aim to ensure access to rights, integration into the local communities and a satisfactory quality of life.

For more information: https://cyrefugeecouncil.org/

Caritas Cyprus

In Nicosia and Larnaca, Caritas Cyprus' Migrant Centres are open weekdays to provide a place for migrants to socialiSe with others, to access legal, healthcare, and psycho-social support, to learn languages and, if necessary, to access food, clothing and other humanitarian services.

For more information: http://caritascyprus.com/

AGAPI

AGAPI is a voluntary organisation in Limassol that supports people in need, including refugees and asylum-seekers in Cyprus. The group operates a Migrant Centre and a Charity Shop in Limassol and provide support to migrants and refugees.

For more information: https://www.facebook.com/StCatherines-Agapi-Limassol-Cyprus-1037082223070252/

Cyprus Stop Trafficking
Cyprus Stop Trafficking offers a range of help and support to victims of human trafficking. It cooperates and works alongside other non governmental organisations as well as the police force and the social services.

For more information: http://www.cyprusstoptrafficking.com

"Hope For Children" - CRC Policy Center:
"Hope For Children" CRC Policy Center works together with national, regional and international advocacy institutions to reform child welfare systems to promote and protect the interests of children and youth, including unaccompanied children and minors who reside in Cyprus.

For more information: http://www.uncrcpc.org/

mi-HUB Migrant Information Centers
mi-HUB helps vulnerable migrants, including asylum-seekers and refugees, across Cyprus feel protected, safe, informed and supported so that they are able to move forward with their lives. With offices in the four major towns, mi-HUB staff can offer advice on a wide range of issues.

For more information: www.mihub.eu

Cyprus Red Cross
The Cyprus Red Cross Society offers humanitarian assistance and support as well as medical, psychosocial and other services to migrants and refugees.

For more information: http://www.redcross.org.cy/

Oasis
OASIS is a voluntary community group in Larnaca that supports refugees and asylum-seekers in Cyprus. They offer Greek language and English language classes for free, as well as food baskets on Mondays. In addition, they have a Social Café meeting every Wednesday morning.

For more information: https://www.facebook.com/oasislarnaca/

Freedom Dolls
Freedom Dolls is a Non-Profit making organization which is based in Larnaca, Cyprus and works with victims of human trafficking. The main aim of the charity is to help, support and empower women who have been sexually exploited.

For more information: https://www.cyprus.com/listing/freedom-dolls-victims-of-human-trafficking/

A.S.F Social centre St. Joseph Migrant

A.S.F Social centre St. Joseph Migrant in Nicosia offers support to migrants and refugees, especially domestic workers, including a shelter for migrant women.

Saint Paul's Anglican Church
Saint Paul's Anglican Church in Nicosia offers material and community support to individuals and families in need, including refugees and asylum-seekers.

For more information: https://www.facebook.com/pg/St-Pauls-Cathedral-Nicosia-1436816359917136/about/?ref=page_internal

Wellspring Association

Wellspring Association in Limassol offers individual support for survivors of human trafficking, asylum seekers, refugees and women from otherwise vulnerable backgrounds.

For more information: www.wellspringcyprus.com

Cyprus Gender Equality Observatory

Gender Equality Observatory – CGEO, among others, offers support to women who suffer abuse, marginalisation and social exclusion. Equal pay, sexual harassment in the workplace, gender equality within the family, work, administration, reconciliation of family and work, equal opportunities in employment and the European perspective, the impact of globalisation and economic crisis to working women, the importance of lifelong education, positive actions for women, are topics it works with.

For more information: http://www.pik.org.cy/en/

Trade unions
The main trade union organisations in the private and semi-government sectors are:
The Pancyprian Federation of Labour (PEO), which is the oldest and largest trade union organisation in Cyprus.
The Cyprus Workers Confederation (SEK), which comprises seven federations, is the second largest union organisation in Cyprus.
The Democratic Labour Federation of Cyprus (DEOK), which is the third umbrella union organisation.
The Union of Cyprus Banking Employees (ETYK), which is the sole trade union in the banking sector.

In the public sector, there are four trade unions:
The Pancyprian Public Employees Trade Union (PASYDY).
The Pancyprian Organisation of Greek Teachers (POED) (for elementary school teachers).
The Organisation of Greek Secondary Education Teachers (OELMEK).
The Organisation of Greek Technical Education Teachers (OLTEK).

Activity A: Practicing intervention
Time: 30 minutes
Materials:
Pens
Note-books

INSTRUCTIONS
1) Trainers ask participants to split into two working groups.
2) One group is asked to respond to the scenario that a white supervisor compliments the work of an African employee telling him that they "work well together because... well, you're white in my book!" The other group is asked to respond to the scenario that a man director praises the work of a woman employee telling her that "she works hard as a man."
3) Ask the groups to discuss their scenarios, plan a strategy for intervention, and act it out in front of others.
4) Trainers discuss with participants the scenarios, their acting, thoughts and feelings.

Activity B – Case study
Time: 20-40 minutes
Materials:
Chart Paper
Markers
Handout 5.1
Notepads
Pens

INSTRUCTIONS
5) Trainers ask participants to form groups of 3-5.
6) Trainers distribute handout 5.1 to the participants and ask them to discuss it with their group.
7) Trainers ask the groups to present their findings.
8) Trainers discuss the findings of the groups and add to them, if necessary.

HANDOUT 5.1
A disabled co-worker discloses to you that she believes the work environment to be ableist. She shares with you ableist comments she has heard from colleagues and superiors, both in relation to her and in general. She also shares with you that accessibility is not always easy in the company. She feels that a diversity training would be very useful, but she does not want to suggest it as she feels this would make her even more vulnerable to criticism. How do you respond?

TRAINERS NOTES
Discussion Questions:
- *Have you/ somebody you know ever experienced a situation similar to the one in the handout? What happened and how was it handled? What was the result?*
- *What are some other ways such a case can be handled?*

- *How can you be supportive?*
- *How can you engage colleagues/ superiors to also be supportive?*
- *Should you intervene?*

As an abled person, you are privileged, both at work and within the society. You can choose to either ignore your privilege or use it to contribute to a work environment where everyone feels comfortable and safe.

Start by inquiring what they perceive as ableist. Show you are interested into listening to your colleague and learning from her. Ask her how she thinks things could be improved.

Consider your work context. Some contexts are more challenging and some are more accepting than others. Seek to identify ways to make the work environment more accessible and safer to disabled people. Consider your colleague's opinions on that. If you are not sure, search for suggestions by organisations/ groups of disabled people, either online.

Consider how to improve your own behaviour. Be aware of ableist language, ableist comments, and ableist behaviour and put conscious effort to eliminate it.

Consider discussing issues of ableism in the workplace with other colleagues and superiors, seeking to make the workplace a more accessible and safer environment. Do not discuss your colleague's concerns in a way that could reveal she has complained to you.

Consider suggesting a diversity training as your own idea/ initiative. Try to convince your colleagues and superiors of its usefulness.

Contact an organisation/ groups of disabled people and ask for their insight.

If your company has a Human Resources department, suggest your colleague to reach to them. If she does not want to do so, try to reach them by yourself. Let them know of the problems you have identified and any suggestions you may have. Again, do not do it in a way that could reveal that your colleague has complained.

MODULE 10: RECAPITULATION

Time: 30 minutes

Objectives:

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

INSTRUCTIONS

1) Trainers summarise the main concepts, focusing on the importance of diversity and on how to identify discrimination.
2) Trainers address relevant questions to trainees to test their understanding.
3) Trainers ask trainees for any questions/ comments they may have on the whole training session.
4) Trainers answer questions/ comments and clarify any concept that may have remained unclear.
5) Trainers are encouraged to use the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group.

Activity A

Materials:

Pens

Note-books

Power point slides (all)

Instructions:

1) Trainers divide the trainees in groups. The number of groups and trainees in each group is flexible and depends on the total number of trainees.
2) Each group will be distributed one or several cards as follows:
    o What are stereotypes and prejudices and how can they affect our lives and communities?
    o What is the difference between discrimination and prejudices? Can you provide examples?
    o Can you describe at least 3 examples of diversity cases?
    o Can you give examples of benefits and challenges of diversity in SMEs?
    o Can you name at least one EU Directive and one national law promoting and protecting diversity on the workplace?
    o What is your definition of respectful and tolerant behaviour?
    o Why do think promoting diversity in labour relations/ collective bargaining mechanisms is important?
    o How can you report discrimination?
3) Trainers ask the groups to discuss their questions and assign a spokesperson.
4) Trainers ask spokespersons to present the findings of the groups.
5) Trainers take notes and discuss, if necessary, especially to clarify any concepts that may have remained unclear.

MODULE 11: EVALUATIONS AND CONCLUDING REMARKS

Time: 15 minutes
Objectives:
- Having participants fill out evaluations.
- Reviewing expectations and verifying if they have been met.

Materials:
Pens
Evaluation questionnaires

INSTRUCTIONS

1) Trainers ask trainees to share their feedback – impressions, feelings. Trainers may address questions like:
   - How do you feel now?
   - Do you think this training has been useful? How?
   - Have you learnt anything new today?
   - Are you planning to use the information you learnt today? How?
   - Is there something you did not like in this training?
   - Name the most important highlight of this training for you.
2) Trainers take notes and discuss, if necessary.
3) Trainers distribute the evaluation questionnaires and ask trainees to answer them anonymously, encouraging them to be true and share their feedback, including any negative comments.
4) Trainers are encouraged to use the activities below, depending on their time, if they are implementing an extended version or not, and on what they find useful for the group.

Activity A
Materials:

Instructions:
1) Trainers ask participants to mingle randomly in the room.
2) While participants move in the room, trainers suddenly ask them to stop where they are and share with the person in front of/ closer to them one way in which that person "shined" during the workshop.
3) Repeat several times so that each person gets feedback and support from various people in the group.
4) If there is an odd number of participants, a facilitator should address the odd person out each time.

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